

**İZMİR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH
2022-2023 ACADEMIC YEAR
24 AUGUST 2022 PROFICIENCY EXAM
TEST SPECIFICATIONS / STUDENT'S COPY**

GENERAL INFORMATION ABOUT THE EXAM

- The Proficiency Exam will take place on the day and at the time determined by the School of Foreign Languages. Therefore, no change in date or time can be requested due to any excuse.
- The exam will be administered **face-to-face** on campus in the SFL buildings.
- Students must be in the classrooms **ten minutes before the start time of the exam**. The exam will be conducted in **three sessions** consisting of several parts. Please see the details below:

Date	Component	Response Format	Skills Assessed	Number of Tasks / Questions	Total Mark	YOBS Mark	Allocated Time
24 August 2022	Vocabulary	* Multiple Choice (4-option)	Vocabulary Knowledge	1 task 10 questions	10	10	10.00-11.10 (70 min.)
	Reading	* Multiple Choice (4-option)	Reading Comprehension	5 tasks 25 questions	25	25	
BREAK (11.10-11.30)							
24 August 2022	Use of English	* Multiple Choice (4-option)	Grammar Knowledge	4 tasks 25 questions	25	25	11.30-12.35 (65 min.)
	Listening	* Multiple Choice (4-option)	Listening Comprehension	2 tasks 10 questions	15	15	
LUNCH BREAK (12.35-13.45)							
24 August 2022	Writing	* Open-ended	Writing an essay	1 task - writing an opinion essay	25	25	13.45-14.50 (65 min.)

EXAM DESIGN

OVERALL DESIGN	
<i>Purpose</i>	To assess reading, knowledge of grammar, language functions, vocabulary, listening and writing in English in order to specify the students' proficiency levels.
<i>Test type</i>	Proficiency Test
<i>Intended population</i>	Undergraduate / Graduate students Age: 18+ Nationality: Learners from Turkey in a majority Non-native speakers of the target language Mostly from similar educational / social background
<i>Intended decisions</i>	The results will be used for proficiency purposes.
<i>Response format</i>	Multiple Choice
<i>Language Level</i>	B2 of The Common European Framework of Reference (CEFR)
<i>Number of Test Components:</i>	3
<i>Number of Tasks</i>	13
<i>Number of items</i>	76
<i>Time Allocated</i>	200 minutes
<i>Order of items</i>	Vocabulary and reading, Use of English and Listening, Writing Items are in sequential order.
<i>Weighting of items</i>	All items in the vocabulary, reading, use of English tasks are equally weighted (1 point each) while listening task items are 1,5 points each.

<i>Weighting of test components</i>	<p>Vocabulary: 10 test items making a 10% contribution to the total score</p> <p>Reading: 25 test items making a 25% contribution to the total score</p> <p>Use of English: 25 test items making a 25 % contribution to the total score</p> <p>Listening: 10 test items making a 15 % contribution to the total score</p> <p>Writing 1 task making a 25% contribution to the total score</p>
<i>Reporting type</i>	Single test score out of 100
ASSUMPTIONS REGARDING THE TEST POPULATION	
<i>Background Knowledge</i>	The input is aimed to be within learners' background knowledge but not totally given; learners should not be able to answer questions from background knowledge without recourse to the input.
<i>Language Knowledge</i>	<p>Students are expected to be at B2 of The Common European Framework of Reference (CEFR).</p> <p>[Item writer(s) will already specify the lexis, structures, and functions in accordance with the respective CEFR levels.]</p>
<i>Lexical Range</i>	<p>Appropriate to level B2 of the CEFR</p> <p>[Note: the input will NOT consist of more than 10% of words from the higher levels.]</p>
<i>Structural Range</i>	Appropriate to level B2 of the CEFR
<i>Functional Range</i>	Appropriate to level B2 of the CEFR
SCORING	
<i>General Statement</i>	Automatically marked sheets

PART A: VOCABULARY

TASK 1: Gap Fill

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of vocabulary given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	10 items

Sample Test Item

Choose the correct option to complete the sentences in questions 1-10. (10x1=10 points)

1. Don't worry about the homework. I can _____ you my notes.
a) borrow b) lend c) take d) help

PART B: READING COMPREHENSION SKILLS

TASK 1: Multiple Matching

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option) [Matching the correct information for each paragraph]
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs

TASK DEMANDS**Input**

Discourse mode	Articles / Short stories Exposition / Narration / Description / Argumentation
Channel	Written, paper-based
Text length	550-600 words
Nature of information	Semi- authentic text / concrete
Content knowledge	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

For questions 11-15, answer by choosing from the sections of the article (I-IV).

Your Beautiful Caribbean Holiday

It is said that for every individual dream of faraway sands there is a perfectly matching Caribbean island. For centuries the Caribbean has enchanted and captivated the traveller with the combination of perfect beaches of dazzling white sands, palm trees shaking in the soft winds and a pace of life that is decidedly relaxed. We have selected four of the most popular islands: St. Lucia, Antigua, Jamaica and Barbados.

I. St. Lucia

A mystical island of volcanic mountains, St. Lucia is a charmed and charming place. Its scenic grandeur is second to none: secret bays of deep sand, sky-high mountain sides covered in dense forestry and whole valleys of banana groves make for dramatic scenery and yet they are upstaged for sheer rarity by its most famous landmark- the twin volcanic cones, called the Pitons. With a history as complex as its tropical greenery and perhaps the friendliest people in the Caribbean, it's difficult to know if they are a product of the island or the vital ingredient that makes it what it is. Either way, they welcome the visitor with a refreshing enthusiasm- and a spicy traditional cuisine. St. Lucia is undeveloped (as are its roads and services!) and while it remains unspoilt, it may spoil you for anywhere else.

II. Antigua

It's said that Antigua has a beach for every day of the year and its rocky coastline of deep inlets, long peninsulas and natural harbours certainly supports the theory. However, it's a legend that is difficult to prove, for visitors to the island are so quickly intoxicated with the gentle pace, infectious calm and general contentment, that no-one is inclined to do a count. One thing is certain, the coral island of Antigua has the finest shores of pink-white sand in all the Caribbean. Apart from the beach, there is plenty of sightseeing as Antigua's unsophisticated charm is spellbinding. In the capital, St. Johns, wooden balconies a century old overhang the street and the market is a battlefield where gossip is exchanged with goods.

III. Jamaica

As colourful as its history, as lively as its local reggae rhythm, and as scenic as any island you will find, Jamaica's magical magnet draws eager visitors to its shores in ever-increasing numbers. Woodland and waterfalls, history and tradition, sun and sports, modern Jamaica has it all. The sugar-white sands of the north coast resorts are legendary and bordered with offshore coral reefs, providing a wide choice of water-based activity, from snorkelling to jet skiing, scuba diving to parasailing. The landscape too, more than simply beautiful, lends itself to recreation. You can climb the water-smoothed steps of Dunn's River Falls, play golf on a number of world class courses, go rafting on the Rio Grande. So much more than sun and sand, Jamaica is the Caribbean encapsulated, a rich reserve of holiday resorts.

IV. Barbados

As British as cricket and afternoon tea, as historic as piracy on the high seas, as exotic as calypso and coral reefs, as Caribbean as you could wish, Barbados is a matchless mix of sunshine, sport and sophistication. The sunniest in a sea of tropical treasures, Barbados is blessed with beautiful beaches, where, centuries ago, smugglers and pirates used to land. The fashionable west coast is caressed by the cool Caribbean, while the eastern shoreline is battered by the crashing Atlantic surf. Those who enjoy land sports are well looked after, with championship golf and foodlit tennis courts and on warm Barbados evenings the 'millionaires' playground' of the West Indies comes alive with the characteristic music of steel bands, the cool sound of jazz and the more relaxed Latin American rhythms. Yet the island preserves a certain charm, gentility and sophistication, in classical colonial plantation mansions, in old-world values of courtesy and dress code and the time-honoured tradition of taking life slowly, so it lasts longer... Decide that 'rushing' is just something they make baskets from and you're well on the way to discovering the Barbados spirit.

Which island would you recommend for a holiday maker who...

11) enjoys different kinds of music?

a) I b) II c) III d) IV

12) enjoys eating peppery food?

a) I b) II c) III d) IV

13) wants to meet the local population?

a) I b) II c) III d) IV

14) wants to do a lot of water sports?

a) I b) II c) III d) IV

15) wants to see the best pink-white sand?

a) I b) II c) III d) IV

TASK 2: Heading

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option) Matching the correct headings with the paragraphs.
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to identify specific information in paragraphs

SAMPLE TASK

Read the text and choose the suitable heading for paragraphs A-E. There are EXTRA three options. (5x1=5 points)

A _____

Although intelligence and the brain have been studied for a long time, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain contains around 100 billion cells (about the number of stars in the Milky Way).

B _____

One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century, an American scientist called E.A. Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev, the Russian novelist, at 2000 gr. However, the brain of another great genius, Walt Whitman, weighed only 1282 gr.

C _____

There are no significant differences between the intelligence levels of males and females. However, girls under seven score a little higher than boys in IQ tests and Marilyn vos Savant has the highest IQ recorded. Yet, men and women differ in the way they think. Generally, women are more skilled orally and men do tasks better after they see them.

D _____

Also, there are similarities between the brains of all people and computers. Computers can do complicated calculations at unbelievable speeds. But they work in a fixed way because they can't make memory connections. In fact, it is claimed that when it comes to seeing, moving and reacting, no computer can even compete with the brain power of a fly.

E _____

Most of our mental acts are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. Exercise more. Good health and fitness levels gives you improved energy. Cooking is also good for mental exercise. It challenges memory and gives creative ability. Finally, don't forget to do puzzles and play games.

HEADINGS			
I.	A Shocking History	V.	Gender Discrimination
II.	The Battle of the Sexes	VI.	Forming Routines
III.	Which is More Important: IQ or EQ?	VII.	The Memory Problem
IV.	How Much Do We Know?	VIII.	What Causes the Difference?

16. Which of the following is the correct heading for paragraph A?

- a) I b) IV c) III d) VII

TASK 3: Discourse Completion

TASK SETTINGS

Response format

Multiple choice (4-option)

Inserting sentences into the suitable places in the text.

Known criteria

Answer Key

	[Note: Learners know there is an answer key with which their selections will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	5
<i>Intended operations</i>	To test learners' ability to follow contextual cues in a text
TASK DEMANDS	
Input	
<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	250-300 words
<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb
SAMPLE TASK	
<p>Five sentences have been removed from the text below. For each question (21-25), choose the correct answer (I-VIII). There are EXTRA three options. (5x1=5 pts.)</p> <p>When a film is successful, it's usually the actors who get all the attention in the media, but at the Oscars this is different. The actors are just one part of what makes a film successful. Behind the scenes, there is a hard-working team that makes it all happen. One thing shouldn't be forgotten. 21) _____.</p> <p>One of the most important people behind the scenes is the director. The director's job is to give directions to the actors and the film crew. 22) _____.</p> <p>All films need good photography to help develop the story. 23) _____. He or she makes sure that the photography supports the story. He or she has a lot of responsibility and leads the teams in charge of lighting and cameras.</p> <p>24) _____. He or she is the person who needs to understand exactly what the director wants and design the most suitable costumes. The costumes have to be comfortable so the actors can move easily, but at the same time they need to match the characters the actors are playing. It's a job that requires imagination, research and you have to know how to make things!</p> <p>It could be said that the most important person in the creation of a film is the producer. Without a producer there would be no film at all! The producer steers the film through all its stages and is the person who finds the money to finance the whole film. 25) _____. During the whole filming process, it is the producer's job to make sure that everything goes well.</p>	

- I. There are some world-wide known directors whose films are followed by many because of this.
- II. He/she is just as important as the big stars and the Oscars recognise many of these people who we never usually consider
- III. Shooting a film is collaborative and stressful work
- IV. The cinematographer is the person who is in charge of shooting the film
- V. Another essential person that we often forget about is the costume designer – the person who designs what the actors wear.
- VI. Despite the huge popularity of the film sector, some actors are underpaid.
- VII. Costume design is an essential part of shooting a film.
- VIII. He or she also works closely with many other people behind the scenes

21) a) I b) II c) III d) IV e) V

TASK 4 - 5: Reading Comprehension

TASK SETTINGS

<i>Response format</i>	Multiple-choice (4-option)
<i>Known criteria</i>	Answer Key [Note: Students know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 points (0 for incorrect response)
<i>Number of texts</i>	2
<i>Number of items</i>	10
<i>Intended operations</i>	To test learners' ability to: <ul style="list-style-type: none"> • derive the probable meaning of unknown words from familiar contexts • understand straightforward factual texts on familiar topics • understand which word or phrase a pronoun refers to • identify key information in a simple academic text • identify the main topic and related ideas in a structured text

TASK DEMANDS

Input

<i>Discourse mode</i>	Articles / Short stories Exposition / Narration / Description / Argumentation
<i>Channel</i>	Written, paper-based
<i>Text length</i>	450-550 words

<i>Nature of information</i>	Semi- authentic text / concrete
<i>Content knowledge</i>	Text types familiar to students Familiar topics that interest learners but that do not overexcite or disturb

SAMPLE TASK

Read the text and choose the correct option for questions 26-30. (5x1=5 points)

200,000 miles from the earth, the crew of the third manned mission to the Moon faced an astronaut's worst nightmare: an explosion on the spacecraft. It is the plot of the Oscar-winning film *Apollo 13*, but it's also a true story of survival against the odds.

A. Was it doomed from the beginning? The scientists at Houston were in charge of getting the spacecraft to the Moon and back. They had scheduled for the April 1970 lift-off for 13 minutes after the 13th hour. They had also planned the moon landing itself for the 13th day of the month. For those who believe in bad luck, perhaps the only thing missing was a Friday. Scientists aren't supposed to be superstitious, though, and despite minor problems on lift-off, *Apollo 13* started its journey.

B. Two days into the mission, the three-man crew faced catastrophe. They had been carrying out routine checks when there was a loud bang. Warning lights were starting to flash furiously. Looking out into space, they could see a trail of gass - the spacecraft was leaking oxygen. They sent out a short message to the scientists back on Earth: "Houston we've had a problem here!" At first, they thought that a meteor had hit them, but they later found out that a short-circuit had caused an oxygen tank to explode. Whatever the cause, they knew there was no time to lose. Their electricity supply in the command module depended on that oxygen and pretty soon they will run out of both.

C. The only solution was to conserve oxygen by moving from the command module into the lunar module - the section of the spacecraft that would have landed on the Moon. Now though, they were using it as a kind of lifeboat. With its own power supply, oxygen and water, the three men could survive in the lunar module and return to Earth. There was another problem though. In an enclosed space like a lunar module, the carbon dioxide the crew was breathing out was dangerous. The equipment to clear the air of carbon dioxide was only built for two people. Now **it** had to cope with three. Amazingly, crew managed to put together an adapter that reduced the carbon dioxide to a safe level.

D. There was one final **obstacle**. The lunar module wasn't strong enough to re-enter the Earth's atmosphere, so the crew had to transfer back into the damaged command module. To everyone's relief, the crew of *Apollo 13* splashed down safely in the South Pacific Ocean on April 17th. It was a space flight that would go down in history. Although the crew didn't land on the Moon, NASA still considers the mission a success. The *Apollo 13* disaster was proof that their highly-trained astronauts could deal with anything that could go wrong.

26. The text is mainly about _____.

- a) the bad effect of the number 13
- b) an explosion on a spaceship
- c) the Oscar-winning film *Apollo 13*
- d) a journey to the Moon

27. The word '**it**' in paragraph C refers to _____.

- a) another problem
- b) the equipment
- c) carbon dioxide level
- d) the crew with a lifeboat

28. The word '**obstacle**' in paragraph D is closest in meaning to _____.

- a) responsibility
- b) similarity
- c) safety
- d) difficulty

29. The astronauts survived by _____.

- a) using the lunar module as a lifeboat
- b) adapting to less oxygen

- c) repairing the command module
- d) creating a new oxygen supply

30.

SESSION II: USE OF ENGLISH & LISTENING

PART A - USE OF ENGLISH

TASK 1- Gap Fill

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct usage of various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	13 items

Sample Test Item

Choose the correct option to complete the sentences in questions 1-13. (13x1=13 points)

1. This is the _____ pizza I've ever had.

- a) worst
- b) worse
- c) bad
- d) badly

TASK 2: Error Identification

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the error in various grammatical forms and structures given in discrete contexts
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	7 items

Sample Test Item

Each sentence in the following paragraph (questions 14-20) has four CAPITALISED words / phrases. One of them contains a grammatical mistake. Choose the correct option that shows the mistake. (7×1=7 points)

14. In this framework, it explores the interconnection and bidirectional relationship a) BETWEEN human and nature, and at the same time deals b) OF various problems c) SUCH as the climate crisis as a problem d) THROUGH the concept of ecosophia. 15. It focuses a) ON issues like unexpected changes in b) THE climate, the damage caused by the material wastes c) WHEN people d) USE to live, to the ecological system.

TASK 3: Dialogue Completion

TASK SETTINGS

<i>Purpose</i>	To test learners' ability to recognise the correct use of functions given in a dialogue
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	2 items

Sample Test Item

Choose the correct option to complete the dialogues in questions 21-22. (2×1=2 points)

21. Jenny: Can you give me some advice on choosing a program for my master's degree?

Sylvia: _____

Jenny: What do you mean by that? Money?

Sylvia: Well, that too. But more important will be time, energy and effort.

- a) Would you like some other things?
- b) Yes, but I need to know how much you are ready to give.
- c) Well, it depends on whether you can afford it or not.
- d) Forget it! You're sufficiently well qualified as you are.

TASK 4: Sentence Completion

TASK SETTINGS	
<i>Purpose</i>	To test learners' ability to complete the given sentences grammatically and meaningfully.
<i>Response format</i>	Multiple choice items (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared.]
<i>Weighting</i>	All items worth 1 point (0 for incorrect response)
<i>Number of items</i>	3 items

Sample Test Item

Choose the correct option to complete the sentences in questions 23-25. (3x1=3 points)

23. Above all his many talents, Ray Charles, had the ability to interpret and sing songs in such a way _____ .

- of being the person most responsible for developing soul music
- that he became one of the most successful African-American artists of the 20th century
- to be compared to his contemporaries
- when he was carrying the feelings in his words to the listeners

PART B - LISTENING

TASK SETTINGS

<i>Response format</i>	Multiple choice (4-option)
<i>Known criteria</i>	Answer Key [Note: Learners know there is an answer key with which their responses will be compared] No partial credit
<i>Number of tasks</i>	2
<i>Number of items</i>	5 in each task (10 in total)
<i>Weighting</i>	All items worth 1,5 points (0 for incorrect response)
<i>Time constraints</i>	1 minute for reading the instructions and reviewing the questions 30 seconds before the second play of the recording 1,5 minutes before the start of the second task
<i>Intended operations</i>	To test learners' ability to: <ul style="list-style-type: none"> identify the main points in short talks on familiar topics, if delivered slowly and clearly. identify key details in a simple recorded dialogue or narrative. identify key details (e.g. name, number) in factual talks on familiar topics, if delivered in clear standard language.

TASK DEMANDS

Input	
<i>Discourse mode</i>	Dialogue / conversation or monologue / talk Narration / Exposition Description / Argumentation / Instruction
<i>Channel</i>	Auditory
<i>Length</i>	3-4 minutes
<i>Nature of information</i>	Semi-authentic/concrete
<i>Content knowledge</i>	Familiar topics that interest learners but that do not overexcite or disturb
<i>Variety of accent</i>	Standard British or Standard American European English
<i>Number of speakers</i>	1 or more in each task depending on the discourse mode

Sample Task Item

You will hear different people talking in different situations. Choose the correct option for questions 26-30. You will hear the recording twice. (5x1,5=7,5 points)

26. You hear a husband and wife discussing what to call their new baby. What name do they choose?

- | | |
|------------|------------|
| a) Stuart | c) Steven |
| b) Gregory | d) Micheal |

SESSION III: WRITING**TASK - Writing an Opinion Essay****TASK SETTINGS**

Response format	Open-ended
<i>Time Allocated</i>	65 minutes
<i>Intended Operations</i>	To test learners' ability to: <ul style="list-style-type: none"> • organise ideas for an academic essay • Write introduction, body and conclusion paragraphs to support the thesis statement • use a variety of accurate language structures and vocabulary corresponding to the target language level use correct spelling, punctuation and capitalisation
<i>Word Limit of Response</i>	Minimum 350 words
Response format	Open-ended
SCORING	
<i>Type of Scale</i>	Analytic (see Appendix 1)
<i>Sample Test Item</i>	
<p>Task: Write a well-developed opinion essay of minimum 350 words in four paragraphs.</p> <p>Topic: <i>“Do you think it is a good idea for students to get a job?”</i></p> <p>Support your opinion with specific reasons/points and details.</p>	

APPENDIX 1

Students' papers are to be evaluated out of **25** with an analytic rubric. The rubric includes following components:

Content	6 points
Organization	4 points

Vocabulary	6 points
Sentence Structure & Language Use	7 points
Mechanics	2 points

IMPORTANT NOTES:

Check the table below for additional notes on marking:

<i>PROBLEM</i>	<i>MARKING</i>
<p>Plagiarism See example cases of plagiarism below:</p> <ul style="list-style-type: none"> a. Copying parts or sentences from internet sources or any printed sources b. Copying parts or sentences from another student 	<p>The response will be marked '<u>0</u>' points out of 25.</p>
<p>'Off-topic' response</p>	<p>The response will be marked '<u>0</u>' points out of 25.</p>
<p>A response below 350 words</p> <ul style="list-style-type: none"> • <u>The response is in the essay format but shorter than the minimum word limit.</u> 	<p>1 point will be subtracted from the overall mark.</p>
<p>Ineligible for grading</p> <ul style="list-style-type: none"> • <u>The response is not in the essay format and too short.</u> 	<p>The response will be marked '<u>0</u>' points out of 25.</p>