



İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ  
YABANCI DİLLER YÜKSEKOKULU  
2023-2024 AKADEMİK YILI  
28 EYLÜL 2023 / YETERLİK SINAVI-AŞAMA 2  
BİLGİLENDİRME KİTAPÇIĞI / ÖĞRENCİ KOPYASI



### SINAV HAKKINDA GENEL BİLGİ

- 2023-2024 Akademik yılı Seviye Belirleme ve Yeterlik Sınavı Yabancı Diller Yüksekokulu'nun belirlediği gün ve saatte yapılacaktır. Bu nedenle herhangi bir mazeret nedeni ile tarih ve saat değişikliği talep edilemez.
- Tüm sınav oturumları kampüste yüz yüze yapılacaktır. (Duyuruların devamı için <https://ydyo.iyte.edu.tr/> adresini ziyaret ediniz).

### SINAV TASARIMI

|                         |  |
|-------------------------|--|
| Test Türü               | Yeterlik Sınavı  |
| Dil Seviyesi            | Avrupa Dilleri Ortak Çerçeve Programı - B2 seviyesi  |
| Test Bileşenleri Sayısı | 5  |
| Soru Sayısı             | 50 + 1 Kompozisyon Yazımı  |
| Ayrılan Süre            | 175 dakika   |
| Soruların Ağırlığı      | Kelime Bilgisi ve İngilizce Kullanımı bölümlerindeki her soru 1 puandır.<br>Okuma bölümü soruları 2 puandır.<br>Dinleme bölümü soruları 1,5 puandır. |
| Sonuç Açıklama          | 100 üzerinden tek sınav puanı  |
| Geçme Notu              | 60   |

- Sınav 3 oturumda yürütülecektir. Sınav detayları aşağıda sunulmuştur:

| Tarih / Oturum                     | Sınav Bileşeni     | Cevap Türü                        | Ölçülen Beceri     | Bölüm / Soru Sayısı          | Toplam Puan | Ağırlık | Süre                       |
|------------------------------------|--------------------|-----------------------------------|--------------------|------------------------------|-------------|---------|----------------------------|
| 28 Eylül 2023<br>I. OTURUM         | Yazma Becerileri   | * Açık uçlu                       | Kompozisyon Yazımı | 1 bölüm - Fikir Yazısı Yazma | 25          | %25     | 10.00-11.05<br>(65 dakika) |
| <b>ARA</b><br>(11.05-11.25)        |                    |                                   |                    |                              |             |         |                            |
| 28 Eylül 2023<br>II. OTURUM        | Dinleme Becerileri | * Çoktan seçmeli<br>(4 seçenekli) | Dinleme-Anlama     | 2 bölüm<br>10 soru           | 15          | %15     | 11.25-12.15<br>(50 dakika) |
|                                    | Dil Kullanımı      | * Çoktan seçmeli<br>(4 seçenekli) | Dil Bilgisi        | 2 bölüm<br>10 soru           | 10          | %10     |                            |
| <b>ÖĞLE ARASI</b><br>(12.15-13.30) |                    |                                   |                    |                              |             |         |                            |
| 28 Eylül 2023<br>III. OTURUM       | Sözcük Bilgisi     | * Çoktan seçmeli<br>(4 seçenekli) | Sözcük Bilgisi     | 2 bölüm<br>10 soru           | 10          | %10     | 13.30-14.30<br>(60 dakika) |
|                                    | Okuma Becerileri   | * Çoktan seçmeli<br>(4 seçenekli) | Okuma-Anlama       | 4 bölüm<br>20 soru           | 40          | %40     |                            |

## PUANLAMA

|                |   |
|----------------|---|
| Genel Açıklama | <ul style="list-style-type: none"><li>Dinleme Anlama/Okuma Anlama/Dilbilgisi/Sözcük Bilgisi bölümlerinde optik form kullanılır.</li><li>Yazma bölümlerinin değerlendirilmesi 20 puanlık (25 puana çevrilecektir) analitik bir değerlendirme ölçeği ile iki öğretim görevlisi tarafından yapılacaktır. (Ek 1'i inceleyiniz.)</li></ul> |
|----------------|---|

## ÖRNEK SORULAR

### SESSION I: WRITING

#### TASK - Writing an Opinion Essay (25 points)

##### Sample Item:

**Task:** Write a well-developed opinion essay of minimum 350 words in four or five paragraphs. (25 points)

**Topic:** "Do you think it is a good idea for students to get a job?"

Support your opinion with specific reasons/points and details.

##### IMPORTANT NOTES:

- The cases of cheating will be marked '0' points.
- 'Off-topic' (completely irrelevant)/No task achievement responses will be marked '0' points.
- 1 point will be deducted from the total mark in cases below:
  - Responses below 350 words
  - Responses with no paragraphs (response written as a connected text)
- In relation to the 'Essay Writing Analytic Rating Scale', check content, organisation, vocabulary, sentence structure, spelling, punctuation, and capitalisation in your response before you submit it.

### SESSION II

#### PART A: LISTENING (15 points)

##### Sample Item:

You will hear different people talking in different situations. Choose the correct option for questions 1-5. You will hear the recording twice. (5x1.5=7.5 points)

1. 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) Michael |

**PART B: USE OF ENGLISH (10 points)**

**TASK I - II - Cloze test**

**Sample Item:**

**Choose the correct option to complete the sentences in questions 11-15. (5x1=5 points)**

Barter (exchanging goods or services without payment) was **11)** \_\_\_ way people got things **12)** \_\_\_ they needed before money **13)** \_\_\_\_\_. However, owners of businesses worldwide **14)** \_\_\_ goods and services under organizations called "trade exchanges", **15)** \_\_\_ enables them to keep cash for other expenses.

**11.** a) some    b) the    c) -    d) any

**SESSION III**

**PART A: VOCABULARY (10 points)**

**TASK I - Gap Fill**

**Sample Item:**

**Choose the correct option to complete the sentences in questions 1-5. (5x1=5 points)**

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

**TASK II - Lexical Cloze Test**

**Sample Item:**

**Choose the correct option to complete the sentences in questions 6-10. (5x1=5 points)**

Primary school enrolment in India has been a success story, **6)** \_\_ due to various programmes and drives to increase enrolment even in remote areas. With enrolment reaching at least 96 percent since 2009, and girls **7)** \_\_ up to 56 percent of new students between 2007 and 2013, it is clear that many **8)** \_\_ of access to schooling have been **9)** \_\_. Improvement in infrastructure has been the **10)** \_\_ behind achieving this and now in India 98 percent habitations have a primary school within one kilometre and 92 percent have an upper primary school within a three-kilometre walking distance.

**6.** a) largely    b) properly    c) totally    d) optionally

**PART B: READING COMPREHENSION SKILLS (40 points)**

**TASK I - Multiple Matching (10 points)**

**Sample Task:**

**Read the text and choose the correct option for questions 11-15. (5x2=10 points)**

**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 II - Heading Match (10 points)**

**Sample Task:**

Read the text and match each paragraph (A-E) with the correct heading (I-VIII) in the table by choosing the correct option for questions 16-20. There are three extra headings. (5x2=10 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    |                                    |              |                       |
|-------------|------------------------------------|--------------|-----------------------|
| <b>I.</b>   | A Shocking History                 | <b>V.</b>    | The Super Machine     |
| <b>II.</b>  | The Battle of the Sexes            | <b>VI.</b>   | Is Bigger Better?     |
| <b>III.</b> | Which Is More Important: IQ or EQ? | <b>VII.</b>  | Make Your Brain Work  |
| <b>IV.</b>  | How Much Do We Know?               | <b>VIII.</b> | Technology and Health |

16. The correct heading for paragraph A is \_\_\_\_\_.

- a) I    b) II    c) III    d) IV

**TASK III - Text Completion (12 points)**

**Sample Task:**

Six sentences have been removed from the text below. For questions 21-26, choose the correct option to complete the text (I-VIII). There are three extra options. (6x2=12 points)

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)** \_\_\_\_\_.

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)** \_\_\_\_\_.

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.

**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!

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. **26)** \_\_\_\_\_.

| SENTENCES   |  |
|---|--|
| <b>I.</b> As the person who finds the money to finance the whole film, he or she also works closely with many other people behind the scenes. | <b>V.</b> Another essential person that we often forget about is the costume designer - the person who designs what the actors wear. |
| <b>II.</b> They are just as important as the big stars, and the Oscars recognise many of these people who we never usually consider.          | <b>VI.</b> Film making is not a job, profession, field or career.  |
| <b>III.</b> Directing a film is very stressful work.  | <b>VII.</b> However, he or she doesn't work alone.   |
| <b>IV.</b> The cinematographer is the person who is in charge of shooting the film.   | <b>VIII.</b> Designing film costumes is very different from the work of fashion designers.   |
| <b>IX.</b> All in all, shooting is a demanding task.  |  |

**21.** The sentence that best fits gap 21 is \_\_\_\_\_.  
 a) III      b) I      c) VI      d) II

## TASKS IV - Reading Comprehension (8 points)

### Sample Task:

#### Read the text and choose the correct option for questions 27-30. (4x2=8 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 is 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 13<sup>th</sup> hour. They had also planned the moon landing itself for the 13<sup>th</sup> 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 gas - 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.

27. 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
28. The word '*conserve*' in paragraph C is closest in meaning to \_\_\_\_\_.
- a) store                      b) preserve                      c) produce                      d) separate
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. The word '**it**' in paragraph C refers to \_\_\_\_\_.
- a) another problem  
b) carbon dioxide level  
c) the equipment  
d) the crew with a lifeboat



## ÖNEMLİ NOTLAR

- Adayların sınava girebilmeleri için yanlarında fotoğraflı bir kimlik belgesi (kimlik kartı, ehliyet, pasaport vb.) bulundurmaları gerekmektedir. Üzerinde fotoğraflı bir kimlik kartı olmayan adaylar sınava alınmayacaktır.
- Sınav yeri, saati ve kuralları ile ilgili duyuruları sınava girecek adaylar takip etmekle yükümlüdür.
- Adayların sınavdan önce YDYO web sitesinden sınava girecekleri salonları kontrol etmeleri ve ilan edilen oturum saatlerinden 10 dakika önce sınav salonunda hazır bulunmaları gerekmektedir.
- Adayların sınava gelirken kendi kalem ve silgilerini yanlarında bulundurmaları gerekmektedir. Sınav sırasında herhangi bir kalem veya silgi alışverişine izin verilmeyecektir.
- Sınava geç gelen adaylar sınava alınacaktır fakat bu adaylara ek süre verilmeyecektir. (Geç kalma süreleriyle ilgili detaylar aşağıda sunulmuştur.)
- Adayların oturum sırasında gözetmenlerin uyarılarına uymaları gerekmektedir. Bu nedenle belirlenen kurallara uymayan adaylar sınava girme hakkını kaybederler.
- Adayların sınav sırasında fazladan kaynak (sözlük, basılı materyal vb.) kullanmasına izin verilmeyecektir.
- Adayların sınav kitapçıkları ve optik formlar üzerindeki bilgileri (ad, soy-ad, aday numarası, sınav oturumu ile ilgili bilgiler vs.) eksiksiz ve doğru bir şekilde doldurmaları gerekmektedir.
- Optik formlar üzerindeki hatalardan (yanlış cevap işaretleme, öğrenci numarasını yanlış kodlama, eksik işaretleme/kodlama, sınavı bitirmeme veya belirtilen sürede bitirememme vb.) adaylar sorumludur. Bu nedenle adaylar sınav belgelerini teslim etmeden önce işaretlemelerin doğruluğunu kontrol etmelidir. Sınav belgelerinin teslim edildikten sonra geri alınmasının mümkün olmayacağı unutulmamalıdır.
- Herhangi bir şekilde kopya çekmeye teşebbüs ettiği tespit edilen adayların sınavı geçersiz sayılacaktır. Ayrıca bu adaylar hakkında disiplin soruşturması ve yasal işlem uygulanacaktır.
- Sınav sonuçları, 04 Ekim 2023 tarihinde <https://ydyo.iyte.edu.tr/> adresinde duyurulacaktır.

|  |
|--|
| <b>I. OTURUM - Yazma Becerileri</b>  |
| <ul style="list-style-type: none"><li>▪ Ge kalan ğrenciler, ilk 10 dakikada sınav salonlarına alınacaktır.</li><li>▪ ğrenciler, ilk 15 dakika sınav salonundan ıkamazlar.</li></ul>  |
| <b>II. OTURUM - Dinleme Becerileri &amp; Dil Kullanımı</b>   |
| <ul style="list-style-type: none"><li>▪ Sınav dinleme blümü ile başladıėı iin ge kalanlar sınav salonlarına alınmayacaktır. Dinleme bittikten sonra ilk 5 dakika iinde salona alınacaklar, ancak ek sre verilmeyecektir.</li><li>▪ Dinleme yapılırken ğrenciler sınav salonundan ayrılamazlar.</li></ul> |
| <b>III. OTURUM - Szck Bilgisi &amp; Okuma Becerileri</b>   |
| <ul style="list-style-type: none"><li>▪ Ge kalan ğrenciler, ilk 10 dakikada sınav salonlarına alınacaktır.</li><li>▪ ğrenciler, ilk 15 dakika sınav salonundan ıkamazlar.</li></ul>  |

Students' responses will be marked out of 20 points using an analytic scale and then will be converted to 25 points in Microsoft Excel. The scale includes the following components:

**İZMİR INSTITUTE OF TECHNOLOGY  
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**ESSAY WRITING ANALYTIC RATING SCALE (*Designed for Proficiency Tests*) / STUDENT'S COPY (20 pts.)**

|  |   |  |   |   |
|--|---|--|---|---|
| <b>CONTENT &amp; ORGANISATION</b><br>(10 pts.) | <b>INTRODUCTION</b><br>(2 pts.)   | 2  | the topic is introduced with general information which is properly narrowed down to focused information including a direct statement of personal opinion  |   |
|  |   | 1  | the topic is introduced with some general information but there may not be a smooth transition to focused information OR the introduction may be too specific and/or short OR there is not a direct statement of personal opinion |   |
|  |   | 0  | no introduction / does not communicate OR not enough to evaluate  |   |
|  | <b>BODY</b><br>(6 pts.)   | <b>CONTENT</b>   | 3   | the opinion is supported with relevant ideas including well-focused details/examples                                |
|  |   |  | 2   | most ideas support the stated opinion but there are several undeveloped and/or irrelevant and/or missing ones       |
|  |   |  | 1   | the opinion is supported inadequately with frequently repeated/irrelevant/undeveloped ideas                         |
|  |   |  | 0   | ideas considered partly relevant OR not enough to evaluate  |
|  |   | <b>ORG</b>   | 3   | fluent expression of well-organised ideas / an adequate range of cohesive devices with one or two errors            |
|  |   |  | 2   | some ideas may be disconnected or loosely-organised / a limited range of cohesive devices with several errors       |
|  |   |  | 1   | ideas disconnected or poorly organised / non-fluent / a very limited range of cohesive devices with frequent errors |
|  |   |  | 0   | no organisation OR not enough to evaluate   |
|  | <b>CONCLUSION</b><br>(2 pts.)   | 2  | the ideas stated in the body are effectively summarised including a restatement of the opinion and/or a final comment   |   |
| 1  |   | the conclusion may be too short or repetitive/ the summary may not be well-organised/ there may be new ideas |   |   |
| 0  |   | no conclusion / does not communicate OR not enough to evaluate   |   |   |
| <b>LANGUAGE USE</b><br>(8 pts.)                | <b>VOCABULARY</b><br>(4 pts.)   | 4  | a wide range of appropriate vocabulary with one or two errors   |   |
|  |   | 3  | an adequate range of appropriate vocabulary with several errors   |   |
|  |   | 2  | a limited use of vocabulary with repetitions and/or frequent errors that may impair communication at times  |   |
|  |   | 1  | very poor and repetitive vocabulary and major errors that seriously hinder communication  |   |
|  | <b>SENTENCE STRUCTURE</b><br>(4 pts.)   | 4  | effective use of simple grammatical structures but there may be one or two errors in complex constructions  |   |
|  |   | 3  | effective use of simple grammatical structures with one or two errors but several errors in complex constructions   |   |
|  |   | 2  | good use of simple grammatical structures with one or two errors but major or frequent errors in complex constructions  |   |
|  |   | 1  | major or frequent errors in simple and/or complex grammatical structures  |   |
|  |   | 0  | dominated by errors and thus does not communicate OR not enough to evaluate   |   |
|  |   | <b>MECHANICS</b><br>(2 pts.)   | 2   | one or two errors in spelling, punctuation and capitalisation   |
| 1  | several errors in spelling, punctuation and capitalisation                              |  |   |   |
| 0  | frequent errors in spelling, punctuation and capitalisation, making the text ineligible |  |   |   |

## IMPORTANT NOTES:

1. Please check the table below for notes on marking:

| <b><i>PROBLEM</i></b>   | <b><i>MARKING</i></b>   |
|---|---|
| <b>Cheating</b><br>See example cases of cheating below:<br><br>a) Copying parts or sentences from internet sources or any printed sources<br><br>b) Copying parts or sentences from another student | The response will be marked <b><u>'0' points</u></b> out of 20.   |
| <b>'Off-topic' response / No task achievement</b>   | The response will be marked <b><u>'0' points</u></b> out of 20.   |
| <b>A response below <u>350 words</u></b>  | <b>1 point</b> will be deducted from the total mark.<br><br><ul style="list-style-type: none"><li>• Please note that additional points may be deducted if other task requirements are not fully met (e.g. well-developed ideas) due to fewer words.</li></ul> |
| <b>No paragraphs (response written as a connected text)</b>   | <b>1 point</b> will be deducted from the total mark.  |