Keynote Advanced End-of-course Test B

Answer Key and Mark Schemes

Paper 1: Reading and Use of English

Questions 1–24 carry one mark.

Part 1

1 D 2 A 3 B 4 C 5 C 6 A 7 D 8 D

Part 2

9 up

10 No

11 what

12 out

13 sell

14 were

15 out

16 so

Part 3

17 anxiety

18 supposition

19 treatment

20 emotionally

21 feelings

22 appealing

23 anger

24 outcomes

Questions 25–30 carry up to two marks.

Part 4

25 would sooner spend

26 I hate to interrupt, but would

27 to come up with a

28 to see eye to eye on

29 view of their feedback, which has

30 ’m/am in two minds about

Questions 31–46 carry two marks.

Part 5

31 B 32 A 33 C 34 B 35 D 36 D

Part 6

37 C 38 D 39 B 40 B

Part 7

41 E 42 C 43 G 44 D 45 F 46 A B is not used

Questions 47–56 carry one mark.

Part 8

47 E 48 E 49 C 50 B 51 D 52 E 53 D 54 B 55 A 56 C

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Paper 2: Writing

Parts 1 and 2 each carry twenty marks. Take into account the following points:

- Is the length of the piece of writing appropriate (within the 220–260 word limit)?
- Is all the content relevant to the task?
- Is the target reader fully informed and are complex ideas clearly communicated in an effective way?
- Has the writer used the conventions of the particular genre of writing well?
- Does the text hold the reader's attention easily?
- Is the piece of writing well organized?
- Does the piece of writing flow well and use a wide variety of linking words?
- Does the text use a wide range of vocabulary, including less common items of vocabulary, accurately, effectively and with style?
- Is the use of grammar sophisticated, fully controlled and natural?
- Are any mistakes that are made very minor and infrequent?

Part 1

Example answer:

In recent years reality TV, social media and the Internet have changed the way people become famous. This, in turn, means that young people are more likely to admire Internet or reality show celebrities than other, more traditional heroes, such as musicians or actors. Thus talent is being replaced by visibility as the criteria for being famous.

One of the effects of this is that young people spend more time and money on their appearance than in the past. When musicians or sportspeople were more likely to be heroes, physical appearance was either less important, or could be cheap to maintain. Fashions such as punk required more imagination and inspiration than money. Nowadays, however, as visibility is important, hair and clothes are a priority and young people spend more than ever before on hair products and cosmetics.

On the other hand, body image may be less of an issue than in the past. While many celebrities are obsessed with health and diet, they are not all thin. This means that, although young people are more concerned about their image, they are, in all likelihood, less concerned about their weight. The drawback with this is that they may not be very concerned about their health.

It is hard to be optimistic about the effects of celebrity culture on young people, as it is so superficial, but we may conclude that it is not utterly negative. However, let's hope there will come a time when sportsmen are the key role models for young people. Health is so much more important than looks.

(260 words)

Part 2

2/3/4 Student's own choice and answer

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Paper 3: Listening

Questions 1–30 carry one mark.

Part 1

1 A 2 B 3 B 4 C 5 C 6 A

Part 2

7 exactly cutting-edge

8 in the workplace

9 the nineteen thirties/the 1930s

10 education

11 a perpetual childhood

12 fight stress

13 less restless

14 suit our mood

Part 3

15 D 16 B 17 D 18 A 19 A
20 C

Part 4

21 E 22 A 23 H 24 F 25 C
26 B 27 D 28 H 29 A 30 C

Paper 4: Speaking

This paper carries a total of 20 marks. There are four parts to the paper. For each part a mark is given out of five for each student.
Take into account the following points:

- Does the student use a wide range of grammatical forms appropriately, flexibly and accurately?
- Does the student use a wide range of vocabulary appropriately and flexibly?
- Does the student use a good range of linking words?
- Are his or her contributions relevant?
- Is he or she capable of extended and fairly complex utterances?
- Are longer contributions fluent and well structured?
- Are contributions relevant, easily understood, varied and detailed?
- Is the student's pronunciation clear enough to understand him or her easily?
- Is the student's intonation appropriate and sufficiently expressive?
- Is sentence and word stress generally accurately placed?
- Does the student respond with ease and in an appropriate way to questions and statements from others?
- Does the student skilfully maintain the conversation, for example by asking questions or making suggestions?

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