

External Summative Assessment  
**Test specification**  
«English language»

---

**Grade 11**



## Content

1.	Purpose .....	3
1.1	Relationship with international standards .....	3
1.2	Relationship with Subject Programme.....	3
1.3	Relationship with the Criteria-based Assessment System .....	3
2.	Assessment overview .....	3
2.1	Assessment objectives .....	4
3.	Description of papers.....	5
3.1	Paper 1: Reading.....	5
3.2	Paper 2: Writing .....	6
3.3	Balance of marks .....	6
3.4	Language of assessment.....	7
4.	Administration .....	7
5.	Marking process .....	7
6.	Grading process .....	7
7.	Grade descriptions.....	7
8.	Sample Papers .....	9
8.1	Paper 1: Reading.....	9
8.2	Paper 2: Writing .....	20

## 1. Purpose

The purpose of Nazarbayev Intellectual Schools (NIS) assessments is to provide an objective summative measure of the knowledge, understanding and skills acquired by students. The examinations will be rigorously and securely administered to international standards.

### 1.1 Relationship with international standards

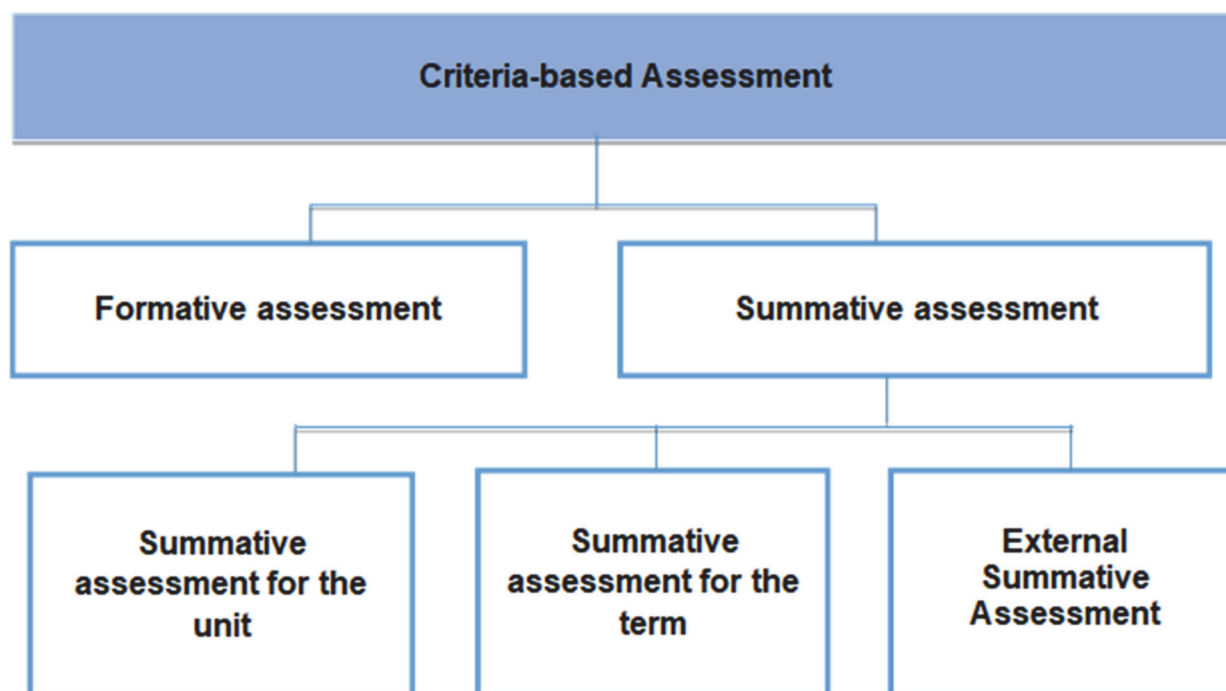
Grade 11 External Summative Assessment in *English Language* is developed in accordance with Cambridge AS level standards.

### 1.2 Relationship with Subject Programme

The Grade 11 External Summative Assessment is based on the content of the AEO “Nazarbayev Intellectual Schools” Grade 11 NIS-Programme. The level of students’ knowledge, abilities, and skills is determined by the learning outcomes specified in the Subject Programme for *English Language*.

### 1.3 Relationship with the Criteria-based Assessment System

The External Summative Assessment forms one part of the *Criteria-based Assessment System* which also consists of Formative Assessment and Summative Assessment for the unit and the term.



## 2. Assessment overview

<b>Paper 1: Reading</b> <b>Maximum marks: 50</b>	<b>Duration: 90 minutes</b>
<p>Students read 3 passages and perform tasks. The length of the passages varies; the first two texts contain approximately 350-450 words, while the third text is around 600-700 words. Dictionaries must not be used during the examination.</p> <p>Students read texts and answer a series of questions testing skim-/gist-reading skills, requiring closed, short (single word/phrase) and open responses, based on the variety of sources such as magazine and newspaper articles/reports, fiction and non-fiction texts, diary</p>	

<p>entries, emails, and other forms of extended writing.</p> <p>The questions are of different types: open-ended comprehension questions, multiple choice, table completion, YES/NO/NOT GIVEN questions, multiple matching, etc. Students answer a series of questions designed to test their understanding of the main ideas, specific details, and supporting information in the given texts.</p>	
<b>55% of total marks</b>	
<p><b>Paper 2: Writing</b>  <b>Maximum marks: 40</b></p>	<p><b>Duration: 60 minutes</b></p>
<p>Students are required to write approximately 250-280 words of written work in a wide variety of written genres in familiar general and curricular topics. Dictionaries must not be used during the examination.</p> <p>The written response should be provided in one of the following genres: an opinion essay, a discussion essay (both sides and opinion), an article (non-academic), a 'This I believe' essay and a double question essay.</p> <p>Students choose one out of three suggested genres for writing.</p>	
<b>45% of total marks</b>	

## 2.1 Assessment objectives

AO1	<p><b>Communicative competence</b></p> <p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• identify the writer's argument and opinion;</li> <li>• deduce the meaning of unknown words from the context before reading an appropriate text type for detail;</li> <li>• recognise different text types (e.g. narratives, reports, fiction, non-fiction, editorials, diary entries, emails) and their features;</li> <li>• manage the entire writing process including brainstorming, planning, outlining, drafting, editing, revising and proofreading a written text;</li> <li>• communicate information, ideas, opinions and arguments clearly and effectively, with support/justification.</li> </ul>
AO2	<p><b>Language competence</b></p> <p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• convey their own ideas and thoughts using a good lexical range and syntactic structures of language with a generally high degree of accuracy;</li> <li>• recognise inconsistencies in argument in texts on a wide range of unfamiliar topics by reading different views/perspectives of the same topic;</li> <li>• create texts, following the grammatical rules and using linguistic techniques appropriate to the given communicative situation;</li> <li>• organise ideas into coherent paragraphs with clear topic sentences and supporting details;</li> <li>• use punctuation marks correctly (commas, semicolons, colons, etc.) to enhance clarity and coherence.</li> </ul>
AO3	<p><b>Intercultural competence and knowledge of modern society</b></p> <p>Candidates should be able to:</p>

	<ul style="list-style-type: none"> <li>• understand and express their views on social and intercultural issues;</li> <li>• understand cultural nuances and comprehend implicit meanings and cultural allusions;</li> <li>• demonstrate their knowledge of national culture, English speaking countries' culture and modern society;</li> <li>• avoid the language that might be misunderstood or offensive in a particular cultural context;</li> <li>• develop the skill and linguistic capability to comprehend, evaluate and condense various perspectives on sensitive subjects without displaying bias or intolerance;</li> <li>• incorporate global issues and concerns in writing to reflect understanding of interconnectedness in the globalised world.</li> </ul>
--	---

### 3. Description of papers

Students are supposed to take two papers: Reading and Writing.

Paper 1: Reading assesses a student's ability to work with texts, find appropriate information, analyse, and answer questions using the information in the given texts.

Paper 2: Writing paper assesses a student's ability to write coherently and cohesively using a variety of complex grammar structures and topic vocabulary on a given genre of writing.

#### 3.1 Paper 1: Reading

Students are given **90 minutes** to read three passages and answer 40-45 questions overall. The tasks in the Reading paper test students' ability to understand the gist, main ideas and details of the text, follow the text structure, deduce the meaning, and select specific information.

The questions assess students' language usage skills, text comprehension, as well as their ability to draw conclusions accurately and coherently. Dictionaries must not be used.

Part	Assessment objectives	Marks	Description
1	AO1 (40%) AO2 (50%) AO3 (10%)	Text 1 – open-ended questions are worth 10 marks, with 5 additional marks for content and language quality	The first part contains one text and a series of open-ended questions. Students answer questions without copying long phrases directly from the text. These questions assess comprehension of the main points and details in the given text.
2	AO1 (40%) AO2 (40%) AO3 (20%)	Text 2 – multiple choice questions are worth 10 marks	The second part contains one text and multiple-choice questions. Students choose one correct answer to the question among multiple answer options. These questions assess understanding of the main points in the text, as well as recognising of the attitude, opinion, or tone of the writer.

3	AO1 (40%) AO2 (40%) AO3 (20%)	Text 3 – multiple matching questions are worth 10 marks, YES/NO/NOT GIVEN questions – 10 marks, and table completion – 5 marks.  Total: 25	The third part contains one text and three types of questions. In the multiple matching questions, students skim information within the text and then match it with the relevant paragraphs. These questions assess the ability to skim extended texts with speed to identify content meriting closer reading. In the YES/NO/NOT GIVEN questions, students read a statement and determine whether the information in the given text supports the statement, contradicts it, or if there is no clear information in the text to confirm or deny the statement. These questions assess a student's ability to deduce meaning from the context in extended texts. In the table completion questions, candidates fill in the blank spaces by selecting a logical sequence of the aspect and their details. These questions assess a student's ability to understand specific information and details in extended texts.
TOTAL		50	

### 3.2 Paper 2. Writing

Students are given **one hour** to produce a written work. The answer is assessed on a scale of 40 marks. The examination assesses students' abilities to organise and develop their thoughts in the written form, connect topics to global and national issues, as well as the skill to use lexical and grammatical structures correctly. Dictionaries must not be used.

Assessment objectives	Available marks	Description
AO1 (40%) AO2 (40%) AO3 (20%)	40	Students are asked to choose one specific genre out of three suggested and provide a written work of 250-280 words in an appropriate style of writing. They can be asked to write an opinion essay, a discussion essay (both sides and opinion), an article (non-academic), a 'This I believe' essay and a double question essay.

### 3.3 Balance of marks

The balance of marks for each paper and the assessment are shown in the table below.

	Paper 1: Reading	Paper 2: Writing	Total
AO1	20	15	35
AO2	20	20	40
AO3	10	5	15

<b>Total Contribution</b>	<b>50</b>	<b>40</b>	<b>90</b>
---------------------------	-----------	-----------	-----------

### 3.4 Language of assessment

The language of assessment is English.

## 4. Administration

The assessment must be conducted in compliance with all security measures in accordance with Instruction on arranging and conducting external summative assessment of academic achievements of Nazarbayev Intellectual Schools' students. Instruction contains the following main points:

- examination materials and their safety;
- duties of teachers, invigilators and examination administrators;
- preparation of classrooms and materials for the examination.

## 5. Marking process

The marking process is carried out by the Attestation Committee, which includes the Principal Examiner, Team Leaders and Examiners. Groups of Examiners, led by Team Leaders, are formed to mark each examination paper.

During the marking, all Examiners use the same version of the Mark Scheme. The Principal Examiner and Team Leaders selectively check papers marked by Examiners to ensure the Mark Scheme is applied correctly and assessment quality is maintained.

The marking process is conducted in accordance with the ESA materials marking and grading guidelines approved by the Head of CPM.

## 6. Grading process

The grades are A\*, A, B, C, D and E, where A\* is the highest grade and E is the lowest grade.

Grade U ('ungraded') does not represent a pass in a syllabus.

A student's academic achievement in the subject is calculated directly from the total of their marks across all examination papers, rather than from the grades of individual papers.

The key grades identified in the Test Specification are Grades A, C and E and Grade Descriptors are provided for these. The Attestation Committee sets the thresholds for these grades based on professional judgement and the students' results. The thresholds of the grades A\*, B, and D are established by arithmetic means.

Grades A\*, A, B, C, D and E are translated into the final grades.

## 7. Grade descriptions

Key Grade Descriptions are provided to give a general indication of the standards of achievement to have been shown by candidates awarded grades. The grade awarded will depend practically upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of a candidate's performance in the examination may be balanced by a better performance in others.

<b>Grade</b>	<b>Grade Description</b>
<b>Grade A</b>	<p>Students can</p> <ul style="list-style-type: none"> <li>• understand the main idea, specific and detailed information, contrasting arguments, the author's opinion and attitude, cause and effect relationships,</li> </ul>



	<p>draw conclusions in specialised articles outside his/her field;</p> <ul style="list-style-type: none"> <li>• read and understand longer functional texts (newspaper reports and magazine articles on contemporary problems, personal letters that describe events, feelings and wishes) and understand complex instructions on some unfamiliar topics;</li> <li>• have broad active reading vocabulary, but may experience some difficulty with low-frequency idioms;</li> <li>• use language flexibly and effectively for social, academic, and professional purposes;</li> <li>• produce a clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors, and cohesive devices;</li> <li>• write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence;</li> <li>• write secure and well-developed responses, identifying patterns of language, analysing evidence effectively with appropriate topic-specific vocabulary;</li> <li>• demonstrate secure knowledge and understanding of relevant language concepts/theories/issues, addressing relevant identified issues effectively;</li> <li>• craft well-developed and well-constructed responses appropriate to purpose requirements.</li> </ul>
<b>Grade C</b>	<p>Students can</p> <ul style="list-style-type: none"> <li>• understand the main idea, specific and detailed information, arguments, the author's opinion and attitude, deduce meaning from the context and draw main conclusions in texts on familiar, general and curricular topics;</li> <li>• read and understand functional texts (schemes, plans, timetables, leaflets, newspaper reports and magazine articles on contemporary problems, personal letters that describe events, feelings and wishes) including straightforward instructions;</li> <li>• have adequate active reading vocabulary, but may experience difficulties with low-frequency idioms;</li> <li>• deliver mostly clear, well-structured text on complex subjects, showing adequate use of organisational patterns, connectors and cohesive devices;</li> <li>• describe events, write an extended story with details and express feelings and opinions, give detailed accounts of experiences, describing feelings and reactions in an understandable way using formal register on a growing range of familiar and general topics with some support;</li> <li>• react by explaining and justifying own point of view using a range of subject-specific vocabulary and some complex grammar though insignificant errors of unfamiliar words are possible;</li> <li>• make clear points in responses, identifying patterns of the language, explaining evidence with mostly accurate topic-specific vocabulary;</li> <li>• demonstrate mostly accurate knowledge and/or understanding of relevant language concepts/theories/issues;</li> <li>• create responses that recognisably meet purpose requirements.</li> </ul>

<b>Grade E</b>	<p>Students can</p> <ul style="list-style-type: none"> <li>• understand the main idea, specific and detailed information, arguments though not necessarily in detail, the author's opinion, deduce meaning from the context in texts on familiar and curricular topics;</li> <li>• read and understand some functional texts (simple instructions, menus, timetables, leaflets, receipts, travel tickets, checks, schedules, etc.) and find the information needed;</li> <li>• have low active reading vocabulary, be not familiar with low-frequency idioms and deduce wrongfully;</li> <li>• deliver ambiguous semi-structured texts on complex subjects, showing poor use of organisational patterns, connectors and cohesive devices;</li> <li>• write independently and/or with minimal support about factual and imaginary past and future events, activities, and experiences on familiar and curricular topics with major mistakes;</li> <li>• use simple structures and write with low grammatical accuracy on specific and curricular topics;</li> <li>• spell some high-frequency vocabulary, punctuate written work at a text level on specific and curricular topics with low accuracy;</li> <li>• write responses that attempt to identify relevant patterns of the language, explaining evidence with limited topic-specific vocabulary;</li> <li>• demonstrate sometimes insecure knowledge of relevant language concepts/theories/issues, addressing relevant issues in indistinct ways;</li> <li>• make attempts to demonstrate some insecurity regarding an appropriate register and needs of purpose.</li> </ul>
----------------	--

## 8. Sample Papers

This section presents sample papers on each of the assessed skill. The papers are supported by the Mark Schemes.

### 8.1 Paper 1. Reading

**There are three passages for you to read and do the tasks.**

#### Reading passage 1

Student A and Student B recently watched the film “Interstellar” igniting their curiosity about the concept of time travel. Subsequently, they read an article titled “The Impact of Gravity on Time: Delving into Einstein's Theory of Relativity” on the website, leading to a divergence in their opinions. Student A holds the belief that time travel could become achievable in the future, whereas Student B exhibits a fair degree of skepticism regarding the concepts presented in the movie and the theory. Explore the two students’ opinions and answer the following questions.

#### Student A – Believer in Time Travel

Einstein’s theory of relativity revolutionised our perception of time. It revealed that time is not constant but depends on motion and location, laying the foundation for thinking about time travel. Supported by empirical evidence, Einstein’s time dilation theory shows that time behaves differently in relative motion and gravity. This concept hints at the potential manipulation of time by altering these factors.

Another fascinating idea is that time travel into the future involves near-light speeds, which cause astronauts age more slowly due to time dilation, effectively experiencing time travel. While practical time machines remain elusive, these principles offer insights into the flexibility of time.

Einstein’s theories also introduce the concept of wormholes, theoretical passages through

spacetime rooted in general relativity's mathematics. Though still theoretical, these cosmic gateways hold the promise of time travel to various historical eras.

Einstein's profound insights suggest that time travel is not just a fantasy but a scientific endeavour worth exploring. While practical applications may be distant, the theoretical framework and empirical evidence make it a valuable pursuit, keeping Einstein's legacy alive.

### **Student B – Skeptic of Time Travel**

Einstein's theory of relativity introduced the idea of time dilation, indicating that time can vary with motion and gravity. However, this does not equate to practical time travel; it simply means time behaves differently under different conditions without providing a blueprint for time machines.

The notion of travelling into the future, based on time dilation, is often misrepresented as evidence of time travel's feasibility. Astronauts in space experience time differently, but they do not travel in time like in movies – they live at a different time rate compared to Earth.

Wormholes, another Einsteinian concept, remain theoretical constructs without empirical evidence. While they inspire captivating science fiction narratives, there is no scientific basis to consider them as time travel portals. It is essential not to confuse theoretical concepts with practical possibilities.

Furthermore, tampering with the past and creating paradoxes poses significant challenges. The "grandfather paradox" illustrates the logical inconsistencies of time travel, suggesting it could lead to unpredictable and potentially catastrophic consequences if it were possible.

In summary, Einstein's ideas are significant, but they do not offer a blueprint for real-time travel. It is vital to distinguish between science fiction and scientific reality. While time travel is a captivating concept in stories, it remains a dream in the real world.

*Answer questions in full sentences without directly copying long phrases from the text.*

*The number of marks for each question is indicated in parentheses. Additionally, five marks are awarded for coherent language quality.*

1. What are the three key principles of Einstein's theory of relativity that Student A believes support the possibility of time travel?

.....

.....

..... [3]

2. What are the two different perspectives of Student A and Student B regarding the time dilation phenomenon?

.....

.....

..... [2]

3. What do Student A and Student B think about the potential for astronauts to "time travel" into the future due to time dilation?

.....  
.....  
..... [2]

4. How do the students' views on the role of wormholes in the debate about time travel differ?

.....  
.....  
..... [2]

5. Student B raises concerns about paradoxes, such as the "grandfather paradox," when discussing time travel. How do these paradoxes challenge the feasibility of time travel?

.....  
.....  
..... [1]

**[Total: 10 + 5 for coherent language use = 15]**

### Mark Scheme

Task №	Answer	Mark
1	(1) time dilation, (1) near-light speeds and (1) wormholes.	3
2	Student A sees (1) time dilation as potentially supporting the idea of time travel, while Student B agrees that time dilation is a real phenomenon, but (1) it does not necessarily imply the practical feasibility of time travel.	2
3	Student A thinks that astronauts can effectively (1) “time travel” into the future because they age more slowly when travelling at near-light speeds due to time dilation. Student B thinks that (1) astronauts are merely experiencing time at different rates relative to Earth without travelling in time as depicted in science fiction.	2
4	Student A sees wormholes as a (1) potential portal to other historical eras, while Student B says that (1) there is no scientific proof to consider them as time travel portals.	2
5	They suggest that altering the past could create unpredictable and potentially catastrophic contradictions in the timeline.	1

### Mark Scheme for Content and Language

Mark	Content and Language
5 Excellent	Grammar and punctuation are impeccable. The language is clear, coherent, and demonstrates a deep understanding of the text and the question. The response is original and does not involve copying from the text.
4 Good	Grammar and punctuation are generally accurate with minor mistakes. The language is clear and coherent, displaying a good understanding of the text and the question. The response is primarily original and does not rely on excessive copying.
3 Competent	There may be noticeable mistakes in grammar and punctuation, but the response is generally understandable. The language use is satisfactory and partially coherent in addressing the question. The response may include some copying but not to an extensive degree.
2 Modest	The response contains significant errors in grammar and punctuation, making it challenging to understand. The language lacks coherence and clarity in addressing the question. Copying from the text is evident and may dominate the response.
1 Poor	Grammar and punctuation errors are pervasive, rendering the response nearly incomprehensible. The language use is confusing and incoherent, demonstrating a lack of understanding of the question. The response heavily relies on copying from the text and adds little original content.

## Reading passage 2

What if a photo showed how beautiful you were on the inside? Read the extract from a story by Nicola Prentis to learn what happens when people download a new app called TrueBeauty and answer the following questions.

Steph scrolled through her Instagram feed. There were #blessed yoga photos and #SundayBrunch pictures. Freshly baked bread sat next to coffees with hearts drawn on the top of the milk.

Steph took a photo of her carefully arranged breakfast and flowers. Her eggs and her coffee had gone cold, but the plate looked cool. It was from an expensive art market she had visited that morning. The flowers she'd 'borrowed' from her neighbour's garden. No one had noticed. *Besides*, she thought, *flowers are for everyone to enjoy, aren't they?* And, probably only ten people a day walked past old Mrs Robinson's garden. Posting the picture on Instagram meant far more people would get to appreciate them.

Steph adjusted the colours on her picture to make the orange juice and the pink roses brighter. As she scrolled through the Instagram filters, TrueBeauty caught her eye. The picture looked perfect with that filter. She posted the photo for her 15k followers to envy. Then she threw the food on her plate into the bin. There was no point eating it now that it was cold.

Steph wasn't expecting to get so few likes. And she definitely wasn't prepared for the negative comments she got.

**susieQ** Remind me never to get breakfast at your place!

**coffeeaddict21** Ewww, disgusting!

Those were the half-polite ones. The rest of the comments were even worse.

And then Steph looked again at the pictures she'd posted. The picture showed green-looking eggs with flies crawling on them. The flowers were dead, and the coffee had a horrible grey layer floating on the surface.

In panic, she tried to delete the photos, but it was impossible to get rid of them. The negative comments kept coming. In one way, it was Steph's most popular post.

Just then, Steph along with all the other people who had installed the TrueBeauty filter, received a message from the person who had created it.

Dear User,

Thank you for making TrueBeauty such an amazing success! Fifty million downloads in the first 24 hours are more than I ever hoped for. Honestly, guys, I am so #blessed and #thankful.

I know that each of you really, truly cares about showing yourself as you really are – just as beautiful on the inside as you are on the outside. If you want your pictures to show the real you, it's time to be as beautiful in real life as you are on your social media.

Love,

TrueBeauty

P.S. You can't remove the filter or delete the pictures you posted using it. #SorryNotSorry

P.P.S. By the way, after the first time you use TrueBeauty, it automatically gets added to

all your photos from now on.

*Circle a letter A, B, C, or D in accordance with a correct option.*

6. The task starts with the question “What if a photo showed how beautiful you were on the inside?” What is the purpose of this question?
- A To attract readership’s attention to the context.
  - B To convey the feelings towards a subject.
  - C To enhance the expressiveness of the author.
  - D To involve the auditory into the text genre.
7. Why had Steph’s eggs and coffee gone cold?
- A She spent too much time on her Instagram.
  - B She took a photo of her breakfast and flowers.
  - C She tried to make pictures on the milk foam.
  - D She was busy with her daily yoga exercises.
8. Which statement about Steph’s breakfast is **TRUE**?
- A It was bought in the market she had visited in the morning.
  - B It was decorated with flowers from a neighbour's garden.
  - C It was ordered by ten people who walked past her house.
  - D It was served with the plates borrowed from old Mrs Robinson.
9. Why did Steph’s photo receive negative comments?
- A The TrueBeauty filter failed to depict the true appearance.
  - B The photo featured food that was cold and unappetizing.
  - C The TrueBeauty filter made the food and flowers look unappealing.
  - D The photo did not meet Instagram’s quality standards.
10. How does the writer portray Steph’s experience with the TrueBeauty filter?
- A The writer shows Steph’s frustration and disappointment with the filter
  - B The writer presents Steph’s experience as completely positive and successful
  - C The writer highlights Steph’s indifference towards the filter
  - D The writer depicts Steph as being unaware of the filter’s effects

11. What were Steph's expectations from posting the photo?
- A Her followers would be jealous of the picture.
  - B New cooking recipes would be recommended.
  - C The app would be advertised among the audience.
  - D The food would look more presentable.
12. Why did Steph throw the food into the bin?
- A Because it looked distasteful.
  - B Because it sat out too long.
  - C Because she preferred a bitter taste.
  - D Because she wanted to take another picture.
13. What is the predominant tone of the rest of the text?
- A humorous
  - B ironic
  - C sarcastic
  - D serious
14. What does the TrueBeauty creator's tone suggest about their view on user dissatisfaction?
- A They are apologetic for the app's negative effects on users.
  - B They are amused and satisfied with the app's controversial success.
  - C They are disappointed and are planning improvements.
  - D They are surprised by the lack of interest in the app.
15. Which of the following best summarises the central theme of the passage?
- A Steph's unsuccessful attempt to delete unflattering photos from her Instagram.
  - B The harmful effects of negative comments on social media users.
  - C The importance of maintaining authenticity on social media.
  - D The unexpected success and drawbacks of the TrueBeauty filter.

**[Total: 10]**



### Mark Scheme

Task №	Answer	Mark
6	A	1
7	B	1
8	B	1
9	C	1
10	A	1
11	A	1
12	B	1
13	B	1
14	B	1
15	C	1

### Reading passage 3

Read an article about a chef called Massimo Bottura and answer the questions.

#### The Chef on a Mission to Help Others

*Tim Adams meets Massimo Bottura*

**A** I am in Milan, Italy, to meet the world-famous Massimo Bottura, at the site of one of his many culinary projects: Refettorio Ambrosiano. Refettorio began as a temporary idea for the Milan World Expo show in 2015: Bottura, 54, had been commissioned to cook for various official functions, including the grand opening. The plan had been to create a kitchen at Milan's central station, in which some of the world's greatest chefs would be invited to cook alongside him for the city's homeless, with food deemed unsuitable for sale in supermarkets, making a statement about waste, and about taste. Instead, Bottura got thinking, and came up with a rather different plan. His thoughts focused on a derelict theatre in the city centre and a full-time commitment to serve Milan's homeless and refugee population every day. Bottura has subsequently set up a foundation - Food for Soul - to operate in other cities worldwide.

**B** Bottura leads me into Refettorio Ambrosiano, originally a very grand building from around 1930. It is far removed from his top restaurant in nearby Modena, which has 52 staff producing food for 28 guests at lunch and dinner. Here in Milan, two chefs, borrowed from one of the best new restaurants in town, have given up their day to cook at his direction for about a hundred homeless people, assisted by local volunteers. Food is donated by a supermarket - whatever is close to its sell-by date, or misshapen or damaged. The fridges and pantry are stocked with fish and vegetables and fruit, all waiting to be transformed by what Bottura calls 'every chef's key ingredient': his mental vision.

**C** At school, Bottura had dreams of becoming a professional footballer, but his father insisted he studied law. However, before Bottura finished his studies, he heard that a roadside café was for sale on the outskirts of Modena. He bought the building for next to nothing, renovated it, and opened Trattoria del Campazzo, his first restaurant, a week later. Having been denied the chance to follow his first passion, he was determined it would not happen again. 'Every single person in Modena said I would stay six months at this and then maybe become a mediocre lawyer,' he recalls. But I knew I had not to disappoint my mum. She was fighting for me with my father... I couldn't let her down...

**D** The concept of Food for Soul reflects the values given to Bottura as a child. 'I come from a place, Emilia Romagna, that is extremely social, and that expresses itself in food. That spirit is in the Parmigiano Reggiano Consortium, hundreds of small-scale cheesemakers who see the power of working together with a single voice Bottura sees food for Soul as part of the same spirit. To begin with, the locals were not convinced. When Bottura announced plans to open his kitchen there were some protests from those who believed the initiative would only encourage homeless people to gather in the square. But when protesters saw the commitment of architects, artists, and chefs to transforming the area, many changed their minds.

**E** With Food for Life, Bottura wanted to create a place where disadvantaged people could have at least one hour in a day when they could enjoy the pleasure of a beautiful meal in a beautiful place'. To begin with, Bottura says, Refettorio's 'customers' — who are invited as part of a social programme for three months at a time — were unsure. 'People didn't even look in your eyes. They came in, ate in 20 minutes, and left immediately.' However, after a month they understood that Bottura and his team were not going away. 'We knew we were being accepted when they started complaining,' he says, with a smile. 'No more soup! We want pasta!'

*For the following questions, choose from the paragraphs (A-D). The paragraphs may be chosen more than once.*

**In which section does the author mention...**

16. an example of co-operation and togetherness which inspired Bottura? .....
  17. the speed with which one restaurant came into existence? .....
  18. residents who objected to Bottura's plans changing their minds? .....
  19. Bottura being invited to act as chef for a particular occasion? .....
  20. a comment on the food at The Refettorio from people who ate there? .....
  21. the difference between two of Bottura's regular workplaces? .....
  22. initial suspicion from the people Bottura was trying to help? .....
  23. cooks needing to have a clear idea of what they are going to create? .....
  24. the idea of using unwanted food to send out a message to people? .....
  25. Bottura being motivated by a desire to prove others wrong? .....
- [Total: 10]**

*Do the following statements agree with the views of the writer in the Reading Passage? Write:*

**YES** if the statement agrees with the author.

**NO** if the statement does not agree with the author.

**NOT GIVEN** if there is no information about this in the passage.

26. Massimo Bottura was commissioned to cook for various official functions at the Milan World Expo show in 2015. ....
27. The initial plan for Refettorio Ambrosiano was to create a kitchen at Milan's central station. ....
28. Bottura's foundation, Food for Soul, operates exclusively in Milan. ....
29. Bottura's top restaurant in Modena serves a large number of guests with a small staff. ....
30. The food for Food for Soul is donated by a supermarket and typically close to its sell-by date or damaged. ....
31. Massimo Bottura initially aspired to become a professional footballer. ....
32. Bottura's first restaurant, Trattoria del Campazzo, was a great success from the beginning. ....
33. Bottura's decision to open a kitchen for the homeless was met with immediate approval from the local community. ....
34. Refettorio's 'customers' are invited to stay for an unlimited period. ....

35. Initially, the homeless patrons at Refettorio Ambrosiano were hesitant to accept the food and assistance offered.

[Total: 10]

Complete the table below. Write **NO MORE THAN 3 WORDS** from the passage for each answer.

Aspects	Details
The idea of Refettorio Ambrosiano	36 _____
Location of Bottura's kitchen	37 _____
Bottura's institution for similar projects	38 _____
Bottura's place of birth	39 _____
Fostered a feeling of unity	40 _____

[Total: 5]

[Total: 25]

#### Mark Scheme

Task №	Answer	Mark
16	D	1
17	C	1
18	D	1
19	A	1
20	E	1
21	B	1
22	E	1
23	B	1
24	A	1
25	C	1
26	Yes	1
27	Yes	1
28	No	1
29	No	1
30	Yes	1
31	Yes	1
32	Not Given	1
33	No	1
34	No	1
35	Yes	1
36	to feed homeless	1
37	derelict theatre	1
38	Food for Soul	1
39	Emilia Romagna	1
40	cheesemakers	1

## 8.2 Paper 2. Writing

Choose one of the three suggested topics to write on. You are required to write **250-280** words.

Please indicate which question you are answering. Place a checkmark (✓) in the appropriate box.

1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
---	--------------------------	---	--------------------------	---	--------------------------

- 1) Write a double question essay on the following topic:

Education is a fundamental aspect of personal and societal development, shaping individuals and influencing economic growth. However, the traditional education system faces numerous challenges in adapting to the needs of modern society.

How can we improve the current education system to better serve students?

What new methods could be introduced to improve learning experiences?

*Give reasons for your answer and include any relevant examples from your own knowledge or experience.*

- 2) You are asked to write an article for your school newspaper about the identity of modern teenager.

You should include such factors as:

- environment,
- social media,
- culture.

- 3) The shrinkage of the Caspian Sea happens due to the pollution from the oil extraction. Do you agree or disagree with this statement?

*Write an opinion essay and give reasons for your point of view.*

.....

.....

.....

.....

.....

.....

.....

.....



## Writing Mark Scheme

Writing is assessed according to the following five criteria: Content, Communication, Organisation, Lexical Resource, and Grammatical Range. The maximum for each criterion is 8 marks. The total maximum for the Writing Paper is 40 marks.

Mark	Criteria	Content	Communication	Organisation	Lexical Resource	Grammatical Range
8	All content is relevant to the task and provides complete information for the target reader.	The register and style of writing are appropriate for the given type of writing.	The text is well-organized and coherent, with a variety of cohesive devices and organizational patterns used flexibly. Slightly exceeding the word count (250-290 words) in the essay is allowed.	A wide range of vocabulary, including less common lexis is used effectively and precisely. Spelling mistakes (1-2) are possible. Vocabulary is used appropriately and accurately without repetition.	A wide range of simple and complex grammatical forms is used with full control, flexibility, and deep understanding. These include appropriate word order, Conditionals, Passive structures, Present, Past, Perfect and Future tenses, Modals, cleft sentences, Gerunds, Participles and Infinitives, and Complex objects. If present, 1–2 errors may be related to structural issues or minor slips. Punctuation is used appropriately throughout the text.	
7	All content is generally relevant to the task and contains nearly full information for the target reader.	The register or style of writing is generally appropriate for the given type of writing.	The text is nearly well-organised and coherent; enough cohesive devices are used with good organisational patterns. A possible number of words is 240-300.	A fairly wide range of vocabulary, including less common lexis, is used effectively in most cases. Spelling mistakes (2-3) are possible. Vocabulary is used appropriately and accurately almost without repetition.	A fairly wide range of simple and complex grammatical forms is used with control. These include appropriate word order, Conditionals, Passive structures, Present, Past, Perfect and Future tenses, Modals, cleft sentences, Gerund, Participle and Infinitive, Complex objects. If present, 3–4 errors may be related to structural issues or minor slips. Punctuation is generally well-controlled throughout the text.	

<b>6</b>	Most of the content is generally relevant to the task and contains almost full information for the target reader.	The register or style of writing is suitably appropriate for the given type of writing.	The text is organised, with minor inconsistencies, and is coherent. Sufficient cohesive devices are used, along with adequate organisational patterns. The word count may range from 230 to 310.	A good range of vocabulary, including less common lexis, is used effectively and precisely in almost all cases. Spelling mistakes (3-4) are possible. Vocabulary is used almost appropriately and accurately with some repetition.	A good range of simple and complex grammatical forms is used with a good level of control, flexibility, and understanding of the language. While the text generally maintains a high standard, if present, 5–6 errors may be related to structural issues or minor slips. Punctuation is consistently appropriate throughout the text, further enhancing overall readability.
<b>5</b>	Not all of the content is relevant to the task and contains some irrelevant information for the target reader.	The register or style of writing is mostly appropriate for the given type of writing.	Overall, the text is organised, though inconsistently, and is almost coherent. Basic cohesive devices and organisational patterns are used. The word count may range from 220 to 320.	A fairly good range of vocabulary, including common lexis, is used effectively and precisely in most cases. A few spelling mistakes (5–6) may occur. Vocabulary is generally used appropriately and accurately, with some repetition.	A fairly good range of simple and complex grammatical forms is used with a moderate level of control. There can be 7-8 errors. Punctuation errors may occur, but they do not impede meaning.
<b>4</b>	Half of the content can be relevant to the task; it partially contains information for the target reader.	The register or style of writing is partially appropriate for the given type of writing.	The text is overall organised, though with some inconsistencies, partially coherent, some basic cohesive devices and organisational patterns are used. (210-330 words).	An average range of vocabulary, including common lexis, is used in some cases ineffectively and not always precisely. Spelling mistakes (7-8) are possible. Vocabulary is used partially appropriately and accurately with some repetition.	An average range of simple and complex grammatical forms is used with partial control, flexibility and understanding. Errors (9-10) can be related to common structures or slips. Punctuation errors occur and may slightly impede meaning.



<b>3</b>	Most of the content is nearly irrelevant to the task and it gives little information for the target reader.	The register or style of writing is generally inappropriate for the given type of writing.	The text is not very well organised, though inconsistencies, generally incoherent, some basic cohesive devices and organisational patterns are used incorrectly (200-340 words).	Some range of vocabulary, including common lexis, is used mostly ineffectively and in a very few cases precisely. Spelling mistakes (9-10) are possible. Vocabulary is used generally inappropriately and inaccurately with frequent repetition.	A small range of simple grammatical forms is used with less control, flexibility and understanding. Errors (11-12) can be related to common structures. Punctuation errors often occur and may considerably impede meaning.
<b>2</b>	Most of the content is irrelevant to the task and gives very little information for the target reader.	The register or style of writing is mostly inappropriate for the given type of writing.	The text is poorly organised and lacks coherence, with cohesive devices and organisational patterns used mostly inappropriately (190-350 words).	A small range of vocabulary, including common lexis is used almost entirely ineffectively and not precisely. Spelling mistakes (11-12) are possible. Vocabulary is used almost inappropriately and inaccurately with much repetition.	Few simple grammatical forms are used with little control, flexibility, and understanding. There can be 13-14 errors. Punctuation is faulty and inadequate.
<b>1</b>	All content is irrelevant to the task and does not contain any information for the target reader.	The register or style of writing is inappropriate for the given type of writing.	The text is poorly organised, not coherent with one or two cohesive devices; organisational patterns are used entirely incorrectly (100 words or more).	Poor vocabulary, including common lexis, is used entirely ineffectively and not precisely. Numerous spelling mistakes. Vocabulary is used entirely inappropriately and inaccurately with too much repetition.	A poor range of simple grammatical forms with no control, flexibility, and understanding. There can be numerous errors related to the word order and structures. There are numerous punctuation errors that distort meaning.
<b>0</b>	There is no attempt to write, or the content is absolutely irrelevant.	The register or style of writing is absolutely inappropriate for the given type of writing.	The text is not organised, with no cohesive devices or organisational patterns.	The text demonstrates very limited vocabulary, with even common lexis used inaccurately and ineffectively.	Meaningless sentence fragments or chunks are used without control, flexibility and understanding. There are numerous errors that distort meaning. No relevant punctuation is evident.