



English for Academic Purposes: Y9 entry Test Key

Original exam date: 21st and 22nd March 2020

Text examined: Iceland's Okjokull glacier commemorated with plaque (BBC News article)

General advice:

1. Examiners are encouraged to mark positively across all questions.
2. All candidates must be marked equally.
3. For questions in the Reading section worth multiple marks (3, 4, 5 marks), candidates must supply one response/piece of evidence/idea per mark. You may award half marks, at your discretion, for responses that you feel approach the correct answer, but which do not fully meet it. In the marks table these should be expressed as X,5 (written with a comma).
4. In the Writing section, please use the following marking criteria to help you award the appropriate mark. There are two criteria: 1. Communicative Effectiveness, and 2. Language Accuracy. Candidates can be awarded a maximum of 5 marks per criterion for Questions 14 and 15.

Criterion A: Communicative Effectiveness

The student can communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

Level	Mark	Communicative Effectiveness
0	No rewardable material	
Level 1	1	<ul style="list-style-type: none">• Communication is at a basic level, and limited in clarity.• Little awareness is shown of the purpose of the writing and the intended reader.• Little awareness of form, tone and register.
Level 2	2	<ul style="list-style-type: none">• Communicates in a broadly appropriate way.• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.• Straightforward use of form, tone and register.
Level 3	3	<ul style="list-style-type: none">• Communicates clearly.• Shows a clear sense of purpose and understanding of the expectations/requirements of the intended reader.



		<ul style="list-style-type: none"> • Appropriate use of form, tone and register.
Level 4	4	<ul style="list-style-type: none"> • Communicates effectively. • A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown. • Effective use of form, tone and register.
Level 5	5	<ul style="list-style-type: none"> • Communication is perceptive and subtle. • Task is sharply focused on purpose and the expectations/requirements of the intended reader. • Sophisticated use of form, tone and register.

Criterion B: Language Accuracy

The student can write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Level	Mark	Language Accuracy
0	No rewardable material	
Level 1	1	<ul style="list-style-type: none"> • Expresses information and ideas, with limited use of structural and grammatical features. • Uses basic vocabulary, often misspelt. • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.
Level 2	2	<ul style="list-style-type: none"> • Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. • Writes with some correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with some control, creating a range of sentence structures, including coordination and subordination.
Level 3	3	<ul style="list-style-type: none"> • Develops and connects appropriate information and ideas; • structural and grammatical features and paragraphing make the meaning clear. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure as appropriate.
Level 4	4	<ul style="list-style-type: none"> • Manages information and ideas, with structural and



		<p>grammatical features used cohesively and deliberately across the text.</p> <ul style="list-style-type: none">• Uses a wide, selective vocabulary with only occasional spelling errors.• Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	5	<ul style="list-style-type: none">• Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.• Uses extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.• Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

Reading and Language Analysis Section

1. QUESTION: Look at lines 1-10 of the text in the extract booklet. "Iceland's Okjokull Glacier Commemorated with Plaque" by Toby Luckhurst is: a) a speech b) an article c) a report (1 mark)
ANSWER: b) an article (Correct answer = **1 mark**)

2. QUESTION: Look at lines 1-10 of the text in the extract booklet. Using your own words as far as possible, explain why the Okjokull glacier was declared dead. (1 mark)
ANSWER: The part of the text students should paraphrase is as follows:

"The glacier was officially declared dead in 2014 when it was no longer thick enough to move.

What once was glacier has been reduced to a small patch of ice atop a volcano."

Accept all answers that reflect and paraphrase (as far as possible) this information, e.g. 'There wasn't enough ice left in the glacier for it to be able to move, so people said that it was dead.' (Correct answer = **1 mark**)

3. QUESTION: Look at lines 10-20 of the text in the extract booklet. The dedication engraved on the plaque commemorating the death of Okjokull ends with the sentence: "Only you know if we did it." Who do the pronouns "you" and "we" refer to? (2 marks)



ANSWER: “you” may refer to: future generations/people who’ll be alive in the future/people who climb the mountain in Iceland in the future; “we” may refer to the existing people of Iceland (alive now)/the scientists who looked at/examined the Okjokull glacier/people alive in 2019. **(1 mark per correct answer for both parts of the question).**

4. QUESTION: Look at lines 20-24 of the text in the extract booklet. Using your own words as far as possible, explain why Andri Snaer Magnason sees the death of Okjokull as "a symbolic moment". **(3 marks).**

ANSWER: The part of the text students should paraphrase is as follows:

"This is a symbolic moment," he said. "Climate change doesn't have a beginning or end. I think the philosophy behind this plaque is to place this warning sign as a reminder to ourselves that historical events are happening, and that we should not normalise them. We should put our feet down and say, okay, this is gone, this is significant."

Accept all answers that reflect and paraphrase (as far as possible) this information, e.g. “He describes it as a symbolic moment because the plaque records the fact that climate change is happening **(1 mark)**, and its effects can be seen in the world around us, such as through the dead glacier **(1 mark)**. He says that we need to do something about it now, before these events become things that people are used to **(1 mark)**.”

5. QUESTION: Look at 10-20 of the text in the extract booklet. What does the acronym "ppm" stand for? **(1 mark)**

ANSWER: Parts per million (1 mark; do not accept if “parts” is rendered “part”, singular, or if “million” is pluralised).

6. QUESTION: Why is ppm important enough to be mentioned on the commemorative plaque? **(1 mark)**

ANSWER: Accept any faithful renditions and/or combinations of the following information:

- It is recorded on the plaque because of the ways in which CO₂ (measured in PPM) contributes to climate change.
- The quantity of CO₂ had an especially significant impact on the death of the glacier Okjokull.
- It’s written there to show future generations how bad pollution was in 2019, with the hope that they might change/improve the air quality in the future.

7. QUESTION: Please read the following information carefully.



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"Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images."

Is "Iceland's Okjokull Glacier Commemorated with Plaque" a factual or a literary text? Justify your opinion by using references to the text. **(3 marks)**

ANSWER: Accept any of the following, or any other logical observations that answer the question in an appropriate way (award one mark per logical observation):

- It is an article written to inform
- It does not contain the author's opinions
- It contains factual information gathered from research
- It contains quotes from scientists and other observers of the glacier's death
- Literary devices such as metaphor are absent from the text
- It is written in continuous prose
- It is based on real events

8. QUESTION: Please re-read the following quotation carefully (from lines 66-69 of the text in the extract booklet):

"150 years ago no Icelander would have bothered the least to see all the glaciers disappear," he said, as they advanced over farmlands and flooded whole areas with melt waters and streams. "But since then, as the glaciers have been retreating, they are looked at as a beautiful thing, which they definitely are."

Using your own words as far as possible, explain how Icelanders' perception of glaciers has changed over time. **(3 marks)**

ANSWER: Accept all answers that reflect and paraphrase (as far as possible) this information, awarding one mark for every discrete bit of paraphrase e.g.

- That in previous times glaciers were so normal to the people of Iceland that they wouldn't have noticed if anything happened to them **(1 mark)**
- They flooded farmers' land, and therefore were probably seen as annoying **(1 mark)**
- In more recent times they've become rarer/scarcer/smaller/less prominent, and so people have started to think about them more. **(1 mark)**



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- Since people started to think about them more/observe them more closely, they've noticed that the glaciers are beautiful. **(1 mark)**
- The perception of the Icelanders has gone from seeing the glaciers as part of the landscape, which become annoying in certain seasons, to viewing them as something rare and beautiful. (this response covers the three observations within the quoted text, and would gain full marks).

9. QUESTION: "The glacier was not moving - it was not thick enough to stay alive. We call that dead ice." (lines 29-30 of the text in the extract booklet). These sentences contain **three** examples of which of the following (choose one) **(1 mark)**

ANSWER: (from a choice of three) – adjectives (thick, alive, dead).

10. QUESTION: Please read the following information carefully.

"Emotive Language is the type of language which conveys or evokes an emotion in the mind of the reader. It requires authors to carefully choose the words which best convey the emotions, phrasing them in such a way that it has the most impact on their audience. Emotive language is the best form of language to connect with the audiences. "

Please quote a sentence or a phrase from "Iceland's Okjokull Glacier Commemorated with Plaque" which has a powerful emotional impact on the reader. Briefly explain what type of emotions the sentence/phrase evokes in the readers. **(4 marks)**

ANSWER: accept all reasonable responses, with the formula of a) an appropriately chosen quotation = 1 mark, and b) each comment which explains what type of emotions the sentence/phrase evokes in readers = one additional mark, for a maximum of three (therefore, 1+3 marks).

Do not award marks if there is no comment on the effect of the chosen quote on the reader. Possible indicative response:

Choice: "The world that we learned by heart as some kind of eternal fact, is not a fact anymore."

Explanatory points:

- This quote shows that things which we expected to always be there have started to disappear.
- Things which we thought were stable are not stable, and therefore it's hard to know what we can trust.
- This gives readers a sense of unease/uncertainty/distress, as we realize that reality is not what we had thought it was.



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- We're losing things that are culturally important (like the glaciers are for Icelanders), which makes readers feel sad.
- If we're not careful now, we will lose important things that we could have passed to our children. This will make readers feel concerned.

11. QUESTION: Please read the following fragment carefully (lines 24-33 of the text in the extract booklet):

"Oddur Sigurdsson is the glaciologist at the Icelandic Meteorological Office who pronounced Okjokull's death in 2014.

He has been taking photographs of the country's glaciers for the past 50 years, and noticed in 2003 that snow was melting before it could accumulate on Okjokull.

'Eventually I thought it was so low that I wanted to go up there and check it for myself. I did that in 2014,' he said. "The glacier was not moving - it was not thick enough to stay alive. We call that dead ice."

The glaciologist explains that when enough ice builds up, the pressure forces the whole mass to move. "That's where the limit is between a glacier and not a glacier," he says." It needs to be 40 to 50 metres thick to reach that pressure limit."

Using your own words as far as possible, explain the stages of the observation process Oddur Sigurdsson had to go through in order to determine whether Okjokull was dead or alive. **(3 marks)**

ANSWER: accept the following, in logical progression (the question attempts to establish if students can paraphrase/explain a sequence of events in their original order). **(1 mark each)**

- Sigurdsson's job is to study and observe glaciers. **(1 mark)**
- He has been taking photos of all the glaciers on Iceland for fifty years. **(1 mark)**
- In 2003 he noticed (inferred: from these photos) that snow was melting more quickly than it could gather; this process is the cause of the glacier's decline. **(1 mark)**
- He observed this decline for several years (2003-2014) **(1 mark)**
- The state of the glacier which he observed in the photos was so low towards the end of this period that in 2014 he decided to go there. **(1 mark)**
- When he got there, he noticed that the ice level was so low that the glacier wasn't moving. He therefore announced that it was dead. **(1 mark)**



12. QUESTION: Look at line 49 of the text in the extract booklet. The closest synonym of "dubious" is... (choose one option from the list below):

ANSWER: questionable **(1 mark)**

13. QUESTION: Look at line 38 of the text in the extract booklet. The closest synonym of "peculiar" is... (choose one option from the list below):

ANSWER: unconventional **(1 mark)**

SECTION B: WRITING

14. QUESTION: You are about to write an extended response. You should write 200-250 words in response to the following question (you can write more if you want to):

Should we remember the past?

Give reasons for your answer, based on real life examples as well as your own opinion.

Your response will be marked for the quality of your written communication, as well as accurate and appropriate use of vocabulary, spelling, punctuation and grammar. **(10 marks)**

ANSWER: please mark in accordance with the tables at the beginning of this document. Five marks are available for Communicative Effectiveness, and five for Language Accuracy. **(10 marks)**

15. "The two professors from Rice University in Texas made a documentary about the loss of the glacier called 'Not Ok' in 2018, and came up with the idea of a memorial during filming."

Imagine you are a journalist who has to communicate the truth about the death of Iceland's glaciers to the rest of the world.

How would you do it? What would you say? Please include specific strategies in your answer.

You should aim to write 200-250 words.

Your response will be marked for the quality of your written communication, as well as accurate and appropriate use of vocabulary, spelling, punctuation and grammar. **(10 marks)**



ANSWER: please mark in accordance with the tables at the beginning of this document. Five marks are available for Communicative Effectiveness, and five for Language Accuracy. **(10 marks)**

16. QUESTION: Do you think snow is essential for civilisation?

Give reasons for your answer. **(5 marks)**

ANSWER: This question tests a candidate's **imaginative response** to what they've read in the text, as well as their ability to use their own experiences and opinions to argue **persuasively**. The most successful candidates in this task will be those who display **originality**. Teachers are advised to use their discretion in awarding a quantity of marks that they feel is appropriate for how these elements are demonstrated in the response given by the candidate. Possible answers may include:

Snow IS essential, because

- Snow can mean a lot to a culture, as it later makes glaciers like the Okjokull.
- Glaciers mean a lot to the people of Iceland as they're part of the landscape.
- Glaciers help to keep our planet cool, so they're important for all civilisations.
- Snow is fun: we can use it to ski, snowboard, and ice-skate.
- Countries like Switzerland wouldn't survive without snow – they need it for the tourist industry.
- Snow was used to make the first ice cream.
- Snow prevents people from going outside, which means they have to be creative inside, but also
- Snow causes people to think up new technologies of existing within it, e.g. snowmobiles, dog sleds, igloos.
- Snow can be/has been used for refrigeration purposes.

Snow IS NOT essential, because:

- Other civilisations have existed, and even flourished, without having snow, e.g. the Romans, the Aztec.
- Major technological/transportational advancements in the history of mankind, such as the invention of the wheel, the development of trains/aircraft/spacecraft, have all happened in environments lacking in snow.
- Snow turns into ice, and ice can freeze machinery that is useful to civilisation.
- Snow can be annoying, e.g. when you get snowed in.



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- Snow prevents or complicates travel.
- Snow can cause injury/illness, e.g. frostbite, hypothermia.

Please give credit for all viable answers.