**GRADE SEVEN — ENGLISH LANGUAGE** **MARKING GUIDE**

**SEMESTER ONE, 2023/2024, FIRST SESSION** **TOTAL MARKS: 40**

**GOVERNORATE: Al_Dhahirah**



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| **LISTENING 1 (5 mks)** | | | | | | |
|---|---|---|---|---|---|---|
| | Police station | bank | hospital | supermarket | kitchen | school |
| **1.** | ○ | ○ | ○ | ○ | ● | ○ |
| **2.** | ○ | ○ | ○ | ○ | ○ | ● |
| **3.** | ○ | ○ | ○ | ● | ○ | ○ |
| **4.** | ○ | ○ | ● | ○ | ○ | ○ |
| **5.** | ○ | ● | ○ | ○ | ○ | ○ |
| *Notes: One mark each. Responses must be indicated clearly.* | | | | | | |

| **LISTENING 2 (5 mks)** | **VCB (2.5 mks)** |
|---|---|
| **6.** England<br>**7.** His wife Maria<br>**8.** Shark attacked him<br>**9.** Two fishermen<br>**10.** By car | **1.** h**appy**<br>**2.** d**esert**<br>**3.** b**lind**<br>**4.** tr**avel**<br>**5.** qu**ickly** |
| *Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be clearly and convincingly correct.* | *Notes: Half-a-mark each. Spelling must be correct.* |

**GRM (2.5 mks)**

| | for | was | were | went | and | saw | she | go | in | they |
|---|---|---|---|---|---|---|---|---|---|---|
| **6.** | ○ | ○ | ○ | ● | ○ | ○ | ○ | ○ | ○ | ○ |
| **7.** | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **8.** | ○ | ○ | ○ | ○ | ● | ○ | ○ | ○ | ○ | ○ |
| **9.** | ○ | ● | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| **10.** | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ● |

*Notes: Half-a-mark each. Responses must be indicated clearly.*

**GRM/ VCB (5 mks)**

| | | | | |
|---|---|---|---|---|
| **11.** | ○ is | ● are | ○ was | ○ were |
| **12.** | ○ go | ○ travel | ● live | ○ sleep |
| **13.** | ● the | ○ a | ○ an | ○ on |
| **14.** | ○ should | ○ have | ○ will | ● can |
| **15.** | ○ land | ● water | ○ air | ○ sand |
| **16.** | ● short | ○ tired | ○ kind | ○ excited |
| **17.** | ○ sleep | ○ live | ● grow | ○ climb |
| **18.** | ○ smaller | ● smallest | ○ big | ○ bigger |
| **19.** | ○ ride | ○ swim | ○ help | ● eat |
| **20.** | ● and | ○ but | ○ so | ○ because |

*Notes: Half-a-mark each. Responses must be indicated clearly.*

| READING 1 (4 mks) | | | | | | |
|---|---|---|---|---|---|---|
| | **A** | **B** | **C** | **D** | **E** | **F** |
| **1.** | ○ | ○ | ○ | ○ | ○ | ● |
| **2.** | ● | ○ | ○ | ○ | ○ | ○ |
| **3.** | ○ | ○ | ○ | ○ | ● | ○ |
| **4.** | ○ | ● | ○ | ○ | ○ | ○ |

*Notes: One mark each. Responses must be indicated clearly.*

| READING 2 (6 mks) | | | | | | |
|---|---|---|---|---|---|---|
| **5.** | ○ | eat | ● | avoid | ○ | make |
| **6.** | ● | carbohydrate | ○ | proteins | ○ | vitamins |
| **7.** | ○ | happy | ○ | angry | ● | lazy |
| **8.** | ○ | hungry | ● | fat | ○ | healthy |
| **9.** | ● | cause | ○ | stop | ○ | end |
| **10.** | ● | eat healthy food | ○ | eat fast food | ○ | stop eating |

*Notes: One mark each. Responses must be indicated clearly.*

| WRITING 1 (4 mks) | |
|---|---|
| **4** | – Presents all the information, fully and clearly.<br>– Writing is well-organised and coherent, with only minor language errors. |
| **3** | – Presents most of the information, clearly enough.<br>– Writing contains some noticeable language errors and sometimes lacks coherence. |
| **2** | – Manages to present only some of the information; important points are missing or unclear.<br>– Language contains frequent errors, some of which obscure meaning. |
| **1** | – A very feeble attempt at the task, presenting very little information.<br>– Language used is extremely limited and/or seriously distorted. |
| **0** | *No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, OR Not written in English OR Complete nonsense |

| **WRITING 2 (6 mks)** | |
|---|---|
| **6** | – Message to the intended reader(s) is very clear.<br>– Writing clearly succeeds in achieving its purpose.<br>– Uses language which is very appropriate to reader and context.<br>– A good range of structures and vocabulary, with an excellent level of accuracy. |
| **5** | – Message to the intended reader(s) is fairly clear.<br>– Writing succeeds to a large extent in achieving its purpose.<br>– Uses language which is appropriate to reader and context.<br>– A fair range of structures and vocabulary, with a good level of accuracy. |
| **4** | – Message to the intended reader(s) is partially clear.<br>– Writing has reasonable success in achieving its purpose.<br>– There are clear attempts to use language appropriate to reader and context.<br>– Grammar and vocabulary are reasonably correct, though limited in range. |
| **3** | – Message to the intended reader(s) is mixed.<br>– Writing has partially achieved its main purpose.<br>– Some of the language used is inappropriate to reader and context.<br>– There is a noticeable lack of accuracy in the use of grammar and vocabulary. |
| **2** | – Message to the intended reader(s) is mostly unclear.<br>– Writing only has very limited success in achieving its purpose.<br>– There is little evidence of attempts to use appropriate language.<br>– Grammar/Vocabulary contain frequent serious errors. |
| **1** | – Message to the intended readers(s) is unclear.<br>– Writing clearly fails to achieve its intended purpose.<br>– There is no evidence of any attempt to use appropriate language.<br>– The language used is extremely limited and/or seriously distorted. |
| **0** | *No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense |

*Note 1: The task is to write a **letter/** an **e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the e-mail according to the Rating Scale **—** then, if either the greeting or the closing are missing, **deduct one mark** from the content-score.*

*Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.*