





الصف الحادي عشر

نموذج اجابة امتحان

اللغة الإنجليزية(مهارات)

{الفصل الدراسي الأول}

****

LISTENING 1 (10 mks)

Task one

1.	○ Candian	○ Ameican	● Japanese
2.	● four	○ six	○ ten
3.	○ City Hall Park	● Central Park	○ Shawangunk Ridge
4.	● Brooklyn	○ Albany	○ Buffalo
5.	○ 2006	○ 2007	● 2008
6.	○ V10	● V13	○ V12

Task Two

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	○	●

Note: One mark each. Responses must be indicated clearly.

LISTENING 2 (10 mks)

LISTENING 2 Part One

11.Virginia
12. 19 years old
13. wasted both time and money
14.1902
15. Piggly Wiggly
16.second section

LISTENING 2 Part Two

17. clerk

18. Impulse

19.nine

20.self-service

Notes: *One mark each.*

Qs 11-20: (i) Notes: *1)* ***Grammatical mistakes*** (e.g. etc)**:** *These should be ignored, as long as it is clear that the substance of the answer is correct.*

2) ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:*

(a) Certain key letters ***must*** *be included: No. : No. :*

(b) In cases where letters are 'optional', the mis-spelling must be ***close to*** *the correct spelling. (e.g. accept but not)*

(c) Above all, the mis-spelt word(s) must be ***clearly and convincingly recognisable*** *as a correct answer to the question.*

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (10 mks)

Task one

1. *China,* India, Japan and Korea

2- through Chinese culture
3- the 19th century
4. students found it hard to go for another course / law force students to study medicine first
5- kidney failure and liver damage/ contain toxic chemicals or heavy metals
6. needs warning label

Task two

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	○	●

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

*1) **Grammatical mistakes** should be ignored.*

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READING 2 (10 mks)

Task one

11.	○ forest	○ grassland	● beach
12.	○ short wings	● turquoise feet	○ funny face
13.	○ Inability	○ feature	● skill
14.	○ the mother	○ the father	● both of them
15.	● fish	○ iguana	○ turtle
16.	● observe	○ increase	○ count

One mark each. Responses must be indicated clearly.

Task two

17.B
18.E
19.G
20.A

One mark each. Responses must be indicated clearly.

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. _ No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors
0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.
** See both the picture and the information points provided.*	

WRITING 2 (10 mks)	
10	– Message to the intended reader is very clear. – Writing clearly succeeds in achieving its purpose. –Writing is well-organised, clear and coherent. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	– Message to the intended reader is fairly clear. – Writing has reasonable success in achieving its purpose. – Writing is generally organised, and for the most part clear and coherent. – Grammar and vocabulary are reasonably correct, though limited in range.
6	– Message to the intended reader is mixed. – Writing has partially achieved its main purpose, but: – Writing is poorly organised but are still reasonably clear. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
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Note 1: The task is to write a formal ***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 two marks*** *from the content-score.*

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

ARRIVING AT FINAL SCORES

LST/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

For ensuring that no such discrepancies occur:

Action required: With 'short answer' items (LST 2, RDG 1), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

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1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (**See below*)
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1 (10 mks)

Task one

1.	●	12th February	○	13th February	○ 14th February
2.	○	one night	●	two nights	○ three nights
3.	○	with her friends	○	with her family	● alone
4.	●	morning	○	afternoon	○ night
5.	○	theme park	●	art museum	○ science museum
6.	○	far	●	closed	○ crowded

Task Two

	True	False
7.	●	○
8.	○	●
9.	●	○
10.	●	○

Note: One mark each. Responses must be indicated clearly.

LISTENING 2 (10 mks)

LISTENING 2 Part One

11.Manila\Philippine
12. chef
13. 11\ eleven
14.free\ no money\ zero
15. mixes\ sauces\ authentic Filipino mixes
16.Spain \ local Filipino villegers (one of them is correct)

LISTENING 2 Part Two

17. Canada

18. 1980

19.cusinie/ food

20.stamp

Notes: *One mark each.*

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READING 1 (10 mks)
Task one
1. 50% **2.** paper towels\ napkins **3.** Germany **4.** trapping heat **5.** 2022 **6.** America

Task two

	True	**False**
7.	○	●
8.	○	●
9.	●	○
10.	○	●

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

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READING 2 (10 mks)

Task one

11.	○ fish	● shrimp	○ egg
12.	● Africa	○ America	○ Mexico
13.	○ flying	○ fishing	● dancing
14.	○ hunt	○ stay	● travel
15.	● clean	○ eat	○ carry
16.	○ Life	○ harmony	● Beauty

One mark each. Responses must be indicated clearly.

Task two

17.B
18.C
19.A
20.F

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GRADE ELEVEN **MARKING GUIDE**

ENGLISH LANGUAGE 'ELECTIVE' **TOTAL MARKS: 60**

SEMESTER ONE, 2022/2023, FIRST SESSION **page 1 of 7**

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LISTENING 1 (10 mks)

Task one

1.	○ science	● memorisation	○ journal writing
2.	○ long-term	○ short-term	● both long and short-term memory
3.	○ equation	● association	○ visualisation
4.	● pictures	○ dates	○ lists
5.	○ studying	○ listening	● understanding
6.	○ thoughts	● brains	○ habits

Task Two

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	●	○

Note: One mark each. Responses must be indicated clearly.

LISTENING 2 (10 mks)

LISTENING 2 Part One

11. Instrument of war

12. 3,000 years ago/three thousand years ago

13. Send signals / spy on enemies / deliver urgent messages **(only one)**

14.

14. Silk/ bamboo/ decorative paper **(only one)**

15.

Artists

16. Marco Polo

LISTENING 2 Part Two

17. metal key

18. 1752

19. plane/airplane

20. festivals

Notes: *One mark each.*

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READING 1 (10 mks)		
Task one		
1.depression and anxiety**.** 2.Teengers with a 'borderline- pathological' interest. 3. 200 celebrities. 4.(Celebrities)from reality TV. 5.Mucscian Group. 6.desperate and lonely.		
Task two		
	True	**False**
7.	●	○
8.	●	○
9.	○	●
10.	●	○
Notes: One mark each. Responses must be indicated clearly.		

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READING 2 (10 mks)

Task one

11.	● three hundred thousand	○ three thousand	○ thirty-three thousand
12.	○ The women	● environment	○ The scientists
13.	○ A year	○ 12 months	● Two years
14.	○ Jordan and Oman	● Jordan and Libya	○ Oman and Qatar
15.	○ lost	○ established	● achieved
16.	● Starts their own buisness	○ wins in a competition	○ owns a lot of money

One mark each. Responses must be indicated clearly.

Task two

17. D

18. G

19. C

20. F

One mark each. Responses must be indicated clearly.

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****

LISTENING 1 (10 mks)

Task one

1.	○	three members	●	four members	○ five members
2.	●	three	○	four	○ five
3.	○	he has another study group	●	he has different plan	○ he dislikes study groups.
4.	○	aren't allowed to be there.	○	don't want to talk to other people	● might disturb other people
5.	○	next to the cafeteria.	●	in the library.	○ next to the study hall
6.	●	every week	○	every two weeks	○ every three weeks

Task Two

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	●	○

Note: One mark each. Responses must be indicated clearly.

****

LISTENING 2 (10 mks)

LISTENING 2 Part One

11. 7th of February 1812.

12. Seven / 7.

13. A clerk / a naval clerk.

14. Because his family finance / Worse finance.

15. 1835

16. The Pickwick Papers

LISTENING 2 Part Two

17. humor

18. unusual

19. refuge

20. heart stroke / a stroke

Notes: *One mark each.*

Qs 11-20: (i) Notes: 1) ***Grammatical mistakes*** (e.g. etc)**:** *These should be ignored, as long as it is clear that the substance of the answer is correct.*

2) ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:*

(a) Certain key letters ***must*** *be included: No. : No. :*

(b) In cases where letters are 'optional', the mis-spelling must be ***close to*** *the correct spelling. (e.g. accept but not)*

(c) Above all, the mis-spelt word(s) must be ***clearly and convincingly recognisable*** *as a correct answer to the question.*

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (10 mks)

Task one

1. 22 years old

2.he donated it

3. the wild book

4. by consistency

5. men

6.security and safer

Task two

	True	False
7.	●	○
8.	◉	◉
9.	○	●
10.	●	○

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

*1) **Grammatical mistakes** should be ignored.*

*2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.*

3) As stated in the instructions, answers should be short. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis. Responses must be indicated clearly.

READING 2 (10 mks)

Task one

11.	● 4%	○ 5%	○ 6%
12.	◉ owe	● disposable	○ trend
13.	○ Fashion shops	○ Recycling companies	● Charities
14.	◉ Canada	● UK	○ China
15.	○ $ 55million	○ $ 55 hundred	● $ 55 thousand
16.	○ Consumerist	● Impressive	○ Willing

One mark each. Responses must be indicated <u>clearly</u>.

Task two

17. E

18. F

19. A

20. D

One mark each. Responses must be indicated <u>clearly</u>.

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. _ No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors
0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.
** See <u>both</u> the picture <u>and</u> the information points provided.*	

WRITING 2 (10 mks)	
10	– Message to the intended reader is very clear. – Writing clearly succeeds in achieving its purpose. –Writing is well-organised, clear and coherent. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	– Message to the intended reader is fairly clear. – Writing has reasonable success in achieving its purpose. – Writing is generally organised, and for the most part clear and coherent. – Grammar and vocabulary are reasonably correct, though limited in range.
6	– Message to the intended reader is mixed. – Writing has partially achieved its main purpose, but: – Writing is poorly organised but are still reasonably clear. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	– Message to the intended reader is partially clear. – Writing only has very limited success in achieving its purpose. – Writing lacks organization, lacking on coherence and not clear. – Grammar and vocabulary contain frequent serious errors.
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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 formal ***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 two marks*** *from the content-score.*

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

ARRIVING AT FINAL SCORES

LST/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

For ensuring that no such discrepancies occur:

Action required: With 'short answer' items (LST 2, RDG 1), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (**See below*)
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.
[* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1 (10 mks)

Task one

1.	○ first	● second	○ third
2.	○ ten	○ eleven	● twelve
3.	● females	○ males	○ children
4.	○ colour	○ size	● shape
5.	○ a bird	○ a plant	● an insect
6.	○ library	● Internet	○ university

Task Two

	True	**False**
7.	○	●
8.	●	○
9.	●	○
10.	○	●

Note: One mark each. Responses must be indicated clearly.

LISTENING 2 (10 mks)

LISTENING 2 Part One

11. American comedian, actor, screenwriter, television producer, film producer, director

12. Truck driver / newspaper delivery man.

13. *Because of bullying*

14. Fast food restaurant.

15. New York City

16. gave him his first film role

LISTENING 2 Part Two

17. Saturday Night

18. 1990s

19. Good Hair

20. two

Notes: *One mark each.*

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READING 1 (10 mks)

Task one

1.	joy
2.	Children and teenagers
3.	Sight
4.	Obesity
5.	Aggressively
6.	negative

Task two

	True	False
7.	●	○
8.	●	○
9.	○	●
10.	○	●

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

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READING 2 (10 mks)

Task one

11.
- ○ spoken
- ○ written
- ● spoken and written

12.
- ○ Emotion
- ● Grammar
- ○ Sound

13.
- ● developed
- ○ contained
- ○ encouraged

14.
- ○ basis
- ● species
- ○ foundation

15.
- ● basic sounds
- ○ complex sounds
- ○ gestures

16.
- ● not clear
- ○ obvious
- ○ determined

One mark each. Responses must be indicated clearly.

Task two

17. E

18. B

19. F

20. C

One mark each. Responses must be indicated clearly.

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