





الصف الحادي عشر

أسئلة امتحان

اللغة الإنجليزية (مهارات)

{الفصل الدراسي الثاني}

SULTANATE OF OMAN
MINISTRY OF EDUCATION

2023/2024

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
First Session

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours **Pages: 11**

ELEMENT		**Marks**		**Red Marker**	**Green Marker**	**Blue Checker**
				Name	**Name**	**Name**
LISTENING	**20**					
READING	**20**					
WRITING 1	**10**					
WRITING 2	**10**					
TOTAL	**60**					

LISTENING 1 (Items 1-10) **(10 marks)**

You are going to hear an interview with a ***teacher working abroad.***

Part One: *Listen, and shade in the bubble ⬭ next to the correct option.*

1. Tanya Clark lives in _____.
⬭ the UK ⬭ South Africa ⬭ Iraq

2. Tanya worked in the UK for _____ months.
⬭ 8 ⬭ 10 ⬭ 18

3. Her main reason to go to Taiwan is _____.
⬭ politics ⬭ money ⬭ culture

4. People in both cultures speak _____.
⬭ one language ⬭ two languages ⬭ three languages

5. She prefers _____ food.
⬭ spicy ⬭ meat-based ⬭ vegetable-based

6. She believes that the cost of eating at Taiwanese restaurants is _____.
⬭ expensive ⬭ cheap ⬭ suitable

Part Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is* ***True/False****.*

	Statements	True	False
7.	The locals in Taipei are careful with strangers and tourists.	⬭	⬭
8.	Tanya uses her own car in Taipei.	⬭	⬭
9.	She will move to Taitung County after two weeks.	⬭	⬭
10.	The Pasiwali Festival takes place in July.	⬭	⬭

LISTENING 2 (Items 11-20) **(10 marks)**

You are going to hear information about ***Gene editing technology.***
Part One: *For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).*

11. What is Liu's job?

_____

12. How old is Alyssa?

_____

13. When was the "quality editing" tool introduced?

_____

14. What are the challenges for using gene editing? (List one)

_____

15. Why does Liu emphasise having strict rules?

_____

16. Who usually send letters to Liu?

_____

Part Two: *For each item, complete the missing words **(not more than TWO WORDS).***

(17) Liu thinks of smart ways to afford making _____.	**(18**) The utmost challenge of utilizing this technology is _____.
(19) In the future, using machines to fix genes will be _____.	**(20)** Liu's new tool gives _____ for better treating genetic diseases.

LISTENING SCORE	**20**

READING 1 (Items 1-10) **(10 marks)**

Read the following text about the longest bicycle route. Then complete the tasks.

Dear Mayor of Bniff

I hope this email finds you well. I am writing to you as a passionate supporter for outdoor hobbies and cycling enthusiasts in our region. Specifically, I would like to discuss the Great Divide Mountain Bike path (GDMBR) and propose some ideas to improve it as a primary sporting destination. The route crosses the Continental Divide from north to south starting in Banff, Alberta, Canada and finishing at the US/Mexico border in New Mexico city. The Great Divide Mountain Bike Route (GDMBR), developed and mapped in 1997 by the Adventure Cycling Association. It is approximately 5000km long and is considered the birthplace of "bikepacking" as a sport. The trail consists mostly of unpaved surfaces, including well-maintained dirt and gravel roads, trails, and occasional short sections of unmaintained tracks. Bikepacking the GDMBR requires higher biking skills. It is a tough endurance challenge because of its long distance and steep elevation changes, totaling over 70,000 metres.

The GDMBR takes riders through the varied landscapes of the American West, with stunning views, different terrains, old mountain towns, and vast wilderness. Famous attractions places such as the Flathead Valley, Grand Teton National Park, and the Great Divide lake. Riders also encounter diverse landscapes like river valleys, mountains, grasslands, and deserts, including the Chihuahuan Desert towards the end of the route. The highest point is Colorado's Indiana Pass. The most famous event along the route is the Tour Divide, a yearly race where cyclists ride independently. During the race, the clock never stops, and riders can only use public facilities like stores, motels, and bike shops for support. The fastest completion time for the Tour Divide is 13 days, 22 hours, and 51 minutes, achieved by Mike Hall in 2016. Participants have completed the race using single-speed and tandem bicycles. The race, which has no entry fees or prizes, typically begins in the second weekend of June.

I believe that increasing safety measures along the path is essential. This includes improving signage (signs and instructions boards), implementing designated bike tracks, and addressing any threatening road conditions. Additionally, providing adequate facilities for cyclists, such as rest areas and repair stations, would greatly enhance the overall experience and encourage more people to explore the route.

Furthermore, I propose investing in the promotion and marketing of the GDMBR to attract cyclists from around the world. By highlighting the unique scenery, diverse environment, and cultural attractions along the path, we can view it as a premier sporting destination and boost tourism in the region. Thank you for your attention to this matter, and I look forward to hearing your thoughts.

I am eager to discuss these ideas further and work together to make them a reality.

Sincerely,

READING 1 (continued)

Task One: *For each item, write a short answer (**not more than FOUR WORDS**).*

1. Which city does the route finish in?

_____

2. When was the GDMBR ready for use by cyclists?

_____

3. Why is bikepacking the GDMBR demanding and difficult? (List one)

Due to _____

4. What type of landscape are found at the end of the GDMBR?

_____

5. Who holds the record for the fastest completion time on the Tour Divide route?

_____

6. How can you promote the GDMBR as a top sporting destination? (List one)

_____

Task Two: *For each item, complete the missing words (**not more than TWO WORDS**).*

7. The GDMBR is considered as an origin for the _____ sport.

8. The route is hard and challenging spanning over _____ meters.

9. Cyclists start the Tour Divide in the month of _____.

10. Designated bike tracks and signage are important to enhance _____.

READING 2 (Items 11-20) (10 marks)

Read the text. Then complete the tasks.

(1) On April 11, 2001, the Ellis Park Stadium in Johannesburg, South Africa, witnessed one of the darkest moments in football history. What was supposed to be a thrilling match between two rival teams turned into a tragedy that shook the world. The Ellis Park Stadium disaster claimed the lives of 43 spectators and left hundreds injured, casting a shadow over the beautiful game.

(2) The match in question was a highly anticipated game between two of South Africa's most prominent football clubs: Orlando Pirates and Kaizer Chiefs. Their prestigious reputation is well-known and dates back to the 1970s, attracting people of all ages. Recently, both teams have got professional and local players. They are under the care of accomplished foreign coaches. As fans flooded into the stadium, excitement filled the air. However, chaos soon ensued as overcrowding led to a stampede at one of the stadium's gates. The combination of insufficient crowd control measures and a blockage effect worsened the situation, resulting in a crush of people struggling to enter the stadium.

(3) The tragic events unfolded rapidly, leaving many fans trapped and helpless. Despite the efforts of emergency responders and stadium staff, the scale of the disaster quickly overwhelmed available resources. Camera crews witnessed horrible pictures alive. In the end, 43 individuals lost their lives, and countless others suffered injuries, both physical and psychological. The incident occurred on a hot summer afternoon, with temperatures reaching above 90 degrees Fahrenheit, adding to the distress of those caught in the chaos.

(4) The Ellis Park Stadium disaster sent **shockwaves** through the global football community and prompted widespread calls for improved safety measures at stadiums worldwide. It is true that improved infrastructure is necessary but ensuring the safety is highly demanded. In the aftermath of the tragedy, investigations were launched to determine the causes and contributing factors. It became evident that a combination of factors had led to the disaster, including inadequate stadium infrastructure, lack of crowd management planning, and poor communication between authorities and spectators.

5) As South Africa announced the loss of lives, steps were taken to prevent such a tragedy from happening again. Stadium safety regulations were revised and enforced more **rigorously**. There is a great focus on crowd management, emergency preparedness, and infrastructure improvements.

(6) The Ellis Park Stadium disaster serves as a heart-breaking reminder of the human cost of negligence. It underscores the need for continuous attention and proactive measures to ensure the safety and well-being of all individuals attending sporting events.

(7) In the years since the tragedy, Ellis Park Stadium has undergone significant renovations and upgrades to enhance safety and security measures. While the scars of the past remain, the stadium stands as a symbol of resilience and determination to honour the memory of those who lost their lives on that fateful day. As football fans around the world gather to celebrate the beautiful game, let us never forget the lessons of Ellis Park. May the memory of the victims serve as a constant reminder of the importance of prioritizing safety and unity in the world of sports.

READING 2 (continued)

Task One: *For each item, shade in the bubble ⬭ next to the correct option.*

11. The football match was an underlying tragedy due to_____.

⬭ unexpected victory ⬭ less spectators ⬭ loss of lives

12. Both football clubs are famous for _____.

⬭ international players ⬭ local coaches ⬭ prestigious history

13. Investigations showed that the cause of the disaster is the lack of _____ control.

⬭ crowd ⬭ time ⬭ media

14. The factor that worsened the incident of stampede is the _____.

⬭ high temperature ⬭ cameramen ⬭ delayed assistance

15. The word " **shockwaves** " in paragraph 4 means _____.

⬭ Pressure ⬭ tension ⬭ impact

16. The word " **rigorously** " in paragraph 5 means _____.

⬭ frequently ⬭ strictly ⬭ thoughtfully

Task Two: *Match the four paragraphs on the left with the sub-headings in the box.* ***(There are three extra texts in the box)***

Paragraphs		Sub-headings	
17.	1 _____	**A.**	The ticket price at Ellis Park
18.	4 _____	**B.**	A dark day in football history
19.	5 _____	**C.**	More rigours safety regulations
20.	7 _____	**D.**	Stampede at football match
		E.	Global impact and call for change
		F.	Remembrance and Renewal
		G.	Developing the infrastructure

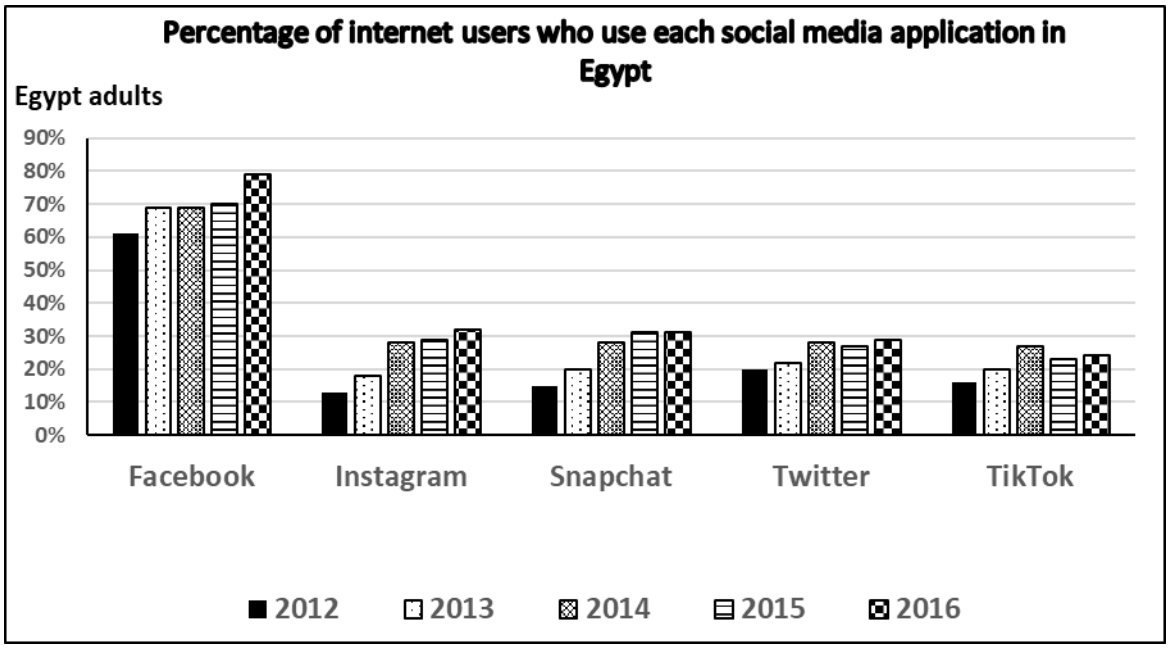
READING SCORE	
	20

WRITING 1 **(10 marks)**

Complete the following task. Write ***at least 100 words****.*

Survey report: In a survey for a newspaper, 500 Egyptian adults were asked," Which type of social media application do you use?"

The chart below shows the results of applications usage.
Summarise all the information on the chart selecting and reporting the main features and make comparisons where relevant.
Your writing should be clear and intresting.



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Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Write at least **100 words** on the following topic:*

"The effect of social media influencers' advertisements on society"

Explain your arguments for both sides (for and against) and give your conclusion.

Your writing should be clear and interesting.

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

SULTANATE OF OMAN
MINISTRY OF EDUCATION

2023/2024

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
Second Session

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours **Pages: 11**

ELEMENT		**Marks**		**Red Marker**	**Green Marker**	**Blue Checker**
				Name	**Name**	**Name**
LISTENING	**20**					
READING	**20**					
WRITING 1	**10**					
WRITING 2	**10**					
TOTAL	**60**					

LISTENING 1 (Items 1-10) **(10 marks)**

You are going to hear a conversation between a teacher and his student.
Part One: *Listen, and shade in the bubble ⬭ next to the correct option.*

1. Jacqueline stayed in the hospital for _____.
⬭ a week ⬭ two weeks ⬭ three weeks

2. Mr. Russel is teaching _____
⬭ history ⬭ math ⬭ English

3. In the day of the accident, Jacqueline was _____.
⬭ walking ⬭ exercising ⬭ cycling

4. She was attacked by _____ dogs.
⬭ stray ⬭ guard ⬭ untrained

5. Doctors assured that there were _____ dogs attacked her.
⬭ Two ⬭ three ⬭ five

6. Teachers heard about the post from her _____.
⬭ Sister ⬭ friend ⬭ brother

Part Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is* ***True/False****.*

	Statements	True	False
7.	Jacqueline had deeper scars on her face more than her neck.	⬭	⬭
8.	She will graduate with his sister in the same year.	⬭	⬭
9.	Jacqueline mother will not attend her graduation.	⬭	⬭
10.	Mr. Russel is free on Wednesdays.	⬭	⬭

LISTENING 2 (Items 11-20) **(10 marks)**

You are going to hear a talk about a famous writer called García Márquez.
Part One: *For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).*

11. Why did Márquez stop studying law?

_____

12. Where did he start working as a journalist ?

_____

13. What was the significant change in his career life in 1966 ?

_____

14. When did Márquez publish his first book ? (year)

_____

15. What was the theme of "One Hundred Years of Solitude"?

_____

16. What is García Márquez's writing style characterized with?

_____

Part Two: *For each item, complete the missing words **(not more than TWO WORDS).***

(17) "Living to Tell the Tale'' was about Marquez's first _____ years.	**(18)** Márquez was known for producing _____ plot and stories.
(19) He received the _____ prize in Literature.	**(20)** He died in _____city in 2014.

LISTENING SCORE	**20**

READING 1 (Items 1-10) **(10 marks)**

Read the following text about Miss Jane's complaint. Then complete the tasks.

Dear Mr. Hassan,

I hope this message finds you well. I am writing to bring to your attention an issue I have encountered with a recent purchase made by your valued company. On October 1, 2023, I purchased a Luxurious sofa, model number 25811, from the Sofa Showroom website. The total amount paid for the sofa, including delivery, amounted to $650, which was charged to my credit card.

Unfortunately, upon receiving the sofa on October 10, 2023, I was disappointed to discover that the product was not as much as expected due to a significant problem . Specifically, on October 30, 2023, one of the sofa's legs broke off unexpectedly, leaving the sofa in an unstable condition. As a result, whenever I attempt to sit on it, the sofa rocks uncomfortably, making it impossible to use for relaxation or comfort. I want to emphasize that I have handled the sofa with the ultimate care and have not held any activities that could have caused damage.

To resolve this issue on time, I filed reports through the Sofa Showroom's website Customer Service page on November 5 and 8, providing detailed descriptions of the problem along with my contact information. However, to my shock, I have not received any response from your esteemed customer service team.Given the severity level of the problem and the lack of response from your company, I find myself in a frustrating and awkward situation. Therefore, I am contacting you directly to find a satisfactory solution to this matter.

To solve this situation, I kindly request that your company arrange for the damaged sofa to be picked up from my house, at no cost. Furthermore, I request a full refund of the $650 I paid for the product, considering its imperfect nature and the disturb it has caused me. Enclosed with this email, I have attached copies of all relevant documents, including the purchase receipt, delivery invoice, and photographs clearly showing the damaged sofa.

I trust that your company values customer satisfaction and stands behind the quality of its products. As a loyal customer, I have always valued your company and recommended your products to friends and family. However, the lack of response in this matter has left me disappointed.I look forward to your reply and a solution to my problem. I will wait until December 12, 2023 before I contact my state consumer protection office or get other help.Please do not hesitate to contact me at the provided address or by phone. I am eager to reach an equally satisfactory solution for both sides and regain confidence in your company's products and services.

Thank you for your prompt attention to this matter.

Sincerely, Jane Edward

READING 1 (continued)

Task One: *For each item, write a short answer (**not more than FOUR WORDS**).*

1. When did Ms Jane purchase the sofa?

_____

2. How was the payment made?

_____

3. What happened after 20 days of the sofa's delivery?

_____

4. How did Jane handle the sofa?

_____

5. Where did Jane report the problem?

_____

6. How was the customer service reaction?

_____

Task Two: *For each item, complete the missing words (**not more than TWO WORDS**).*

7. Jane directed the manager because she felt awkward and _____.

8. Jane claimed back $650 as a _____ .

9. She trusted that the company values costumer _____.

10. Contacting her state costumer protection office will be Jane final _____.

READING 2 (Items 11-20) (10 marks)

Read the text. Then complete the tasks.

(1) On a regular Thursday afternoon in February 2019, students at Farmingdale High School were eagerly preparing for an exciting trip to a band camp in Pennsylvania. A band camp was chosen by students over museum and theme park. This trip was part of school's annual program to focus intensively on improving students' musical skills. . Students were excited after they spent a busy month in mid semester exams and science fair activities.

(2) In classrooms, teachers were providing last-minute instructions and encouragement to their students, ensuring that everyone was ready for the journey ahead. The school head, Mr Jackson appointed 10 students out of 60 to help the two teachers in charge. Meanwhile, in the hallways, students were buzzing with excitement, chatting with friends and double-checking their packing lists

(3) As the buses pulled up outside the school, anticipation reached its peak. The school principle lined up to greet the students, offering words of encouragement and support as they boarded the buses. The Teachers passed them with tags of their names and ages. Mr. Jackson, the school principle was revising the safety measures with the three school bus drivers. Inside the bus, students settled into their seats, excitedly discussing their plans for the trip and eagerly looking forward to the days of music, friendship, and fun that lay ahead.

(4) As one of the buses carrying students from Farmingdale High School made its way along the highway, tragedy struck. The bus veered off the road and crashed down, falling off the bridge onto the other side of the main street. The school bus was carrying twenty students and three teachers. At the time of the accident, the other two buses did not stop, but kept going for one kilometer away from the accident.

(5) In the chaotic aftermath of the crash, teachers and drivers sprang into action, doing everything in their power to assist the injured and ensure the safety of their students. Amidst the chaos and confusion, they remained calm and composed, providing comfort and reassurance to those in need. In half an hour, the place was filled with police officers, paramedics and photographers. Some students managed to call their parents but the police did not allow any parent to enter the accidents scene, as they wanted to prevent panicked parents from witnessing the horrific accident.

(6) As details of the accident emerged, the full extent of the tragedy became clear; two lives lost, a student and the school bus driver. Many others were badly injured. The bad news of the bus crash had a deep impact on the school and the community. In the days and weeks that followed, the families and teachers were there to support one another in the face of adversity. Grief counselors were brought in to help students and staff cope with the trauma.

(7) After this accident, many school safety rules were revised, and new rules were set for school drivers as well. The community at Farmingdale High School honors the memory of those who lost their lives and the brave teachers who saved many lives.

Task One: *For each item, shade in the bubble ⬭ next to the correct option.*

11. Students decided to go for a _____.

⬭ science museum ⬭ band camp ⬭ theme park

12. The school trip was part of _____.

⬭ yearly program ⬭ science fair ⬭ mid exams

13. There were _____ teachers in charge of the school trip.

⬭ 10 ⬭ 2 ⬭ 60

14. The school principle was revising the safety measures with _____.

⬭ teachers ⬭ drivers ⬭ students

15. When one of the buses crashed down, the other two buses didn't _____.

⬭ stop ⬭ wait ⬭ return

16. Police did not allow _____ from getting into the accident scene.

⬭ photographers ⬭ parents ⬭ teachers

Task Two: *Match the four paragraphs on the left with the sub-headings in the box.* ***(There are three extra texts in the box)***

Paragraphs		Sub-headings
17. 3	_____	**A.** Response to the accident calmly
18. 5	_____	**B.** Forgetting the accident
19. 6	_____	**C.** Preparing for the trip
20. 7	_____	**D.** Support and unity
		E. Checking students lists
		F. Choosing the band camp
		G. Honoring the Memory of the accident

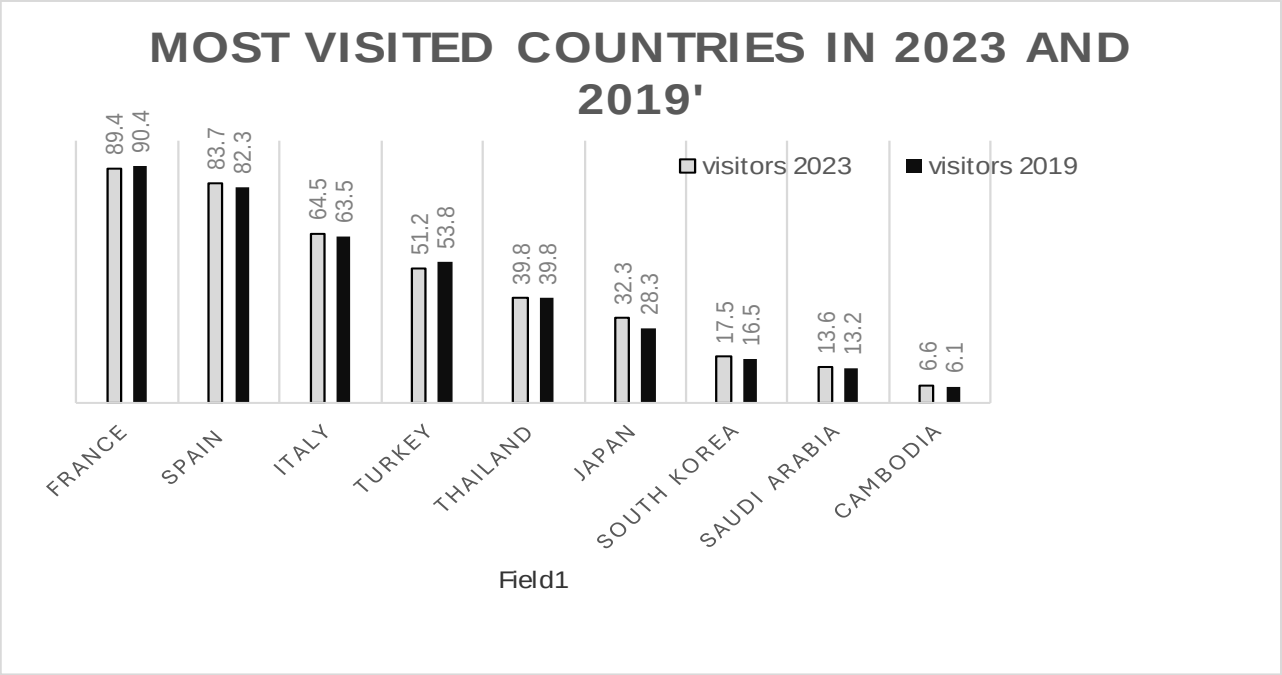
READING SCORE	**20**

WRITING 1 **(10 marks)**

Complete the following task. Write ***at least 100 words****.*

Survey report: A survey was conducted to determine which countries hosted more visitors in 2023 and 2019. The chart below shows the results of this survey.

Summarize the information in the chart by selecting and reporting the main features and making comparisons where relevant. *Your writing should be clear and well orgnized.*



Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Write at least **100 words** on the following topic:*

"Some people think that shopping malls should be enjoyable places to entertain people, while others believe that the purpose of shopping malls is (commercial) to buy and sell products only."

Explain your arguments for both sides (for and against) and give your conclusion.

Your writing should be clear and well orgnised.

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

SULTANATE OF OMAN
MINISTRY OF EDUCATION

2022/2023

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
First Session (morning)

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours **Pages: 12**

ELEMENT		**Marks**		**Red Marker**	**Green Marker**	**Blue Checker**
				Name	**Name**	**Name**
LISTENING	**20**					
READING	**20**					
WRITING 1	**10**					
WRITING 2	**10**					
TOTAL	**60**					

LISTENING 1 (Items 1-10) **(10 marks)**

*You are going to hear an interview between two people talking about **digital detox**, then complete **task one and task two**.*

Task One: *Listen, and shade in the bubble ⬭ next to the correct option.*

1. Digital detox refers to …….

⬭ complete switch off digital things ⬭ using a lot of digital devices ⬭ enjoy playing with digital things

2. The idea of digital detox is becoming…….

⬭ unusual ⬭ popular ⬭ wonderful

3. Amanda is working for a …….

⬭ magazine ⬭ website ⬭ newspaper

4. She always browsing …… websites besides online videos.

⬭ fashion ⬭ personal ⬭ business

5. Amanda spends a minimum of …….online daily .

⬭ 10 hours ⬭ 12 hours ⬭ 11 hours

6. She got the idea of digital detox from ……

⬭ Twitter ⬭ Instagram ⬭ a book

Task Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is **True/False**.*

	Statements	**True**	**False**
7.	Amanda got some good advice which made her trying to change some of digital habits.	⬭	⬭
8.	Amanda started the digital detox by setting up notifications for everything.	⬭	⬭
9.	Jack finds the digital detox too difficult.	⬭	⬭
10.	Raising awareness can help improve digital habits positively.	⬭	⬭

LISTENING 2 (Items 11-20) **(10 marks)**

You are going to hear a talk about ***The Eiffel Tower.***
Part One: *For each item, write a short answer (**not more than FOUR WORDS or a Number**).*

11. When was the Eiffel Tower built?

_____ (year)

12. How long was it recognized as the tallest in the world?

_____

13. What makes the Eiffel Tower able to sway in the wind?

_____

14. What do the first two levels contain?

_____

15. Why were many Parisians initially against building the Eiffel Tower?

_____

16. What inspires foreign tourists to visit the tower?

_____

Part Two: *For each item, complete the missing words **(not more than two words).***

(17) During World War II, Germans used the tower to ……propaganda to the city.	**(18)** To prevent the Germans from using it as a lookout point, the French cut …… …… to the tower's elevators.
(19) The Eiffel Tower is an important …… attraction, drawing millions of visitors each year.	**(20)** The tower is ……..…… with thousands of sparkling lights at night.

LISTENING SCORE	**20**

READING 1 (Items 1-10) **(10 marks)**

Read the following e-mail about a friend's past experiences. Then complete the tasks.

Subject: Complaint Regarding Faulty iPhone 13 Purchased Online

26th February, 2023

Dear Sir/Madam,

I am writing to complain about the iPhone 13 that I purchased from your online store 3 weeks ago. The iPhone 13 has been a complete disappointment as it has malfunctioned on multiple occasions within the first two weeks of use.

On the second day after receiving the iPhone 13, I encountered a problem where the device became unresponsive and froze. I had to restart the phone multiple times to get it working again. A few days later, on the eighth day, the camera stopped working suddenly, displaying an error message that read "Camera Failed to Load." This malfunction made it impossible for me to take photos or use the camera feature. The third and most severe malfunction occurred on the 14th day, where the phone shut down completely and refused to restart despite all attempts to charge and reboot it. This failure left me without a functioning phone and the possibility of losing all my data, which is the most significant inconvenience.

I am highly disappointed with the quality of the product received, considering that the iPhone 13 is a high-end device, and one would expect it to work flawlessly. I have already tried to contact customer support through the phone twice, but I have been unable to get through. The wait times are exceptionally long, and the phone lines disconnect before connecting me with a representative.

I have also sent an email to the customer support email address provided on your website, but I am yet to receive a response or even an acknowledgment of my email. I am highly dissatisfied with the poor customer service offered by your company.

As a customer, I demand that you either replace the faulty iPhone 13 or refund my money. I cannot continue using a faulty phone that is unreliable and poses a risk of losing all my data without notice. I believe that as a valued customer, I deserve quality products and efficient customer service, which your company has failed to provide.

I urge you to resolve this issue promptly, as I am highly dissatisfied with the quality of the product and the customer service received so far. I am willing to return the faulty phone, provided you bear the shipping costs. I hope to receive a response from you within the next five business days with a resolution to this matter; otherwise, I will go through the legal process.

Thank you for your prompt attention to this matter.

Yours Faithfully,

Salim

READING 1 (continued)

Task One: *For each item, write a short answer (**not more than FOUR WORDS**).*

1. When did the writer buy the faulty phone?

_____(date)

2. How many problems did the writer face with his new phone?

_____

3. Which malfunction did the writer consider the most disturbing?

_____

4. How many times has the writer tried to call the company?

_____

5. What is his worst fear after these malfunctions occurred?

_____

6. How long would he wait before taking any legal actions?

_____

READING 1 (continued)

Task Two: *For each item, complete the missing words (**not more than two words**).*

7. The camera stopped working on the _____ occasion.

8. He has attempted contacting the company by phone and _____ .

9. The writer asked the company to give his _____ back or to replace the faulty phone.

10. He offered to return the phone if the company paid for _____.

READING 2 (Items 11-20) (10 marks)

Read the text. Then complete the tasks.

1. As the next Bank holiday was approaching, my friends and I planned a trip to the seaside, with Brighton being our destination of choice. We chose Brighton as you could get there easily from London. I had already been there but the others were keen to go because, as well as going on the beach, there are many other things to do in Brighton such as exploring the place and shopping.

2. We had agreed to go by bus as it was cheaper than the train, but we had not realised that the bus station is a very long way from the beach. One of our group Anita had hurt her ankle when she fell down a week before. Because of that we had to walk very slowly so it took us a long time to get to the beach. Once we got to the beach, we found a place where we could sit.

3. I had forgotten how strong the wind can be near the sea. Despite the radiance of the sun, a jacket or a sweater was still a necessity, and regrettably, I had neglected to bring anything warm. Providentially, my friend, Sara, had brought two sweaters and was gracious enough to lend me one of hers. Two of our new colleagues had brought their bathing suits and took a plunge in the sea, but they had to swim at a ***brisk*** pace to stay warm. As expected, we had the classic lunch of fish and chips, but subsequently, everyone wanted to pursue their own interests. Due to the comfort of Sara's sweater, I and Anita opted to return to the beach. As the afternoon progressed, the intensity of the wind ***diminished*** and the weather became more pleasant with ample sunshine. We enjoyed our time conversing and observing the beachgoers, while our acquaintances indulged in shopping or sightseeing.

4. We all met again at the bus station, where our new colleagues recounted their visit to the famed Pavilion, once home to a wealthy prince, which still possessed its original decorations and furniture. Sara and Rita checked the stores cautiously, aware of their budget limitations, despite the variety of tempting purchases. Sara purchased a bracelet, while Rita acquired a wooden toy horse for her son. The bus ride home was filled with lively chatter, and though I attempted to return my friend's jacket, her tiredness pushed her into deep sleep all the way back. Therefore, I found myself obliged to pay her another visit later to give it back.

READING 2 (continued)

Task One: *For each item, shade in the bubble ⬭ next to the correct option.*

11. Brighton is a/an ……city .

⬭ mountainous ⬭ coastal ⬭ isolated

12. It took them long time to get to the beach because of ……....

⬭ friend's injury ⬭ long distance ⬭ Route's condition

13. The weather by the beach was …….

⬭ fair ⬭ warm ⬭ cold

14. The word "***brisk***" in the context means……

⬭ slow ⬭ fast ⬭ careful

15. The word "***diminished***" in the context means ……

⬭ stopped ⬭ increased ⬭ decreased

16. At the end of the day, ……. was very exhausted.

⬭ Anita ⬭ Sara ⬭ Rita

Task Two: *Match the four paragraphs on the left with the* ***texts*** *in the box.*
*(**There are three extra texts in the box**)*

17. Paragraph **one** is about _____.

18. Paragraph **two** is about _____.

19. Paragraph **three** is about _____.

20. Paragraph **four** is about _____.

A.	The journey from London to Brighton.
B.	The difficulty of getting an appropriate transportation.
C.	The weather by the beach.
D.	Visiting some friends in Brighton.
E.	Spending a wonderful shopping time.
F.	Going back to work the next day.
G.	The reasons of choosing Brighton as a destination.

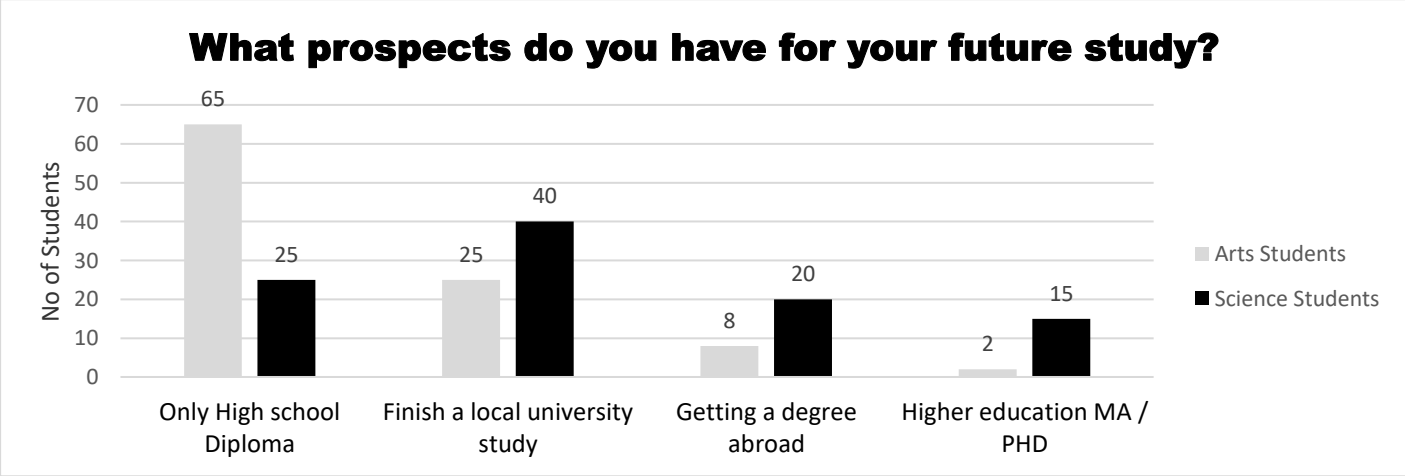
READING SCORE	
	20

WRITING 1 **(10 marks)**

Complete the following task. Write ***at least 100 words****.*

Survey report: In a survey for a school magazine, 200 students were asked, "**What prospects do you have for your future study?** The chart below shows the results of students' preferences among high school students.

Summarize the information in the chart by selecting and reporting the main features and make comparisons where relevant.



Your writing should be ***clear*** *and* ***well organized*** *.*

WRITING 1(continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Write at least **100 words** on the following topic:*

" In some countries, teenagers have part-time jobs while they are still students." Do you think this is a good idea?"

Explain your arguments for both sides (for and against) and give your conclusion.

*Your writing should be **clear** and **convincing.***

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

SULTANATE OF OMAN
MINISTRY OF EDUCATION

2022/2023

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
First Session (afternoon)

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours **Pages: 12**

ELEMENT		**Marks**		**Red Marker**	**Green Marker**	**Blue Checker**
				Name	**Name**	**Name**
LISTENING	**20**					
READING	**20**					
WRITING 1	**10**					
WRITING 2	**10**					
TOTAL	**60**					

LISTENING 1 (Items 1-10) **(10 marks)**

You are going to hear a dialogue between ***a receptionist and her customer in a gym,*** *then complete* ***task one and task two.***

Task One: *Listen, and shade in the bubble ⬭ next to the correct option.*

1. John knew about the gym membership via _____.
⬭ his friends ⬭ social media ⬭ an outside sign

2. Sara considers the gym as the _____ in the city.
⬭ biggest building ⬭ lowest price ⬭ most luxurious

3. Other gyms charge people when they _____.
⬭ Leave early ⬭ Pay late ⬭ Arrive late

4. The gym is daily open for _____ hours.
⬭ 19 ⬭ 12 ⬭ 24

5. Most people _____ doing exercise at 2 a.m.
⬭ prefer ⬭ refuse ⬭ Encourage

6. Gym exercises are advertised on a _____.
⬭ TV ⬭ Newspaper ⬭ brochure

Task Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is* ***True/False****.*

	Statements	True	False
7.	The plan provided by your personal trainer will tell you what to eat.	⬭	⬭
8.	The personal trainer does not cost anything at all.	⬭	⬭
9.	The gym offers a sample visit.	⬭	⬭
10.	John is not convinced at the end of the conversation.	⬭	⬭

LISTENING 2 (Items 11-20) **(10 marks)**

You are going to hear a talk about ***a city*** *called* ***Detroit****.*
Part One: *For each item, write a short answer (**not more than FOUR WORDS or a Number**).*

11. When did Detroit become 'Motor City'?

_____

12. What advantages autoworkers could get in the motor industry?

_____

13. What attracted photographers in Detroit city?

_____

14. What were car companies that suffered from decline?

_____

15. When did the global financial crisis happen?

_____

16 How was the finical condition of Detroit families?

_____

Part Two: *For each item, complete the missing words **(not more than two words).***

(17) Detroit announced its _____ in 2013.	**(18) The amount of Detroit _____ was 18-20 billion US dollars.**
(19) Police response time to complaints declined from sixty minutes to less than _____.	**(20) Winners of small business ideas are rewarded with _____dollars.**

LISTENING SCORE	
	20

READING 1 (Items 1-10) (10 marks)

Read the following text. Then complete the tasks.

Dear old friend,

I've been meaning to write for ages and finally today I'm actually doing something about it. Not that I'm trying to make excuses for myself, it's been really hard to sit down and write, as I've been moving around so much. Since we last saw each other I've unpacked my bags in four different cities. This job has turned out to be more of a whirlwind than I expected, but it's all good!

I went from London to Prague to set up a new regional office there. You know I'd always wanted to go, but maybe I was imagining Prague in spring when I used to talk about that. Winter was really hard, with minus 15 degrees in the mornings and dark really early in the evening. But at least it was blue skies and white snow and not days on end of grey skies and rain, like at home. It's tough being away from home over Christmas, though, and Skype on Christmas Day wasn't really the same as being with everyone.

From there I was on another three-month mission to oversee the set-up of the office in New York. Loved, loved, loved New York! It's like being in one big TV show, as everywhere looks just a little bit familiar. I did every tourist thing you can think of when I wasn't working, and must have spent most of my salary on eating out. It was really hard to leave for the next job, especially as I kind of met someone (!) More about Michael later ...

So then I was posted to Los Anglos, which felt like a whole other country compared with the East Coast. I could definitely get used to that kind of outdoor, beach lifestyle, but I didn't spend as much time getting to know California as I could have because I was flying back to see Michael every other weekend. He came to see me when he could, but his job means he's often working at weekends, so he couldn't make the flight very often. Those three months flew by and then I was off again, to Frankfurt, which is where I am now. And … so is Michael! He got a month off work and we're trying to work out how we can be in the same place at the same time for a while. We figure the first step in that direction is getting married, which is also why I wanted to write – I can't get married without my oldest friend there! The wedding's going to be at home in London in September and I hope you can come!

Anyway, tell me all your news and I promise not to leave it so long this time!
Lots of love,

Kath

Task One: *For each item, write a short answer (**not more than FOUR WORDS**).*

1. Why did Kath feel sorrow not to write for a long time?

_____

2. How cold does it get in Prague?

_____

3. Which occasion was the hardest moment for Kath to be a way from?

_____

4. How long did it take to set up an office in New York?

_____

5. Why did she leave London?

_____

6. Whom did she meet in New York?

_____

READING 1 (continued)

Task Two: *For each item, complete the missing words (**not more than two words**).*

7. The town that Kathy saw it as a country was a _____ .

8. Michael often works at _____.

9. Kath thinks that she can meet Michael forever by _____.

10. The city that bridal will be held in is _____.

READING 2 (Items 11-20) (10 marks)

Read the text. Then complete the tasks.

1 Sam squinted against the sun at the distant dust trail raked up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr. Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way, the longer he'd have a job.

2 Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

3 'Don't pick up your mail often, do you?' Sam took it without a glance and dropped the envelopes onto the bench. 'Never,' he replied and waited for Carter to say why he was here. The fact it was Carter's house was no explanation and they both knew it. Carter twisted his hat round and round, licking his lips and clearing his throat. 'Nice work fixing those fences,' he said finally 'I'll be back to the beginning soon,' Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

4 'Don't you ever want to take a holiday? ''And go where?' A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

5 Mr. Carter **wiped** the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning ruddy in the June sun. Otherwise, he had the indoor tan of a man that made money while other people did the work.

6 'I've brought my son with me on this trip. He's had some trouble at school.' Mr. Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. 'Not much trouble out here for a young boy.' He attempted a laugh but it came out like a dog's bark.

7 The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and **rebellious** a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? he wondered. There was a whole load of trouble a good rider could get into out here, miles away from anyone. But maybe there was even more trouble for someone who knew nothing about horses and wanted to get away from his father.

READING 2 (continued)

Task One: *For each item, shade in the bubble ⬭ next to the correct option.*

11. Sam reaction to his letters was _____.

⬭ uninterested ⬭ surprised ⬭ Afraid

12. Sam did not take holidays from work because he _____.

⬭ hadn't repaired the fences ⬭ felt safer on the farm ⬭ hadn't known where to choose

13. Mr. Carter **wiped** the sweat from the back of his neck. The word wiped means _____.

⬭ cleaned ⬭ washed ⬭ clear

14. Sam thought that Carter's son might _____ during his stay at the farm.

⬭ leave on foot ⬭ break the fences ⬭ do something dangerous while riding

15. Mr. Carter came to his house because _____ .

⬭ his son had problems at school ⬭ his son needed a holiday ⬭ he wanted to give Sam his mail.

16. However bored and **rebellious** a teenage boy might get. The word rebellious means_____.

⬭ angry ⬭ nervous ⬭ difficult to control

Task Two: *Match the following paragraphs on the left with the relevant information in the box. (**There are three extra texts in the box**)*

17. Paragraph **one** is about _____.

18. Paragraph **three** is about _____.

19. Paragraph **six** is about _____.

20. Paragraph **seven** is about _____.

A.	Someone was attended to the farm and he did something wrong.
B.	The friendly reception of Sam to his boss.
C.	Meeting Sam with Carter in the church.
D.	Expectation of risks could happen as a result of riding horses without skills
E.	Satisfaction about fixing fences.
F.	The chance of Sam to keep his job increases as long as he is a way of his boss.
G.	Steps taken to fix the fences.

READING SCORE	
	20

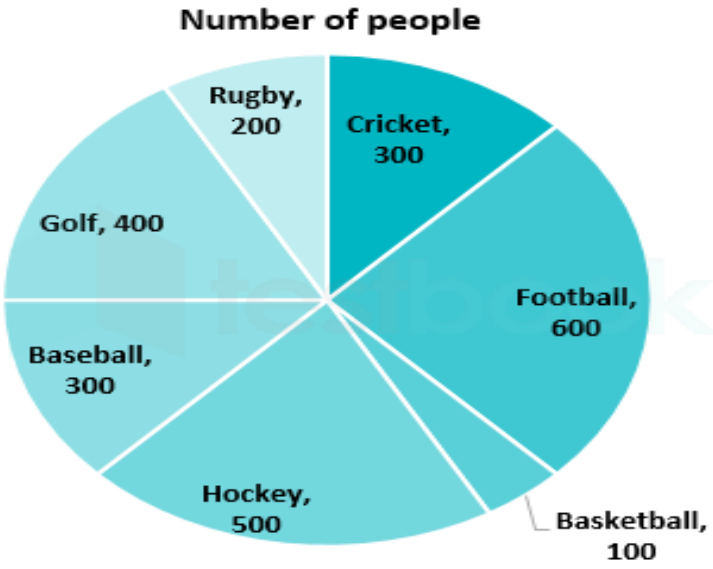
WRITING 1 **(10 marks)**

Complete the following task. Write ***at least 100 words****.*

Survey report: a survey of students was made to know which game they like. The pie chart below shows the results of their preferences.

Summarize the information in the pie chart by selecting and reporting the main features and make comparisons where relevant.

Your writing should be ***clear*** *and* ***well organized****.*



WRITING 1(continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Write at least **100 words** on the following topic:*

"Write an argumentative essay about should or should not extend weekend from two days to three days."

Explain your arguments for both sides (for and against) and give your conclusion.

*Your writing should be **clear** and **well organized**.*

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

SULTANATE OF OMAN
MINISTRY OF EDUCATION

2022/2023

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
Second Session

Name			
School		**Class**	

Write your answers on the Test Paper

Time: 2½ hours **Pages: 12**

ELEMENT		**Marks**		**Red Marker**	**Green Marker**	**Blue Checker**
				Name	**Name**	**Name**
LISTENING	**20**					
READING	**20**					
WRITING 1	**10**					
WRITING 2	**10**					
TOTAL	**60**					

LISTENING 1 (Items 1-10) **(10 marks)**

*You are going to hear an interview between two people talking about **an application**, then complete **task one and task two**.*

Task One: *Listen, and shade in the bubble ⬭ next to the correct option.*

1. 'HomeworX' app is designed for ..... .
⬭ parents ⬭ teachers ⬭ students

2. Teenagers and their parents have many……to deal with homework these days.
⬭ solutions ⬭ challenges ⬭ services

3. The app creator thinks that parents lack of ..... to support their kids.
⬭ money ⬭ time and knowledge ⬭ experience

4. The app can help solving the ..... .
⬭ tutors high cost ⬭ too many specialists ⬭ cheap local tutors

5. The app offers .....for students.
⬭ live online support ⬭ face to face interaction ⬭ financial support

6. According to Anna , that the app enables them to offer the …… services cheaply.
⬭ insurance ⬭ exam ⬭ tutoring

Task Two: *For each item, shade in the bubble ⬭ to indicate whether the statement is **True/False**.*

	Statements	True	False
7.	Anna came up with the idea to help her daughter.	⬭	⬭
8.	The 'HomeworX' app is very popular.	⬭	⬭
9.	There are plans to develop the app in the future.	⬭	⬭
10.	'HomeworX' is only available for android devices.	⬭	⬭

LISTENING 2 (Items 11-20) **(10 marks)**

You are going to hear a talk about ***The Leaning Tower of Pisa.***
Part One: *For each item, write a short answer (**not more than FOUR WORDS or a Number**).*

11. Where is the Leaning Tower of Pisa specifically located?

_____

12. When did the work on building the tower start?

_____

13. Why did it take nearly 200 years to build the tower?

_____

14. What is the building made of?

_____

15. How did the Italian government try to solve the leaning problem?

_____

16. When was the tower closed to the public?

_____

Part Two: *For each item, complete the missing words **(not more than two words).***

(17) The ..... company failed to fix the problem.	**(18)** ……..... believe that tower will be safe for the next 3 decades.
(19) After the reopening, the government issued strict ..... for tower visitors.	**(20)** Visitors are only allowed to stay for ……..... .

LISTENING SCORE	
	20

READING 1 (Items 1-10) **(10 marks)**

Read the following e-mail about a friend's past experiences. Then complete the tasks.

Dear Salim,

I hope this email finds you well. It's been a while since we last caught up, and I've been wanting to share with you some of my past experiences that have shaped me into the person I am today.

One of the most impactful experiences I've had was studying abroad during my junior year of college. I had always dreamed of exploring new cultures and I was fortunate enough to have the opportunity to study in Spain for a semester. It was a life-changing experience for me, as I was able to immerse myself in a completely new environment, learn a new language, and make friends from all over the world. The experience taught me to be more open-minded, adaptable, and independent, and I still look back on that time with gratitude and fondness.

Another experience that was transformative for me was participating in a volunteer program in a rural community in Africa. I had always felt passionate about giving back to others and making a positive impact in the world, and this program allowed me to do just that. I lived with a local family and worked on various projects, such as building a school and providing healthcare services to the community. It was an eye-opening experience for me, as I saw firsthand the challenges and inequalities that exist in the world, but also the resilience and strength of the human spirit. This experience further solidified my desire to work in the field of international development and pursue a career that would allow me to make a difference in the lives of others.

Closer to home, one experience that had a profound impact on me was losing my grandfather. He was a significant figure in my life, and his death was a difficult and emotional time for me. However, it also taught me the importance of cherishing the moments we have with our loved ones and not taking them for granted. It reminded me to always show gratitude and appreciation for those around me and to live life to the fullest.

Overall, these experiences have taught me valuable lessons and shaped me into the person I am today. I'm curious to know, what experiences have impacted you the most? I'd love to hear about them and catch up on what's been happening in your life.

Looking forward to hearing from you soon.

Best regards,

Yamen

READING 1 (continued)

Task One: *For each item, write a short answer (**not more than FOUR WORDS**).*

1. What has shaped the writer into his present personality?

_____

2. What was the writer's childhood dream?

_____

3. How did he feel about studying abroad?

_____

4. Why did the writer go to Africa?

To _____

5. What projects did the writer work on in Africa?

_____ (Mention One)

6. How was it like when his grandfather passed away?

_____

READING 1 (continued)

Task Two: *For each item, complete the missing words (**not more than two words**).*

7. The writer studied in Spain for _____ .

8. In Africa, he lived with _____ .

9. The passing of grandfather taught him to show _____ /_____ to our loved ones.

10. The writer thinks that we should live the life to its _____ .

_____
10

READING 2 (Items 11-20) **(10 marks)**

Read the story. Then complete the tasks.

The Journey of Samantha Towards Success

1. From an early age, Samantha was driven by an insatiable desire for success. She was imbued with a sense of purpose that drove her to **strive** for excellence and to make a meaningful impact on the world. As she grew older, Samantha honed her skills and pursued her passions with a singular focus. She was a prodigious student, consistently ranking at the top of her class, and she immersed herself in a wide array of extracurricular activities, ranging from athletics to music to volunteer work.

2. When it came time to select a college, Samantha set her sights on the most prestigious universities in the country. After being accepted to several Ivy League institutions, she ultimately chose Harvard, where she majored in economics and political science. During her time at Harvard, Samantha continued to push herself to new heights, excelling in all of her endeavours. She secured a coveted internship at a top-tier investment bank, where her intellect and work ethic quickly earned her a full-time position after graduation. Additionally, she devoted her spare time to various social justice and human rights initiatives, including a summer spent studying abroad in Africa, where she worked on a project to improve access to clean water in rural communities.

3. Despite her impressive success at the bank, Samantha felt a nagging sense of discontentment. She craved something more fulfilling and meaningful than her role as a banker, and she yearned to create lasting change on a broader scale. With these aspirations in mind, Samantha took the bold step of leaving her job to launch her own startup, which focused on developing innovative solutions to environmental and social problems. Initially, it was a daunting undertaking, requiring long hours, significant sacrifice, and a Herculean effort to build the necessary infrastructure.

4. However, Samantha refused to be deterred by these challenges, and her unwavering determination eventually yielded astounding results. Her startup became an enormous success, receiving widespread recognition for its ground-breaking and impactful work. As a result, Samantha became a highly sought-after speaker and thought leader in the field of social entrepreneurship, earning invitations to speak at conferences and events around the world.

5. Despite her many accomplishments, Samantha remained grounded and never lost sight of her core mission to create positive change. She understood that true success was not solely about achieving one's personal ambitions, but also about making a difference in the lives of others. Reflecting on her journey, Samantha took pride in all that she had achieved, while acknowledging that there was still much work to be done. Nevertheless, she remained **resolute** in her commitment to improving the world, one step at a time.

READING 2 (continued)

Task One: *For each item, shade in the bubble ⬭ next to the correct option.*

11. Samantha's insatiable desire for success drove her to strive for excellence and to make a meaningful _____ on the world.

⬭ decrease ⬭ impact ⬭ obstacle

12. Samantha's startup focused on _____.

⬭ technological solutions ⬭ economic solutions ⬭ environmental solutions

13. Samantha became a highly sought-after speaker and thought leader in the field of _____.

⬭ social entrepreneurship ⬭ traditional business ⬭ sports management

14. The word "**strive**" in paragraph one means_____.

⬭ struggle ⬭ give up ⬭ despair

15. Samantha felt a nagging sense of _____ despite her accomplishments.

⬭ happiness ⬭ contentment ⬭ discontentment

16. The word "**resolute"** in paragraph five means _____.

⬭ hesitant ⬭ determined ⬭ tentative

Task Two: *Match the four paragraphs on the left with the relevant information in the box. (**There are three extra texts in the box**)*

17. Paragraph **two** is about _____.

18. Paragraph **three** is about _____.

19. Paragraph **four** is about _____.

20. Paragraph **five** is about _____.

A.	Startup becomes a success and she is a sought-after speaker in social entrepreneurship.
B.	She struggled academically and socially at Harvard
C.	excels at Harvard and lands a full-time job at a top investment bank.
D.	remains committed to creating positive change in the world.
E.	driven by an insatiable desire for success and a sense of purpose.
F.	started her own startup without a clear mission or plan
G.	leaves banking to launch a startup focused on social and environmental issues.

READING SCORE	
	20

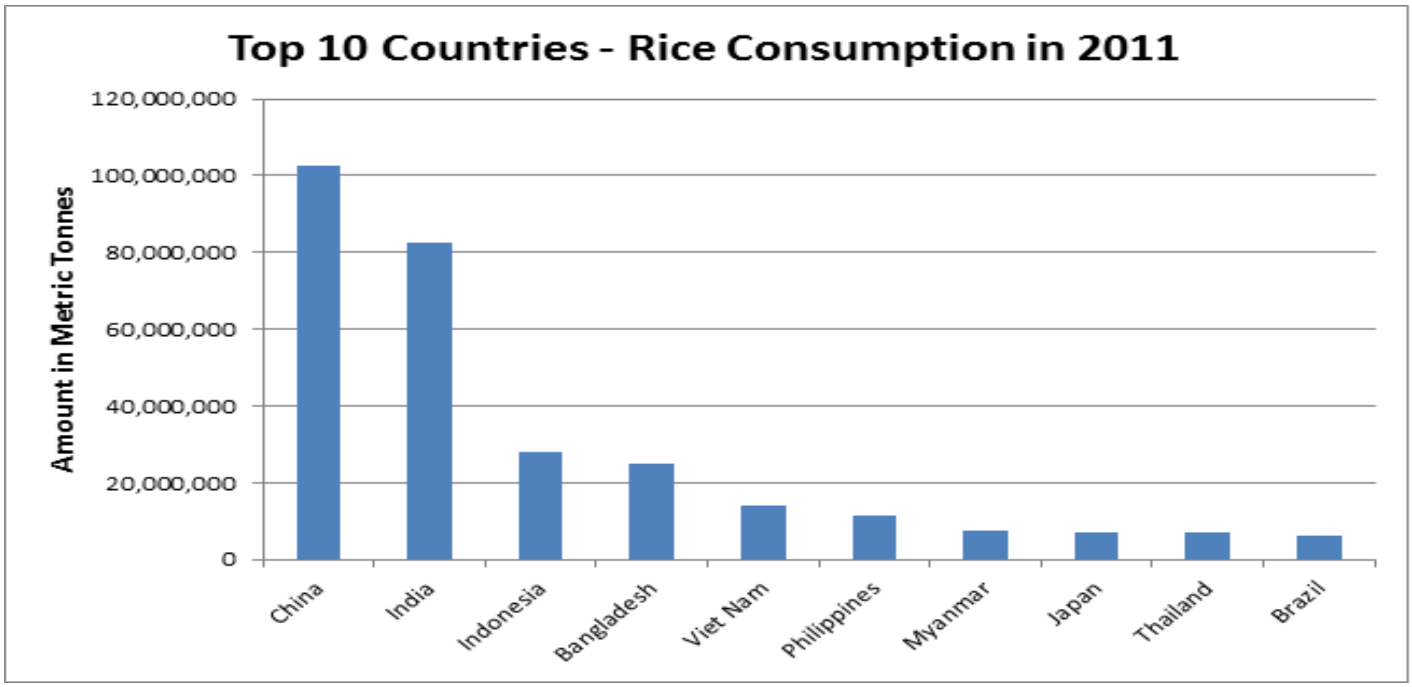
WRITING 1 **(10 marks)**

Complete the following task. Write ***at least 100 words****.*

Survey report: a survey was made to know which countries they consume eating rice in 2011. The chart below shows the results of this survey.

Summarize the information in the chart by selecting and reporting the main features and make comparisons where relevant.

Your writing should be ***clear*** *and* ***well organised****.*



WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

*Write at least **100 words** on the following topic:*

"Parents should control the way their children use their mobile phones."

Explain your arguments for both sides (for and against) and give your conclusion.

*Your writing should be **clear** and well **organised**.*

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

سلطنة عمان
وزارة التربية والتعليم

مركز القياس والتقويم التربوي
The Center for Educational Assessment and Measurement (CEAM)

رؤية عمان 2040
نتقدم بثقة
Moving Forward with Confidence

الصف الحادي عشر

نموذج اجابة امتحان

اللغة الإنجليزية (مهارات)

{الفصل الدراسي الثاني}

****

LISTENING 1 (10 mks)

Part One

1.	○ xxxxxxx	● South Africa	○ xxxxxxxx
2.	● eight	○ xxxxxxx xxxxx	○ xxxxx xxxxxxx
3.	○ xxxxxxxx	○ xxxxxxxx	● culture
4.	○ xxxxx	● two languages	○ xxxxx
5.	○ xxxxx	○ Xxxxx	● vegetable based
6.	○ xxxxxxxx	○ Xxxxxxxx	● suitable

Part Two

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

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

LISTENING 2 (10 mks)

Part One

11. A chemist

12. *13 years old*

13. 2019

14. scientific issues / legal barriers/ financial barriers / organizational barriers.

15. For the safety of patients

16. Parents of children with genetic diseases

Part Two

17. drugs

18. approved

19. funding

20. hope

Notes: *One mark each.*

Qs 11-16: (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 misspelling 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. Mexico City **2.** 1997 **3.** (due to its) long distance/steep elevation changes. **4.** the Chihuahuan Desert **5.** Mike Hall **6.** By highlighting unique scenery/diverse environment/ cultural attractions
Task Two
7. Bikepacking **8.** 70,000 **9.** June **10.** Safety
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.	○	Xxxxxxx	○	xxxxxxx	◐	Loss of lives
12.	○	xx xxxxxxx xxx	○	xx xxxxxxx xxx	◐	Prestigious history
13.	◐	crowd	○	x xxxx	○	x xxxx
14.	●	high temperature	○	xxxx xxxxxx	○	xxxx xxxxxx
15.	○	xxxxxx xxx xxxxx	○	xxxxxx xxx xxxxx	◐	impact
16.	○	xxxx x xxxxx xxxx	◐	Strictly	○	xxxx x xxxxx xxxx
Task Two						
17.	B					
18.	E					
19.	C					
20.	F					
Notes: 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)	
10	– Summarise the information fully and clearly – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	- Summarise the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	– Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	– Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	– Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted
0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <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

WRITING 2 (10 mks)	
10	–Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
6	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	_Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

ARRIVING AT FINAL SCORES

LST1/ RDG2a: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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)

Part One

1.	⬭ xxxxxxxx	⬭ xxxxxxxx	⬭ 3 weeks
2.	⬭ history	⬭ xxxxxxx xxxxx	⬭ xxxxxxx
3.	⬭ xxxxxxxx	⬭ xxxxxxxx	⬭ cycling
4.	⬭ xxxxx	⬭ xxxxx	⬭ untrained
5.	⬭ xxxxx	⬭ xxxxx	⬭ five
6.	⬭ xxxxxxxx	⬭ friend	⬭ xxxxxxxx

Part Two

	True	False
7.	⬭	⬬
8.	⬬	⬭
9.	⬬	⬭
10.	⬭	⬬

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

LISTENING 2 (10 mks)

Part One

11. He liked writing and journalism

12. Paris

13. To only write books

14. 1967

15. Human isolation

16. Magical realism

Part Two

17. 33 years

18. Complex

19. Noble

20. Mexico

Notes: *One mark each.*

Qs 11-16: (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. October 1, 2023 **2.** By credit card **3.** The leg broke off **4.** With ultimate care . **5.** Customer Service page/ showroom website **6.** There was no response.
Task Two
7. Frustrated **8.** Refund **9.** Satisfaction **10.** Resolution/ solution / response /
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.	⬭	Xxxxxxx	⬭	Band camp	⬭	xxxxxxx
12.	⬭	Yearly program	⬭	xx xxxxxxx xxx	⬭	xx xxxxxxx xxx
13.	⬭	2	⬭	x xxxx	⬭	x xxxx
14.	⬭	xxxx xxxxxx	⬭	Drivers	⬭	xxxx xxxxxx
15.	⬭	xxxxxx xxx xxxxx	⬭	xxxxxx xxx xxxxx	⬭	stop
16.	⬭	xxxx x xxxxx xxxx	⬭	parents	⬭	xxxx x xxxxx xxxx
Task Two						
17. C						
18. A						
19. D						
20. G						
Notes: 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

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0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <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

WRITING 2 (10 mks)	
10	–Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
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ARRIVING AT FINAL SCORES

LST1/ RDG2a: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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*)
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CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
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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)

Part One

1.	● complete switch off digital things	○ using a lot of digital devices	○ enjoy playing with digital things.
2.	○ unusual	● popular	○ wonderful
3.	● magazine	○ website	○ newspaper
4.	● fashion	○ personal	○ business
5.	○ 10 hours	● 12 hours	○ 11 hours
6.	○ Twitter	○ Instagram	● a book

Part Two

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

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

LISTENING 2 (10 mks)
Part One
11. 1889 **12.** over 40 years **13.** its flexible construction **14.** restaurants and observation decks **15.** (it would) spoil the city's beauty **16.** unique design
Part Two
17. broadcast **18.** the cables **19.** tourist **20.** lit up
Notes: *One mark each.* *Qs 11-16: (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. (on) 5th February, 2023 **2. 3 / Three** **3. the third one / 3rd malfunction / phone shut down suddenly(completely)** **4. Two / 2 times / twice** **5. loss of his data** **6. 5 / five business (working) days**
Task Two
7. second **8. e-mail** **9. money** **10. shipping costs**
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.	○	mountainous	● coastal	○	isolated
12.	●	friend's injury	○ long distance	○	Route's condition
13.	○	fair	○ warm	●	cold
14.	○	slow	● fast	○	careful
15.	○	stopped	○ increased	●	decreased
16.	○	Anita	● Sara	○	Rita
Task Two					
17.	**G**				
18.	**A**				
19.	**C**				
20.	**E**				
Notes: 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – 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. – Writing is generally organised, and for the most part clear and coherent. – 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. - Writing is poorly organised but are still reasonably clear. – 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. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>*No attempt at the task*</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <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

WRITING 2 (10 mks)	
10	–Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
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0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, 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.

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CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
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****

LISTENING 1 (10 mks)

Part One

1.	○ his friends	○ social media	● an outside sign
2.	○ biggest building	● lowest price	○ most luxurious
3.	● leave early	○ pay late	○ 24
4.	● 19	○ 12	○ 24
5.	○ prefer	● refuse	○ encourage
6.	○ TV	○ newspaper	● brochure

Part Two

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

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

LISTENING 2 (10 mks)

Part One

11. 20th century

12. *Own(a home / a boat / cottage holiday)- any two of these*

13. buildings and city blocks

14. General Motors and Chryslers.

15. 2008

16. poor

Part Two

17. bankruptcy

18. debt

19. twenty minutes /20 minutes

20. 10.000 / ten thousand

Notes: *One mark each.*

Qs 11-16: (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.*

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READING 1 (10 mks)
Task One
1. moving around so much **2.** minus 15 degrees **3.** Christmas **4.** three months **5.** To set up new/original office **6.** Michael
Task Two
7. *Los Anglos* **8.** *weekend* **9.** *marriage* **10.** *London*
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.*

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Responses must be indicated clearly.

READING 2 (10 mks)			
Task One			
11.	● uninterested	○ surprised	○ afraid
12.	○ hadn't repaired the fences	● felt safer on the farm	○ hadn't known where to choose
13.	○ works hard	○ loves horses	● is rich
14.	○ leave on foot	○ break the fences	● do something dangerous while riding
15.	● his son had problems at school	○ his son needed a holiday	○ he wanted to give Sam his mail
16.	○ angry	● nervous	○ impatient
Task Two			
17.	F		
18.	E		
19.	A		
20.	D		
Notes: 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – 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. – Writing is generally organised, and for the most part clear and coherent. – 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. - Writing is poorly organised but are still reasonably clear. – 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. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>*No attempt at the task:*</u> <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <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

WRITING 2 (10 mks)	
10	–Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
6	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	_Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, 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.]

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LISTENING 1 (10 mks)

Part One

1.	○ parents	○ teachers	● students
2.	○ solutions	● challenges	○ services
3.	○ money	● time and knowledge	○ experience
4.	● tutors high cost	○ too many specialists	○ cheap local tutors
5.	● live online support	○ face to face interaction	○ financial support
6.	○ insurance	○ exam	● tutoring

Part Two

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

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

LISTENING 2 (10 mks)

Part One

11. **Northern Italy**

12. ***1173***

13. **Because of the wars**

14. **(Shining) white stone**

15. **Using cement**

16. **In 1990**

Part Two

17. **German**

18. **Experts**

19. **rules**

20. **30minutes/half an hour**

Notes: *One mark each.*

Qs 11-16: (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. past experiences	
2. exploring new cultures	
3. fortunate	
4. participate in a volunteer program	
5. building a school / providing healthcare services	
6. difficult and emotional	
Task Two	
7. a semester	
8. local family	
9. gratitude and appreciation	
10. fullest	

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.	○	*decrease*	●	impact	○	obstacle
12.	○	technological solutions	○	economic solutions	●	environmental solutions
13.	●	social entrepreneurship	○	traditional business	○	sports management
14.	●	struggle	○	give up	○	despair
15.	○	happiness	○	contentment	●	discontentment
16.	○	hesitant	●	determined	○	tentative
Task Two						
17.	C					
18.	G					
19.	A					
20.	D					
Notes: 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

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