ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year _ 2024/ 2025
Semester Two _ First Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 15**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
GRM/VCB	**10**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

LISTENING 1 (Items 1-7) (7 marks)

You are going to hear a conversation between Sara and Ahmed.
Listen, and shade in the bubble ⬭ next to the correct option.

1. There were only _____ students selected for the concert.

⬭ 33 ⬭ 58 ⬭ 200

2. Sara missed the first round of the competition because of _____.

⬭ oversleeping ⬭ name misspelling ⬭ hand surgery

3. The concert will be in _____.

⬭ March ⬭ April ⬭ May

4. Sara will be playing a _____ at the concert.

⬭ violin ⬭ guitar ⬭ piano

5. Ahmed plays piano in a _____every month.

⬭ mall ⬭ zoo ⬭ party

6. Sara is waiting for her _____ to tell the family about the concert.

⬭ sister ⬭ brother ⬭ father

7. Children can get a _____ discount on tickets.

⬭ 20% ⬭ 30% ⬭ 40%

LISTENING 2 (Items 8-15) **(8 marks)**

You are going to hear a story about ***Nazar Hadi.***

Part One: *Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

8. When did the story of Nazar happen? (year)

_____

9. What was their record time to reach Mount Kosciuszko?

_____

10. Where did Nazar and his friends meet before they go hiking?

_____

11. Who did Nazar call before starting the hike?

_____

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

12. Nazar brought a_____ in his backpack.

⬭ tent ⬭ camera ⬭ GPS

13. Nazar followed _____ to take photos of them.

⬭ foxes ⬭ tigers ⬭ kangaroos

14. To stay safe, Nazar rested beside a_____.

⬭ tree ⬭ cave ⬭ rock

15. The rescue team found Nazar on day _____.

⬭ 2 ⬭ 4 ⬭ 13

LISTENING SCORE	
	15

VOCABULARY (Items 1–5) **(2½marks)**

For each item, shade in the bubble ⬭ under the correct option.
(There are three extra words in the box.)

In Turkey, the wedding reception is often a **(1)** _____ event, with many unique traditions and celebrations. The **(2)** _____ typically wears a beautiful white dress. In small towns, the whole community would be involved in the celebration. It is very important to **(3)** _____ all family members and friends. Many couples choose **(4)** _____ fruit designs with its beautiful orange colour for the decor as a symbol of happiness. As part of the celebration, the family of the groom releases a flock of white birds into the air and spreads **(5)**_____ like rosemary and mint on the tables.

pumpkin	herbs	participant	spectacular	invite	boring	navigate	bride

1.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
2.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭

GRAMMAR (Items 6-10) **(2½ marks)**

*Complete each sentence with **ONE** word only.*

6. The Netherlands has _____ tallest people in the world.

7. I _____ worked at this company for five years.

8. I feel tired, I have _____ arrived from work.

9. He has not finished his school project _____.

10. The Amazon rainforest is larger _____ other rainforests in the world.

GRAMMAR/VOCABULARY (Items 11–20) **(5 marks)**

For each item, shade in the bubble ⬭ next to the correct option.

Fadwa is a Bahraini Student **(11)** _____ has got a scholarship to study in Sweden. She is a **(12)** _____student, and successfully manages her time by herself. **(13)** _____ she was in grade eleven, she has loved helping others and doing **(14)**_____ work for free. Recently, she has **(15)** _____ the Central Police Academy. She helps in female prisoner assistance **(16)**_____every week. Some women there **(17)** _____ read or write well and suffer from learning **(18)** _____. The prison environment was aggressive and uncomfortable. **(19)** _____, Fadwa stayed calm and focused. She believes that education has **(20)**_____saved many lives before.

11.	⬭ why	⬭ who	⬭ which	⬭ where
12.	⬭ hardworking	⬭ demanding	⬭ annoying	⬭ frustrating
13.	⬭ Since	⬭ For	⬭ Still	⬭ Ever
14.	⬭ ordinary	⬭ messy	⬭ voluntary	⬭ unnecessary
15.	⬭ join	⬭ joins	⬭ joining	⬭ joined
16.	⬭ list	⬭ house	⬭ program	⬭ book
17.	⬭ won't	⬭ weren't	⬭ aren't	⬭ can't
18.	⬭ discussions	⬭ disorders	⬭ disadvantages	⬭ disasters
19.	⬭ However	⬭ Moreover	⬭ Furthermore	⬭ Likewise
20.	⬭ during	⬭ from	⬭ already	⬭ because

GRM/VCB SCORE	
	10

READING 1 (Items 1-5) **(5 marks)**

Read the texts. Are the statements which follow each text ***True*** *or* ***False****?*
For each item, shade in the bubble ⬭ under the correct option.

1. The 2026 Winter Olympics will be in Italy from February 6 to 22. Milan and Cortina are the main host cities. This is Italy's fourth time hosting the Olympics. Around 2,900 athletes from many countries will participate in different events across 16 sports. Ski mountaineering will be included for the first time.

Statement	True	False
Italy will host the Olymics for the first time in 2026.	⬭	⬭

2. The Shanghai Tower is the tallest building in China and the world's third-tallest building. The construction work on the tower began in 2008 until August 2013. Although the building was originally scheduled to open to the public in November 2014, it was delayed and shifted to February 2015.

Statement	True	False
The Shanghai Tower was open to visitors in 2015.	⬭	⬭

3. Pablo Neruda is one of the most famous and important writers of Chile. In 1921, he went to Brazil to attend a college with the intention of becoming a French teacher. While in Brazil, Neruda completed his book, titled *"Twenty Love Poems"*. This work quickly marked Neruda as an important Chilean poet.

Statement	True	False
Neruda wrote "*Twenty Love Poems"* book in Chile.	⬭	⬭

READING 1 (continued)

4. Grenada is a small island in the Caribbean. Over the past ten years, its economy has changed by tourism. It is the world's second-largest producer of cotton. Lately, Grenada was hit by the most massive earthquake which destroyed its farms and tourism industry. It affected badly on cotton production until now.

Statement	True	False
Now, Grenada's cotton production is better than before.	⬭	⬭

5. I have developed the habit of listening to the Healthy Minds app each night while I brush my teeth and do my nightly bedtime routine. Most of the lessons are only five minutes, so it is easy to fit in. This app has helped me develop focus, reduce stress and enjoy my life.

Statement	True	False
Healthy Minds app improves focus and decreases stress.	⬭	⬭

READING 2 (Items 6-12) **(7 marks)**

Read the text. Then, for each item, shade in the bubble ⬭ next to the correct option.

Dear Mom and Dad,

I hope you're both doing well. I want to tell you that I won't be able to come back home for the two-week winter break, but I promise I'll see you during the summer holidays. My friend Tomas from Venezuela has invited me to spend the break with his family.

This is a great opportunity because, during this time, Venezuela celebrates more than four amazing festivals that I've always wanted to experience. The biggest one happening during the break is El Carnaval.

El Carnaval usually takes place 40 days after the New Year holiday. It is a lively two-day festival filled with water fights, dancing, music, colorful costumes, and parades. The celebrations are especially active in coastal towns, particularly in the city of El Callao, where people dress as popular movie or cartoon characters. People come from different places, including the mountains and river lands, to watch the lively Carnival. In fact, EI Carnaval is considered an important event because it brings families together in celebration.

Another tradition I'm looking forward to is the Festival of the Sun. It is a-five-day international cultural festival held every February in the city of Mérida. It takes place alongside El Carnaval and includes activities like pets' competitions, concerts, cultural exhibitions, and a horse riding. During the festival, people also bring classic cars for show, celebrating history and traditions.

I'm also excited to explore the beautiful nature of Venezuela. My friend's family is planning to go to Canaima National Park by taking a local flight from the capital city, Caracas. This park has the world's tallest waterfall, Angel Falls. The best time to visit the waterfall is between December and February, which is perfect, as we'll avoid the dry season in August and September. Hopefully, I'll also get to see another festival in the park called the Lantern Festival which takes place during the Holly week.

This trip would be a great chance for me to learn more about a different part of the world, practice my Spanish, and share those experiences with you when I return. Of course, I'll be careful and stay in touch the whole time. I'll let you know all the details, like flight information and contact numbers, once everything is confirmed.

Love you both always,
Your son,
Ibrahim

READING 2 (continued)

6. Tomas has invited his friend over for the _____ break.

○ New Year ○ winter ○ summer

7. El Carnaval is celebrated for _____ days.

○ two ○ four ○ five

8. Usually, EI Carnaval takes place in _____ towns.

○ coastal ○ mountain ○ river

9. El Carnaval is considered important because of the _____.

○ water fight ○ character costumes ○ family gathering

10. The Sun Festival is celebrated in _____city.

○ El Callao ○ Mérida ○ Caracas

11. Toma's family is planning to go to Canaima National Park by a _____.

○ car ○ flight ○ horse

12. It is better to visit the Angel Falls in _____.

○ September ○ August ○ February

READING 3 (Items 13-20) **(8 marks)**

Read the text. Then complete the tasks.

Do you know that there is a sport for memory? Memory sports are international competitions where athletes try to remember things like names, numbers, or cards in a short time. Mongolia has won the most medals and broken world records in memory competitions. Young Mongolian athletes have amazed the world with their powerful memory skills. Thanks to their strong traditions, training, and talent.

Mongolia is a country in Asia with a rich culture and strong traditions. Even though it has a small population, Mongolia has become a leading country in memory championships. Mongolian athletes have won 861 medals in 80 international competitions over the past eight years, including gold, silver, and bronze. That's more than many larger countries have won.

The Mongolian Memory Academy is a special school that trains young memory athletes. It started in 2010 in Moron city. Many students come from small towns, mountains and countryside areas. The academy is supported by the Oyu Tolgoi mining company, which provides food and accommodation for students. Oyu Tolgoi is one of the largest mining companies in the country. It is involved in the extraction of copper and gold. So far, the Mongolian Memory Academy has trained more than 10,000 students. The academy now has five branches in different parts of Mongolia.

One of the most successful athletes is a 16-year-old girl named Yuma. She started memory training just three years ago. Today, she holds 10 junior medals. Her most recent achievement was in Turkey, where she set three new records. While in Germany, she earned two medals, and in Qatar, she secured five. She says that success comes from daily practice, mental focus, and believing in yourself.

Memory athletes in Mongolia follow special routines to keep their minds sharp. In addition to maintaining a healthy diet, they listen to soft music with alpha waves, which is known to help improve mental clarity and focus. However, special traditional practices like breathing exercises and meditation help athletes reduce stress in memory sports.

READING 3 (continued)

Task 1: *For each item, write a short answer (**not more than FOUR WORDS**).*

13. What sports are young Mongolian good at?

_____

14. How many medals have the Mongolian athletes won?

_____

15. Where is the Mongolian Memory Academy located? (city)

_____

16. How does Oyu Tolgoi company support students?

By _____

Task 2: *For each item, shade in the bubble ⬭ next to the correct option.*

17. Oyu Tolgoi is a company extract _____.

⬭ bronze ⬭ gold ⬭ silver

18. The academy has _____ branches in different places in Mongolia.

⬭ two ⬭ three ⬭ five

19. Yuma got two medals in _____.

⬭ Germany ⬭ Turkey ⬭ Qatar

20. Mongolians practice traditional activities like _____ to reduce stress.

⬭ diet ⬭ music ⬭ meditation

READING SCORE	20

WRITING 1 **(5 marks)**

*Write at least **85 words** on the following topic:*

" Learning other languages is important for future success."

Do you agree or not? Give your reasons.

*Your writing should be **clear**, **convincing** and **well-organised**.*

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

"A day you won something"

-What it is
-When you won it and where
-Who helped you to win
-How you felt after all

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

GRADE 11 'CORE' **LISTENING SCRIPT**
SEMESTER TWO_ FIRST SESSION **(2024/2025)**

LISTENING 1
***(… a conversation between Sara and Ahmed.*)**

Ahmed: Hi Sara! I saw your name on the list for the concert. Congratulations!

Sara: Thanks, Ahmed! Yeah, I still can't believe it. There were 200 talented participants and 58 passed the final round. However, they only chose 33 students for the concert. It's such an honor to be one of them!

Ahmed: That sounds like a really tough competition. Wasn't it?

Sara: Yes, it was! And believe it or not, I actually missed the first round.

Ahmed: Seriously? Why? Don't tell me you overslept that day!

Sara: Haha, no, not at all! There was a mistake in the spelling of my name.

Ahmed: Oh, that must have been so stressful!

Sara: It really was. But honestly, even if I had made it to the first round, I'm not sure how well I would have done. I had surgery on my hand just two days before the competition.

Ahmed: Oh. What a day. So, when is the concert?

Sara: The stage has been fully booked for other performances throughout March and April, so the only confirmed date for our concert is May 20.

Ahmed: You must be very excited. What is your role in the concert?

Sara: I'll be playing the guitar.

Ahmed: Oh, nice! You know, I always mix up the guitar and the violin. They look kind of similar to me. I'm not good at music, but I can play piano.

Sara: Really! Where did you play piano?

Ahmed: I took some lessons two months ago and I play piano with my friends in a mall every month. So tell me, how did you end up playing the guitar?

Sara: The first time I was amazed by the guitar when I heard it at a show in a zoo. After that, I started recognizing it everywhere—in parks, and parties—and my love for it just kept growing.

Ahmed: Interesting. Have you told your family about the concert?

Sara: Not yet. There's just so much happening all at once. My sister is at the hospital, my brother is in the middle of his final exams, and most of all, my dad isn't home. I'm waiting for him to come back so I can tell him in person.

Ahmed: I am sure he will be very proud of you. By the way, do you have free tickets?

Sara: Unfortunately, there aren't any free tickets, but I do have some with special discounts. Parents get a 40% discount, friends get 20%, and there's a 30% discount for children.

Ahmed: I see. All the best Sara. You totally deserve it.

Sara: Thanks Amjad.

(370 *words*) (*Target length: 250-350*)

LISTENING 2
(A story about Hadi Nazari*.)*

(Part One):

Australia has many different landscapes where people sometimes get lost. One famous example is the story of Nazar Hadi which happened on December 2024. Nazar was 25 years old living in Victoria. He was in his last year in Medicine college. He decided with his three friends to make unforgettable trip to hike the highest mountain in his country. Their goal was to climb Mount Kosciuszko, in a record time; reaching the top in just four days. All four friends were experienced hikers and decided to go during the Christmas break.

On the day of hiking, they met at the National Park. Before they left, Nazar made a phone call and talked to his brother to tell him about their plan and assure him everything was set for a safe trip.

(Part Two):

Nazar and his friends packed a variety of important items in their backpacks. They shared the items among themselves to reduce the weight of their backpacks. Nazar packed food, flashlights, and a camera. His friends brought navigation tools, GPS devices, a first aid kit, and a tent.

The walk to the mountain was hard, but they enjoyed the beauty of nature. Before sunset, Nazar and his friends found a safe place near the rocks to camp, away from animals like foxes and tigers. Nazar couldn't sleep, so he decided to walk nearby. Suddenly, He saw a group of baby kangaroos and followed them to take photos. Unfortunately, he didn't realize how far he had gone. It became dark, and he couldn't find his way back to the camp.

Nazar realized he was lost and knew it was unsafe to move in the dark. He searched for an open place and decided to rest next to one of the tall trees until someone could found him. Meanwhile, his friends searched the area and the nearby caves for two days but couldn’t find him. They went back and reported him missing.

The police and rescue teams began searching for him on day four. Luckily, he was found on day 13 by a group of hikers and was immediately moved to the nearest hospital.

(134 + 221 = 355 *words*) (*Target length: 300-350*)

****

LISTENING 1 (7 mks)						
1.	●	33	○	58	○	200
2.	○	oversleeping	●	name misspelling	○	hand surgery
3.	○	March	○	April	●	May
4.	○	violin	●	guitar	○	piano
5.	●	mall	○	zoo	○	party
6.	○	sister	○	brother	●	father
7.	○	20%	●	30%	○	70%

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

LISTENING 2 (8 mks)						
Part One						
8.	2024					
9.	four days\ 4					
10.	The National park\park					
11.	brother \his brother					
Part Two						
12.	○	tent	●	camera	○	GPS
13.	○	foxes	○	tigers	●	kangaroos
14.	●	tree	○	cave	○	rock
15.	○	2	○	4	●	13

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)								
	pumpkin	herbs	participant	spectacular	invite	boring	navigate	bride
1.	○	○	○	●	○	○	○	○
2.	○	○	○	○	○	○	○	●
3.	○	○	○	○	●	○	○	○
4.	●	○	○	○	○	○	○	○
5.	○	●	○	○	○	○	○	○

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

GRM (2.5 mks)	
6.	the
7.	have
8.	just
9.	yet
10.	than

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

GRM/ VCB (5 mks)								
11.	○	why	●	who	○	which	○	where
12.	●	hardworking	○	demanding	○	annoying	○	frustrating
13.	●	Since	○	Far	○	Still	○	Ever
14.	○	ordinary	○	messy	●	voluntary	○	unnecessary
15.	○	join	○	joins	○	joining	●	joined
16.	○	list	○	house	●	program	○	book
17.	○	won't	○	weren't	○	aren't	●	can't
18.	○	discussions	●	disorders	○	disadvantages	○	disasters
19.	●	However	○	Moreover	○	Furthermore	○	Likewise
20.	○	during	○	from	●	already	○	because

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

READING 1 (5 mks)			READING 2 (7 mks)			
	True	False				
1.	○	●	6.	○ New Year	● winter	○ summer
2.	●	○	7.	● two	○ four	○ five
3.	○	●	8.	● coastal	○ mountain	○ river
4.	○	●	9.	○ water fight	○ character costumes	● family gathering
5.	●	○	10.	○ El Callao	● Mérida	○ Caracas
			11.	○ car	● flight	○ horse
			12.	○ September	○ August	● February

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

READING 3 (8 mks)			
13.	Memory sport(s)		
14.	861 medals		
15.	Moron (city)		
16.	provides food and accommodation (any one is correct)		
17.	○ bronze	● gold	○ silver
18.	○ two	○ three	● five
19.	● Germany	○ Turkey	○ Qatar
20.	○ diet	○ music	● meditation

Notes: One mark each.

Qs 13-16:(i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.(ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 17-20: 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 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 (5 mks)	
5	– 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.
4	– 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.
3	– 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.
2	– Expresses opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organisation, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	– 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	<u>*No attempt at the task*</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (10 mks)	
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is 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 pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Completely nonsense.

ARRIVING AT FINAL SCORES

LST2/ RDG3: 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
5 / 4	4.5	10 / 8	9
4/ 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2/ 1	1.5	4 / 2	3
1/ 0	0.5	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.

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year _ 2024/ 2025
Semester Two _ Second Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 15**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
GRM/VCB	**10**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

LISTENING 1 (Items 1-7) (7 marks)

You are going to hear a conversation between Layla and her father.
Listen, and shade in the bubble ⬭ next to the correct option.

1. Layla is _____ about choosing a gift for her friend's birthday.

⬭ excited ⬭ confused ⬭ sure

2. Layla hesitated to buy art supplies because they _____.

⬭ are difficult to get ⬭ won't arrive on time ⬭ are too expensive

3. Layla will draw _____ on the sketchbook.

⬭ leaves ⬭ flowers ⬭ stars

4. The blue pencil case costs around_____ rials.

⬭ 3 ⬭ 6 ⬭ 10

5. Layla decides to put a _____ to make the gift more special.

⬭ keychain ⬭ sticker ⬭ note

6. The father told Laila to start decorating the sketchbook _____.

⬭ tomorrow ⬭ on the weekend ⬭ next week

7. Layla's father will help her with _____.

⬭ drawing leaves ⬭ choosing colours ⬭ buying the gift

LISTENING 2 (Items 8-15) **(8 marks)**

You are going to hear a talk about a story of ***M-Farm****.*

Part One: *Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

8. Where was M-Farm project located? (country)

_____

9. When was M-Farm created?

_____

10. How many villages did M-Farm visit?

_____

11. What made M-Farm a successful project?

_____

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

12. M-Farm uses _____ to give information about prices.

⬭ middlemen ⬭ social media ⬭ SMS technology

13. In the first year of the project, some farmers _____ their income.

⬭ reduced ⬭ doubled ⬭ stabilised

14. Recently, M-Farm platform added _____ feature to keep farmers prepared.

⬭ weather updates ⬭ farming tips ⬭ new ideas

15. The M-Farm team visited _____ to introduce it to farmers in 2019.

⬭ Sudan ⬭ Nigeria ⬭ Kenya

LISTENING SCORE	
	15

VOCABULARY (Items 1–5) **(2½marks)**

For each item, shade in the bubble ⬭ under the correct option.
(There are three extra words in the box.)

Doctors say that eating less candy and soda is a good **(1)** _____ to stay healthy. An enjoyable **(2)** _____ on TV shows how our bodies use food for energy. Scientists **(3)** _____ that playing outside or walking helps keep sugar levels normal. Even small changes can **(4)** _____ our health. If we don't take care, our bodies might develop **(5)** _____ like feeling tired all the time. However, good choices of diets and exercises make us healthier.

improve	habit	disorders	affirm	obesity	flock	documentary	invite

1.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
2.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
3.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
4.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭
5.	⬭	⬭	⬭	⬭	⬭	⬭	⬭	⬭

GRAMMAR (Items 6-10) **(2½ marks)**

*Complete each sentence with **ONE** word only.*

6. _____ you ever travelled to Mexico City?

7. Tokyo is one of _____ most exciting cities in the world.

8. They haven't moved to their new house _____.

9. What _____ you buy from the Korean shop yesterday?

10. I saw your friend who studies _____ the UK.

GRAMMAR/VOCABULARY (Items 11–20) (5 marks)

For each item, shade in the bubble ⬭ next to the correct option.

The tea ceremony is a formal (11)_____ in Japan. Guests sit quietly, enjoying the (12)_____ of Japanese green tea. The (13)_____ movements starting from pouring water and stirring tea are part (14)_____ a mindful process. Learning this takes time (15)_____ practice. The tea bowl is important (16)_____ it is a spectacular symbol of beauty. These tea times happen during (17)_____ or when friends meet. Every action (18)_____ a meaning. The quiet room, the warm tea, and the kind smiles create a (19)_____ moment. This atmosphere takes you far (20)_____ daily routine.

11.	⬭ position	⬭ champion	⬭ tradition	⬭ fiction
12.	⬭ scent	⬭ replica	⬭ corpse	⬭ parade
13.	⬭ sudden	⬭ gradual	⬭ legal	⬭ terrible
14.	⬭ with	⬭ to	⬭ in	⬭ of
15.	⬭ also	⬭ but	⬭ unless	⬭ and
16.	⬭ already	⬭ so	⬭ because	⬭ until
17.	⬭ celebrations	⬭ inspirations	⬭ creations	⬭ applications
18.	⬭ has	⬭ have	⬭ had	⬭ having
19.	⬭ forgettable	⬭ horrible	⬭ capable	⬭ memorable
20.	⬭ than	⬭ from	⬭ for	⬭ down

GRM/VCB SCORE	
	10

READING 1 (Items 1-5) **(5 marks)**

*Read the texts. Are the statements which follow each text **True** or **False**?*
For each item, shade in the bubble ⬭ under the correct option.

1.

The World Health Organization (WHO) works to make healthcare better around the world. It gives vaccines to children in many countries. It also helps treat diseases like malaria and tuberculosis. WHO teaches people how to stay healthy and prevent illness. It works with doctors and nurses to improve hospitals and clinics.

Statement	True	False
The World Health Organization provides vaccines to children.	⬭	⬭

2. The new phone I bought last week has many problems. The battery runs out quickly, and the camera is not clear. I will return it and ask for a refund. I hope the store will accept the return without any issues. If they do not, I will consider buying a different brand.

Statement	True	False
The writer is happy with the new phone.	⬭	⬭

3.

Olive oil is very healthy. It is often used in cooking and in salads. Some people also use it on their skin and hair as a natural treatment. It is rich in healthy fats and vitamins which help protect the body. Many people believe it can reduce the risk of heart disease and improve overall health.

Statement	True	False
People only use olive oil for cooking purposes.	⬭	⬭

READING 1 (continued)

4.

The new high-speed train can travel at speeds of up to 350 km/h, reducing travel time between the two cities by half. Passengers said that it is very fast and efficient. They only complain that the high speed caused stomachache. However, many people still prefer using buses due to their comfort and happy chat time.

Statement	True	False
The train causes no problems for passengers.	⬭	⬭

5.

The Amazon Rainforest is home to millions of species, many of which are not found anywhere else in the world. It produces about 20% of the Earth's oxygen and helps control Earth's weather and climate. People call it "the lungs of the planet." It is important to protect it for nature and for people.

Statement	True	False
The Amazon Rainforest helps produce the Earth's oxygen.	⬭	⬭

READING 2 (Items 6-12) **(7 marks)**

Read the text. Then, for each item, shade in the bubble ⬭ next to the correct option.

Dear Mr. Johnson,

I hope you are well. I am writing to invite students from your school to join a volunteer project that supports children in rural Nepal. Our organization focuses on improving education, and we are excited to launch the Story Exchange Program.

This project allows students to help young children express themselves through writing and drawing. The children will create stories about "A Day in My Village," which will be compiled into a book for their community and shared with students in other countries. Some stories may even be selected for performance at a global event.

Last year, we successfully ran the program in Bangladesh, where volunteers helped children create over 200 illustrated stories. These books were exchanged with students in the UK and Canada. Many volunteers found the experience life-changing, strengthening their teaching and leadership skills.

We are looking for creative and responsible volunteers who can engage effectively with children. Most importantly, we value patience because working with young learners requires understanding and support to help them express themselves.

The program will run for 8 weeks, from June 15 to August 15, 2025. Volunteers are required to work for 10 hours per week. They will be provided with food and accommodation at the Kathmandu Volunteer Hostel and will receive a certificate of appreciation. However, personal expenses are not covered.

During the program, volunteers will teach children aged 6-12 how to write and illustrate stories, encourage creativity, and help compile a book for the community. Among the different skills this program improves, it aims to turn volunteers into strong leaders by having them plan activities and guide children.

Students interested in this opportunity should contact Ms. Emily Carter at emily.carter@brightfutures.org by May 20, 2025. For better records, applications should be submitted by email rather than by phone. Selected candidates will be invited for an interview later to assess if they are suitable for the program. If you have any questions or suggestions, we would love to hear from you and will reply soon.

We hope your students will join this exciting project. Let us know if we can visit your school to provide more details.

Best regards,

Sarah Thompson

READING 2 (continued)

6. The project helps children express themselves through _____.

○ reading ○ drawing ○ performing

7. Volunteers will help share the story books with _____ from other countries.

○ parents ○ teachers ○ students

8. Last year, the project took place in _____ .

○ Bangladesh ○ Canada ○ the UK

9. The most important quality for a volunteer to work in this project is _____.

○ creativity ○ patience ○ responsibility

10. Students have to work for _____ hours per week.

○ 2 ○ 8 ○ 10

11. The organization will not provide _____.

○ accommodation ○ certificate ○ personal expenses

12. Interested students should send their applications by email for _____.

○ better records ○ later interviews ○ faster replies

READING 3 (Items 13-20) **(8 marks)**

Read the text about. Then complete the tasks.

Far out in the South Atlantic Ocean, there is a tiny island called Tristan da Cunha. This is the most faraway island with people living on it as there is no other island with people is more difficult to visit. The closest land, South Africa, is 2,800 kilometers away—that is like traveling from Spain to Turkey and back! The island is so isolated from the world that the only way to get there is by boat, and the trip takes six days from South Africa. Only about 250 people live there, all in one small village.

The island was discovered in 1506 by Portuguese explorer Tristan da Cunha—who gave the island its name. When he arrived, no one lived there, and it remained uninhabited. In the 1800s a few British soldiers came to live and they were Tristan da Cunha's first people. They started the community that still exists today. Over time, they worked in different jobs; building homes, planting crops, and raising animals. Because so few families settled there, nearly everyone shares the last names. This has created a very closed society, where traditions are passed down from one generation to the next, and family history is part of everyday life.

In 1961, a volcano erupted and forced everyone to leave for two years. They went to England, but when it was safe, almost all the islanders chose to return—they missed their quiet, peaceful home too much. They take care of each other like a big family. They celebrate holidays together, support each other, and make sure no one is left out.

One of the hardest things about living there is being isolated from the world. There is no phone network, and the internet is too slow for video calls. Electricity is available because people use waterfall power to generate it. The island has basic services like a hospital and a post office, recently, a small modern hotel was open for visitors who arrive.

Tristan da Cunha shows us how people can live happily even in the most isolated place on Earth. The islanders prove that with strong community and hard work, humans can survive anywhere.

READING 3 (continued)

Task 1: *For each item, write a short answer (**not more than FOUR WORDS**).*

13. What is the closest country to Tristan da Cunha?

_____

14. Who were the first people live in Tristan da Cunha?

_____

15. What jobs do people in Tristan da Cunha have? (list one)

_____

16. When did the people of Tristan da Cunha leave their island?

_____

Task 2: *For each item, shade in the bubble ⬭ next to the correct option.*

17. Tristan da Cunha is the most _____ island to visit.

⬭ dangerous ⬭ crowded ⬭ difficult

18. People of Tristan da Cunha lived in _____ for two years.

⬭ Spain ⬭ England ⬭ Turkey

19. People use waterfall power to generate _____.

⬭ electricity ⬭ internet ⬭ phone network

20. One of the modern services that the island has is _____.

⬭ an airport ⬭ a hotel ⬭ a hospital

READING SCORE	
	20

WRITING 1 **(5 marks)**

*Write at least **85 words** on the following topic:*

"Travelling to other countries is the best way to learn about life"

Do you agree or not? Give your reasons.

*Your writing should be **clear**, **convincing** and **well-organised**.*

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

"An invitation you got from your friend"

-Why you were invited
-When/Where it happened
-What you did
-How you felt

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

GRADE 11 'CORE'
SEMESTER TWO
(2024/2025)

LISTENING SCRIPT
SECOND SESSION

LISTENING 1
***(… a conversation between Layla and her father.*)**

Man:	You've been staring at your phone all evening. Is everything okay?
Woman	It's Sara's birthday next week, and I have no idea what to get her. I want it to be special, but I'm confused.
Man:	Isn't she really into art? I remember you saying she paints all the time. I'm sure you'll find the most valuable gift for her. Can you think of something not difficult to get?
Woman	I thought about getting her art supplies. I could order them online, and they'd arrive on time. But good art supplies are too expensive—I've only got 10 rials saved up.
Man:	It doesn't have to be store-bought. What if you made her something personal instead?
Woman	I considered painting her something, but I'm not good at painting.
Man:	Trust me, she'll love the thought. Or here's an idea—why not combine a small store-bought gift with something you make yourself?
Woman:	Wait, that could work! What if I buy a plain sketchbook and decorate the cover myself? She loves nature—I could paint leaves, flowers, or maybe even a night sky with stars! Hmm… I'll go with leaves. I draw them better.
Man:	That's perfect! Sketchbooks are affordable. You can get it around 3 rials, and she'd get to use your artwork every day.
Woman:	But what if she already has a sketchbook? I don't want to get her something she won't use.
Man:	Then you could include something extra, like some stickers, a keychain or even that cute blue pencil case you pointed out last week—the one with the leaf pattern. It's around 6 rials, and it matches her style perfectly.
Woman:	The pencil case is perfect! And I could write a sweet note to make it even more special, telling her how much her friendship means to me. Should I start tomorrow after school?
Man:	Definitely. You can pick up the supplies tomorrow, then spend the weekend decorating the gift. Want any help?
Woman	Actually, yes! You're better at color combinations than I am. Maybe you could help me choose the right colors for the cover.
Man:	Happy to help. This gift is going to be 'Sara—thoughtful, artistic, and straight from the heart.'
Woman:	Thanks, Dad! Now I'm actually happy to put it all together.

(381 *words*) (*Target length: 250-350*)

LISTENING 2
(You are going to hear a talk about a project called M-Farm.*)*

(Part One):

In 2012, I went on a field trip with a team to observe a project called *M-Farm* that had just started. M-farm project was launched in a small village in Kenya. Many of the local farmers in the area were struggling because they didn't know the right prices for their crops. Middlemen often paid them as little as 30% of the real market price, and they had no way to find better buyers. In 2010, three young Kenyan entrepreneurs created *M-Farm* to solve this problem. They built a mobile phone platform that helped farmers get up-to-date market prices and connect directly with buyers.

At first, many farmers didn't like using this new platform. But the *M-Farm* team visited 30 villages to explain how it worked. Farmers could check prices for crops like tomatoes, onions, and potatoes before selling. They could also join together in groups to sell in larger amounts, which increased their profits by up to 50%. Slowly, more farmers started trusting the system and helping each other learn how to use it. Eventually, M-Farm has become a successful project because of teamwork. The team trained local farmers, who then shared knowledge with others. As more farmers adopted it, the impact grew wider.

(Part Two):

The M-Farm project used SMS technology to give farmers up-to-date information on crop prices in different markets. This meant they no longer had to rely on middlemen for pricing information, allowing them to sell their products at better rates.

Within six months, the project made a big difference. Before *M-Farm*, farmers had no choice but to sell to middlemen with low prices. Now, they could see real prices and sell where they got the best deals. They have stable accurate information about prices. In fact, some farmers even doubled their income in their first year.

However, *M-Farm* did more than just help with prices. It also brought farmers together. In the past, many farmers worked alone. Now, they shared farming tips, and new ideas. Recently, M-Farm platform added weather updates feature to keep farmers prepared. Some even started weekly meetings to discuss how to improve their crops. This teamwork made their farming stronger and more sustainable.

By 2015, *M-Farm* had reached ten thousand farmers across Kenya, improving incomes and food security. The idea has also inspired similar projects in other African countries such as Sudan. In 2019, the M-Farm project team visited Nigeria to introduce it to farmers. This success shows how people working together can use simple technology to change their lives.

(205+ 203 = 408 *words*) (*Target length: 300-350*)

****

LISTENING 1 (7 mks)								
1.	○	excited	●	confused	○	sure
2.	○	are difficult get	○	won't arrive on time	●	are too expensive
3.	●	leaves	○	flowers	○	stars
4.	○	3	●	6	○	10
5.	○	keychain	○	sticker	●	note
6.	○	tomorrow	●	on the weekend	○	next week
7.	●	choosing colours	○	drawing leaves	○	buying the gift

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

LISTENING 2 (8 mks)								
Part One								
8.	Kenya							
9.	2010							
10.	30							
11.	teamwork / working as a team							
Part Two								
12.	○	middlemen	○	social media	●	SMS technology
13.	○	reduced	●	doubled	○	stabilised
14.	●	weather updated	○	farming tips	○	new ideas
15.	○	Sudan	●	Nigeria	○	Kenya

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)								
	improve	habit	disorders	affirm	obesity	flock	documentary	invite
1.	○	●	○	○	○	○	○	○
2.	○	○	○	○	○	○	●	○
3.	○	○	○	●	○	○	○	○
4.	●	○	○	○	○	○	○	○
5.	○	○	●	○	○	○	○	○

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

GRM (2.5 mks)	
6.	Have
7.	the
8.	yet
9.	did
10.	in

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

GRM/ VCB (5 mks)								
11.	○	position	○	champion	●	tradition	○	fiction
12.	●	scent	○	replica	○	corpse	○	parade
13.	○	sudden	●	gradual	○	legal	○	terrible
14.	○	with	○	to	○	in	●	of
15.	○	also	○	but	○	unless	●	and
16.	○	already	○	so	●	because	○	until
17.	●	celebrations	○	inspirations	○	creations	○	applications
18.	●	has	○	have	○	had	○	having
19.	○	forgettable	○	horrible	○	capable	●	memorable
20.	○	than	●	from	○	for	○	down

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

READING 1 (5 mks)			READING 2 (7 mks)			
	True	**False**				
1.	●	○	**6.**	○ reading	● drawing	○ performing
2.	○	●	**7.**	○ parents	○ teachers	● students
3.	○	●	**8.**	● Bangladesh	○ Canada	○ the UK
4.	○	●	**9.**	○ creativity	● patience	○ responsibility
5.	●	○	**10.**	○ 2	○ 8	● 10
			11.	○ accommodation	○ certificate	● personal expenses
			12.	● better records	○ later interviews	○ faster replies

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

READING 3 (8 mks)			
13.	South Africa		
14.	(British) soldiers		
15.	fishing, farming, raising animals		
16.	1961		
17.	○ dangerous	○ crowded	● difficult
18.	○ Spain	● England	○ Turkey
19.	● electricity	○ internet	○ phone network
20.	○ an airport	● a hotel	○ a hospital

Notes: One mark each.

Qs 13-16:(i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.(ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 17-20: 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 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 (5 mks)	
5	– 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.
4	– 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.
3	– 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.
2	– Expresses opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organisation, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	– 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	<u>*No attempt at the task:*</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (10 mks)	
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is 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 pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Completely nonsense.

ARRIVING AT FINAL SCORES

LST2/ RDG3: 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
5 / 4	4.5	10 / 8	9
4/ 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2/ 1	1.5	4 / 2	3
1/ 0	0.5	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.

سلطنة عمان
وزارة التربية والتعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'CORE'

Academic Year -2024/ 2025
RE-SIT Exam

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 14**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
VOCABULARY/ GRAMMAR	**10**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

LISTENING 1 (Items 1-7) **(7 marks)**

You are going to hear a conversation between ***Ahmed and Fatima about their visit to Nizwa Souq.***

Listen, and shade in the bubble ⬭ next to the correct option.

1. Ahmed visited Nizwa Souq on _____.

⬭ Wednesday ⬭ Thursday ⬭ Friday

2. Ahmed went to Nizwa Souq by a _____ during the holiday.

⬭ taxi ⬭ bus ⬭ car

3. Ahmed and Fatima bought handmade _____ for their mothers.

⬭ cups ⬭ vases ⬭ plates

4. The smell of _____ attracted Fatima the most.

⬭ frankincense ⬭ saffron ⬭ coffee

5. Last year, Fatima's husband bought a Khanjar for _____Omani Rials.

⬭ 250 ⬭ 280 ⬭ 320

6. Ahmed's brother asked him to buy a _____.

⬭ kuma ⬭ dishdasha ⬭ scarf

7. Fatima bought a _____ for herself.

⬭ ring ⬭ bracelet ⬭ necklace

LISTENING 2 (Items 8-15) **(8 marks)**

You are going to hear a talk about a story of ***M-Farm****.*

Part One: *Listen and for each item, write a short answer (**not more than FOUR WORDS**).*

8. Where was M-Farm project located? (country)

_____

9. When was M-Farm created?

_____

10. How many villages did M-Farm visit?

_____

11. What made M-Farm a successful project?

_____

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

12. M-Farm uses _____ to give information about prices.

⬭ middlemen ⬭ social media ⬭ SMS technology

13. In the first year of the project, some farmers _____ their income.

⬭ reduced ⬭ doubled ⬭ stabilised

14. Recently, M-Farm platform added _____ feature to keep farmers prepared.

⬭ weather updates ⬭ farming tips ⬭ new ideas

15. The M-Farm team visited _____ to introduce it to farmers in 2019.

⬭ Sudan ⬭ Nigeria ⬭ Kenya

LISTENING SCORE	
	15

VOCABULARY (Items 1–5) **(2½ marks)**

For each item, read the definition and the example.
Then complete the word in the space provided.
You are given the first letter(s) of the word. Make sure your spelling is correct.

Example:	(noun) a room where food is prepared and cooked *e.g., They keep the fridge in the **kit** c h e n.*

1. (adjective) attractive and fashionable.
*e.g. Her new sunglasses made her look **co** _ _ and confident.*

2. (noun) short piece of writing about specific topic.
*e.g. My English teacher finished marking my **es** _ _ _ and I got a good grade.*

3. (verb) to state that you are annoyed about something.
*e.g. He **comp** _ _ _ _ _ _ about the bad service he got.*

4. (adjective) having sudden changes of emotions for no reason.
*e.g. He has been a little **mo _ _ _** ever since the meeting, and I think something is bothering him.*

5. (verb) to find something for the first time.
*e.g. The first diamond was **disc** _ _ _ _ _ _ in India.*

GRAMMAR (Items 6-10) **(2½ marks)**

*Complete each sentence with **ONE** word only.*

6. We _____ going to have a piano lesson next week.

7. Tokyo is one of _____ most exciting cities in the world.

8. They haven't moved to their new house _____.

9. Where _____ you go last week?

10. She is helping her mother _____ the kitchen.

GRAMMAR/VOCABULARY (Items 11–20) **(5 marks)**

for each item, shade in the bubble ⬭ next to the correct option.

The tea ceremony is a formal **(11)**_____ in Japan. Guests sit quietly, enjoying the **(12)**_____ of Japanese green tea. The **(13)**_____ movements starting from pouring water and stirring tea are part **(14)**_____ a mindful process. Learning this takes time **(15)**_____ practice. The tea bowl is important **(16)**_____ it is a spectacular symbol of beauty. These tea times happen during **(17)**_____ or when friends meet. Every action **(18)**_____ a meaning. The quiet room, the warm tea, and the kind smiles create a **(19)**_____ moment. This atmosphere takes you far **(20)**_____ daily routine.

11.	⬭ position	⬭ champion	⬭ tradition	⬭ fiction
12.	⬭ scent	⬭ replica	⬭ corpse	⬭ parade
13.	⬭ sudden	⬭ gradual	⬭ legal	⬭ terrible
14.	⬭ with	⬭ to	⬭ in	⬭ of
15.	⬭ also	⬭ but	⬭ unless	⬭ and
16.	⬭ already	⬭ so	⬭ because	⬭ until
17.	⬭ celebrations	⬭ inspirations	⬭ creations	⬭ applications
18.	⬭ has	⬭ have	⬭ had	⬭ having
19.	⬭ forgettable	⬭ horrible	⬭ capable	⬭ memorable
20.	⬭ than	⬭ from	⬭ for	⬭ down

GRM/VCB SCORE **10**

READING 1 (Items 1-5) (5 marks)

*Read the texts. Are the statements which follow each text **True** or **False**?*
For each item, shade in the bubble ⬭ under the correct option.

1.

Sami participated in the international swimming competition in Dubai. He travelled with his coach and other Omani students. He felt proud to have won first place. His success was celebrated by his classmates and coach.

Statement	True	False
Sami went alone to Dubai.	⬭	⬭

2.

The new phone I bought last week has many problems. The battery runs out quickly, and the camera is not clear. I will return it and ask for a refund. I hope the store will accept the return without any issues. If they do not, I will consider buying a different brand.

Statement	True	False
The writer is happy with the new phone.	⬭	⬭

3.

Hello students,

I am sending you this message to tell you that we will have a math test tomorrow morning at 10:00 a.m. and the history lesson will be cancelled. Please, don't forget to bring a calculator and extra pencils.

Statement	True	False
The history test will be at 10:00 a.m.	⬭	⬭

READING 1 (continued)

4.

The new high-speed train can travel at speeds of up to 350 km/h, reducing travel time between the two cities by half. Passengers said that it is very fast and efficient. They only complain that the high speed caused stomachache. However, many people still prefer using buses due to their comfort and happy chat time.

Statement	True	False
The train causes problems for passengers.	⬭	⬭

5.

Duolingo is a mobile app that helps you learn new languages such as English, Spanish and Chinese and many more. It uses fun exercises to make learning easy and enjoyable. You can use it anytime and it is free.

Statement	True	False
Duolingo allows you to learn many languages for free.	⬭	⬭

READING 2 (Items 6-12) (7 marks)

Read the text. Then, for each item, shade in the bubble ⬭ next to the correct option.

In my opinion, emails are still one of the most important ways to communicate, especially for formal situations. While texting apps are faster, I think emails are better for professional communication because they are more organised.

From my point of view, one big advantage of emails is that they are professional. They are commonly used in schools, workplaces, and other formal settings to send important messages. Emails have features like subject lines, signatures, and attachments, which make them great for sharing detailed information or documents. Emails began to be used in the 1970s, but they were improved in 1971. One year later, in 1972, Ray Tomlinson sent the first email, marking an important step in the development of digital communication. It was a simple message that said "QWERTYUIOP," but it marked the beginning of a communication revolution.

Another reason why emails are useful, is that they are accessible from anywhere in the world with an internet connection. Today, there are over 4.3 billion people using email globally, and this number is expected to grow to 4.6 billion by 2025. Additionally, about 6.5 billion people check their email every day, making it one of the most used communication tools worldwide. Every day, more than 306 billion emails are sent across the globe, proving their importance in daily life for school, work, and personal use.

However, I think emails have some problems too. For example, spam emails can be annoying and waste of time. Spam emails make up approximately 45% of all emails sent, which means nearly half of our inboxes can get filled with unnecessary messages! Moreover, emails can be slow compared to instant messaging apps, which are better for quick, casual conversations or group chats. Studies show that 54% of people prefer using WhatsApp for work-related communication. Additionally, a survey found that 72% of teenagers prefer messaging apps like Snapchat and Instagram for real-time interactions.

In conclusion, I believe emails are a very important tool for communication. Their tone, organizational features, and global reach make them essential for formal situations. Using emails for official matters and chat apps for casual conversations is the best way to communicate effectively. Emails may have their challenges, but they remain an important part of modern life.

READING 2 (continued)

6. One of the biggest advantages of using emails is that they are _____.

⬭ professional ⬭ fast ⬭ informal

7. The first email was sent by Ray Tomlinson in _____.

⬭ 1970 ⬭ 1971 ⬭ 1972

8. The number of email users will increase to _____ billion by 2025.

⬭ 4.3 ⬭ 4.6 ⬭ 6.5

9. More than 306 billion emails are sent _____ around the world.

⬭ daily ⬭ monthly ⬭ yearly

10. About _____ of all emails are considered spam.

⬭ 45% ⬭ 54% ⬭ 72%

11. Compared to instant messaging apps, emails can be _____.

⬭ informal ⬭ casual ⬭ slow

12. The writer thinks that emails are _____ for communication.

⬭ useless ⬭ important ⬭ unnecessary

READING 3 (Items 13-20) **(8 marks)**

Read the text. Then complete the tasks.

Far out in the South Atlantic Ocean, there is a tiny island called Tristan da Cunha. This is the most faraway island with people living on it as there is no other island with people is more difficult to visit. The closest land, South Africa, is 2,800 kilometers away—that is like traveling from Spain to Turkey and back! The island is so isolated from the world that the only way to get there is by boat, and the trip takes six days from South Africa. Only about 250 people live there, all in one small village.

The island was discovered in 1506 by Portuguese explorer Tristan da Cunha—who gave the island its name. When he arrived, no one lived there, and it remained uninhabited. In the 1800s a few British soldiers came to live and they were Tristan da Cunha's first people. They started the community that still exists today. Over time, they worked in different jobs; building homes, planting crops, and raising animals. Because so few families settled there, nearly everyone shares the last names. This has created a very closed society, where traditions are passed down from one generation to the next, and family history is part of everyday life.

In 1961, a volcano erupted and forced everyone to leave for two years. They went to England, but when it was safe, almost all the islanders chose to return—they missed their quiet, peaceful home too much. They take care of each other like a big family. They celebrate holidays together, support each other, and make sure no one is left out.

One of the hardest things about living there is being isolated from the world. There is no phone network, and the internet is too slow for video calls. Electricity is available because people use waterfall power to generate it. The island has basic services like a hospital and a post office, recently, a small modern hotel was open for visitors who arrive.

Tristan da Cunha shows us how people can live happily even in the most isolated place on Earth. The islanders prove that with strong community and hard work, humans can survive anywhere.

READING 3 (continued)

Task 1: *For each item, write a short answer (**not more than FOUR WORDS**).*

13. What is the closest country to Tristan da Cunha?

_____

14. Who were the first people live in Tristan da Cunha?

_____

15. What jobs do people in Tristan da Cunha have? (list one)

_____

16. When did the people of Tristan da Cunha leave their island?

_____

Task 2: *For each item, shade in the bubble ⬭ next to the correct option.*

17. Tristan da Cunha is the most _____ island to visit.

⬭ dangerous ⬭ crowded ⬭ difficult

18. People of Tristan da Cunha lived in _____ for two years.

⬭ Spain ⬭ England ⬭ Turkey

19. People use waterfall power to generate _____.

⬭ electricity ⬭ internet ⬭ phone network

20. One of the modern services that the island has is _____.

⬭ an airport ⬭ a hotel ⬭ a hospital

READING SCORE	
	20

WRITING 1 **(5 marks)**

*Complete the following task. Write **at least 85 words**.*

Situation: Imagine that you are Bader/Badria, a grade 11 student. Your friend Sami/Samia is planning to design a school magazine for teenagers and needs your help.

Task: Write *an **email*** giving him/her **ideas or topics** related to teenagers that he/she can include in this magazine.

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

WRITING1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

"An invitation you got from your friend"

-Why you were invited
-When/Where it happened
-What you did
-How you felt

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	15

GRADE 11 'CORE' **(2024/2025)**
LISTENING SCRIPT **RESIT SESSION**

LISTENING 1

You are going to hear a conversation between Ahmed and Fatima talking about their visit to Nizwa Souq.

Fatima: Hi Ahmed! I had a wonderful holiday. It just came on the right time to refresh. How was your holiday?

Ahmed: Hi Fatma. It was wonderful. I went to Al Jabal Al Akhdhar on Wednesday and had a wonderful time in Nizwa souq on Thursday.

Fatima: Really! I was in the souq on Friday. It was an amazing experience to witness the culture and the history. But tell me first, I know you don't have a car. So how did you go to these places? Did you go by a taxi or a bus?

Ahmed: Neither of these. I actually rented a four-wheel car. It was a brand new one.

Fatima: Aha! Very well.

Ahmed: So tell me, what did you do there?

Fatima: We checked the pottery section. There were impressive designs of pots, cups, and plates. I bought plates for my wife and a vase as a souvenir for my mom. She loves pottery.

Ahmed: Oh! I bought the same for my mom too. I also went to the spicies section. I like to buy saffron. It smells very nice along with the coffee.

Fatima: indeed, but I was mostly attracted to the smell of frankincense. It was so refreshing.

Ahmed: Did you go to the silver shop. I like the way they made the khanjars. Do you know that the price is ranging from 250 Omani rials to three thousand. I bought one with 320 Omani rials.

Fatima: Wow! You know, my husband bought one last year with only 280 Omani rials.

Ahmed: Oh, he was lucky!

Fatima: Indeed he was! What about clothes, did you buy something from there like a dishdasha or a kuma?

Ahmed: Of course! My brother asked me to buy him an Omani kuma and my father told me to buy a turban.

Fatima: Very nice. I bought a scarf for my daughter.

Ahmed: What about you Fatima? Did you buy something for you?

Fatima: You know us. We like gold so I bought a ring from the gold market.. I wanted to buy a necklace or a bracelet, but they were too expensive, and I couldn't afford them.

Ahmed: That's great! I didn't have the time to visit the gold market. Ok now, back to work, any news about the upcoming conference. ***((sound goes down to close it))***

(391 *words*) (*Target length: 250-350*)

LISTENING 2
(You are going to hear a talk about a project called M-Farm.*)*

(Part One):

In 2012, I went on a field trip with a team to observe a project called *M-Farm* that had just started. M-farm project was launched in a small village in Kenya. Many of the local farmers in the area were struggling because they didn't know the right prices for their crops. Middlemen often paid them as little as 30% of the real market price, and they had no way to find better buyers. In 2010, three young Kenyan entrepreneurs created *M-Farm* to solve this problem. They built a mobile phone platform that helped farmers get up-to-date market prices and connect directly with buyers.

At first, many farmers didn't like using this new platform. But the *M-Farm* team visited 30 villages to explain how it worked. Farmers could check prices for crops like tomatoes, onions, and potatoes before selling. They could also join together in groups to sell in larger amounts, which increased their profits by up to 50%. Slowly, more farmers started trusting the system and helping each other learn how to use it. Eventually, M-Farm has become a successful project because of teamwork. The team trained local farmers, who then shared knowledge with others. As more farmers adopted it, the impact grew wider.

(Part Two):

The M-Farm project used SMS technology to give farmers up-to-date information on crop prices in different markets. This meant they no longer had to rely on middlemen for pricing information, allowing them to sell their products at better rates.

Within six months, the project made a big difference. Before *M-Farm*, farmers had no choice but to sell to middlemen with low prices. Now, they could see real prices and sell where they got the best deals. In fact, some farmers even doubled their income in their first year.

However, *M-Farm* did more than just help with prices. It also brought farmers together. In the past, many farmers worked alone. Now, they shared farming tips, and new ideas. Recently, M-Farm platform added weather updates feature to keep farmers prepared. Some even started weekly meetings to discuss how to improve their crops. This teamwork made their farming stronger and more sustainable.

By 2015, *M-Farm* had reached ten thousand farmers across Kenya, improving incomes and food security. The idea has also inspired similar projects in other African countries such as Sudan. In 2019, The M-Farm project visited Nigeria to introduce it to farmers. This success shows how people working together can use simple technology to change their lives.

(205+ 203 = 408 *words*) (*Target length: 300-350*)

****

LISTENING 1 (7 mks)			
1.	○ Wednesday	○ Thursday	● Friday
2.	○ taxi	○ bus	● car
3.	○ cups	● vases	○ plates
4.	● frankincense	○ saffron	○ coffee
5.	○ 250	● 280	○ 320
6.	● kuma	○ dishdasha	○ scarf
7.	● ring	○ bracelet	○ necklace

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

LISTENING 2 (8 mks)			
Part One			
8.	Kenya		
9.	2010		
10.	30		
11.	teamwork / working as a team		
Part Two			
12.	○ middlemen	○ social media	● SMS technology
13.	○ reduced	● doubled	○ stabilised
14.	● weather updated	○ farming tips	○ new ideas
15.	○ Sudan	● Nigeria	○ Kenya

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

VCB (2.5 mks)	GRM (2.5 mks)
1. cool **2.** essay **3.** complained **4.** moody **5.** discovered	**6.** are **7.** was **8.** the **9.** yet **10.** in\ at
Notes: Half-a-mark each. Spelling must be correct.	*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

GRM/ VCB (5 mks)								
11.	○	position	○	champion	●	tradition	○	fiction
12.	●	scent	○	replica	○	corpse	○	parade
13.	○	sudden	●	gradual	○	legal	○	terrible
14.	○	with	○	to	○	in	●	of
15.	○	also	○	but	○	unless	●	and
16.	○	already	○	so	●	because	○	until
17.	●	celebrations	○	inspirations	○	creations	○	applications
18.	●	has	○	have	○	had	○	having
19.	○	forgettable	○	horrible	○	capable	●	memorable
20.	○	than	●	from	○	for	○	down
Notes: Half-a-mark each. Responses must be indicated clearly.								

READING 1 (5 mks)		
	True	**False**
1.	○	●
2.	○	●
3.	○	●
4.	●	○
5.	●	○

READING 2 (7 mks)			
6.	● professional	○ fast	○ informal
7.	○ 1970	○ 1971	● 1972
8.	○ 4.3	● 4.6	○ 6.5
9.	● daily	○ monthly	○ yearly
10.	● 45%	○ 54%	○ 72%
11.	○ quick	○ casual	● slow
12.	○ useless	● important	○ unnecessary

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

READING 3 (8 mks)

13. South Africa

14. British soldiers

15. fishing, farming, raising animals

16. 1961

17.	○ dangerous	○ crowded	● difficult
18.	○ Spain	● England	○ Turkey
19.	● electricity	○ internet	○ phone network
20.	○ an airport	● a hotel	○ a hospital

Notes: One mark each.

Qs 13-16:(i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.(ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 17-20: Responses must be indicated clearly.

WRITING 1 (5 mks)	
5	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
4	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
3	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
2	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
1	– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

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

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

WRITING 2 (10 mks)	
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is 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 pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Completely nonsense.

ARRIVING AT FINAL SCORES

LST2/ RDG3: 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
5 / 4	4.5	10 / 8	9
4/ 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2/ 1	1.5	4 / 2	3
1/ 0	0.5	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.