وزارة التربية والتعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Academic Year _ 2025/2026
Semester One _ First Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 11**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
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 **Robert** and **Catherine**.*

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

1. Robert came to the café by _____.

⬭ bus ⬭ car ⬭ bike

2. Robert is missing _____ in his new job.

⬭ attending meetings ⬭ receiving calls ⬭ making handicrafts

3. The project that won the university art competition was Robert's _____.

⬭ coffee table ⬭ ceramic pot ⬭ wall painting

4. Robert plans to work as a part-time _____next week.

⬭ designer ⬭ carpenter ⬭ painter

5. Robert's budget for renting a workshop is USD _____ per month.

⬭ 2,500 ⬭ 3000 ⬭ 3,500

6. Catherine suggested that Robert share the workshop with his _____.

⬭ sister ⬭ friend ⬭ cousin

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

	Statements	True	False
7.	Robert will leave his current job after four months.	⬭	⬭
8.	Robert made a rocking chair for his mother's birthday.	⬭	⬭
9.	Both Catherine and Robert ordered tea from the café.	⬭	⬭
10.	Catherine visited Spain last week.	⬭	⬭

LISTENING 2 (Items11-20) **(10 marks)**

You are going to hear ***a true survival story****.*

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

11. How many boys entered the Tham Luang cave?

_____

12. What blocked the Tham Luang cave exit?

_____

13. Why could not the boys call their families for help?

Because there _____

14. Who helped the boys to stay calm inside the cave?

_____

15. Where did the first international rescue team come from? (Country)

_____

16. How long did it take the divers to reach the group?

_____

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

17. The divers took off their _____ tanks to pass through the narrow passages.

18. Each boy was given a mask and _____ during the rescue operation.

19. The rescue teams worked for _____ hours each day.

20. The story of this cave was made into a _____ in 2022.

LISTENING SCORE	
	20

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

Read the following text. Then complete the tasks.

Remote work has become a key part of the modern workplace. It is a preferred choice for millions of workers worldwide. According to *Forbes*, about 33 million people in the USA will be working remotely in 2026.This change has also affected job advertisements and hiring methods. For example, last year, around 10% of job advertisements in the United Kingdom were for remote positions, compared with 7% in India and 6% in Italy.

The growth of remote work has been driven by both technology and worker preferences. A global survey by the United Nations showed that about 98% of workers prefer home-based jobs rather than office work. As a result, industries such as Computer and IT, Accounting, and Marketing have started to follow this model. Companies such as *Salesforce* and *HubSpot* also offer extra pay and more days off to employees who work remotely.

Many countries have introduced rules and regulations to support remote work. For example, Argentina announced the Telework Law in 2021, which requires employers to pay for their workers' internet bills. In Belgium, the monthly payment for working from home was increased to £151 in 2023. In Australia, if a company refuses an employee's request to work remotely, the employee has the right to officially challenge that decision.

The decision to apply remote work or traditional hiring often depends on the size of the company. For instance, many small French companies prefer fully remote work because it is cost-effective. In contrast, large companies with over 5,000 employees are returning to hybrid systems, where people work both in the office and at home. These companies are concerned about losing teamwork, company culture, and productivity.

However, a four-year study by GPW found that while productivity increased by 42% in remote-friendly companies, employee well-being sometimes decreased. Remote workers often reported higher stress and loneliness. In addition, many managers find it difficult to trust employees they cannot see, as it is harder to check what tasks are being completed. Therefore, companies use monitoring tools like *Time Doctor* and *Teramind*, which track tasks, meetings, and screen time. These tools can be expensive and can damage trust when misused.

In conclusion, remote work offers benefits such as flexibility, lower costs, and effective hiring process. However, it also brings challenges in communication, well-being, and legal rules. Balancing freedom and teamwork is significant for remote work to succeed. This balance is the key to a bright future for workers and companies.

READING 1 (continued)

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

1. How many people are expected to work remotely in the USA in 2026?

_____

2. Which country reported the lowest remote job advertisements last year?

_____

3. What does *Salesforce* provide for its remote workers? (List one)

_____

4. Who must pay remote workers' internet bills in Argentina?

_____

5. When did Belgium increase the remote work payment?

_____

6. Why do small French companies use remote work?

Because _____

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

	Statements	True	False
7.	Large companies prefer the hybrid work system.	⬭	⬭
8.	According to GPW, remote employees have low stress levels.	⬭	⬭
9.	Many managers face trust issues with remote workers.	⬭	⬭
10.	*Time Doctor* is used to monitor remote workers' health.	⬭	⬭

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

Read the following text. Then complete the tasks.

The Industrial Revolution

1 The Industrial Revolution was a period of major change. It started in Britain around 1760 and lasted until about 1840. During this period, life changed completely as people moved from farming to mining, and working in factories that used machines. This shift not only improved technology but also changed economies, cities, and the lifestyle of millions of people especially in Europe.

2 Before the Industrial Revolution, most people lived in the countryside and worked on farms. Life was hard, and making goods was slow as they used basic tools. In the early 18th century, almost 80% of Britain's population lived in rural areas. Items such as cloth and metal products were **constructed** by skilled workers in their homes or small workshops. This system, known as the 'cottage industry,' could not produce large quantities of goods.

3 The biggest changes started in the cloth-making industry. Machines replaced the slow hand-made production process. For example, the *Spinning Jenny* which was invented by James Hargreaves in 1764, allowed one worker to spin eight threads at the same time. By 1770, new machines could spin more than 100 threads at once. This made it possible for factories to produce cloth much faster and more cheaply. By 1835, Britain was sending over 250 million metres of cotton cloth to other countries each year.

4 One of the most important inventions was the steam engine that was developed by James Watt in the 1770s. It became a powerful and reliable source of energy. At first, steam engines were used to pump water out of coal mines. Soon, they were used to operate machines in factories and power trains on railways. Because of this, factories did not have to be built near rivers. They could be built in cities, closer to workers and transport.

5 This caused massive urbanisation as many people moved from farms to cities to work in factories. In 1800, only about 20% of British people lived in cities or towns. By 1850, more than 50% were living in urban areas. Cities such as Manchester and Liverpool expanded very quickly. Unfortunately, this uncontrolled **rapid** growth also caused problems, including overpopulation, infections, and pollution.

6 Life for workers was very difficult. People in factories worked long hours, often 14 to 16 hours a day, six days a week, for very little money. Women and children also worked in factories and mines because they were paid less than men. However, after the Civil War, the number of women working in factories increased significantly. In brief, despite its positive and negative sides, the Industrial Revolution has clearly shaped the modern world we live in today.

READING 2 (continued)

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

11. The main industry before the industrial revolution was _____.

⬭ farming ⬭ clothing ⬭ mining

12. The word **constructed** in paragraph **2** means _____.

⬭ moved ⬭ made ⬭ sold

13. The Spinning Jenny was invented in _____.

⬭ 1764 ⬭ 1770 ⬭ 1835

14. Factories did not have to be near _____ after inventing the steam engine.

⬭ cities ⬭ railways ⬭ rivers

15. The word **rapid** in paragraph **5** means _____.

⬭ modern ⬭ slow ⬭ fast

16. After the civil war, more _____ worked in factories.

⬭ women ⬭ children ⬭ men

READING 2 (continued)

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	
17. Paragraph **2**	___
18. Paragraph **3**	___
19. Paragraph **4**	___
20. Paragraph **5**	___

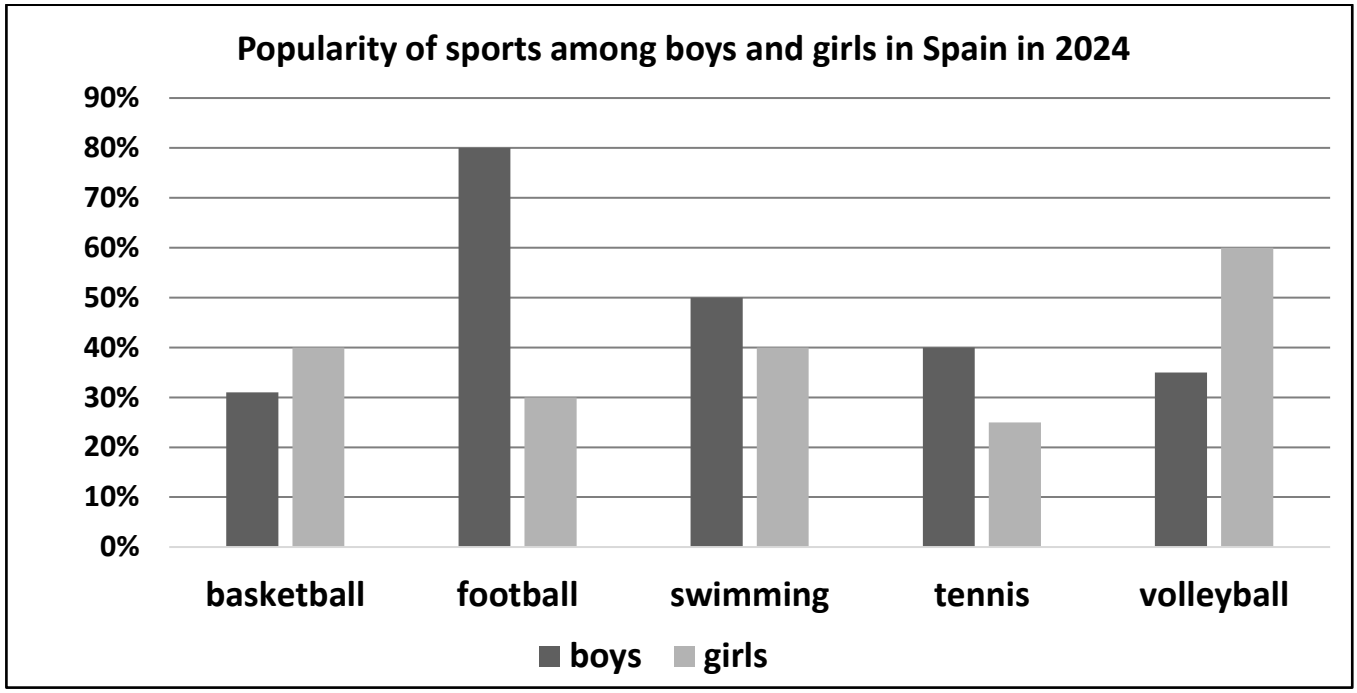
Sub-headings	
A.	Civil war effects
B.	The mechanised clothing industry
C.	The rise of urban cities
D.	The power of steam engine
E.	The Industrial Revolution begins
F.	Women and children factory work
G.	The cottage industry

READING SCORE	**20**

WRITING 1 **(10 marks)**

The chart below shows the popularity of sports among boys and girls in Spain in 2024. Summarise all the given information and make comparisons where relevant.

*Write a text of at least **100 words**. Your writing should be **clear** and **well-organised.***



WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: Imagine that you are Nasir/ Nassra. Your school cafeteria is always crowded, and the food options are limited and unhealthy.

Task: Write a **formal email** to the school principal about this problem. Include the following:

- Describe the problem in detail
- Explain how it affects students
- Suggest solutions

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

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GRADE ELEVEN **MARKING GUIDE**

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

SEMESTER ONE, 2025/2026, FIRST SESSION

****

LISTENING 1 (10 mks)

Task One

1.	●	bus	○ car	○	bike
2.	○	attending meetings	○ receiving calls	●	making handicrafts
3.	○	coffee table	○ ceramic pot	●	wall painting
4.	○	designer	● carpenter	○	painter
5.	●	2,500	○ 3000	○	3,500
6.	○	sister	● friend	○	cousin

Task Two

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

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

LISTENING 2 (10 mks)
Task One
11. Twelve / 12 **12.** Rain / Water **13.** was no phone signal **14.** (The/their) coach **15.** The UK / The United Kingdom **16.** Nine/ 9 days
Task Two
17. air **18.** medicine **19.** ten/10 **20.** film

Notes: *One mark each.*

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

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

(a) Certain key letters ***must*** *be included: No. : No. :*
(b) In cases where letters are 'optional', the mis-spelling must be ***close to*** *the correct spelling. (e.g. accept but not)*
(c) Above all, the mis-spelt word(s) must be ***clearly and convincingly recognisable*** *as a correct answer to the question.*

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

READING 1 (10 mks)		
Task One		
1.	33/ Thirty-three million	
2.	Italy	
3.	Extra pay/ more days off	
4.	Employers/ companies/industries	
5.	2023	
6.	(It is) cost-effective	
Task Two		
	True	**False**
7.	●	○
8.	○	●
9.	●	○
10.	○	●

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

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

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

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

READING 2 (10 mks)			
Task One			
11.	● farming	○ clothing	○ mining
12.	○ moved	● made	○ sold
13.	● 1764	○ 1770	○ 1835
14.	○ cities	○ railways	● rivers
15.	○ modern	○ slow	● fast
16.	● women	○ children	○ men
Note: One mark each. Responses must be indicated clearly.			
Task Two			
17.	G		
18.	B		
19.	D		
20.	C		
Notes: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.			

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 (not zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

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

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WRITING 2 (10 mks)	
10	– Message to the intended reader is very clear. – Writing clearly succeeds in achieving its purpose. – Writing is well-organised, clear and coherent. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	– Message to the intended reader is fairly clear. – Writing has reasonable success in achieving its purpose. – Writing is generally organised, and for the most part clear and coherent. – Grammar and vocabulary are reasonably correct, though limited in range.
6	– Message to the intended reader is mixed. – Writing has partially achieved its main purpose, but: – Writing is poorly organised but are still reasonably clear. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	– Message to the intended reader is partially clear. – Writing only has very limited success in achieving its purpose. – Writing lacks organization, lacking on coherence and not clear. – Grammar and vocabulary contain frequent serious errors.
2	– Message to the intended reader is mostly unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

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

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

ARRIVING AT FINAL SCORES

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

For ensuring that no such discrepancies occur:

Action required: With 'short answer' items, 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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ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Academic Year _ 2025/ 2026
Semester One _ Second Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 11**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
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 **Tom** and **Sara**.*

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

1. Tom met the tennis player, Roger Federer, in the _____.

⬭ coffee shop ⬭ bookshop ⬭ souvenir shop

2. Roger's flight was heading to _____ city.

⬭ Basel ⬭ Geneva ⬭ Zurich

3. Roger was wearing _____.

⬭ casual clothes ⬭ a suit ⬭ tennis clothes

4. Roger stopped playing tennis in _____.

⬭ 1998 ⬭ 2020 ⬭ 2022

5. At the Olympics, Roger had never won a _____ medal.

⬭ bronze ⬭ silver ⬭ gold

6. Tom said that Roger speaks English with a _____ accent.

⬭ German ⬭ Swiss ⬭ French

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

	Statements	True	False
7.	The Roger foundation helped children get education.	⬭	⬭
8.	Roger's wife worked as a teacher.	⬭	⬭
9.	Tom took a photo with Roger Federer.	⬭	⬭
10.	Rafael Nadal is Tom's favourite tennis player.	⬭	⬭

LISTENING 2 (Items11-20) **(10 marks)**

You are going to hear a true story about ***a family journey.***

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

11. Where did the journey begin? (Country)

_____

12. How many children were on the boat?

_____

13. When did the storm hit the boat? (Month)

_____

14. How high were the waves during the storm?

_____

15. What did the father use to get back to the boat?

_____

16. Why was the family unable to call for help?

Because _____

Task Two: *For each item, complete the missing words (**not more than THREE words or a NUMBER**).*

17. Suzanne was _____, but she stayed calm and helped around.

18. The family worked together for_____ hours to save the boat. (Number)

19. Finally, the family reached a remote _____ in Singapore.

20. Upon arrivals, the family was given food and _____.

LISTENING SCORE	
	20

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

Read the following text. Then complete the tasks.

Celebrities are some of the most powerful figures in Today's media. Some celebrities, known as influencers, have more followers on social media than the population of entire countries. For example, Abir El Saghir who is a Lebanese cook has about 17 million followers on Instagram, and 9 million YouTube subscribers. This huge attention can make fame seem perfect and full of success.

However, reports show another side. The Guardian newspaper made a public opinion survey in the UK and found that 76% of adults believe media shows an 'ideal body image' that is very hard to reach. For example, health organisations have reported rising levels of anxiety linked to body image among women in London. Many schools in Manchester have introduced workshops to help students understand how photos on Instagram are often edited. Birmingham decided to stop all street posters from using edited photos to encourage natural looks.

Studies show that social media can affect how people see themselves. A 2024 report by the World Health Organisation (WHO) found that 20% of teenagers in Asian countries suffer from low self-esteem because of misleading body images on social media. The report described their mental health as 'damaged'. In the U.S., Harvard researchers advise students to reduce screen time to protect their self-image from harmful online content.

However, not all celebrity influence is harmful. Many famous figures use their accounts to support good causes and share real stories about health, sports, and social responsibility. For example, in 2021, Cristiano Ronaldo made headlines during a press conference when he removed two soda bottles from the table and encouraged people to drink water. Similarly, Essma Ben Hamida, the founder of Enda Tamweel company from Tunisia, has helped thousands of low-income women get loans and start their own businesses.

Celebrity culture can also inspire kindness and positive change. Ghanim Al Muftah has become a symbol of hope for people with disabilities. He actively participates in various sports such as swimming, scuba diving, and hiking. Ahmad Al Shugairi, known for his famous Ramadhan TV series *Khawatir*, uses his platform to promote personal growth and social responsibility. Beyond media, he is also the author of several books which aim to encourage people to play a positive role in their society.

True success is not about money, beauty, or media attention. It is about respect, kindness, and honesty. A perfect image is not real life. Real life has both success and challenges. Using influence to support and respect others is the highest form of success.

READING 1 (continued)

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

1. How many subscribers does Abir El Saghir have on her YouTube channel?

_____

2. Where was the Guardian public opinion survey conducted? (Country)

_____

3. What health problem is linked to body image among women in London?

_____

4. Why did Birmingham stop edited photos in street advertisements?

_____

5. How did the WHO report describe the mental health of teenagers in Asia?

_____

6. What did Harvard researchers recommend students to protect their self-image?

_____

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

	Statements	True	False
7.	In 2021, Cristiano Ronaldo made headlines during a football match.	⬭	⬭
8.	Essma helped women get their own houses through loans.	⬭	⬭
9.	Ghanim Al Muftah takes part in different sports, including hiking.	⬭	⬭
10.	Al Shugairi's books encourage people to help their communities.	⬭	⬭

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

Read the following text. Then complete the tasks.

The Power of the Sleeping Brain

1 For a long time, people thought that sleep was a passive activity. They believed the brain was simply resting and doing very little. However, modern science shows us that this is completely wrong. While your body is still, your brain is incredibly active. In fact, sleep is one of the most important jobs your brain does.

2 Scientists study sleep using a machine called an EEG. This machine measures electrical activity in the brain. Their research shows that we go through four or five 90-minute cycles of sleep each night. Each cycle has different stages, including something called REM sleep. REM stands for Rapid Eye Movement because your eyes move quickly under your eyelids during this stage.

3 REM sleep is when we do most of our dreaming. But it is not just for entertaining stories. This stage is like a nightly cleaning service for your brain. It helps to organise your memories from the day. Your brain decides what information to keep and what to forget. This process is essential for learning new skills, like studying for an exam or learning to play an instrument.

4 Another vital job of sleep is to make you feel refreshed. During deep sleep, your body works to repair itself. It fixes muscles and produces important hormones. This is why you wake up feeling energetic after a good night's rest. If you do not sleep enough, you feel tired and cannot **concentrate** well. Studies show that adults need between 7 and 9 hours of sleep per night for the best health.

5 Furthermore, sleep is crucial for your mood and emotions. A part of the brain called the amygdala controls your emotional reactions. When you are sleepy, the amygdala becomes over 60% more reactive. This means you are more likely to feel stressed, angry, or sad over small problems. A full night of sleep helps keep your emotions **stable**, allowing you to react calmly. People who sleep seven to eight hours often enjoy better memory, more focus, and a healthier mood.

6 The duration of sleeping you get significantly affects your overall body and health. People who regularly sleep less than six hours a night have a higher risk of serious health problems. These include heart disease and high blood pressure. In addition, oversleeping, also known as hypersomnia, for more than 9 hours for a couple of weeks can cause health risks including obesity and diabetes. Giving your brain the sleep it needs is one of the best choices you can make.

READING 2 (continued)

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

11. People believed that the brain was _____ during sleep.

⬭ active ⬭ resting ⬭ cleaning itself

12. The EEG machine is used to measure _____.

⬭ eye movement ⬭ hormone levels ⬭ electrical activity

13. The REM sleep is essential for organising _____.

⬭ memories ⬭ skills ⬭ dreams

14. The word **concentrate** in paragraph **4** means _____.

⬭ relax ⬭ focus ⬭ change

15. The word **stable** in paragraph **5** means _____.

⬭ uncontrollable ⬭ uncomfortable ⬭ unchangeable

16. Hypersomnia happens when the sleeping cycle takes _____.

⬭ less than 6 hours ⬭ between 7-8 hours ⬭ more than 9 hours

READING 2 (continued)

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

17. Paragraph **2** ___

18. Paragraph **3** ___

19. Paragraph **5** ___

20. Paragraph **6** ___

Sub-headings

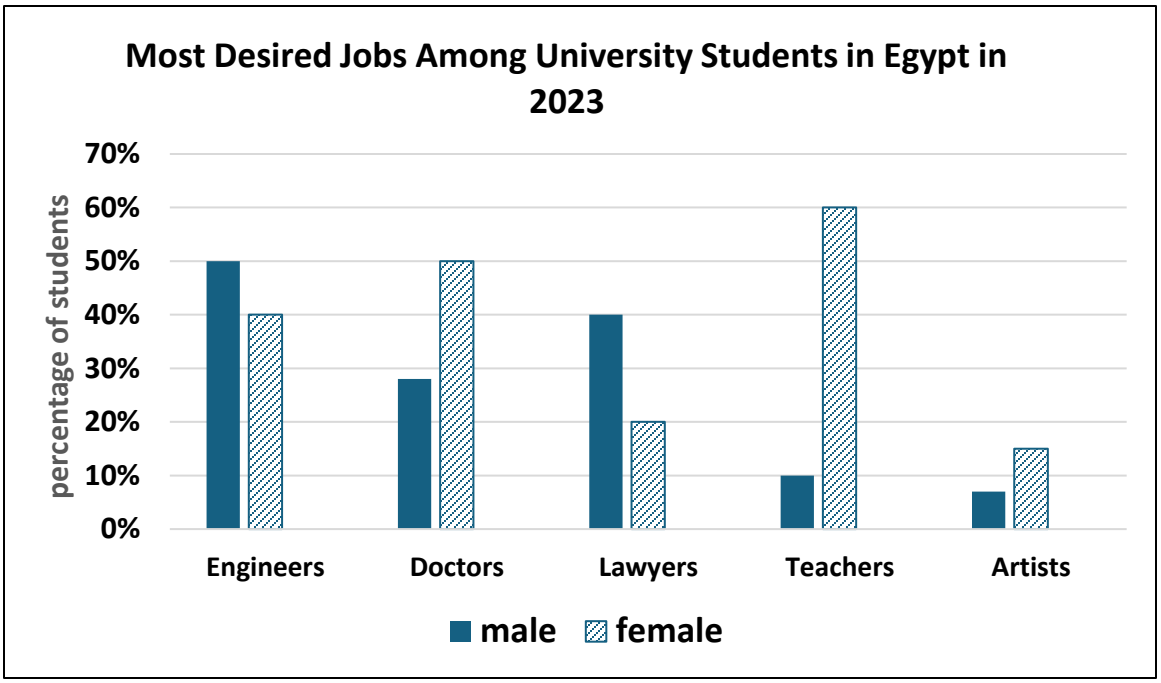
A.	REM sleep and brain cleaning
B.	Sleep repairs muscles
C.	Science and sleep cycles
D.	Deep sleep and body hormones
E.	The old passive idea of sleep
F.	Oversleeping health effects
G.	Sleep and emotions

READING SCORE	
	20

WRITING 1 **(10 marks)**

The bar chart shows the most desired jobs among university students in Egypt in 2023. Summarise all the information and make comparisons where relevant.

*Write a text of at least **100 words**. Your writing should be **clear** and **well-organised.***



WRITING 1 (continued)

Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Situation: Imagine you are Salim/Salima. You often order dinner from a food delivery app, but your orders usually arrive very late, and the food is cold.

Task: Write a formal email to the manager of the food delivery app. Include the following:

- Describe the problem in detail
- Explain how it affects students
- Suggest solutions

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

WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

وزارة التربية والتعليم

GRADE ELEVEN **MARKING GUIDE**

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

****

LISTENING 1 (10 mks)

Task One

1.	●	coffee shop	○	bookshop	○ souvenir shop
2.	○	Basel	●	Geneva	○ Zurich
3.	●	casual clothes	○	a suit	○ tennis clothes
4.	○	1998	○	2020	● 2022
5.	●	bronze	○	silver	○ gold
6.	○	German	●	Swiss	○ French

Task Two

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

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

LISTENING 2 (10 mks)
Task One
11. England **12.** 2/Two **13.** April **14.** 15/fifteen meters **15.** A rope **16.** the radio stopped working
Task Two
17. injured **18.** 36 / thirty-six **19.** island **20.** blankets

Notes: *One mark each.*

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

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

(a) Certain key letters ***must*** *be included: No. : No. :*
(b) In cases where letters are 'optional', the mis-spelling must be ***close to*** *the correct spelling. (e.g. accept but not)*
(c) Above all, the mis-spelt word(s) must be ***clearly and convincingly recognisable*** *as a correct answer to the question.*

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

READING 1 (10 mks)		
Task One		
1.	9/Nine million	
2.	The UK	
3.	Anxiety	
4.	To encourage natural looks.	
5.	Damaged	
6.	To reduce screen time	
Task Two		
	True	**False**
7.	○	●
8.	○	●
9.	●	○
10.	●	○

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

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

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

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

READING 2 (10 mks)						
Task One						
11.	○	active	●	resting	○	cleaning itself
12.	○	eye movement	○	hormone levels	●	electrical activity
13.	●	memories	○	skills	○	dreams
14.	○	relax	●	focus	○	change
15.	○	uncontrollable	○	uncomfortable	●	unchangeable
16.	○	less than 6 hours	○	between 7-8 hours	●	more than 9 hours
Note: One mark each. Responses must be indicated clearly.						
Task Two						
17. C						
18. A						
19. G						
20. F						
Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.						

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 (not zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

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

WRITING 2 (10 mks)	
10	– Message to the intended reader is very clear. – Writing clearly succeeds in achieving its purpose. – Writing is well-organised, clear and coherent. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	– Message to the intended reader is fairly clear. – Writing has reasonable success in achieving its purpose. – Writing is generally organised, and for the most part clear and coherent. – Grammar and vocabulary are reasonably correct, though limited in range.
6	– Message to the intended reader is mixed. – Writing has partially achieved its main purpose, but: – Writing is poorly organised but are still reasonably clear. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	– Message to the intended reader is partially clear. – Writing only has very limited success in achieving its purpose. – Writing lacks organization, lacking on coherence and not clear. – Grammar and vocabulary contain frequent serious errors.
2	– Message to the intended reader is mostly unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense

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

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

ARRIVING AT FINAL SCORES

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

For ensuring that no such discrepancies occur:

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

وزارة التعليم

ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Academic Year _ 2025/2026
Re-sit Exam

Notice:	**Number of pages: 11**	**Time: 2½ hours**
	Write your answers on the Test Paper	

Important Instructions:

- **Write your full name, class, and school name in the space provided.**
- **Read the questions carefully before starting your answers.**
- **Write in a blue or black pen only.**
- **Shade in the bubbles with pencil.**

Name			
School		**Class**	

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
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 **Tom** and **Sara**.*

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

1. Tom met Roger Federer, the tennis player, in the _____.

⬭ coffee shop ⬭ bookshop ⬭ souvenir shop

2. Roger's flight was heading to _____ city.

⬭ Basel ⬭ Zurich ⬭ Geneva

3. Roger was wearing _____.

⬭ casual clothes ⬭ a suit ⬭ tennis wear

4. Roger stopped playing tennis in _____.

⬭ 1998 ⬭ 2020 ⬭ 2022

5. At the Olympics, Roger had never won a _____ medal.

⬭ bronze ⬭ silver ⬭ gold

6. Roger speaks English with a _____ accent.

⬭ German ⬭ French ⬭ Swiss

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

Statements	True	False
7. Roger foundation helped kids get education.	⬭	⬭
8. Roger's wife worked as a pilot.	⬭	⬭
9. Tom took a photo with the tennis player.	⬭	⬭
10. Sara was jealous because she had not met the tennis player.	⬭	⬭

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

You are going to hear a talk about the ***Swift company.***

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

11. Where was the Swift company founded?

_____

12. What was Swift's first slogan for its products?

_____

13. How many billion cans had Swift sold by 2013?

_____

14. Which specific group of people did Swift target?

_____

15. Who complained in court about Swift's misleading advertisements?

_____

16. Why did the story of the trial spread so quickly?

Because of _____

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

(17) Swift decided not to hire any _____ for the court case.	**(18)** Swift paid $_____ million to compensate its customers.
(19) In 2015, Swift made a large _____ campaign.	**(20)** The _____ of Swift told newspapers that they are now more honest.

LISTENING SCORE	
	20

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

Read the following text. Then complete the tasks.

1 In 1994, the internet was a new world, used mostly by scientists and university students. At that time, online shopping was almost unknown. Jeff Bezos was working in finance in New York City when he read that the World Wide Web was growing fast. This information made him think deeply about new business possibilities.

2 Jeff realised that this growth was a unique opportunity. He made a list of 20 products he could sell online like music CDs and movies. Eventually, he chose to start with books because they were easy to describe online and did not take much space to store. He believed that books were the perfect way to introduce people to online shopping.

3 He quit his safe job and drove across America from New York to Seattle with his wife. During the long drive, Jeff spent his time planning the future of the company. They first considered starting their business in Vermont. However, they chose Seattle because it was close to a large book distributor and had many computer experts. They rented a house with a tiny garage.

4 This small, dusty garage became their first office, warehouse, and shipping center. Jeff built the first website on computers set up on cheap desks made from old doors. The couple used their own money and **invested** their savings to help the business grow. They also received financial help from Jeff's parents. At this stage, there were no employees or advanced systems.

5 Jeff chose the name "Amazon" because it reminded him of the largest river in the world. He wanted his company to represent size, strength, and endless choice. On July 16, 1995, the website officially launched. Within one month, they received orders from all fifty American states and many foreign countries. Every book was packed and shipped from the same garage, surprising many people.

6 The daily work at Amazon was physically **demanding**. Team members had to work very hard, packing and wrapping orders by hand while sitting on the floor for many hours. A computer sound signalled each new order, and everyone stopped to check where it came from. Customers enjoyed the convenience of shopping from home and finding books that were not available in local shops. This positive response encouraged Jeff to think beyond his original idea.

7 From the beginning, Jeff planned to create more than just a bookshop or a computer store. He described his vision as "The Everything Store." He wanted to build a global business with endless choices. Over time, Amazon added music, electronics, clothing, and other products. What began in a small garage became a success, proving that strong vision and determination can transform a simple idea into lasting results.

READING 1 (continued)

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

1. In 1994, the internet was used mainly by scientists and _____.

⬭ university students ⬭ online shoppers ⬭ office workers

2. After making a list of 20 products, Jeff decided to sell _____ first.

⬭ books ⬭ movies ⬭ CDs

3. Jeff moved to _____ to start his company.

⬭ Vermont ⬭ New York ⬭ Seattle

4. The word **invested** in paragraph **4** means _____.

⬭ borrowed ⬭ spent ⬭ saved

5. The word **demanding** in paragraph **6** means _____.

⬭ easy ⬭ difficult ⬭ boring

6. Jeff's vision for his company was to create a _____.

⬭ global business ⬭ local bookshop ⬭ computer store

READING 1 (continued)

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

Paragraphs		Sub-headings
7.	Paragraph **3** _____	**A.** Choosing the product
8.	Paragraph **4** _____	**B.** The garage office
9.	Paragraph **5** _____	**C.** The internet revolution
10.	Paragraph **7** _____	**D.** A Name with meaning
		E. Customers positive feedback
		F. A cross-country drive
		G. The Everything Store

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

Read the following Text. Then complete the tasks.

Celebrities are some of the most powerful figures in modern media. Some celebrities have more followers on social media than the population of entire countries. For example, Abir El Saghir, the Lebanese celebrity cook, has about 30 million followers on TikTok, 17 million on Instagram, and 9 million followers on YouTube. This attention can make fame seem perfect and full of success.

However, reports show another side. A national survey in the UK finds that 76% of adults believe media shows an 'ideal body image' for women that is very hard to reach. In London, for example, health organizations have reported rising cases of anxiety linked to body image. In Manchester, schools have introduced workshops to help students understand how photos on Instagram are often edited. In Birmingham, community centres run campaigns showing unedited photos to promote natural beauty. These local actions reflect a wider effort across UK cities to reduce the negative impact of unrealistic media images.

Studies show that social media can affect how people see themselves. A 2024 WHO report found that 20% of teenagers feel unhappy with their looks after using social media for over three hours a day. Experts suggest taking short digital breaks and following pages that promote realistic beauty. In the U.S., Harvard researchers advise students to reduce screen time and spend more hours on hobbies and outdoor activities. These steps help young people build confidence and focus on real-life goals instead of online images.

However, not all celebrity influence is harmful. Many famous figures use their platforms to support good causes and share real stories about health, sports, and social responsibility. For example, in 2021, Cristiano Ronaldo made headlines during an European press conference when he removed two soda bottles from the table and encouraged people to drink water. Similarly, Essma Ben Hamida, the founder of *Enda Tamweel company from Tunisia*, has helped thousands of low-income women access small loans and start their own businesses.

Celebrity culture can also inspire kindness and positive change. Ghanim Al Muftah has become a symbol of hope for people with disabilities. He actively participates in various sports such as swimming, scuba diving, and hiking, constantly challenging his physical limits. Ahmad Al Shugairi, known for his famous Ramadan TV series Khawatir, uses his platform to promote personal growth and social responsibility. Beyond media, he is also the author of several books and aims to simplify complex ideas to encourage social awareness.

True success is not about money, beauty, or media attention. It is about respect, kindness, and honesty. A perfect image is not real life. Real life has both success and challenges. Using influence to support and respect others is the highest form of success.

READING 2 (continued)

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

11. How many Instagram followers does Abir El Saghir have?

_____

12. Where did the national survey take place?

_____

13. Which health problem has been linked to body image in London?

_____

14. What do Birmingham centres promote?

_____

15. How do teenagers feel after using social media for over three hours a day?

_____

16. What did Harvard researchers advise students to focus their time on?

_____

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

	Statements	True	False
17.	In 2021, Cristiano Ronaldo made headlines during a football match.	⬭	⬭
18.	Through loans, Essma helped women build their own houses.	⬭	⬭
19.	Ghanim Al Muftah takes part in different sports, including hiking.	⬭	⬭
20.	Al Shugairi encourages awareness by simplifying complex ideas.	⬭	⬭

READING SCORE	
	20

WRITING 1 **(10 marks)**

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

Situation: Imagine you are Salim/ Salima. You often order dinner from a food delivery app, but the orders always arrive very late and cold.

Task: Write a formal email to the manager of the food delivery app to complain about this problem, including the following:

- describe the problem
- explain how it affects you
- request a faster service, a refund, etc.

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

WRITING 1 (continued)

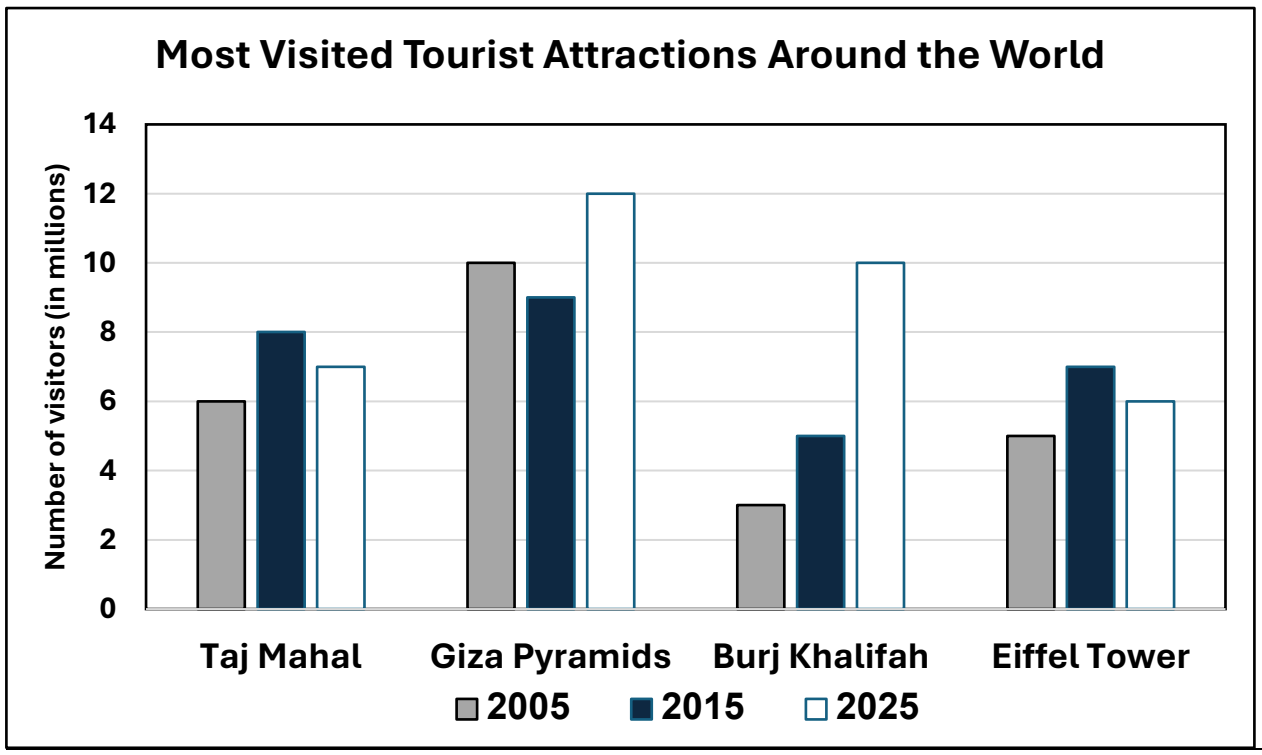
Marker A	Marker B	Average

WRITING 2 **(10 marks)**

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

Survey report: The charts illustrate the annual number of visitors in different tourist attractions around the world in the years 2005-2015-2025. Summarise the key information and make relevant comparisons.

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



WRITING 2 (continued)

Marker A	Marker B	Average

WRITING SCORE	
	20

وزارة التعليم

English Language Test- Marking Guide

Grade Eleven 'Elective'

Academic Year -2025/2026

Re-sit Exam

Notice:	• **Number of Pages: 7**	• **Total Marks: 60**

LISTENING 1 (10 mks)					
Task One					
1.	●	coffee shop	○ bookshop	○	souvenir shop
2.	○	Basel	○ Zurich	●	Geneva
3.	●	casual clothes	○ a suit	○	tennis wear
4.	○	1998	○ 2020	●	2022
5.	●	bronze	○ silver	○	gold
6.	○	German	○ French	●	Swiss

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

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

LISTENING 2 (10 mks)

Task One

11. Brazil

12. Refresh

13. 4 (billion)

14. Teenagers

15. (A group of) athletes

16. Social media

Task Two

17. lawyers

18. 13

19. marketing

20. director

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.	● university students	○ online shoppers	○ office workers
2.	● books	○ movies	○ CDs
3.	○ Vermont	○ New York	● Seattle
4.	○ borrowed	● spent	○ saved
5.	○ easy	● difficult	○ boring
6.	● global business	○ local bookshop	○ computer store
Task Two			
7.	F		
8.	B		
9.	D		
10.	G		
Notes: One mark each. Responses must be indicated clearly.			

READING 2 (10 mks)

Task One

11. 17 million

12. The UK

13. anxiety

14. natural beauty

15. Unhappy (with their looks)

16. hobbies/ outdoor activities

Task Two

	True	False
17.	○	●
18.	○	●
19.	●	○
20.	●	○

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.

WRITING 1 (10 mks)	
10	– 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.
8	-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.
6	-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.
4	-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.
2	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 are missing, **deduct two marks** from the content-score.*

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

WRITING2 (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	*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.

ARRIVING AT FINAL SCORES

LST1/ RDG2 a: 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.