الفصل الدراسي الأول

اللغة الإنجليزية

(الصف الثاني عشر)

(نماذج الاجابة)

****

LISTENING 1 (7 mks)					
1.	○	Austria	●	Ireland	○	Syria
2.	●	*Evening Class*	○	*Tara Road*	○	*Circle of Friends*
3.	○	Dalkey Castle	○	a primary school	●	the Town Hall
4.	○	writer	○	student	●	journalist
5.	○	two	●	four	○	seven
6.	●	debates	○	writers' workshops	○	theatre productions
7.	○	Thursday	●	Friday	○	Sunday

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

LISTENING 2 (8 mks)

Part One

8. *"The" USA/ "The" US/ United States*/ America

9. 5,500 years/ five thousand five hundred

10. bear, deer, calf/ cow (any one)

11. (3/three-year-old) boy/child/kid

Part Two

12.	○	Germany	○	Egypt	● Vietnam
13.	●	the sewing machine	○	hand tools	○ the rolling machine
14.	○	Leather	●	sustainable	○ plastic
15.	○	15	○	150	● 340

Notes: *One mark each.*

Qs 8-11: (i) Notes: 1) ***Grammatical mistakes*** *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.*

(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.

Qs 12-15: Responses must be indicated clearly.

VOCABULARY (2.5 mks)							
16.	○ degrees	○ drafts	○ directions	● debts
17.	○ proofread	○ analyse	○ summarise	● practice
18.	○ reasonable	● compulsive	○ responsible	○ positive
19.	○ scoring	○ placement	● management	○ editing
20.	● persuade	○ reduce	○ compare	○ create

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

GRAMMAR (2.5 mks)	
21. Why	**24.** get
22. Twisted	**25.** to
23. Have	

Notes: *Half-a-mark each. Spelling must be correct.*

GRAMMAR/VOCABULARY (5 mks)				
26.	○ owns	● owned	○ owning	○ own
27.	○ trek	○ canyon	○ flight	● voyage
28.	● massive	○ tiny	○ weak	○ boring
29.	○ statistics	● facilities	○ campaigns	○ issues
30.	○ if	○ Or	● and	○ since

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

READING 1 (7 mks)

	True	False
31.	○	●
32.	●	○
33.	○	●
34.	○	●
35.	○	●
36.	●	○
37.	●	○

READING 2 (8 mks)

38.	●	Rio de Janeiro	○	Buenos Aires	○ São Paulo
39.	○	Saturday	○	Sunday	● Monday
40.	○	four	●	five	○ seven
41.	○	researcher	○	technician	● lecturer
42.	●	Brazil	○	the UK	○ Mexico
43.	○	hotels	●	local homes	○ hostels
44.	●	adapting to situations	○	managing people	○ asking questions
45.	○	team work	●	online discussions	○ project work

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

READING 3 (10 mks)

Task One

46. (in the Indian) Ocean

47. 1.7 million people

48. dry season/ from May to November (any month in-between)

49. Cuckoo-Shrike / Pink Pigeon (any one)

50. to study/ to research (various) animal (species)

51. the highest waterfall/ it falls from 100 metres/huge natural pool

Task Two

52.	○ Six	● seven	○ nine
53.	○ ziplining	● canoeing	○ rock climbing
54.	○ watch giant bats	○ ride an elephant	● take photos with lions
55.	● France	○ India	○ South Africa

Notes: *One mark each.*

Qs 46-51: 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 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, 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.

Qs 52-55: 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 well be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.*

WRITING 1 (10 mks)	
10	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
6	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<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.
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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 Complete nonsense

ARRIVING AT FINAL SCORES

LST/ VCB/ GRM/ 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.

There are two different procedures for ensuring that no such discrepancies occur:

1) No action required: With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 3a), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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

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LISTENING 1 (7 mks)

1.	○ teachers	● students	○ bakers
2.	○ Instagram	○ email	● WhatsApp
3.	● National Day	○ birthdays	○ weddings
4.	○ 5 and 8	● 15 and 18	○ 50 and 80
5.	● design	○ size	○ taste
6.	○ space provided	● time limit	○ natural flavours
7.	○ engineering	○ food photography	● business

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

LISTENING 2 (8 mks)

8. At home/in her house/home/USA(home)

9. *15/fifteen*

10. (A rare) Bone disease /Disease/ ill/ / illness/ bone condition/ bone problem/ sick/sickness/ health problem.

11. no rain/drought/rain stopped/dry/ no water/bad weather/became a desert/ lack of water/sold their farm

12.	○ 1920s	● 1930s	○ 1940s
13.	○ 3	○ 6	● 8
14.	● illustrators	○ writers	○ editors
15.	○ was very ill	● lost her husband	○ had no editor

Notes: *One mark each.*

Qs 8-11: (i) Notes: 1) ***Grammatical mistakes*** *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:*

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Qs 12-15: Responses must be indicated clearly.

VOCABULARY 1 (2.5 mks)				
16.	○ emotions	● benefits	○ surfaces	○ tracks
17.	○ ritual	○ habit	○ version	● location
18.	● celebrate	○ reflect	○ surround	○ afford
19.	○ inedible	○ challenging	● breathtaking	○ responsible
20.	○ aviation	● ambition	○ pollution	○ collection

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

GRAMMAR (2.5 mks)	
21. bought	**24.** do
22. manufactured	**25.** It
23. have	

Notes: *Half-a-mark each. Spelling must be correct.*

GRAMMAR/Vocabulary (5 mks)							
26.	○	of	○	to	○	and	● for
27.	○	such as	○	although	●	because	○ so
28.	○	conclusions	●	destinations	○	occasions	○ situations
29.	○	carry	○	make	●	maintain	○ reduce
30.	●	relaxing	○	frustrating	○	harmful	○ stressful

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

READING 1 (7 mks)			READING 2 (8 mks)			
	True	False				
31.	●	○	38. ○	tourists	● villagers	○ guides
32.	○	●	39. ●	1866	○ 2008	○ 2018
33.	●	○	40. ●	Khun Phitak	○ Hia Kui	○ Ton Khem
34.	○	●	41. ○	hats	● vegetables	○ shirts
35.	●	○	42. ○	only on weekdays	● every day	○ at weekends only
36.	○	●	43. ○	quite cheap	○ reasonably priced	● very expensive
37.	○	●	44. ○	120,000	● 180,000	○ 300,000
			45. ○	negative	○ neutral	● positive

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

READING 3 (10 mks)

46. India

47. 1982/ Nineteen eighty-two/26th of Jan

48. Once a week (32 times/thirty-two times)/ 8 days and 7 nights/ One a week/

49. 104/ One hundred and four

50. Personal Assistants/Staff

51. Indian/International/Chinese/Local (need only one of these)

52.	○ 5	○ 7	● 8
53.	● tigers	○ camels	○ elephants
54.	○ music and dance show	● spectacular firework display	○ sound and light show
55.	○ City of Lakes	○ Pink City	● City of Agra

Notes: *One mark each.*

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WRITING (GENERAL NOTES)

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WRITING 1 (10 mks)	
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2 / 0	1	2 / 0	1

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****

LISTENING 1 (7 mks)					
1.	○	briefcase	●	suitcase	○ handbag
2.	○	medium	○	large	● small
3.	○	house	●	office	○ car
4.	○	documents	●	camera	○ laptop
5.	○	passport	●	debit card	○ credit card
6.	○	1.30	○	2.15	● 2.30
7.	○	train	○	bus	● taxi

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

LISTENING 2 (8 mks)			
8.	in Central America / America / South America / USA / United States / United States of America / West America		
9.	sour and bitter / not sweet / sour / bitter		
10.	as money / currency / reward soldiers / reward for success in battle / war/for success in (battles/ wars) / pay taxes / to buy things / as a reward / rewarding (armies/ soldiers) / tax		
11.	1520 / 15 twenty / fifteen twenty / 15:20 / 15/20		
12.	○ British	● Dutch	○ Swiss
13.	○ cacao butter	○ a chocolate bar	● milk chocolate
14.	○ Europe	○ America	● West Africa
15.	○ mass-produced products	● the use of child labour	○ highly-refined foods

Notes: *One mark each.*

Qs 8-11: (i) Notes: 1) ***Grammatical mistakes*** *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: 8-11 accept all consonants, ignore vowels, the word should sound close to the correct prounciation.*

(b) In cases where letters are 'optional', the mis-spelling must be ***close to*** *the correct spelling.*

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

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Qs 12-15: Responses must be indicated clearly.

VOCABULARY (2.5 mks)			
16. ● reduce	○ introduce	○ produce	○ use
17. ○ nutrition	○ direction	○ reaction	● passion
18. ○ activities	○ events	● amenities	○ issues
19. ○ concern	● proud	○ nervous	○ ambitious
20. ○ admits	○ imports	● exports	○ makes
Notes: *Half-a-mark each. Responses must be indicated clearly.*			

GRAMMAR (2.5 mks)	
21. ○ finish / ● finished	**24.** ○ them / ● it
22. ● searching / ○ searched	**25.** ○ When / ● If
23. ○ is / ● was given	
Notes: *Half-a-mark each. Spelling must be correct.*	

GRAMMAR/Vocabulary (5 mks)			
26. ○ musical	● digital	○ dramatical	○ emotional
27. ● on	○ of	○ in	○ off
28. ○ where	○ which	○ what	● who
29. ● identify	○ identifies	○ identified	○ identifying
30. ● safety	○ danger	○ service	○ shelter
Notes: *one mark each. Responses must be indicated clearly.*			

READING 1 (7 mks)			**READING 2 (8 mks)**					
	True	**False**	**38.**	○	Tahiti	●	Paris	○ Sydney
31.	○	●	**39.**	●	boat	○	taxi	○ scooter
32.	○	●	**40.**	○	go fishing	○	swim around the reefs	● explore the resort
33.	●	○	**41.**	○	one hundred and forty miles	○	two hundred and twenty-five kms	● seven-hundred and twenty-eight metres
34.	○	●	**42.**	○	a hungry shark	●	sharp coral	○ a careless guide
35.	●	○	**43.**	○	January to May	●	May to October	○ October to December
36.	○	●	**44.**	○	snorkelling	○	water-skiing	● the cultural events
37.	●	○	**45.**	●	positive	○	neutral	○ negative

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

READING 3 (10 mks)

46. Edmonton, in Canada / Canada / North America /

47. (over) 112 million (visitors)

48. 23rd biggest in the world / twenty-third

49. two / 2 hotels

50. tax-free shopping / no tax / free -tax / no sales tax / tax- free (clothing/shoes/accessories).

51. sky bridge / bridge

52.	● West Edmonton Mall	○ Mall of America	○ America Dream Mall
53.	● play golf	○ go ice-skating	○ visit a Mirror Maze
54.	○ 4 million	● 64 million	○ 5.7 billion
55.	○ New York	● Florida	○ New Jersey

Notes: *One mark each.*

Qs 46-51: 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 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, 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.

Qs 52-55: 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 well be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.*

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8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
6	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	_Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*<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 Complete nonsense

ARRIVING AT FINAL SCORES

LST/ VCB/ GRM/ 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.

There are two different procedures for ensuring that no such discrepancies occur:

1) No action required: With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 3a), 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.]