الفصل الدراسي الأول

اللغة الانجليزيـــة (مهارات)
(الصف الثاني عشـــر)

(نموذج الاجابة)

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LISTENING 1 (10 mks)					
Task One					
1.	○	The Skanska Company	● Sir Norman Foster	○	The Safra Group
2.	○	cylinder	○ curve	●	cucumber
3.	○	gift shop	● observation deck	○	restaurant
4.	●	5	○ 24	○	35
5.	○	concrete	○ aluminum	●	steel
6.	○	building contractors	● civil engineers	○	investors

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

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

LISTENING 2	
Task One (5 mks)	
Headings	***Key Information***
Background	-The museum is located in **(11) <u>Oxford.</u>** (city) -It was established **(12) <u>340</u>/341** years ago.
The founder	-Ashmole was a **(13) <u>historian</u>** and antique collector. -He donated his manuscripts, precious **(14) <u>gems</u>**, and paintings.
The launch	-The museum began receiving visitors in **(15) <u>1683.</u>**
*<u>Note</u>: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2
Task Two (5 mks)
16. *(Due to*) a lack of space **17.** In the Egyptian Gallery **18.** Head of a Woman **19.** 3 million / 3,000,000 **20.** free of charge / free / no money/ no cost
Notes: *One mark each.* *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.*

READING 1 (12 mks)	
Task One	**Task Two**
21. (A) Director	**28.** canals
22. 260,000 / Two hundred and sixty thousand	**29.** Civitavecchia
23. (Because of) huge ships/ cruise ships	**30.** 25
24. The suburbs/ Mestre / Marghera	**31.** survive
25. Bags/ shoes	**32.** Dublin
26. 2024/ By the end of this year	
27. The World Tourism Organisation / (WTO)	
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be* ***clearly*** *and* ***convincingly*** *correct.*	

READING 2 (13 mks)					
Task One					
33.	●	proof	○ assumption	○	accusation
34.	○	Austria	● Germany	○	the USA
35.	○	universities	○ institutions	●	George Antheil
36.	○	enemy signals	● radio frequencies	○	torpedoes' directions
37.	○	spread	○ attract	●	block
38.	●	communications	○ GPS	○	Wi-Fi
39.	●	essential	○ optional	○	conventional
40.	○	a scientist	● an actress	○	a pioneer
Task Two					
41.	D				
42.	A				
43.	C				
44.	B				
45.	F				
Notes: One mark each. Responses must be indicated clearly.					

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may 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 (not zero) should be awarded.*

WRITING 1 (15 mks)	
15	– 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.
12	– 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
9	– 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
6	– 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.
3	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

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

ARRIVING AT FINAL SCORES

READING/ LISTENING: In this section, 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', 'Matching' or 'True/False' items — i.e., in LIST 1, RDG 2— discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items, where the student has to write something down — i.e. in RDG 1 — there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales 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. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator must 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
15 / 12	13½	10/8	9
12 / 9	10½	8/6	7
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6 / 3	4½	4/2	3
3 / 0	1½	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). 'Half-marks' or 'in-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator (see 'Acceptable differences').
[* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

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LISTENING 1 (10 mks)

Task One

1.	○ teacher	○ volunteer	● author
2.	● relax	○ explore	○ work
3.	○ exhausting	● rewarding	○ challenging
4.	● hunting	○ painting	○ farming
5.	○ to business companies	○ to heritage sites	● on mini safaris
6.	○ cultural	● medical	○ artistic

Task Two

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

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

LISTENING 2 (10 mks)	
Task One	
Headings	**Key Information**
Sources	- Superfoods are mostly **(11)** ***plant (fruit and vegetables/health)*** -based foods that are rich in compounds such as antioxidants and fibres.
Definition	- The word 'Superfood' is just a **(12)** ***marketing/selling*** term for foods that have significant health benefits for us all.
Benefits	- Studies have shown that the vitamins and minerals in 'Superfoods' can improve our **(13)** ***mental/brain*** and physical health. - Can reduce symptoms of anxiety, **(14)** ***stress***, and depression. - Vital functions of the **(15)** ***brain/body/organs*** can be boosted by including 'Superfoods' in our daily diets.
Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be ***clearly*** *and* ***convincingly*** *correct.*	

LISTENING 2
Task Two
16. 4.9 million **17.** Cancer **18.** (Keeps skin) looks fresher and younger/healthier **19.** 2017/twenty seventeen/ two thousand and seventeen **20.** Smoothies/water/yoghurt

Notes: *One mark each.*

Notes: *1)* ***Grammatical mistakes*** *should be ignored, provided it is clear that the substance of the answer is correct.*

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READING 1 (12 mks)	
Task One	**Task Two**
21. in 1994 / nineteen ninety-four	**28.** 10 / ten
22. 16-25/sixteen to twenty-five	**29.** photographers
23. Westminster	**30.** film
24 build self-confidence/mental well-being/provide training/give them skills/ support disadvantaged people	**31.** Yearly/annually/every year
25. their challenges/concerns/hopes	**32.** 5 / five
26. to find jobs/ Build positive future	
27. 9 / nine months	

*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*

READING 2 (13 mks)			
Task One			
33.	○ continued	○ approved	● stopped
34.	○ architecture	○ interior design	● mathematics
35.	○ traditional	● geometric	○ negative
36.	● 1980	○ 1983	○ 1988
37.	○ standard	● complex	○ completed
38.	● business	○ landscape	○ university
39.	○ limited	○ few	● many
40.	○ Vitra Fire Station	● Qatar Stadium	○ Peak Club

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

READING 2
Task Two
41. B
42. D
43. F
44. A
45. E
Notes: One mark each. Responses must be indicated clearly.

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.*
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WRITING 2 (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.
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LISTENING 1 (10 mks)			
Task one			
1.	○ journeys to very remote places	● stories about ordinary people's adventures	○ family trips to famous places
2.	○ 19	○ 29	● 174
3.	● alone	○ with his friend	○ with an explorer
4.	○ Italy	● Istanbul	○ Mumbai
5.	○ Tom's experiences in London	○ the strangers Tom met	● the challenges Tom faced
6.	● heat	○ rain	○ snow

Task Two		
	True	**False**
7.	●	○
8.	○	●
9.	●	○
10.	○	●
Notes: One mark each. Responses must be indicated clearly.		

LISTENING 2 (10 mks)	
Task one	
Headings	***KEY POINTS***
Opening	**(11) _____2017 (two thousand seventeen)** _____ (Year)
Cost	**(12) _____40 /40000000 /forty** _____ million US dollars.
Sponsors	- BMW - **(13) ____(The)African Standard / African stand**_____ Bank.
Design	**(14) _____British/English**_____ architect (nationality)
Floors	**(15) _____9/Nine**_____ (number)
*Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2 Task Two
16. a wheat grain / wheat
17. (On the) third floor/ 3rd floor / 3 floors
18. Online
19. Public holidays / holidays
20. Seafood

Notes: One mark each.

*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. :**16 accept all consonants that close to correct prounanciation.***

*(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.

READING 1 (12 mks)	
Task one	**Task two**
21. Beginners and home chefs / Indonesian/ anyone from Indonesia	**28.** September
22. 2011	**29.** Two /2
23. Three/ 3	**30.** basic
24. Taste and presentation	**31.** fourth / Imitation
25. Third stage/ Signature dish	**32.** establish (their own) restaurants
26. 15-20 minutes	
27. Offsite/In a restaurant	
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 2 (13 mks)			
Task one			
33.	○ the writer's college	○ the writer's family	● a USAID scholarship
34.	● Mexico	○ Amsterdam	○ the USA
35.	● got on a ship	○ studied on a ship	○ got off a ship
36.	○ had no writing space	● was very small	○ had no internet
37.	○ varied	● continuous	○ interrupted
38.	○ Berlin	● Four seasons	○ Lido
39.	○ ship	○ party	● trip
40.	○ laughter	● talk	○ calm

(Reading 2) Task Two
41. C **42. A** **43. F** **44. B** **45. E**
Notes: One mark each. Responses must be indicated clearly.

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WRITING 1 (15 mks)	
15	-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.
12	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
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WRITING 2 (10 mks)	
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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.
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