First Semester

English Language

كلية الحرس التقنية

(Answers)

****

LISTENING 1 (10 mks)	
1. ● Texas ○ Washington ○ New York	6. ○ the direction of the sunlight ○ the weather conditions ● both the direction of the light and the weather conditions
2. ● painter ○ designer ○ writer	7. ○ Parallax 2000 ● Anchoring ○ World of Watercolours
3. ○ painting ● building tree houses ○ designing clothes	8. ● movement of light ○ size of the area ○ shape of the building
4. ● 1959 ○ 1974 ○ 2000	9. ○ Swiss Embassy Residence ○ Visual Art building ● Horizontal Skyscraper
5. ○ size of the building ● natural light ○ angle of the building	10. ● designs ○ sculptures ○ books
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
10	– Has accurately recorded all (or very nearly all) the key points
8	– Has accurately recorded most of the key points.
6	– Has accurately recorded a reasonable number of key points.
4	– Has only recorded a limited number of key points.
2	– Has recorded very little accurate information.
0	*No attempt at the task:* EITHER Irrelevant. OR Hardly any writing at all, or not written in English. OR Complete nonsense

KEY POINTS

The Maori were Originally from	(11) ____Polnesian_____ islands
The Maori	settled in Australia, (12) _____Canada _____ and (13) _____the USA _____ Estimated population in New Zealand (14) _____600,000_____
Battles with the British	Between (15) _____1860_____ and 1865.
Settlements	Buildings constructed using (16) _____straw_____and poles.
Unique aspects of culture and traditions	Woven materials like (17) _____flax ____ and baskets. Tattooing 'tomoko' represents (18) __identity_____ and connection to one's ancestors. Performing arts such as (19) _____Kapa Haka_____ and storytelling
Current challenges for the Maori	Barriers to education and health. Most people live in (20) _____disadvantaged_____ areas.

Notes: Markers should focus on the content of these points — not the exact wording, nor the quality of the language, nor the sequencing of the points under each heading.

READING 1 (10 mks)	
21. ○ Toronto ● Barcelona ○ Catalan	**26.** ● at the nurse's office ○ att the main reception ○ Online
22. ● 5 ○ 6 ○ 7	**27.** ● Basilica ○ Cathedral ○ Picasso Museum
23. ○ 8.20 am ○ 5.30 am ● 6.00 am	**28.** ○ Cazuelas ○ Pinchos ● Cocas de picar
24. ○ at the airport ○ at the school ● online	**29.** ● shops ○ restaurants ○ street Performers
25. ○ spending allowance ● medicine ○ suitable clothing	**30.** ○ registering on the website ● paying a deposit ○ contacting the tour operator
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (10 mks)	
31. Wood /reeds /logs	**36.** The Noce River
32. Transporting people and goods	**37.** The height of the waves
33. Durable (does not perforate) /slides over rocks	**38.** Class 6
34. 1970s	**39.** Helmet/life jacket/wetsuit/footwear
35. Adrenaline rush/remote, breath-taking views/quite safe	**40.** Horse-riding/surfing
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be* ***clearly*** *and* ***convincingly*** *correct.*	

READING & WRITING (10 mks)

41. Western Pacific Ocean

42. coral formation

43. sharks/turtles/ fish

44. Blue Corner

45. hike in jungles

46. explore caves /visit unique sites

47. mushroom –shaped

48. Jellyfish lake

49. world's first shark sanctuary /marine sanctuary

50. warming waters /overfishing /rising sea levels /climate change

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

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
9 – 10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
7 – 8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
5 – 6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
3 – 4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
1 – 2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
0	*No attempt at the task*: EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.	

ARRIVING AT FINAL SCORES

LISTENING 1; LISTENING 1; READING 1; READING 2; READING/WRITING: In these five 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 (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), 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 (Language & Task Achievement): 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:

LISTENING 2 (Note-taking)		**WRITING (Language)**		**WRITING (Task Achievement)**	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1	2 / 0	1

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

****

LISTENING 1 (10 mks)	
1. ○ 2 ○ 7 ● 15	**6.** ○ WWF ● Farmers ○ The government
2. ○ Australia ● the USA ○ New Zealand	**7.** ○ 10% ● 84% ○ 99.9%
3. ○ 2020 ○ 2021 ● 2022	**8.** ● logging ○ farming ○ chemical spraying
4. ○ seven ○ sixty ● a hundred	**9.** ● raising farmers' awareness ○ combatting climate change ○ protecting forests
5. ● milkweed ○ cold weather ○ farmers' crops	**10.** ○ Mexico ● the Caribbean ○ Indonesia
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
10	– Has accurately recorded all (or very nearly all) the key points
8	– Has accurately recorded most of the key points.
6	– Has accurately recorded a reasonable number of key points.
4	– Has only recorded a limited number of key points.
2	– Has recorded very little accurate information.
0	*No attempt at the task:* EITHER Irrelevant. OR Hardly any writing at all, or not written in English. OR Complete nonsense

KEY POINTS

Competition	– **(11)** Engineering – **(12)** 1985/Ninety-eighty-five – **(13)** Artificial Intelligence/AI
Registration Rules	– **(14)** sixteen/16 – **(15)** educational/education – **(16)** Virtual/Online
Vehicle Categories	– **(17)** Prototype
Winning entries	– **(18)** furthest/farthest/greatest/longest – **(19)** energy/fuel
Position achieved by Oman	– **(20)** fifth/5th

Notes: Markers should focus on the content of these points — not the exact wording, nor the quality of the language, nor the sequencing of the points under each heading.

READING 1(12 marks)	
21. ○ mainly old ○ mostly new ● a combination of old and new	26. ○ 850 steps uphill ○ 1 km ● 20 kms
22. ○ January to February ● March to May ○ June to August	27. ○ trekked up a mountain ○ explored the caves ● slept in the open air
23. ○ is currently the main trade route ● leads down to the valley of Petra ○ runs east to west	28. ○ kills all bacteria found there ● is an ingredient in many beauty products ○ weighs less than ocean salt
24. ○ 500 ○ 2,000 ● 9,000	29. ● the Dead Sea ○ Petra ○ Wadi Rum
25. ● bigger than ○ smaller than ○ the same as	30. ○ never ○ probably ● definitely
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (10 mks)	
31. January 1st, 2000, 1/01/2000 1st Jan 2000/ first January 2000.	**36.** 1958/Ninety-fifty-eight
32. 70 cents /seventy cents	**37.** The USA/US/America/United States/United States of America
33. The first 2/two digits of the year/ The year's first 2 digits	**38.** 300 billion/ three-hundred billion
34. Transportation/Airline computers/Traffic lights/Cash registers/Taxi Metres (any one)	**39.** Financial Services/Bus ticket machines in Australia stopped working/Slot machines in Las Vegas broke down/Cell phones in Japan deleted new text messages. (any one)
35. Mid to late 1990's	**40.** Very little/Hardly at all/ Only minor problems/Very few problems or issues
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING & WRITING (10 mks)
41. 30 metres/thirty meters
42. furniture
43. 6 metres/six meters
44. brushes
45. cooking
46. fuel/charcoal
47. ropes
48. water
49. hormones
50. (making) dynamite
NOTES: One mark each. Ignore grammar or spelling mistakes, provided that the response is clearly and convincingly correct.

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
9 – 10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
7 – 8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
5 – 6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
3 – 4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
1 – 2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited, and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the topic). OR Hardly any writing at all, or not written in English. OR Complete nonsense.	

ARRIVING AT FINAL SCORES

LISTENING 1; LISTENING 2; READING 1; READING 2; READING/ WRITING:
In these five 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 (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), 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 (Language & Task Achievement): 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:

RDG/ WRT 2 (Summary)		WRITING (Language...)		WRITING (Task Ach...)	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
6 / 5	5½	10 / 8	9	10 / 8	9
5 / 4	4½	8 / 6	7	8 / 6	7
4 / 3	3½	6 / 4	5	6 / 4	5
3 / 2	2½	4 / 2	3	4 / 2	3
2 / 1	1½	2 / 0	1	2 / 0	1
1 / 0	½	####	####	####	####

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

****

LISTENING 1 (10 mks)	
1. ○ muscle strains ● joint sprains ○ muscle tears	6. ● Pinched nerves ○ A cracked bone ○ A disc problem
2. ○ individual ○ team ● individual and team	7. ● before the age of 16 ○ between the ages of 16 and 35 ○ after the age of 40
3. ● brain ○ neck ○ spine	8. ● are afraid ○ do not listen ○ feel superior
4. ● at the hospital ○ on the field ○ at the sports centre	9. ○ a doctor ● the person himself ○ a coach
5. ○ playing rugby ● jumping on a trampoline ○ playing basketball	10. ○ use the correct equipment ○ stretch before any physical activity ● know your fitness level
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
10	– Has accurately recorded all (or very nearly all) the key points
8	– Has accurately recorded most of the key points.
6	– Has accurately recorded a reasonable number of key points.
4	– Has only recorded a limited number of key points.
2	– Has recorded very little accurate information.
0	*No attempt at the task:* EITHER Irrelevant. OR Hardly any writing at all, or not written in English. OR Complete nonsense

KEY POINTS

	– **(11)** 1,400 – **(12)** 1,500 – **(13)** big waves and storms
	– **(14)**Global warming – **(15)** 50%
	– **(16)** white – **(17)** downgraded
	– **(18)**coastal development/ illegal fishing / tourist activities/tourists/visitors – **(19)** pollution
	– **(20)** one/1

Notes: Markers should focus on the content of these points — not the exact wording, nor the quality of the language, nor the sequencing of the points under each heading.

READING 1 (10 mks)	
21. ● one year ○ two years ○ three years	26. ● the poverty cycle ○ educational issues ○ work related problems
22. ○ supportive attitude ○ intelligence ● experience of the world	27. ○ beginner ● intermediate ○ fluency
23. ● culture and tradition ○ Social Media ○ pollution	28. ● work overseas ○ help challenged students ○ teach languages
24. ● A ○ B ○ C	29. ○ French ● Mandarin ○ German
25. ○ model student ● true scholar ○ class leader	30. ● email ○ phone ○ fax
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (10 mks)	
31. Three/3 minutes	**36.** body is forced to work harder to stay warm
32. non-medical	**37.** because research has only been done on rats
33. to freeze cancer cells/warts/ to treat arthritis/to provide pain relief/to heal muscles/to relieve migraine/headaches	**38.** dementia and other forms of cognitive decline
34. pregnant women/ children/ people who suffer from blood pressure/blood pressure patients	**39.** 33%
35. relief for muscle pain/ increase the rate of healing	**40.** frostbite
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING & WRITING (10 mks)

41. 11th January 2022

42. Main Auditorium

43. Engineering/ structural engineering

44. Mrs. Galloway

45. Copyright Law

46. Exam hall

47. English Lecture Hall

48. Pronunciation and Accent Identification

49. (World of) Astronomy

50. Work place opportunities for 3rd level students

NOTES: One mark each.
Responses must be indicted clearly. Ignore grammar or spelling mistakes, provided that the response is clearly and convincingly correct.

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
9 – 10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
7 – 8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
5 – 6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
3 – 4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
1 – 2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.	

ARRIVING AT FINAL SCORES

LISTENING 1; LISTENING 2; READING 1; READING 2; READING/ WRITING: In these five 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 (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), 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 (Language & Task Achievement): 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:

RDG/ WRT 2 (Summary)		WRITING (Language…)		WRITING (Task Ach…)	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
6 / 5	5½	10 / 8	9	10 / 8	9
5 / 4	4½	8 / 6	7	8 / 6	7
4 / 3	3½	6 / 4	5	6 / 4	5
3 / 2	2½	4 / 2	3	4 / 2	3
2 / 1	1½	2 / 0	1	2 / 0	1
1 / 0	½	####	####	####	####

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.]