First Semester

English
(اللغة الانجليزية)
(Answers)

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WRITING (INFORMATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– Presents 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.
10	*Between the descriptor above and the descriptor below.*
8	-Presents 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.
6	*Between the descriptor above and the descriptor below.*
4	-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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (INTERACTIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:*
20	– Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)	
1. ○ France ● Belgium ○ America	7. ○ second ● fifth ○ twentieth
2. ○ adored ○ failed ● disliked	8. ● he finished university ○ he lost contact with Herge ○ his country was invaded
3. ● funny ○ serious ○ dramatic	9. ○ took photographs for magazines ● researched other cultures ○ wrote newspaper articles
4. ○ Comic writer ○ Editor ● Journalist	10. ● spoke to a friend ○ asked at a university ○ asked Chinese people
5. ○ realistic ● unfair ○ truthful	11. ● Belgium ○ the middle -East ○ China
6. ○ Chinese art ○ Belgium's education ● Chinese culture	12. ○ more racist ● a better writer ○ a kinder person
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)

Task 1

13.	Mobile phones , power tools, wireless headphones
14.	Excessive amounts of fresh water is needed /lagoons are running dry for flamingoes /high water consumption
15.	Putting profit above people /human rights riolations
16.	Child labor /inadequate training of workers/inadequate safety precautions /forced removal of villagers
17.	To cut corners
18.	Because some tunnels are too small for adults
19.	5%
20.	The materials poison the soil /the poisons are washed into water supplies

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

Task 2

	True	False
21.	○	●
22.	●	○
23.	●	○
24.	●	○
25.	○	●

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales:

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally, fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

Relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales:		
5	– Response is relevant, well-developed, and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language, which is lively, clear, and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language, which is usually clear, despite several inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language, which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language, which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language, which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively marked, right-or-wrong type. This consists of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section, students' responses to ten WH-questions each with a short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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., 1 out of 5, 2 out 10, or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#########	
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 (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: '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 Rating Scale.]

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WRITING (INFORMATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO: *'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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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2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (INTERACTIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: *'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
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18	*Between the descriptor above and the descriptor below.*
16	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
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READING 1(12 marks)	
1. ○ Sedalia ● Texarkana ○ Chicago	**7.** ● Maple Leaf ○ Manhatten ○ Peacherine
2. ○ minstrel ○ ragtime ● classical	**8.** ○ Booker T. Washington ● President Teddy Roosevelt ○ Arthur Marshall
3. ○ banjo and cornet ○ cornet and piano ● banjo, piano and cornet	**9.** ○ *Treemonisha* ○ *The Entertainer* ● *A Guest of Honour*
4. ○ 1868 ● 1893 ○ 1895	**10.** ● when his second wife died ○ immediately after his divorce ○ after his opera failed
5. ○ cornet	**11.** ● it had no financial backing
○ piano	○ he was mentally ill
● banjo	○ it was too jazzy
6. ● Texas Medley Quartette ○ Black Four Hundred ○ King of Ragtime	**12.** ○ *Maple Leaf Rag* ○ *Treemonisha* ● *The Entertainer*
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)			
Task 1		**Task 2**	
			True / **False**
13.	The 'Age of Exploration'.	**21.**	○ / ●
14.	Mesoamericans like the Incas /Aztecs/Olmecs (any one)	**22.**	● / ○
15.	Spice	**23.**	○ / ●
16.	The Rosetta Stone	**24.**	● / ○
17.	These objects belong to humanity/ Countries can't look after them/People could not see them/No proper facilities (any one)	**25.**	● / ○
18.	Activists/scholars/politicians (any one)		
19.	The children of the affected countries.		
20.	Provide expertise/funding/Apologise in public/Rewrite historical records (any one)		
Note: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. 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.		*Note: One mark each. Responses must be indicated clearly.*	

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(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
	• Individual markers should only award the marks mentioned in the Rating Scales. • SEE ALSO: *'ARRIVING AT FINAL SCORES' on page 7 of this Marking Guide.*	
5	– Response is relevant, well-developed, and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language, which is lively, clear, and largely accurate.	**10**
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2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)	
1. ○ consolidate memory ○ remove toxins ● cause depression	7. ○ type of pillow used ● amount of time spent screening ○ daily beverage consumption of a person
2. ○ immune system ● age ○ metabolism	8. ● Forty-four ○ Thirty-five ○ Twenty-four
3. ○ identify age group sleeping requirements ● carefully evaluate their sleep patterns ○ follow sleep expert guidelines	9. ● more ○ the same number of ○ less
4. ○ never take a nap ○ take a nap every day ● take an occasional nap	10. ● immediate environment ○ daily activity ○ mental state
5. ○ is beneficial for your overall health ● does not compensate for a lack of sleep ○ indicates that you are healthy	11. ○ the time we go to bed ○ our daily physical activities ● the time we wake up
6. ○ spend less time in bed ● develop a pre-bed relaxing routine ○ exercise to promote sleep	12. ● read a book and listen to soft music ○ using his cell phone ○ exercise before going to bed
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)				
Task 1		**Task 2**		
			True	**False**
13.	Tisenjoch Pass/Otzal Valley/ Austria	**21.**	●	○
14.	They thought it was the body of a mountaineer	**22.**	○	●
15.	By helicopter	**23.**	●	○
16.	It reveals a lot about Neolithic Europe/ Chalcolithic period	**24.**	○	●
17.	From radiocarbon analysis	**25.**	●	○
18.	axe/ bow/ quiver/ knife/ flint flake			
19.	He spent a life around open fires			
20.	accident/ weather exposure/ fall			
Note: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (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.		*Note: One mark each. Responses must be indicated clearly.*		

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales: • SEE ALSO: *'**ARRIVING AT FINAL SCORES'** on **page 6** of this Marking Guide.*

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales: • SEE ALSO: *'**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.*		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
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3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type. This consists of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.

READING 2: In this section, students' responses to ten WH-questions each with a short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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. 1 out of 5, 2 out 10, or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#########	
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 (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: '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 Rating Scale.]