

الفصل الدراسي الأول

اللغة الانجليزية (مهارات)
(الصف الثاني عشر)

(نموذج الاجابة)



GENERAL EDUCATION DIPLOMA
ENGLISH LANGUAGE 'ELECTIVE'
SEMESTER ONE, 2023/2024, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 70
page 1 of 8

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.	☐		☒
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .			

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>340/341</u> 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>
<i><u>Note:</u> One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

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

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

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	<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	– 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.
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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	<u>No attempt at the task</u>: 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 <u>both</u> the picture <u>and</u> 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:

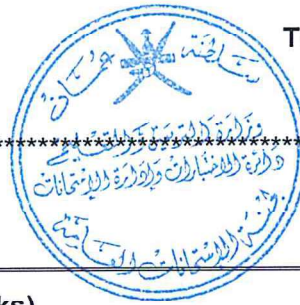
- 1) Acceptable differences: If — as in most cases — the difference between the two scores is small, i.e., just **one level**, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [Note: However, if, 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:**

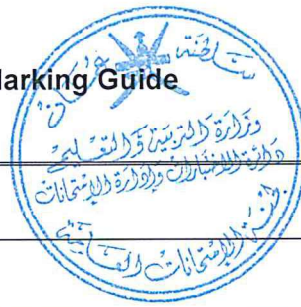
WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
15 / 12	13½	10/8	9
12 / 9	10½	8/6	7
9 / 6	7½	6/4	5
6 / 3	4½	4/2	3
3 / 0	1½	2/0	1

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.]



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.	☐	☒	
<u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u> .			



LISTENING 2 (10 mks)

Task One

Headings	Key Information
Sources	- Superfoods are mostly (11) <u>plant (fruit and vegetables/health)</u> -based foods that are rich in compounds such as antioxidants and fibres.
Definition	- The word 'Superfood' is just a (12) <u>marketing/selling</u> 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) <u>mental/brain</u> and physical health. - Can reduce symptoms of anxiety, (14) <u>stress</u>, and depression. - Vital functions of the (15) <u>brain/body/organs</u> 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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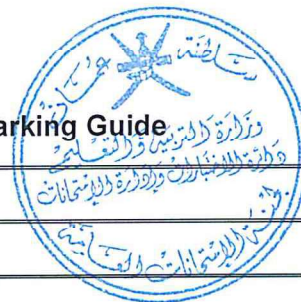
- (a) Certain key letters **must** be included.
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READING 1 (12 mks)	
Task One	Task Two
21. in 1994 / nineteen ninety-four 22. 16-25/sixteen to twenty-five 23. Westminster 24. build self-confidence/mental well-being/provide training/give them skills/support disadvantaged people 25. their challenges/concerns/hopes 26. to find jobs/ Build positive future 27. 9 / nine months	28. 10 / ten 29. photographers 30. film 31. Yearly/annually/every year 32. 5 / five
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

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
<i>Notes: One mark each. Responses must be indicated clearly.</i>			



READING 2

Task Two

41. B

42. D

43. F

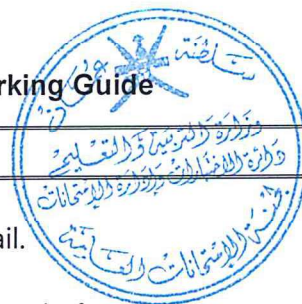
44. A

45. E

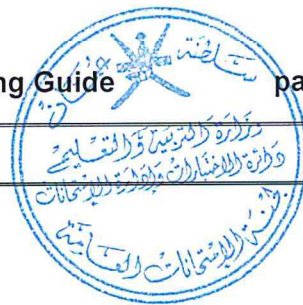
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WRITING 2 (10 mks)	
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LISTENING 1 (10 mks)

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	
<u>Headings</u>	<u>KEY POINTS</u>
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)
<i>Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

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
<u>Notes:</u> One mark each. <u>Notes:</u> 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 pronounciation. (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 <u>not more than four words</u>. (Note: When counting the words, do <u>not</u> 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 <u>convincing</u> and <u>clearly correct</u>, 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 22. 2011 23. Three/ 3 24. Taste and presentation 25. Third stage/ Signature dish 26. 15-20 minutes 27. Offsite/In a restaurant	28. September 29. Two /2 30. basic 31. fourth / Imitation 32. establish (their own) restaurants
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

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.

WRITING (GENERAL NOTES)

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WRITING 2 (10 mks)	
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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
9 / 6	7½	6/4	5
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.]

