نموذج إجابة الامتحان الرسمي الفترة الصباحية

التواصل الاجتماعي بحسب الصف العاشر

روابط مواد الصف العاشر على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف العاشر والمادة لغة انجليزية في الفصل الثاني

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LISTENING 1 (7 mks)		
1. ⚪ nine	⚫ ten	⚪ eleven
2. ⚪ Qatar	⚪ UAE	⚫ London
3. ⚪ his relatives	⚫ his friends	⚪ teenagers
4. ⚪ shoes	⚫ sports cloths	⚪ glasses
5. ⚪ time	⚪ receiving products	⚫ money
6. ⚫ parents	⚪ school	⚪ government
7. ⚫ open a shop	⚪ design another application	⚪ get more customers

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

LISTENING 2 (8 mks)	
Task one	
8. 1987	*Notes*: (i) *One mark each.*
9. teaching / (English) teacher	*(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.*
10. On a train / Scotland / while travelling	*(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.*
11. 5 years/ five years	

Task Two

	True	False
12.	⚪	⚫
13.	⚫	⚪
14.	⚪	⚫
15.	⚫	⚪

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

VOCABULARY　(5 mks)			

1.	⚪ communication	⚫ transport	⚪ marketing	⚪ dehydration
2.	⚪ height	⚪ length	⚫ speed	⚪ width
3.	⚪ climaxes	⚫ destinations	⚪ resolutions	⚪ sources
4.	⚪ developed	⚪ increased	⚫ reduced	⚪ supported
5.	⚪ active	⚪ anxious	⚪ balanced	⚫ dizzy

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

GRAMMAR 1　(2.5 mks)									
	so	what	therefore	am	use	of	will	who	used	as
1.	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚫
2.	⚪	⚫	⚪	⚪	⚪	⚪	⚪	⚪	⚪	⚪
3.	⚪	⚪	⚪	⚫	⚪	⚫	⚪	⚪	⚪	⚪
4.	⚪	⚪	⚪	⚪	⚫	⚪	⚪	⚪	⚪	⚪
5.	⚪	⚪	⚪	⚪	⚪	⚪	⚫	⚪	⚪	⚪

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRAMMAR 2　(2.5 mks)			

6.	⚪ no one	⚪ everyone	⚫ someone	⚪ anyone
7.	⚪ calls	⚫ called	⚪ calling	⚪ call
8.	⚫ will drive	⚪ drive	⚪ drives	⚪ drove
9.	⚪ How many	⚪ How much	⚪ How long	⚫ How often
10.	⚫ that	⚪ who	⚪ which	⚪ where

Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.

READING 1 (10 mks)

Task One

1.	⬭ space crash	⬭ space pollution	⬤ space radiation
2.	⬭ 1986	⬭ 2007	⬤ 2009
3.	⬤ space funding	⬭ space pollution	⬭ space accidents
4.	⬭ China	⬭ Russia	⬤ The US
5.	⬭ Death and hunger	⬤ asteroids and comets	⬭ Shuttles and missiles
6.	⬤ unemployment	⬭ investments	⬭ economy

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

Task Two

7. *Columbia*

8. *orbital graveyard*

9. *military*

10. *dangerous / unsafe / risky   (any other adjectives that have the same meaning)*

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

READING 2 (10 mks)
Task One

11.	Asolo / Italy
12.	because of an illness / she was sick
13.	nurse
14.	Seven / 7
15.	1927
16.	75 years old

Task Two

	True	False
17.	⬭	⬬
18.	⬬	⬭
19.	⬬	⬭
20.	⬭	⬬

Notes: One mark each.

Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.   (ii) In general, apply the '<u>not</u> <u>more</u> <u>than</u> <u>four</u> <u>words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously</u> <u>correct</u> answers.

Qs 17-20: Responses must be indicated <u>clearly</u>.

	WRITING 1 (5 mks)
5	_ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.

3	– Manages to present relevant information, but only in a somewhat
	   limited way.
	-Minimal use of details and examples.
	–Writing is not well-structured, but is still reasonably clear and
	   coherent.
	– A limited range of grammar and vocabulary with a reasonable level of accuracy.

2	– Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – Writing is poorly-structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
1	– Presents very little relevant information indeed. _ No use of details and examples. – 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 topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

	WRITING 2 (10 mks)
10	– Message to the intended reader(s) is <u>very</u> <u>clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
8	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
6	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. –Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
4	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
2	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	<u>*No*</u> <u>*attempt*</u> <u>*at*</u> <u>*the*</u> <u>*task*</u>*:* <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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.]