

تجميع اختبارات نهائية لمادة مهارات اللغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-06-07 19:07:49

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: خالد بن سالم الجابري

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج
العمانية على
فيسبوك

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الثاني

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برزنتيشنات متنوعة الخداع البصري والعمل التطوعي والفضاء والتنمر وجزر المالديف وأهمية القانون	2
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تجميع إختبارات نهائية

العام الدراسي 2025\2026

مادة مهارات لغة إنجليزية (الصف الحادي عشر)



تجميع : خالد بن سالم الجابري

(معلم مادة العلوم 5,6 في تميز أكاديمي)

أستاذ خالد

تميز أكاديمي



أرقام التواصل

76941321 76696447 77144048



ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Academic Year _ 2024/ 2025

Semester Two _ First Session

Name			
School		Class	

Write your answers on the Test Paper

Total Marks: 60

Time: 2½ hours

Pages: 12

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	20				
READING	20				
WRITING 1	10				
WRITING 2	10				
TOTAL	60				

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear a conversation between **a customer and a shop assistant**.

Task One: Listen, and shade in the bubble next to the correct option.

1. The customer is looking for a gift for her sister's _____.
 wedding birthday graduation

2. The shop assistant suggested that the customer _____ to find a suitable gift.
 check Instagram ask a friend walk around the shop

3. The customer said that her sister's favourite products are _____.
 skincare items watches clothes

4. The customer decided to buy a handbag from the _____ brand.
 Coach Michael Kors Kate Spade

5. The available colour for the handbag is _____.
 beige black pink

6. The cost of the handbag is _____ with the special offer.
 \$180 \$200 \$250

Task Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. The shop offers free gift wrapping and a personalized note.	<input type="radio"/>	<input type="radio"/>
8. The gift will be ready in 10 minutes.	<input type="radio"/>	<input type="radio"/>
9. The customer will pay in cash.	<input type="radio"/>	<input type="radio"/>
10. The customer is happy about the shop service.	<input type="radio"/>	<input type="radio"/>
		<input type="text"/>

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about **the Alhambra Palace**.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

11. How old is the Alhambra Palace?

12. Who built the Alhambra Palace?

13. Why did some people disagree with building the Alhambra Palace?

Because _____

14. How long did it take to build Alhambra Palace?

15. Which famous parts of the Alhambra visitors can visit? (List one)

16. What are the walls of the Alhambra Palace decorated with? (List one)

Part Two: For each item, complete the missing words (**not more than TWO WORDS**).

<p>(17) The Nasrid dynasty rule of the country ended in _____.</p>	<p>(18) Alhambra became a royal palace for the Spanish kings and their _____.</p>
<p>(19) The Alhambra is more visited than Prado _____ in Madrid.</p>	<p>(20) The best time to visit Alhambra Palace is in spring or _____.</p>

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text. Then complete the tasks.

Dear Mr. Rashid Ali,

Director of Oman Radio,

I am pleased to propose a podcast series that celebrates the lives and works of some of the most influential authors in modern Arabic literature. The podcast consists of six episodes, but you might consider increasing the number after the first season. Each episode will be about one famous writer such as Naguib Mahfouz, Taha Hussein and others whose writings have shaped Arab culture across generations.

I recommend that the first episode be about Tayeb Salih (1929-2009). He is widely regarded as one of Sudan's most respected writers. The episode will cover Salih's early life in Sudan where he was born in Al-Obeid village. He was strongly connected to local Sudanese traditions which had a big influence on how he saw the world. His move to Egypt to study at Cairo University in 1949 was significant because he was introduced to Western ideas that affected his later works.

Tayeb Salih wrote several novels and short stories, which have been translated into more than thirty languages. However, his novel *Season of Migration to the North* in 1966 is the most successful one. He spent about four years writing this novel which explores the clash between tradition and modernity. The story is about a Sudanese man named Mustafa Saeed who moves between Sudan and England and discovers the cultural differences between the two societies.

Another important piece of Salih's work that I suggest including in the podcast is *The Doum Tree*. This short story is the first book written by Salih and it was published in 1960. The story takes place in a small Sudanese village where locals have deep connections to an old tree. In the story, the government wants to remove the tree to build a new school, but the villagers strongly refuse. This conflict between old beliefs and new ideas in the modern world is a common theme in his works.

Tayeb Salih received wide recognition for his literary achievements. His novel *Season of Migration to the North* was named the 'greatest Arabic novel of the 20th century' by the Arab Literary Academy in 2001. It was also turned into a film in 2008. His influence on Arabic culture was so deep. Therefore, Mirghani Cultural Centre launched the al-Tayeb Salih Prize for Literature in his honour in 2002. Tayeb Salih died in London in 2009 at the age of 80 after a long illness.

READING 1 (continued)

Finally, I hope you find this proposed radio program worthy of consideration. I would suggest that the second episode focus on the Omani famous writer, Jokha Alharthi. I run a podcast called *Books & Young Minds* and I would be happy to cooperate with Oman Radio on this project.

I look forward to your reply.

Best regards,

Alia Saif

Task One: For each item, write a short answer (not more than **FOUR WORDS or A NUMBER**).

1. What is Mr. Rashid Ali's position?

2. Where was Tayeb Salih born?

3. Why was Salih's studying in Egypt very important?

Because _____

4. How long did it take Salih to write '*Season of Migration to the North*'?

5. When was Salih's first work published?

6. Who selected '*Season of Migration to the North*' the greatest Arabic novel?

READING 1 (continued)

Task Two: For each item, complete the missing words (**not more than TWO WORDS**).

7. The podcast will include _____ episodes.

8. Tayeb Salih died in 2009 in _____.

9. Alia Saif recommends the second episode of the podcast be about _____.

10. The writer has a podcast named _____.

READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

Thomas Edison

(1) Thomas Edison was born on February 11, 1847, in the United States. When he was a child, he struggled in school because his reading was slow due to dyslexia. His teachers mistakenly thought he was just careless. They failed to support his unique way of learning, as a result, he felt depressed and increasingly disconnected from school life. Fortunately, his mother, Nancy Edison, recognized his **potential** and decided to educate him at home. She encouraged his passion for science and invention.

(2) His mother continued teaching him at home because she could not afford a tutor. From a young age, Edison had to work to help support his mother and siblings. He sold newspapers and home-made snacks on the train between Port Huron and Detroit. Despite of such conditions, he managed to read books and carry out simple experiments during his spare time. These early experiences helped shape his future.

(3) As Edison grew older, his keen interest in inventing became stronger. At the age of 11, he sat up a small laboratory in the basement of his home, using basic tools and chemicals he bought with his own earnings. His first invention was an electric vote recorder in 1869. It was designed to speed up vote counting in government offices. However, officials refused to change their system and rejected the device, so his first invention failed to get attention and was almost unknown.

(4) But Edison was determined and never gave up. In 1872, he left his hometown and moved to New York City. At that time, the large American city still used gas lamps for lighting which were extremely **hazardous** and gave poor light. This problem inspired Edison to find a solution to help the New Yorkers. So, in 1879, he invented the first light bulb. This most well-known invention has transformed the world forever by enabling people to light their homes and streets.

(5) Edison continued to invent important technologies, including the phonograph which is considered the first machine to record and play sound. Most importantly, he invented the first electric power station which provided New York City with electricity. However, this invention caused Edison a conflict with other scientists like Nikola Tesla who disagreed with Edison's idea for using direct current (DC) for electricity. Their disagreement is known as the 'War of Currents'.

(6) By the time of his death in 1931, Thomas Edison had over 1,000 patents that transformed the way people lived. These patents included famous inventions like the electric pen, the motion picture camera, the storage battery, and many others. He is remembered as the greatest inventor in modern history.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. Thomas Edison struggled in school because of his _____.
- carelessness dyslexia depression
12. The word **potential** in paragraph (1) means _____.
- ability weakness enthusiasm
13. Edison's first invention was in _____.
- 1869 1872 1879
14. Edison's invention which did not get enough attention was the _____.
- electric pen storage battery vote recorder
15. The word **hazardous** in paragraph (4) means _____.
- old dangerous safe
16. The invention of the _____ caused an argument known as the 'War of Currents'.
- phonograph light bulb power station

READING 2 (continued)

Task Two: Match the four paragraphs on the left with the sub-headings in the box.
 (There are **THREE** extra sub-headings in the box)

Paragraphs

- 17. Paragraph **2** is about _____
- 18. paragraph **3** is about _____
- 19. Paragraph **5** is about _____
- 20. Paragraph **6** is about _____

Sub-headings

A. Snack sales on trains
B. Edison’s early school life
C. Setting up a laboratory
D. Nikola Tesla disagreement
E. The invention of the light bulb
F. Edison marriage
G. The end of Edison’s life

**READING
SCORE**

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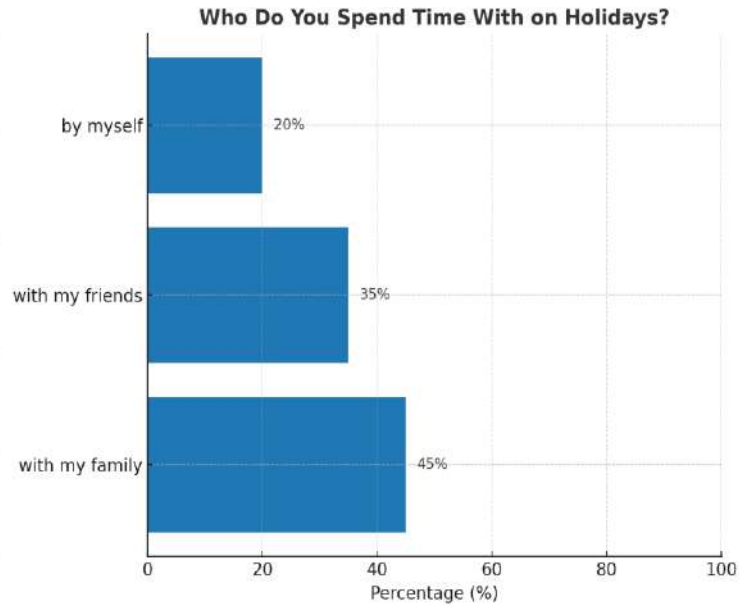
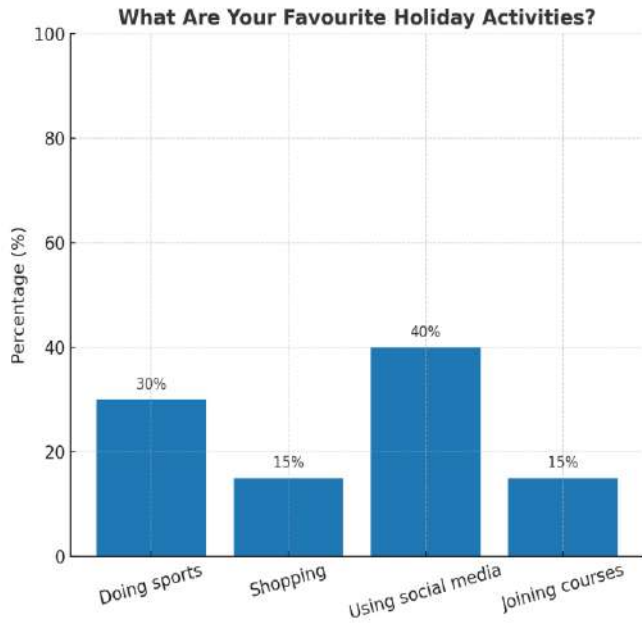
20

WRITING 1

(10 marks)

Complete the following task. Write **at least 100 words**.

Survey report: In a survey, 200 Omani teenagers were asked 'Who do you spend time with on holidays?' and 'What are your favourite holiday activities?' Use the information in the charts to write a report.



Your writing should be **clear** and **well-organised**



LISTENING SCRIPT GRADE 11 ‘ELECTIVE’ SEMESTER TWO_ FIRST SESSION (2024/2025)

LISTENING 1

(...a conversation between a customer and a shop assistant)

<i>Customer:</i> <i>female</i>	Hi! I'm looking for a gift for my sister, but at a reasonable price.
<i>Shop Assis:</i>	Sure! May I ask what is the gift for? I mean is it her wedding, graduation, or something else?
<i>Customer:</i>	It's her birthday . She's turning 25 this weekend.
<i>Shop Assis:</i>	I see! Do you already have something in mind for the gift?
<i>Customer:</i>	Not yet. I've checked your Instagram account to see all the options you have, but I couldn't decide. My friend said that it's better if I come to the shop and see the products in person.
<i>Shop Assis:</i>	Well, in that case, I suggest that you walk around the shop for a few minutes. You might find a suitable gift.
<i>Customer:</i>	Thanks, I will. My sister is addicted to shopping—she loves classic watches and, of course, fashion clothes. But her favourite products are always skincare items .
<i>Shop Assis:</i>	You can find many skincare options over there.
<i>Customer:</i>	Yes, I can see them—but I think I'd rather buy her a handbag this time.
<i>Shop Assis:</i>	Well, handbags are always a great choice! We have top handbag brands like Michael Kors, Kate Spade, and Coach — And you're lucky—they're all on sale for a limited time!
<i>Customer:</i>	Great! but if I'm not mistaken, her current handbag is from Coach, so I think I'll buy her Kate Spade handbag.
<i>Shop Assis:</i>	Kate Spade is a great brand! But what colour do you prefer?
<i>Customer:</i>	I think I'll go for beige.
<i>Shop Assis:</i>	I'm sorry, it's unavailable. This handbag model comes in only two colours: pink and black — but at the moment, even pink is out of stock.
<i>Customer:</i>	That's okay — I'll take the black one. How much does it cost?
<i>Shop Assis:</i>	The regular price is between \$200 and \$250, but with our special offer, the handbag will cost you just \$180.
<i>Customer:</i>	That's a real bargain!
<i>Shop Assis:</i>	It's indeed. Our shop also offers free gift wrapping and a personalized note as well.
<i>Customer:</i>	I really appreciate that.. I'm sorry but I've just remembered that I need to make a quick call. I'll come back in about 10 minutes.
<i>Shop Assis:</i>	Sure, madam! Your gift will be ready in just 5 minutes. We'll be waiting for you to finish your call.
<i>Customer:</i>	Thanks. And one more thing. I will pay with a credit card as I don't have any cash with me right now.
<i>Shop Assis:</i>	No problem. And if you don't mind, we'd really appreciate it if you could rate our service on the app store.
<i>Customer:</i>	Absolutely! You deserve a 5-star rating for your excellent service.
<i>Shop Assis:</i>	Thank you so much.

LISTENING 2

(...a talk about the Alhambra Palace)

The Alhambra Palace is probably the most famous Islamic building in Spain. It's almost **800** years old. It represents an amazing example of Andalusian architecture. This palace was built by **Ibn al-Ahmar** who ruled from 1238 to 1273. The name "Alhambra" means "The Red One" in Arabic. It was called that because its walls look red when the sun goes down. The palace was the official government center, where the rulers controlled the whole country. But some people disagreed with building the palace because it was very **expensive**.

It's estimated that the building of the Alhambra Palace took **12** years. The Alhambra was not just a palace but also a small city and a fortress. It was home to the Muslim rulers of Granada and their advisors and ministers as well. The palace includes many famous parts which tourists can visit like beautiful **gardens**, and old **mosques**.

One of the most impressive features of the Alhambra is its wonderful decoration. The columns are covered with Arabic writings, geometric patterns, and floral designs. These decorations show the great skill of the artists and architects of that time. The walls are also beautifully decorated with **wood** and colorful **tiles**.

.....

The Alhambra Palace was the official center of the Nasrid dynasty, which ruled parts of Spain for about 200 years. The Nasrid dynasty rule of the country ended in **1492**. After that, King Ferdinand and his wife Queen Isabella decided to make the Alhambra as the royal palace for the Spanish kings and their **families**. Unfortunately, over the years, parts of the palace were changed, and some areas were damaged.

Today, the Alhambra is a UNESCO World Heritage Site. It's also Spain's most visited tourist attraction. Last year, the Alhambra Palace received over two million visitors from around the world. This means that the Alhambra Palace is even more visited than the famous Prado **Museum** in Madrid.

Visitors should book tickets in advance because the number of visitors allowed to enter the place is limited each day. The palace is open to visitors all year. However, it's recommended that the best time to visit it is in spring or **summer**. Finally, the Alhambra Palace is one of those rare places that everyone should experience and visit at least once in their lifetime.



**GRADE ELEVEN
MARKING GUIDE**

ENGLISH LANGUAGE 'ELECTIVE'

TOTAL MARKS: 60

SEMESTER TWO, 2024/2025, FIRST SESSION

page 1 of 7

LISTENING 1 (10 mks)			
Part One			
1.	<input type="radio"/> wedding	<input checked="" type="radio"/> birthday	<input type="radio"/> graduation
2.	<input type="radio"/> check Instagram	<input type="radio"/> ask a friend	<input checked="" type="radio"/> walk around the shop
3.	<input checked="" type="radio"/> skincare items	<input type="radio"/> watches	<input type="radio"/> clothes
4.	<input type="radio"/> Coach	<input type="radio"/> Michael Kors	<input checked="" type="radio"/> Kate Spade
5.	<input type="radio"/> beige	<input checked="" type="radio"/> black	<input type="radio"/> pink
6.	<input checked="" type="radio"/> 180\$	<input type="radio"/> 200\$	<input type="radio"/> 250\$
Part Two			
	True		False
7.	<input checked="" type="radio"/>		<input type="radio"/>
8.	<input type="radio"/>		<input checked="" type="radio"/>
9.	<input type="radio"/>		<input checked="" type="radio"/>
10.	<input checked="" type="radio"/>		<input type="radio"/>
<i>Note: One mark each. Responses must be indicated <u>clearly</u>.</i>			

LISTENING 2 (10 mks)

Part One

11. 800 years
12. Ibn al-Ahmar
13. it was expensive.
14. 12 years
15. Gardens/ Mosques (accept one of them)
16. wood / tiles (accept one of them)

Part Two

17. 1492
18. families
19. Museum
20. summer

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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. (e.g. accept but not)

(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 (10 mks)

Task One

1. Director of Oman Radio
2. Al-Obeid/ Sudan (both are accepted answers)
3. he was introduced to Western ideas
4. Four years/ 4 years
5. 1960
6. the Arab Literary Academy

Task Two

7. six
8. London
9. Jokha Alharthi
10. Books & Young Minds

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

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(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.

READING 2 (10 mks)

Task One

11. carelessness dyslexia depression
12. ability weakness enthusiasm
13. 1869 1872 1879
14. electric pen storage battery vote recorder
15. old dangerous safe
16. phonograph light bulb power station

Task Two

17. A
18. C
19. D
20. G

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 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Summarise the information fully and clearly. – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	<ul style="list-style-type: none"> – Summarise the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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.
6	<ul style="list-style-type: none"> – 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.
4	<ul style="list-style-type: none"> – Expresses 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.
2	<ul style="list-style-type: none"> – 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	<p><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.</p>

ARRIVING AT FINAL SCORES

LST1/ RDG2a: 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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Academic Year _ 2024/ 2025
Semester Two _ Second Session

Name			
School		Class	

Write your answers on the Test Paper	Total Marks: 60
Time: 2½ hours	Pages: 11

ELEMENT		Marks		Signature with Name	
		In Numbers	In Words	First Marker	Second Marker
LISTENING	20				
READING	20				
WRITING 1	10				
WRITING 2	10				
TOTAL	60				

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear a conversation between **Ahmed and Sara**.

Task One: Listen, and shade in the bubble next to the correct option.

1. Sara uses _____ when paying for bigger expenses.
 credit card cash online payment
2. To check the exchange rates, Sara prefers _____.
 exchange market banks applications
3. Sara avoids overpaying by _____.
 reading reviews using cash asking locals
4. For dining, Sara _____.
 eats at restaurants tries street food orders online
5. If the place is _____, it is a good sign for the safety of the food.
 clean crowded popular
6. Sara books _____ in advance.
 attraction tickets hotel rooms transportation

Task Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. Travelling with a group can save money.	<input type="radio"/>	<input type="radio"/>
8. Sare usually uses taxi while travelling.	<input type="radio"/>	<input type="radio"/>
9. Sara collects points through her airline loyalty programs.	<input type="radio"/>	<input type="radio"/>
10. Sara has a little extra money for emergencies while travelling.	<input type="radio"/>	<input type="radio"/>
	<div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>	

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about **the process of making chocolate**.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

11. Which country is the top producer of cocoa beans?

12. How are cocoa beans first collected?

By _____

13. Why is the process of fermentation of cocoa beans important?

To _____

14. Where are the cocoa beans dried?

15. What temperature is used to roast cocoa beans?

16. Which ingredient is added to make dark chocolate?

Part Two: For each item, complete the missing words (**not more than TWO WORDS**).

<p>(17) The purpose of mixing chocolate is to improve its _____.</p>	<p>(18) The chocolate is poured into _____ and allowed to cool.</p>
<p>(19) In Belgium, chocolate is decorated with unique ingredients like _____.</p>	<p>(20) The global chocolate industry is worth over _____ billion dollars.</p>

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text. Then complete the tasks.

Dear Customer Support,

I am writing to express my disappointment and frustration with a car I recently purchased through your online platform. The car which I ordered on 10th November, 2024 and received on 14th, January, 2025. After only a few days of driving, I encountered a series of issues that have made the car practically unusable.

When I started the car for the first time, I heard strange noises. At the beginning, I thought it was just a simple issue that might resolve itself, but it has increasingly gotten worse. The noise is not only annoying but also concerning. Then I discovered that sound is from the engine. I took the car to a mechanic, and he confirmed that the engine has serious issues that would require expensive repairs. This is completely unacceptable, as I was assured the car was in good condition when I made the purchase.

In addition to the engine problem, the air conditioning is not working as it should. On a hot day recently, I tried to use it, but it did not blow any cold air, making the car extremely hot and uncomfortable. I expected the car to be in full working order from the start, but that was not the case. This issue with the AC has happened three times since I bought the car.

Moreover, I noticed that the car's interior did not match the description on your website. The photos you sent through WhatsApp appeared to be edited using photo-editing software, which made them look misleading. They showed a clean interior with premium materials. However, when I received the car, I found that the seats were heavily worn, and the roof was stained in several places. The car also had a strong, unpleasant smell inside, which suggests that it may not have been properly cleaned before being sold.

The final issue I faced was with the car's transmission. The gears seem to be slipping when shifting, causing the car to shake, and making the driving experience extremely uncomfortable. This makes the car not only unreliable but also potentially dangerous to drive, as sudden shaking can affect the car's stability.

I am extremely dissatisfied with this purchase and would like to request an immediate replacement with a vehicle in proper working condition. Please let me know how to proceed with the exchange process. I have attached photos of the car's issues for your reference, including the damaged seats, the engine, and the air conditioning unit.

I look forward to hearing from you soon and hope that this issue can be fixed soon.

Sincerely,

Nasser

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. When did Nasser buy the car? (year)

2. What was the first problem Nasser noticed in the car?

3. Where was the car taken for inspection?

4. How many times did the car's AC system stop working?

5. How did Nasser receive the photos of the car?

6. What is Nasser requesting from the customer support?

Task Two: For each item, complete the missing words (**not more than TWO WORDS**).

7. Nasser was assured the car was in a good _____ before buying it.

8. The air conditioner system failed to _____ cold air.

9. The _____ was stained in many places.

10. Car's shaking during driving could affect its _____.

READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

The Ingenious

(1) Zayd was born in the city of Baghdad around 820 AD during the golden age of the Abbasid Caliphate. He had a keen mind and a passion for solving problems. By the age of 12, he began studying mathematics and engineering under the guidance of famous scholars at the House of Wisdom. In 840 AD Zayed designed his first working mechanical devices. He was known for his creative solutions to everyday challenges and by 850 AD he was widely recognized throughout Baghdad.

(2) When Zayd was a teenager, his father, a skilled carpenter, taught him the art of crafting. Zayd, however, was always trying to add something more to every project. He would look at a simple table or chair and think, 'How could this be made better?' His curiosity led him beyond woodworking—he started exploring metalworking, learning how to shape and join metal parts with the same care his father used on wood. Over time, he became passionate about designing machines, using both wood and metal to create inventions that combined the beauty of craftsmanship with the power of engineering.

(3) A terrible drought struck the region for a couple of years, and the villagers struggled to find enough water to survive. Zayd knew that something had to be done to help them. Determined to make a difference, he began experimenting with various materials and mechanisms. After countless trials, Zayd designed a machine that could extract water from deep underground. This invention 'waterwheel' used a simple but effective system of pulleys, levers, and gears that could lift water from wells to the surface. It helped provide villages with enough water to store it for future use.

(4) Zayd didn't stop there. He developed an early version of a mechanical clock, which was considered revolutionary at the time. It used a complex system of weights and pulleys to measure time accurately. Zayd's clock was so **precise** that it could measure minutes, an achievement that no one in the region had accomplished before. Scholars and scientists traveled from far to study Zayd's inventions and learn from his genius.

(5) As the years went by, Zayd's inventions continued and ranged from farming tools to new ways of transporting goods across the desert. Despite his success, Zayd remained humble. He believed that knowledge should be shared and used to improve the lives of others. His inventions were not for profit, they were for the development of society. He became known as 'The Ingenious,' over Baghdad. He spent his later years teaching younger generations of inventors and sharing his knowledge freely.

(6) He died at the age of 75. Zayd's contributions left an **enduring** mark on history. His creations helped to shape the future of engineering, mechanics, and agriculture in the Arab world. Even today, Zayd continues to inspire all inventors and engineers.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. The first mechanical device designed by Zayed was in _____ AD.

820

840

850

12. Zayd's father taught him how to work with _____.

wood

metal

machines

13. Waterwheel invention was used to _____ water.

measure

lift

find

14. The word **precise** in paragraph 4 means _____.

difficult

expensive

accurate

15. Zayd's work and inventions were to _____.

make profit

develop society

gain fame

16. The word **enduring** in paragraph 7 means _____.

permanent

forgettable

temporary

READING 2 (continued)

Task Two: Match the four paragraphs on the left with the sub-headings in the box.
 (There are **THREE** extra sub-headings in the box)

Paragraphs

17. Paragraph 1 is about _____

18. Paragraph 2 is about _____

19. Paragraph 4 is about _____

20. Paragraph 5 is about _____

Sub-headings

A. Zayd’s father carpentry skills
B. Zayd birthplace
C. Mechanical clock
D. Waterwheel invention
E. Teaching younger inventors
F. His marriage
G. Zayd’s death

**READING
SCORE**

20

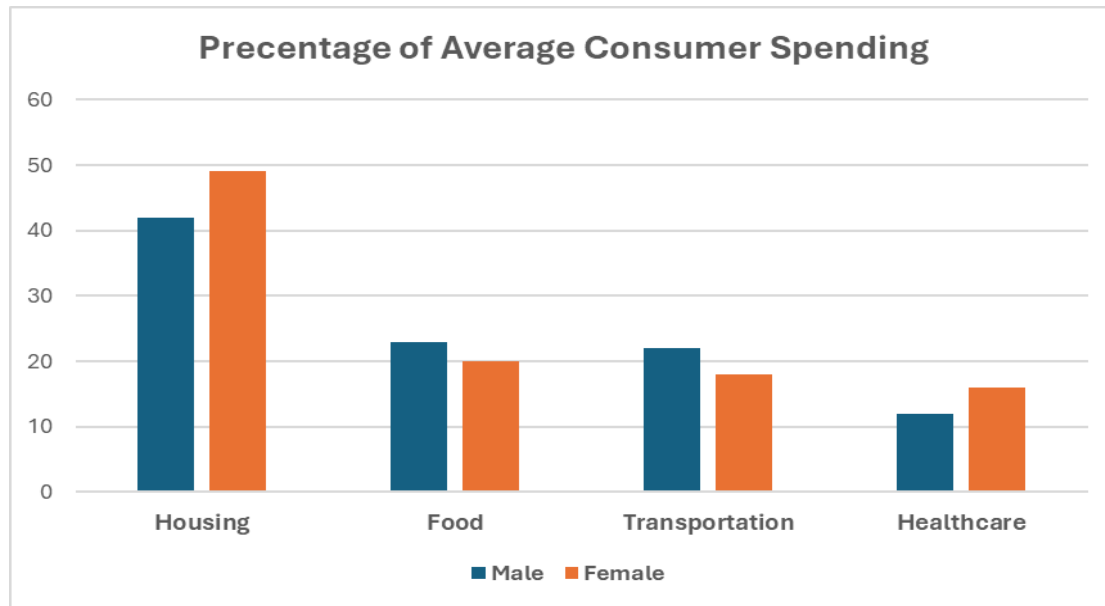
WRITING 1

(10 marks)

Complete the following task. Write **at least 100 words**.

Survey report: In a survey for a famous shopping magazine, consumers were asked about their spending in 2024. The chart below shows the results of male and female consumers average spending.

Summarize the information in the chart by selecting and reporting the main features and make comparisons where relevant.



Your writing should be **clear** and **well-organised**.

LISTENING 1

You are going to hear a conversation between Ahmed and Sara.

Ahmed: Hey Sara, I know you love to travel. How do you usually manage your money when you're travelling?
Sara: I like to plan ahead. I set a daily budget, but I also keep some extra money aside for emergencies or unexpected things.
Ahmed: Do you prefer carrying cash or using a card while traveling?
Sara: I carry both. I have some local currency for small purchases, but I only use my credit card for bigger expenses.
Ahmed: What about the exchange rates?
Sara: I always check the exchange rates through using applications that give me real-time rates. I don't go to exchange markets or the banks.
Ahmed: Do you think spending money on local tours is worth it?
Sara: Absolutely! I think it's essential. While souvenirs are fun, memories and experiences are what stay with you.
Ahmed: I totally agree. But sometimes, I feel like I might be overpaying for things. How do you avoid that?
Sara: I do a little research on the regular costs before I arrive. And if I'm not sure about something, I ask local people as I don't trust online reviews.
Ahmed: Regarding dining, where do you eat while traveling?
Sara: Some people order online, and others eat in luxury restaurants. For me, street food is the best option as it is a part of the country's culture.
Ahmed: I've heard that street food can be amazing. Do you ever worry about safety or hygiene?
Sara: Even if the place looks crowded or popular, it doesn't mean it is healthy. You must choose clean areas. It's usually a good sign.
Ahmed: Do you usually stick to your budget during the trip?
Sara: I try to, but I do allow for some flexibility.
Ahmed: That's a good tip. Do you think it's better to book everything in advance?
Sara: I only book hotel rooms in advance, but I prefer to choose transportation and attraction tickets when I arrive.
Ahmed: Do you usually try to negotiate when buying things in markets?
Sara: I do, especially in local markets.
Ahmed: What about traveling with a group? Does it affect how you spend?
Sara: Yes , traveling with a group can save a lot of money.
Ahmed: And how about transportation? Do you prefer taxis, public transport, or rental cars?
Sara: I usually go by public transport . It's cheaper and more convenient, but I'll take a taxi only if I'm in a hurry.
Ahmed: Do you ever use loyalty points or rewards when you travel?
Sara: Yes! I collect points through airline loyalty programs.
Ahmed: Last question, do you have any advice for someone traveling on a budget?
Sara: Keep track of your spending and always have a little extra money for emergencies. And most importantly, enjoy the journey!

LISTENING 2

(You are going to hear a talk about the process of making chocolate.)

Chocolate is one of the most favourite products in the world. Each year, around 4.5 million tons of cocoa are harvested globally. chocolate grows in tropical countries. **Ghana** is the top producer country of cocoa beans .

The process of making chocolate starts with gathering beans come from cocoa trees. Theses beans are firstly collected by **hand**, which is a hard job that happens twice a year. After picking, the beans are placed in containers to undergo a process called “fermentation” for 7 days. This fermentation process is important to **sweeten the beans**. During this time, microorganisms break down the sugars in the beans, making them smell better.

After this process, the beans are dried **in the sun** to get rid of extra moisture and get them ready for roasting. The next step is roasting which is very important because it brings out the chocolate flavour. The dried beans are roasted at **150°C**.

Once roasted, the beans are cracked open to remove the outer shells. The nibs are then crushed into a paste called cocoa mass. Depending on the type of chocolate, sugar and milk powder are added to the cocoa mass. In order to make dark chocolate, only one ingredient is added which is **sugar** .

.....
The mixture is refined by grinding it into a fine paste before the mixing process. Mixing involves stirring the chocolate mixture for several hours to improve its **flavour**. The Mixing process can last up to 72 hours for the highest quality chocolate.

Once the chocolate reaches the desired texture and flavour, it is tempered. This involves heating and cooling the chocolate to specific temperatures to achieve a glossy finish and smooth texture. Finally, the chocolate is poured into **containers** and allowed to cool.

In some countries, chocolate is further decorated with unique ingredients, such as chili peppers in Mexico or **sea salt** in Belgium. After cooling, the chocolate is packaged and ready for shipment worldwide. The global chocolate industry is worth over **\$130** billion, with millions of people around the world indulging in this beloved treat.



**GRADE ELEVEN
MARKING GUIDE**

ENGLISH LANGUAGE 'ELECTIVE'

SEMESTER TWO, 2024/2025, Second SESSION

TOTAL MARKS: 60

page 1 of 7

LISTENING 1 (10 mks)

Task One

1. credit card cash online payment
2. exchange market local banks applications
3. reading reviews using cash asking locals
4. eats at restaurants tries street food orders online
5. clean crowded popular
6. attraction tickets hotel rooms transportation

Task Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | <input checked="" type="radio"/> | <input type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. Ghana
12. hand
13. sweeten the beans
14. in the sun
15. 150 °C
16. sugar

Part Two

17. flavour
18. containers
19. Sea salt
20. \$ 130

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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. (e.g. accept but not)
- (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 (10 mks)

Task One

1. 2024
2. (strange) noises
3. local mechanic
4. 3/ three (times)
5. Through WhatsApp
6. (immediate) replacement/ exchange

Task Two

7. condition
8. blow
9. roof
10. stability

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

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(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.

READING 2 (10 mks)

Task One

11. 820 840 850
12. wood metal machines
13. measure Lift find
14. difficult expensive accurate
15. make profit develop society gain fame
16. permanent forgettable temporary

Task Two

17. B
18. A
19. C
20. 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.
- There may 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Summarise the information fully and clearly. – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	<ul style="list-style-type: none"> – Summarise the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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.
6	<ul style="list-style-type: none"> – 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.
4	<ul style="list-style-type: none"> – Expresses 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.
2	<ul style="list-style-type: none"> – 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	<p><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.</p>

ARRIVING AT FINAL SCORES

LST1/ RDG2a: 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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
First Session

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 11**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear an interview with a **teacher working abroad**.

Part One: Listen, and shade in the bubble next to the correct option.

1. Tanya Clark lives in _____.
 the UK South Africa Iraq
2. Tanya worked in the UK for _____ months.
 8 10 18
3. Her main reason to go to Taiwan is _____.
 politics money culture
4. People in both cultures speak _____.
 one language two languages three languages
5. She prefers _____ food.
 spicy meat-based vegetable-based
6. She believes that the cost of eating at Taiwanese restaurants is _____.
 expensive cheap suitable

Part Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. The locals in Taipei are careful with strangers and tourists.	<input type="radio"/>	<input type="radio"/>
8. Tanya uses her own car in Taipei.	<input type="radio"/>	<input type="radio"/>
9. She will move to Taitung County after two weeks.	<input type="radio"/>	<input type="radio"/>
10. The Pasiwali Festival takes place in July.	<input type="radio"/>	<input type="radio"/>

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear information about **Gene editing technology**.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

11. What is Liu's job?

12. How old is Alyssa?

13. When was the "quality editing" tool introduced?

14. What are the challenges for using gene editing? (List one)

15. Why does Liu emphasise having strict rules?

16. Who usually send letters to Liu?

Part Two: For each item, complete the missing words (**not more than TWO WORDS**).

<p>(17) Liu thinks of smart ways to afford making _____.</p>	<p>(18) The utmost challenge of utilizing this technology is _____.</p>
<p>(19) In the future, using machines to fix genes will be _____.</p>	<p>(20) Liu's new tool gives _____ for better treating genetic diseases.</p>

--

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text about the longest bicycle route. Then complete the tasks.

Dear Mayor of Bniff

I hope this email finds you well. I am writing to you as a passionate supporter for outdoor hobbies and cycling enthusiasts in our region. Specifically, I would like to discuss the Great Divide Mountain Bike path (GDMBR) and propose some ideas to improve it as a primary sporting destination. The route crosses the Continental Divide from north to south starting in Banff, Alberta, Canada and finishing at the US/Mexico border in New Mexico city. The Great Divide Mountain Bike Route (GDMBR), developed and mapped in 1997 by the Adventure Cycling Association. It is approximately 5000km long and is considered the birthplace of "bikepacking" as a sport. The trail consists mostly of unpaved surfaces, including well-maintained dirt and gravel roads, trails, and occasional short sections of unmaintained tracks. Bikepacking the GDMBR requires higher biking skills. It is a tough endurance challenge because of its long distance and steep elevation changes, totaling over 70,000 metres.

The GDMBR takes riders through the varied landscapes of the American West, with stunning views, different terrains, old mountain towns, and vast wilderness. Famous attractions places such as the Flathead Valley, Grand Teton National Park, and the Great Divide lake. Riders also encounter diverse landscapes like river valleys, mountains, grasslands, and deserts, including the Chihuahuan Desert towards the end of the route. The highest point is Colorado's Indiana Pass. The most famous event along the route is the Tour Divide, a yearly race where cyclists ride independently. During the race, the clock never stops, and riders can only use public facilities like stores, motels, and bike shops for support. The fastest completion time for the Tour Divide is 13 days, 22 hours, and 51 minutes, achieved by Mike Hall in 2016. Participants have completed the race using single-speed and tandem bicycles. The race, which has no entry fees or prizes, typically begins in the second weekend of June.

I believe that increasing safety measures along the path is essential. This includes improving signage (signs and instructions boards), implementing designated bike tracks, and addressing any threatening road conditions. Additionally, providing adequate facilities for cyclists, such as rest areas and repair stations, would greatly enhance the overall experience and encourage more people to explore the route.

Furthermore, I propose investing in the promotion and marketing of the GDMBR to attract cyclists from around the world. By highlighting the unique scenery, diverse environment, and cultural attractions along the path, we can view it as a premier sporting destination and boost tourism in the region. Thank you for your attention to this matter, and I look forward to hearing your thoughts.

I am eager to discuss these ideas further and work together to make them a reality.

Sincerely,

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. Which city does the route finish in?

2. When was the GDMBR ready for use by cyclists?

3. Why is bikepacking the GDMBR demanding and difficult? (List one)

Due to _____

4. What type of landscape are found at the end of the GDMBR?

5. Who holds the record for the fastest completion time on the Tour Divide route?

6. How can you promote the GDMBR as a top sporting destination? (List one)

Task Two: For each item, complete the missing words (**not more than TWO WORDS**).

7. The GDMBR is considered as an origin for the _____ sport.

8. The route is hard and challenging spanning over _____ meters.

9. Cyclists start the Tour Divide in the month of _____.

10. Designated bike tracks and signage are important to enhance _____.

READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

(1) On April 11, 2001, the Ellis Park Stadium in Johannesburg, South Africa, witnessed one of the darkest moments in football history. What was supposed to be a thrilling match between two rival teams turned into a tragedy that shook the world. The Ellis Park Stadium disaster claimed the lives of 43 spectators and left hundreds injured, casting a shadow over the beautiful game.

(2) The match in question was a highly anticipated game between two of South Africa's most prominent football clubs: Orlando Pirates and Kaizer Chiefs. Their prestigious reputation is well-known and dates back to the 1970s, attracting people of all ages. Recently, both teams have got professional and local players. They are under the care of accomplished foreign coaches. As fans flooded into the stadium, excitement filled the air. However, chaos soon ensued as overcrowding led to a stampede at one of the stadium's gates. The combination of insufficient crowd control measures and a blockage effect worsened the situation, resulting in a crush of people struggling to enter the stadium.

(3) The tragic events unfolded rapidly, leaving many fans trapped and helpless. Despite the efforts of emergency responders and stadium staff, the scale of the disaster quickly overwhelmed available resources. Camera crews witnessed horrible pictures alive. In the end, 43 individuals lost their lives, and countless others suffered injuries, both physical and psychological. The incident occurred on a hot summer afternoon, with temperatures reaching above 90 degrees Fahrenheit, adding to the distress of those caught in the chaos.

(4) The Ellis Park Stadium disaster sent **shockwaves** through the global football community and prompted widespread calls for improved safety measures at stadiums worldwide. It is true that improved infrastructure is necessary but ensuring the safety is highly demanded. In the aftermath of the tragedy, investigations were launched to determine the causes and contributing factors. It became evident that a combination of factors had led to the disaster, including inadequate stadium infrastructure, lack of crowd management planning, and poor communication between authorities and spectators.

(5) As South Africa announced the loss of lives, steps were taken to prevent such a tragedy from happening again. Stadium safety regulations were revised and enforced more **rigorously**. There is a great focus on crowd management, emergency preparedness, and infrastructure improvements.

(6) The Ellis Park Stadium disaster serves as a heart-breaking reminder of the human cost of negligence. It underscores the need for continuous attention and proactive measures to ensure the safety and well-being of all individuals attending sporting events.

(7) In the years since the tragedy, Ellis Park Stadium has undergone significant renovations and upgrades to enhance safety and security measures. While the scars of the past remain, the stadium stands as a symbol of resilience and determination to honour the memory of those who lost their lives on that fateful day. As football fans around the world gather to celebrate the beautiful game, let us never forget the lessons of Ellis Park. May the memory of the victims serve as a constant reminder of the importance of prioritizing safety and unity in the world of sports.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. The football match was an underlying tragedy due to _____.
- unexpected victory less spectators loss of lives
12. Both football clubs are famous for _____.
- international players local coaches prestigious history
13. Investigations showed that the cause of the disaster is the lack of _____ control.
- crowd time media
14. The factor that worsened the incident of stampede is the _____.
- high temperature cameramen delayed assistance
15. The word " **shockwaves** " in paragraph 4 means _____.
- Pressure tension impact
16. The word " **rigorously** " in paragraph 5 means _____.
- frequently strictly thoughtfully

Task Two: Match the four paragraphs on the left with the sub-headings in the box.
 (There are three extra texts in the box)

Paragraphs

Sub-headings

- 17. 1 _____
- 18. 4 _____
- 19. 5 _____
- 20. 7 _____

A. The ticket price at Ellis Park
B. A dark day in football history
C. More rigours safety regulations
D. Stampede at football match
E. Global impact and call for change
F. Remembrance and Renewal
G. Developing the infrastructure

**READING
SCORE**

20

WRITING 1

(10 marks)

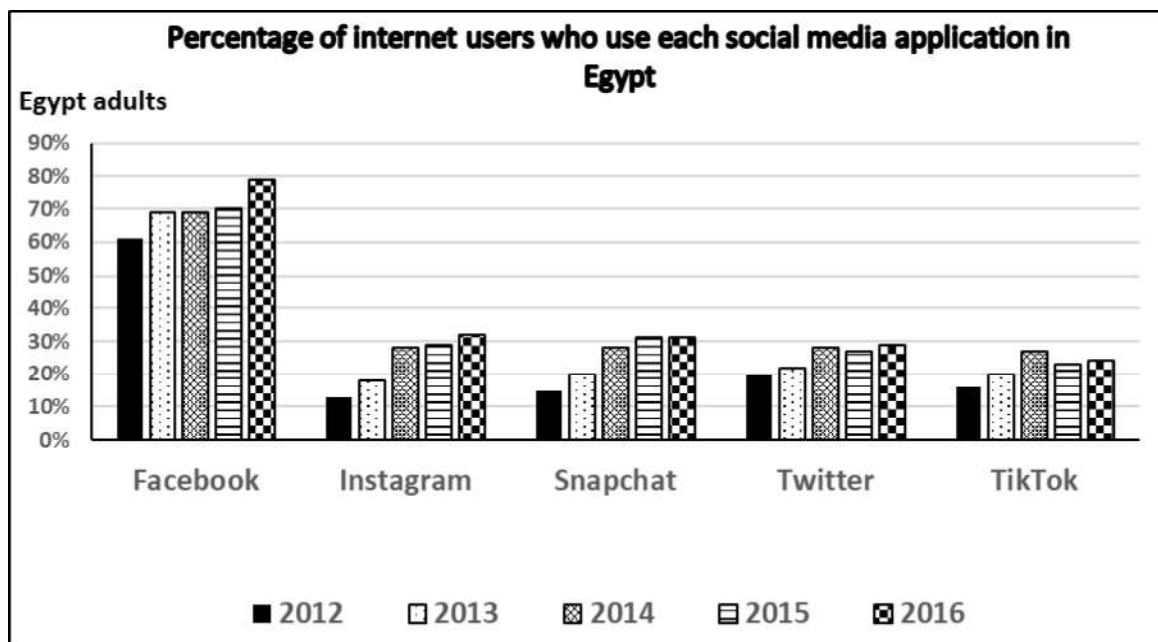
Complete the following task. Write **at least 100 words**.

Survey report: In a survey for a newspaper, 500 Egyptian adults were asked, " Which type of social media application do you use?"

The chart below shows the results of applications usage.

Summarise all the information on the chart selecting and reporting the main features and make comparisons where relevant.

Your writing should be clear and interesting.



LISTENING 1 (10 mks)

Part One

- | | | | |
|----|--|--|--|
| 1. | <input type="radio"/> xxxxxxxx | <input checked="" type="radio"/> South Africa | <input type="radio"/> xxxxxxxx |
| 2. | <input checked="" type="radio"/> eight | <input type="radio"/> xxxxxxxx xxxxx | <input type="radio"/> xxxxx xxxxxxxx |
| 3. | <input type="radio"/> xxxxxxxx | <input type="radio"/> xxxxxxxx | <input checked="" type="radio"/> culture |
| 4. | <input type="radio"/> xxxxx | <input checked="" type="radio"/> two languages | <input type="radio"/> xxxxx |
| 5. | <input type="radio"/> xxxxx | <input type="radio"/> Xxxxx | <input checked="" type="radio"/> vegetable based |
| 6. | <input type="radio"/> xxxxxxxx | <input type="radio"/> Xxxxxxxx | <input checked="" type="radio"/> suitable |

Part Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. A chemist
12. 13 years old
13. 2019
14. scientific issues / legal barriers/ financial barriers / organizational barriers.
15. For the safety of patients
16. Parents of children with genetic diseases

Part Two

17. drugs
18. approved
19. funding
20. hope

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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 misspelling must be **close to** the correct spelling. (e.g. accept but not)

(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 (10 mks)

Task One

1. Mexico City
2. 1997
3. (due to its) long distance/steep elevation changes.
4. the Chihuahuan Desert
5. Mike Hall
6. By highlighting unique scenery/diverse environment/ cultural attractions

Task Two

7. Bikepacking
8. 70,000
9. June
10. Safety

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(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.

Responses must be indicated clearly.

READING 2 (10 mks)

Task One

- | | | | |
|-----|---|---|--|
| 11. | <input type="radio"/> Xxxxxxxx | <input type="radio"/> xxxxxxxx | <input checked="" type="radio"/> Loss of lives |
| 12. | <input type="radio"/> xx xxxxxxxx xxx | <input type="radio"/> xx xxxxxxxx xxx | <input checked="" type="radio"/> Prestigious history |
| 13. | <input checked="" type="radio"/> crowd | <input type="radio"/> x xxxx | <input type="radio"/> x xxxx |
| 14. | <input checked="" type="radio"/> high temperature | <input type="radio"/> xxxx xxxxxxx | <input type="radio"/> xxxx xxxxxxx |
| 15. | <input type="radio"/> xxxxxx xxx xxxxx | <input type="radio"/> xxxxxx xxx xxxxx | <input checked="" type="radio"/> impact |
| 16. | <input type="radio"/> xxxx x xxxxx xxxx | <input checked="" type="radio"/> Strictly | <input type="radio"/> xxxx x xxxxx xxxx |

Task Two

17. B

18. E

19. C

20. 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 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Summarise the information fully and clearly – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	<ul style="list-style-type: none"> - Summarise the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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
6	<ul style="list-style-type: none"> – 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
4	<ul style="list-style-type: none"> – 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.
2	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

ARRIVING AT FINAL SCORES

LST1/ RDG2a: 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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
Second Session

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 11**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear a conversation between a teacher and his student.

Part One: Listen, and shade in the bubble next to the correct option.

1. Jacqueline stayed in the hospital for _____.
 a week two weeks three weeks
2. Mr. Russel is teaching _____.
 history math English
3. In the day of the accident, Jacqueline was _____.
 walking exercising cycling
4. She was attacked by _____ dogs.
 stray guard untrained
5. Doctors assured that there were _____ dogs attacked her.
 Two three five
6. Teachers heard about the post from her _____.
 Sister friend brother

Part Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. Jacqueline had deeper scars on her face more than her neck.	<input type="radio"/>	<input type="radio"/>
8. She will graduate with his sister in the same year.	<input type="radio"/>	<input type="radio"/>
9. Jacqueline mother will not attend her graduation.	<input type="radio"/>	<input type="radio"/>
10. Mr. Russel is free on Wednesdays.	<input type="radio"/>	<input type="radio"/>

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about a famous writer called García Márquez.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

11. Why did Márquez stop studying law?

12. Where did he start working as a journalist ?

13. What was the significant change in his career life in 1966 ?

14. When did Márquez publish his first book ? (year)

15. What was the theme of "One Hundred Years of Solitude"?

16. What is García Márquez's writing style characterized with?

Part Two: For each item, complete the missing words (**not more than TWO WORDS**).

<p>(17) "Living to Tell the Tale" was about Marquez's first _____ years.</p>	<p>(18) Márquez was known for producing _____ plot and stories.</p>
<p>(19) He received the _____ prize in Literature.</p>	<p>(20) He died in _____ city in 2014.</p>

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text about Miss Jane's complaint. Then complete the tasks.

Dear Mr. Hassan,

I hope this message finds you well. I am writing to bring to your attention an issue I have encountered with a recent purchase made by your valued company. On October 1, 2023, I purchased a Luxurious sofa, model number 25811, from the Sofa Showroom website. The total amount paid for the sofa, including delivery, amounted to \$650, which was charged to my credit card.

Unfortunately, upon receiving the sofa on October 10, 2023, I was disappointed to discover that the product was not as much as expected due to a significant problem . Specifically, on October 30, 2023, one of the sofa's legs broke off unexpectedly, leaving the sofa in an unstable condition. As a result, whenever I attempt to sit on it, the sofa rocks uncomfortably, making it impossible to use for relaxation or comfort. I want to emphasize that I have handled the sofa with the ultimate care and have not held any activities that could have caused damage.

To resolve this issue on time, I filed reports through the Sofa Showroom's website Customer Service page on November 5 and 8, providing detailed descriptions of the problem along with my contact information. However, to my shock, I have not received any response from your esteemed customer service team. Given the severity level of the problem and the lack of response from your company, I find myself in a frustrating and awkward situation. Therefore, I am contacting you directly to find a satisfactory solution to this matter.

To solve this situation, I kindly request that your company arrange for the damaged sofa to be picked up from my house, at no cost. Furthermore, I request a full refund of the \$650 I paid for the product, considering its imperfect nature and the disturb it has caused me. Enclosed with this email, I have attached copies of all relevant documents, including the purchase receipt, delivery invoice, and photographs clearly showing the damaged sofa.

I trust that your company values customer satisfaction and stands behind the quality of its products. As a loyal customer, I have always valued your company and recommended your products to friends and family. However, the lack of response in this matter has left me disappointed. I look forward to your reply and a solution to my problem. I will wait until December 12, 2023 before I contact my state consumer protection office or get other help. Please do not hesitate to contact me at the provided address or by phone. I am eager to reach an equally satisfactory solution for both sides and regain confidence in your company's products and services.

Thank you for your prompt attention to this matter.

Sincerely, Jane Edward

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. When did Ms Jane purchase the sofa?

2. How was the payment made?

3. What happened after 20 days of the sofa's delivery?

4. How did Jane handle the sofa?

5. Where did Jane report the problem?

6. How was the customer service reaction?

Task Two: For each item, complete the missing words (**not more than TWO WORDS**).

7. Jane directed the manager because she felt awkward and _____.

8. Jane claimed back \$650 as a _____ .

9. She trusted that the company values customer _____.

10. Contacting her state customer protection office will be Jane final _____.

READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

(1) On a regular Thursday afternoon in February 2019, students at Farmingdale High School were eagerly preparing for an exciting trip to a band camp in Pennsylvania. A band camp was chosen by students over museum and theme park. This trip was part of school's annual program to focus intensively on improving students' musical skills. . Students were excited after they spent a busy month in mid semester exams and science fair activities.

(2) In classrooms, teachers were providing last-minute instructions and encouragement to their students, ensuring that everyone was ready for the journey ahead. The school head, Mr Jackson appointed 10 students out of 60 to help the two teachers in charge. Meanwhile, in the hallways, students were buzzing with excitement, chatting with friends and double-checking their packing lists

(3) As the buses pulled up outside the school, anticipation reached its peak. The school principle lined up to greet the students, offering words of encouragement and support as they boarded the buses. The Teachers passed them with tags of their names and ages. Mr. Jackson, the school principle was revising the safety measures with the three school bus drivers. Inside the bus, students settled into their seats, excitedly discussing their plans for the trip and eagerly looking forward to the days of music, friendship, and fun that lay ahead.

(4) As one of the buses carrying students from Farmingdale High School made its way along the highway, tragedy struck. The bus veered off the road and crashed down, falling off the bridge onto the other side of the main street. The school bus was carrying twenty students and three teachers. At the time of the accident, the other two buses did not stop, but kept going for one kilometer away from the accident.

(5) In the chaotic aftermath of the crash, teachers and drivers sprang into action, doing everything in their power to assist the injured and ensure the safety of their students. Amidst the chaos and confusion, they remained calm and composed, providing comfort and reassurance to those in need. In half an hour, the place was filled with police officers, paramedics and photographers. Some students managed to call their parents but the police did not allow any parent to enter the accidents scene, as they wanted to prevent panicked parents from witnessing the horrific accident.

(6) As details of the accident emerged, the full extent of the tragedy became clear; two lives lost, a student and the school bus driver. Many others were badly injured. The bad news of the bus crash had a deep impact on the school and the community. In the days and weeks that followed, the families and teachers were there to support one another in the face of adversity. Grief counselors were brought in to help students and staff cope with the trauma.

(7) After this accident, many school safety rules were revised, and new rules were set for school drivers as well. The community at Farmingdale High School honors the memory of those who lost their lives and the brave teachers who saved many lives.

Task One: For each item, shade in the bubble next to the correct option.

- 11.** Students decided to go for a _____.
- science museum band camp theme park
- 12.** The school trip was part of _____.
- yearly program science fair mid exams
- 13.** There were _____ teachers in charge of the school trip.
- 10 2 60
- 14.** The school principle was revising the safety measures with _____.
- teachers drivers students
- 15.** When one of the buses crashed down, the other two buses didn't _____.
- stop wait return
- 16.** Police did not allow _____ from getting into the accident scene.
- photographers parents teachers

Task Two: Match the four paragraphs on the left with the sub-headings in the box.
 (There are three extra texts in the box)

Paragraphs

Sub-headings

17. 3 _____

18. 5 _____

19. 6 _____

20. 7 _____

A. Response to the accident calmly
B. Forgetting the accident
C. Preparing for the trip
D. Support and unity
E. Checking students lists
F. Choosing the band camp
G. Honoring the Memory of the accident

READING SCORE
20

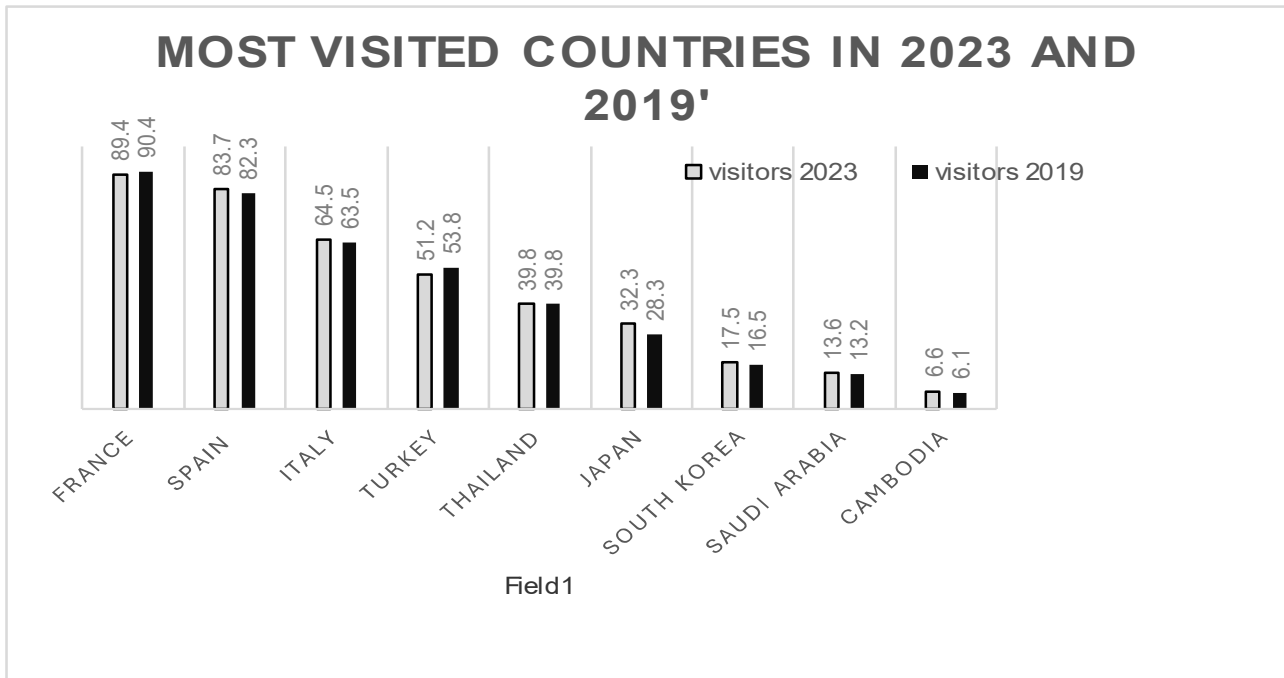
WRITING 1

(10 marks)

Complete the following task. Write **at least 100 words**.

Survey report: A survey was conducted to determine which countries hosted more visitors in 2023 and 2019. The chart below shows the results of this survey.

Summarize the information in the chart by selecting and reporting the main features and making comparisons where relevant. *Your writing should be clear and well organized.*



LISTENING 1 (10 mks)

Part One

- | | | | |
|----|--------------------------------|---------------------------------------|---------------------------------|
| 1. | <input type="radio"/> xxxxxxxx | <input type="radio"/> xxxxxxxx | <input type="radio"/> 3 weeks |
| 2. | <input type="radio"/> history | <input type="radio"/> xxxxxxxx xxxxxx | <input type="radio"/> xxxxxxxx |
| 3. | <input type="radio"/> xxxxxxxx | <input type="radio"/> xxxxxxxx | <input type="radio"/> cycling |
| 4. | <input type="radio"/> xxxxxx | <input type="radio"/> xxxxxx | <input type="radio"/> untrained |
| 5. | <input type="radio"/> xxxxxx | <input type="radio"/> xxxxxx | <input type="radio"/> five |
| 6. | <input type="radio"/> xxxxxxxx | <input type="radio"/> friend | <input type="radio"/> xxxxxxxx |

Part Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8. | <input checked="" type="radio"/> | <input type="radio"/> |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. He liked writing and journalism
12. Paris
13. To only write books
14. 1967
15. Human isolation
16. Magical realism

Part Two

17. 33 years
18. Complex
19. Noble
20. Mexico

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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**. (e.g. accept but not)

(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 (10 mks)

Task One

1. October 1, 2023
2. By credit card
3. The leg broke off
4. With ultimate care .
5. Customer Service page/ showroom website
There was no response.
- 6.

Task Two

7. Frustrated
8. Refund
9. Satisfaction
10. Resolution/ solution / response /

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(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.

Responses must be indicated clearly.

READING 2 (10 mks)

Task One

- | | | | |
|-----|---|--|---|
| 11. | <input type="radio"/> Xxxxxxx | <input type="radio"/> Band camp | <input type="radio"/> xxxxxxx |
| 12. | <input type="radio"/> Yearly program | <input type="radio"/> xx xxxxxxx xxx | <input type="radio"/> xx xxxxxxx xxx |
| 13. | <input type="radio"/> 2 | <input type="radio"/> x xxxx | <input type="radio"/> x xxxx |
| 14. | <input type="radio"/> xxxx xxxxxx | <input type="radio"/> Drivers | <input type="radio"/> xxxx xxxxxx |
| 15. | <input type="radio"/> xxxxxx xxx xxxxx | <input type="radio"/> xxxxxx xxx xxxxx | <input type="radio"/> stop |
| 16. | <input type="radio"/> xxxx x xxxxx xxxx | <input type="radio"/> parents | <input type="radio"/> xxxx x xxxxx xxxx |

Task Two

17. C

18. A

19. D

20. G

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 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Summarise the information fully and clearly – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	<ul style="list-style-type: none"> - Summarise the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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
6	<ul style="list-style-type: none"> – 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
4	<ul style="list-style-type: none"> – 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.
2	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>

ARRIVING AT FINAL SCORES

LST1/ RDG2a: 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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
First Session (morning)

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 12**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear an interview between two people talking about **digital detox**, then complete **task one and task two**.

Task One: Listen, and shade in the bubble next to the correct option.

1. Digital detox refers to
 complete switch off digital things using a lot of digital devices enjoy playing with digital things
2. The idea of digital detox is becoming.....
 unusual popular wonderful
3. Amanda is working for a
 magazine website newspaper
4. She always browsing websites besides online videos.
 fashion personal business
5. Amanda spends a minimum ofonline daily .
 10 hours 12 hours 11 hours
6. She got the idea of digital detox from
 Twitter Instagram a book

Task Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. Amanda got some good advice which made her trying to change some of digital habits.	<input type="radio"/>	<input type="radio"/>
8. Amanda started the digital detox by setting up notifications for everything.	<input type="radio"/>	<input type="radio"/>
9. Jack finds the digital detox too difficult.	<input type="radio"/>	<input type="radio"/>
10. Raising awareness can help improve digital habits positively.	<input type="radio"/>	<input type="radio"/>

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about **The Eiffel Tower**.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a Number**).

11. When was the Eiffel Tower built?

_____ (year)

12. How long was it recognized as the tallest in the world?

13. What makes the Eiffel Tower able to sway in the wind?

14. What do the first two levels contain?

15. Why were many Parisians initially against building the Eiffel Tower?

16. What inspires foreign tourists to visit the tower?

Part Two: For each item, complete the missing words (**not more than two words**).

(17) During World War II, Germans used the tower topropaganda to the city.

(18) To prevent the Germans from using it as a lookout point, the French cut to the tower's elevators.

(19) The Eiffel Tower is an important attraction, drawing millions of visitors each year.

(20) The tower is with thousands of sparkling lights at night.

--

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following e-mail about a friend's past experiences. Then complete the tasks.

Subject: Complaint Regarding Faulty iPhone 13 Purchased Online

26th February, 2023

Dear Sir/Madam,

I am writing to complain about the iPhone 13 that I purchased from your online store 3 weeks ago. The iPhone 13 has been a complete disappointment as it has malfunctioned on multiple occasions within the first two weeks of use.

On the second day after receiving the iPhone 13, I encountered a problem where the device became unresponsive and froze. I had to restart the phone multiple times to get it working again. A few days later, on the eighth day, the camera stopped working suddenly, displaying an error message that read "Camera Failed to Load." This malfunction made it impossible for me to take photos or use the camera feature. The third and most severe malfunction occurred on the 14th day, where the phone shut down completely and refused to restart despite all attempts to charge and reboot it. This failure left me without a functioning phone and the possibility of losing all my data, which is the most significant inconvenience.

I am highly disappointed with the quality of the product received, considering that the iPhone 13 is a high-end device, and one would expect it to work flawlessly. I have already tried to contact customer support through the phone twice, but I have been unable to get through. The wait times are exceptionally long, and the phone lines disconnect before connecting me with a representative.

I have also sent an email to the customer support email address provided on your website, but I am yet to receive a response or even an acknowledgment of my email. I am highly dissatisfied with the poor customer service offered by your company.

As a customer, I demand that you either replace the faulty iPhone 13 or refund my money. I cannot continue using a faulty phone that is unreliable and poses a risk of losing all my data without notice. I believe that as a valued customer, I deserve quality products and efficient customer service, which your company has failed to provide.

I urge you to resolve this issue promptly, as I am highly dissatisfied with the quality of the product and the customer service received so far. I am willing to return the faulty phone, provided you bear the shipping costs. I hope to receive a response from you within the next five business days with a resolution to this matter; otherwise, I will go through the legal process.

Thank you for your prompt attention to this matter.

Yours Faithfully,

Salim

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. When did the writer buy the faulty phone?

_____ (date)

2. How many problems did the writer face with his new phone?

3. Which malfunction did the writer consider the most disturbing?

4. How many times has the writer tried to call the company?

5. What is his worst fear after these malfunctions occurred?

6. How long would he wait before taking any legal actions?

READING 1 (continued)

Task Two: For each item, complete the missing words (**not more than two words**).

7. The camera stopped working on the _____ occasion.
8. He has attempted contacting the company by phone and _____ .
9. The writer asked the company to give his _____ back or to replace the faulty phone.
10. He offered to return the phone if the company paid for _____ .



READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

1. As the next Bank holiday was approaching, my friends and I planned a trip to the seaside, with Brighton being our destination of choice. We chose Brighton as you could get there easily from London. I had already been there but the others were keen to go because, as well as going on the beach, there are many other things to do in Brighton such as exploring the place and shopping.

2. We had agreed to go by bus as it was cheaper than the train, but we had not realised that the bus station is a very long way from the beach. One of our group Anita had hurt her ankle when she fell down a week before. Because of that we had to walk very slowly so it took us a long time to get to the beach. Once we got to the beach, we found a place where we could sit.

3. I had forgotten how strong the wind can be near the sea. Despite the radiance of the sun, a jacket or a sweater was still a necessity, and regrettably, I had neglected to bring anything warm. Providentially, my friend, Sara, had brought two sweaters and was gracious enough to lend me one of hers. Two of our new colleagues had brought their bathing suits and took a plunge in the sea, but they had to swim at a **brisk** pace to stay warm. As expected, we had the classic lunch of fish and chips, but subsequently, everyone wanted to pursue their own interests. Due to the comfort of Sara's sweater, I and Anita opted to return to the beach. As the afternoon progressed, the intensity of the wind **diminished** and the weather became more pleasant with ample sunshine. We enjoyed our time conversing and observing the beachgoers, while our acquaintances indulged in shopping or sightseeing.

4. We all met again at the bus station, where our new colleagues recounted their visit to the famed Pavilion, once home to a wealthy prince, which still possessed its original decorations and furniture. Sara and Rita checked the stores cautiously, aware of their budget limitations, despite the variety of tempting purchases. Sara purchased a bracelet, while Rita acquired a wooden toy horse for her son. The bus ride home was filled with lively chatter, and though I attempted to return my friend's jacket, her tiredness pushed her into deep sleep all the way back. Therefore, I found myself obliged to pay her another visit later to give it back.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. Brighton is a/ancity .

- mountainous coastal isolated

12. It took them long time to get to the beach because of

- friend's injury long distance Route's condition

13. The weather by the beach was

- fair warm cold

14. The word "**brisk**" in the context means.....

- slow fast careful

15. The word "**diminished**" in the context means

- stopped increased decreased

16. At the end of the day, was very exhausted.

- Anita Sara Rita

Task Two: Match the four paragraphs on the left with the **texts** in the box.
 (There are three extra texts in the box)

17. Paragraph **one** is about _____.

18. Paragraph **two** is about _____.

19. Paragraph **three** is about _____.

20. Paragraph **four** is about _____.

A.	The journey from London to Brighton.
B.	The difficulty of getting an appropriate transportation.
C.	The weather by the beach.
D.	Visiting some friends in Brighton.
E.	Spending a wonderful shopping time.
F.	Going back to work the next day.
G.	The reasons of choosing Brighton as a destination.

--

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**READING
SCORE**

20

LISTENING 1 (10 mks)

Part One

- | | | | |
|----|---|--|--|
| 1. | <input checked="" type="radio"/> complete switch off digital things | <input type="radio"/> using a lot of digital devices | <input type="radio"/> enjoy playing with digital things. |
| 2. | <input type="radio"/> unusual | <input checked="" type="radio"/> popular | <input type="radio"/> wonderful |
| 3. | <input checked="" type="radio"/> magazine | <input type="radio"/> website | <input type="radio"/> newspaper |
| 4. | <input checked="" type="radio"/> fashion | <input type="radio"/> personal | <input type="radio"/> business |
| 5. | <input type="radio"/> 10 hours | <input checked="" type="radio"/> 12 hours | <input type="radio"/> 11 hours |
| 6. | <input type="radio"/> Twitter | <input type="radio"/> Instagram | <input checked="" type="radio"/> a book |

Part Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. | <input checked="" type="radio"/> | <input type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. 1889
12. over 40 years
13. its flexible construction
14. restaurants and observation decks
15. (it would) spoil the city's beauty
16. unique design

Part Two

17. broadcast
18. the cables
19. tourist
20. lit up

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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**. (e.g. accept but not)

(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 (10 mks)

Task One

1. (on) 5th February, 2023
2. 3 / Three
3. the third one / 3rd malfunction / phone shut down suddenly(completely)
4. Two / 2 times / twice
5. loss of his data
6. 5 / five business (working) days

Task Two

7. second
8. e-mail
9. money
10. shipping costs

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(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.

Responses must be indicated clearly.

READING 2 (10 mks)

Task One

- | | | | |
|-----|--|--|--|
| 11. | <input type="radio"/> mountainous | <input checked="" type="radio"/> coastal | <input type="radio"/> isolated |
| 12. | <input checked="" type="radio"/> friend's injury | <input type="radio"/> long distance | <input type="radio"/> Route's condition |
| 13. | <input type="radio"/> fair | <input type="radio"/> warm | <input checked="" type="radio"/> cold |
| 14. | <input type="radio"/> slow | <input checked="" type="radio"/> fast | <input type="radio"/> careful |
| 15. | <input type="radio"/> stopped | <input type="radio"/> increased | <input checked="" type="radio"/> decreased |
| 16. | <input type="radio"/> Anita | <input checked="" type="radio"/> Sara | <input type="radio"/> Rita |

Task Two

17. G
18. A
19. C
20. 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.*
- *There may 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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
6	<ul style="list-style-type: none"> – 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
4	<ul style="list-style-type: none"> – 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.
2	<ul style="list-style-type: none"> – 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	<p><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</p>

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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
First Session (afternoon)

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 12**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear a dialogue between **a receptionist and her customer in a gym**, then complete **task one and task two**.

Task One: Listen, and shade in the bubble next to the correct option.

1. John knew about the gym membership via _____.
 his friends social media an outside sign
2. Sara considers the gym as the _____ in the city.
 biggest building lowest price most luxurious
3. Other gyms charge people when they _____.
 Leave early Pay late Arrive late
4. The gym is daily open for _____ hours.
 19 12 24
5. Most people _____ doing exercise at 2 a.m.
 prefer refuse Encourage
6. Gym exercises are advertised on a _____.
 TV Newspaper brochure

Task Two: For each item, shade in the bubble to indicate whether the statement is **True/False**.

Statements	True	False
7. The plan provided by your personal trainer will tell you what to eat.	<input type="radio"/>	<input type="radio"/>
8. The personal trainer does not cost anything at all.	<input type="radio"/>	<input type="radio"/>
9. The gym offers a sample visit.	<input type="radio"/>	<input type="radio"/>
10. John is not convinced at the end of the conversation.	<input type="radio"/>	<input type="radio"/>

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about **a city** called **Detroit**.

Part One: For each item, write a short answer (**not more than FOUR WORDS or a Number**).

11. When did Detroit become 'Motor City'?

12. What advantages autoworkers could get in the motor industry?

13. What attracted photographers in Detroit city?

14. What were car companies that suffered from decline?

15. When did the global financial crisis happen?

16 How was the finical condition of Detroit families?

Part Two: For each item, complete the missing words (**not more than two words**).

<p>(17) Detroit announced its _____ in 2013.</p>	<p>(18) The amount of Detroit _____ was 18-20 billion US dollars.</p>
<p>(19) Police response time to complaints declined from sixty minutes to less than _____.</p>	<p>(20) Winners of small business ideas are rewarded with _____ dollars.</p>

LISTENING SCORE

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text. Then complete the tasks.

Dear old friend,

I've been meaning to write for ages and finally today I'm actually doing something about it. Not that I'm trying to make excuses for myself, it's been really hard to sit down and write, as I've been moving around so much. Since we last saw each other I've unpacked my bags in four different cities. This job has turned out to be more of a whirlwind than I expected, but it's all good!

I went from London to Prague to set up a new regional office there. You know I'd always wanted to go, but maybe I was imagining Prague in spring when I used to talk about that. Winter was really hard, with minus 15 degrees in the mornings and dark really early in the evening. But at least it was blue skies and white snow and not days on end of grey skies and rain, like at home. It's tough being away from home over Christmas, though, and Skype on Christmas Day wasn't really the same as being with everyone.

From there I was on another three-month mission to oversee the set-up of the office in New York. Loved, loved, loved New York! It's like being in one big TV show, as everywhere looks just a little bit familiar. I did every tourist thing you can think of when I wasn't working, and must have spent most of my salary on eating out. It was really hard to leave for the next job, especially as I kind of met someone (!) More about Michael later ...

So then I was posted to Los Anglos, which felt like a whole other country compared with the East Coast. I could definitely get used to that kind of outdoor, beach lifestyle, but I didn't spend as much time getting to know California as I could have because I was flying back to see Michael every other weekend. He came to see me when he could, but his job means he's often working at weekends, so he couldn't make the flight very often. Those three months flew by and then I was off again, to Frankfurt, which is where I am now. And ... so is Michael! He got a month off work and we're trying to work out how we can be in the same place at the same time for a while. We figure the first step in that direction is getting married, which is also why I wanted to write – I can't get married without my oldest friend there! The wedding's going to be at home in London in September and I hope you can come!

Anyway, tell me all your news and I promise not to leave it so long this time!
Lots of love,

Kath

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. Why did Kath feel sorrow not to write for a long time?

2. How cold does it get in Prague?

3. Which occasion was the hardest moment for Kath to be a way from?

4. How long did it take to set up an office in New York?

5. Why did she leave London?

6. Whom did she meet in New York?

READING 1 (continued)

Task Two: For each item, complete the missing words (**not more than two words**).

7. The town that Kathy saw it as a country was a _____ .

8. Michael often works at _____.

9. Kath thinks that she can meet Michael forever by _____.

10. The city that bridal will be held in is _____.

READING 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

1 Sam squinted against the sun at the distant dust trail raked up by the car on its way up to the Big House. The horses kicked and flicked their tails at flies, not caring about their owner's first visit in ten months. Sam waited. Mr. Carter didn't come out here unless he had to, which was just fine by Sam. The more he kept out of his boss's way, the longer he'd have a job.

2 Carter came by later while Sam was chopping wood. Carter lifted his hat as if he were waiting for an appointment with the town priest, and then removed it completely as if he were talking to his mother. He pulled out a pile of paper from his back pocket and held it out.

3 'Don't pick up your mail often, do you?' Sam took it without a glance and dropped the envelopes onto the bench. 'Never,' he replied and waited for Carter to say why he was here. The fact it was Carter's house was no explanation and they both knew it. Carter twisted his hat round and round, licking his lips and clearing his throat. 'Nice work fixing those fences,' he said finally 'I'll be back to the beginning soon,' Sam said. It wasn't a complaint. A fence that took a year to repair meant another year's work to the man who did it well.

4 'Don't you ever want to take a holiday? "And go where?' A holiday meant being back out in the real world, a place even people like Carter travelled to escape from. Sam's escape was his reality and he wasn't going back.

5 Mr. Carter **wiped** the sweat from the back of his neck. The damp patches on his shirt drew together like shapes in an atlas. His skin was already turning ruddy in the June sun. Otherwise, he had the indoor tan of a man that made money while other people did the work.

6 'I've brought my son with me on this trip. He's had some trouble at school.' Mr. Carter's eyes flicked up, blinked rapidly and then shifted back to the hat occupying his hands. 'Not much trouble out here for a young boy.' He attempted a laugh but it came out like a dog's bark.

7 The two men looked towards the northern end of the property. It stretched as far as the eye could see. Even the fences were barely visible from where they stood. However bored and **rebellious** a teenage boy might get, it wasn't possible to escape on foot. Sam looked at the biggest of the horses, kicking at the ground with its heavy hooves. Could the boy ride? he wondered. There was a whole load of trouble a good rider could get into out here, miles away from anyone. But maybe there was even more trouble for someone who knew nothing about horses and wanted to get away from his father.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. Sam reaction to his letters was _____.
- uninterested surprised Afraid
12. Sam did not take holidays from work because he _____.
- hadn't repaired the fences felt safer on the farm hadn't known where to choose
13. Mr. Carter **wiped** the sweat from the back of his neck. The word wiped means _____.
- cleaned washed clear
14. Sam thought that Carter's son might _____ during his stay at the farm.
- leave on foot break the fences do something dangerous while riding
15. Mr. Carter came to his house because _____ .
- his son had problems at school his son needed a holiday he wanted to give Sam his mail.
16. However bored and **rebellious** a teenage boy might get. The word rebellious means _____.
- angry nervous difficult to control



Task Two: Match the following paragraphs on the left with the relevant information in the box. *(There are three extra texts in the box)*

17. Paragraph **one** is about _____.

18. Paragraph **three** is about _____.

19. Paragraph **six** is about _____.

20. Paragraph **seven** is about _____.

A. Someone was attended to the farm and he did something wrong.
B. The friendly reception of Sam to his boss.
C. Meeting Sam with Carter in the church.
D. Expectation of risks could happen as a result of riding horses without skills
E. Satisfaction about fixing fences.
F. The chance of Sam to keep his job increases as long as he is a way of his boss.
G. Steps taken to fix the fences.

**READING
SCORE**

20

LISTENING 1 (10 mks)

Part One

- | | | | |
|----|--|---|--|
| 1. | <input type="radio"/> his friends | <input type="radio"/> social media | <input checked="" type="radio"/> an outside sign |
| 2. | <input type="radio"/> biggest building | <input checked="" type="radio"/> lowest price | <input type="radio"/> most luxurious |
| 3. | <input checked="" type="radio"/> leave early | <input type="radio"/> pay late | <input type="radio"/> 24 |
| 4. | <input checked="" type="radio"/> 19 | <input type="radio"/> 12 | <input type="radio"/> 24 |
| 5. | <input type="radio"/> prefer | <input checked="" type="radio"/> refuse | <input type="radio"/> encourage |
| 6. | <input type="radio"/> TV | <input type="radio"/> newspaper | <input checked="" type="radio"/> brochure |

Part Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. | <input checked="" type="radio"/> | <input type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. 20th century
12. Own(a home / a boat / cottage holiday)- any two of these
13. buildings and city blocks
14. General Motors and Chryslers.
15. 2008
16. poor

Part Two

17. bankruptcy
18. debt
19. twenty minutes /20 minutes
20. 10.000 / ten thousand

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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**. (e.g. accept but not)

(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 (10 mks)

Task One

1. moving around so much
2. minus 15 degrees
3. Christmas
4. three months
5. To set up new/original office
6. Michael

Task Two

7. *Los Anglos*
8. *weekend*
9. *marriage*
10. *London*

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(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.

Responses must be indicated clearly.

READING 2 (10 mks)

Task One

- | | | | |
|-----|---|---|--|
| 11. | <input checked="" type="radio"/> uninterested | <input type="radio"/> surprised | <input type="radio"/> afraid |
| 12. | <input type="radio"/> hadn't repaired the fences | <input checked="" type="radio"/> felt safer on the farm | <input type="radio"/> hadn't known where to choose |
| 13. | <input type="radio"/> works hard | <input type="radio"/> loves horses | <input checked="" type="radio"/> is rich |
| 14. | <input type="radio"/> leave on foot | <input type="radio"/> break the fences | <input checked="" type="radio"/> do something dangerous while riding |
| 15. | <input checked="" type="radio"/> his son had problems at school | <input type="radio"/> his son needed a holiday | <input type="radio"/> he wanted to give Sam his mail |
| 16. | <input type="radio"/> angry | <input checked="" type="radio"/> nervous | <input type="radio"/> impatient |

Task Two

17. F

18. E

19. A

20. D

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 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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
6	<ul style="list-style-type: none"> – 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
4	<ul style="list-style-type: none"> – 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.
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0	<p><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</p>

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.]



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
Second Session

Name			
School		Class	

Write your answers on the Test Paper
Time: 2½ hours **Pages: 12**

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 2 (Items 11-20)

(10 marks)

You are going to hear a talk about **The Leaning Tower of Pisa.**

Part One: For each item, write a short answer (**not more than FOUR WORDS or a Number**).

11. Where is the Leaning Tower of Pisa specifically located?

12. When did the work on building the tower start?

13. Why did it take nearly 200 years to build the tower?

14. What is the building made of?

15. How did the Italian government try to solve the leaning problem?

16. When was the tower closed to the public?

Part Two: For each item, complete the missing words (**not more than two words**).

(17) The company failed to fix the problem.	(18) believe that tower will be safe for the next 3 decades.
(19) After the reopening, the government issued strict for tower visitors.	(20) Visitors are only allowed to stay for

--

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following e-mail about a friend's past experiences. Then complete the tasks.

Dear Salim,

I hope this email finds you well. It's been a while since we last caught up, and I've been wanting to share with you some of my past experiences that have shaped me into the person I am today.

One of the most impactful experiences I've had was studying abroad during my junior year of college. I had always dreamed of exploring new cultures and I was fortunate enough to have the opportunity to study in Spain for a semester. It was a life-changing experience for me, as I was able to immerse myself in a completely new environment, learn a new language, and make friends from all over the world. The experience taught me to be more open-minded, adaptable, and independent, and I still look back on that time with gratitude and fondness.

Another experience that was transformative for me was participating in a volunteer program in a rural community in Africa. I had always felt passionate about giving back to others and making a positive impact in the world, and this program allowed me to do just that. I lived with a local family and worked on various projects, such as building a school and providing healthcare services to the community. It was an eye-opening experience for me, as I saw firsthand the challenges and inequalities that exist in the world, but also the resilience and strength of the human spirit. This experience further solidified my desire to work in the field of international development and pursue a career that would allow me to make a difference in the lives of others.

Closer to home, one experience that had a profound impact on me was losing my grandfather. He was a significant figure in my life, and his death was a difficult and emotional time for me. However, it also taught me the importance of cherishing the moments we have with our loved ones and not taking them for granted. It reminded me to always show gratitude and appreciation for those around me and to live life to the fullest.

Overall, these experiences have taught me valuable lessons and shaped me into the person I am today. I'm curious to know, what experiences have impacted you the most? I'd love to hear about them and catch up on what's been happening in your life.

Looking forward to hearing from you soon.

Best regards,

Yamen

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

1. What has shaped the writer into his present personality?

2. What was the writer's childhood dream?

3. How did he feel about studying abroad?

4. Why did the writer go to Africa?

To _____

5. What projects did the writer work on in Africa?

_____ (Mention One)

6. How was it like when his grandfather passed away?

READING 1 (continued)

Task Two: For each item, complete the missing words (**not more than two words**).

7. The writer studied in Spain for _____ .
8. In Africa, he lived with _____ .
9. The passing of grandfather taught him to show _____ / _____ to our loved ones.
10. The writer thinks that we should live the life to its _____ .

10

READING 2 (Items 11-20)**(10 marks)**

Read the story. Then complete the tasks.

The Journey of Samantha Towards Success

1. From an early age, Samantha was driven by an insatiable desire for success. She was imbued with a sense of purpose that drove her to **strive** for excellence and to make a meaningful impact on the world. As she grew older, Samantha honed her skills and pursued her passions with a singular focus. She was a prodigious student, consistently ranking at the top of her class, and she immersed herself in a wide array of extracurricular activities, ranging from athletics to music to volunteer work.

2. When it came time to select a college, Samantha set her sights on the most prestigious universities in the country. After being accepted to several Ivy League institutions, she ultimately chose Harvard, where she majored in economics and political science. During her time at Harvard, Samantha continued to push herself to new heights, excelling in all of her endeavours. She secured a coveted internship at a top-tier investment bank, where her intellect and work ethic quickly earned her a full-time position after graduation. Additionally, she devoted her spare time to various social justice and human rights initiatives, including a summer spent studying abroad in Africa, where she worked on a project to improve access to clean water in rural communities.

3. Despite her impressive success at the bank, Samantha felt a nagging sense of discontentment. She craved something more fulfilling and meaningful than her role as a banker, and she yearned to create lasting change on a broader scale. With these aspirations in mind, Samantha took the bold step of leaving her job to launch her own startup, which focused on developing innovative solutions to environmental and social problems. Initially, it was a daunting undertaking, requiring long hours, significant sacrifice, and a Herculean effort to build the necessary infrastructure.

4. However, Samantha refused to be deterred by these challenges, and her unwavering determination eventually yielded astounding results. Her startup became an enormous success, receiving widespread recognition for its ground-breaking and impactful work. As a result, Samantha became a highly sought-after speaker and thought leader in the field of social entrepreneurship, earning invitations to speak at conferences and events around the world.

5. Despite her many accomplishments, Samantha remained grounded and never lost sight of her core mission to create positive change. She understood that true success was not solely about achieving one's personal ambitions, but also about making a difference in the lives of others. Reflecting on her journey, Samantha took pride in all that she had achieved, while acknowledging that there was still much work to be done. Nevertheless, she remained **resolute** in her commitment to improving the world, one step at a time.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

11. Samantha's insatiable desire for success drove her to strive for excellence and to make a meaningful _____ on the world.
 decrease impact obstacle
12. Samantha's startup focused on _____.
 technological solutions economic solutions environmental solutions
13. Samantha became a highly sought-after speaker and thought leader in the field of _____.
 social entrepreneurship traditional business sports management
14. The word "**strive**" in paragraph one means _____.
 struggle give up despair
15. Samantha felt a nagging sense of _____ despite her accomplishments.
 happiness contentment discontentment
16. The word "**resolute**" in paragraph five means _____.
 hesitant determined tentative



Task Two: Match the four paragraphs on the left with the relevant information in the box. *(There are three extra texts in the box)*

17. Paragraph **two** is about _____.

18. Paragraph **three** is about _____.

19. Paragraph **four** is about _____.

20. Paragraph **five** is about _____.

- | |
|---|
| A. Startup becomes a success and she is a sought-after speaker in social entrepreneurship. |
| B. She struggled academically and socially at Harvard |
| C. excels at Harvard and lands a full-time job at a top investment bank. |
| D. remains committed to creating positive change in the world. |
| E. driven by an insatiable desire for success and a sense of purpose. |
| F. started her own startup without a clear mission or plan |
| G. leaves banking to launch a startup focused on social and environmental issues. |

--

**READING
SCORE**

20

WRITING 1

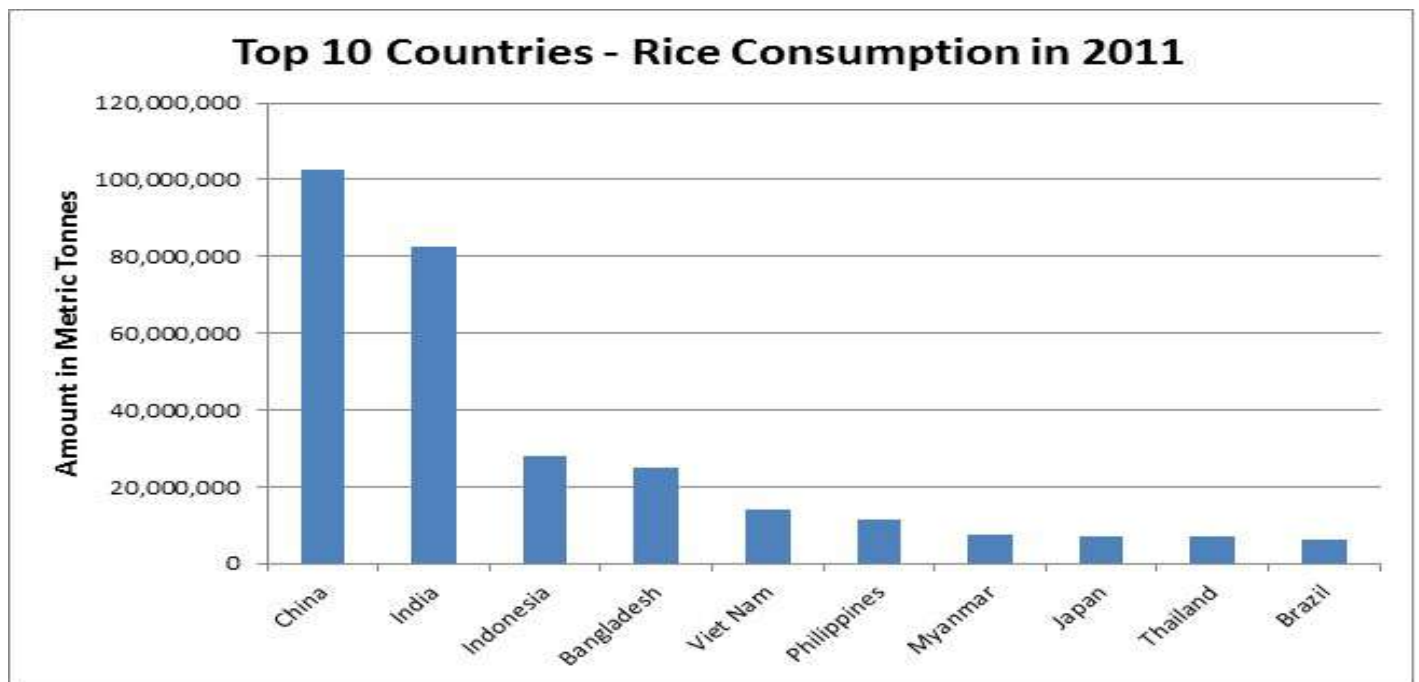
(10 marks)

Complete the following task. Write **at least 100 words**.

Survey report: a survey was made to know which countries they consume eating rice in 2011. The chart below shows the results of this survey.

Summarize the information in the chart by selecting and reporting the main features and make comparisons where relevant.

Your writing should be **clear** and **well organised**.



LISTENING 1 (10 mks)

Part One

- | | | | |
|----|--|---|---|
| 1. | <input type="radio"/> parents | <input type="radio"/> teachers | <input checked="" type="radio"/> students |
| 2. | <input type="radio"/> solutions | <input checked="" type="radio"/> challenges | <input type="radio"/> services |
| 3. | <input type="radio"/> money | <input checked="" type="radio"/> time and knowledge | <input type="radio"/> experience |
| 4. | <input checked="" type="radio"/> tutors high cost | <input type="radio"/> too many specialists | <input type="radio"/> cheap local tutors |
| 5. | <input checked="" type="radio"/> live online support | <input type="radio"/> face to face interaction | <input type="radio"/> financial support |
| 6. | <input type="radio"/> insurance | <input type="radio"/> exam | <input checked="" type="radio"/> tutoring |

Part Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8. | <input checked="" type="radio"/> | <input type="radio"/> |
| 9. | <input checked="" type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> |

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

LISTENING 2 (10 mks)

Part One

11. Northern Italy
12. 1173
13. Because of the wars
14. (Shining) white stone
15. Using cement
16. In 1990

Part Two

17. German
18. Experts
19. rules
20. 30minutes/half an hour

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These 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**. (e.g. accept but not)

(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 (10 mks)

Task One

1. past experiences
2. exploring new cultures
3. fortunate
4. participate in a volunteer program
5. building a school / providing healthcare services
6. difficult and emotional

Task Two

7. a semester
8. local family
9. gratitude and appreciation
10. fullest

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

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(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.
Responses must be indicated clearly.

READING 2 (10 mks)

Task One

11. decrease impact obstacle
12. technological solutions economic solutions environmental solutions
13. social entrepreneurship traditional business sports management
14. struggle give up despair
15. happiness contentment discontentment
16. hesitant determined tentative

Task Two

17. C

18. G

19. A

20. D

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 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – 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.
8	<ul style="list-style-type: none"> – 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
6	<ul style="list-style-type: none"> – 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
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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.]