

تم تحميل هذا الملف من موقع المناهج العُمانية



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## ENGLISH LANGUAGE TEST

### GRADE ELEVEN 'CORE'

Semester One

First Session

|        |  |       |  |
|--------|--|-------|--|
| Name   |  |       |  |
| School |  | Class |  |

Write your answers on the Test Paper

Time: 2 ½ hours

Pages: 15

| ELEMENT   |    | Marks |  | Red Marker | Green Marker | Blue Checker |
|-----------|----|-------|--|------------|--------------|--------------|
|           |    |       |  | Name       | Name         | Name         |
| LISTENING | 15 |       |  |            |              |              |
| GRM/VCB   | 10 |       |  |            |              |              |
| READING   | 20 |       |  |            |              |              |
| WRITING   | 15 |       |  |            |              |              |
| TOTAL     | 60 |       |  |            |              |              |

**LISTENING 1 (Items 1-7)**

**(7 marks)**

*You are going to hear a conversation between a tour guide and a tourist planning a tour. Listen, and shade in the bubble ☐ next to the correct option.*

1. This is the tourist's \_\_\_\_\_ visit to Spain.  
☐ first                                      ☐ second                                      ☐ third
  
2. The tourist is in Spain \_\_\_\_\_.  
☐ on her own                                      ☐ with her daughter                                      ☐ with her husband
  
3. Her hotel is situated near the \_\_\_\_\_.  
☐ coast                                      ☐ city                                      ☐ mountains
  
4. It is \_\_\_\_\_ to take photographs inside the museum.  
☐ preferable                                      ☐ prohibited                                      ☐ allowed
  
5. They will have lunch at \_\_\_\_\_.  
☐ 12:45                                      ☐ 1:15                                      ☐ 1:45
  
6. The guide advised them to have \_\_\_\_\_ at Spaghetti Alley Restaurant.  
☐ breakfast                                      ☐ lunch                                      ☐ dinner
  
7. The tour guide is \_\_\_\_\_.  
☐ rude                                      ☐ clumsy                                      ☐ helpful



**LISTENING 2 (Items 8-15)**

**(8 marks)**

*You are going to hear a talk about David Blaine who became a famous magician.*

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

8. Where was Blaine from? (Country)

\_\_\_\_\_

9. What were his parents' jobs?

\_\_\_\_\_ and \_\_\_\_\_

10. When did Blaine perform his most dangerous trick? (Year)

\_\_\_\_\_

11. Where did Blaine break the world record for breath-holding?

\_\_\_\_\_

**Part Two:** For each item, shade in the bubble ☐ next to the correct option.

12. Just before doing the trick, Blaine \_\_\_\_\_.

☐ took some rest

☐ drank a lot of water

☐ breathed in extra oxygen

13. The doctors were worried about Blaine's \_\_\_\_\_.

☐ oxygen

☐ blood pressure

☐ heart rate

14. Blaine trained for his trick in a \_\_\_\_\_.

☐ swimming pool

☐ TV studio

☐ hospital

15. The main cause of pain during the breath-holding trick was \_\_\_\_\_.

☐ water

☐ carbon dioxide

☐ oxygen

**LISTENING  
SCORE**

**15**

**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, shade in the bubble ☐ next to the correct option.

It was a terrible voyage. We (1) \_\_\_\_\_ Muscat early in the morning and sailed across the Arabian Sea. Unfortunately, it (2) \_\_\_\_\_ us more than twelve hours to get to Salalah because of bad weather. As we were entering the port, something unusual (3) \_\_\_\_\_. The captain (4) \_\_\_\_\_ me that one of the passengers was missing. We (5) \_\_\_\_\_ all over the ship, but could not find him anywhere. He had completely disappeared.

|          |     |          |         |      |      |      |         |
|----------|-----|----------|---------|------|------|------|---------|
| happened | met | searched | dropped | took | told | left | planned |
|----------|-----|----------|---------|------|------|------|---------|

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**GRAMMAR/VOCABULARY 2 (Items 6-10)**

**(2½ marks)**

*Complete each sentence with **ONE** word only.*

6. She has been studying in this school \_\_\_\_\_ 2010.
7. The clinic and the pharmacy \_\_\_\_\_ both built in 1990.
8. Rashid went to the mosque \_\_\_\_\_ pray.
9. How \_\_\_\_\_ people were injured in the accident?
10. The father was upset \_\_\_\_\_ his son because he got low marks in all his subjects.



**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

Complete the unfinished words in the text.

Make sure you **spell** each word **correctly**.

**EXAMPLE:**

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

**TEXT**

Speaker A: Hi, How was Paris?

Speaker B: It is a ve\_\_\_\_\_ beautiful city! But my tr\_\_\_\_\_ was quite adventurous!

Speaker A: Really! Wh\_\_\_\_\_ happened?

Speaker B: When I arrived at the bus sta\_\_\_\_\_, I realised my wallet had been sto\_\_\_\_\_. I missed the bus and I had to rep\_\_\_\_\_ it to the police.

Speaker A: Oh, so where did you st\_\_\_\_\_ that night?

Speaker B: Well luckily, my wallet was found and all my mo\_\_\_\_\_ was there. So I was able to sp\_\_\_\_\_ the night in a nice hotel.

Speaker A: Oh, that was gr\_\_\_\_\_.

|  |
|--|
|  |
|--|

**GRM/VCB  
SCORE**

|           |
|-----------|
|           |
| <b>10</b> |



**READING 1 (Items 1-5)**

**(5 marks)**

Read the texts. Are the statements which follow each text **True** or **False**?

For each item, shade in the bubble ☐ under the correct option.

1. My doctor put me on a special diet. It includes fruit, vegetables, nuts and grains. I have to follow it strictly for three months along with daily exercises, or join a gym and take up a hobby that makes me move a lot.

**Statement**

|      |       |
|------|-------|
| True | False |
|------|-------|

The writer has a problem with weight management.

☐
☐

2. The hotel is closed for repairs until the end of the month. It will be open again on Saturday 1<sup>st</sup>, February. We apologise for any inconvenience caused to our loyal customers.

**Statement**

|      |       |
|------|-------|
| True | False |
|------|-------|

The hotel will be open this month.

☐
☐

3. A man said, "It was unreal, like something from a film. All the passengers were shocked at the behaviour of the flight attendant. After we landed, she was joking and laughing as if nothing had happened."

**Statement**

|      |       |
|------|-------|
| True | False |
|------|-------|

The man was travelling on a plane.

☐
☐



### READING 1 (continued)

4.

One of my favourite places is Soho, which is a fashionable area in the centre of London. Generally, it takes me thirty minutes to reach there from Heathrow Airport. Many famous people have lived there. It is a very lively and colourful place.

**Statement**

Soho is very popular.

|      |       |
|------|-------|
| True | False |
|------|-------|

☐

☐

5.

Sami had just sat down to watch the football match when he heard the most terrifying scream he had ever heard in his life. The noise had been made by his little sister. She had seen a spider in the bath.

**Statement**

Sami's sister was very scared.

|      |       |
|------|-------|
| True | False |
|------|-------|

☐

☐

**READING 2 (Items 6-11)**

**(6 marks)**

Read these two e-mails. Then for each item, shade in the bubble ☐ next to the correct option.

**TEXT 1**

Dear Auntie Azza,

I'm currently in 8th grade and I'm taking Spanish. The course is very challenging, although the teacher is doing her best to help. I have been working so hard for the past two semesters, but I doubt I can pass the final exam. My parents advised me to continue attending the classes. They believe that I can succeed. I really don't like this course at all, especially the speaking lessons because I can't talk in front of others. I don't know what to do. I only got 40% in the midterm exam. As I said previously I'm worried I will fail the exam at the end of the year. I have no idea what to do about this course because honestly it's just not working for me Auntie. Please help!

Yours,

Sara

6. Sara has a problem with \_\_\_\_\_.  
☐ the language course      ☐ the teacher      ☐ her parents
7. Sara hates speaking Spanish in class because she is \_\_\_\_\_.  
☐ lazy      ☐ confused      ☐ shy
8. Her parents advised her to \_\_\_\_\_ the course this year.  
☐ complete      ☐ delay      ☐ cancel

**READING 2 (continued)**

**TEXT 2**

Dear Sara,

Thank you so much for your e-mail. I really appreciate your writing to me about the challenges you are facing learning Spanish. Learning a foreign language is never easy. When I read your e-mail, I thought what a smart girl you are for having chosen Spanish. You know it is the most widely spoken language in the world other than English. It is spoken in twenty countries. There are almost five hundred million Spanish speakers worldwide. So if you keep up your Spanish Sara, you could be one of them. My best advice to you dear is to continue learning Spanish as you are smart. Remember you went through the same experiences when learning French and English and now you speak both fluently in addition to your own language, Arabic. This will help you fulfil your dream of getting a job at the United Nations after you have completed university. I will always be there for you my dearest niece.

Much love,

Auntie Azza

9. Auntie Azza is \_\_\_\_\_ Sara.

☐ proud of

☐ annoyed with

☐ ashamed of

10. Auntie Azza would prefer that Sara \_\_\_\_\_ the course.

☐ quits

☐ postpones

☐ continues

11. Sara can speak \_\_\_\_\_ languages fluently.

☐ two

☐ three

☐ four



**READING 3 (Items 12-17)**

**(9 marks)**

*Read the text. Then complete the tasks.*

In 1996, a range of cosmetics was produced using mud from the Boryeong mud flats. The cosmetics were said to be full of minerals, which occur naturally in the mud.

In order to promote these cosmetics, the Boryeong Mud Festival was created. This event, takes place annually during the summer in Boryeong, South Korea. It was hoped people would learn more about the mud and the cosmetics.

The first Mud Festival was held in 1998 and, by 2007, the festival had attracted approximately 2.2 million visitors. This festival takes place over a period of around two weeks.

For the period of the festival, several large attractions are located on the seafront area of Daechon, Boryeong. These include a mud pool, mudslides, mud prison and mud skiing competitions. Coloured mud is also produced for face painting. A large stage is built on the beach, which is used for live music, competitions and various other visual attractions.

A small market on the seafront sells cosmetics, which are made using the mud from Boryeong. Various health clinics and beauty parlours offer services using the famous mud. The festival closes with a large and beautiful firework display.

**READING 3 (continued)**

**Task 1:** For each item, write a short answer (*not more than FOUR WORDS*).

12. Why do Korean people use mud in the festival?

\_\_\_\_\_

13. When did the mud festival first start?

\_\_\_\_\_

14. What is the last event of the festival?

\_\_\_\_\_

**Task 2:** For each item, shade in the bubble ☐ next to the correct option.

15. The festival is held \_\_\_\_\_.

☐ weekly

☐ monthly

☐ yearly

16. The festival lasts for approximately \_\_\_\_\_ days.

☐ two

☐ four

☐ fourteen

17. The mud \_\_\_\_\_ is not part of the festival attractions.

☐ pool

☐ flat

☐ prison

READING  
SCORE

|    |
|----|
|    |
|    |
| 20 |



**(5 marks)**

**"I should never give my personal information online"**

Your writing should be **clear** and **convincing**.

[illegible]

| Marker A | Marker B | Average |
|----------|----------|---------|
|          |          |         |



WRITING 2

(10 marks)

Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

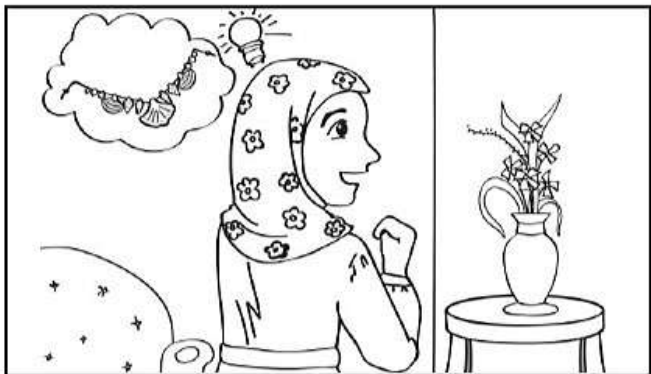
You can also put in more details to make your story lively and interesting.

|                  |       |            |           |
|------------------|-------|------------|-----------|
| pearl necklace   | sad   | sea shells | make      |
| birthday present | beach | collect    | delighted |

①



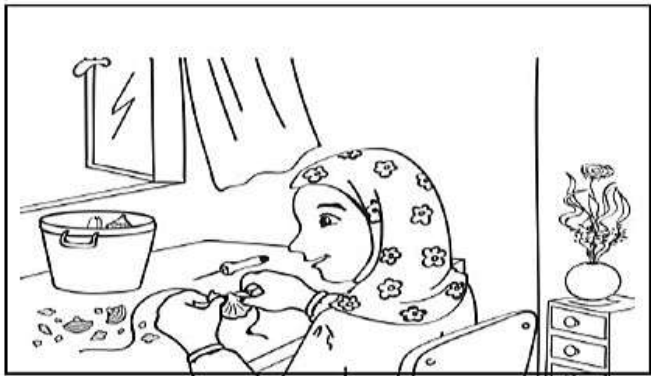
②



③



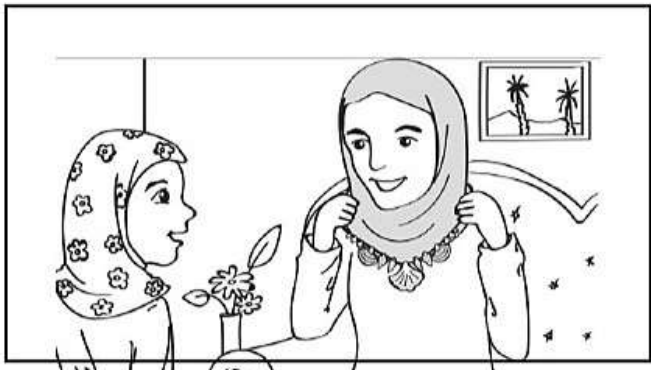
④



⑤



⑥



[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**WRITING  
SCORE**

15

GRADE ELEVEN

ENGLISH LANGUAGE 'CORE'

SEMESTER ONE, 2017/2018, FIRST SESSION

MARKING GUIDE

TOTAL MARKS: 60

page 1 of 5

\*\*\*\*\*

**LISTENING 1 (7 mks)**

- |   |  |  |
|---|--|--|
| 1. <input type="radio"/> first            | <input checked="" type="radio"/> second            | <input type="radio"/> third              |
| 2. <input type="radio"/> on her own       | <input checked="" type="radio"/> with her daughter | <input type="radio"/> with her husband   |
| 3. <input checked="" type="radio"/> coast | <input type="radio"/> city                         | <input type="radio"/> mountains          |
| 4. <input type="radio"/> preferable       | <input checked="" type="radio"/> prohibited        | <input type="radio"/> allowed            |
| 5. <input checked="" type="radio"/> 12:45 | <input type="radio"/> 1:15                         | <input type="radio"/> 1:45               |
| 6. <input type="radio"/> breakfast        | <input type="radio"/> lunch                        | <input checked="" type="radio"/> dinner  |
| 7. <input type="radio"/> rude             | <input type="radio"/> clumsy                       | <input checked="" type="radio"/> helpful |

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

**LISTENING 2 (8 mks)**

8. America
9. Soldier and (school) teacher
10. (November) 2000
11. TV / TV show / TV studio / live show / Oprah Winfrey TV show
- 
- |  |   |   |
|--|---|---|
| 12. <input type="radio"/> took some rest           | <input type="radio"/> drank a lot of water      | <input checked="" type="radio"/> breathed in extra oxygen |
| 13. <input type="radio"/> oxygen                   | <input type="radio"/> blood pressure            | <input checked="" type="radio"/> heart rate               |
| 14. <input checked="" type="radio"/> swimming pool | <input type="radio"/> TV studio                 | <input type="radio"/> hospital                            |
| 15. <input type="radio"/> water                    | <input checked="" type="radio"/> carbon dioxide | <input type="radio"/> oxygen                              |

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

| GRM/ VCB 1 (2.5 mks) |                                  |                       |                                  |                       |                                  |                                  |                                  |                       |
|----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|
|                      | happened                         | met                   | searched                         | dropped               | took                             | told                             | left                             | planned               |
| 1.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> |
| 2.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |
| 3.                   | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |
| 4.                   | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> |
| 5.                   | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> |

Notes: Half-a-mark each. Responses must be indicated clearly.

Notes: Half-a-mark each. Responses must be indicated clearly.

| GRM/ VCB 2 (2.5 mks) | GRM/ VCB 3 (5 mks) |                   |
|----------------------|--------------------|-------------------|
| 6. since             | 11. <u>very</u>    | 16. <u>report</u> |
| 7. were              | 12. <u>trip</u>    | 17. <u>stay</u>   |
| 8. to                | 13. <u>What</u>    | 18. <u>money</u>  |
| 9. many              | 14. <u>station</u> | 19. <u>spend</u>  |
| 10. with             | 15. <u>stolen</u>  | 20. <u>great</u>  |

Notes: Half-a-mark each. Spelling must be correct.

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

| READING 1 (5 mks)   | READING 2 (6 mks)                                       |  |  |
|---|---|--|--|
| True      False   | 6. <input checked="" type="radio"/> the language course | <input type="radio"/> the teacher      | <input type="radio"/> her parents          |
| 1. <input checked="" type="radio"/> <input type="radio"/> | 7. <input type="radio"/> lazy                           | <input type="radio"/> confused         | <input checked="" type="radio"/> shy       |
| 2. <input type="radio"/> <input checked="" type="radio"/> | 8. <input checked="" type="radio"/> complete            | <input type="radio"/> delay            | <input type="radio"/> cancel               |
| 3. <input checked="" type="radio"/> <input type="radio"/> | 9. <input checked="" type="radio"/> proud of            | <input type="radio"/> annoyed with     | <input type="radio"/> ashamed of           |
| 4. <input checked="" type="radio"/> <input type="radio"/> | 10. <input type="radio"/> quits                         | <input type="radio"/> postpones        | <input checked="" type="radio"/> continues |
| 5. <input checked="" type="radio"/> <input type="radio"/> | 11. <input type="radio"/> two                           | <input checked="" type="radio"/> three | <input type="radio"/> four                 |

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

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



| <b>READING 3 (9 mks)</b>   |  |                                       |   |
|--|--|---------------------------------------|---|
| 12.  | It's rich in minerals / To promote the cosmetics |                                       |   |
| 13.  | 1998   |                                       |   |
| 14.  | A large firework display                         |                                       |   |
| 15.  | <input type="radio"/> weekly                     | <input type="radio"/> monthly         | <input checked="" type="radio"/> yearly   |
| 16.  | <input type="radio"/> two                        | <input type="radio"/> four            | <input checked="" type="radio"/> fourteen |
| 17.  | <input type="radio"/> pool                       | <input checked="" type="radio"/> flat | <input type="radio"/> prison              |
| <p><u>Notes:</u> One-and-a-half marks each.</p> <p><u>Qs 12-14:</u> (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. <b>HOWEVER</b>, use common sense for any slightly longer, but <u>obviously correct</u> answers.</p> <p><u>Qs 15-17:</u> Responses must be indicated <u>clearly</u>.</p> |  |                                       |   |

| <b>WRITING (GENERAL NOTES)</b>   |
|--|
| <ul style="list-style-type: none"> <li>The <b>wording of the descriptors</b> in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.</li> <li>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 <b>relevant</b>.</li> <li>If answers are <b>clearly not relevant</b> and the student has clearly not attempted the task that was set, <b>no marks</b> should be awarded.</li> <li>However, if a student has <b>genuinely attempted the task</b>, but their answer is only <b>partly</b> relevant, then a <b>reduced</b> mark (<u>not</u> zero) should be awarded.</li> <li>If markers are in any doubt, they should consult with other markers and with the Table Head.</li> </ul> |



| WRITING 1 (5 mks) |  |
|-------------------|--|
| 5                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>                             |
| 4                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>                 |
| 3                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul> |
| 2                 | <ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>             |
| 1                 | <ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>   |
| 0                 | <p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)<br/> <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"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>                              |
| 8                  | <ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>                  |
| 6                  | <ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of Accuracy</li> </ul> |
| 4                  | <ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>   |
| 2                  | <ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>  |
| 0                  | <p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>   |



## ENGLISH LANGUAGE TEST

### GRADE ELEVEN 'CORE'

Semester One  
Second Session

|        |  |       |  |
|--------|--|-------|--|
| Name   |  |       |  |
| School |  | Class |  |

Write your answers on the Test Paper

Time: 2 ½ hours

Pages: 15

| ELEMENT   |    | Marks |  | Red Marker | Green Marker | Blue Checker |
|-----------|----|-------|--|------------|--------------|--------------|
|           |    |       |  | Name       | Name         | Name         |
| LISTENING | 15 |       |  |            |              |              |
| GRM/VCB   | 10 |       |  |            |              |              |
| READING   | 20 |       |  |            |              |              |
| WRITING   | 15 |       |  |            |              |              |
| TOTAL     | 60 |       |  |            |              |              |

**LISTENING 1 (Items 1-7)**

**(7 marks)**

*You are going to hear a conversation between two friends talking about a new job. Listen, and shade in the bubble ☐ next to the correct option.*

1. Diana's job is a \_\_\_\_\_.

- ☐ manager                      ☐ tour guide                      ☐ receptionist

2. The tourists travelled to the canyon by \_\_\_\_\_.

- ☐ car                      ☐ train                      ☐ bus

3. Some of the tourists stayed at the hotel that day because they were \_\_\_\_\_.

- ☐ tired                      ☐ ill                      ☐ not interested

4. Mark is Diana's \_\_\_\_\_.

- ☐ friend                      ☐ leader                      ☐ colleague

5. Diana \_\_\_\_\_ her job.

- ☐ likes                      ☐ criticises                      ☐ hates

6. When Diana arrived back in the hotel, she \_\_\_\_\_.

- ☐ had a sandwich                      ☐ met the leader                      ☐ slept

7. Next day, the tourists will visit the \_\_\_\_\_ in the morning.

- ☐ aquarium                      ☐ museum                      ☐ aquarium and the museum



**LISTENING 2 (Items 8-15)**

**(8 marks)**

*You are going to hear a talk about a famous comedian called Charlie Chaplin.*

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

8. When was Charlie Chaplin born? (Year)

\_\_\_\_\_

9. What was his parents' job?

\_\_\_\_\_

10. How old was Charlie when his father died?

\_\_\_\_\_

11. Where did his mother die?

\_\_\_\_\_

**Part Two:** For each item, shade in the bubble ☐ next to the correct option.

12. Charlie Chaplin started acting when he was \_\_\_\_\_.

☐ five

☐ eight

☐ ten

13. \_\_\_\_\_ joined the famous Fred Karno Company.

☐ Charlie

☐ Sydney

☐ Charlie and Sydney

14. Charlie became a world-famous \_\_\_\_\_.

☐ comedian

☐ singer

☐ writer

15. When Charlie died, he left \_\_\_\_\_ children.

☐ two

☐ eight

☐ nine

**LISTENING  
SCORE**

**15**



**GRAMMAR/VOCABULARY 1 (Items 1-5)**

**(2½ marks)**

For each item, shade in the bubble ☐ next to the correct option.

A refugee who could hardly speak a word of English when he arrived in Australia two years ago has (1)\_\_\_\_\_ his exams with excellent grades. Mohammed Al-Kaab, 19 years of age, has (2)\_\_\_\_\_ from one of Australia's biggest high schools with honours. His outstanding overall grades (3)\_\_\_\_\_ him to apply to one of the top universities in Melbourne, Australia. He (4)\_\_\_\_\_ through a lot of challenges in order to start a new life in Australia. He said that he (5)\_\_\_\_\_ to use every opportunity to practise his English on a daily basis in order to improve his language.

|         |      |           |      |         |       |         |        |
|---------|------|-----------|------|---------|-------|---------|--------|
| allowed | went | graduated | hold | escaped | tried | studied | passed |
|---------|------|-----------|------|---------|-------|---------|--------|

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





**GRAMMAR/VOCABULARY 2 (Items 6-10)**

**(2½ marks)**

Complete each sentence with **ONE** word only.

6. "Which is better for you: Monday \_\_\_\_\_ Tuesday?"
7. "This is a nice place. \_\_\_\_\_ don't we camp here?"
8. "How long have you \_\_\_\_\_ learning English?"
9. My older brother looks \_\_\_\_\_ us when our parents go out.
10. I do not like people \_\_\_\_\_ are not honest.



**GRAMMAR/VOCABULARY 3 (Items 11–20)**

**(5 marks)**

Complete the unfinished words in the text.

Make sure you **spell** each word **correctly**.

**EXAMPLE:**

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

**TEXT**

**Speaker A:** I'm so excited! We have two we off! What a a you going to do?

**Speaker B:** I'm not su. I guess I will just stay at home. Maybe I'll ha out with my friends. What ab you? Any plans?

**Speaker A:** Yes, I'm going to relax at the be with my cousin. We'll go surfing every day.

**Speaker B:** Sounds like f f.

**Speaker A:** Why don't you co with us?

**Speaker B:** Do you mean it? I wo love to.

**Speaker A:** Th is great!

|  |
|--|
|  |
|--|

**GRM/VCB  
SCORE**

|           |
|-----------|
|           |
| <b>10</b> |

**READING 1 (Items 1-5)**

**(5 marks)**

Read the texts. Are the statements which follow each text **True** or **False**?

For each item, shade in the bubble ☐ under the correct option.

- Engineers at a U.S. laboratory have discovered one answer to the problem of global warming. They have made a machine that can suck carbon dioxide from the air and convert it into liquid fuel. They believe their creation can provide a sustainable form of renewable energy.

**Statement**

**True**

**False**

The engineers' invention is a solution to global warming.

☐
☐

- An older electric car designed by Tesla Motors could get from 0 to 100kph in 3.2 seconds. Using an upgraded battery pack, called Ludicrous Mode, Tesla Motors were able to get the car to reach a 100kph in less than three seconds.

**Statement**

**True**

**False**

Ludicrous Mode decreased the speed of the new electric car.

☐
☐

- When he is not playing tennis, Saif is busy with his project, the robot chair, which helps older people. He is also a Goodwill Ambassador in his school. He regularly organises charity events for those who are in need.

**Statement**

**True**

**False**

Saif likes voluntary work.

☐
☐

**READING 1 (continued)**

4. I looked out of the window at the railway tracks. Although we were moving at 340 kilometres an hour, the journey was smooth and relatively quiet. The part where we travelled under the English Channel took just 22 minutes. Soon I was looking at the French fields and farmhouses.

**Statement**

|      |       |
|------|-------|
| True | False |
|------|-------|

The writer is travelling by plane.

☐ ☐

5. I started having driving lessons when I was seventeen. Although I am normally a quick learner, but I get so nervous during the tests that I can't drive properly. I have failed the test three times. It is so embarrassing.

**Statement**

|      |       |
|------|-------|
| True | False |
|------|-------|

The writer has not got a driving licence.

☐ ☐

|  |
|--|
|  |
|--|

**READING 2 (Items 6-11)**

**(6 marks)**

Read the two texts. Then for each item, shade in the bubble ☐ next to the correct option.

**TEXT 1**

To whom it may concern,

On December 20, I bought a Doughnuts Kit from your store at Global World Mall. The cashier who helped me was called Rommel. He was very friendly and assured me that the Doughnuts Kit would live up to the guarantee on the box: "Perfect Doughnuts Every Time!" Unfortunately, this product did not live up to its claim.

I followed the directions included in the package very carefully. When the doughnuts finished baking, I was very excited to eat the "Perfect Doughnuts" as promised on the box. You can imagine my disappointment when, upon tasting them, I discovered that they were not perfect. These doughnuts were, in fact, absolutely terrible.

I would appreciate a full refund (OR15) for this product as soon as possible. Enclosed are the receipt, the empty box, and one of the awful doughnuts so that you can taste it for yourself. Thank you for your prompt attention to this matter.

Sincerely,

Sara Jones

6. The writer had a problem with the \_\_\_\_\_.

☐ salesman

☐ product

☐ service

7. The problem made Sara feel \_\_\_\_\_.

☐ frustrated

☐ embarrassed

☐ disgusted

8. Sara wants to \_\_\_\_\_.

☐ change the kit

☐ fix the kit

☐ get her money back



## READING 2 (continued)

### TEXT 2

Dear Manager,

I have been a loyal customer of your store for the past five years. I have always got great service, which is one of the main reasons I shop there despite the fact it is far from my house. However, on the 23 December, I encountered very poor service and was so disappointed.

On that date, I purchased my weekly groceries, and headed towards the cash counter to pay. The salesman was talking on his cell phone. When I asked him to prepare the bill, he said he would do it in five minutes, and resumed his conversation on the phone. After ten minutes, he started scanning my groceries but did it slowly. The total amount was more than I expected, so I asked him to recheck it. Instead, he was impolite, and told me if I did not like it, I could take my business elsewhere.

I was shocked at such behaviour. I do hope you will look into this matter, and ensure such an incident is never repeated.

Regards,

Ali

9. The writer likes to do his shopping in that store because it \_\_\_\_\_.

- ☐ is close to his house      ☐ is cheap      ☐ provides good service

10. On December 23, Ali had to pay \_\_\_\_\_ money for his groceries.

- ☐ more      ☐ less      ☐ the same

11. The salesman was \_\_\_\_\_.

- ☐ polite      ☐ rude      ☐ smart





### READING 3 (Items 12-17)

(9 marks)

*Read the text. Then complete the tasks.*

A flight recorder, commonly known as a Black Box, is an electronic recording device placed in an aircraft for the purpose of helping investigations into aviation accidents. Although, it is painted in fluorescent orange to make it easily seen in the event of a crash, it is still called the Black Box.

The first modern flight recorder, called "Mata Hari", was created in 1942 by the Finnish aviation engineer Veijo Hietala. This black high-tech mechanical box was able to record all important aviation details during test flights of World War II fighter planes that the Finnish army built in their main aviation factory in Finland. Currently, the European Organisation for Civil Aviation Equipment (EUROCAE) specifies that a recorder must be able to resist high temperature fires, deep sea pressure, sea water and fluid immersion.

There are two types of Black Boxes; the Flight Data Recorder (FDR) records different operating conditions of the flight such as air speed, air altitudes, and air flight systems. The second box is the Cockpit Voice Recorder (CVR) which records all radio transmissions and sounds in the cockpit including the engine noise and the pilots' conversations. The two recorders provide a lot of accurate information about the flight that can be used in any later investigations.

The FDR and CVR may be combined in a single unit. The two recorders must be capable of surviving the conditions that caused the aircraft accident. For this reason, they are normally stored at the tail of an aircraft, which has proved to have the best survival record.

**READING 3 (continued)**

**Task 1:** For each item, write a short answer (*not more than FOUR WORDS*).

12. What is the colour of the flight recorder nowadays?

\_\_\_\_\_

13. Where was the first modern flight recorder tested? (Country)

\_\_\_\_\_

14. Which organisation issues the specifications of the black box?

\_\_\_\_\_

**Task 2:** For each item, shade in the bubble ☐ next to the correct option.

15. The \_\_\_\_\_ box saves all the sounds on a plane.

☐ FDR

☐ CVR

☐ Mata Hari

16. The black box helps in \_\_\_\_\_.

☐ reducing crash impact

☐ collecting evidence

☐ saving passengers

17. The Black Box is located at the \_\_\_\_\_ of the plane.

☐ front

☐ middle

☐ back

READING  
SCORE

|    |
|----|
|    |
|    |
| 20 |

**(5 marks)**

**"Travelling by car is more interesting than travelling by plane"**

Your writing should be **clear** and **convincing**.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| Marker A | Marker B | Average |
|----------|----------|---------|
|          |          |         |

WRITING 2

(10 marks)

Write a **story** of at least **100 words** based on the following pictures.

You can use the words in the box to help you.

You can also put in more details to make your story lively and interesting.

|                  |                    |          |                   |
|------------------|--------------------|----------|-------------------|
| break time       | stomach ache/vomit | hospital | hygiene inspector |
| examine/ samples | find/bacteria      | pay      | microscope        |

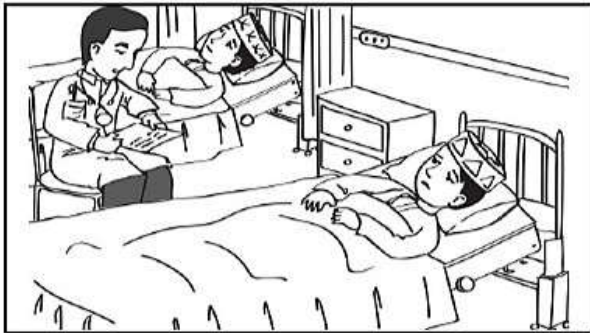
①



②



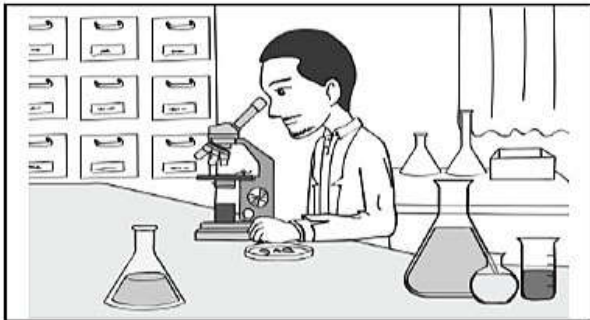
③



④



⑤



⑥



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[illegible]

GRADE ELEVEN

ENGLISH LANGUAGE 'CORE'

SEMESTER ONE, 2017/2018, SECOND SESSION

MARKING GUIDE

TOTAL MARKS: 60

page 1 of 5

\*\*\*\*\*

**LISTENING 1 (7 mks)**

- |   |   |   |
|---|---|---|
| 1. <input type="radio"/> manager          | <input checked="" type="radio"/> tour guide     | <input type="radio"/> receptionist            |
| 2. <input type="radio"/> car              | <input type="radio"/> train                     | <input checked="" type="radio"/> bus          |
| 3. <input checked="" type="radio"/> tired | <input type="radio"/> ill                       | <input type="radio"/> not interested          |
| 4. <input type="radio"/> friend           | <input type="radio"/> leader                    | <input checked="" type="radio"/> colleague    |
| 5. <input checked="" type="radio"/> likes | <input type="radio"/> criticises                | <input type="radio"/> hates                   |
| 6. <input type="radio"/> had a sandwich   | <input checked="" type="radio"/> met the leader | <input type="radio"/> slept                   |
| 7. <input type="radio"/> aquarium         | <input checked="" type="radio"/> museum         | <input type="radio"/> aquarium and the museum |

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

**LISTENING 2 (8 mks)**

- |   |                              |   |
|---|------------------------------|---|
| 8. 1889                                       |                              |   |
| 9. Music Hall artists                         |                              |   |
| 10. 12 / twelve                               |                              |   |
| 11. The United States / USA / America         |                              |   |
| 12. <input checked="" type="radio"/> five     | <input type="radio"/> eight  | <input type="radio"/> ten                           |
| 13. <input type="radio"/> Charlie             | <input type="radio"/> Sydney | <input checked="" type="radio"/> Charlie and Sydney |
| 14. <input checked="" type="radio"/> comedian | <input type="radio"/> singer | <input type="radio"/> writer                        |
| 15. <input type="radio"/> two                 | <input type="radio"/> eight  | <input checked="" type="radio"/> nine               |

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

| GRM/ VCB 1 (2.5 mks) |                                  |                                  |                                  |                       |                       |                                  |                       |                                  |
|----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
|                      | allowed                          | went                             | graduated                        | hold                  | escaped               | tried                            | studied               | passed                           |
| 1.                   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> |
| 2.                   | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 3.                   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 4.                   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/>            |
| 5.                   | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |

*Notes: Half-a-mark each. Responses must be indicated clearly.*

| GRM/ VCB 2 (2.5 mks)                              | GRM/ VCB 3 (5 mks)   |  |
|---|--|--|
| 6. or<br>7. why<br>8. been<br>9. after<br>10. who | 11. <u>weeks</u><br>12. <u>are</u><br>13. <u>sure</u><br>14. <u>hang</u><br>15. <u>about</u> | 16. <u>beach</u><br>17. <u>fun</u><br>18. <u>come</u><br>19. <u>would</u><br>20. <u>That</u> |

*Notes: Half-a-mark each. Spelling must be correct.*

*Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.*

| READING 1 (5 mks)  | READING 2 (6 mks)  |  |  |
|--|--|--|--|
| True      False<br>1. <input checked="" type="radio"/> <input type="radio"/><br>2. <input type="radio"/> <input checked="" type="radio"/><br>3. <input checked="" type="radio"/> <input type="radio"/><br>4. <input type="radio"/> <input checked="" type="radio"/><br>5. <input checked="" type="radio"/> <input type="radio"/> | 6. <input type="radio"/> salesman <input checked="" type="radio"/> product <input type="radio"/> service<br>7. <input checked="" type="radio"/> frustrated <input type="radio"/> embarrassed <input type="radio"/> disgusted<br>8. <input type="radio"/> change the kit <input type="radio"/> fix the kit <input checked="" type="radio"/> get her money back<br>9. <input type="radio"/> is close to his house <input type="radio"/> is cheap <input checked="" type="radio"/> provides good service<br>10. <input checked="" type="radio"/> more <input type="radio"/> less <input type="radio"/> the same<br>11. <input type="radio"/> polite <input checked="" type="radio"/> rude <input type="radio"/> smart |  |  |

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

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

| READING 3 (9 mks)   |   |  |
|---|---|--|
| 12.   | (fluorescent) Orange                        |  |
| 13.   | Finland                                     |  |
| 14.   | EUROCAE                                     |  |
| 15.   | <input type="radio"/> FDR                   | <input checked="" type="radio"/> CVR                 |
|   |   | <input type="radio"/> Mata Hari                      |
| 16.   | <input type="radio"/> reducing crash impact | <input checked="" type="radio"/> collecting evidence |
|   |   | <input type="radio"/> saving passengers              |
| 17.   | <input type="radio"/> front                 | <input type="radio"/> middle                         |
|   |   | <input checked="" type="radio"/> back                |
| <p><u>Notes:</u> One-and-a-half marks each.</p> <p><u>Qs 12-14:</u> (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</p> <p><u>Qs 15-17:</u> Responses must be indicated <u>clearly</u>.</p> |   |  |

| WRITING (GENERAL NOTES)  |
|--|
| <ul style="list-style-type: none"> <li>The <b>wording of the descriptors</b> in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.</li> <li>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 <b>relevant</b>.</li> <li>If answers are <b>clearly not relevant</b> and the student has clearly not attempted the task that was set, <b>no marks</b> should be awarded.</li> <li>However, if a student has <b>genuinely attempted the task</b>, but their answer is only <b>partly</b> relevant, then a <b>reduced</b> mark (<u>not</u> zero) should be awarded.</li> <li>If markers are in any doubt, they should consult with other markers and with the Table Head.</li> </ul> |



| WRITING 1 (5 mks) |  |
|-------------------|--|
| 5                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>                             |
| 4                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>                 |
| 3                 | <ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul> |
| 2                 | <ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>             |
| 1                 | <ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>   |
| 0                 | <p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)<br/> <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"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>                              |
| 8                  | <ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>                  |
| 6                  | <ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul> |
| 4                  | <ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>   |
| 2                  | <ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>  |
| 0                  | <p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the pictures/ task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>   |