

AL-KHALIL BIN ABDULLAH SCHOOL B.E (10 -12 ),FANJA .

MARKING GUIDE

ENGLISH LANGUAGE 'CORE '

TOTAL MARKS : 70

MOCK EXAM SEMESTER ONE, 2024 / 2025, FIRST SESSION

## LISTENING 1 (7 mks)

- |    |  |  |  |
|----|--|--|--|
| 1. | <input type="radio"/> Austria                  | <input checked="" type="radio"/> Ireland | <input type="radio"/> Syria                    |
| 2. | <input checked="" type="radio"/> Evening Class | <input type="radio"/> Tara Road          | <input type="radio"/> Circle of Friends        |
| 3. | <input type="radio"/> Dalkey Castle            | <input type="radio"/> a primary school   | <input checked="" type="radio"/> the Town Hall |
| 4. | <input type="radio"/> writer                   | <input type="radio"/> student            | <input checked="" type="radio"/> journalist    |
| 5. | <input type="radio"/> two                      | <input checked="" type="radio"/> four    | <input type="radio"/> seven                    |
| 6. | <input checked="" type="radio"/> debates       | <input type="radio"/> writers' workshops | <input type="radio"/> theatre productions      |
| 7. | <input type="radio"/> Thursday                 | <input checked="" type="radio"/> Friday  | <input type="radio"/> Sunday                   |

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

## LISTENING 2 (8 mks)

## Part One

8. "The" USA/ "The" US/ United States/ America
9. 5,500 years/ five thousand five hundred
10. bear, deer, calf/ cow ( any one)
11. (3/three-year-old) boy/child/kid

## Part Two

- |     |   |  |   |
|-----|---|--|---|
| 12. | <input type="radio"/> Germany                       | <input type="radio"/> Egypt                  | <input checked="" type="radio"/> Vietnam  |
| 13. | <input checked="" type="radio"/> the sewing machine | <input type="radio"/> hand tools             | <input type="radio"/> the rolling machine |
| 14. | <input type="radio"/> Leather                       | <input checked="" type="radio"/> sustainable | <input type="radio"/> plastic             |
| 15. | <input type="radio"/> 15                            | <input type="radio"/> 150                    | <input checked="" type="radio"/> 340      |

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling.

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 12-15: Responses must be indicated clearly.

### VOCABULARY (2.5 mks)

- |   |  |   |  |
|---|--|---|--|
| <b>16.</b> <input type="checkbox"/> misuse          | <input checked="" type="checkbox"/> afflicts | <input type="checkbox"/> affluent               | <input type="checkbox"/> protect               |
| <b>17.</b> <input type="checkbox"/> camping         | <input type="checkbox"/> sleeping            | <input type="checkbox"/> selling                | <input checked="" type="checkbox"/> bargaining |
| <b>18.</b> <input checked="" type="checkbox"/> cope | <input type="checkbox"/> blend               | <input type="checkbox"/> argue                  | <input type="checkbox"/> complain              |
| <b>19.</b> <input type="checkbox"/> harbour         | <input type="checkbox"/> occupation          | <input checked="" type="checkbox"/> destination | <input type="checkbox"/> vacation              |
| <b>20.</b> <input type="checkbox"/> limits          | <input checked="" type="checkbox"/> bumps    | <input type="checkbox"/> walls                  | <input type="checkbox"/> combs                 |

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

### GRAMMAR (2.5 mks)

- |                      |                    |
|----------------------|--------------------|
| <b>21.</b> motivated | <b>24.</b> already |
| <b>22.</b> decided   | <b>25.</b> look    |
| <b>23.</b> thinking  |                    |

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

### GRAMMAR/VOCABULARY (5 mks)

- |  |  |   |   |
|--|--|---|---|
| <b>26-</b> <input type="checkbox"/> ship                 | <input checked="" type="checkbox"/> identity | <input type="checkbox"/> product          | <input type="checkbox"/> job              |
| <b>27-</b> <input checked="" type="checkbox"/> recognize | <input type="checkbox"/> buy                 | <input type="checkbox"/> follow           | <input type="checkbox"/> support          |
| <b>28-</b> <input type="checkbox"/> colour               | <input checked="" type="checkbox"/> message  | <input type="checkbox"/> design           | <input type="checkbox"/> market           |
| <b>29-</b> <input type="checkbox"/> what                 | <input type="checkbox"/> who                 | <input type="checkbox"/> where            | <input checked="" type="checkbox"/> which |
| <b>30-</b> <input type="checkbox"/> confusion            | <input type="checkbox"/> distrust            | <input checked="" type="checkbox"/> trust | <input type="checkbox"/> frustration      |

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

READING 1 (7 mks)	READING 2 (8 mks)		
<p><b>True False</b></p> <p>31. <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>32. <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>33. <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>34. <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>35. <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>36. <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>37. <input type="checkbox"/> <input checked="" type="checkbox"/></p>	<p>38. <input type="checkbox"/> modernity</p> <p>39. <input checked="" type="checkbox"/> sustainability</p> <p>40. <input type="checkbox"/> exclude</p> <p>41. <input type="checkbox"/> dangerous</p> <p>42. <input checked="" type="checkbox"/> practices</p> <p>43. <input checked="" type="checkbox"/> advanced</p> <p>44. <input type="checkbox"/> infrastructure</p> <p>45. <input type="checkbox"/> expansion</p>	<p><input checked="" type="checkbox"/> originality</p> <p><input type="checkbox"/> urbanization</p> <p><input type="checkbox"/> conclude</p> <p><input checked="" type="checkbox"/> luxurious</p> <p><input type="checkbox"/> fashions</p> <p><input type="checkbox"/> traditional</p> <p><input checked="" type="checkbox"/> jobs</p> <p><input type="checkbox"/> change</p>	<p><input type="checkbox"/> complexity</p> <p><input type="checkbox"/> consumption</p> <p><input checked="" type="checkbox"/> include</p> <p><input type="checkbox"/> traditional</p> <p><input type="checkbox"/> permission</p> <p><input type="checkbox"/> affordable</p> <p><input type="checkbox"/> economic</p> <p><input checked="" type="checkbox"/> preservation</p>
<p><i>Note: One mark each. Responses must be indicated <u>clearly</u>.</i></p>			

### READING 3 (10 mks)

#### Task One

46. The Wright brothers.  
 47. After World War II.  
 48. Advanced navigation systems / fuel-efficient engines / lightweight materials  
 49. Environmental concerns.  
 50. Autonomous aircraft / supersonic travel  
 51. The COVID-19 pandemic

#### Task Two

52.  18<sup>th</sup> century                       19<sup>th</sup> century                       20<sup>th</sup> century
53.  decrease                               increase                               fall
54.  Jumbo                                       Super                                       Mega
55.  maintenance                               aviation fuels                               regulations

Notes: One mark each.

Qs 46-51: 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 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, 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.

Qs 52-55: 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 well be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced** mark (not zero) should be awarded.

**WRITING 1 (10 mks)**

<b>10</b>	<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>
<b>8</b>	<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>
<b>6</b>	<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>
<b>4</b>	<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>
<b>2</b>	<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>
<b>0</b>	<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>