

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)

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

- | | |
|---------------|-------------|
| 21. motivated | 24. already |
| 22. decided | 25. look |
| 23. thinking | |

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

GRAMMAR/VOCABULARY (5 mks)

- | | | | |
|---|--|---|---|
| 26- <input type="checkbox"/> ship | <input checked="" type="checkbox"/> identity | <input type="checkbox"/> product | <input type="checkbox"/> job |
| 27- <input checked="" type="checkbox"/> recognize | <input type="checkbox"/> buy | <input type="checkbox"/> follow | <input type="checkbox"/> support |
| 28- <input type="checkbox"/> colour | <input checked="" type="checkbox"/> message | <input type="checkbox"/> design | <input type="checkbox"/> market |
| 29- <input type="checkbox"/> what | <input type="checkbox"/> who | <input type="checkbox"/> where | <input checked="" type="checkbox"/> which |
| 30- <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)		
	True False			
31.	<input type="checkbox"/> <input checked="" type="checkbox"/>	38. <input type="checkbox"/> modernity	<input checked="" type="checkbox"/> originality	<input type="checkbox"/> complexity
32.	<input checked="" type="checkbox"/> <input type="checkbox"/>	39. <input checked="" type="checkbox"/> sustainability	<input type="checkbox"/> urbanization	<input type="checkbox"/> consumption
33.	<input checked="" type="checkbox"/> <input type="checkbox"/>	40. <input type="checkbox"/> exclude	<input type="checkbox"/> conclude	<input checked="" type="checkbox"/> include
34.	<input type="checkbox"/> <input checked="" type="checkbox"/>	41. <input type="checkbox"/> dangerous	<input checked="" type="checkbox"/> luxurious	<input type="checkbox"/> traditional
35.	<input type="checkbox"/> <input checked="" type="checkbox"/>	42. <input checked="" type="checkbox"/> practices	<input type="checkbox"/> fashions	<input type="checkbox"/> permission
36.	<input checked="" type="checkbox"/> <input type="checkbox"/>	43. <input checked="" type="checkbox"/> advanced	<input type="checkbox"/> traditional	<input type="checkbox"/> affordable
37.	<input type="checkbox"/> <input checked="" type="checkbox"/>	44. <input type="checkbox"/> infrastructure	<input checked="" type="checkbox"/> jobs	<input type="checkbox"/> economic
		45. <input type="checkbox"/> expansion	<input type="checkbox"/> change	<input checked="" type="checkbox"/> preservation
<u>Note:</u> One mark each. Responses must be indicated <u>clearly</u> .				

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. ☐ 18th century ☐ 19th century ☒ 20th 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)

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>