ENGLISH LANGUAGE TEST

GRADE ELEVEN 'ELECTIVE'

Semester Two
First Session

Name			
School		Class	

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
READING	15					
WRITING 1	15					
WRITING 2	15					
WRITING 3	15					
TOTAL	60					

READING 1 (Items 1–6)   **(6 marks)**

Read the text. Then complete the task.

Interviewer:	Welcome Sami. Can you tell us about your work?
Sami:	I am a sport photographer working for Al Shabab sport magazine and I photographed 206 different matches such as basketball, football and handball.
Interviewer:	But do you like sports?
Sami:	Actually, my father plays basketball for our town team. We go to all of his games and we also watch a lot of sports on TV.
Interviewer:	How did you first get into photography?
Sami:	When I was ten, one of my friends told me about a free basic photography course in the club in my town, so I joined. Since then I like shooting photos. In my next birthday, my mother bought me a Canon camera.
Interviewer:	What kind of a photography education did you have?
Sami:	I have a bachelor of journalism which is really related to photography. This is why I was accepted in the magazine when I applied for the job.
Interviewer:	What is the amazing thing about your work?
Sami:	Every day I meet people from different places and I like to work with other photographers and editors.
Interviewer:	What are the difficulties in your work?
Sami:	One thing is that I have to manage it to be at the sport event on time. This sometimes is very difficult if the place is far away from my town. In fact, I don't have a car so I pay more money for the taxi to be on time.
Interviewer:	That's great!

READING 1 (continued)

*Are these statements **True** or **False**?*
Shade in the bubble ◯ *under the correct option.*

	Statements	**True**	**False**
1.	Sami only shoots football matches for Al Shabab sport magazine.	◯	◯
2.	His family has great interest in sports.	◯	◯
3.	He received his first camera when he was 12.	◯	◯
4.	Sami's education was the main reason to join the magazine.	◯	◯
5.	He prefers to work alone.	◯	◯
6.	He always arrives late at sport events.	◯	◯

READING 2 (Items 7–12)   (9 marks)

Read the text. Then complete the task.

Samuel Langhorne Clemens was born in Florida, Missouri on November 30, 1835. He would later go by the "pen name" Mark Twain as a writer. Young Samuel grew up in the small town of Hannibal, Missouri with his sister and two brothers. The town of Hannibal was located right on the Mississippi River and Samuel loved to watch the river boats pass by. Therefore, many of Mark Twain's stories were inspired by his own adventures on the river when he was a kid. Growing up, Samuel dreamt of becoming a steamboat pilot.

At the age of 11, Samuel's father died. To help the family, Samuel quit school and went to work in a printer. It was here that he learned about writing. Around the age of 21, Samuel decided to pursue his dream. He was trained as a pilot on a steamboat. He had to learn all the potential dangers and snags along the lower Mississippi river. It took him two years of hard work and study, but he eventually earned his pilot's license.

When he started writing, Samuel took on the pen name Mark Twain. The name comes from a term used on steamboats to signal that the water was 12 feet deep. Mark Twain wrote a number of books. Some told funny stories from his own travels such as *Roughing It* and *Innocents Abroad*. Other popular books include *The Prince and the Pauper* and *Pudd'nhead Wilson*.

Twain's love for adventure and risk got him into financial trouble later in life. He invested his earnings into failed businesses and inventions. In order to pay the bills, he travelled around the world giving lectures and speeches. They were very popular and he was eventually able to pay off his loans. Mark Twain died of a heart attack on April 21, 1910.

READING 2 (continued)

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

7. Mark Twain's father had _____ children.

   ⬭ three   ⬭ four   ⬭ five

8. The _____ of Hannibal inspired Twain to be a steamboat pilot.

   ⬭ people   ⬭ weather   ⬭ site

9. Most of Twain's stories reflected his _____.

   ⬭ family   ⬭ childhood   ⬭ dream

10. In _____ Mark Twain left his job to achieve his dream.

   ⬭ 1854   ⬭ 1855   ⬭ 1856

11. Twain's loss of money resulted from being a _____ person.

   ⬭ risky   ⬭ lazy   ⬭ greedy

12. He died at the age of _____.

   ⬭ 74   ⬭ 75   ⬭ 76

READING SCORE	
	15

WRITING 1   (15 marks)

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

Situation: You are Mazin/Muna. You moved to a new house and you have decided to invite your friends to a **barbecue party**.
Task: Write **an email** inviting all of them. Give details about the house location, the time, the types of food, other people invited and the activities in the party.

Your writing should be friendly and clear.

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WRITING 1 (continued)

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Marker A	Marker B	Average

WRT 1 SCORE	
	15

WRITING 2   (15 marks)

Write **at least 100 words** on the following topic:

"Famous people have a better life."

Do you agree or not? Give your reasons.

Your writing should be well-organized and interesting.

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WRITING 2 (continued)

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Marker A	Marker B	Average

WRT 2 SCORE
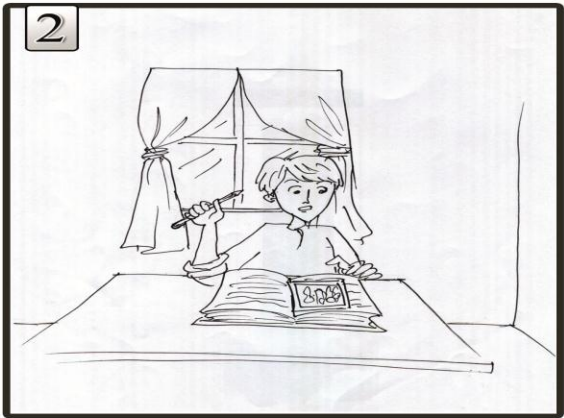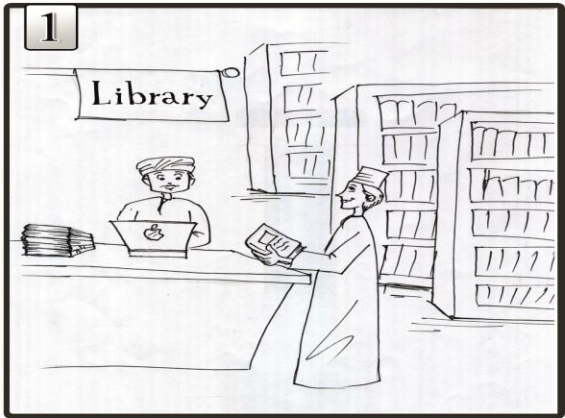
15

WRITING 3   (15 marks)

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

borrow	honest	contact	photo
librarian	record	return	thankful

<u>WRITING 3 (continued)</u>

WRITING 3 (continued)

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Marker A	Marker B	Average

WRT 3 SCORE

15

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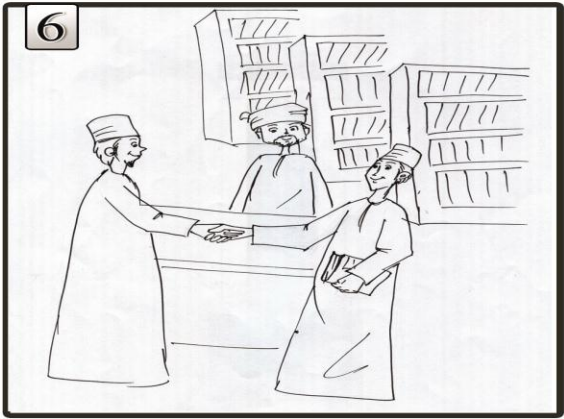
READING 1 (6 mks)		READING 2 (9 mks)
True	**False**	
1. ○ ●		7. *four*
2. ● ○		8. *site*
3. ○ ●		9. *childhood*
4. ● ○		10. 1856
5. ○ ●		11. *risky*
6. ○ ●		12. 75
Notes: One mark each. Responses must be indicated <u>clearly</u>.		*Notes: One-and-a-half marks each. Responses must be indicated <u>clearly</u>.*

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 (<u>not</u> zero) should be awarded.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

	WRITING 1 (15 mks)
15	– Impact on intended reader is <u>very</u> <u>positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of grammatical structures and vocabulary, with a good level of accuracy.
12	– Impact on intended reader is <u>fairly</u> <u>positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
9	– Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	– Impact on intended reader is <u>rather</u> <u>negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar and vocabulary contain frequent serious errors.
3	– Impact on intended reader is <u>very</u> <u>negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	*No* *attempt* *at* *the* *task*: <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

*Note 1: The task is to write a **letter/** an **e-mail**, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks.* <u>PROCEDURE</u>*: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale **—** then, if either the greeting or the closing are <u>missing</u>, **deduct three marks** from the content-score.*

Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.

	WRITING 2 (15 mks)
15	– Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
12	– Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.
9	– Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.
3	– A very feeble attempt to discuss the topic: very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

	WRITING 3 (15 mks)
15	– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. – The text is coherent and easy to read. Not many language errors.
12	– Tells the story clearly enough, but writing lacks interest for the reader. – There are several noticeable language errors and the text sometimes lacks coherence.
9	– Manages to convey the main outline of the story, but only in a limited way. – Language used is limited in range and/or contains quite frequent errors.
6	– An attempt is made to tell the story, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
3	– A very feeble attempt to tell the story: very little relevant content. – Language used is extremely limited and/or seriously distorted.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures) OR Hardly any writing at all, or not written in English. OR Complete nonsense.