



## الإجابة النموذجية

### I. Reading

#### Text One

1. d preparing the material
2. b drier
3. d put down
4. c rock
5. b verb
6. a the height of the doorway
7. c remains
8. a can be easily removed
9. d step 5
10. c the process of making

#### Text Two

11. b imaginary
  12. c create and experiment
  13. d promotes preparing for virtual worlds
  14. b public
  15. meeting **criminals**
  16. unwanted **images/individuals**
  17. high **cost**
  18. d adjective
  19. c decide
  20. c pros and cons
- } Any order is accepted.

### II. Writing

#### A. Sentence Writing (5 x 3 marks each correct sentence)

**Please follow the rubrics.**

Every sentence gets 3 marks: 0 or 1 for Meaning, 0 or 1 for Vocabulary, 0 or 1 for Grammar

	Meaning	Vocabulary	Grammar
	Complete sentence that has meaning related to the prompt	Accurate and specific word choice that fully describes the picture, the situation	Gender, pronouns, person agreement, tense, plural, etc., must all be correct.
<b>Correct</b>	1	1	1
<b>Incorrect</b>	0	0	0

**B. Essay Writing**

**Please follow the rubrics.**

**(25 marks)**

	<b>Content*</b>	<b>Grammar / Syntax</b>	<b>Vocabulary</b>	<b>Organization</b>	<b>Spelling / Punctuation</b>
5	Writes with a <u>clear purpose</u> .  A <u>range of ideas</u> that are well structured.	Writes using a <u>combination of sentences</u> – simple, compound and complex where meaning is clear.  Maybe be some <u>minor errors</u> .	A <u>wide range</u> of accurate and appropriate word choices that <u>fully express</u> complete <u>ideas</u> .  May use <u>idioms</u> .	<u>Logical sequence</u> in <u>clear paragraphs</u>  introduction, body, conclusion  <u>Ideas supported in the body</u> of the text.	Uses <u>sentence level punctuation</u> <b>most</b> of the <u>time</u> .  Spells <u>complex words</u> <u>correctly</u> most of the time. Spelling of <u>common words</u> is <u>consistently correct</u> .
4	Writes with <u>some understanding</u> of purpose.  Presents some ideas on the topic.	Writes using <u>simple sentences</u> .  <u>Meaning</u> is <u>mostly clear</u> .	<u>Appropriate vocabulary</u> used but not always clear.	Uses <u>paragraphs</u>  Some sequence and organization evident <u>but lacks an element</u> e.g. introduction or conclusion.	Uses <b>some</b> <u>sentence level punctuation</u> e.g. commas.  Spells complex words correctly intermittently. <u>Spelling of common words</u> is <u>correct</u> .
3	Presents <u>one idea</u> within the topic with <u>some elaboration</u> .	Writes with <u>some errors</u> of tenses, prepositions, pronouns, subject/verb agreement.  <b>(3-5 mistakes)</b>	<u>Simple vocabulary</u> choices.  <u>Common words</u> used appropriately.	Uses paragraphs with <u>some sequence</u> evident e.g. within the body only.	Uses <u>capital letters and full stops</u> .  Spells <b>some</b> <u>common words</u> <u>correctly</u> .
2	Presents only <u>one idea</u> within the topic <u>without any elaboration</u> . Content limited.	Writes <u>simple sentences</u> with <b><u>some confusion</u></b>	Simple vocabulary used <u>appropriately</u> <b><u>sometimes</u></b> .	Sequence is not clear.	<u>Punctuation</u> sometimes used correctly. <u>Spelling</u> <b><u>sometimes</u></b> <u>interferes</u> with meaning.
1	Content VAGUELY addresses the topic or question.	Writes a <u>list of words</u> with little/ <u>very confusing</u> meaning.	Limited expression / <u>repeated structures</u> and vocabulary	Sequence is not evident, could be a list of words.	<u>Capital letters and full stops</u> <b><u>not used</u></b> .  Spelling interferes with meaning.
0	<b>Non Attempt / Canned essays / Off-point Essays</b>				