

Model Answers

**KINGDOM OF BAHRAIN
MINISTRY OF EDUCATION
DIRECTORATE OF EXAMINATION & EXAMINATION SECTION
SECONDARY EDUCATION / UNIFIED TRACKS
Re-Sit Exam 2016/2017**

COURSE NAME : English Language
COURSE CODE : Eng. 302

TRACK : Unified Tracks
TIME : 1½ Hours

Listening 1: (7½ Marks)

You will hear part of an interview with a teenager who used to be a gang member. Choose the correct answer A, B, or C.

- 1 **How long did Justin spend in prison?**
 - ☒ A Not as long as he'd expected.
 - B Longer than the judge had said.
 - C Longer than his mates.
- 2 **Justin first joined a gang because**
 - A he needed money.
 - ☒ B he wanted to be like his mates.
 - C he was expelled from school.
- 3 **What motivated Justin to change his life?**
 - ☒ A He realised that being in a gang made no sense.
 - B He moved to a different area.
 - C He was persuaded by other inmates in prison.
- 4 **How can he now help the community?**
 - A By becoming a police officer.
 - ☒ B By talking about his own experiences.
 - C By assisting teachers in the classroom.
- 5 **What does Justin want to do in the future?**
 - A Get a job as a car mechanic.
 - B Become a teacher.
 - ☒ C Continue his education.

1½ each

1½ each

Listening 2: (7½ Marks)

Listen to five people talking about technology. Match each speaker (1 – 5) to the statement that best describes what they say. Note that there is one extra statement.

speakers	statements
5	is describing how to use the Internet for study.
3	has difficulty using a device
1	is complaining about a faulty device.
–	is buying a wireless laptop.
2	is very keen on modern technology.
4	is discussing the negative effects of computers

Reading (15 Marks)

Read the following article and answer the questions that follow.

Sixteen - What now?

You're 16 and finally you can leave school! By now, you're probably sick of school work, desks, tests and exams. But don't just run for the exit. You need to think carefully about what to do next. If you want a professional career, you will need to go to university and get a degree. To do that, you need to stay at high school for another two years. But you needn't stay at the same place. There are several options in the district of Northacre.



St. Leopold's School has the best pass rate of all the high schools in the district. It offers a wide range of subjects in the humanities and sciences. St Leopold's is, of course, a private school, so may be too expensive for you. But don't worry, there are several other options if you want to follow the academic route. Knowle Grammar School is a state school, so there are no fees, and it has excellent tuition and facilities. It is a boys' school from the ages of 11-16, but from 16-18 it is co-educational. But it is selective, so you'll have to pass an exam to get in.

If you're interested in going into Business, check out Wyle River Academy. This school specializes in subjects like Business Studies, Management and Economics. If you prefer the arts, look at the courses on offer at Northacre College. Here you can study woodwork, art, textiles and much more.

Northacre College also offers a wide range of vocational qualifications. You can do a 1-year certificate or a 2-year diploma in subjects like electrics, plumbing, roofing and hairdressing. If you'd prefer to work outdoors, look at Milldown College, where there are courses in Farm Mechanics, Land Management, Animal Management and much more.

A final option is to get an apprenticeship with a local or national company. You will get on-the-job training, gain certificates or diplomas and start earning straight away. But be warned - places are limited! Find out more at the Jobs Fair on 26th May at Northacre College.

A. Choose the correct answer a, b or c. (5 Marks)1 mark each**1. The aim of the article is to ...**

- a. advise young people about how to apply to a university.
- ☒ b. tell young people about high schools options.
- c. advise young people to leave school.

2. The article advises readers who want a professional career to...

- a. go to university immediately.
- b. stay at the same school for two more years.
- ☒ c. go to high school for two more years, then get a degree.

3. St Leopold's is the best school for...

- ☒ a. good exam results.
- b. no fees policy.
- c. facilities.

4. You can only attend St Leopold's school if you...

- ☒ a. pay tuition fees.
- b. pass an exam.
- c. study both humanities and sciences.

5. What is the problem with apprenticeships?

- a. They are expensive.
- ☒ b. There are few available.
- c. They don't give you any qualifications.

1 mark each**B. State whether the following statements are true (✓) or false (×) according to the article. (5 Marks)**

- 1. You can only attend Knowle Grammar school if you pass an exam. (✓)
- 2. Milldown College is the best place for a student who wants to work with horses. (✓)
- 3. Northacre College is the best place for a student who wants to be a designer. (✓)
- 4. Milldown College is the best place for a student who wants to be a builder. (×)
- 5. Knowle School is the best place for a student who wants to run his own company. (×)

C. Match the words in the box with their definitions according to the article. Note that there is an EXTRA definition. (5 Marks)

degree

tuition

academy

vocational

earning

1. vocational skills and education that prepares you for a job.
2. — taking a gap year.
3. tuition teaching and instructions.
4. earning making money or income.
5. degree a qualification given for completing a university course.
6. academy a college which teaches people the skills needed for a particular job.

1 mark
each

Writing: (20 Marks) Choose ONE question ONLY to answer Write about 200-250 words

A. Using e-books in schools is a new trend." Write a discursive essay in response to this topic. Include ideas: in favour and against, your opinion and support your argument with examples and facts.

OR

B. 'You have ordered bouquets of expensive flowers for your sister's wedding party. The party got over and the flowers didn't arrive'. Write a letter of complaint to Mrs. Ruby Paterson, the flower shop manager, complaining and stating your reasons of dissatisfaction and demanding a solution for your case. Your name is Noor Ali.

Task focus 5	Organisation 5	Lang. accuracy 5	Appropriateness 5	Total 20

End of Exam

You will hear part of an interview with a teenager who used to be a gang member. Choose the correct answer A, B, or C.

Interviewer: This evening, as part of our 'Crime Today' series, I'm talking to Justin Parker, who knows just what it's like to be involved in a dangerous gang. Hi there, Justin. Can you tell our listeners just why you've come on the programme?

Justin: Hi. Sure. There's no easy way to say this – but I've just spent the last two years in prison. I used to belong to a big local gang. I was a rebellious kid and I did some things that I'm really ashamed of now. I got arrested, charged and sentenced to three years. They let me out after two. While I was inside, I thought long and hard about the lifestyle I had been part of and I decided I wanted to turn my life around. Now, I just want to like – help other kids in the same situation.

Interviewer: OK, Justin. The big question, I suppose, is why did you join a gang in the first place?

Justin: Yeah. Kids have their reasons. Some of them get kicked out of school and it's a way of getting their own back on society, others just like threatening people and vandalising stuff. For me, it was, like, everyone I knew was in the gang and I was, like, expected to join. If not, I would have been different and when you're that age, you want to fit in, you know? At first, I was just running errands for guys in the gang – collecting money, taking messages, things like that. Then it got more serious and I got into some fights and ended up doing time.

Interviewer: So, what made you decide to give up that life and go straight when you got out of prison?

Justin: That's a good question. I hated it inside. Losing your freedom, it makes you think really hard – it's a really rude awakening. One day I just looked round and saw all these guys in there thinking they were so hard. I knew that as soon as they got out, they'd be into fights and gang business again. Then they'd be back in prison ... and why? Just to show that they were bigger and stronger than someone else? It just suddenly seemed stupid and pointless. Why hurt other kids just because they live in a different part of town to you, or because someone told you to? Crazy, man. I didn't want that sort of life any more.

Interviewer: Do you think you can help teenagers avoid the problems you've had?

Justin: I'd like to try. I've been asked to go into schools and talk to kids and tell them about what happened to me. I mean, it's one thing having teachers and police talk about why you shouldn't get into gangs, but when I was a kid that meant nothing to me. Teachers and police were like, the enemy? But hearing it all from someone who's been there and done it ... and done the time, I think it might make a difference. It might encourage them to open up to someone about their own problems too. Well I hope so, anyway.

Interviewer: And what about your own future?

Justin: I've got some plans. While I was in prison, I took some courses and I learnt a lot about cars. I'd like to carry on learning and perhaps become a qualified engineer in the future. I've had a lot of good advice from people who want to see me do well.

Interviewer: Well, I wish you all the best for the future, Justin. Good luck and thanks for talking to us.

Question 2

Listen to five people talking about technology. Match each speaker (1 – 5) to the statement that best describes what they say. Note that there is one extra statement.

Speaker 1

I've had a problem with my laptop ever since the day I bought it. Its battery life is short and I have no access to my wireless Internet connection. This is frustrating as I can't connect online to research information for projects I have for college. The shop I bought it from promised to send it away for repairs. I got the laptop back yesterday but the problem remains. This is just unacceptable! I am going to ask for a complete refund of the money I paid or a new lap top computer.

Speaker 2

Well, I have to admit that I am a techno-freak. I'm up-to-date with the latest gadgets on the market. I make sure that I know what is coming out and when. I save up all my pocket money and head for the shops to buy the latest model on sale. Oh, just last week I bought the new iPad. It's thinner, faster, and has better gaming than my older one. And oh! I just can't wait for the new iPhone to come out. The only problem is convincing my mum to buy it for me.

Speaker 3

I'm not technologically minded. I just can't get my head around all these gadgets. My fingers are too slow and I keep pressing the wrong buttons on the mobile that Jake, my grandchild, bought me for my birthday. He wanted me to make a video call and I thought he was talking about turning on the video recorder and making a call at the very same time. He laughed and wrote me a set of instructions which I can't follow! I am happy to use my house phone to call the little guy up, which is a cordless phone by the way!

Speaker 4

I'm concerned about the time my son spends on his computer. He seems to be practically glued to the screen. It has become his second nature. I am also a bit worried about his health. I mean there's nothing wrong with him, but he looks awfully pale as he never gets out. His teacher called me the other day as well and said that his grades were slipping and that he had trouble concentrating in class, seemed distracted and lethargic. No wonder! He seems to be up all night in front of that screen!

Speaker 5

Class, I'd like to go through the instructions for the online project one last time. Remember, you need to spend time searching the Internet for relevant information. Don't just use the first piece of information you find, compare sources and please do not copy chunks of information. It's important that you understand what you read, so paraphrasing it or using your own words will benefit you greatly. Please send the project to me by email at jharper@org.com and remember the deadline is next Friday, March 10th.

<i>Descriptors</i>		
<i>Level Definitions</i>	<i>Task Focus</i>	<i>Language Accuracy</i>
<p>5</p> <p><i>Exemplary performance showing a high level of command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i></p>	<ul style="list-style-type: none"> ◆ Responds to all prompts ◆ Distinct focus on topic ◆ Details related to topic and task ◆ Meets length requirements ◆ The task is complete 	<ul style="list-style-type: none"> ◆ Sophisticated and consistent command of English grammar; ◆ Few, if any, spelling, capitalization and punctuation mistakes; ◆ Good and varied use of sentence structure: simple, compound and complex; ◆ Meaning is clear and on task.
<p>4</p> <p><i>Accomplished performance showing an above average level of command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i></p>	<ul style="list-style-type: none"> ◆ Responds to most prompts; ◆ Topic is slightly off focus; ◆ Most details are relevant to the topic; ◆ Production is within the range of length requirements. ◆ The task is complete. 	<ul style="list-style-type: none"> ◆ Consistent command of English grammar; ◆ Limited number and type of errors; ◆ Attempt to use more complex structure; ◆ Errors do not obscure meaning.
<p>3</p> <p><i>Performance shows development and movement towards better command of English language and writing skills. The writing exhibits most or all of the following characteristics.</i></p>	<ul style="list-style-type: none"> ◆ Responds partially to the given prompts; ◆ Topic is off target in some parts; ◆ Needs more details to meet length requirements; ◆ Some portions of the task are not completed. 	<ul style="list-style-type: none"> ◆ Inconsistent command of English grammar; ◆ Too many fragmented sentences and run-ons; ◆ Limited sentence structure: repeated use of simple sentence; ◆ Errors in spelling and punctuation interfere with the meaning.
<p>2</p> <p><i>Performance shows a consistent pattern of weakness in English language and writing skills. The writing exhibits most or all of the following characteristics.</i></p>	<ul style="list-style-type: none"> ◆ There is some evidence of responding to given prompts; ◆ Focus on topic is inconsistent; ◆ Needs more details to meet length requirements; ◆ Most of the task is not complete. 	<ul style="list-style-type: none"> ◆ Inadequate command of English grammar; ◆ Only simple sentences are used; ◆ Meaning is not clear because of the number and type of errors in spelling and punctuation.
<p>1</p> <p><i>Performance showing a weak command of English language and the writing skills are undeveloped.</i></p>	<p>There is minimal focus on task; the range and amount of mistakes in grammar, spelling and other mechanics interfere with comprehension; the task is incomplete; the amount of writing produced is minimal.</p>	

Descriptors

<i>Appropriateness</i>	<i>Organization</i>	<i>Score</i>
<ul style="list-style-type: none"> ◆ Ideas are well developed; ◆ Strong and varied choice of details appropriate to the task (e.g., giving examples, use of facts, logical arguments); ◆ Strong and varied choice of vocabulary appropriate to the topic; ◆ Clear attention to audience; ◆ Sentence and paragraph flow enhanced by efficient use of connectors and transition words. 	<ul style="list-style-type: none"> ◆ The introduction is exciting and relevant to the topic; ◆ Strong, logical flow of ideas and events (e.g., progression of thought, time and sequence); ◆ A focused choice of supporting details (e.g., interesting facts, meaningful examples, accurate data); ◆ The conclusion is logical and convincing; ◆ Layout and/or format is appropriate to the task. 	9-10
<ul style="list-style-type: none"> ◆ Most ideas are well developed; ◆ Good choice and variety of supporting details; ◆ Good choice and variety of vocabulary; ◆ Appropriate attention to audience; ◆ Sentences and paragraphs flow smoothly and clearly. 	<ul style="list-style-type: none"> ◆ The introduction is relevant and meaningful; ◆ Main ideas are logical but may not be in the best order/sequence; ◆ Ideas are developed with some focused and supporting details; ◆ The conclusion is convincing; ◆ Layout and/or format is appropriate to the task. 	7-8
<ul style="list-style-type: none"> ◆ Ideas are insufficiently developed; ◆ Need for more details to support main ideas; ◆ Limited choice of vocabulary; ◆ Some attention to audience; ◆ Limited and repetitive choice of connectors and transition words. 	<ul style="list-style-type: none"> ◆ The introduction is somewhat unclear; ◆ Ideas do not flow logically and smoothly; ◆ Some ideas are not sufficiently developed or clearly focused; ◆ There is an attempt to conclude; ◆ Some parts of the layout/format are appropriate. 	5-6
<ul style="list-style-type: none"> ◆ Ideas are in need of more development; ◆ More relevant details are needed; ◆ Restricted and inappropriate choice of vocabulary; ◆ Audience is not clearly addressed; ◆ Minimal use of connectors and transition words. 	<ul style="list-style-type: none"> ◆ Introduction is either missing or not sufficiently clear; ◆ Most ideas are not sufficiently developed or clearly focused; ◆ Ideas do not progress logically; ◆ Conclusion is either missing or incomplete; ◆ Task layout/format is ineffective. 	3-4
<p>There is minimal focus on task; the range and amount of mistakes in grammar, spelling and other mechanics interfere with comprehension; the task is incomplete; the amount of writing produced is minimal.</p>		1-2