



الجمهورية العربية السورية  
وزارة التربية

سَلْم تصحيح مادة اللغة الإنكليزية  
لشهادة الدراسة الثانويّة المهنية التجارية  
الدورة الأولى / عام ٢٠١٥ م  
الدرجة: ستمئة

سَلَم تصحيح مادة اللغة الإنكليزية لشهادة الدراسة الثانويّة المهنية التجارية  
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- I - Group 1: 1 - 10  
II- Group 2: 11 - 24  
III- Group 3: 25 - 32  
IV- Group 4: 33 - 40  
V - Group 5: 41 - 44  
VI- Group 6: composition

ملاحظات:

- توضع العلامة المستحقة لكل سؤال على يسار الرقم.
- توضع إشارة (X) على رقم الإجابة الخطأ.
- تجمع درجات الإجابة لكل مجموعة وتوضع في مربع عند نهاية المجموعة في الزاوية اليمنى وتكتب رقماً وكتابة باللغة العربية.
- ترفع درجة كل مجموعة إلى الحقل المخصص لها في جدول الدرجات ويسجل كل من المصحح والمدقق اسمه ويوقع عليها (مع مراعاة جدول وضع الدرجات).
- عند نهاية تصحيح موضوع الإنشاء: يعد الجدول الخاص بذلك وتوزع الدرجات وفق الحقول المدرجة وتوضع الأحرف (T , G , V , S , C) على ورقة الإجابة وتوضع درجة كل حقل أمام كل حرف ثم تجمع وتوضع ضمن مربع وترفع إلى الحقل المخصص لها في جدول الدرجات.

## Group 1 From 1- 10

### Model answers: (1-3)

1- (The role of the business owner / his role is) to check his company's (current) financial performance (against the competition).

(N.B): - If the student writes "the business owners should keep an eye on rent, salaries, etc.", his answer rates 8 marks.

2- If the bills are paid on time and the bank account balance keeps growing.

(N.B): - If the student writes one item only " If the bills are paid on time " **OR** "If the bank account balance keeps growing " his answer rates 5 marks.

3- (Businesses / They may collapse) when/because/if owners didn't control their overheads.

### Remarks from (1-3)

(N.B): - Information between brackets is optional.

a- Each item from (1-3) is allotted **10 marks**.

b- Overlook irrelevant information.

c- Overlook copying, spelling and grammar mistakes.

d- Any logical answer is accepted.

### Model answers from (4-5)

4- financial

5- accountant

### Remarks from (4-5)

a- Each item is allotted **10 marks**.

b- Only the above mentioned answers are accepted.

c- Overlook copying mistakes and capitalization.

### **Model answers from (6-8)**

6- (a) / know

7- (c) / required

8- (c) / increase

### **Remarks from (6-8)**

a- Each item is allotted **10 marks**.

b- Either the letter or the written answer is accepted or both.

c- If the student writes two answers to the same item, consider the first.

d- Overlook copying mistakes.

### **Model answers from (9-10)**

9- If the employees can explain the issue for making any mistake, they shouldn't be punished.

- Employees should not be punished for making a mistake if they can demonstrate that they recognize the issue.

10- The training should explain ethical matters that relate to the employees' needs as well as / and / in addition to those of the enterprise.

- The training should explain ethical matters that relate to the employees' needs.

### **Remarks from (9-10)**

a- Each item is allotted **10 marks**.

b- Any logical answer is accepted.

c- Overlook copying, grammar and spelling mistakes.

d- If the student writes only the correction without rewriting the whole correct sentence, his answer rates **full mark**.

## Group 2 From 11-24

### Model answers (11-14)

- 11- (e) / radio waves, cables and metal wires.  
12- (c) / in which goods or merchandise are stored.  
13- (a) /stop trying.  
14- (b) / while others watch several.

### Remarks from (11-14)

- a- Each item is allotted **10 marks**.  
b- Only the above mentioned answers are accepted.  
c- Either the letter or the written answer is accepted or both.  
d- Overlook copying mistakes and capitalization.  
e- If a student writes two answers in one space, consider the first.  
f- If a student writes only the first word of the correct answer, the answer rates **full mark**.

### Model answers (15-18)

- 15- world      16- gets      17- offer      18- insurance

### Remarks from (15-18)

- a- Each item is allotted **10 marks**.  
b- Only the above mentioned answers are accepted.  
c- Copying mistakes are overlooked.  
d- If the student writes two answers to the same question, consider the first.

### Model answers (19-21)

- 19- are  
(N.B): (have been / will be / are going to be / were) = **8 marks**.  
20- and  
(N.B): (which / that) = **8 marks**.  
21- the / every / any / each  
(N.B): (this / that) = **8 marks**.

### Remarks from (19-21)

- a- Each item is allotted **10 marks**.  
b- Only the above mentioned answers are accepted.  
c- In case the student writes two answers for the same number, consider the first.  
d- Overlook spelling mistakes unless they give rise to another meaning.  
If so, deduct **1 mark**.

### Model answers (22-24)

- 22- on      23- of      24- into

### Remarks from (22-24)

- a- Each item is allotted **10 marks**.  
b- Only the above mentioned answers are accepted.  
c- If there are two prepositions in one space, consider the first.

## **Group 3**

### **From 25 – 32**

#### **Model answers (25-29)**

- 25- Both
- 26- as soon as
- 27- which
- 28- haven't they
- 29- Internet

#### **Remarks from (25-29)**

- a- Each item is allotted **10 marks**.
- b- Only the above mentioned answers are accepted.
- c- Overlook copying mistakes.

#### **Model answers from (30-32)**

- 30- finished / had finished
- 31- knew
- 32- is / was / has been / will be / is going to be

#### **Remarks from (30-32)**

- a- Each item is allotted **10 marks**.
- b- Only the above mentioned answers are accepted.
- c- In case the student writes two answers for the same number, consider the first.
- d- Deduct **2 marks** for each verb form mistake.
- e- Overlook spelling mistakes.

## Group 4 From 33-40

### Model answers (33-36)

33- What are you establishing / doing / planning in Syria?

- What is your plan / project in Syria?
- What / Which (kind of) agency are you establishing in Syria?
- What / Which (kind of) agency are you going to establish in Syria?
- Where are you establishing / going to establish an agency?

34- Are you familiar with this (kind of) work/job ?

- Do you have any idea / experience about this job / work?
- Have you worked in this job / work (before)?

35- Who helps you?

- How many experts / people (do they) help you?
- Who is going to help you?
- Does anyone / anybody help you?
- Do you need (any) help (from anyone)?

36- (Answers vary)

(N.B): If the student writes one word only, his answer is accepted.

### Remarks from (33-36)

a- Each item is allotted **15 marks**.

b- Overlook spelling and copying mistakes.

c- Deduct **2 marks** for each grammatical mistake *provided that the total deduction should not exceed 6 marks* if the question or the answer still makes sense.

d- Any relevant questions to the above mentioned ones are accepted.

### Model answers (37-40)

37- My tie must / should / has to be changed.

38- (He said) the company was preparing a plan for long-term success.

39- Mr. Hani, who owns chain supermarkets, has tried to be more measured in spending.

- Mr. Hani, who has tried to be more measured in spending, owns chain supermarkets.
- Mr. Hani owns chain supermarkets, trying to be more measured in spending.
- Mr. Hani owns chain supermarkets and has tried to be more measured in spending.

40- If it was / were possible, I would provide you with the final sample.

- I would provide you with the final sample if it was / were possible.

### Remarks from (37-40)

a- Each item is allotted **15 marks**.

b- Only the above mentioned answers are accepted.

c- Overlook spelling and copying mistakes.

d- Deduct **2 marks** for a wrong verb form in multi-verb tenses *provided that the total deduction should not exceed 6 marks* if the question or answer still makes sense.

**e.g. wrong verb form no.38:** (were preparing) instead of (was preparing).

## Group 5 From 41-44

### Model answer (41-42)

41 - يُمكنك أن تجد / شركات تخزين تقليدية / في سورية.

البدائل:

يُمكنك: بإمكانك / تستطيع / بالإمكان / باستطاعتك / من الممكن  
شركات: مؤسسات / وحدات / منشآت  
تقليدية: قديمة / كلاسيكية / اعتيادية

42- تأذت آلتا التصوير / أثناء النقل.

البدائل:

تأذت: تضررت / أتلفت / تعطلت / خربت / انكسرت / أعطبت / تهشمت  
آلتا التصوير: كاميرتا التصوير / اثنتان من آلات التصوير  
أثناء: عند / خلال  
النقل: الشحن / الترانزيت / نقلها

### Remarks for (41-42):

- Each item is allotted **15 marks**.
- The first statement is divided into three units, **5 marks** for each.
- The second statement is divided into two units:
  - The first unit is allotted **9 marks**.
  - The second unit is allotted **6 marks**.
- Word- for- word translation for the whole sentence rates zero unless it sounds correct.
- Any logical translation is accepted.
- Deduct **3 marks** for any missing element.
- Deduct **2 marks** for any grammar mistake. The total deduction should not exceed **5 marks** for the whole sentence if it still makes sense.

**Model answer (43-44):**

**43-** Containers need few days / to transport the required goods.

**Alternatives:**

**Containers:** Trucks / Lorries / Vans / Big cars

**need:** require / take

**few:** several / a lot of / many / a number of / some

**transport:** carry / move

**required:** wanted / ordered / needed

**goods:** products / things

**44-** I spent two weeks / in Italy with the company.

**Alternatives:**

**spent:** have spent / stayed / have stayed

**company:** firm / establishment / at work / in business

**Remarks for (43-44):**

a- Each item is allotted **15 marks**.

b- Each statement is divided into two units:

- The first unit is allotted **8 marks**.

- The second unit is allotted **7 marks**.

c- Word- for- word translation for the whole sentence rates zero unless it makes sense.

d- If a student makes a mistake in the unit by adding, omitting or changing something that distorts the meaning, the answer rates zero only for that unit.

e- Deduct **3 marks** for a missing or wrongly translated word, and grammatical mistake, provided that the total deduction should not exceed **6 marks** for the whole sentence if it still makes sense.

f- Any logical translation is accepted.

g- Overlook spelling mistakes unless they give rise to a new meaning.

## Group 6 - Composition

### Remarks:

- 1- **100 marks** are allotted to this item.
- 2- Before starting the correction of the composition, the teacher should make first reading to the whole paragraph to figure out if it is relevant to the topic or not.
- 3- A letter, a report or an email is accepted.
- 4- If a student writes more than the words required, his/her topic is accepted.
- 5- a- On average, a paragraph between 70-80 words rates **(100 marks)**.  
b- A paragraph between 60-69 words rates **90 marks**. Deduct **2 marks** from each field.  
c- A paragraph between 50-59 words rates **80 marks**. Deduct **4 marks** from each field.  
d- A paragraph between 40-49 words rates **70 marks**. Deduct **6 marks** from each field.  
e- A paragraph between 30-39 words rates **50 marks**. Deduct **10 marks** from each field.  
f- A paragraph less than 25 words rates **35 marks**. Deduct **13 marks** from each field.
- 6- Spelling mistakes are overlooked unless they give rise to another meaning. If so, deduct **2 marks** for each mistake *provided that the total deduction should not exceed 8 marks*.

### N.B.

- If the student writes about shipping services in general or another type of shipping without referring to air shipping services, start correcting from **50 marks, 10 marks for each field**.
  - If the student writes about advertising in general or another type of advertising without referring to radio and TV advertising, start correcting from **50 marks, 10 marks for each field**.
  - Overlook the first three (spelling and grammar) mistakes.
  - Deduct **2 marks once** for the same repeated mistake.
- 7- The following chart shows the distribution of the **100 marks**:

	<b>Communication</b>	<b>Spelling and punctuation</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Task response</b>
a	outstanding communication; clear, coherent and well-organised text with complex language when appropriate.	extremely accurate spelling and punctuation in simple and complex language.	very wide range of accurate and appropriate vocabulary required for the task.	very wide range of accurate and appropriate grammar required for the task.	the task response is comprehensive, relevant and well-developed.
	<b>20 marks</b>	<b>20 marks</b>	<b>20 marks</b>	<b>20 marks</b>	<b>20 marks</b>
b	meaning is clear and easy to understand; good organization.	good punctuation and spelling; errors may occur in complex language.	a good range of vocabulary; few errors occur except in complex vocabulary.	a good range of grammar usage; few errors occur except in complex structures.	response is wholly relevant but is partially developed or not fully exploited.
	<b>18 marks</b>	<b>18 marks</b>	<b>18 marks</b>	<b>18 marks</b>	<b>18 marks</b>
c	overall meaning is conveyed with some errors but without undue problems for the reader	errors of punctuation and spelling occur but don't cause undue problems for the reader.	adequate knowledge of a range of the vocabulary items required to carry out the task.	adequate knowledge of a range of the grammar; more accurate than inaccurate.	largely relevant response but without much development or with some irrelevance.
	<b>16 marks</b>	<b>16 marks</b>	<b>16 marks</b>	<b>16 marks</b>	<b>16 marks</b>
d	meaning is only conveyed with significant effort on the part of the reader.	errors of punctuation and spelling create problems for the reader.	some vocabulary knowledge but frequent errors or gaps mean vocabulary is insufficient for the task.	some grammar knowledge but frequent errors or gaps mean grammar is insufficient for the task.	some relevant response to the task, though at times the task appears not to have been understood.
	<b>14 marks</b>	<b>14 marks</b>	<b>14 marks</b>	<b>14 marks</b>	<b>14 marks</b>
e	meaning is only conveyed with significant effort on the part of the reader with some mistakes.	errors of punctuation and spelling create a lot of problems for the reader.	some vocabulary knowledge but frequent errors or gaps mean vocabulary is insufficient for the task.	some grammar knowledge but frequent errors or gaps mean grammar is insufficient for the task.	some relevant response to the task, though at times the task appears not to have been understood.
	<b>10 marks</b>	<b>10 marks</b>	<b>10 marks</b>	<b>10 marks</b>	<b>10 marks</b>

انتهى السلم