



الجمهورية العربية السورية  
وزارة التربية

سلم تصحيح مادة اللغة الإنكليزية  
لامتحان شهادة الدراسة الثانوية العامة / الفرع الأدبي  
دورة عام 2014 م  
الدرجة: /400 درجة/

سَلْم تصحيح شهادة الثانوية العامة

لمادة اللغة الإنكليزية

الدورة الامتحانية الأولى لعام 2014م

الفرع الأدبي

- I- Group 1: 1 - 8  
II- Group 2: 9 - 14  
III- Group 3: 15 - 27  
IV- Group 4: 28 - 37  
V- Group 5: 38 - 43  
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 حقل الكسور والآحاد والعشرات).
- 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- 8)

### Model answers: (1-3)

- 1- (The sand gazelle / It lives) across / in the Arabian Gulf and North Africa.
  - If the student mentions only one place, his answer rates **full mark**.
- 2- (They are suited to the desert environment ) with their white heads and sand-coloured bodies.
  - Their white heads and sand-coloured bodies allow them to blend into the desert, camouflaging them from predators.
  - They are excellent jumpers and they use their speed and agility to evade the attention of predators.
  - If the student mentions only one reason, his answer rates **3 marks**.
- 3- (The sand gazelle / It is in danger of extinction, mainly) due to / because of habitat loss and hunting.
  - If the student mentions one of the two reasons: habitat loss or hunting, his answer rates **full mark**.

### Remarks from (1-3)

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

- 1- Each item from (1-3) is allotted **7 marks**.
- 2- Overlook irrelevant information.
- 3- Overlook copying, spelling and grammar mistakes.
- 4- Any logical answer is accepted.

### Model answers from (4-6)

- 4- evade
- 5- predator(s)
- 6- congregate

### Remarks from (4-6)

- 1- Each item from (4-6) is allotted **7 marks**.
- 2- Only the above- mentioned answers are accepted.
- 3- Overlook copying mistakes and capitalization.
- 4- If the student writes two answers for the same item, consider the first.

### Model answers from (7-8)

- 7- Sand gazelles are (very) **quick / fast** and their top speed is **100 km** per hour.
- Sand gazelles are (very) **quick / fast** and have been known to reach speeds of (almost) **100 km** per hour.
- 8- Recently, people in Syria have become (**more**) **aware** of the importance of saving wild animals.
- In Syria, there is an **increasing awareness** about the importance of saving wild animals. (**N.B.** This sentence should be written completely).

### Remarks from (7-8)

- 1- Each item is allotted **8 marks**.
- 2- The above mentioned answers are accepted in addition to any logical answer.
- 3- Overlook copying, grammar and spelling mistakes.
- 4- If the student writes only the correction without rewriting the whole correct sentence, his answer rates **full mark**.

## Group 2 - From (9 - 14)

### Model answers (9-10)

9- (a) / clever

10- (c) / support

### Remarks from (9-10)

- 1- Each item is allotted **7 marks**.
- 2- Either the letter or the complete answer is accepted or both.
- 3- If the student writes two answers to the same item, consider the first.
- 4- Overlook copying mistakes.

### Model answers (11-12)

11- express(ed)

12- academic

### Remarks from (11-12)

- 1- Each item is allotted **7 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook copying mistakes and capitalization.
- 4- If the student writes two answers to the same item, his answer rates zero even if one of them is correct.

### Model answers (13-14)

13- ..... praise England / and to support its soldiers.

**N.B.** One reason rates **full mark**.

- ..... defend his way of life.

14- ..... about the war (until its end in 1918 ).

### Remarks from (13-14)

- 1- Each item is allotted **7 marks**.
- 2- The above mentioned answers are accepted in addition to any logical completion related to the text.
- 3- Overlook copying, grammar and spelling mistakes.
- 4- Any addition or omission that doesn't make distortion is overlooked.

## Group 3 - From (15- 27)

### Model answers (15-18)

- 15- been
- 16- which / that
- 17- and / with / in addition to / besides / as well as
- 18- for /to

### Remarks from (15-18)

- 1- Each item is allotted **7 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Spelling mistakes are overlooked unless they give rise to new words.  
If so, the answer rates **zero**.
- 4- If the student writes two answers to the same question, consider the first.

### Model answers (19-23)

- 19- family
- 20- came
- 21- little
- 22- eyes
- 23- longer

### Remarks from (19-23)

- 1- Each item is allotted **6 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook copying mistakes and capitalization.
- 4- If a student writes two answers in one space, his answer rates **zero**.
- 5- Repeating the same answer more than once rates **zero**, even if one of them is correct.
- 6- Answers in the form of numbers rate **zero**.

### Model answers (24-27)

- 24- Where did your brother / Hani travel (to) ?
  - Who travelled / went/ had been to Australia ?
  - What did your brother do?
  - Who did travel to Australia?
  - Where is your brother Hani?
  - Which/What country did your brother travel to?
  - Which brother/of your brothers travelled/went/had been to Australia?

**N.B.** If the student writes whom instead of who deduct **3 marks**.

- 25- What is he studying / doing there / in Australia ?
- Why did he travel there?
  - Which/ What subject is he studying there/in Australia?
- 26- How long/How many years/ How much time has he been there/in Australia?
- 27- Any logical answer related to the question is accepted even if the answer is one word.

**Remarks from (24-27)**

- 1- Each item is allotted **10 marks**.
  - 2- Deduct **3 marks** for wrong question word/ word cluster
  - 3- Deduct **2 marks** for any grammar mistake provided that the total deduction should not exceed **3 marks** if the question still makes sense.  
**e.g.** wrong tense, wrong auxiliaries, wrong articles, wrong pronouns.
  - 4- If a student writes two questions for the same answer, consider the first.
  - 5- Overlook capitalization and spelling mistakes.
  - 6- If a student writes the correct question word only, his answer rates **3 marks**.
- N.B:** Yes/No questions rate (5 marks )unless they include the answer, if so the answer rates **zero**.

**e.g.**

- Did your brother travel? rates **5 marks**.
- Did your brother travel to Australia? rates **zero**.

## Group 4 - From (28- 37)

### Model answers (28-31)

- 28- The halls were made wider than the rest of the tunnel.  
29- I wish you wouldn't/didn't (lose things).  
- I wish you weren't (losing things).  
- I wish you would be more careful  
30- She asked them if / whether they were enjoying married life.  
31- They/People/get/ have their cars / them serviced.

### Remarks from (28-31)

- 1- Each item is allotted **10 marks**.
- 2- Overlook spelling mistakes.
- 3- Deduct **2 marks** for each grammar mistake provided that the total deduction should not exceed **4 marks**.
- 4- Any relevant answers to the above mentioned ones are accepted.

### Model answers (32-33)

- 32- ..... all past tenses.  
33- ..... all present tenses + future + correct modals + simple past +  
(past progressive as a result)

### Remarks from (32-33)

- 1- Each item is allotted **10 marks**.
- 2- The completion that doesn't make sense rates **zero**, even if it is grammatically correct.
- 3- Deduct **1 mark** for any grammar mistake, provided that the total deduction should not exceed **3 marks** if the completion makes sense.
- 4- Overlook spelling mistakes unless they give rise to another meaning.  
If so, deduct **1 mark** provided that the total deduction should not exceed **3 marks** if the completion makes sense.
- 5- Overlook punctuation marks.
- 6- Any logical completion is accepted.
- 7- The clause should contain a **subject** and a **verb**.



### **Model answers (34-37)**

34- but

35- talented

36- make

37- put up with

### **Remarks from (34-37)**

- 1- Each item is allotted **7 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook copying mistakes.

## Group 5 - From (38- 43)

### Model answers (38-41)

- 38- will have / are going to have / are having / might have/ may have/ could have.  
39- switched / had switched / must have switched/ might have switched/ may have switched/ could have switched.  
40- have not slept / have not been sleeping  
41- got

### Remarks from (38-41)

- 1- Each item is allotted **7 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook spelling mistakes.
- 4- Complete (verb forms) are required, otherwise the answer rates **zero**.
- 5- Deduct **2 marks** for a wrong verb form in multi-verb tenses.  
(e.g. no.39 had switch)
- 6- In case the student writes two answers for the same number, consider the first.

## Model answer (42)

42- توم خائف جداً / لكن مع مرور الوقت / بدأت مخاوفه تتضاءل.

خائف	جداً	مع مرور الوقت	تتضاءل		
مرعوب	كثيراً	كلما مر الوقت	تنقص		
يشعر بالخوف	إلى درجة كبيرة	مع مضي الوقت	تتناقص		
يشعر بالفزع	إلى حد كبير		تقل		
			تضعف		
			تتلاشى		
			تتراجع		

### Remarks for 42

1- The statement is divided into three units. The first unit is allotted **4 marks**.  
The other two units are allotted **3 marks** each.

2- Any sort of distortion invalidates the translation for that unit.

3- Each unit is treated separately.

4- Deduct **1 mark** for:

- a missing, or wrongly translated word
- a grammar mistake
- a spelling mistake if it gives rise to a new meaning

provided that the total deduction for the whole sentence shouldn't exceed **4 marks** if it still makes sense.

5- Any other logical translation is accepted.

### Model answer 43

43- The driver / motorist felt guilty even though / though / although he wasn't responsible for the accident.

- The driver / motorist felt guilty although the accident wasn't his responsibility / fault / mistake / cause.
- Although the accident wasn't his responsibility/ fault/ mistake / cause, the driver felt guilty.
- The driver / motorist felt guilty although he didn't cause the accident.
- The driver / motorist felt guilty although he wasn't the reason of the accident.

### Remarks for (43)

1- The statement is divided into two units. Each unit is allotted **5 marks**.

2- Each unit is treated separately.

3- Any sort of distortion invalidates the answer for that unit.

4- - Deduct **1 mark** for:

- a missing or wrongly translated word
- a grammar mistake
- a spelling mistake if it gives rise to a new meaning,

provided that the total deduction shouldn't exceed **4 marks** if the sentence still makes sense.

5- Any other logical translation is accepted.

## Group 6 - Composition

### Remarks:

- 1- (**66 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- If a student writes more than the required number of words, his/her topic is accepted.
- 4- a- On average, a paragraph between **70-80** words rates (**66 marks**).
  - b- A paragraph between **60-69** words rates (**60 marks**).  
Each field is allotted **12 marks**.
  - c- A paragraph between **50-59** words rates (**55 marks**).  
Each field is allotted **11 marks**.
  - d- A paragraph between **40-49** words rates (**45 marks**).  
Each field is allotted **9 marks**.
  - e- a paragraph between **25 - 39** words rates (**35 marks**).  
Each field is allotted **7 marks**.
  - f- A paragraph less than **25** words rates (**25 marks**)  
Deduct **5 marks** from each field (V+C+S+G+T)
- N.B.** - Overlook the first 3 mistakes from spelling and grammar then deduct **one mark** for each mistake.
- 5- The following chart shows the distribution of the (**66 marks**):

Communication	Spelling and punctuation	Vocabulary	Grammar	Task response
Excellent outstanding communication; very 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>(13 marks)</b>	<b>(13 marks)</b>	<b>(13 marks)</b>	<b>(13 marks)</b>	<b>(14 marks)</b>
Very good outstanding communication; very 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>(12 marks)</b>	<b>(12 marks)</b>	<b>(12 marks)</b>	<b>(12 marks)</b>	<b>(12 marks)</b>
Good outstanding communication; very clear, coherent and well-organised text with complex language when appropriate.	accurate spelling and punctuation in simple and complex language.	wide range of accurate and appropriate vocabulary required for the task.	wide range of accurate and appropriate grammar required for the task.	the task response is comprehensive, relevant and well-developed.
<b>(11marks)</b>	<b>(11marks)</b>	<b>(11marks)</b>	<b>(11marks)</b>	<b>(11marks)</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>(9 marks)</b>	<b>(9 marks)</b>	<b>(9 marks)</b>	<b>(9 marks)</b>	<b>(9 marks)</b>
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>(7marks)</b>	<b>(7marks)</b>	<b>(7marks)</b>	<b>(7marks)</b>	<b>(7marks)</b>
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>(5marks)</b>	<b>(5marks)</b>	<b>(5 marks)</b>	<b>(5 marks)</b>	<b>(5 marks)</b>

**N.B.** - Deduct 1 mark once for the same repeated mistakes.

- Overlook the first 3 mistakes in spelling and grammar .

- انتهى السلم -