



ENGLISH LANGUAGE TEST
GRADE ELEVEN 'ELECTIVE'
Semester Two
First Session

Name			
School		Class	

Write your answers on the Test Paper

Time: 2½ hours

Pages: 11

ELEMENT		Marks		Red Marker	Green Marker	Blue Checker
				Name	Name	Name
LISTENING	20					
READING	20					
WRITING 1	10					
WRITING 2	10					
TOTAL	60					

LISTENING 1 (Items 1-10)

(10 marks)

You are going to hear an interview about one of the world's great mysteries: UFO's.

Task One: Listen, and shade in the bubble next to the correct option.

1. The Science Fiction programme is broadcast every_____.
 day week month
2. Dr. Smith is an_____ UFO specialist.
 American English Australian
3. According to Dr. Smith, _____ has seen an alien spacecraft.
 someone a UFO specialist no-one
4. Sometimes a _____ is mistaken for a UFO.
 tennis ball flying car flying boat
5. Sprites are like a single fast-moving object when _____ of them appear and disappear in a row.
 a few some lots
6. Sprites are believed to be formed when _____ hits nitrogen atoms in the air.
 lightning coloured plasma a glowing ball

Task Two: For each item, shade in the bubble to indicate whether the statement is True/False.

Statements	True	False
7. Ball lightning can sometimes look like a ball with a tail.	<input type="radio"/>	<input type="radio"/>
8. According to Dr. Smith, UFO's never appear longer than a few seconds.	<input type="radio"/>	<input type="radio"/>
9. Some of military aircraft have been identified as UFO's.	<input type="radio"/>	<input type="radio"/>
10. People use special effects to 'create' UFO's.	<input type="radio"/>	<input type="radio"/>

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LISTENING 2 (Items 8-15)

(10 marks)

You are going to hear a talk about **the youngest scientist who won a famous prize.**

Part One: For each item, write a short answer (**not more than FOUR WORDS or a Number**).

11. Where was Lawrence Bragg born? (country)

12. Why did Lawrence Bragg move to England?

13. When did Bragg become interested in researching X-rays? (year)

14. Who designed the instrument that was used to establish atomic arrangements for different metals?

15. Which army did Bragg work with during the First World War?

16. How old was Bragg when he was awarded the Nobel Prize for science?

Part Two: For each item, complete the missing words (**not more than two words**).

(17) Bragg became a professor in Physics in _____ university in Manchester, U.K.	(18) Bragg had _____ children.
(19) Bragg left the National Physics Laboratory because _____.	(20) Bragg died in July, _____. (year)

**LISTENING
SCORE**

20

READING 1 (Items 1-10)**(10 marks)**

Read the following text. Then complete the tasks.

Testing on animals has been a much-debated issue for over a hundred years. First documented around 2,000 years ago, it became prominent in the second half of the 19th century due to the rapid expansion of the pharmaceutical and chemical industries. This gave rise to using animals for research. This essay outlines the advantages and disadvantages of animal testing.

There is no doubt that medical research on animals has dramatically improved the health of humans. It has contributed in coming up with various ways to cure diseases that previously resulted in death. Consequently, many lives have been saved. The California Biomedical Research Association states that nearly every medical breakthrough in the last 100 years has resulted directly from research using animals. Experiments on dogs led directly to the discovery of insulin. This was critical to saving the lives of diabetics. The polio vaccine, tested on animals, reduced the global occurrence of the disease from 350,000 cases in 1988 to 203 cases in 2017. Mice are 98% genetically like humans so they are the most commonly used animals. They are also popular for their size, low cost, ease of handling and fast reproduction rates. Other types of animals used include rabbits, fish, monkeys, cats, dogs, sheep and horses.

While accurate global figures for animal testing are extremely difficult to obtain, estimates indicate that anywhere from 50 to 100 million animals are used in experiments every year. An estimated 26 million animals are used every year in the United States of America for scientific and commercial testing. In a survey conducted there 97% of doctors support the continuous use of animals for research because they obtain less risk. However, there are people who believe that animal testing is cruel and should be banned because the animals undergo painful experiments. Thousands of animals die or live in terrible conditions as a result. Opponents of animal testing say that the number of animals used for testing purposes is far too high. However, researchers would argue that this is required to get accurate test results and that they treat animals humanely, both for the animals' sake and to ensure reliable test results.

To sum up, it is difficult to say whether animal testing is good or bad. Most scientists and governments state, publicly at least, that animal testing should cause as little suffering to animals as possible, and that animal tests should only be performed when necessary. Perhaps, we need more detailed ethical regulations governing animal testing. I personally believe that the advantages outweigh the disadvantages, so I believe we should continue using animals to help us find cures for various diseases.

READING 1 (continued)

Task One: For each item, write a short answer (**not more than FOUR WORDS or a Number**).

1. When was animal testing first recorded?

2. Which industries have led to the rise in the use of animal testing?

3. How has animal testing helped advance medical science?

4. Why do researchers prefer to use mice in experiments?

Because _____

5. Approximately, how many animals are used annually in lab testing in the USA?

6. Why did 97% of the doctors interviewed in the USA support animal testing?

Because _____

READING 1 (continued)

Task Two: For each item, complete the missing words (**not more than two words**).

7. People who are against animal testing believe that it is a _____ action.

8. Researchers claim that lab animals are well treated to achieve more _____ results.

9. There should be detailed _____ regulations to control animal testing.

10. Overall, the writer _____ animal testing.



Reading 2 (Items 11-20)**(10 marks)**

Read the text. Then complete the tasks.

(1) During the chilly evening of December 3, 1926, the famous mystery writer Agatha Christie walked into her young daughter's room and wished her goodnight. After doing so, she slipped out of the room, quickly got into her car, drove off, and disappeared. When her disappearance was reported to authorities, they could find no trace of her, except for a car that she had apparently abandoned, and which contained only two clues: a fur coat and her driving licence.

(2) Thousands of volunteers and fans from all over the country came out to help find her and more than 1,000 police officers led the search, using various methods, but they had no luck. The Home Secretary, William Joynson-Hicks, even begged the famous British mystery writers Dorothy Sayers and Sir Arthur Conan Doyle to help the police find Christie by using their **vast** experience as writers of mystery and detective novels. Both authors did their best to assist, visiting the site where her car had been found and even interviewing family and friends, but they failed.

(3) Newspapers closely followed the story and even created photos showing what Agatha Christie might look like if she were wearing a disguise. In these pictures, you can see Christie with a new haircut and wearing glasses as if she were in fact trying to hide her identity from others.

(4) The public went mad trying to figure out what had happened to this beloved writer. Was this a publicity trick for her new novel? Did she kill herself using one of the methods she had described in her books? Had she been murdered by her husband?

(5) It was not until December 14 that she was heard from again in the Old Swan Hotel in the town of Harrogate, thanks to a tip off by a musician who had spotted her sitting in the ballroom. The police tried to piece together what might have happened—that she had abandoned her car, travelled to the city via train and reserved a room in the Harrogate Hotel. However, there was never any concrete evidence to prove any of this.

(6) While it is not known exactly why she decided to disappear, it is commonly thought that she was upset after finding out her husband, Archibald Christie, was planning to divorce her for a younger woman. In fact, it is believed Christie entered the Old Swan Hotel under a false name, Theresa Neele. It is also believed that she was still recovering from her mother's recent death and may have gone into a deep depression after both events occurred so close together.

(7) These theories are considered **plausible**, but the real reason is yet to be confirmed. Many Christie fans have attempted to discover why this world-famous writer disappeared for a few days. Agatha never spoke about her strange disappearance and it is one mystery that still puzzles historians and Christies' fans alike.

READING 2 (continued)

Task One: For each item, shade in the bubble next to the correct option.

- 11.** Agatha Christie left home _____.
- alone with her driver with her daughter
- 12.** The word (**vast**) in paragraph **2** means_____.
- limited restricted wide
- 13.** Agatha Christie was accidentally found by _____ in a hotel.
- her husband the home secretary a musician
- 14.** The word (**plausible**) in paragraph **7** means_____.
- impossible incredible reasonable
- 15.** Agatha Christie disappeared for _____ days.
- ten eleven fourteen
- 16.** The mystery of Agatha Christie's disappearance _____.
- has yet to be solved was solved by two famous detectives was revealed by the police

Task Two: Match the four paragraphs on the left with the main ideas in the box.
(There are three extra texts in the box.)

17. Paragraph (1) _____

18. Paragraph(2) _____

19. Paragraph(3) _____

20. Paragraph(6) _____

A.	How the media followed Agatha Christie’s disappearance.
B.	The real secret behind Agatha Christie’s disappearance.
C.	The mysterious disappearance of a famous writer.
D.	The most popular books written by Agatha Christie.
E.	A nationwide search for Agatha Christie.
F.	Agatha Christie's memories of her strange disappearance.
G.	Different theories that explain why Agatha Christie disappeared.

READING SCORE	
	20

LISTENING 1 (10 mks)			
Task one			
1.	<input type="radio"/> day	<input checked="" type="radio"/> week	<input type="radio"/> month
2.	<input type="radio"/> American	<input checked="" type="radio"/> English	<input type="radio"/> Australian
3.	<input type="radio"/> someone	<input type="radio"/> a specialist	<input checked="" type="radio"/> no-one
4.	<input checked="" type="radio"/> tennis ball	<input type="radio"/> flying car	<input type="radio"/> flying boat
5.	<input type="radio"/> a few	<input type="radio"/> some	<input checked="" type="radio"/> lots
6.	<input checked="" type="radio"/> lightning	<input type="radio"/> coloured plasma	<input type="radio"/> a glowing ball

LISTENING 1 TaskTwo		
	True	False
7.	<input checked="" type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input checked="" type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>
10.	<input checked="" type="radio"/>	<input type="radio"/>

Notes: One mark each. Responses must be indicated clearly.

LISTENING 2 (10 mks)

Part one

11. Australia
12. To study physics
13. (summer) 1912/(summer of) nineteen hundred and twelve
14. His father
15. The British
16. Twenty-five years old/25

LISTENING 2 Part Two

17. Victoria
18. 4/four
19. He was bored/did not like admin work/could not do his research/had to serve on committees/was not happy
20. 1971/ nineteen seventy-one

Notes: One mark each.

- 1) **Grammatical mistakes** should be ignored, as long as it is clear that the substance of the answer is correct.
- 2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:
 - (a) Certain key letters **must** be included.
 - (b) In cases where letters are 'optional', the mis-spelling must be **close to the correct spelling**.
 - (c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (10 mks)	
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1.	2,000 years ago/two thousand years ago
2.	Pharmaceutical and chemical industries
3.	Come up with various ways to cure diseases/less people die from diseases/improved the health of humans
4.	they are 98% genetically like humans/small/low cost/fast reproduction rates
5.	Twenty-six million/26 million
6.	they obtain less risk/ have less risk

READING 1

7. cruel /bad /unhuman

8. reliable/accurate

9. ethical

10. supports/favours/ agrees with/ positive about

Notes: One mark each. Responses must be indicated clearly.

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(longer answers will normally be marked wrong, especially if they are simply copied from the text.)

HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Reading 2: Task One:

11. alone with her driver with her daughter
12. limited restricted wide
13. her husband the home secretary a musician
14. impossible Incredible reasonable
15. ten eleven fourteen
16. has yet to be solved was solved by two famous detectives was revealed by the police

READING 2: Task Two

17.	Paragraph 1(C)	A.	How the media followed Agatha Christie's disappearance.
		B.	The real secret behind Agatha Christie's disappearance.
18.	Paragraph(2) (E)	C.	The mysterious disappearance of a famous writer.
		D.	The most popular books written by Agatha Christie.
19.	Paragraph 3 (A)	E.	A nationwide search for Agatha Christie.
		F.	Agatha Christie's memories of her strange disappearance.
20.	Paragraph 6 (G)	G.	Different theories that explain why Agatha Christie disappeared.

Notes: One mark each. Responses must be indicated clearly.

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

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
6	<ul style="list-style-type: none"> – expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	<ul style="list-style-type: none"> _Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Summarize the information fully and clearly – Texts show a very good awareness of the structure, style and content of survey reports. – Not many language errors.
8	<ul style="list-style-type: none"> - Summarize the information reasonably well. – Texts show a good awareness of the structure, style and content of survey reports. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Reports the main information, but only in a limited way. – Texts show some awareness of the structure, style and content of news reports. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to report the information, but important points are either missing or unclear. – Texts show only limited awareness of the structure, style and content of news reports. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Very feeble attempts at reporting the information. – Texts show little or no awareness of the structure, style and content of news reports. – The language used is extremely limited and/or seriously distorted
0	<p><u>No attempt at the task:</u> <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</p>

ARRIVING AT FINAL SCORES

LST/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below)
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]