This is a Class 3 exam

Lebanon Evangelical School for Boys and Girls

Lebanon Evangelical School
for Boys and Girls Loueizeh - Baabda

Stage Exam 02

08DEC2023

Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	9A
Teacher :	Mrs. Lilian Hadaya
Duration :	1 hour

Write on a separate lined paper.

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

SE02/20232024/English/9A

VERY IMPORTANT: Do not answer the question on this sheet. Use a separate lined test block paper to answer on & staple it to the question sheet.

Write a narrative essay fictional or factual entitled "Doing the Right Thing."

Essay Tips:

1. Make sure to write the proper essay format.
2. Use the past tenses.
3. Word count should be 350 words minimum, 400 words maximum.

SECTION C

Assessment Objectives:

- AO2 – adapt forms and types of writing for specific purposes and audiences using appropriate styles. (25 marks)
- AO3 (QWC) – write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. (10 marks)

Question Number	Indicative content
12 (a)	As no audience is specified, the examiner is assumed to be the audience. Candidates are free to agree or disagree with the statement and may present a variety of arguments but should not rely solely on those presented in the passages. Content may include references to personal experiences of helping others, time constraints on young people, lack of expertise, lack of opportunities.

Question Number	Indicative content
12 (b)	No indicative content can be specified, since candidates may choose to interpret the title as they wish. Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. BE OPEN TO A WIDE RANGE OF INTERPRETATION

Question Number	Indicative content
12 (c)	Candidates may have quite a wide choice of possessions from technology (phones, ipods, etc) to more sentimental objects. They are free to choose any object they wish. Candidates should be rewarded for their powers to create a detailed account of the object and its importance to them, using effective vocabulary. BE OPEN TO A WIDE RANGE OF INTERPRETATION

AO2
Use professional judgment to award up to a maximum of 25 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor			
		General Characteristics	Purpose and Audience	Communicative Effectiveness	Organisation
	0	No rewardable material			
Level 1	1-5	The writing achieves **limited success** at a basic level	There is **little awarene ss** of the purpose of the writing	The writing uses a **limited** vocabulary and shows **little variety** of sentence structure	Organisation of the material is **simple** with **limited success** in introducing and developing a response
Level 2	6-10	The writing expresses ideas which are **broadly appropriate**	There is **some grasp** of the purpose of the writing	The writing shows **some evidence of control** in the choice of vocabulary and sentence structure	Organisation of the material shows **some grasp** of text structure, with opening and development, and **broadly appropriate** paragraphing
Level 3	11-15	The writing expresses and develops ideas in **a clear, organised** way	There is a **generally clear** sense of the purpose of the writing	The writing includes **well chosen** vocabulary and shows **some evidence of crafting** in the construction of sentences	Organisation of the material is **mostly sound**, with a **clear** text structure, **controlled** paragraphing to reflect opening, development and closure, together with **secure use** of cohesive devices

Level 4	16-20	The writing presents **effective and sustained** ideas	There is a **secure, sustained** realisation of the purpose of the writing	The writing has **aptly chosen** vocabulary and **well-controlled** variety in the construction of sentences	Organisation of the material is **fully secure**, with a **well-judged** text structure, **effective** paragraphing and **successful use of a range** of cohesive devices between and within paragraphs
Level 5	21-25	The writing achieves **precision and clarity** in presenting **compelling** and **fully developed** ideas	There is **strong, consistent fulfilment** of the writing task, **sharply focused** on the writer's purpose	The writing has an **extensive** vocabulary and **mature** control in the construction of **varied** sentence forms	Organisation of material is **assured**, with **sophisticated** control of text structure, **skilfully sustained** paragraphing and the **effective application of a wide range** of markers of textual cohesion

AO3 (QWC)
Use professional judgment to award up to a maximum of 10 marks according to the following grid. Placing in any of the mark bands should be on a 'best-fit' basis.

Level	Mark	Descriptor		
		Punctuation	Grammar	Spelling
	0	No rewardable material		
Level 1	1-2	Basic punctuation is used with some control	Grammatical structuring shows some control	Spelling of common words is usually correct, though inconsistencies are present
Level 2	3-4	Full stops, capital letters, question marks are used, together with some other marks, mostly correctly	Grammatical structuring of simple and some complex sentences is usually correct	Spelling of simple words and more complex words is usually correct
Level 3	5-6	Control of punctuation is mostly secure, including use of speech marks and apostrophes	Grammatical structures are accurate and used to convey meanings clearly, with only occasional errors	Spelling of a wide range of words is accurate
Level 4	7-8	Punctuation is accurate, with a wide range of marks used to enhance communication, according to the particular focus within this triplet	A wide range of grammatical structuring is used accurately and effectively to examine the writer's chosen issues	Spelling is almost always accurate, with only occasional slips
Level 5	9-10	Control of the full range of punctuation marks is precise, enabling intended emphasis and effects to be conveyed (e.g. by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation)	Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning	Spelling of a wide and ambitious vocabulary is consistently accurate

SE02 Answer key 9A

2023/2024

Class 3 Exam

Doing the Right Thing

Jennifer was an English language teacher working at an institute for adults. She had a full day schedule where she taught from nine in the morning until ten thirty in the evening four days a week. The course they gave lasted six weeks for each level. The director of the language center was a tough, but fair lady. She paid her employees every three weeks.

Jennifer was waiting for her paycheck as she needed to buy some clothes and gifts for the Christmas season. Friday was her day off and it was when she went to the bank to cash her money. She entered the bank and had to wait for her turn. The teller handed her the cash, and in her hurry, she did not count it. She went shopping busying herself with the choice of gifts, and was happy that she managed to get good bargains. It was quite late evening when she finally got home. She took out the money to see how much she had spent. When she counted it, she was taken aback to see that the teller had given her a hundred dollars extra.

Jennifer stood in her room, money in hand and froze for a while. Should she take the money back, or should she keep it? She could always use the extra cash, as that was the season of spending too much. However, she suddenly remembered the values her parents taught her to return anything that did not belong to her. It is called integrity. She resolved in herself that she had to go back and return it. The bank was closed on Saturday, so Jennifer had to wait another week to return the money. It looked like a long week maybe because she had a very packed schedule, and many errands to attend to. Every time she looked in her purse, she heard a voice in her head, "Do not go to the bank, you really need the hundred dollars. Use it! Treat yourself with something nice to wear." Yet, she shrugged the idea and focused on her work.

Finally, Friday arrived. Jennifer got in the taxi, and headed to the bank. She found the same teller, who obviously did not recognize her. She walked over to his desk and in a quiet voice told him that he had made a mistake of giving her the extra money. What happened next shocked Jennifer. The teller stood up and started yelling at the top of his voice, "She came back! She came back! She brought back the hundred dollars that I had to pay for from my own money to settle my account for that day!" Suddenly, everyone in the bank turned and looked at Jennifer who was unsure of what and how to feel. Then an old man approached and praised her for what she had done. The bank manager came out of his office after hearing the teller's high voice, and inquired about what had happened.

When he learned the story, he invited Jennifer into his office, offered her a cup of coffee and expressed his gratefulness for the brave action that she had done. He told her that integrity was rare those days, and doing the right thing took a great deal of courage and honesty. As Jennifer was leaving, everyone gave her a standing ovation for her integrity. Jennifer went home pleased with herself at doing the right thing, even if it was difficult to part with the extra money.