


المادة : لغة إنكليزية الشهادة : الثانوية فرعا : العلوم العامة وعلوم الحياة نموذج : رقم (١) المدة : ساعتان ونصف	قسم: اللغة الإنكليزية الهيئة الأكاديمية المشتركة	 المركز التربوي للبحوث والإنماء
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نموذج مسابقة (يراعي تعليق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

Part One: Reading Comprehension

(Score: 24 /40)

Read the selection below about the use of medical imaging for diagnosis and treatment of diseases and then answer the questions that follow.

Medical Imaging

1 Medical imaging has led to improvements in the diagnosis and treatment of numerous medical conditions in children and adults. There are many types – or modalities – of medical imaging procedures, each of which uses different technologies and techniques. Computed tomography (CT), fluoroscopy, and radiography (conventional X-ray), all use ionizing radiation to generate images of the body. Ionizing radiation is a form of radiation that can cause damage to DNA and may **elevate** a person’s lifetime risk of developing cancer. CT, radiography, and fluoroscopy all work on the same basic principle: an X-ray beam is passed through the body where some X-rays are either absorbed or scattered by the internal structures, and the remaining X-ray pattern is transmitted to a detector (e.g., film or a computer screen) for recording or further processing by a computer.

2 Many people consider the discovery of X-rays and the invention of CT major advances in medicine. X-ray imaging exams are publically recognized as a valuable medical tool for a wide variety of procedures because they noninvasively and painlessly help in the diagnosis of diseases and in monitoring therapy.

3 As in many aspects of medicine, there are risks associated with the use of X-ray imaging, which uses ionizing radiation to take images of the body. Risks from exposure to ionizing radiation include a small increase in the possibility that a person exposed to X-rays will develop cancer with age. They also include tissue effects as in the case of cataracts, skin reddening, and hair loss, which **occur** at relatively high levels of radiation exposure and are rare for many types of imaging exams. Although the typical use of a CT scanner or conventional radiography equipment should not result in tissue effects, the dose to the skin from some complex interventional fluoroscopy procedures for a long time might, in some circumstances, be high enough to result in such effects. Another risk of X-ray imaging is possible reactions associated with an intravenously injected contrast agent, or “dye”, that is sometimes used to improve visualization.

4 While the benefits of a clinically appropriate X-ray imaging exam generally far **outweigh** the risks, efforts should be made to minimize the risks by reducing unnecessary exposure to ionizing radiation. To help reduce risks to the patient, all exams using ionizing radiation should be performed only when necessary to answer a medical question, treat a disease, or guide a procedure. If there is a medical need for a particular imaging procedure and other exams with no radiation are less appropriate, then the benefits are more than the risks. In this case, radiation risk considerations

should not influence the physician's decision to perform the study or the patient's decision to have the procedure.

5 Patient factors are important to consider in this balance of benefits and risks. For example, because younger patients are more sensitive to radiation, special care should be taken to **reduce** radiation exposure to pediatric patients for all types of X-ray imaging exams. Special care should also be taken in imaging pregnant patients due to possible effects of radiation exposure to the developing fetus they carry. The benefits of possible disease detection should be carefully balanced against the risks of an imaging screening study on healthy and symptomatic patients. It is important to note as well that there is considerable overlap between the sizes of larger pediatric and smaller adult patients. It is the patient's size that determines the dose needed for an optimal image for a particular indication. For example, based on a National Health Statistics report, a very small U.S. adult female is similar in size to an average twelve-year-old child (male or female of similar size). If the same X-ray imaging exam is performed on adult and pediatric patients of the same size, the imaging parameters should be similar for both patients. X-ray imaging (CT, fluoroscopy, and radiography) exams should be performed only after careful identification of the patient's health needs. They should be performed only when the referring physician judges them to be necessary.

6 While the referring physician has the primary responsibility for justification and the imaging team has the primary responsibility for exam optimization, communication between the referring physician and imaging team can help **ensure** that the patient receives an appropriate exam at an optimal radiation dose. Physicians should become educated about radiation safety principles and how to communicate them to patients. They should also discuss the reason for the examination with the patients to make sure they understand the benefits and risks.

Questions:

A- Answer each of the following questions in 1- 3 complete sentences using your own words.

- 1- Based on paragraph 2, how can you best describe the public perceptions about X-ray? Justify. **(Score: 01)**
- 2- What is the main idea of paragraph 4? **(Score: 01)**
- 3- Based on paragraphs 4 and 5, what adjective best describes the writer's attitude towards using medical imaging? Justify. **(Score: 02)**
- 4- Based on paragraph 6, what conclusion can be drawn about the use of radiation? **(Score: 02)**
- 5- Based on the indicated paragraphs, what does each of the following pronouns refer to? **(Score: 01)**
 - a- They (Paragraph 3)
 - b-They (Paragraph 5)

B- Indicate whether the following statements are TRUE or FALSE and then correct the false ones. **(Score: 03)**

- 1- In fluoroscopy procedure, a low level of radiation dose for a few minutes always results in tissue effects.
- 2- Damage to DNA and the possibility of having cancer increase with increased exposure to ionizing radiation.
- 3- Even if X-ray imaging exam is performed on an adult and a young patient of different size, the imaging parameters should be the same for both.

C-

- 1- What is the thematic relationship between paragraphs 2 and 3? Explain. (Score: 01)
- 2- What is the writer's purpose in writing this selection? Justify. (Score:01)
- 3- What is the pattern of organization in paragraph 3? Explain. (Score: 01)
- 4- The following is a poor version of a one-sentence summary of paragraph 5.
Rewrite it correctly. (Score: 02)

Poor version: *Patient factors are important because young and pregnant patients are sensitive to radiation.*

- D- The table below shows the percentages of cancer incidence by age and level of radiation exposure. Read the table carefully and then answer the following question. (Score: 04)

Percentages of Cancer Incidence by Age and Level of Radiation Exposure

Age group Radiation exposure level	1-9 years	10-19 years	20-29 years
Low level	10 %	7%	5%
High level	18%	13%	10%

What do the percentages indicate about the relationship between age and level of radiation exposure? Explain with evidence.

- E- The reading selection has six paragraphs 1→6. Each of the following extracts (A and B) is the correct ending of ONE paragraph in the selection. Read extracts A and B carefully and then choose from paragraphs (1→6) the one that correctly fits with each extract. (Score: 01)

Extract A- *Besides, imaging teams should receive training on radiation safety issues for particular equipment used at their facility, in addition to basic continuing education on this topic.*

Extract B- *They are also supportive in medical and surgical treatment planning and a reliable guide for medical personnel as they insert devices inside the body to treat tumors or remove blood clots or other blockages.*

- F- Use contextual clues to figure out the meaning of each word in the box below. Then fill in the blanks with the correct words to complete the following sentences. (Score: 04)

elevate (Paragraph 1)	occur (Paragraph 3)	outweigh (Paragraph 4)
reduce (Paragraph 5)	ensure (Paragraph 6)	

- 1- The crime scene scared the detective and made his heartbeat _____ and his body sweat.
- 2- The manager believes that although the costs of this project are very high, the profits our company will make out of it _____ its costs.
- 3- All members promised to do everything within their power to _____ that the conference will be successful.
- 4- Car accidents mainly _____ because of lack of attention on the part of the driver.

Part Two: Writing

(Score: 16/40)

Choose ONE of the following prompts:

Prompt (A): Read the following statement from a report on the risk factors of using radiation.

Although there are countless areas where the power of radiation has been used for the benefit of mankind in medicine and industry and other fields of science, it has many negative effects on human beings and the environment. Therefore, the use of radiation should be reduced to preserve our planet even if progress in different areas of science will be slowed down.

Write an argumentative essay in which you argue *for* or *against* the above statement. As you develop your essay, support your position by drawing on logical reasoning and experience. In your supporting paragraphs provide relevant, specific, and adequate evidence and examples from your reading, experience or observation. Your essay should be between 250-300 words with an appropriate title. Revise and proofread your essay.


Prompt (B): Read the following statement from an article on medical technology.

There have been many new advancements in medicine due to technology. Researchers and scientists are empowered by computers and other technologies to come up with new solutions to medical problems, and doctors now effectively use technology in surgeries and medical treatment.

Write an essay in which you explain the above statement. As you develop your essay, refer to the positive impact of technology on medicine and health care. Explain how technology has helped doctors in the diagnosis and cure of diseases as well as in patient services.

In your essay, provide a thesis statement in the introduction, a topic sentence in each body paragraph and support the main idea with relevant, specific and adequate details. Give examples drawn from your reading, experience or observation. Your essay should be between 250-300 words with an appropriate title. Revise and proofread your essay.

Your essay will be evaluated based on content and organization of ideas (Score: 07), language and style (Score: 07), tidiness and handwriting (Score: 02).

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أسس التصحيح (تراعي تعليق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

A-

- 1- The perceptions of the public are positive. People describe X- ray imaging as a major advance in medicine and as a valuable tool that is painless in diagnosis and therapy.
- 2- Balancing benefits and risks of imaging procedure reduces its risks.
- 3- The writer is cautious about the use of medical imaging. Beside referring to the benefits of imaging, the writer refers to the need to minimize the risks associated with it, balancing its risks and benefits in disease detection, taking special care to reduce exposure to it, and performing it only when necessary.
- 4- Physicians' communication with the imaging team and patients about the safe use of radiation is very important.
- 5- a- "They" in paragraph 3 refers to ionizing radiation risks.
b- "They" in paragraph 5 refers to X-ray imaging exams.

B-

- 1- False statement
Correct statement: In fluoroscopy procedure, a high level of radiation dose for a long time in some circumstances results in tissue effects.
- 2- True statement
- 3- False statement
Correct statement: When X-ray imaging exam is performed on an adult and a young patient of the same size, the imaging parameters should be the same for both.

C-

- 1- It is a relationship of contrast. In paragraph 2, the writer explains the advantages of X-ray imaging; whereas, in paragraph 3, the writer explains the risks of using it.
- 2- The writer's purpose is to inform the reader about the benefits and potential risks of medical imaging and how to make a balance between them.
- 3- It is a listing pattern of organization, the writer lists different kinds of risks using the words "include", "also" and "another".
- 4- To avoid the risks of X-ray imaging, the patient-related factors that should be taken into consideration are age, pregnancy, health condition and size.

- D-** The percentages indicate that cancer incidence caused by high level of radiation exposure exceeds that caused by low level of exposure for each age group. The percentage of high level exposure is 18% compared with 10% for ages 1-9, 13% compared with 7% for ages 10-19 and 10% compared with 5% for ages 20-29 years. On the other hand, cancer incidence decreases with the increase in age group for both levels of exposure. Age group 20-29 has the lowest percentage of 5% compared with 7% for ages 10-19 and 10% for ages 1-9 years for low level


of exposure. Likewise, age group 20-29 has the lowest percentage of 10% compared with 13% for ages 10-19 and 18% for ages 1-9 years for high level of exposure.

E- Extract A is the correct ending of paragraph 6.

Extract B is the correct ending of paragraph 2.

F-

- 1- elevate
- 2- outweigh
- 3- ensure
- 4- occur

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Part One: Reading Comprehension

(Score: 24/40)

Read the selection below about the problem of child abuse and its risk factors and then answer the questions that follow.

Save the Children

1 For a long time, child abuse has been recorded in literature, art and science in many parts of the world. Reports on children killing, abandonment and other forms of violence against children date back to ancient civilizations. The historical record is also filled with reports on weak and malnourished children cast out by families. For a long time also, there have been groups of professionals who have advocated the protection of children.

2 A greater understanding of risk factors can help professionals working with children and families identify high-risk situations so they can **intervene** appropriately. Research has uncovered a number of risk factors or attributes commonly associated with maltreatment. Children in families and environments where these factors exist have a higher probability of experiencing maltreatment. However, research has emphasized that while certain factors are usually present among families where maltreatment occurs, this does not mean that the presence of these factors necessarily leads to child abuse.

3 Sociologists have revealed a number of causal factors in child abuse. One is the intergenerational transmission of violence. Parents are likely to abuse their children if they have **acquired** in their childhood that it is alright to use violence in dealing with child-rearing problems. This learning may **emerge** from the experience of being abused as children.

4 Actually, research has shown that eighty six percent of child-abusing parents have been abused themselves, while only three percent of non-abusing parents had the same experience in the past. A history of the abuser being abused is only one of the causal influences in child abuse and not its only cause. The other learnt influence – the legitimacy of using violence to deal with problems- also comes from having observed, as children, how parents and other significant adults use violence to express anger or to deal with marital problems. This explains why researchers often find that the child abusers are more likely than non-abusers to have been raised in homes with a great deal of marital conflict and violence.

5 Another contributing factor to child abuse is some social traditions that view harsh physical punishment as a proper way of disciplining children. Many parents **resort** to physical punishment in an attempt to correct a child's misbehavior. Yet, the problem is that physical punishment like spanking or slapping might spill over into child abuse such as punching or kicking. More specifically, a researcher has found parents who approve of physical punishment are four times more likely to abuse their children than parents who disapprove of such physical discipline. Because of the social approval of physical punishment, child abusers tend to see their abusive

behavior as good and proper. This can be illustrated by the case of a father who had severely beaten his two boys: one five years old and the other only eighteen months old. In the hospital where the boys were brought in for treatment of multiple bruises and fractures, the father said to the examining physician that children have to be taught obedience and respect for authority.

6 Prevention is the best hope for reducing child abuse and improving the lives of children and families. Preventing child abuse requires a shared commitment and perpetual efforts of individuals and organizations to strengthen families in every community. Much more can be done about the problem. In many countries, there is little recognition of child abuse among the public or health professionals. Recognition and awareness, although essential elements for effective prevention, are only part of the solution. Yet, prevention efforts and policies are real opportunities for helping children, their caregivers and the environments in which they live in order to prevent potential abuse from occurring and to **deal** effectively with cases of abuse that have taken place.

Questions:

A- Answer each of the following questions in 1-3 sentences using your own words.

- 1- According to paragraph 4, what are the two causes of child abuse? **(Score: 02)**
- 2- Based on paragraph 5, how would you describe the writer's attitude towards social traditions? Justify. **(Score: 02)**
- 3- Based on paragraph 6, what does the writer suggest to reduce child abuse?(**Score: 02**)
- 4- What does the first sentence in paragraph 4 indicate about abusing and non-abusing parents? **(Score: 02)**

B-

- 1- What type of introduction does the writer use in paragraph1? What purpose does it serve? **(Score: 01)**
- 2- What adjective(s) best describe(s) the writer's tone in paragraph 6? Justify .(**Score: 01.5**)
- 3- What is the thematic relationship between paragraphs 2 and 3? Explain. **(Score:01.5)**
- 4- The following is a poor version of a one-sentence summary of paragraph 3. Rewrite it correctly. **(Score: 02)**

Poor version: *Parents abuse their children because they were abused as children.*

C- The table below shows percentages of child abuse victims by age in 2014. Read the table carefully and then answer the following question. **(Score: 02)**

Child Abuse Percentages by Age in 2014

Age	0-3 years old	4-7 years old	8-11 years old	12-15 years old
Year				
2014	14.8 %	10.6%	7.9 %	6.9 %

What do the percentages indicate about the relationship between age and child abuse? Explain with evidence from the table.

D- The following statements are false for they misinterpret what is stated or implied in the selection. Rewrite each correctly. (Score: 02)

- 1- Research has proven that cases of child abuse are inevitably due to the existence of risk factors in their families.
- 2- Groups of professionals who advocate the protection of children have recently appeared.

E- The reading selection has six paragraphs 1→6. Each of the following extracts (A and B) is the correct ending of ONE paragraph in the selection. Read extracts A and B carefully and then choose from paragraphs (1→6) the one that correctly fits with each extract. (Score: 02)

Extract A-*Nevertheless, this issue did not receive widespread attention by the medical profession or the general public until 1962. Although most studies on it have been conducted in developed countries, there is compelling evidence that the phenomenon is common throughout the world.*

Extract B-*The concerted and coordinated efforts of the private and public sectors are required here, and public health researchers and practitioners have a chance to play a key role in leading and facilitating the process.*

F- Use contextual clues to figure out the meaning of each word in the box below. Then fill in the blanks with the correct words to complete the following sentences. (Score: 04)

intervene (Paragraph 2)	acquired (Paragraph 3)
emerge (Paragraph 3)	resort (Paragraph 5)
	deal (Paragraph 6)

- 1- Poor living conditions mainly _____ from a long period of economic recession.
- 2- Sara _____ the British accent during her stay in London last year.
- 3- The client had to _____ to threats to get his money back from the dealer.
- 4- If parents are being rough with their kids, authorities should _____ to protect these kids.

Part Two: Writing

(Score: 16/40)

Choose ONE of the following prompts:

Prompt (A): Read the following statement from a report on protecting children.

Saving the children means saving the future. By giving children protection from harm, a healthy start and an opportunity to learn, we transform their lives now and change the course of their future and ours.

Write an essay in which you explain the above statement. As you develop your essay, refer to the positive effects of living a safe and healthy childhood on the physical, mental and psychological well-being of children and their success in the future.


In your essay, provide a thesis statement in the introduction, a topic sentence in each body paragraph and support the main idea with relevant, specific and adequate details. Give examples drawn from your reading, experience or observation. Your essay should be between 250-300 words with an appropriate title. Revise and proofread your essay.

Prompt (B): Read the following statement from an article on violence.

Violent or aggressive behavior is universal because humans are violent by nature.

Write an argumentative essay in which you argue *for* or *against* the above statement. As you develop your essay, support your position by drawing on logical reasoning and experience. In your supporting paragraphs provide relevant, specific, and adequate evidence and examples from your reading, experience or observation. Your essay should be between 250-300 words with an appropriate title. Revise and proofread your essay.

Your essay will be evaluated based on content and organization of ideas (Score: 07), language and style (Score: 07), tidiness and handwriting (Score: 02).

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A-

- 1- The first cause is the past experiences of parents who were abused as children; the second is watching their parents and other significant adults using violence to resolve marital conflicts.
- 2- The writer's attitude is disapproving and critical. The writer refers to the social traditions that consider harsh physical punishment a proper way for disciplining children. The writer also shows that social approval increases child abuse and then gives the case of a father who had beaten his two kids to show that social acceptance leads to severe child abuse.
- 3- The writer suggests reducing child abuse by increasing recognition and awareness of the problem and by preventing it through the commitment and continuous efforts of individuals and organizations to make families stronger.
- 4- The sentence indicates that child-abusing parents are more likely than non-abusing parents to have been abused themselves as children.

B-

- 1- The writer uses historical background information about child abuse. He /She refers to recorded child abuse that dates back to ancient civilizations , historical reports on children cast out by families and professionals who have advocated children protection for a long time. The purpose is to introduce the topic and arouse the reader's interest in order to orient him/ her to the information on child abuse.
- 2- The writer's tone is hopeful and optimistic. The writer uses phrases such as "best hope", "much more can be done" and "real opportunities".
- 3- It is a relationship of addition. In paragraph 2, the writer explains that the existence of risk factors in families increases the probability of child maltreatment, and in paragraph 3, the writer explains that transmission of violence through generations is one factor that leads to child abuse.
- 4- According to sociologists, abuse is transmitted through generations because abused parents learn that violence is an acceptable way to deal with children.

C-

The percentages indicate that child abuse decreases with the increase in age. Younger children are more likely than older children to be victims of child abuse. In 2014, children three years old and younger who were victims of child abuse had the highest percentage of 14.8% ,while the percentage was 10.6 % for ages 4-7, 7.9 % for ages 8-11 and 6.9% for ages 12-15.

D-

1- False statement

Correct statement: Research has pointed out that the existence of risk factors in families does not necessarily mean it would lead to child abuse.

2- False statement

Correct Statement: Groups of professionals who advocate the protection of children have existed for a long time.

E- Extract A is the correct ending of paragraph 1.

Extract B is the correct ending of paragraph 6.

F-

1- emerge

2- acquired

3- resort

4- intervene

دليل توضيحي للتوصيف المعتمد في مادة اللغة الإنكليزية وآدابها
الشهادة الثانوية

**Secondary Education Certificate
Specifications for English Language Exam**

I- Overview

This document is intended to provide detailed specifications for the English language official examination administered at the conclusion of the Third Secondary. The examination is designed to assess students' achievement of the language skills of 1st, 2nd and 3rd secondary grades.

The specifications in this document are presented with explanatory notes to accompany the Arabic version of the guidelines. We hope this document will help in making informed decisions on assessing the teaching and learning of literacy in 3rd secondary. The purpose is to provide practitioners, teachers and test developers with explanations to ensure valid and reliable assessment as well as proper test preparation, administration, and scoring.

II-Exam Components

The English Language Official examination should be comprised of a reading comprehension part and a writing part. Each part is separately scored.

A) Grade Distribution:

- Sociology and Economics Section: Reading Comprehension: Score: 24/40
Writing: Score: 16/40 (7 for content and organization of ideas, 7 for language and style, and 2 for tidiness and legible handwriting).
- Life Sciences and General Sciences Section: Reading Comprehension: Score: 24/40
Writing: Score: 16/40 (7 for content and organization of ideas, 7 for language and style, and 2 for tidiness and legible handwriting).
- Literature and Humanities Section: Reading Comprehension: Score 42/70
Writing: Score: 28/70 (13 for content and organization of ideas, 13 for language and style, and 2 for tidiness and legible handwriting).

B) Duration:

- Life Sciences and General Sciences Section: 2 ½ hours
- Sociology and Economics Section: 2 ½ hours
- Literature and Humanities Section: 3 hours

III- Exam Specifications

A) Part I - Reading Comprehension

The reading comprehension part measures students' abilities to closely read, think about what they have read, and fully understand literary and informational passages independently and proficiently.

1) Guidelines for Determining the Appropriate Level of Reading Passages

Selecting reading passages of appropriate complexity level is essential for assessing comprehension skills and developing testing items. Passages, too basic or too simple for the grade level, will not include the necessary structures, vocabulary, syntax and content development needed for assessing grade-level skills. Passages, too complex for the grade level, will contain characteristics that interfere with the assessment.

Different criteria can be utilized for determining the appropriate level of literary and informational passages. Some criteria can be used to determine a range of different appropriateness levels such as the passage meaning, structure, language features, purpose and knowledge demands. Provided that the passage should be appropriately accessible, not too simple nor too complex, the following criteria are explained to show how they vary in different passages in order to determine the appropriate level of the reading passage. The level of appropriateness can be determined by the number of accessible traits of the passage.

a) Meaning:

A passage may range from having multiple levels of meaning to be inferred and a theme (or central idea) that is conveyed with some subtlety to a passage that has one level of explicit meaning and a theme (or central idea) that is obvious or revealed early in the passage.

b) Structure:

A passage may range from using more than one storyline (flashbacks, multiple characters or scenes) and using organization and connections between ideas that are implicit to a passage using one plot explicitly or chronologically organized and using connections between ideas that are explicit.

c) Language features:

A passage may range from using literary/figurative language, academic words and a variety of sentence structures to a passage using simple and explicit language, familiar vocabulary and simple sentence structures.

d) Purpose:

A passage may range from having an implicit purpose that is inferred from context and includes multiple perspectives to a passage with an explicitly stated purpose and a singular perspective.

e) *Knowledge demands:*

A passage may range from having multiple themes, allusions, cultural elements, and discipline-specific knowledge to a passage that has a single theme with allusions and cultural elements fully explained.

2) Guidelines for Selecting a Reading Passage

The following points should be considered in selecting the reading passage.

The passage:

- a) should be selected based on the themes and skills suggested in the English Language Curriculum of the 1st secondary, 2nd secondary and 3rd secondary.
- b) might be of different genres and types: fiction/nonfiction and literary/informational passage, for example, a short story, myth, biography, autobiography, news or feature article, essay or report.
- c) might be authentic or adapted from sources such as magazines, journals, newspapers and books.
- d) might cover concrete or abstract topics from a wide range of academic content areas such as sciences, social studies and literature.
- e) should be preceded by a preview or statement that introduces students to its content.
- f) should not contain more than eight unfamiliar words that hinder comprehension.
- g) is recommended to be paired with an informational graphic or a photo related to the passage topic.

3) Reading Comprehension Levels

Students should be assessed on different levels of reading comprehension:

- Literal comprehension level
- Higher order reading comprehension level

Beyond the literal level, higher order level requires comprehension processes of interpretive/inferential and evaluative / critical reading.

- *Literal comprehension* (or reading the lines) is understanding and locating basic information explicitly stated in the passage. Students go through the passage and retrieve one or more distinct pieces of information. They may identify sequences, stated causes and effects, clearly stated main ideas, supporting details or elements of a story.
- *Interpretive / inferential comprehension* (or reading between the lines) is constructing meaning and making inferences from one or more parts of the passage or deriving implied meaning or idea. Students need to interpret figurative language or symbols used by the author or interpret anaphora (pronoun/adverb referent). They have to use contextual clues to infer the meaning of vocabulary words or technical terms and determine the subtle shades of meaning of words or phrases. Also, students may infer cause-effect relationships that are not directly stated, determine

author's purpose, attitude or mood in a specific section of the passage or in the passage as a whole. Students need to analyze characters, draw conclusions based on explicit and implied information and understand comparisons, contrasts or analogous ideas.

- *Critical / evaluative reading* (or reading beyond the lines) is examining passage content and structure, evaluating evidence and making judgments about characters, author or information. Students consider the passage critically by recognizing language used to present a viewpoint and by identifying facts and opinions. Students draw upon knowledge, ideas, or attitudes beyond the passage in order to relate the information provided in the passage to their own conceptual and experiential frames of reference.

4) Reading Comprehension Testing Items

- a) The reading passage should be followed by different sets of testing items that assess the language skills. Testing items in each set should assess as many comprehension skills as possible.
- b) Reading comprehension testing items should emphasize use of evidence from the reading passage to respond to extended reasoning of higher order comprehension. Students should be asked to give evidence, including citing specific part(s) of a passage to support their responses.
- c) One third of the testing items should be at the literal level and two thirds at the higher order level of comprehension.
- d) Reading comprehension testing items may use key words and phrases to indicate what is specifically required such as mainly, primarily, only, except, best, most, least etc. For example: What is the most / least important cause of pollution?
- e) Vocabulary-in-context testing items should focus on using contextual clues to infer the meaning of words or phrases and their nuances in a passage such as general academic and domain-specific words and phrases.

5) Cognitive Processes:

Reading comprehension testing items range in difficulty from easy to more challenging based on the demands for cognitive processes. Testing items can be more cognitively challenging in terms of the following points:


- Number of pieces of information needed to identify
- Number of inferences required
- Type of implicit or explicit information to identify
- Depth of understanding needed
- Type of interpretation required
- Familiarity with structure and genre

6) Reading Comprehension Questions

- a) Questions should fall in 4-6 sets that cover both content (*major/ minor details , causes/ effects etc.*) and organization of passage (*main idea with supporting details, thematic relationship, pattern of organization, paragraph headings, comparison vs contrast, flashback, problem and solution, conflict and resolution*).
- b) Types of testing items may include wh-questions, completing sentences, multiple choice, filling in the blanks, matching headings with paragraphs, completing a graphic organizer, identifying true and false statements, paraphrasing, expanding a passage, rewriting an improved version of a poorly written sentence or summary, correcting misinterpreted statements, interpreting informational graphics.
- c) Questions may refer students to the number of paragraph that is related to the question.
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B) Part II - Writing

- 1) The writing part consists of writing an essay independently in response to a topic or prompt.
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- 3) Students will be given two prompts to choose one. Each prompt should ask students to write a different type of essay.
- 4) Essay should be between 250- 300 words for Sociology and Economics, General Sciences and Life Sciences, and 400 – 500 words for Literature and Humanities Sections.
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نموذج مسابقة (يراعي تعليق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

Part One: Reading Comprehension

(Score: 42/70)

Read the selection below about health problems caused by psychological stress and then answer the questions that follow.

Psychological Stress and Cancer

1 Psychological stress describes what people feel when they are under mental, physical or emotional pressure. Although it is normal to experience some psychological stress from time to time, people who experience high levels of psychological stress or who experience it repeatedly over a long period of time may develop mental and/or physical health problems.

2 Stress can be caused by the pressure of both daily responsibilities and a trauma or cancer in oneself or a close family member. When people feel that they are unable to control changes caused by the pressure of normal life responsibilities or cancer, they are in distress. Distress can reduce the quality of life of cancer patients. There is also some evidence that distress is associated with a poorer clinical **outcome**.

3 Under physical, mental or emotional pressure, the body responds by releasing stress hormones that increase blood pressure, speed heart rate and raise blood sugar levels. These changes help a person to escape any perceived threat.

4 Research has shown that people who experience intense and long-term stress might develop digestive problems, fertility problems, urinary problems and a weakened immune system. People who experience chronic stress are also more prone to viral infections such as the flu or common cold and to have headaches, depression and anxiety.

5 Apparent links between psychological stress and cancer could arise in several ways. For example, people under stress may develop certain risky behaviors, such as smoking, overeating or drinking alcohol, which increase a person's risk for cancer. Also, someone who has a relative with cancer may have a higher risk for cancer because of a shared inherited risk factor, not because of the stress induced by the family member's diagnosis.

6 People who have cancer may find the physical, emotional and social effects of the disease stressful. Those who attempt to manage their stress with risky behaviors such as smoking or drinking alcohol or who become more sedentary may have a poorer quality of life after cancer treatment. In contrast, people who are able to cope with stress using relaxation and stress management techniques become more energetic with lower levels of depression, anxiety and symptoms related to cancer and its treatment.

7 Evidence from experimental studies does suggest that psychological stress can affect a tumor's ability to grow and spread. For example, an experimental study has shown that when mice bearing human tumors were kept isolated from other mice - a condition that increases stress - their tumors were more likely to grow and spread. In one set of experiments, tumors transplanted

into the mammary fat pads of mice had much higher rates of spreading to the lungs and lymph nodes if the mice were chronically stressed than if the mice were not stressed.

8 In another survey study, women with breast cancer who had been treated with chemotherapy were asked about their use of beta blockers, which are medications that block the effect of stress hormones, before and during chemotherapy. Women who reported using beta blockers had a better chance of surviving their cancer treatment without a **relapse** than women who did not report beta blocker use.

9 Although there is still no strong evidence that stress directly affects cancer outcomes, some data do suggest that patients can develop a sense of helplessness or hopelessness when stress becomes overwhelming. This response is associated with higher rates of death, although the mechanism for this outcome is unclear.

10 On the other hand, emotional and social support can help patients learn the importance of **cop**ing with stress. Such support can reduce levels of depression among patients. Approaches can include training in relaxation, meditation or stress management, counseling or talk therapy, cancer education sessions, social support in a group setting, medications for depression or anxiety and finally exercise.

11 Some experts recommend that all cancer patients be screened for distress early in the **course** of treatment. A number also recommend re-screening at critical points along the course of care. Health care providers can use a variety of **screening** tools, such as a distress scale or questionnaire, to gauge whether cancer patients need help managing their emotions or with other practical concerns. Patients who show moderate to severe distress are typically referred to appropriate professionals, such as a clinical health psychologist, social worker or psychiatrist.

Questions:

A- Answer each of the following questions in 1-3 sentences using your own words.

- 1- According to paragraph 1, under what conditions does psychological stress become health threatening? **(Score:02)**
- 2- Based on paragraph 6, how does the way cancer patients manage stress affect the quality of their lives? **(Score:02)**
- 3- According to paragraphs 7 and 8, how can stress be a factor that promotes negative cancer outcomes? **(Score:02)**
- 4- According to paragraphs 10 and 11, who can help cancer patients cope with psychological problems associated with cancer? How can this be done? **(Score:04)**
- 5- Based on paragraph 3, what can be inferred about the role of stress hormones in a person's life? Justify. **(Score:04)**
- 6- Based on the indicated paragraphs, what does each of the following underlined words refer to? **(Score:03)**
 - a- Those (Paragraph 6)
 - b- their (Paragraph 7)
 - c- A number (Paragraph 11)

B-

- 1- What is the thematic relationship between paragraphs 7 and 8? (Score:02)
- 2- In paragraphs 4, 7 and 8, what kinds of support does the writer use to explain the effects of psychological stress? (Score:02)
- 3- What is the organizational pattern of paragraph 6? Explain. (Score:03)
- 4- Specify two types of audience who might be interested in reading the above selection. State their interest. (Score: 03)
- 5- The following is a poor version of a one-sentence summary of paragraph 2. Rewrite it correctly. (Score: 03)

Poor version: *Everyday problems cause stress that leads to a poorer clinical outcome.*

- C-** The following sentences are false for they misinterpret what is stated or implied in the selection. Rewrite each correctly. (Score:02)

- 1- People with digestive problems and a weak immune system develop severe and chronic stress.
- 2- Stress hormones that are released under a particular threat reduce a person's ability to avoid it.

- D-** The table below shows the percentages of people with stress symptoms by age in 2015. Read the table carefully and then answer the following question. (Score: 04)

**Percentages of People with Stress Symptoms
by Age in 2015**

Age group	20 -29 years old	30-39 years old	40-49 years old	50-59 years old
Year				
2015	36%	53%	68%	76%

What do the percentages indicate about the relationship between age and stress symptoms? Explain with evidence.

- E-** The reading selection has eleven paragraphs (1→11). Each of the following extracts (A and B) is the correct ending of ONE paragraph in the selection. Read extracts A and B carefully and then choose from paragraphs (1→11) the one that correctly fits with each extract. (Score: 02)

Extract A- *It is probable that people who feel hopeless or helpless do not seek treatment when they become ill, fail to adhere to potentially helpful therapy, engage in risky behaviors such as drug use or do not maintain a healthy lifestyle, resulting in premature death.*

Extract B- *Studies on mice with human cancer cells grown in the laboratory have found that the stress hormone norepinephrine, part of the body's fight-or-flight response system, may promote the development of new blood vessels and secondary cancerous growths.*

F- Use contextual clues to figure out the meaning of each word in the box below. Then fill in the blanks with the correct words to complete the following sentences. **(Score: 04)**

outcome (Paragraph 2)	relapse (Paragraph 8)	coping (Paragraph 10)
course (Paragraph 11)	screening (Paragraph 11)	

- 1- The worst _____ that I can see of cutting the education budget is that our students will fail in their final exams.
- 2- Before determining the presence or absence of a disease, _____ tests are used to identify people who should have additional testing of probable risk conditions.
- 3- Robert is incapable of _____ with the difficulties of such a complicated political situation.
- 4- He recovered a little after the operation, but few days later there was a _____, and he passed away on the 2nd of April.

Part Two: Writing

(Score: 28/70)

Choose ONE of the following prompts:

Prompt (A): Read the following statement from an article about stress in one's life.

Stress has almost become a norm in most people's lives. Yet, the way people handle stress is what makes them differ from one another. People's ability to cope with stress can be stimulated by several factors (personal, social, physical, etc.) that help them in different stressful situations.

Write an essay in which you explain the above statement. As you develop your essay, refer to the differences among people in handling stress and to the factors that can help them overcome or deal with stress.


In your essay, provide a thesis statement in the introduction, a topic sentence in each body paragraph and support the main idea with relevant, specific and adequate details. Give examples drawn from your reading, experience or observation. Your essay should be between 400-500 words with an appropriate title. Revise and proofread your essay.

Prompt (B): Read the following viewpoint of someone who experienced a stressful life.

The best way to live a healthier, less stressful and more relaxing life is to do nothing.

Write an argumentative essay in which you argue for or against the above viewpoint. As you develop your essay, support your position by drawing on logical reasoning and experience. In your supporting paragraphs provide relevant, specific and adequate evidence and examples from your reading, experience or observation. Your essay should be between 400-500 words with an appropriate title. Revise and proofread your essay.

Your essay will be evaluated based on ideas (Score: 13), language and style (Score: 13), tidiness and handwriting (Score: 02).

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أسس التصحيح (تراعي تطبيق الدروس والتوصيف المعدل للعام الدراسي ٢٠١٦-٢٠١٧ وحتى صدور المناهج المطورة)

A-

- 1- Psychological stress becomes threatening to people's physical and mental health when they experience it at high levels or more frequently for a long time.
- 2- Some cancer patients might become inactive or start smoking, drinking alcohol and this may reduce their quality of life after cancer treatment. On the other hand, other cancer patients deal with stress successfully through relaxation and stress management techniques, and this may make them less disposed to depression, anxiety and cancer-related symptoms.
- 3- Stress can cause tumors to grow and spread. It might also make women with breast cancer relapse during cancer treatment because of stress hormones.
- 4- Specialists such as clinical health psychologists, social workers, psychiatrists, health care providers and experts can help cancer patients cope with psychological problems. This can be done by providing emotional and social support to deal with stress such as offering training in relaxation, meditation, stress management, talk therapy, cancer education sessions, group support, medication and exercise. It is also helpful to have cancer patients screened early for distress using different tools such as a distress scale or questionnaire.
- 5- It can be inferred that stress hormones play an important role in a person's safety or survival. These hormones cause physical changes that help a person avoid a perceived threat.
- 6-
 - a- "Those" in paragraph 6 refers to people who have cancer.
 - b- "their" in paragraph 7 refers to mice bearing human tumors.
 - c- "A number" in paragraph 11 refers to experts.

B-

- 1- It is a relationship of addition. In paragraph 7, the writer explains how psychological stress might make a tumor grow and spread. In paragraph 8, the writer gives additional evidence from a survey that stress might cause a relapse during cancer treatment.
- 2- The writer uses evidence taken from research, experimental and survey studies.
- 3- It is a contrast pattern of organization. The writer explains the differences between the ways cancer patients cope with stress. The writer uses words such as "in contrast", "more sedentary", "poorer quality of life", "more energetic" and "lower levels".
- 4- Audience might be psychologists, social workers, doctors, psychiatrists and experts to learn about the link between stress and cancer and how to help cancer patients cope with stress. Cancer patients and their family members would also be interested in reading the selection to know how to deal emotionally with cancer.
- 5- Feeling unable to control changes caused by normal or unusual life incidents might lead to distress that affects the quality of life of cancer patients.

C-

- 1- People who are exposed to severe chronic stress may develop digestive problems and a weakened immune system.
- 2- Stress hormones that are released under a particular threat boost a person's ability to avoid it.

D- Stress symptoms increase with the increase in age. Older adults are more likely than younger adults to experience stress symptoms. In 2015, adults of age group 50-59 years had a higher percentage of 76% compared with 68% for ages 40-49 and 53% for ages 30-39 in addition to 36 % for ages 20-29 years.

E- Extract A is the correct ending of paragraph 9.
Extract B is the correct ending of paragraph 7.

F-

- 1- outcome
- 2- screening
- 3- coping
- 4- relapse

دليل توضيحي للتوصيف المعتمد في مادة اللغة الإنكليزية وآدابها
الشهادة الثانوية

**Secondary Education Certificate
Specifications for English Language Exam**

I- Overview

This document is intended to provide detailed specifications for the English language official examination administered at the conclusion of the Third Secondary. The examination is designed to assess students' achievement of the language skills of 1st, 2nd and 3rd secondary grades.

The specifications in this document are presented with explanatory notes to accompany the Arabic version of the guidelines. We hope this document will help in making informed decisions on assessing the teaching and learning of literacy in 3rd secondary. The purpose is to provide practitioners, teachers and test developers with explanations to ensure valid and reliable assessment as well as proper test preparation, administration, and scoring.

II-Exam Components

The English Language Official examination should be comprised of a reading comprehension part and a writing part. Each part is separately scored.

A) Grade Distribution:

- Sociology and Economics Section: Reading Comprehension: Score: 24/40
Writing: Score: 16/40 (7 for content and organization of ideas, 7 for language and style, and 2 for tidiness and legible handwriting).
- Life Sciences and General Sciences Section: Reading Comprehension: Score: 24/40
Writing: Score: 16/40 (7 for content and organization of ideas, 7 for language and style, and 2 for tidiness and legible handwriting).
- Literature and Humanities Section: Reading Comprehension: Score 42/70
Writing: Score: 28/70 (13 for content and organization of ideas, 13 for language and style, and 2 for tidiness and legible handwriting).

B) Duration:

- Life Sciences and General Sciences Section: 2 ½ hours
- Sociology and Economics Section: 2 ½ hours
- Literature and Humanities Section: 3 hours

III- Exam Specifications

A) Part I - Reading Comprehension

The reading comprehension part measures students' abilities to closely read, think about what they have read, and fully understand literary and informational passages independently and proficiently.

1) Guidelines for Determining the Appropriate Level of Reading Passages

Selecting reading passages of appropriate complexity level is essential for assessing comprehension skills and developing testing items. Passages, too basic or too simple for the grade level, will not include the necessary structures, vocabulary, syntax and content development needed for assessing grade-level skills. Passages, too complex for the grade level, will contain characteristics that interfere with the assessment.

Different criteria can be utilized for determining the appropriate level of literary and informational passages. Some criteria can be used to determine a range of different appropriateness levels such as the passage meaning, structure, language features, purpose and knowledge demands. Provided that the passage should be appropriately accessible, not too simple nor too complex, the following criteria are explained to show how they vary in different passages in order to determine the appropriate level of the reading passage. The level of appropriateness can be determined by the number of accessible traits of the passage.

a) Meaning:

A passage may range from having multiple levels of meaning to be inferred and a theme (or central idea) that is conveyed with some subtlety to a passage that has one level of explicit meaning and a theme (or central idea) that is obvious or revealed early in the passage.

b) Structure:

A passage may range from using more than one storyline (flashbacks, multiple characters or scenes) and using organization and connections between ideas that are implicit to a passage using one plot explicitly or chronologically organized and using connections between ideas that are explicit.

c) Language features:

A passage may range from using literary/figurative language, academic words and a variety of sentence structures to a passage using simple and explicit language, familiar vocabulary and simple sentence structures.

d) Purpose:

A passage may range from having an implicit purpose that is inferred from context and includes multiple perspectives to a passage with an explicitly stated purpose and a singular perspective.

e) *Knowledge demands:*

A passage may range from having multiple themes, allusions, cultural elements, and discipline-specific knowledge to a passage that has a single theme with allusions and cultural elements fully explained.

2) Guidelines for Selecting a Reading Passage

The following points should be considered in selecting the reading passage.

The passage:

- a) should be selected based on the themes and skills suggested in the English Language Curriculum of the 1st secondary, 2nd secondary and 3rd secondary.
- b) might be of different genres and types: fiction/nonfiction and literary/informational passage, for example, a short story, myth, biography, autobiography, news or feature article, essay or report.
- c) might be authentic or adapted from sources such as magazines, journals, newspapers and books.
- d) might cover concrete or abstract topics from a wide range of academic content areas such as sciences, social studies and literature.
- e) should be preceded by a preview or statement that introduces students to its content.
- f) should not contain more than eight unfamiliar words that hinder comprehension.
- g) is recommended to be paired with an informational graphic or a photo related to the passage topic.

3) Reading Comprehension Levels

Students should be assessed on different levels of reading comprehension:

- Literal comprehension level
- Higher order reading comprehension level

Beyond the literal level, higher order level requires comprehension processes of interpretive/inferential and evaluative / critical reading.

- *Literal comprehension* (or reading the lines) is understanding and locating basic information explicitly stated in the passage. Students go through the passage and retrieve one or more distinct pieces of information. They may identify sequences, stated causes and effects, clearly stated main ideas, supporting details or elements of a story.
- *Interpretive / inferential comprehension* (or reading between the lines) is constructing meaning and making inferences from one or more parts of the passage or deriving implied meaning or idea. Students need to interpret figurative language or symbols used by the author or interpret anaphora (pronoun/adverb referent). They have to use contextual clues to infer the meaning of vocabulary words or technical terms and determine the subtle shades of meaning of words or phrases. Also, students may infer cause-effect relationships that are not directly stated, determine

author's purpose, attitude or mood in a specific section of the passage or in the passage as a whole. Students need to analyze characters, draw conclusions based on explicit and implied information and understand comparisons, contrasts or analogous ideas.

- *Critical / evaluative reading* (or reading beyond the lines) is examining passage content and structure, evaluating evidence and making judgments about characters, author or information. Students consider the passage critically by recognizing language used to present a viewpoint and by identifying facts and opinions. Students draw upon knowledge, ideas, or attitudes beyond the passage in order to relate the information provided in the passage to their own conceptual and experiential frames of reference.

4) Reading Comprehension Testing Items

- a) The reading passage should be followed by different sets of testing items that assess the language skills. Testing items in each set should assess as many comprehension skills as possible.
- b) Reading comprehension testing items should emphasize use of evidence from the reading passage to respond to extended reasoning of higher order comprehension. Students should be asked to give evidence, including citing specific part(s) of a passage to support their responses.
- c) One third of the testing items should be at the literal level and two thirds at the higher order level of comprehension.
- d) Reading comprehension testing items may use key words and phrases to indicate what is specifically required such as mainly, primarily, only, except, best, most, least etc. For example: What is the most / least important cause of pollution?
- e) Vocabulary-in-context testing items should focus on using contextual clues to infer the meaning of words or phrases and their nuances in a passage such as general academic and domain-specific words and phrases.

5) Cognitive Processes:

Reading comprehension testing items range in difficulty from easy to more challenging based on the demands for cognitive processes. Testing items can be more cognitively challenging in terms of the following points:

- Number of pieces of information needed to identify
- Number of inferences required
- Type of implicit or explicit information to identify
- Depth of understanding needed
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6) Reading Comprehension Questions

- a) Questions should fall in 4-6 sets that cover both content (*major/ minor details , causes/ effects etc.*) and organization of passage (*main idea with supporting details, thematic relationship, pattern of organization, paragraph headings, comparison vs contrast, flashback, problem and solution, conflict and resolution*).
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