



الجمهورية العربية السورية  
وزارة التربية

سَلَم تصحيح مادّة اللغة الإنكليزية  
لامتحان شهادة الدراسة الثانويّة العامّة  
الفرع العلميّ  
دورة عام ٢٠٢٠ م

- I- Group 1: 1 – 7**  
**II- Group2: 8 – 13**  
**III- Group 3: 14 – 24**  
**IV- Group 4: 25 – 33**  
**V- Group5: 34 – 38**  
**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 المخصّص لها في جدول الدرجات ويسجل كل من المصحح والمدقق اسمه ويوقع عليها (مع مراعاة حقل الكسور والآحاد والعشرات).
- عند نهاية تصحيح موضوع الإنشاء: يُعدّ الجدول الخاصّ بذلك وتوزّع الدرجات وفق الحقول المدرجة وتوضع الأحرف (T , G , V , S , C) على ورقة الإجابة وتوضع درجة كل حقل أمام كل حرف ثمّ تجمع وتوضع ضمن مربع وترفع إلى الحقل المخصّص لها في جدول الدرجات.

## Group1 From 1- 7

### Model answers: (1-3)

1- Plants / They are (always) in danger from animals which want to feed on their roots, / trunks, / leaves.

- Because animals want to feed / feed on them / on their roots, / trunks, / leaves and other parts.

2- (Cactuses / They preserve / keep water / it) in their stems.

**(N.B):** If the student writes (on their stems) or (stems), deduct **2 marks**.

3- (The sticky substance is so strong that) insects' feet or wings get stuck and they cannot escape.

- (The sticky substance is so strong that) insects' feet or wings get stuck.
- Insects' feet or wings get stuck by the sticky substance (and they cannot escape).

**(N.B):** If the student writes only (It can prevent insects from eating them), deduct **3 marks**.

### Remarks from (1-3)

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

- 1- Each item is allotted **6 marks**.
- 2- Overlook irrelevant information unless it exceeds one sentence. If so, the answer rates **zero**.
- 3- Overlook copying, grammar and spelling mistakes and capitalization.
- 4- Any logical answer related to the text is accepted.

### Model answers from (4-5)

4- seed(s)

5- hurt

### Remarks from (4-5)

- 1- Each item is allotted **5 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook capitalization and copying mistakes unless they give rise to another word. If so, the answer rates **zero**.
- 4- If the student writes two answers for the same item, consider the first.

### **Model answers from (6-7)**

- 6- Sharp thorns protect cactuses from animals.
- Ants protect acacia trees from animals.
- 7- The poison is found in the leaves, the seeds or berries, or in other parts of the plant.
- One of the places where poison can be found is in the leaves / roots / seeds / berries.
  - The poison can also be found in other parts like seeds...etc.

**(N.B)** If the student writes the sentence using the negative form, his answer rates **zero**.

### **Remarks from (6-7)**

- 1- Each item is allotted **6 marks**.
- 2- The above mentioned answers are accepted in addition to any logical answer.
- 3- Overlook spelling, grammar, copying mistakes and capitalization.
- 4- If the student writes only the correction without rewriting the whole sentence, his answer rates **3 marks**.

## Group 2 From 8-13

### Model answers (8-9)

- 8- **b** / smaller than
- 9- **c** / very safe

### Remarks from (8-9)

- 1- Each item is allotted **6 marks**.
- 2- Either the letter or the complete answer is accepted or both.
- 3- If the student writes two answers for the same item, consider the first.
- 4- Overlook copying mistakes.

**(N.B):** - If the student writes only the first word of the correct answer, his answer rates **full mark**.

### Model answers (10-11)

- 10- convert
- 11- familiar

### Remarks from (10-11)

- 1- Each item is allotted **6 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, his answer rates **zero** even if one of them is correct.

### Model answers (12-13)

- 12- ..... email / text a shopping list to the (nearest) market (when it is empty).
  - ..... email / text the (nearest) market.
  - ..... send a message / a text to the market.

**(N.B)** – If the student writes (email a shopping list), deduct **2 marks**.  
– If the student writes the **full answer** without the verb (**email**), deduct **2 marks**.

- 13- ..... electronics, computers and information theory.

**(N.B)** – The student must at least write two items, otherwise deduct **2 marks**.

### Remarks from (12-13)

- 1- Each item is allotted **6 marks**.
- 2- The above mentioned answers are accepted in addition to any logical completion related to the text.
- 3- Overlook grammar, copying and spelling mistakes.
- 4- Any addition or omission that doesn't make distortion is overlooked.
- 5- Any addition or omission that makes distortion, deduct **1 mark**.

## Group 3 From 14-24

### Model answers (14-16)

14- the / that

**(N.B):** - If the student writes (this), his answer rates **4 marks**.

15- and / then

16- was

**(N.B):** - If the student writes (were), his answer rates **3 marks**.

### Remarks from (14-16)

- 1- Each item is allotted **6 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 for the same question, consider the first.

### Model answers (17-20)

17- famous

18- mind

19- honours

20- later

### Remarks from (17-20)

- 1- Each item is allotted **6 marks**.
- 2- Only the above mentioned answers are accepted.
- 3- Overlook copying mistakes and capitalization.
- 4- If the 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 (21-24)

21- Where does your father work?

- What does your father do (for a living)?
- What is your father's job / career / profession / business?
- In what / which place does your father work?
- Where does your father work for an oil company?
- Who works for an oil company (in Homs)?
- Who / What does your father work for?
- For whom does your father work ?
- What does your father work as?

**(N.B):** - If the student writes (What does your father work? / What is your father's work?), deduct **2 marks**.

22- How long have you been (living) there?

- For how many years have you been (living) there?
- For how much time / since when have you been (living) there?

23- Why / For what reason did you come to Damascus?

- What is the reason for coming to / visiting Damascus?
- What made you come to Damascus?
- Why are you here / in Damascus?
- Who(m) did you come to see (in Damascus)?

24- **(Answers vary)**

**(N.B):** - If the student writes (three times / twice / once) only, deduct **2 marks**.

### Remarks from (21-24)

- 1- Each item is allotted **8 marks**.
- 2- Deduct **2 marks** for wrong question word/ word cluster.
- 3- If the student writes a **wrong question word** with more than **one grammar** mistake, the answer rates **zero**.
- 4- Deduct **2 marks** for a grammar mistake provided that the total deduction shouldn't exceed **4 marks**.
- 5- If the student writes two questions for the same answer, consider the first.
- 6- Overlook capitalization and spelling mistakes.
- 7- If the student writes the correct question word only, his answer rates **2 marks**.
- 8- Any logical question or answer related to the dialogue is accepted.

## Group 4 From 25-33

### Model answers (25-28)

25- Three letters have been written by Laila (this evening).

**(N.B)** - The first three steps to form the passive are required, otherwise the answer rates **zero**.

- Deduct **2 marks** if the student doesn't write the agent (by Laila).

26- (I wish) we spent / did spend / would spend / could spend much / more / enough time together.

- (I wish) we did / would / could.

- (I wish) we had much / more time together.

27- (He asked her) when she had started her new job.

28- She had her glasses mended.

**(N.B)** - The four steps to form the causative are required, otherwise the answer rates **zero**.

- If the student uses the negative form, deduct **2 marks**.

### Remarks from (25-28)

1- Each item is allotted **8 marks**.

2- Overlook spelling mistakes.

3- Deduct **2 marks** for each grammar mistake provided that the total deduction should not exceed **4 marks** if the sentence still makes sense.



### Model answers (29-30)

29- ..... (answers vary)

30- ..... (answers vary) (present simple – future – modals)

### Remarks from (29-30)

1- Each item is allotted **7 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.

4- Overlook spelling mistakes unless they give rise to another meaning.

If so, deduct **1 mark**.

(**N.B**) - the total deduction for **both grammar and spelling** should not exceed **3 marks** if the completion still makes sense.

5- Overlook punctuation marks.

6- Any logical completion is accepted.

7- The clause must contain a **subject** and a **verb**. If not, the answer **rates zero**.

### Model answers (31-33)

31- so

32- hit

33- do

### Remarks from (31-33)

1- Each item is allotted **6 marks**.

2- Only the above mentioned answers are accepted.

3- Overlook copying mistakes.

4- Two answers for the same number rates **zero**

## Group 5 From 34-38

### Model answers (34-36)

34- was driving

35- will move / is / are going to move / is / are moving

36- would / could / might / should buy

### Remarks from (34-36)

1- Each item is allotted **6 marks**.

2- Only the above mentioned answers are accepted.

3- Overlook spelling mistakes unless they give rise to another meaning.

If so, deduct **1 mark**.

4- Complete (verb forms) are required, otherwise the answer rates **zero**.

5- In case the student writes two answers for the same number, **consider the first**.

### Model answer (37)

37- يُعتبر الكافيين غير ضار لمعظم الناس / عند تناوله بكميات قليلة.

يُعتبر: يُعد

غير ضار: غير مؤذٍ / لا يسبب الضرر / الأذى

معظم: العديد / الكثير / غالبية

الناس: البشر / الأشخاص / الأفراد

تناوله: أخذه

بكميات: بمقادير

قليلة: صغيرة / ضئيلة / خفيفة

### Remarks for (37)

- 1- The item is allotted **10 marks**.
- 2- The sentence is divided into **2 units**. The first unit is allotted **6 marks** and the second unit is allotted **4 marks**.
- 3- Each unit is treated separately.
- 4- Deduct **1 mark** for:
  - a missing or wrongly translated word
  - a grammar mistake
- (N.B) - the total deduction for **both grammar and spelling** should not exceed **3 marks** if the translation still makes sense.
- 5- Any other logical translation is accepted.

### Model answer (38)

38- Wood is used / in building / and making furniture.

- We use wood / in building / and making furniture.
  - **is used:** is utilized
  - **used in:** used for
  - **use:** utilize
  - **building:** construction
  - **We:** People
  - **making furniture:** furnishing industry / the fabrication of furniture / fabricating furniture.

### Remarks for (38)

- 1- The item is allotted **8 marks**.
  - 2- The sentence is divided into **3 units**. The first unit is allotted **3 marks**. The second unit is allotted **2 marks**. The third unit is allotted **3 marks**.
  - 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.
- (N.B) - the total deduction for both grammar and spelling should not exceed **3 marks** if the translation still makes sense.
- 5- Any other logical translation is accepted.

## Group 6 - Composition

### Remarks:

- 1- **(50 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 **(50 marks)**.  
Each field is allotted **10 marks**. (**7 marks** for spelling and **3 marks** for punctuation)
  - b- A paragraph between 60-69 words rates **(45 marks)**.  
Each field is allotted **9 marks**. (**6 marks** for spelling and **3 marks** for punctuation)
  - c- A paragraph between 50-59 words rates **(40 marks)**.  
Each field is allotted **8 marks**. (**5 marks** for spelling and **3 marks** for punctuation)
  - d- A paragraph between 40-49 words rates **(35 marks)**.  
Each field is allotted **7 marks**. (**4 marks** for spelling and **3 marks** for punctuation)
  - e- a paragraph between 30-39 words rates **(25 marks)**.  
Each field is allotted **5 marks**. (**3 marks** for spelling and **2 marks** for punctuation)
  - f- A paragraph between 20-29 words rates **(20 marks)**  
Each field is allotted **4 marks**. (**3 marks** for spelling and **1 marks** for punctuation)
  - g- If the student writes less than 20 words, give **5 marks** for each correct relevant sentence.
- N.B.** - Overlook the first **two** spelling mistakes and the first grammar mistake; then deduct **one mark** for each mistake.
- Overlook the first **two** wrong or missing punctuation marks or wrong capitalization; then deduct **one mark** for each mistake.
  - If the student writes the composition in the form of a letter or an email, it is accepted.
  - If the student writes recommendations to have more places to keep fit, the composition rates **zero**.
- 5- The following chart shows the distribution of the **(50 marks)**:

| <b>Communication</b>  | <b>Spelling and punctuation</b>   | <b>Vocabulary</b>   | <b>Grammar</b>  | <b>Task response</b>  |
|---|---|---|---|---|
| outstanding communication; clear, coherent and well-organised text with complex language when appropriate.<br><b>(10 marks)</b> | extremely accurate spelling and punctuation in simple and complex language.<br><b>(10 marks)</b>            | very wide range of accurate and appropriate vocabulary required for the task.<br><b>(10 marks)</b>                      | very wide range of accurate and appropriate grammar required for the task.<br><b>(10 marks)</b>                   | the task response is comprehensive, relevant and well-developed.<br><b>(10 marks)</b>                                 |
| meaning is clear and easy to understand; good organization.<br><b>(9 marks)</b>   | good punctuation and spelling; errors may occur in complex language.<br><b>(9 marks)</b>                    | a good range of vocabulary; few errors occur except in complex vocabulary.<br><b>(9 marks)</b>                          | a good range of grammar usage; few errors occur except in complex structures.<br><b>(9 marks)</b>                 | response is wholly relevant but is partially developed or not fully exploited.<br><b>(9 marks)</b>                    |
| overall meaning is conveyed with some errors but without undue problems for the reader<br><b>(8 marks)</b>                      | errors of punctuation and spelling occur but don't cause undue problems for the reader.<br><b>(8 marks)</b> | adequate knowledge of a range of the vocabulary items required to carry out the task.<br><b>(8 marks)</b>               | adequate knowledge of a range of the grammar; more accurate than inaccurate.<br><b>(8 marks)</b>                  | largely relevant response but without much development or with some irrelevance.<br><b>(8 marks)</b>                  |
| meaning is only conveyed with significant effort on the part of the reader.<br><b>(7 marks)</b>                                 | errors of punctuation and spelling create problems for the reader.<br><b>(7 marks)</b>                      | some vocabulary knowledge but frequent errors or gaps mean vocabulary is insufficient for the task.<br><b>(7 marks)</b> | some grammar knowledge but frequent errors or gaps mean grammar is insufficient for the task.<br><b>(7 marks)</b> | some relevant response to the task, though at times the task appears not to have been understood.<br><b>(7 marks)</b> |
| no response or response insufficient to grade.<br><b>zero</b>   | no response or response insufficient to grade.<br><b>zero</b>   | no response or response insufficient to grade.<br><b>zero</b>   | no response or response insufficient to grade.<br><b>zero</b>   | no response or response insufficient to grade.<br><b>zero</b>   |

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

- انتهى السّلم -