

الاسم:  
الرقم:مسابقة في مادة اللغة الانكليزية  
المدة ساعتان ونصف

الأربعاء 3 تموز 2013

**Part One: Reading****(Score: 11/20)**

*Read the following selection in which the writer focuses on different teaching and learning strategies in schools and their effects on students' outcomes upon graduation. When you are through with the reading, answer the questions that follow.*

**Education: A Need to Change**

- 1 By the time her son, Macauley, turned ten last December, Barbara de Wilde, 38, felt she had seen just about every educational practice that anyone can imagine. In the first couple of grades, Macauley learned to read stories through a method which requires general understanding rather than grading. In addition, he also learned how to write relying on sounds without worrying about getting things right.
- 2 Starting in the third grade, however, correct spelling and proficient reading became part of the curriculum, and in the fourth grade, Macauley and his classmates began rigorous preparation for new tests that would measure whether **they** and their school were meeting the required educational goals.
- 3 At first, Barbara wasn't too concerned. Although she liked the method used in the early grades, it was also true that she and her husband spent a lot of time coaching their son on skills. "We had to encourage him to practice handwriting skills, which was taught but not tested," de Wilde comments. But that "gentle" method, as she calls it, also helped Macauley "develop a lot of enthusiasm," de Wilde says. She is worried that these new tests are shifting the focus of the classroom and diverting the teachers' attention from high achievers. Because Macauley does well on Math and reading tests, his parents are concerned that he won't get the support he needs on writing while teachers are busy working with low achievers.
- 4 Barbara de Wilde isn't the only confused parent. In the past several years, schools across the country have been taking a serious approach to education. "Accountability" is the new buzzword. Schools have to show us, the thinking goes, that students are meeting certain goals. And because grades are a questionable reflection of actual learning, the only way to monitor achievement—both the child's and the school's—is through testing.
- 5 Actually, all schools have implemented so-called curricular goals, and some schools now require students to pass a proficiency test in order to be promoted or to graduate from school. In many cases, it's not educators who are pushing for these plans, but politicians—on the local and national levels. Some prominent politicians have repeatedly called for "a system that holds every student and every school accountable for real results." **Others** insist that "ambitious goals without accountability" are meaningless.
- 6 International researches have shown that American youngsters lag behind many of their European and Asian peers in Math and Science by the time they leave high school. **They** also point to complaints from business leaders about young employees' poor skills. "Schools need to do a better job in preparing students to work in the real world," says Michael Bloomberg, founder of the multibillion-dollar business information company that bears his name.
- 7 The question is: What is the best method to prepare **them**? No one disputes that all children should emerge well-educated after 12 years of schooling. Educational goals aim to ensure that our kids learn what's most important for them to know, says Linda Platner, associate director for Academic Standards at the Council for Basic Education in Washington, D.C. The debate has to do with standardized tests such as SAT and TOFEL. Are they the best way to measure how much our kids have learned? And what is being sacrificed to achieve high test scores? Can kids still learn to be imaginative, analytic thinkers? Will they grow up to appreciate art? Will they be innovative?

**8** As the debate swirls, our kids are caught in the middle. And it's up to parents to see that their children have the support they need to meet the new goals – and develop skills and interests that may be getting less-attention in today's curriculum.

### Questions

**A. Answer each of the following in 1- 4 complete sentences of your own.**

1. In reference to the selection above, when does the shift in teaching strategies occur and how? (Score: 01)
2. What is the cause of Barbara de Wilde's concern? (Score: 01)
3. State two messages the writer conveys to educators in the selection above. (Score: 01)
4. Why do employers like Michael Bloomberg complain about accountability in the educational system? Explain. (Score: 01)

**B.**

1. Identify the method the writer uses to introduce the selection above. What two functions does it serve? (Score: 01.5)
2. Describe the writer's tone in Paragraph 7. Justify your answer. (Score: 01)
3. What two purposes does Paragraph 8 serve? Explain your answer. (Score: 01)

**C. Scan Paragraphs 6 and 7 to complete the table below with appropriate causes and effects of the American students' profile. Copy the table in your booklet. Use phrases.**

(Score: 01.5)

Causes	Effects
1. Having poor Math and Science results by American students	1.
2.	2. Not being prepared for the real world
3. Focusing only on achieving high scores	3.

**D. Refer to Paragraphs 2, 5, and 6 to pick words that have the following meanings.** (Score: 01)

1. *having or showing effective skills*
2. *applied*
3. *well-known*
4. *fail to keep up with others*

**E. What does each bold-typed word refer to?**

(Score: 01)

1. **they** (Paragraph 2)
2. **Others** (Paragraph 5)
3. **They** (Paragraph 6)
4. **them** (Paragraph 7)

### Part Two: Writing

(Score: 09/20)

*In order to prepare students for the real world, they should be taught how to identify their challenges and how to address them. In an essay of 250-300 words, identify and discuss the challenges (social, economic, educational, etc.) students face in their schools, community, or country. Provide possible suggestions that help curb such challenges.* Make sure that, in your introduction, you put your reader in the general atmosphere of your topic and clearly provide a thesis statement, and that each of your body paragraphs starts with a topic sentence which you back up with relevant supporting details. Draft, revise, and proofread your essay. Your writing will be assessed for ideas, language and style, and tidiness.

**(Score: 05 for ideas and organization, 03 for language and style, and 01 for tidiness and legible handwriting)**



الاسم:  
الرقم:مسابقة في مادة اللغة الانكليزية  
المدة ساعتان ونصف

مشروع معيار التصحيح

Part of the Q	Answer Key	Mark
	Competencies: - Utilize reading strategies - Develop literal and interpretive comprehension of written discourse - Produce transactional writing	
<b>I-A-1</b>	The shift occurs in grade 3 (between grades 2 and 3). In grades 1 and 2, teaching depends on general understanding of stories and on sounds to produce writing. However, in grade 3, teaching is based on accurate spelling and skillful reading. N.B. Students may add: Teaching in grade 4 focuses on testing. <b>(0.25 for identification and 0.75 for the contrast)</b>	<b>01</b>
<b>I-A-2</b>	The mother is concerned that the new educational method in its emphasis on test results might not really focus on the students' needs. She is worried that her son who scores well in Math and reading might not get the support he actually needs in writing.	<b>01</b>
<b>I-A-3</b>	First, educators should give more attention to all students regardless of their scores, for some may be good at a discipline or subject-matter but weak in another. Second, they should raise standards of students in Math and Science to meet the standards of European and Asian students. Third, they have to give importance to skills that prepare students to meet the requirements of life and work. In addition, they have to identify the various needs and interests of their students and teach them accordingly. <b>(Two messages are enough, 0.5 for each)</b>	<b>01</b>
<b>I-A-4</b>	Accountability is based on how schools can demonstrate that their students can meet certain goals. However, Bloomberg considers that the educational system is not accountable since students are not well-prepared by their schools to enter the workplace (real life). <b>(0.5 for each)</b>	<b>01</b>
<b>I-B-1</b>	The writer uses a real life example/anecdote (first three paragraphs) of Barbara de Wilde and her son Macauley to introduce the selection. This method attracts the reader's attention towards the confusion parents experience due to current methods of teaching. It also helps the writer achieve credibility through the facts provided about Barbara de Wilde's experience. In addition, it introduces the selection's topic that tackles different teaching methods and their outcomes. <b>(0.5 for the method and 0.5 for each function)</b>	<b>01.5</b>
<b>I-B-2</b>	The writer's tone is contemplative/critical/skeptical/questioning/reflective. The writer is critical and skeptical about the effectiveness of the standardized tests (as pointed out by Linda Platner). The writer is questioning the outcomes of these tests and what students might lack as a result. This is revealed through the series of questions raised. <b>(One tone with its justification is enough, 0.25 for the tone and 0.75 for the justification)</b>	<b>01</b>

<b>I-B-3</b>	First, it attracts the reader’s attention through the image of kids being trapped in the middle of the educational system. Second, it provides parents with a recommendation to develop their kids’ skills and interests. Third, it presents a call for a change in the educational system. <b>(Two purposes are enough, 0.5 for each)</b>	<b>01</b>								
<b>I-C</b>	<table border="1"> <thead> <tr> <th><b>Causes</b></th> <th><b>Effects</b></th> </tr> </thead> <tbody> <tr> <td>1. Having poor Math and Science results by American students</td> <td>1. <b>Lagging behind European and Asian peers</b></td> </tr> <tr> <td>2. <b>Acquiring poor skills</b></td> <td>2. Not being prepared for real world</td> </tr> <tr> <td>3. Focusing only on achieving high scores</td> <td>3. <b>Failing to develop imaginative skills, innovation and art appreciation</b></td> </tr> </tbody> </table> <p><b>(0.5 for each)</b></p>	<b>Causes</b>	<b>Effects</b>	1. Having poor Math and Science results by American students	1. <b>Lagging behind European and Asian peers</b>	2. <b>Acquiring poor skills</b>	2. Not being prepared for real world	3. Focusing only on achieving high scores	3. <b>Failing to develop imaginative skills, innovation and art appreciation</b>	<b>01.5</b>
<b>Causes</b>	<b>Effects</b>									
1. Having poor Math and Science results by American students	1. <b>Lagging behind European and Asian peers</b>									
2. <b>Acquiring poor skills</b>	2. Not being prepared for real world									
3. Focusing only on achieving high scores	3. <b>Failing to develop imaginative skills, innovation and art appreciation</b>									
<b>I-D-1</b>	proficient	<b>0.25</b>								
<b>I-D-2</b>	implemented	<b>0.25</b>								
<b>I-D-3</b>	prominent	<b>0.25</b>								
<b>I-D-4</b>	lag	<b>0.25</b>								
<b>I-E-1</b>	“ <b>they</b> ” refers to Macauley and his classmates	<b>0.25</b>								
<b>I-E-2</b>	“ <b>Others</b> ’ refers to politicians	<b>0.25</b>								
<b>I-E-3</b>	“ <b>They</b> ” refers to international researches	<b>0.25</b>								
<b>I-E-4</b>	“ <b>them</b> ” refers to students or American youngsters	<b>0.25</b>								
<b>II-A</b>	Ideas and organization	<b>05</b>								
<b>II-B</b>	Language and style	<b>03</b>								
<b>II-C</b>	Tidiness and legible handwriting	<b>01</b>								