



سُلْطَنَةُ عُومَانِ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الثاني - الفصل الدراسي الأول

تبييه: • المادة: English Language 'Elective'  
• الأسئلة في (١٠) صفحات.

• زمن الإجابة: ثلاث ساعات.  
• الإجابة في الورقة نفسها.

#### تعليمات وضوابط التقدم للامتحان:

- الحضور إلى اللجنة قبل عشر دقائق من بدء الامتحان للأهمية.
- إبراز البطاقة الشخصية لمراقب اللجنة.
- يمنع كتابة رقم الجلوس أو الاسم أو أي بيانات أخرى تدل على شخصية الممتحن في دفتر الامتحان، وإلا ألغى امتحانه.
- يحظر على الممتحنين أن يصطحبوا معهم بمركز الامتحان كتباً دراسية أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآلي أو أي شيء له علاقة بالامتحان كما لا يجوز إدخال آلات حادة أو أسلحة من أي نوع كانت أو حقائب يدوية أو آلات حاسبة ذات صفة تخزينية.
- يجب أن يتقيد المتقدمون بالزي الرسمي (الدشداشة البيضاء والمصر أو الكمة للطلاب والدارسين والزي المدرسي للطالبات واللباس العماني للدارسات) ويمنع النقاب داخل المركز ولجان الامتحان.
- لا يسمح للمتقدم المتأخر عن موعد بداية الامتحان بالدخول إلا إذا كان التأخير بعذر قاهر يقبله رئيس المركز وفي حدود عشر دقائق فقط.
- يتم الالتزام بالإجراءات الواردة في دليل الطالب لأداء امتحان دبلوم التعليم العام.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (○) وفق النموذج الآتي:  
س - عاصمة سلطنة عمان هي:  
○ القاهرة ○ الدوحة  
● مسقط ○ أبوظبي
- ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● غير صحيح ○  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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**Reading 1 (Items 1 – 8)****(8 marks)**

Read the text. Are the statements **True** or **False**?

For each item, shade in the bubble (  ) under the correct option.

The *Boryeong Mud Festival* is an annual event which takes place in South Korea every summer, on the first Sunday in August. It was first held in 1998 and now attracts 2.5 million visitors.

The festival is held on a local beach, where all the activities take place. A large market operates along the seafront, where visitors can buy mud-based cosmetics which — according to the sellers — have medicinal qualities. A large stage is also set up for various other attractions.

During the day, there are many unusual and enjoyable 'mud-themed' activities. Women can massage themselves with mud, which is said to be excellent for the skin. Men can show how tough they are by mud wrestling or mud boxing. Teenagers can sign up for the 5-kilometre 'Mud Marathon'. Children can play on the mud slide or in the mud pool, or paint their own bodies with brightly-coloured mud. In fact, by the end of the day, everyone ends up covered in mud!

After the sun goes down, attention turns to the stage. There are various competitions, and then a performance by musicians and singers. Finally, before everyone goes home, they can enjoy a spectacular fireworks display, which lights up the entire beach and lasts for a whole hour.

Statements	True	False
1. The Boryeong Mud Festival is held every two years.	<input type="radio"/>	<input type="radio"/>
2. It takes place on the streets of Boryeong.	<input type="radio"/>	<input type="radio"/>
3. It is an ancient Korean festival.	<input type="radio"/>	<input type="radio"/>
4. It lasts for only one day.	<input type="radio"/>	<input type="radio"/>
5. Mud is used for making health products.	<input type="radio"/>	<input type="radio"/>
6. Men fight with each other in the mud.	<input type="radio"/>	<input type="radio"/>
7. Children decorate themselves with mud.	<input type="radio"/>	<input type="radio"/>
8. The festival ends with a concert.	<input type="radio"/>	<input type="radio"/>

**Do not write in this space**

**Reading 2 (Items 9 – 14)****(12 marks)**

*Read the text. Then complete the task.*

Lucy was a 46-year-old English woman who lived for her family. As well as being a mother to four children, she also looked after her own mother, who had been diagnosed with lung cancer six months before. This was an exhausting, stressful task. So, one day, Lucy's husband said to her: "You really need a rest! Take a break. Go on holiday for a couple of weeks. I'll take care of the children, and I can hire a nurse to look after your mother."

It wasn't easy to persuade her, but in the end he succeeded. They agreed that their oldest daughter, Jane, should accompany her. Their son, George, drove them to the south coast in his new sports car and left them there. They stayed in a small hotel. At first, Lucy was still very anxious and kept phoning home to check that her mother was alright. But gradually, with Jane's help, she began to relax and enjoy herself.

Then, one morning, at breakfast, Jane noticed that something was wrong. Her mother looked as if she hadn't slept all night! When Jane asked her what was wrong, she explained that it was all because of a bad dream: she had been standing in their garden at home, when the wind had suddenly blown down a tree! Somehow she knew that this was a bad sign.

Jane was just telling her not to worry when they were interrupted by a phone call. It was Lucy's husband. As Jane watched, there was a long silence. Then Lucy started crying and put the phone down. Jane asked: "It's grandma, isn't it?" "No," Lucy replied. "It's George. He was killed in a road accident early this morning. So my dream wasn't about grandma after all." They left on the next train north...

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## Reading 2 (continued)

For each item, write a short answer (*not more than FOUR WORDS*).

9. How long had grandma been ill?

\_\_\_\_\_

10. Whose idea was it that Lucy should go away for a while?

\_\_\_\_\_

11. Where did she and her daughter go?

\_\_\_\_\_

12. Why did she find it difficult to sleep?

\_\_\_\_\_

13. Who died the next day?

\_\_\_\_\_

14. How did she get the news?

\_\_\_\_\_

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## Writing 2 (continued)

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## Writing 3

(15 marks)

*Complete the following task. Write at least 100 words.*

Your teacher has asked you to write a **story** entitled '**An Unwelcome Gift**'.

Write about a time in your life when you received a present which you disliked, or which caused you problems. Explain:

- what the gift was
- who gave it to you
- why was it not welcome

*Your writing should be **lively** and **interesting**.*

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GENERAL EDUCATION DIPLOMA  
 ENGLISH LANGUAGE 'ELECTIVE'  
 SEMESTER ONE, 2014/2015, SECOND SESSION



MARKING GUIDE

TOTAL MARKS: 70

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READING 1 (8 mks)		READING 2 (12 mks)
	TRUE      FALSE	
1.	<input type="radio"/> <input checked="" type="radio"/>	9. six months/ 6 months
2.	<input type="radio"/> <input checked="" type="radio"/>	10. (her ) husband
3.	<input type="radio"/> <input checked="" type="radio"/>	11. (the) south coast
4.	<input checked="" type="radio"/> <input type="radio"/>	12. (a) bad dream
5.	<input checked="" type="radio"/> <input type="radio"/>	13. George/ her son
6.	<input checked="" type="radio"/> <input type="radio"/>	14. (a) phone call/ by phone/ her husband phoned her
7.	<input checked="" type="radio"/> <input type="radio"/>	
8.	<input type="radio"/> <input checked="" type="radio"/>	
<p><u>Notes:</u> One mark each.                      Responses must be indicated <u>clearly</u>.</p>		<p><u>Notes:</u> Two marks each. Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</p>



**WRITING (GENERAL NOTES)**

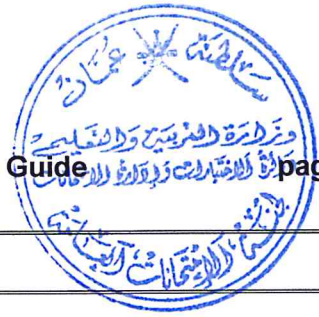
- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may well be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced** mark (not zero) should be awarded.

**WRITING 1 (10 mks)**

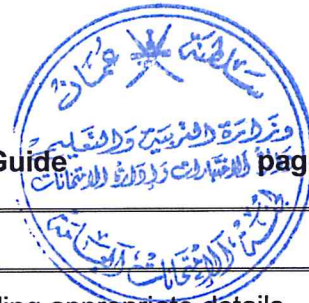
<b>10</b>	<ul style="list-style-type: none"> <li>– Presents all the information* fully and clearly.</li> <li>– Writing is well-organised and coherent. Only minor language errors.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Presents most of the information* clearly enough.</li> <li>– Language is mostly correct, despite a few noticeable errors.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Presents a reasonable amount of information*, but with some gaps or lack of clarity.</li> <li>– Language is reasonably correct, but writing sometimes lacks coherence.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Manages to present only a limited amount of information*; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little information*.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>

\* See both the picture and the information points provided.





WRITING 2 (10 mks)	
<b>10</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to the reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, but:</li> <li>– Some of the language used is inappropriate to the reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– Grammar/Vocabulary contain frequent serious errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>
<p><b>Note 1:</b> The task is to write an <b>e-mail</b>, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <b>PROCEDURE:</b> Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, <b>deduct two marks</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	



<b>WRITING 3 (15 mks)</b>	
<b>15</b>	<ul style="list-style-type: none"> <li>– Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>– The text is coherent and easy to read. Not many language errors.</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>– Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>– There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>– Manages to convey the main outline of the story, but only in a limited way.</li> <li>– Language used is limited in range and/or contains quite frequent errors.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>– Language used is very limited and/or contains many serious errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to tell the story. Very little relevant content.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ task/ instructions)  <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

<b>WRITING 4 (15 mks)</b>	
<b>15</b>	<ul style="list-style-type: none"> <li>– Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>– The points made by the writer are logically organised and very clear.</li> <li>– Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>12</b>	<ul style="list-style-type: none"> <li>– Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>– The points made by the writer are reasonably well organized and mostly clear.</li> <li>– Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
<b>9</b>	<ul style="list-style-type: none"> <li>– Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>– The writer makes an attempt to organise his/her points, but this is only partly effective.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>– Weak organization makes it difficult to follow the points being made by the writer.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content.</li> <li>– The points made by the writer are confused and disjointed.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant. (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>





**ARRIVING AT FINAL SCORES**

**READING:** In this section, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) No action required: With (machine-marked) 'Multiple Choice', 'Matching' or 'True/False' items — i.e. in RDG 1 — discrepancies are automatically excluded by the *ePen* marking system.
- 2) Action required: With 'short answer' items, where the student has to write something down — i.e. in RDG 2 — there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

**WRITING:** In all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided.. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [ Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below\*) ].
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator must read the student's response and, after due consideration, decide on an appropriate mark.

**\* CALCULATION OF AVERAGES:**

WRT 1		WRT 2		WRT 3		WRT 4	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	15 / 12	13½	15 / 12	13½
8 / 6	7	8 / 6	7	12 / 9	10½	12 / 9	10½
6 / 4	5	6 / 4	5	9 / 6	7½	9 / 6	7½
4 / 2	3	4 / 2	3	6 / 3	4½	6 / 3	4½
2 / 0	1	2 / 0	1	3 / 0	1½	3 / 0	1½

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

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