





امتحان دبلوم التعليم العام للعام الدراسي ١٤٣٦/١٤٣٥ هـ - ٢٠١٤ / ٢٠١٥ م الدور الأول - الفصل الدراسي الأول

تنبیه: • المادة: English Language 'Elective'

• الأسئلة في (١٠) صفحات.

• زمن الإجابة: ثلاث ساعات.

🔾 حاضر

عائب 🔾

• الإجابة في الورقة نفسها.

تعليمات وضوابط التقدم للامتحان:

- الحضور إلى اللجنة قبل عشر دقائق من بدء الامتحان للأهمية.
 - إبراز البطاقة الشخصية لمراقب اللجنـة.
- 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 كتبا 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 الرسمى (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 شهادة	-
دبلوم التعليم العام. يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرو	-
أو الأسود). يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (() وفق النموذج الآتي:	_
ں – عاصمــة سلطنة عمـــان هي: القاهرة	w
للحظة: يتم تظليل الشكل () باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.	م

صحیح 🗨 غیر صحیح 🖵 💽

مُسَوَّدَة، لا يتم تصحيحها

Reading 1 (Items 1 - 8)

(8 marks)

Read the text. Are the statements \underline{True} or \underline{False} ? For each item, shade in the bubble (\bigcirc) under the correct option.

The Cheese-Rolling Festival has been held in the English village of Cooper's Hill ever since the fifteenth century. It features a series of races down the hill. Participants are split into different groups for different races: men, women, boys (under 15), and girls (likewise). The focus of each race is a large, round piece of locally-produced cheese, weighing about 5 kilos and protected on the sides by a wooden frame, so that it rolls like a wheel.

At the start of each race, this cheese is rolled down from the top of the hill, and the competitors have to race after it. This can be rather dangerous, and every year one or two racers are injured, though never seriously. The first person to reach the cheese at the bottom of the hill and pick it up is the winner.

After 2000, the festival became increasingly popular, and this caused problems for the organizers. In 2009, for example, 15,000 people showed up! So, the following year, it was cancelled because of worries about health-and-safety and traffic management. However, in 2011, the event was re-started. Since then, because of improved organization and a strict limit of only 5,000 spectators, it has been trouble-free.

	Statements	True	False
1.	The festival started fifteen years ago.		
2.	There are four different races.		
3.	Competitors have to run up a steep hill.		
4.	At the same time, they have to carry a heavy cheese.		
5.	Only English cheese is used.		
6.	People are sometimes badly injured.		
7.	The event did not take place in 2010.		
8.	Every year, more and more people come to the festival.		

Reading 2 (Items 9 - 14)

(12 marks)

Read the text. Then complete the task.

Last summer, David decided to go on holiday to Phuket Island in Thailand. He took his wife and his teenage son and daughter with him. David is a very well-organised, serious person, so he made all the arrangements himself, paying attention to every detail.

The day after their arrival, he wanted the family to do some sight-seeing, so he planned a visit to an ancient Buddhist temple on a hill-top in the middle of the island. They were not very keen on the idea, preferring to laze around on the beach instead. However, he was eventually able to persuade them.

David had rented a car with a driver to take them to the temple. On the way, the children were still complaining, but when they arrived, they could see that their father had made a good choice. It was a nice old building, and it was interesting to see the religious ceremonies. But the best thing of all was the magnificent view of the surrounding countryside.

After a while, they were tired and hungry, so the driver took them to a restaurant nearby. The children didn't want to try Thai food, but after some persuasion from David, his son finally agreed. His daughter, however, insisted on ordering an omelette with french fries!

Everyone enjoyed their food, but then, at the end of the meal, there was a problem. David was going to pay the bill, but he couldn't find his wallet! He felt so embarrassed and angry with himself! His wife tried to use her credit card, but it didn't work. Finally, David hurried to the car to check. The wallet wasn't there, but when their driver heard what had happened, he gave David the money he needed. Of course, David paid him back as soon as they reached the hotel — the wallet was on his bedside table — along with a big tip!

Reading 2 (continued)

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

9. Whose idea was it to go to Thailand?

10. How did they spend the second day of the holiday?

They went to _____

11. When they were there, what did they enjoy most?

12. At the restaurant, who did **not** eat Thai food?

13. What went wrong for David afterwards?

14. Who was able to help him?

Writing 1 (10 marks)

Write a PARAGRAPH about a <u>place</u>. called **Cologne**. Use the picture <u>and</u> ALL the information in the box. Your writing should be **correct** and **well-organised**.

Cologne

tourism: monuments/ museums
1950s/ re-built/ modern city
boutiques: perfume/ fashion
World War II/ 70% destroyed
nightlife: cafes/ clubs
2,000 years ago/ Roman Empire
factories: chocolate/ sweets
famous old city/ Germany



Diploma, English 'Elective', Semester One – First Session	Academic Year: 2014/2019

Writing 2 (10 marks)

Complete the following task. Write at least 75 words.

Situation:

Imagine that you are Bader/Badriya. You have just received this e-mail from your Australian pen friend, Paul/Paula:

Hi Bader/Badriya!

I'm doing a project for school, so I'm collecting information about clothes in different countries. Can you tell me about clothes in Oman, please?

Write soon,

Paul/Paula

Write a <i>reply</i> to this e-mail. Give Paul/Paula the information he/she needs.				
Your writing should be friendly and clear .				

Diploma, English 'Elective', Semester One – First Session	Academic Year: 2014/201
Writing 3	(15 marks
Complete the following tack White at least 100 mands	
Complete the following task. Write at least 100 words.	
Your teacher has asked you to write a story entitled 'Losin	_
Write about a time in your life when you lost a friend who	was close to you. Explain.
what happenedwhy it happened	how you felt
V '' 1 111 1 1 1 1	
Your writing should be <i>lively</i> and <i>interesting</i> .	
Do not write in this space	9

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			Do not	to in this -		
			Do not wri	te in this s	pace	

Writing 4	(15 marks)
Write at least 100 words on the following topic.	
'The pros and cons of women working as taxi drivers'	
Your writing should be well-organised and convincing.	
Do not write in this space	

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	[End of Examination]	
	Do not write in this space	





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



MARKING GUIDE TOTAL MARKS: 70

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READING 1 (8 mks)		1 (8 mks)	READING 2 (12 mks)
	TRUE	FALSE	
1.	0		9. David / David's
2.	•	0	10. (a)(Buddhist) temple
3.	0		11. (the)(magnificent) view / scenery/ countryside
4.	0		12. (his) daughter
5.		0	13. no wallet / forgot/couldn't find wallet / wallet lost/missing
6.	0		14. (his) driver
7.		0	
8.	0		
Notes: One mark each. Responses must be indicated clearly.			Notes: Two marks each. Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.

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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)
10	Presents all the information* fully and clearly.Writing is well-organised and coherent. Only minor language errors.
8	 Presents most of the information* clearly enough. Language is mostly correct, despite a few noticeable errors.
6	- Presents a reasonable amount of information*, but with some gaps or lack of clarity. - Language is reasonably correct, but writing sometimes lacks coherence.
4	 Manages to present only a limited amount of information*; important points are missing or unclear. Language contains frequent errors, some of which obscure meaning.
2	 A <u>very</u> feeble attempt at the task, presenting very little information*. Language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.

Diploma, English 'Elective', Sem. 1, 2014/15, 1st Session: Marking Guide

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	WRITING 2 (10 mks)
	WRITING 2 (10 mks)
	- Impact on intended reader is <u>very positive</u> .
10	- Writing clearly succeeds in achieving its purpose.
	- Uses language which is appropriate to the reader and context.
	- A fair range of structures and vocabulary, with a good level of accuracy.
	- Impact on intended reader is <u>fairly positive</u> .
8	- Writing has reasonable success in achieving its purpose.
	- There are clear attempts to use language appropriate to the reader and context.
	- Grammar and vocabulary are reasonably correct, though limited in range.
	– Impact on intended reader is <u>mixed</u> .
6	- Writing has partially achieved its main purpose, but:
Ü	 Some of the language used is inappropriate to the reader and context.
	 There is a noticeable lack of accuracy in the use of grammar and vocabulary.
	– Impact on intended reader is <u>rather negative</u> .
4	 Writing only has very limited success in achieving its purpose.
7	 There is little evidence of any attempt to use appropriate language.
	- Grammar/Vocabulary contain frequent serious errors.
	- Impact on intended reader is <u>very negative</u> .
2	- Writing clearly fails to achieve its intended purpose.
-	 There is little evidence of any attempt to use appropriate language.
	The language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

Note 1: The task is to write an **e-mail**, 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. <u>PROCEDURE</u>: 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>, **deduct two** marks from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.

Diploma, English 'Elective', Sem. 1, 2014/15, 1st Session: Marking Guide مُورِّةُ وَالْمُعْنَادُ والْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْلِمُ وَالْمُعْنِادُ وَالْمُعْنِادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعْنَادُ وَالْمُعِلَامُ وَالْمُعِلَامُ وَالْمُعِلَامُ وَالْمُعِلِمُ وَالْمُعِلِمُ وَالْمُعِلَامِ وَالْمُعِلِمُ فَالْمُعِلِمُ فَالْمُعِلِمُ لِعِلَامُ لِلْمُعِلِ

	WRITING 3 (15 mks)
15	 Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. The text is coherent and easy to read. Not many language errors.
12	 Tells the story clearly enough, but writing lacks interest for the reader. There are several noticeable language errors and the text sometimes lacks coherence.
9	 Manages to convey the main outline of the story, but only in a limited way. Language used is limited in range and/or contains quite frequent errors.
6	 An attempt is made to tell the story, but important points are either missing or unclear. Language used is very limited and/or contains many serious errors.
3	 A <u>very</u> feeble attempt to tell the story. Very little relevant content. Language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

	WRITING 4 (15 mks)
15	 Discusses the topic in a lively, interesting way, making effective use of supporting arguments. The points made by the writer are logically organised and very clear. Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
12	 Discusses the topic reasonably well, but use of supporting arguments is not fully effective. The points made by the writer are reasonably well organized and mostly clear. Use of grammar and vocabulary is reasonably correct, though rather limited in range.
9	 Expresses opinions with some use of supporting arguments, but only in a limited way. The writer makes an attempt to organise his/her points, but this is only partly effective. There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	 Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. Weak organization makes it difficult to follow the points being made by the writer. Grammar and vocabulary contain frequent serious errors.
3	 A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. The points made by the writer are confused and disjointed. The language used is extremely limited and/or seriously distorted.
0	No attempt at the task: EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

Diploma, English 'Elective', Sem. 1, 2014/15, 1st Session: Marking Guide



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:

- 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 <u>may</u> 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) <u>Unacceptable differences</u>: 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						
10/8	9	10/8	9	15 / 12	131/2	15 / 12	13½
8/6	7	8/6	7	12/9	10½	12/9	10½
6/4	5	6/4	5	9/6	71/2	9/6	71/2
4/2	3	4/2	3	6/3	41/2	6/3	41/2
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 <u>all</u> the possible <u>final</u> scores, individual markers should only use those scores which are mentioned in the scale.]