



حاضر

غائب

سَلْطَنَةُ عُمَانِ
وَدَارَةُ التَّرْبِيَةِ وَالتَّجَلُّبِ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الأول - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

• زمن الإجابة: ثلاث ساعات.

• تنبیه: المادة: English Language 'Elective'

• الإجابة في الورقة نفسها.

• الأسئلة في (٨) صفحات.

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 مبركز 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 شهادة 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
-

READING 1 (Items 1 – 8)**(8 marks)***Read the text. Then complete the task.*

Hans Castorp is the hero of a novel called *The Magic Mountain*, which was published in 1924 by the German writer, Thomas Mann, and translated into English the following year. In the novel, Castorp is born into a wealthy Hamburg business family and grows up living a very comfortable life. He goes to university and graduates in Engineering, but he never actually starts to work.

Then, in his early 20s, his life changes. He decides to go to the Swiss Alps to visit his cousin, who is receiving treatment for tuberculosis at an expensive clinic. His original intention is only to stay for three weeks, but then the doctors discover that he, too, has the same disease. So he stays at the clinic much longer, even after his cousin is cured and leaves.

In fact, he begins to fall in love with life on the 'magic mountain'. He enjoys the beauty of the Alpine weather and scenery. But above all he enjoys meeting other patients, many of whom are extraordinary people. He has long, fascinating conversations with them, all the time listening and learning. Eventually, from being a rather simple young man, he changes into someone who is genuinely interesting and knowledgeable.

In the end, his stay at the clinic lasts seven years, and would have been even longer if not for the outbreak of the First World War. This event forces him to go back to Germany, where he joins the army and soon dies in battle, just twenty-eight years old.

Task: Are these statements True or False?

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

Statements	True	False
1. <i>The Magic Mountain</i> was originally written in German.	<input type="checkbox"/>	<input type="checkbox"/>
2. As a young man, Hans Castorp gets a job as an engineer.	<input type="checkbox"/>	<input type="checkbox"/>
3. He goes to the clinic to get treatment for an illness.	<input type="checkbox"/>	<input type="checkbox"/>
4. He is bored by the other patients at the clinic.	<input type="checkbox"/>	<input type="checkbox"/>
5. At the clinic he spends a lot of his time reading.	<input type="checkbox"/>	<input type="checkbox"/>
6. He is an open-minded person.	<input type="checkbox"/>	<input type="checkbox"/>
7. He stays at the clinic for seven years.	<input type="checkbox"/>	<input type="checkbox"/>
8. The novel has a sad ending.	<input type="checkbox"/>	<input type="checkbox"/>

READING 2 (Items 9 – 14)**(12 marks)***Read the text. Then complete the task.*

My name is Marianne Fontaine, and I'm from France. I'm going to tell you about what happened to me when I was in Brazil conducting some research into plants that might be used for medicine. On the 10th of December 2001, I was on a small local plane carrying twenty-five people which crashed in the Amazon rainforest after the engine had caught fire.

I must have been knocked out by the impact, because the next thing I remember was, several hours later, waking up in my seat with dried blood on my legs and a sharp pain in my chest. I got up and looked around, quickly realizing that I was the only person to have survived the accident. The ground was full of dead bodies. I tried to contact someone through the plane's radio, but it was obviously damaged.

I knew that any rescuers would not know where to look for survivors. So I decided to start walking, even though I had no idea which direction to follow. When I got tired I tried to sleep, but that didn't usually last long because of all the insects crawling all over me! For the first two days, I lived on some biscuits I'd brought with me from the plane. After that, I only survived by eating berries and nuts. I have some knowledge of tropical plants from my studies, but I still wasn't sure what to eat. So I was probably lucky not to be poisoned! Meanwhile, my legs were now OK, but my chest badly hurt every time I breathed.

Finally, I saw a dim light through the trees. It was ten days after the crash — I knew that because, despite my lack of sleep, I had managed to keep count of the days. I walked towards the light and found a large tent which was part of a military camp. The soldiers were very surprised to see me as they hadn't heard about the plane crash. But they were very kind, looked after me, and later arranged for me to return home to France.

READING 2 (cont'd)

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

9. What type of plants was Marianne looking for?

10. What caused the plane to crash?

11. Which part of her body was **most** badly injured?

12. Why couldn't she sleep in the forest?

Because of _____

13. What **three** types of food did she eat?

_____, _____ and _____

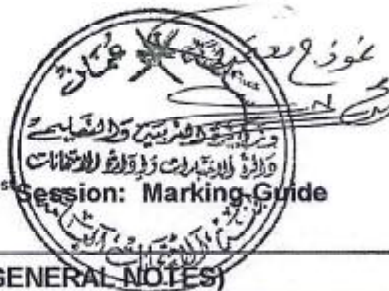
14. Who finally helped her?



GENERAL EDUCATION DIPLOMA
 ENGLISH LANGUAGE 'ELECTIVE'
 SEMESTER ONE, 2012/2013, FIRST SESSION

MARKING GUIDE
 TOTAL MARKS: 70
 page 1 of 5

READING 1 (8 mks)		READING 2 (12 mks)
	TRUE FALSE	
1.	<input checked="" type="radio"/> <input type="radio"/>	9. medicinal (plants)/ (plants) for medicine/ healing/curing
2.	<input type="radio"/> <input checked="" type="radio"/>	10. engine + fire/ explode/ burn (<i>Must have both</i>)
3.	<input type="radio"/> <input checked="" type="radio"/>	11. (her) chest
4.	<input type="radio"/> <input checked="" type="radio"/>	12. insects
5.	<input type="radio"/> <input checked="" type="radio"/>	13. biscuits + nuts + berries (<i>Must have all three</i>)
6.	<input checked="" type="radio"/> <input type="radio"/>	14. soldiers/ army/ military
7.	<input checked="" type="radio"/> <input type="radio"/>	
8.	<input checked="" type="radio"/> <input type="radio"/>	
<p><i>Notes: One mark each. Responses must be indicated clearly.</i></p>		<p><i>Notes: 1) Two marks each.</i></p> <p><i>2) Grammatical mistakes (e.g. 'insect') should be ignored.</i></p> <p><i>3) Complete accuracy in spelling is not required, but any mis-spelt word(s) must be clearly and convincingly recognisable as a correct answer to the question.</i></p> <p><i>4) As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.</i></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.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on **page 5** of this Marking Guide.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> - Presents all the information* fully and clearly. - Writing is well-organised and coherent. Only minor language errors.
8	<ul style="list-style-type: none"> - Presents most of the information* clearly enough. - Language is mostly correct, despite a few noticeable errors.
6	<ul style="list-style-type: none"> - Presents a reasonable amount of information*, but with some gaps or lack of clarity. - Language is reasonably correct, but writing sometimes lacks coherence.
4	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - A <u>very</u> feeble attempt at the task, presenting very little information*. - Language used is extremely limited and/or seriously distorted.
0	<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)	
10	<ul style="list-style-type: none"> - Impact on intended reader is <u>very positive</u>. - 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.
8	<ul style="list-style-type: none"> - Impact on intended reader is <u>fairly positive</u>. - 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.
6	<ul style="list-style-type: none"> - Impact on intended reader is <u>mixed</u>. - Writing has partially achieved its main purpose, but: - 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.
4	<ul style="list-style-type: none"> - Impact on intended reader is <u>rather negative</u>. - Writing only has very limited success in achieving its purpose. - There is little evidence of any attempt to use appropriate language. - Grammar/Vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> - Impact on intended reader is <u>very negative</u>. - 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the task/ instructions) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

Note 1: The task is to write a **letter/e-mail**, so students **must** include a greeting at the start **and** a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the **content** of the e-mail according to the Rating Scale — then, if either the greeting or the closing are **missing**, **deduct two marks** from the content-score.

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

WRITING 3 (15 mks)

15	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - A <u>very</u> feeble attempt to tell the story. Very little relevant content. - Language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic/ task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>

WRITING 4 (15 mks)

15	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<p><u>No attempt at the task:</u> EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR 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) 'True/False' items in RDG 1, discrepancies are automatically excluded by the *ePen* marking system.
- 2) Action required: With the 'short answer' items 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. He/She should simply use the mathematical average of the two scores. (* See below)
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should 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.]