



سلطنة عُمان  
وزارة التربية والتعليم

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٧/١٤٣٦ هـ - ٢٠١٥/٢٠١٦ م

الدور الأول - الفصل الدراسي الأول

|   |   |
|---|---|
| • <b>تنبيه:</b> المادة: 'Elective' English Language<br>• الأسئلة في ( ١٠ ) صفحات.   | • زمن الإجابة: ثلاث ساعات.<br>• الإجابة في الورقة نفسها.  |
| <b>تعليمات وضوابط التقدم للامتحان:</b><br>- الحضور إلى اللجنة قبل عشر دقائق من بدء الامتحان للأهمية.<br>- إبراز البطاقة الشخصية لمراقب اللجنة.<br>- يمنع كتابة رقم الجلوس أو الاسم أو أي بيانات أخرى تدل على شخصية الممتحن في دفتر الامتحان، وإلا ألغى امتحانه.<br>- يحظر على الممتحنين أن يصطحبوا معهم بمركز الامتحان كتباً دراسية أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآي 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.<br>- 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.<br>- 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.<br>- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).<br>- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (○) وفق النموذج الآتي:<br>س - عاصمة سلطنة عمان هي:<br>○ القاهرة<br>○ الدوحة<br>○ مسقط<br>○ أبوظبي<br>ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.<br>صحيح ● غير صحيح ○<br>○ × ○ ● ○ |

Do not write in this space

**Reading 1 (Items 1 – 8)**

**(8 marks)**

Read the text. Then complete the task.

Established as recently as 1886, Johannesburg is now the second largest city in South Africa, smaller than Soweto, but bigger than the capital, Pretoria. Its climate is generally pleasant and warm. However, during the winter months from June to August, it can be very cold indeed, so few tourists visit the city at this time.

There are many things to see in Johannesburg. If you are interested in politics, you can visit the house where Nelson Mandela lived from 1946 to 1962. Later, in 1997, as President of South Africa, he donated the house to the government and, after two years of renovation work, it was opened as a museum. You can also go to the Hector Pietersen Museum, named in honour of a 13-year-old African shot and killed in 1976 when police opened fire on anti-government protesters.

Another popular destination is Johannesburg Zoo, the largest zoo in South Africa. It was originally a farm on the edge of the city. Or you can visit industrial sites like the Cullinan diamond mine — or Old Kromdraai, the first-ever gold mine in the country, though now no longer in operation.

The nightlife of Johannesburg is lively and dynamic. You can enjoy 'Afro-Jazz' in many 'live' music venues. There are also cultural events such as operas, concerts, art exhibitions and theatrical performances.

Are the statements **True** or **False**?

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

| Statements  | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. July is a good time to visit Johannesburg.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Johannesburg is a good place to visit if you like music.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is the capital of South Africa.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Hector Pieteron was killed during a political demonstration. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Johannesburg Zoo used to be a farm.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. You can see miners working at the Kromdraai gold mine.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Johannesburg was founded in the 19 <sup>th</sup> Century.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Nelson Mandela Museum was opened in 1997.                | <input type="checkbox"/> | <input type="checkbox"/> |

Do not write in this space

**Reading 2 (Items 9 – 14)**

**(12 marks)**

*Read the text. Then complete the task.*

**Do not write in this space**

Mary Anning was a 'fossil-hunter', an amateur scientist who looked for pre-historic animal remains in the rocks. She was born in England in 1799. She came from a poor family that lived in the seaside town of Lyme Regis, a beautiful place that attracted many visitors. Mary's father was originally a carpenter, but he also made money by selling shells and rocks to tourists. Mary used to help him by going to the beach to search for these items.

She attended school and learned to read, write and do arithmetic. But scientific subjects like the study of fossils were not part of the curriculum. She did not go to university because at that time women were not allowed to. However, she taught herself by carefully studying the fossils she found and imagining what the animals looked like when they were alive.

In 1811, Mary was out fossil-hunting when she saw the skull of an animal sticking out of a rock. She then uncovered a skeleton that looked like a crocodile. After examining the bones, scientists visited the twelve-year-old and announced that she had found the first complete fossil of a truly ancient animal. We now know that it lived 75 million years ago. This was a remarkable discovery at a time when no one believed that life on earth was as old as this.

As an adult, Mary continued making important discoveries. Her method of searching was to walk along the beaches after storms to find rocks that had fallen from the cliffs. Scientists admired her detailed knowledge of everything she collected. They were amazed that a young woman of such a low social background could have such a high level of scientific skills. They visited her to consult her and to buy fossils for scientific research. Today, anyone wishing to see these fascinating items can visit the Natural History Museum in London.

**Do not write in this space**

**Reading 2 (continued)**

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

Do not write in this space

9. Who did Mary's father sell fossils to?

\_\_\_\_\_

10. How much formal training did she have in Science?

\_\_\_\_\_

11. How old was she when she made her greatest discovery?

\_\_\_\_\_

12. What was so special about this fossil?

\_\_\_\_\_

13. What were Mary's favourite weather conditions for fossil-hunting?

\_\_\_\_\_

14. Where are her fossils kept now?

\_\_\_\_\_ (town/city)

Do not write in this space



Do not write in this space

**Writing 1 (continued)**

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**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:

Hi Bader/Badriya!  
I'm planning a sailing trip to Mussandam this weekend with a group of friends from my school. I would like you to join us. Can you come?  
Salim/ Salma

**Task:** Write a **reply** to this e-mail. Say you are sorry, but you cannot accept the invitation. Explain why. Then suggest meeting Salim/Salma at another place and time.

*Your writing should be friendly and clear.*

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Do not write in this space













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| READING 1 (8 mks)   |                                  |                                  | READING 2 (12 mks)  |  |
|---|----------------------------------|----------------------------------|---|--|
|   | TRUE                             | FALSE                            |   |  |
| 1.  | <input type="radio"/>            | <input checked="" type="radio"/> | 9.  | tourists / visitors                                |
| 2.  | <input checked="" type="radio"/> | <input type="radio"/>            | 10.   | none / nothing / zero                              |
| 3.  | <input type="radio"/>            | <input checked="" type="radio"/> | 11.   | 12 / twelve (years old)                            |
| 4.  | <input checked="" type="radio"/> | <input type="radio"/>            | 12.   | (it was) 75 million years old / very old / ancient |
| 5.  | <input checked="" type="radio"/> | <input type="radio"/>            | 13.   | (after) storms                                     |
| 6.  | <input type="radio"/>            | <input checked="" type="radio"/> | 14.   | London   |
| 7.  | <input checked="" type="radio"/> | <input type="radio"/>            |   |  |
| 8.  | <input type="radio"/>            | <input checked="" type="radio"/> |   |  |
| <p><i>Notes: One mark each.<br/>                 Responses must be indicated clearly.</i></p> |                                  |                                  | <p><i>Notes: Two marks each. Complete accuracy in grammar &amp; spelling is not required, but answers must be clearly and convincingly correct.</i></p> |  |



| WRITING (GENERAL NOTES) |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>• The <b>wording of the descriptors</b> in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.</li> <li>• 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 <b>relevant</b>.</li> <li>• If answers are <b>clearly not relevant</b> and the student has clearly not attempted the task that was set, <b>no marks</b> should be awarded.</li> <li>• However, if a student has <b>genuinely attempted the task</b>, but their answer is only <b>partly relevant</b>, then a <b>reduced</b> mark (<u>not zero</u>) should be awarded.</li> </ul> |

| WRITING 1 (10 mks)  |   |
|---|---|
| 10  | <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>   |
| 8   | <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>   |
| 6   | <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>                                    |
| 4   | <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>                           |
| 2   | <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>  |
| 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 <u>both</u> the picture <u>and</u> the information points provided. |   |

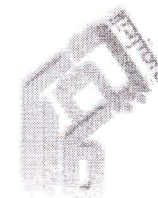


| WRITING 2 (10 mks)   |  |
|--|--|
| 10   | <ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>                         |
| 8  | <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> |
| 6  | <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>                   |
| 4  | <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>                         |
| 2  | <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>                     |
| 0  | <p><u>No attempt at the task</u>: EITHER Irrelevant. (Completely unrelated to the task/ instructions)<br/>OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>   |
| <p><i>Note 1: 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.</i></p> <p><i>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p> |  |



| WRITING 3 (15 mks) |   |
|--------------------|---|
| 15                 | <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> |
| 12                 | <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>  |
| 9                  | <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>             |
| 6                  | <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>     |
| 3                  | <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>                     |
| 0                  | <p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the topic/ task/ instructions)<br/>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"> <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>    |
| 12                 | <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> |
| 9                  | <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>    |
| 6                  | <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>                       |
| 3                  | <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>  |
| 0                  | <p><u>No attempt at the task</u>: EITHER Irrelevant. (Completely unrelated to the topic)<br/>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) '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.]

