



حاضر

غائب

رقم الورقة

رقم المغلف

سَلْطَنَةُ عُمَانِ

وَدَارَةُ التَّرْبِيَةِ وَالْجَمْعِيَّةِ

امتحان شهادة دبلوم التعليم العام
للعام الدراسي ١٤٣٣/١٤٣٢ هـ - ٢٠١١ / ٢٠١٢ م
الدور الثاني - الفصل الدراسي الأول

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

- تنبيه: المادة: English Language 'Elective'
- 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 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.
- 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 following text about an interesting place to visit. Then complete the task.

Because of its beautiful Mediterranean climate, most visitors to Cyprus stay at one of the many holiday resorts on the south coast of the island. However, it is also well worth travelling inland to see Nicosia, which has been the capital city of the country since the 11th century. It has a population of about 420,000, with the northern part being mostly Turkish-speaking and Muslim, and the southern part being mostly Greek-speaking and Christian.

In my opinion, the best way to discover Nicosia is on foot. In almost every street, there is something of historical or artistic interest. For example, there are several fine old mosques, the Selimiye, the Haydarpasha, the Arabahmet and the Omerye – all of which are in the north of the city, except for the Omerye Mosque. And in the south, you can see a wide variety of palaces, churches and huge gates, which were entrances to the old city.

Nicosia is also famous for its unusual and interesting museums. My own favourite is the Lefkosia Museum, because I'm particularly fond of jewellery. But others prefer the Ledra Museum, which has an amazing collection of coins.

Task: For each statement, **shade in the bubble** () under either **TRUE** or **FALSE**.

	True	False
<u>Example:</u> Nicosia is a village.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="radio"/> 1. The main reason tourists go to Cyprus is its sunshine.	<input type="checkbox"/>	<input type="checkbox"/>
2. Nicosia is on the coast.	<input type="checkbox"/>	<input type="checkbox"/>
3. It has been the capital city for about one thousand years.	<input type="checkbox"/>	<input type="checkbox"/>
4. More than half a million people live there.	<input type="checkbox"/>	<input type="checkbox"/>
5. Two different languages are spoken in the city.	<input type="checkbox"/>	<input type="checkbox"/>
6. Walking is a good way to go sight-seeing there.	<input type="checkbox"/>	<input type="checkbox"/>
7. Omerye Mosque is in the northern part of the city.	<input type="checkbox"/>	<input type="checkbox"/>
8. You can see beautiful necklaces at the Lefkosia Museum.	<input type="checkbox"/>	<input type="checkbox"/>

READING 2 (Items 9 – 14)

[12 marks]

Read the following story. Then complete the task.

One day, during the summer holidays, I was playing hide-and-seek with some other boys. I was hiding in some bushes down by the lake. Suddenly, I heard a hissing sound, but didn't know what it was. I thought one of my friends was trying to scare me. But when I saw what it really was — a snake! — I jumped up and ran away. But it was too late. The snake bit me on the back of my ankle and then slid away.

I carried on running, but then I started to feel weak and dizzy. Luckily, there was a hospital nearby and one of my friends stopped a passing car and took me there in time. My other friends chased after the snake and killed it with a rock.

I soon recovered from the actual bite, but found it very hard to forget the whole experience. I couldn't get to sleep at night because I kept thinking there was a snake in — or under — my bed. And when I did finally sleep, I had terrifying dreams about snakes! I couldn't go to the cinema, either, because it was dark in there and I couldn't see what was on the floor!

After a couple of months of this, my parents advised me to go to a psychiatrist, but I refused. They were right, however — I had to learn to overcome my fear. So I decided to go back to the place where I had met the snake. My parents thought this was a great idea, but said that my elder sister should go with me. When we arrived, I stood there for a while. Then, for some reason, I decided to pick up a stone and throw it into the bushes. To my horror, about ten snakes started hissing loudly. I ran away so fast, I even forgot about my sister!

Then I decided that the solution was to improve my knowledge of snakes. I borrowed some books from the library, and found out that they are even more afraid of us than we are of them! So it's better for both sides if we simply stay away from each other. After discovering this, I suddenly felt much less afraid...

READING 2 (cont'd)

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

9. Where on the writer's body did the snake bite him?

10. What happened to the snake?

11. Where did the attack take place?

12. After the attack, what **two other** places was he afraid of?

_____ *and* _____

13. Who was with him when he first tried to overcome his fear of snakes?

14. How did he finally succeed in overcoming his fear?

He _____

WRITING 4

[15 marks]

Write a story of at least 100 words based on the following pictures.
 You can use the words in the box to help you.
 You can also put in more details to make your story lively and interesting.

cigarette	boss	wastepaper basket	fire
put out	black mark	buy / paint	angry

①



②



③



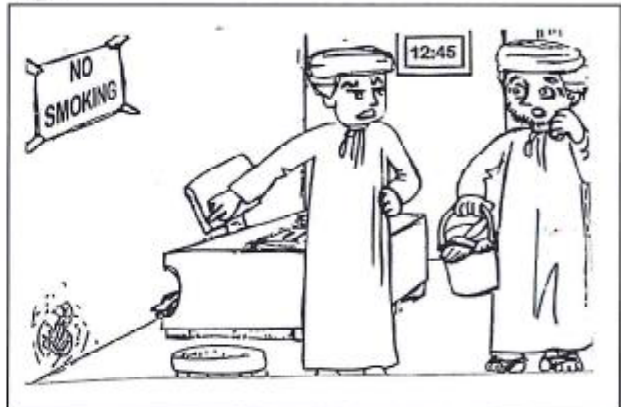
④



⑤



⑥



Do not write in this space



READING 1 (8 mks)		READING 2 (12 mks)	
	TRUE	FALSE	
1.	<input checked="" type="radio"/>	<input type="radio"/>	9. (his) ankle
2.	<input type="radio"/>	<input checked="" type="radio"/>	10. (it was) killed
3.	<input checked="" type="radio"/>	<input type="radio"/>	11. bushes/ lake
4.	<input type="radio"/>	<input checked="" type="radio"/>	12. bed and cinema (one mark each)
5.	<input checked="" type="radio"/>	<input type="radio"/>	13. (his) sister
6.	<input checked="" type="radio"/>	<input type="radio"/>	14. reading/ getting information/ finding out about snakes
7.	<input type="radio"/>	<input checked="" type="radio"/>	
8.	<input checked="" type="radio"/>	<input type="radio"/>	
<p><i>Notes: One mark each. Machine-marked.</i></p>		<p><i>Notes: 1) Complete accuracy in grammar & 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>2) As stated in the instructions, answers should consist of <u>not more than four words</u>. (Note: When counting the words, do <u>not</u> 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 <u>convincing and clearly correct</u>, 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 tasks or of interpreting information-points, 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 the relevant information* fully and clearly. Writing is coherent and well-organised. – Language shows a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents the relevant information* clearly enough, but organization is not fully effective. – Language shows a reasonably good level of accuracy.
6	<ul style="list-style-type: none"> – Manages to present most of the information*, but the text generally lacks coherence. – Language shows only a limited level of accuracy, with some noticeable errors.
4	<ul style="list-style-type: none"> – Manages to convey some relevant information*, but misses some important points. – Language used contains frequent errors, sometimes obscuring meaning.
2	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task. Very little relevant content. – 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 topic, picture or information provided) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

* See both the information points and the picture.



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 show 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. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the task) <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 an **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"> - 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> <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>

WRITING 4 (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> <u>EITHER</u> Irrelevant. (Completely unrelated to the pictures) <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) 'True/ False' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) **Action required:** With 'short answer' items, 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 this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale 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.

[* **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.]