

- حاضر  
○ غائب



Sultanate Of Oman  
Ministry Of Education

امتحان شهادة دبلوم التعليم العام  
للعام الدراسي ١٤٣٥/١٤٣٤ هـ - ٢٠١٣/٢٠١٤ م  
الدور الأول - الفصل الدراسي الأول

- المادة: English Language 'Elective' •  
الأئلة في (١٠) صفحات. •  
زمن الجابة: ثلاث ساعات •  
الجابة 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 شهادة دبلوم التعليم العام.  
- يقوم المتقدم بالجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).  
- يقوم المتقدم بالجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (○) وفق النموذج الآتي:  
س - عاصمة سلطنة عمان هي:  
○ القاهرة. ○ الدوحة.  
● مسقط. ○ أبو ظبي.
- ملاحظة:** يتم تظليل الشكل (●) باستعمال القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.
- صحيح ○ غير صحيح ○ × ○

لا تكتب في هذا الجزء

لا تكتب في هذا الجزء

لا تكتب في هذا الجزء

# مُسَوِّدَة، لا يتم تصحيحها

لا تكتب في هذا الجزء

لا تكتب في هذا الجزء

لا تكتب في هذا الجزء

**READING 1 (Items 1-8)****[8 marks]**

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

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

Darvaza is only a small village in the Karakum Desert in Turkmenistan, but it has recently become one of the leading tourist attractions in the country. In the late sixties, a team of geologists were sent there to look for gas and oil. Eventually, in March 1971, they found a rich source of gas. They quickly set up a drilling rig, and operations began.

However, almost immediately, disaster occurred when the ground beneath the drilling rig suddenly collapsed, causing a huge hole, 100 metres wide and 40 metres deep. Fortunately, no lives were lost, but large quantities of methane gas were released into the atmosphere. The geologists decided to set the gas on fire in order to burn it off. They thought this would only take a few days, and would be cheaper than using expensive equipment to try to capture the gas. Unfortunately, having started the fire, they couldn't stop it burning — and it is still burning now, over forty years later!

Not surprisingly, many of the local people left and the area became desolate. But then, in April 2011, something amazing happened. The *National Geographic* TV channel produced a documentary about the place, called '*The Door To Hell*'. Viewers around the world were stunned by the dramatic pictures of the huge hole and the burning gas glowing spectacularly in the dark. And since then, Darvaza has become a major tourist attraction — a must-see destination for any visitor to Turkmenistan!

**Statements****True****False**

- |           |                                                          |                       |                       |
|-----------|----------------------------------------------------------|-----------------------|-----------------------|
| <b>1.</b> | Darvaza is in a remote area of Turkmenistan.             | <input type="radio"/> | <input type="radio"/> |
| <b>2.</b> | Oil was found there in the early 1970s.                  | <input type="radio"/> | <input type="radio"/> |
| <b>3.</b> | In 1971, a huge hole suddenly appeared.                  | <input type="radio"/> | <input type="radio"/> |
| <b>4.</b> | Forty people were killed in the disaster.                | <input type="radio"/> | <input type="radio"/> |
| <b>5.</b> | The fire started by accident.                            | <input type="radio"/> | <input type="radio"/> |
| <b>6.</b> | Engineers finally succeeded in putting it out.           | <input type="radio"/> | <input type="radio"/> |
| <b>7.</b> | Darvaza was made famous by a film.                       | <input type="radio"/> | <input type="radio"/> |
| <b>8.</b> | The best time for tourists to see the place is at night. | <input type="radio"/> | <input type="radio"/> |

لاتكتب في هذا الجزء

لاتكتب في هذا الجزء

**READING 2 (Items 9-14)****[12 marks]**

*Read the text. Then complete the task.*

George was a carefree tourist looking forward to a wonderful holiday. As he stepped out of an airport taxi in front of his hotel, three policemen suddenly ran towards him. They were waving guns and shouting at him in Spanish. Then they put handcuffs on his wrists, pushed him into a waiting police car.

At the police station, nobody could speak a word of English, and George was put in into a small cell without knowing what crime he had committed. He sat down on the bed, unable to believe what was happening.

Through the bars of the tiny window in his cell, he watched the evening sky getting dark. Suddenly, the door opened. Two policemen grabbed his arms and led him into a small room. The room was empty except for a wooden table with a telephone on it. Then a tall man in a smart uniform entered the room and the other two men stood to attention. The man, obviously a senior officer, spoke to George in English. George felt relieved at finding someone who he could understand. But then, when he understood what the man was actually saying, his feelings changed to shock and fear. The officer was accusing him of a robbery which had happened a week before.

George started to protest, saying that this couldn't be true, as he had only just arrived a few hours ago, and had never been to Mexico before. At that moment, the telephone rang and the officer had a long conversation. Finally, he put the telephone down and apologised to George. It had all been a case of mistaken identity — the robber was someone else. He then showed George to the door and told him he could leave.

George stepped into the warm night air, still in a state of shock, but grateful that it was all over. The next morning, after a sleepless night at the hotel, he was on the first plane home. He was no longer in the mood for a holiday!

**READING 2 (cont'd)**

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

9. Why was George in Mexico?

---

10. Where was he when he was arrested?

---

11. What did the police think he had done?

---

12. What finally convinced the police chief that George was innocent?

---

13. How many nights did George spend at the police station?

---

14. What did he do the next day?

---

لا تكتب في هذا الجزء

لا تكتب في هذا الجزء

**WRITING 1**

**[10 marks]**

Write a PARAGRAPH about **Jack Sparrow**. Use the picture and ALL the information in the box. Your writing should be correct and well-organized.

**Jack Sparrow**

later/ captain/ own ship/ 'The Black Pearl'

father/ famous pirate

escape/ dangerous situations

'Pirates of the Caribbean'/ 2003

grow up/ pirate ship

clever/ funny

look for/gold/ silver

popular character/ adventure film



لاتكتب في هذا الجزء

لاتكتب في هذا الجزء













لاتكتب في هذا الجزء

لاتكتب في هذا الجزء

**END OF THE EXAMINATION**

# مُسَوِّدَة

لاتكتب في هذا الجزء

لاتكتب في هذا الجزء

لاتكتب في هذا الجزء

لاتكتب في هذا الجزء

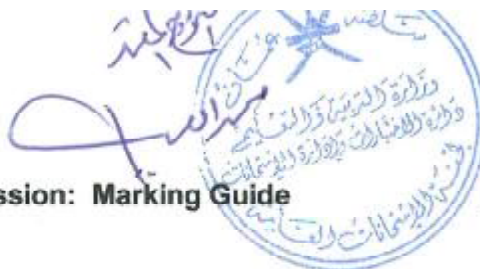
لاتكتب في هذا الجزء

لاتكتب في هذا الجزء



\*\*\*\*\*

READING 1 (8 mks)		READING 2 (12 mks)
TRUE	FALSE	
1. <input checked="" type="radio"/>	<input type="radio"/>	9. (on) holiday/ (on) vacation / tourism/ as a tourist
2. <input type="radio"/>	<input checked="" type="radio"/>	10. (in front of his) hotel/ (outside his) hotel/ (at his) hotel
3. <input checked="" type="radio"/>	<input type="radio"/>	11. robbery / theft / stealing
4. <input type="radio"/>	<input checked="" type="radio"/>	12. phone call/ telephone call
5. <input checked="" type="radio"/>	<input type="radio"/>	13. none/ zero / 0
6. <input type="radio"/>	<input checked="" type="radio"/>	14. went home/ flew home / left Mexico / left the country
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: Two marks each. Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p>



### WRITING (GENERAL NOTES)

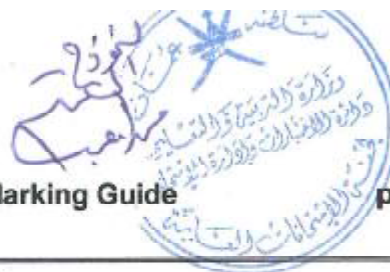
- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may well be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers 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.

### 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 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>

**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"> <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> <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>

## 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> <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.]