

حاضر

غائب



سُلْطَنَةُ عُمَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٤/١٤٣٥ هـ - ٢٠١٣ / ٢٠١٤ م

الدور الثاني - الفصل الدراسي الأول

رقم الورقة

رقم المغلف

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

- المادة: English Language 'Elective'
- الأسئلة في (١١) صفحة.

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 (البدن الأبيض 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:
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. Are the statements **True** or **False**?

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

Back in 1920, a tourist resort was set up on the shore of Lake Epecuen in the south of Argentina. It had hotels with accommodation for 25,000 visitors, and a railway connection to the capital city, Buenos Aires. But its biggest attraction was the lake itself, whose salty waters were famous for their medical powers. For centuries, people had gone there to bathe in its waters, hoping for a cure from various aches and pains.

For many years, Epecuen was a highly successful tourist hotspot. But then, in November 1985, disaster struck. Heavy rain caused the earthen dam protecting the village to burst. The whole area was flooded with 10 metres of water, and 1,500 people were forced to leave their homes. Most of them moved to Carhua, another village on the shores of the lake, and set up a new tourist resort there.

For years, Epecuen was completely covered by water. But then something amazing happened. In the 2000s, there was a series of unusually hot, dry summers, and the level of the lake water gradually went down. By 2009, the streets and buildings of the ruined resort could be seen again, covered in white salt, but looking like a Hollywood film-set from a disaster movie. Since then, the place has attracted more and more tourists, keen to see the strange ruins of the abandoned 'ghost town'.

Statements	True	False
1. Sick people went to Epecuen for its hot springs.	<input type="radio"/>	<input type="radio"/>
2. They used to travel there by train.	<input type="radio"/>	<input type="radio"/>
3. The resort was successful for more than sixty years.	<input type="radio"/>	<input type="radio"/>
4. It was destroyed by an earthquake.	<input type="radio"/>	<input type="radio"/>
5. More than a thousand people died in the disaster.	<input type="radio"/>	<input type="radio"/>
6. After 2000, the weather became cooler.	<input type="radio"/>	<input type="radio"/>
7. In 2009, tourists started going to Epecuen again.	<input type="radio"/>	<input type="radio"/>
8. The government has now re-built the resort.	<input type="radio"/>	<input type="radio"/>

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

It was Thursday afternoon and I had gone to the bank as usual to withdraw some money, so that I could do my shopping. I was waiting patiently in the queue when suddenly two men with masks pulled over their heads, rushed in through the door and began shooting and waving guns in the air.

One of them shouted: "This is a robbery! Just do what we say, and you won't get hurt!" The other robber ordered us to lie face down on the floor. I was so scared that at first I even couldn't move. But a woman helped me down to the ground where all the customers were gathered.

I kept expecting to hear the sound of a police car coming to the rescue, but there was only silence. The cashiers remained very calm. I suppose they are trained to deal with such a situation. They put the contents of their cashboxes into a bag that the robbers had pushed over the counter to them.

The two masked men grabbed the bag, and just as suddenly as they had entered, they left the building. I could see through the window as they jumped into a white car which was waiting by the main entrance. Minutes later, the police arrived. Some of them immediately drove around the area to see if they could catch the robbers. Others stayed in the bank, and tried to calm us down, so that they could interview us and get whatever information they could. Nobody was allowed to leave.

After an hour, a police officer spoke to me. I was still a bit shaken, but was able to tell him about what I had seen. He was especially interested in my description of the robbers' car. After that, I went straight home. I didn't feel like going to the supermarket any more — and, anyway, I didn't have any money! That night, I carefully locked all my doors and windows before going to bed.

READING 2 (cont'd)

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

9. What (exactly) was the writer doing when the robbers arrived?

10. How many robbers came into the bank?

11. What did they force the customers to do?

12. How did the bank staff react?

13. What useful information did the writer give to the police?

14. After she had been interviewed, where did she go?

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GENERAL EDUCATION DIPLOMA
 ENGLISH LANGUAGE 'ELECTIVE'
 SEMESTER ONE, 2013/2014, SECOND SESSION



MARKING GUIDE

TOTAL MARKS: 70

page 1 of 4

READING 1 (8 mks)		READING 2 (12 mks)
TRUE	FALSE	
1. <input type="radio"/>	<input checked="" type="radio"/>	9. waiting/ queuing (at the bank)
2. <input checked="" type="radio"/>	<input type="radio"/>	10. 2/ two
3. <input checked="" type="radio"/>	<input type="radio"/>	11. lie down/ lie on the floor/ lie face down
4. <input type="radio"/>	<input checked="" type="radio"/>	12. calm(ly) OR handed over the money
5. <input type="radio"/>	<input checked="" type="radio"/>	13. (about the)(white)(getaway)(robbers') car
6. <input type="radio"/>	<input checked="" type="radio"/>	14. home
7. <input checked="" type="radio"/>	<input type="radio"/>	
8. <input type="radio"/>	<input checked="" 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 & spelling is not required, but answers must be clearly and convincingly 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"> – 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>: 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"> - 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 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"> - 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>