



حاضر

غائب

رقم الورقة	
رقم المغلف	

سَلْطَنَةُ عُمَانَ
وَرِئَاسَةُ الْبَحْرَيْنِ وَالتَّجْلِيَّةِ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الثاني - الفصل الدراسي الأول

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

- المادة: English Language 'Elective'
- الأسئلة في (٩) 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.
- 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 following text. Then complete the task.

Do not write in this space

Agatha Christie's has often been called the 'Queen of Crime'. Between the two World Wars, she wrote dozens of detective stories which are actually the best-selling novels of all time. Her most famous fictional detective is, of course, the Belgian, Hercule Poirot, who appeared in thirty of her novels. But she sometimes grew tired of him because he had — in her own words — "such a high opinion of himself". So she created a second brilliant detective — in this case, a woman called Jane Marple.

Miss Marple, who features in twelve novels, is a very unusual kind of detective. She isn't in the police force, and she doesn't earn her living as a private detective, either. She has never married, and lives quietly by herself in a village in southern England. Her hobbies are gardening and knitting. She is about sixty-five years old, tall and thin, and doesn't look strong at all. However, she is tougher than she looks, and isn't afraid of anything or anyone.

She is also very observant and notices everything going on around her, even little things that seem unimportant. Also, whenever she has conversations with anybody, she watches their behaviour very closely. This is what helps her to solve the crimes — usually murders — that, for some reason, often seem to happen in her village. When she has worked out who the criminal is, she goes to the police and tells them. But they usually ignore her, thinking that she is just a silly, rather annoying, old woman. However, she is always proved right in the end!

READING 1 (cont'd)**Task:** Are these statements **True** or **False**?For each item, shade in the bubble () under the correct option.

Statements	True	False
1. Miss Marple is a more likeable character than Hercule Poirot.	<input type="checkbox"/>	<input type="checkbox"/>
2. She appears in thirty Agatha Christie novels.	<input type="checkbox"/>	<input type="checkbox"/>
3. She lives in a big city with a lot of crime.	<input type="checkbox"/>	<input type="checkbox"/>
4. She has become rich working as a private detective.	<input type="checkbox"/>	<input type="checkbox"/>
5. Her husband died in the First World War.	<input type="checkbox"/>	<input type="checkbox"/>
6. She is a surprisingly brave person.	<input type="checkbox"/>	<input type="checkbox"/>
7. She solves crimes by paying attention to details.	<input type="checkbox"/>	<input type="checkbox"/>
8. Policemen respect her skills as a detective.	<input type="checkbox"/>	<input type="checkbox"/>

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

I live on Marshall Island in the middle of the Pacific Ocean. So not surprisingly, I have always loved sailing. I have a small boat, and used to go out in it with my son. But then he went off to university in the USA and I no longer had a sailing companion. That's why, one day, I asked my neighbour to go with me. I knew he was a very inexperienced sailor and I could tell he wasn't very keen. But I was able to persuade him.

After sailing south for three hours, we stopped in the open sea and had something to eat. But the sun was so hot that both of us fell asleep after our meal. When we woke up, it was already dark. I realized that the wind had blown us a long way off course. We were completely lost! Worse still, we'd eaten all the food, and there was no more drinking water. In the following days, our hunger and especially our thirst were terrible — so terrible, in fact, that my poor neighbour died of thirst after five days.

It was very unpleasant to have a dead body in that small boat with me. I often wanted to throw him into the water, but then I thought I shouldn't do that — he deserved to be buried properly on his home island.

I was very weak by now, and kept falling asleep. But then I saw a huge shark following the boat, probably attracted by the smell. Fear of the shark now kept me awake, and in the end that was what saved me. If I'd been asleep, I would never have seen an oil tanker that was passing. But I was able to attract their attention by waving my shirt — so I was rescued.

As for my poor neighbour, the sailors put his body in the fridge until we got home. So at least he had a decent burial. But I still feel very bad about inviting him that day...

READING 2 (cont'd)

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

9. Who did the writer **usually** sail with?

10. How did he and his neighbour get lost at sea?

They _____

11. How long was the neighbour able to survive?

12. What kind of ship rescued the writer?

13. Why was he awake when this ship sailed by?

14. Where was the neighbour buried?



READING 1 (8 mks)		READING 2 (12 mks)
	TRUE FALSE	
1.	<input checked="" type="radio"/> <input type="radio"/>	9. his son
2.	<input type="radio"/> <input checked="" type="radio"/>	10. (They) fell asleep
3.	<input type="radio"/> <input checked="" type="radio"/>	11. 5 days/ five days
4.	<input type="radio"/> <input checked="" type="radio"/>	12. (an) oil tanker
5.	<input type="radio"/> <input checked="" type="radio"/>	13. fear of a shark/ afraid of a shark
6.	<input checked="" type="radio"/> <input type="radio"/>	14. (his) home island/ Marshall Island
7.	<input checked="" type="radio"/> <input type="radio"/>	
8.	<input type="radio"/> <input checked="" type="radio"/>	
<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>		<p><u>Notes:</u> 1) Two marks each.</p> <p>2) Grammatical mistakes (e.g. 'insect') should be ignored.</p> <p>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.</p> <p>4) As stated in the instructions, answers should consist of <u>not more than four words</u>. (<u>Note:</u> 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.</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>
<p>* See <u>both</u> the picture <u>and</u> the information points provided.</p>	



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, based on the Rating Scale.

* 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.]