



سَلْطَنَةُ جُورْجِيَا
وَدَوْلَةُ الرَّبِّيَّةِ وَالْبَحْلِيمِيَّةِ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٢ هـ - ٢٠١١ / ٢٠١٢ م

الدور الأول - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

- 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 لأهمية 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 في لجان 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 مع العباءة 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 ○ مقلوب ○ خطأ × صحيح ✓

READING 1 (Items 1 – 8)

[8 marks]

Read the following text about an interesting place to visit. Then complete the task.

Helsinki is the largest city in Finland, with a population of 1.1 million. The city was founded by King Gustav I in 1550. He wanted to develop a major trading port on the Baltic Sea, but for many years Helsinki remained a small town, suffering from poverty, war and disease. It was only after Finland became part of the Russian Empire in 1812 that Helsinki became the capital city and started to expand, and this growth continued after the Russians finally left in 1917.

Helsinki is the most northerly large city in the world, so not surprisingly it is extremely cold in winter. At that time of year, the city only offers freezing temperatures and empty streets; a visit in the spring or summer provides a much more pleasant experience. You can take a ferry between the city's many islands, or you can join all the other cyclists riding around the old city.

Helsinki has many excellent restaurants, but if you prefer to take your own food and eat outside, the best place is Suomenlinna Island. While you are there, you can also go on a guided tour around its huge fort, which is something really special. And when you return to the city centre, you should definitely go to Hakaniemi Street, where the restaurants, rather surprisingly, specialize in food from China and Korea!

Task: For each statement, shade in the bubble (○) to show if it is True or False.

	True	False
<i>Example:</i> Helsinki is in North America.	<input type="radio"/>	<input checked="" type="radio"/>
1. Helsinki is on the coast.	<input type="radio"/>	<input type="radio"/>
2. It became an important city in the 16th century.	<input type="radio"/>	<input type="radio"/>
3. Russia ruled Finland for over a hundred years.	<input type="radio"/>	<input type="radio"/>
4. December is a good time to visit the city.	<input type="radio"/>	<input type="radio"/>
5. Bikes are a popular form of transport in Helsinki.	<input type="radio"/>	<input type="radio"/>
6. Suomenlinna Island is a good place for a picnic.	<input type="radio"/>	<input type="radio"/>
7. You can get excellent Asian food in Helsinki.	<input type="radio"/>	<input type="radio"/>
8. Helsinki's most famous building is a palace.	<input type="radio"/>	<input type="radio"/>

READING 2 (Items 9 – 14)

[12 marks]

Read the following story. Then complete the task.

After going to the park with my dog, Willy, we walked home through the empty streets. Everything was covered with soft snow.

Then suddenly, two big dogs appeared out of nowhere and attacked Willy. You don't know how horrifying it is to hear your dog yelping in fear and pain. I kicked the two dogs and shouted, but that didn't stop them — they kept on attacking. I don't know how long it lasted. It was probably only about five minutes, but it seemed like forever.

Finally, the owner of the dogs came running out. He caught them both and chained them up at his house. Later on, he said that even though he knew his dogs were aggressive, he didn't think anyone would be out walking in that kind of weather!

Willy was lucky. He was shaking, but he didn't seem to have any serious physical injuries. In fact, about an hour after the attack, he was rolling around in the snow in our backyard. But then he yelped in pain again and stopped.

I took him to see the vet, Dr Roberts. Willy is a very hairy dog, so it was quite hard to locate his injuries, even for a vet! But he slowly and carefully checked the dog all over and found a total of fifteen cuts. Most of them were minor, but one was very bad indeed. Dr Roberts then treated all the wounds, and gave Willy some antibiotics.

At first, I was still so shaken up and angry that I wanted to go to the police with an official complaint. However, I'm glad to say, the owner of the two big dogs admitted that it was his fault and promised to keep them off the streets in future. He also offered to pay Willy's medical bills in full. After he said all that, I changed my mind...

READING 2 [cont'd]

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

9. What was the weather like?

10. How many dogs attacked Willy?

11. Where did the attack take place?

12. Who stopped the fight?

13. How many serious injuries did Willy have?

14. What did the writer decide **not** to do in the end?

WRITING 1

[10 marks]

Write a PARAGRAPH about this character in a famous book. His name is **Charlie Bucket**. Use the picture and ALL the information in the box. Your writing should be correct and well-organised.

**Charlie Bucket**

☺ / chocolate honest / kind-hearted
poor / large family visit / factory
chocolate only once / year
Roald Dahl / author win / 1st prize
1969 / 'The Chocolate Factory'
competition / other children

WRITING 2

[10 marks]

Complete the following task. Write at least 75 words.

Situation: *Oman's national football team are going to play in an important match. You want some friends to come to your house to watch it with you on TV. Write an e-mail to them, inviting them and giving them all the information that they need.*

Your writing should be friendly and clear. (Do not write an address.)

Do not write in this space

WRITING 4

[15 marks]

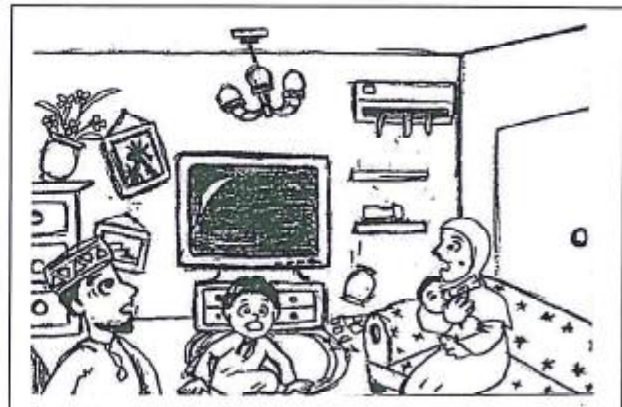
Write a story of at least 100 words based on the following pictures.
 You can use the words in the box to help you.
 You can also put in more details to make your story lively and interesting.

living-room	shake	earthquake	run
destroyed	cry	bird/cage	rescue

①



②



③



④



⑤



⑥



Do not write in this space



READING 1 (8 mks)			READING 2 (12 mks)
	TRUE	FALSE	
1.	✓		9. snow/ cold/ winter
2.		✓	10. 2/ two
3.	✓		11. (in the) street(s)
4.		✓	12. (the) owner (of the dogs)
5.	✓		13. 1/ one
6.	✓		14. report to police/ make official complaint
7.	✓		
8.		✓	
<p><i>Notes: One mark each. Machine-marked.</i></p>			<p><i>Notes: 1) Grammatical mistakes (e.g. 'snows') should be ignored. 2) 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. 3) 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 a task or of 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 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> EITHER Irrelevant. (Not related to the topic, picture or information provided) OR Hardly any writing at all, or not written in English. OR 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>: EITHER Irrelevant. (Completely unrelated to the task) 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"> - 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.]