



حاضر

غائب

سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الأول - الفصل الدراسي الأول

ختم المركز

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

- تنبيه: المادة: 'A' English Language
- الأسئلة في (١٥) 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 (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

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 7)**(7 marks)**

You're going to hear a conversation between two foreign students at a university in the USA. Listen and shade in the bubble () next to the correct option.

1. The two speakers are going to the _____.
 classroom library assembly hall

2. In Japan, the school year starts in _____.
 February April September

3. Japanese schoolchildren have _____ weeks' holiday every year.
 6 8 12

4. In Germany, uniforms are worn in _____ schools.
 no some all

5. Students have to tidy up the classrooms in _____.
 Germany, but not Japan Japan, but not Germany both countries

6. Sophie studied _____ at school.
 French Latin Spanish

7. In Germany, exams consist mostly of _____ questions.
 essay short answer multiple choice

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Listening 2 (Items 8 – 15)**(8 marks)**

You're going to hear a woman talking about a trip to Thailand.

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

8. In what part of Thailand is the elephant camp?

9. What is the minimum age for visitors?

10. For safety reasons, what must all visitors be able to do?

11. How did they get from the camp to the park?

Part Two: For each item, shade in the bubble () next to the correct option.

12. At the park, the speaker bought _____.

- a wooden statue an interesting book an unusual painting

13. In the evening, she especially enjoyed the _____.

- dance performance cooking lesson film show

14. On the _____ day, they went elephant-riding.

- first second third

15. The best rider in the family was her _____.

- husband daughter son

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Vocabulary 1 (Items 1 – 5)**(2½ marks)**

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

The *Pocket Mobile Printer* is a new mini-printer designed to ⁽¹⁾ _____ in the palm of your hand. It is incredibly ⁽²⁾ _____, weighing only 200 grams. It has many useful options. For example, you can ⁽³⁾ _____ your photos by changing colour, brightness, contrast, etc. You can even add a frame to the edge of a picture to make it look really ⁽⁴⁾ _____ ! The *Pocket Mobile Printer* also ⁽⁵⁾ _____ you to make your own publications, such as newsletters.

- | | | | | |
|----|--------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. | <input type="radio"/> enrol | <input type="radio"/> twist | <input type="radio"/> fit | <input type="radio"/> shift |
| 2. | <input type="radio"/> light | <input type="radio"/> huge | <input type="radio"/> sturdy | <input type="radio"/> massive |
| 3. | <input type="radio"/> remove | <input type="radio"/> install | <input type="radio"/> switch | <input type="radio"/> edit |
| 4. | <input type="radio"/> flexible | <input type="radio"/> awful | <input type="radio"/> clumsy | <input type="radio"/> stylish |
| 5. | <input type="radio"/> reminds | <input type="radio"/> allows | <input type="radio"/> forbids | <input type="radio"/> forces |

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Vocabulary 2 (Items 6 – 10)**(2½ marks)**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word.

Make sure your **spelling** is **correct**.

Example: (noun) a room where food is prepared and cooked
e.g. They keep the fridge in the **kit** c h e n.

6. (noun) a sign that shows that you have an illness
e.g. Tiredness is a common **sym** _ _ _ _ of diabetes.
7. (verb) to disagree (angrily) with someone
e.g. My brothers always **ar** _ _ _ over which TV programme to watch.
8. (noun) something that you do regularly or usually, often without thinking.
e.g. Jameel has a bad **ha** _ _ _ of leaving everything until the last minute.
9. (adjective) behaving in a way that is not polite
e.g. It's very **r** _ _ _ to walk past somebody you know without greeting them.
10. (noun) someone who is unable to stop doing something
e.g. My nephew is a complete video games **ad** _ _ _ _ .

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Grammar 1 (Items 1 – 5)

(2½ marks)

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

Speaker A: I haven't seen you ⁽¹⁾ _____ a long time! What happened?

Speaker B: Nothing to worry about! I've been ⁽²⁾ _____.

Speaker A: But you finished university two months ⁽³⁾ _____!

Speaker B: I know, but now I'm doing a French course. I'm hoping ⁽⁴⁾ _____ get a job in Paris.

Speaker A: Interesting! I wish I ⁽⁵⁾ _____ help, but I don't know any French!

ago	before	can	could	for	if	since	studied	studying	to
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- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Grammar 2 (Items 6 – 10)**(2½ marks)**

Complete each sentence with **ONE WORD** only.

6. "I _____ be very surprised if our team win the match tonight."

7. I wasn't able to meet them. When I arrived there, they _____ already left.

8. "Wow! _____ a fantastic picture! Are you a professional photographer?"

9. Five years ago, when he joined the company, he said he _____ never leave.

10. My article will _____ published next week.

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Reading 1 (Items 1 – 10)**(10 marks)**

Read this email. Then complete the task.

12th December 2014

Dear Hamed,

How are you? I hope you're OK. As for me, I'm still in Qatar attending the Gulf Careers Exhibition. To my surprise, I met an old friend there. His name is Salah Al-Alyani, and it so happens he is now Deputy Director of Air Traffic Controller Training here. He invited me to go with him to the centre, which is not far from the exhibition hall.

I must say, I was very impressed. It's a fascinating place with brand-new buildings and all the latest facilities. I thought I was in a real airport, not just a training centre! After having coffee and chatting for some time, he was keen to show me their full package of training courses. He also took me on a tour around the centre. It was very interesting. The training involves using computerised aviation games which are just like real life. I also talked to some of the trainees. They all showed great interest in what they were doing, and were obviously working very hard.

When we got back to his office, I told him about you. I said you have already graduated from the College of Engineering at SQU, but are not sure about what to do next. Then I asked him about the acceptance conditions for a place at the centre. He was delighted at the idea and assured me that everything would be alright, as you already have an engineering qualification. So, if you're interested, all you have to do is send in your CV and then attend an interview with the trainers.

The interview will be in English, as that is the language of instruction for the whole course. I have no doubt about your language skills or your knowledge of general science and engineering. But one tip: I'd suggest that, before the interview, you familiarize yourself with aviation-related topics. I'm sure there are lots of sources, such as magazines, newspapers and, of course, the Internet.

I also asked Salah about the course itself. It is very demanding, but I know you are not afraid of hard work! It consists of two parts: a general course lasting three months, followed by a specialized course lasting six months. Classes start early in the morning, and then again in the afternoon — and you are also expected to continue studying independently in the Learning Centre for two or three hours every evening.

The next course will start in April, with interviews in January. So you'll have to make up your mind quickly! But I really would recommend that you grab this opportunity. I'm attaching the website details, in case you have any queries. The exhibition goes on for three more days, then I'm flying back home. So we can discuss it further then...

As ever,

Uncle Saif

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Reading 1 (continued)

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

1. Saif is in Qatar _____.
 sight-seeing on a business trip for medical treatment
2. He met his old friend, Salah, at _____.
 an exhibition a coffee shop the airport
3. When he visited the training centre, he was surprised by its _____.
 architecture size modernity
4. He was also impressed by the _____ of the trainees.
 motivation politeness intelligence
5. To be accepted on the Air Traffic Controllers' course, Hamed needs to _____.
 take a test pass an interview get a degree
6. Saif advises him to improve his knowledge of _____.
 aviation engineering languages
7. The whole course will take _____ months.
 3 6 9
8. The course requires _____.
 a great deal of homework completion of a project very long hours of study
9. If he is accepted, Saif will begin studying in _____.
 January April December
10. For more information, Hamed should _____.
 visit the centre's website write to Salah Al-Alyani fly to Qatar immediately

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Reading 2 (Items 11 – 20)**(15 marks)**

Read the following newspaper article. Then complete the tasks.

('The Times', 3rd September 2014): Currently, 'Formula One' car races attract a worldwide audience and a great deal of money. However, with the noise and environmental pollution they cause, many people are beginning to lose interest. So, people have come up with a new idea: 'Formula E'.

'Formula E' is a new competition that uses 'e-cars', that is, racing cars powered by electricity. The first-ever season is scheduled to start on the streets of Beijing in ten days' time, and will finish in London on 27th June next year. Altogether, there will be ten races in Asia, South America, North America and Europe. The plan is to run these races on short circuits, just 2.5 km to 3 km long, specially built in city centres.

At each race, the programme will consist of three phases: practice, qualification, and finally the actual race. Unlike 'Formula One', in which each of these phases takes place on a separate day, everything will happen on the same day, with the race itself in the evening. It is hoped that this will make the event more interesting, and much cheaper, for fans. The race will be 50-60 minutes in length, and will include one very unusual feature. Halfway through, the drivers will have a special 'pit stop', during which they will jump out of their cars, get into a new car, and then continue racing! They have to do this because the batteries which power their cars' engines only last for half-an-hour.

Ten teams will compete against each other, with each team consisting of two drivers. These drivers are mostly young, but also include some famous names — former Formula One drivers like Alain Prost — and three women. In Season One, everybody will use the same type of e-cars, the 'Spark-Renault SRT'. But in the second season, each team will design its own cars, as in 'Formula One'.

In many ways, these cars are not very remarkable. In size and shape, they are similar to 'Formula One' cars. With a top speed of over 300 kph, the latter are still about 30% faster, but 'e-cars' are still already surprisingly quick — capable of achieving a speed of 215 kph — and will surely become quicker as the technology progresses, especially in the form of lighter, longer-lasting batteries. The most obvious difference is that 'e-cars' have very quiet engines, which only make a high-pitched 'whooshing' sound, rather than the deep-throated roar of a petrol engine. This makes the whole experience of driving the cars, and watching the races, very different indeed!

The main goal of 'Formula E' is, of course, to promote the use of electric cars throughout the world, helping to reduce environmental pollution and improve human health. So the founders believe in it; the teams and the drivers trust it; several celebrities have spoken out in support of it; but will the public accept it? We shall see...

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Reading 2 (continued)

Task 1: For each question, write a short answer (*not more than FOUR WORDS*).

11. When will the first race take place?

_____ (date)

12. Where will the race tracks be built?

13. What is the maximum length of each race?

14. Who designed the cars for the first season?

15. At present, how fast can 'e-cars' go?

Task 2: For each item, shade in the bubble () next to the correct option.

16. In the middle of each race, teams will change _____.

batteries drivers cars

17. Engineers will focus most of their attention on improving the e-car's _____.

engines shape batteries

18. The biggest difference between the two types of cars is in their _____.

appearance speed sound

19. The long-term aim of 'Formula E' is to _____.

save the environment sell more cars make driving safer

20. The writer is _____ about the future success of 'Formula E'.

open-minded confident doubtful

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Writing 1

(10 marks)

Write at least 100 words on the following topic:

**“ If individuals commit a serious crime,
their names and photos should be shown in the media.”**

Do you agree or not? Give your reasons.

Your writing should be clear and convincing.

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Writing 2

(10 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.

asleep

get up

lock

cry

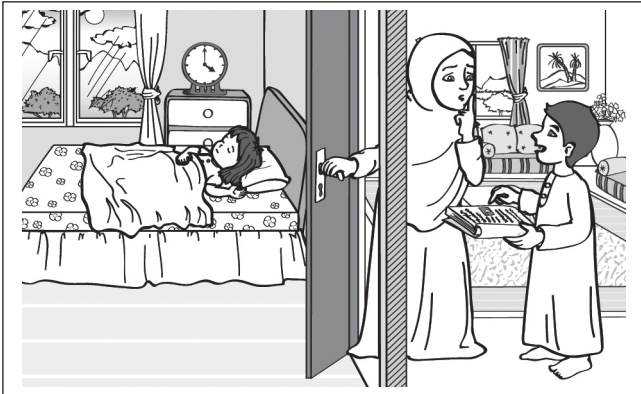
file

push/ pull

key

open/ door

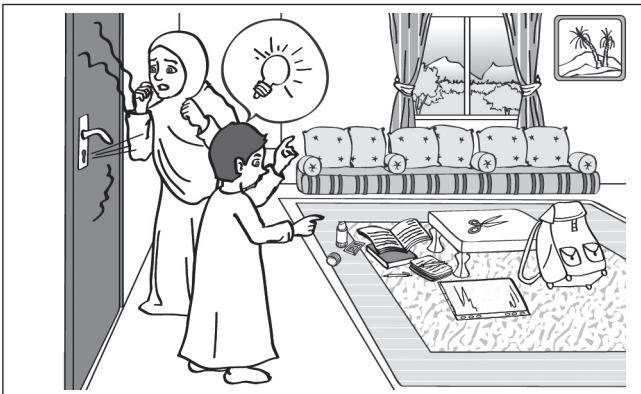
①



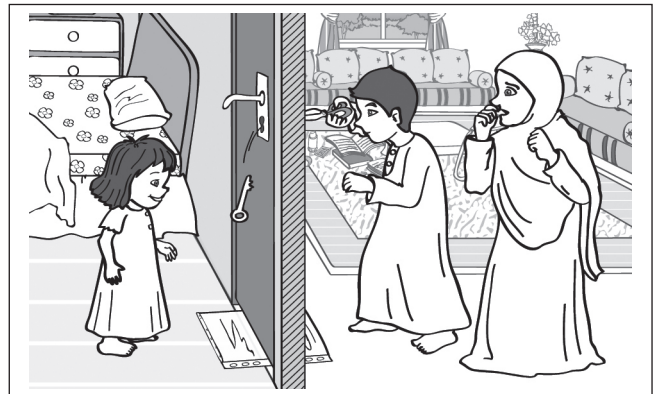
②



③



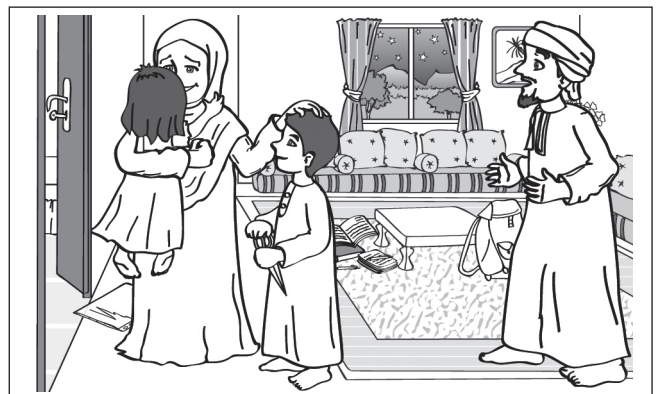
④



⑤



⑥



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مُسَوِّدَةٌ

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LISTENING 1 (7 mks)

- | | | |
|---|--|---|
| 1. <input type="radio"/> classroom | <input checked="" type="radio"/> library | <input type="radio"/> assembly hall |
| 2. <input type="radio"/> February | <input checked="" type="radio"/> April | <input type="radio"/> September |
| 3. <input checked="" type="radio"/> 6 | <input type="radio"/> 8 | <input type="radio"/> 12 |
| 4. <input checked="" type="radio"/> no | <input type="radio"/> some | <input type="radio"/> all |
| 5. <input type="radio"/> Germany, but not Japan | <input type="radio"/> Japan, but not Germany | <input checked="" type="radio"/> both countries |
| 6. <input type="radio"/> French | <input type="radio"/> Latin | <input checked="" type="radio"/> Spanish |
| 7. <input checked="" type="radio"/> essay | <input type="radio"/> short answer | <input type="radio"/> multiple choice |

Notes: One mark each. Responses must be indicated clearly.



LISTENING 2 (8 mks)

8. (the) south / southern (*Spelling of 'south' must be correct*)
9. seven / 7 (*Do not accept any additional numbers*)
10. swim
11. (by) boat / river / water / yacht (*Answers must be spelt correctly*)
12. a wooden statue an interesting book an unusual painting
13. dance performance cooking lesson film show
14. first second third
15. husband daughter son

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** (e.g. 'swimming', 'swam', 'swimmer', etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 12-15: Responses must be indicated clearly.



VOCABULARY 1 (2.5 mks)

- | | | | |
|---|---|--------------------------------------|--|
| 1. <input type="radio"/> enrol | <input type="radio"/> twist | <input checked="" type="radio"/> fit | <input type="radio"/> shift |
| 2. <input checked="" type="radio"/> light | <input type="radio"/> huge | <input type="radio"/> sturdy | <input type="radio"/> massive |
| 3. <input type="radio"/> remove | <input type="radio"/> install | <input type="radio"/> switch | <input checked="" type="radio"/> edit |
| 4. <input type="radio"/> flexible | <input type="radio"/> awful | <input type="radio"/> clumsy | <input checked="" type="radio"/> stylish |
| 5. <input type="radio"/> reminds | <input checked="" type="radio"/> allows | <input type="radio"/> forbids | <input type="radio"/> forces |

Notes: Half-a-mark each. Responses must be indicated clearly.

VOCABULARY 2 (2.5 mks)

- | | |
|-------------------|-------------------|
| 6. <u>symptom</u> | 9. <u>rude</u> |
| 7. <u>argue</u> | 10. <u>addict</u> |
| 8. <u>habit</u> | |

Notes: Half-a-mark each. Spelling must be correct.

GRAMMAR 1 (2.5 mks)

- | | | | | | | | | | | |
|----|----------------------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|
| | ago | before | can | could | for | if | since | studied | studying | to |
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 3. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Notes: Half-a-mark each. Responses must be indicated clearly.



READING 2 (15 mks)

11. 13th September (2014) / 13 Sept (2014) / 13/9/(2014)
12. in city centres/ on streets (*Also accept 'Asia, Europe, North America, South America'*)
13. 60 minutes/ sixty minutes / one hour / an hour (*Do not accept '50-60 minutes'*)
14. Spark-Renault/ Spark/ Renault/ SRT
15. 215 kph
16. batteries drivers cars
17. engines shape batteries
18. appearance speed sound
19. save the environment sell more cars make driving safer
20. open-minded confident doubtful

Notes: One-and-a-half marks each.

Qs 11-15: 1) **Grammatical mistakes** (e.g. 'in city centre', 'on street ') 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 not more than four words. (*Note: When counting the words, do not 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 convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 16-20: Responses must be indicated clearly.

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.



GRAMMAR 2 (2.5 mks)	
6. will / shall / 'll	9. would / 'd / could
7. had / 'd	10. be
8. What	

Notes: Half-a-mark each. Spelling must be correct, but ignore lower/upper case.

READING 1 (10 mks)		
1. <input type="radio"/> sight-seeing	<input checked="" type="radio"/> on a business trip	<input type="radio"/> for medical treatment
2. <input checked="" type="radio"/> an exhibition	<input type="radio"/> a coffee shop	<input type="radio"/> the airport
3. <input type="radio"/> architecture	<input type="radio"/> size	<input checked="" type="radio"/> modernity
4. <input checked="" type="radio"/> motivation	<input type="radio"/> politeness	<input type="radio"/> intelligence
5. <input type="radio"/> take a test	<input checked="" type="radio"/> pass an interview	<input type="radio"/> get a degree
6. <input checked="" type="radio"/> aviation	<input type="radio"/> engineering	<input type="radio"/> languages
7. <input type="radio"/> 3	<input type="radio"/> 6	<input checked="" type="radio"/> 9
8. <input type="radio"/> a great deal of ...	<input type="radio"/> completion of a project	<input checked="" type="radio"/> very long hours of study
9. <input type="radio"/> January	<input checked="" type="radio"/> April	<input type="radio"/> December
10. <input checked="" type="radio"/> visit the centre's ...	<input type="radio"/> write to Salah...	<input type="radio"/> fly to Qatar...

Notes: One mark each. Responses must be indicated clearly.



WRITING 1 (10 mks)	
10	<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.
8	<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.
6	<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.
4	<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.
2	<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	<i>No attempt at the task:</i> <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

WRITING 2 (10 mks)	
10	<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.
8	<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.
6	<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.
4	<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.
2	<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	<i>No attempt at the task:</i> <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.



ARRIVING AT FINAL SCORES

LST/ VCB/ GRM/ RDG: In these four sections, 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' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) **Action required:** With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 2a), 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

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). '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.]