



سَلْطَنَةُ عَمَانَ
وَزَارَةُ التَّحْقِيقِ وَالتَّعْلِيمِ

حاضر

غائب

رقم الورقة	
رقم المغلف	

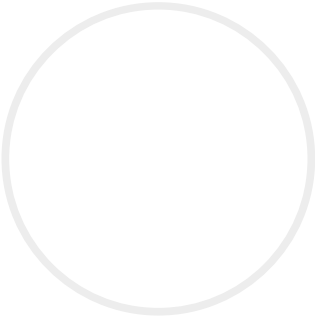
امتحان دبلوم التعليم العام
للعام الدراسي ١٤٣٤/١٤٣٥ هـ - ٢٠١٣ / ٢٠١٤ م
الدور الثاني - الفصل الدراسي الثاني

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

تنبيه: • المادة: English Language 'A'
• الأسئلة في (١٣) 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 مبركز 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.
- 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



LISTENING 1 (Items 1 – 7)**[7 marks]**

You are going to hear part of an interview with a celebrity on a TV chat show. Listen, and shade in the bubble (○) next to the correct option.

1. In her latest film, Cara plays the role of a _____.
 criminal policewoman soldier

2. Learning how to _____ was difficult for her.
 speak like an American use weapons do karate

3. Generally, she specializes in playing women who are _____.
 beautiful unhappy interesting

4. Her favourite film character is called _____.
 Sarah Anna Eva

5. As a result of playing this role, she has become _____.
 overweight depressed thin

6. She will soon be in some adverts for _____.
 perfume clothes cosmetics

7. She _____.
 will get married soon will get married later is already married

Do not write in this space

LISTENING 2 (Items 8 – 15)**[8 marks]**

You are going to hear a farmer talking about an environmental project in India.

Part One: Listen, and for each item, write a *short* answer (Not more than **FOUR WORDS**).

8. What is the main crop grown by the speaker?

9. Where did he get money from to buy pesticides?

10. What kind of pest attacked his fields in 2004?

11. Who started a campaign against the use of chemical pesticides?

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

12. The speaker decided to stop using pesticides after _____.

- visiting a farm hearing a presentation reading a book

13. He now protects his crops with products from _____.

- a flower a tree an animal

14. Since _____, the use of pesticides has been forbidden on all farms.

- 2009 2010 2012

15. When he had enough money, the speaker _____.

- bought a new vehicle expanded his farm paid back his loans

Do not write in this space

VOCABULARY 1 (Items 1 – 5)

[2½ marks]

Complete the text. For each item, shade in the bubble () under the correct option.
(There are three extra words in the box.)

I see that your company is looking for a sales ⁽¹⁾ _____. The position seems to suit my interests and qualifications. I have been working in the ⁽²⁾ _____ industry for the last ten years. During this time, I have sold all kinds of clothes made by popular designers. I am very outgoing, and have developed good ⁽³⁾ _____ skills which I use to interact with customers. All in all, I am confident that my talents, skills and ⁽⁴⁾ _____ will be beneficial for your organization. I enclose my CV and a recommendation letter from a ⁽⁵⁾ _____ who I used to work with.

applicant communication degree fashion knowledge referee representative software

- | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |

Do not write in this space

VOCABULARY 2 (Items 6 – 10)**[2½ marks]**

In each sentence, complete the word in the space provided.

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

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

6. She went on a **d** _ _ _ for three months, but didn't lose any weight!

7. Before taking this medicine, you should **con** _ _ _ _ your doctor."

8. "Just be **ho** _ _ _ _ with me! I want to know what you really think!"

9. "It wouldn't be **et** _ _ _ _ _ for me to publish this article! I know for a fact that you copied large parts of it from the Internet!"

10. "I've already told you I won't be able to come! Please don't **ins** _ _ _ _ !".

Do not write in this space

GRAMMAR 1 (Items 1 – 5)**[2½ marks]**

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

1. I've never cooked a turkey before. Can you tell me how long _____?
 is it taking it takes it's taking does it take
2. This method is easy and saves a lot of time. _____, it's very unreliable!
 In addition On the other hand For instance Similarly
3. I saw him at the airport last week. He said he _____ for his sister to arrive."
 waited has waited was waiting would wait
4. When you lived in London, where _____ to go in the evenings?
 do you use did you used you used did you use
5. She suggested _____ dinner together.
 had have having to have

GRAMMAR 2 (Items 6 – 10)**[2½ marks]**

Complete the text. Fill each gap with **ONE** word only.

A few nights ⁽⁶⁾ _____, I had an unusual dream. I dreamed that I was living in the USA ⁽⁷⁾ _____ the middle of the 19th century. In my dream, I was on my way to ⁽⁸⁾ _____ White House. President Lincoln ⁽⁹⁾ _____ invited me to have dinner with him. He wanted to discuss ⁽¹⁰⁾ _____ important matters with me.

Do not write in this space

READING 1 (Items 1 – 10)**[10 marks]**

Read the text. Then complete the task.

As a modern, open-minded farmer, always ready to innovate, I'm all in favour of science — but sometimes, it can go too far! Take my experience with genetically-modified (GM) crops, for example. I introduced GM soybeans on my farm in the late 1990s, and now I have come to regret it.

Soybeans are not a native species to North America. They're originally from Japan, Korea and China. The soybean is a very rich source of nutrition. Their seeds contain 20% vegetable oil, and also amino acids similar to those found in meat. Some soy products such as Chinese 'tofu' are also rich in calcium and iron. Its health benefits are also well-documented, particularly for those at risk of cardiac disease and high blood pressure.

The soybean was introduced into the USA in 1904, and in 1920 William Morse founded the National Soybean Association, an independent organisation which aimed to convince Americans of the benefits of eating this kind of food. Morse went to China and brought back an astonishing 10,000 varieties of soybean! Nevertheless, he only had limited success as his countrymen continued to regard meat as the only 'real' food.

Farmers did, however, from the 1950s onwards, use soybean products as feed for their chickens, turkeys, cows and other animals. As this trend continued to grow, big agricultural companies finally took notice and started doing research on how to increase soybean production. It was the American biotech giant, Monsanto, that first developed a GM soybean and made it commercially available to farmers in 1996.

I was very keen to try out this new, modified bean. I especially appreciated the fact it was resistant to pesticides. This meant that I could kill weeds and other harmful plants without damaging my own crops. This would save me a lot of money — or so I thought!

However, around 2005, I was forced to reconsider my views. The sight of reduced crops — and reduced income — made me realise that my land was losing its fertility. Vital components of the soil such as bacteria, earthworms and insects were being killed by the modified bean.

Moreover, as I am learning more about this topic, my biggest concern is no longer for myself. The risk to human health is far more serious than my slightly-reduced profits! Attending conferences, I have heard the warnings of scientists who have conducted research into the impact of GM soybeans on living things. In one experiment, more than half the mice fed GM soybean died within three weeks. Even those which survived underwent changes in their bodily organs. Most importantly, the gene inserted into soybeans transfers into the DNA of bacteria living inside our own bodies. This means that long after we stop eating GM food, we may still be in danger. The time has come for us to re-think this whole issue, and return to more natural types of farming.

READING 1 (cont'd)

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

1. Soybean is similar to meat because it contains _____.
 vegetable oil iron amino acids
2. Soybean is good for preventing _____ .
 cancer obesity heart disease
3. It was introduced to the USA from _____.
 Korea China Japan
4. At first, its use was promoted by _____.
 big companies an NGO the US government
5. Despite this, Americans have continued to regard soybean as a _____.
 luxury food food for animals health risk
6. The first genetically-modified soybean was created in the _____.
 1950s 1970s 1990s
7. The writer liked this GM soybean because it was _____.
 easy to plant and grow larger and more nutritious not affected by pesticides
8. Later, he discovered that it _____ .
 was bad for the soil had become too costly made his animals ill
9. He has gathered more information **mainly** by _____.
 doing experiments attending conferences surfing the Internet
10. His biggest worry is now GM crops' impact on _____.
 human health food imports animal welfare

READING 2 (Items 11 – 20)**[15 marks]**

Read the text. Then complete the tasks.

The 'Mona Lisa' is the most famous painting in the world. Created in 1503 by Leonardo da Vinci, it is a portrait of Lisa del Giocondo, the wife of a rich businessman. Its origins are 100% Italian. It was produced in the northern Italian city of Florence; the scenery in the painting was typical of that region; and both the artist and his subject were Italian.

However, in 1516, Leonardo moved to France, taking the 'Mona Lisa' with him. There, until his death in 1530, he worked for the French king, Francois I, who was a great admirer of his work. The king then bought the painting and kept it in the Louvre Palace in Paris, which later, at the end of the 18th century, became a museum open to the public.

However, many years later, the 'Mona Lisa' was stolen, and this led to one of the most famous cases in European legal history. The theft was discovered on 22nd August 1911, when the staff of the museum came back from their weekend break. All that was left was an empty space on the wall where the painting had been hanging. The police believed that the painting had been smuggled out of the country, probably sold to a rich private collector in the USA. They launched a huge operation, but there was no trace of the painting or of the thieves. It seemed that the 'Mona Lisa' was lost forever.

Then on 29th September 1913, a museum manager in Florence received a message from someone called Vincenzo Peruggia, who wanted to speak to him on a matter 'of national importance'. Full of curiosity, the manager went to Peruggia's home, where to his amazement he was shown the famous painting. The thief — an out-of-work glassmaker — said that he had kept it in his Paris flat for two years, waiting until things got quiet. Now he wanted to donate it to be shown in an Italian museum. The manager took away the painting to have it checked by specialists. When it was found to be genuine, he went straight to the police, who then arrested Peruggia.

The trial began on 16th February 1914. Peruggia did not deny his crime. In fact, he was proud of it, saying that he had done it 'for Italy'. He argued that the painting had been stolen many years before by the French Emperor Napoleon Bonaparte. Now Peruggia was simply 'bringing it back home'! However, there was a problem with this story. Napoleon did not, in fact, steal the 'Mona Lisa'! As we have already seen, it was bought (and paid for) by a French king in the 16th century, long before Napoleon invaded Italy in 1798!

Not surprisingly, the judges were not convinced. They argued that Peruggia had stolen the painting to make money, but had then found it impossible to find a buyer. So, instead of becoming a national hero, he was found guilty and sentenced to 15 months in prison. Afterwards, he stayed in Italy, fighting and dying for his country in the 1st World War.

The Italian government returned the painting to France, where it has been ever since. After this embarrassing incident, the Louvre improved its security, and all the very latest in modern technology is now used to keep the painting safe.

READING 2 (cont'd)

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

11. In what year was the 'Mona Lisa' stolen from the Louvre Museum?

12. How long was the painting missing?

13. Where did the police **believe** it was?

14. Who finally discovered it?

15. How long did the thief spend in prison?

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

16. After Leonardo died, the 'Mona Lisa' was bought by _____.

- a king a businessman another artist

17. It has been kept in the Louvre in Paris since the _____ century.

- mid-16th late 18th early 20th

18. Peruggia was _____.

- a successful painter an unemployed Italian a brilliant historian

19. At his trial, he said he had taken the painting because he loved _____.

- his family art his country

20. Soon after being released from prison, Peruggia died in _____.

- poverty battle France

Do not write in this space



LISTENING 1 (7 mks)

- | | | |
|--|---|--|
| 1. <input type="radio"/> criminal | <input checked="" type="radio"/> policewoman | <input type="radio"/> soldier |
| 2. <input checked="" type="radio"/> speak like an American | <input type="radio"/> use weapons | <input type="radio"/> do karate |
| 3. <input type="radio"/> beautiful | <input type="radio"/> unhappy | <input checked="" type="radio"/> interesting |
| 4. <input type="radio"/> Sarah | <input type="radio"/> Anna | <input checked="" type="radio"/> Eva |
| 5. <input type="radio"/> overweight | <input type="radio"/> depressed | <input checked="" type="radio"/> thin |
| 6. <input checked="" type="radio"/> perfume | <input type="radio"/> clothes | <input type="radio"/> cosmetics |
| 7. <input type="radio"/> will get married soon | <input checked="" type="radio"/> will get married later | <input type="radio"/> is already married |

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

LISTENING 2 (8 mks)

- | | | |
|--|--|--|
| 8. cotton | | |
| 9. (pesticide) sellers/ salesmen | | |
| 10. worms | | |
| 11. (a local) NGO | | |
| 12. <input checked="" type="radio"/> visiting a farm | <input type="radio"/> hearing a presentation | <input type="radio"/> reading a book |
| 13. <input type="radio"/> a flower | <input checked="" type="radio"/> a tree | <input type="radio"/> an animal |
| 14. <input type="radio"/> 2009 | <input type="radio"/> 2010 | <input checked="" type="radio"/> 2012 |
| 15. <input type="radio"/> bought a new vehicle | <input type="radio"/> expanded his farm | <input checked="" type="radio"/> paid back his loans |

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.



VOCABULARY 1 (2.5 mks)								
	applicant	commu- nication	degree	fashion	knowledge	referee	repres- entative	software
1.	<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"/>
2.	<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"/>
3.	<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"/>
4.	<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"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

VOCABULARY 2 (2.5 mks)	
6. <u>dief</u> 7. <u>consult</u> 8. <u>honest</u>	9. <u>ethical</u> 10. <u>insist</u>

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

GRAMMAR 1 (2.5 mks)				
1.	<input type="radio"/> is it taking	<input checked="" type="radio"/> it takes	<input type="radio"/> it's taking	<input type="radio"/> does it take
2.	<input type="radio"/> In addition	<input checked="" type="radio"/> On the other ...	<input type="radio"/> For instance	<input type="radio"/> Similarly
3.	<input type="radio"/> waited	<input type="radio"/> has waited	<input checked="" type="radio"/> was waiting	<input type="radio"/> would wait
4.	<input type="radio"/> do you use	<input type="radio"/> did you used	<input type="radio"/> you used	<input checked="" type="radio"/> did you use
5.	<input type="radio"/> had	<input type="radio"/> have	<input checked="" type="radio"/> having	<input type="radio"/> to have

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

GRAMMAR 2 (2.5 mks)	
6. ago 7. in 8. the	9. had 10. some

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



READING 1 (10 mks)		
1. <input type="radio"/> vegetable oil	<input type="radio"/> iron	<input checked="" type="radio"/> amino acids
2. <input type="radio"/> cancer	<input type="radio"/> obesity	<input checked="" type="radio"/> heart disease
3. <input type="radio"/> Korea	<input checked="" type="radio"/> China	<input type="radio"/> Japan
4. <input type="radio"/> big companies	<input checked="" type="radio"/> an NGO	<input type="radio"/> the US government
5. <input type="radio"/> luxury food	<input checked="" type="radio"/> food for animals	<input type="radio"/> health risk
6. <input type="radio"/> 1950s	<input type="radio"/> 1970s	<input checked="" type="radio"/> 1990s
7. <input type="radio"/> easy to plant and grow	<input type="radio"/> larger and more ...	<input checked="" type="radio"/> not affected by ...
8. <input checked="" type="radio"/> was bad for the soil	<input type="radio"/> had become too costly	<input type="radio"/> made his animals ill
9. <input type="radio"/> doing experiments	<input checked="" type="radio"/> attending conferences	<input type="radio"/> surfing the Internet
10. <input checked="" type="radio"/> human health	<input type="radio"/> food imports	<input type="radio"/> animal welfare

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

READING 2 (15 mks)		
11. 1911		
12. two years / 2 years		
13. (the) USA		
14. museum manager		
15. fifteen months / 15 months		
16. <input checked="" type="radio"/> a king	<input type="radio"/> a businessman	<input type="radio"/> another artist
17. <input checked="" type="radio"/> mid-16 th	<input type="radio"/> late 18 th	<input type="radio"/> early 20 th
18. <input type="radio"/> a successful painter	<input checked="" type="radio"/> an unemployed Italian	<input type="radio"/> a brilliant historian
19. <input type="radio"/> his family	<input type="radio"/> art	<input checked="" type="radio"/> his country
20. <input type="radio"/> poverty	<input checked="" type="radio"/> battle	<input type="radio"/> France

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

Qs 11-15: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

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 the instructions, 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 a lot of relevant information, clearly and in an interesting way. – Writing is well-organised and coherent. Only minor language errors.
8	<ul style="list-style-type: none"> – Presents a good amount of relevant information, clearly enough. – Language is mostly correct, despite a few noticeable errors.
6	<ul style="list-style-type: none"> – Presents a reasonable amount of relevant 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 relevant 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 relevant information. – 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 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 grammatical 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 and 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 grammar and vocabulary 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> 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>Note 1: The task is to write an e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct two marks from the content-score.</p>	
<p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	



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.]