



حاضر

غائب

سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّحْقِيقِ وَالتَّجَلُّيِّاتِ

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٣٤/١٤٣٥ هـ - ٢٠١٣ / ٢٠١٤ م

الدور الثاني - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

• زمن الإجابة: ثلاث ساعات.

• الإجابة في الورقة نفسها.

المادة: English Language • تنبيه:

• الأسئلة في (٢١) صفحة.

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 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
- ✓ ✗ ● ○

OVERVIEW OF EXAM PAPER

The paper consists of four sections:

Section One: (WRITING) Choose ONE of the four options.

Section Two: (READING) Read the text and complete the task.

Section Three: (LITERATURE 1) Choose ONE of the three options.

Section Four: (LITERATURE 2) Choose ONE of the three options.

In each section, write your answers in the space provided.

SECTION ONE: WRITING

[20 marks]

1. Write a **narrative** about a time in your life when you tried to help someone, but only make things worse.
2. Write a **story** about an Omani teenager. The title of your story is: **'I want to live!'**
3. **Is it better to give or to receive?**
What do you think? Give your reasons.
4. **"All students should get work experience as part of their education."**
Do you agree with this statement? Why/Why not?

Do not write in this space

Blank lined writing area consisting of 20 horizontal lines.

Do not write in this space

SECTION TWO: READING**[10 marks]**

Read the text. Then complete the task.

In Search of New Species

It often seems that the world's species are steadily disappearing, but in fact new species are being discovered all the time. This happens in different ways. In the old days, scientists used to simply walk into remote, unexplored areas and rely on their eyes to spot new creatures. Unlike now, however, they then often used to kill the animal concerned! If these animals were small or fragile, they would be captured, and later die, in glass bottles or cases; if they were large, they were simply shot with high-powered rifles. To be fair, however, species-hunters did not at the time have access to cameras or other technology which could help them record their finds in a more 'gentle' way.

A similar approach — but without the killing — is still common. A team of researchers recently went on an expedition to Cape Melville, an isolated rainforest on a mountainous peninsula in north-eastern Australia. They immediately made exciting discoveries, a new beetle, then a new frog, and most exciting of all, a new lizard, which they saw "running and jumping across the mossy boulders". What they first noticed about this lizard was its unusually long legs. In fact, they were lucky to see it at all. When it is standing still, its camouflage is so effective that it is almost impossible to see it in the surrounding vegetation, which is why they decided to call it the 'leaf-tailed gecko'.

However, seeing a new animal is not the only way to become aware of it. Sometimes all you need to do is to listen. For example, a Scottish ornithologist named Magnus Robb was in the mountains of Oman, making sound recordings of other species as part of a project called the 'Sound Approach'. Suddenly, he detected "a faint, owl-like hooting" in the background "with a rhythm that I had never heard before". He was sure that he had discovered a new species of owl, but it took six months, and several more trips into the mountains, before he was able to capture it on film. The team now plans to gather DNA evidence from the owl's feathers to confirm their find genetically. So far, only seven examples of this 'Omani Owl' have been found, all in the same wadi, the exact location of which they are keeping strictly secret.

READING (cont'd)

In other cases, new discoveries are made completely by accident, and not even by scientists. For example, a new species of fish was discovered by Russian sailors on a fishing trip to Antarctica. They were trying to catch a tasty, deep-sea fish called the toothfish, but instead found a small, strange-looking, brown creature in their nets. It later became known as the 'hopbeard plunderfish'. A rice-farmer in Sri Lanka had a rather more hazardous experience. He was bitten by a hairy, blue spider, the size of a human face! Thinking very quickly, he caught the spider in a glass jar in order to show it to doctors, hoping that they would have a suitable antidote. They did, and he survived, and was later told that he had become the proud discoverer of a brand-new species!

However, finding species does not always involve being in exotic, and possibly dangerous, new places. Many of the most important recent discoveries have actually been made in museums! Natural history museums have tens of thousands of old specimens in storage, and many of these were collected more than a century ago, when they were often mislabelled or not properly identified. American zoologist, Kristofer Helger, was in Chicago looking through specimens of this kind when he uncovered some bones and animal skins from South America. "The skins were a rich red colour, and when I looked at the skulls, I didn't recognize the anatomy," he recalls. He realised that he had discovered a new species of carnivore, which he called the 'olongoito'. But a crucial question remained: could it still be living in the wild? He used clues from the specimens to predict what kind of forest they might find the animal in, and then set off on an expedition to central Columbia, where he actually found it and proved its existence!

Meanwhile, modern technology is providing us with new possibilities for discovery. For example, most people use satellite images from *GoogleMaps* to find their friends' houses or to look at buildings they wish to purchase. But *iNaturalist* uses the device for another purpose altogether. The application allows you to observe species and record them, creating a tracking guide for all living species. So it is very likely that, one day soon, someone using *iNaturalist* is going to discover a new species. We shall, of course, inform you when this happens.

READING (cont'd)

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

1. In previous times, large new species were usually _____.
 killed
 captured
 identified and then released

2. The new lizard discovered in Australia _____.
 has short legs
 looks like a plant
 is poisonous

3. The first evidence of the existence of the 'Omani Owl' was a _____.
 report from a villager
 photograph
 sound recording

4. Scientists now want to find some of the bird's feathers in order to _____.
 confirm its colour
 create a stuffed exhibit
 check its genetic make-up

5. A new fish was discovered in Antarctica by _____.
 scientists
 explorers
 fishermen

READING (cont'd)

6. A man in Sri Lanka captured a new kind of spider to _____.
- get medical treatment
 - sell it to a zoo
 - put it in his collection
7. The 'olonguito' was first identified in _____.
- the Columbian rainforest
 - a natural history museum
 - a zoo in Chicago
8. Its main food is _____.
- fruit
 - meat
 - leaves
9. The latest method for finding new species uses _____.
- satellite technology
 - thermal imaging
 - holographs
10. This method has so far revealed _____ new species.
- no
 - one
 - a small of

SECTION THREE: LITERATURE 1**[20 marks]**

This section has three different options:

Option 1: Poetry

Option 2: Short Stories

Option 3: Newspapers & Magazines (Images)

*Choose **ONE** of these three options.*

*Each option has three tasks: for **Tasks A and B**, write at least **40 words** each; for **Task C**, write at least **80 words**.*

*Write in the space provided on '**LITERATURE 1**'.*

Important Note: *When you later come to Section Four ('Literature 2'), do **not** repeat the same genre — 'Poetry', 'Short Stories' or 'Newspapers & Magazines' — that you have chosen in this section. Choose a **different** genre.*

OPTION 1: POETRY

*Read '**Storm on the Island**' by the Irish poet, Seamus Heaney. Then complete the task which follows.*

Storm on the Island

We are prepared: we build our houses squat,
Sink walls in rocks and roof them with good slate.
The wizened earth has never troubled us
With hay, so as you can see, there are no stacks
5 Or stooks that can be lost. Nor are there trees
Which might prove company when it blows full
Blast: you know what I mean – leaves and branches
Can raise a tragic chorus in a gale
So that you can listen to the thing you fear
10 Forgetting that it pummels your house too.

Option 1 (cont'd)

But there are no trees, no natural shelter.
 You might think that the sea is company,
 Exploding comfortably down on the cliffs
 But no: when it begins, the flung spray hits
 15 The very windows, spits like a tame cat
 Turned savage. We just sit tight while wind dives
 And strafes invisibly. Space is a salvo.
 We are bombarded by the empty air.
 Strange, it is a huge nothing that we fear.

Glossary: (line 5): stook (n.) = a large stack of hay
 (line 17): strafe (vb.) = attack from a low-flying aircraft
 salvo (n.) = a number of gun shots all fired at the same time

Task: Answer the following three questions. Give reasons for your answers based on evidence from the poem.

- A. How were people prepared for the storm? (5 marks)
- B. What were the people's feelings as the storm raged? (5 marks)
- C. What are your favourite images in the poem? Why do you think these images are so effective? (10 marks)

NOTE: For A and B, write at least 40 words each. For C, write at least 80 words.

OPTION 2: SHORT STORIES

Read *'The Bully'*, a short story written by *Roger Dean Kiser*. Then complete the task.

I walked into the Huddle House restaurant and sat down at the counter as all of the booths were taken. I picked up a menu and began to look at the various items trying to decide if I wanted to order breakfast or just go ahead and eat lunch.

"Excuse me," said someone, as they touched me on the shoulder.

I looked up and turned to see a rather nice-looking woman standing before me.

"Is your name Roger by any chance?" she asked me.

"Yes." I responded, looking rather confused as I had never seen the woman before.

"My name is Barbara and my husband is Tony," she said, pointing to a distant table near the door leading into the bathrooms.

I looked in the direction that she was pointing, but I did not recognize the man who was sitting, alone at the table.

"I'm sorry. I'm, ah, confused. I don't think that I know you guys. But my name is Roger. Roger Kiser," I told her.

"Tony Claxton. Tony from Landon High School in Jacksonville, Florida?" she asked me.

"I'm really sorry. The name doesn't ring a bell." I said.

She turned and walked back to her table and sat down. She and her husband immediately began talking and once in a while I would see her turn around in her seat and look directly at me.

I finally decided to order breakfast and a cup of decaffeinated coffee. I sat there continually racking my brain trying to remember who this Tony guy was.

"I must know him," I thought to myself. "He recognizes me for some reason." I picked up my coffee up and took a sip. All of a sudden it came to me like a flash of lightning.

"Tony. TONY THE BULL." I mumbled, as I swung myself around on my stool and faced in his direction.

"The bully of my Seventh Grade geography class," I thought.

How many times had that sorry guy made fun of my big ears in front of the girls in my class? How many times had this sorry son-of-a-gun laughed at me because I had no parents and had to live in an orphanage? How many times had this big bully slammed me up against the lockers in the hallway just to make himself look like a big man to all the other students?

He raised his hand and waved at me. I smiled, returned the wave and turned back around and began to eat my breakfast.

"Jesus. He's so thin now. Not the big burly guy that I remember from back in 1957," I thought to myself.

All of a sudden I heard the sound of dishes breaking so I spun around to see what had happened. Tony had accidentally hit several plates, knocking them off the table as he was trying to get into his wheelchair, which had been parked in the bathroom hallway while they were eating. The waitress ran over and started picking up the broken dishes and I listened as Tony and his wife tried to apologize.

As Tony rolled by me, being pushed by his wife, I looked up and I smiled.

"Roger" he said, as he nodded his head forward.

"Tony" I responded, as I nodded my head, in return.

I watched as they went out of the door and slowly made their way to a large van which had a wheelchair loader located in the side door of the vehicle.

Option 2 (cont'd)

I sat and watched as his wife tried, over and over, to get the ramp to come down. But it just would not work. Finally I got up, paid for my meal, and walked up to the van.

"What's the problem?" I asked.

"Darn thing sticks once in a while," said Tony. "Could you help me get him in the van?" asked his wife.

"I think I can do that," I said as I grabbed the wheelchair and rolled Tony over to the passenger door.

I opened the door and locked the brakes on the wheelchair.

"OK. Arms around the neck, Dude," I said as I reached down and grabbed him around the waist and carefully raised him up into the passenger seat of the van.

As Tony let go of my neck I reached over and swung his limp, lifeless legs, one at a time, into the van so that they would be stationed directly in front of him.

"You remember. Don't you?" he said, looking directly into my eyes.

"I remember, Tony," I said.

"I guess you're thinking 'What goes around comes around'," he said, softly.

"I would never think like that, Tony," I said, with a stern look on my face.

He reached over and grabbed both of my hands and squeezed them tightly.

"Is how I feel in this wheelchair how you felt way back then when you lived in the orphan home?" he asked me.

"Almost, Tony. You are very lucky. You have someone to push you around who loves you. I didn't have anyone," I responded.

I reached in my pocket and pulled out one of my cards that had my home telephone number written on it and I handed it to him.

"Give me a call sometimes. We'll do lunch," I told him. We both laughed.

I stood there watching as they drove toward the interstate highway and finally disappeared onto the southbound ramp. I hope he calls me sometime. He will be the only friend that I have from my high school days.

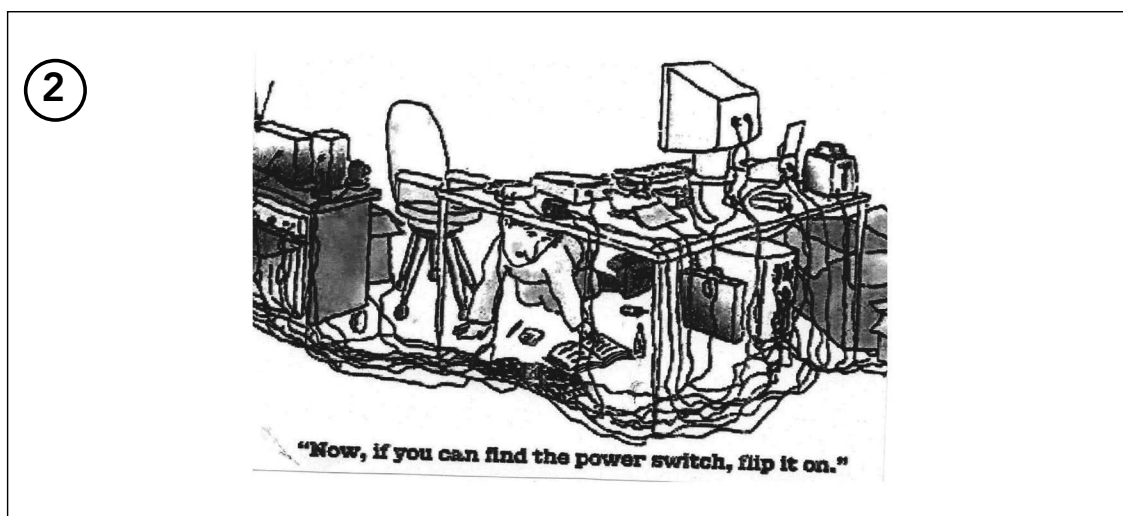
Task: *Answer the following three questions. Give reasons for your answers based on evidence from the story.*

- A.** What happened between Tony and Roger during their school days, and why? (5 marks)
- B.** Why, despite this, does Tony now decide to approach Roger? What do you think his motives are? (5 marks)
- C.** Is this a sad story or a happy one, in your opinion? (10 marks)

NOTE: *For A and B, write at least 40 words each. For C, write at least 80 words.*

OPTION 3: NEWSPAPERS & MAGAZINES (IMAGES)

Task: Look carefully at the following two cartoons. Then answer the questions below.



- A. Choose **one** of the cartoons, and describe it in detail. (5 marks)
- B. What is the common theme or message of the two cartoons? (5 marks)
- C. In your opinion, do the two cartoons reflect how people really feel? (10 marks)

NOTE: For A and B, write at least 40 words each. For C, write at least 80 words.

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(LITERATURE 1)

Option No. _____ *(Indicate here which option you have chosen.)*

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Do not write in this space

SECTION FOUR: LITERATURE 2**[20 marks]**

This section has three different options:

Option 4: Poetry

Option 5: Short Stories

Option 6: Newspapers & Magazines (Images)

*Choose **ONE** of these three options.*

Write at least 160 words

Write in the space provided under 'LITERATURE 2'.

Important Note: *Do not repeat the same genre — 'Poetry', 'Short Stories' or 'Newspapers & Magazines' — that you chose in Section Three (Literature 1). Choose a **different** genre.*

OPTION 4: POETRY

*Choose **ONE** poem (that you have studied in class) which is about **childhood**.*

Which childhood memories does the poet evoke, and how does he/she do this?

What is his/her attitude towards these memories?

Support your answer with evidence from the poem.

NOTE 1: *Make sure you state the **title** and **author** of the poem that you have chosen to write about.*

NOTE 2: *Do **not** write about 'Storm on the island' by Seamus Heaney*

NOTE 3: *Write at least 160 words.*

(20 marks)

OPTION 5: SHORT STORIES

Choose **TWO** stories (that you have studied in class) which feature the use of a memorable and important **symbol**.

In each case, what is the symbol?

What is its meaning?

And how is it used in the story?

Support your answer with evidence from the stories.

NOTE 1: Make sure you state the **titles** and **authors** of the stories that you write about.

NOTE 2: Do **not** write about 'The Bully' by Roger Dean Kiser.

NOTE 3: Do **not** write just a summary of the plot — answer the question!

NOTE 4: Write **at least 160 words**.

(20 marks)

OPTION 6: NEWSPAPERS & MAGAZINES (IMAGES)

Since the 1970s, constant **anti-smoking campaigns** have been organized by doctors with the full support of the government. As a result, we often see in the media (and elsewhere) shocking images which are designed to put us off smoking.

What kinds of images are used?

And how effective do you think they are in achieving their aim?

Give reasons for your answer based on your own observations and personal experience.

NOTE 1: Do **not** write about the images shown in Section 3, Option 3.

NOTE 2: Write **at least 160 words**.

(20 marks)

مُسَوِّدَة

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Do not write in this space

مُسَوِّدَةٌ

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Do not write in this space



WRITING (GENERAL) (20 mks)	
<ul style="list-style-type: none"> • <i>The 20 marks for Writing (General) are evenly divided between 'LANGUAGE' & 'TASK ACHIEVEMENT'.</i> • <i>For 'Language', there is a common Rating Scale which applies for all four possible options on the Exam Paper.</i> • <i>For 'Task Achievement', the Rating Scale to be used depends on which option has been chosen by the individual student concerned.</i> • <i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales: 10, 8, 6, 4, 2, 0.</i> • SEE ALSO: 'ARRIVING AT FINAL SCORES' on <i>page 6</i> of this Marking Guide. 	
LANGUAGE (10 mks): ALL OPTIONS	
10	<ul style="list-style-type: none"> – Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary. – Spelling, including that of less common words, is good. – Punctuation is used with consistent accuracy.
8	<ul style="list-style-type: none"> – Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way. – Spelling is mostly correct, though errors occur with some less common words. – Shows obvious awareness of the rules of correct punctuation, but with occasional lapses.
6	<ul style="list-style-type: none"> – There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range. – Spelling is of mixed quality, with several noticeable errors. – Shows some awareness of the rules of correct punctuation, but noticeable errors and omissions still occur.
4	<ul style="list-style-type: none"> – There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used. – Spelling shows frequent errors, including some serious ones. – Punctuation is frequently missing or incorrect.
2	<ul style="list-style-type: none"> – The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used. – Spelling, even of very common words, is very poor indeed. – There is little evidence of any awareness of the rules of punctuation.
0	Student writes little or nothing, failing to provide enough evidence to award a mark.



TASK ACHIEVEMENT (10 mks): OPTIONS 1 + 2: 'NARRATIVE'

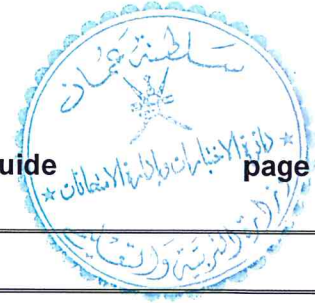
10	<ul style="list-style-type: none"> - Writing clearly succeeds in achieving its intended purpose. - Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. - The narrative is coherent and easy to follow.
8	<ul style="list-style-type: none"> - Writing has reasonable success in achieving its intended purpose. - Tells the story reasonably well, but writing lacks interest for the reader. - The narrative is mostly easy to follow, despite occasional weaknesses in coherence.
6	<ul style="list-style-type: none"> - Writing has partly achieved its intended purpose. - Manages to convey the main outline of the story, but only in a limited way. - The narrative shows reasonable coherence but is, in parts, not easy to follow.
4	<ul style="list-style-type: none"> - Writing only has very limited success in achieving its intended purpose. - An attempt is made to tell the story, but important points are either missing or unclear. - The narrative obviously lacks coherence and is generally difficult to follow.
2	<ul style="list-style-type: none"> - Writing clearly fails to achieve its intended purpose. - A very feeble attempt to tell the story, with very little relevant content. - The narrative is largely incoherent and extremely difficult to follow.

TASK ACHIEVEMENT (10 mks): OPTIONS 3 + 4: 'EVALUATIVE'

10	<ul style="list-style-type: none"> - Writing clearly succeeds in achieving its intended purpose. - 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.
8	<ul style="list-style-type: none"> - Writing has reasonable success in achieving its intended purpose. - 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.
6	<ul style="list-style-type: none"> - Writing has partly achieved its intended purpose. - 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.
4	<ul style="list-style-type: none"> - Writing only has very limited success in achieving its intended purpose. - 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.
2	<ul style="list-style-type: none"> - Writing clearly fails to achieve its intended purpose. - A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. - The points made by the writer are confused and disjointed.

Notes(FOR ALL
OPTIONS)

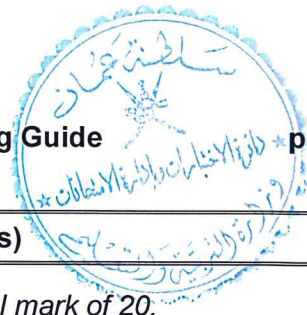
- If what the student has written is completely irrelevant to the task set, award 'zero'.
- If it is only partly relevant, award a reduced mark (but not 'zero').



READING (10 mks)

- | | |
|---|--|
| 1. <input checked="" type="radio"/> killed
<input type="radio"/> captured
<input type="radio"/> identified and then released | 6. <input checked="" type="radio"/> get medical treatment
<input type="radio"/> sell it to a zoo
<input type="radio"/> put it in his collection |
| 2. <input type="radio"/> has short legs
<input checked="" type="radio"/> looks like a plant
<input type="radio"/> is poisonous | 7. <input type="radio"/> the Columbian rainforest
<input checked="" type="radio"/> a natural history museum
<input type="radio"/> a zoo in Chicago |
| 3. <input type="radio"/> report from a villager
<input type="radio"/> photograph
<input checked="" type="radio"/> sound recording | 8. <input type="radio"/> fruit
<input checked="" type="radio"/> meat
<input type="radio"/> leaves |
| 4. <input type="radio"/> confirm its colour
<input type="radio"/> create a stuffed exhibit
<input checked="" type="radio"/> check its genetic make-up | 9. <input checked="" type="radio"/> satellite technology
<input type="radio"/> thermal imaging
<input type="radio"/> holographs |
| 5. <input type="radio"/> scientists
<input type="radio"/> explorers
<input checked="" type="radio"/> fishermen | 10. <input checked="" type="radio"/> no
<input type="radio"/> one
<input type="radio"/> a small of |

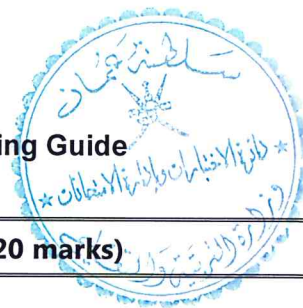
Notes: One mark each. Responses must be indicated clearly.



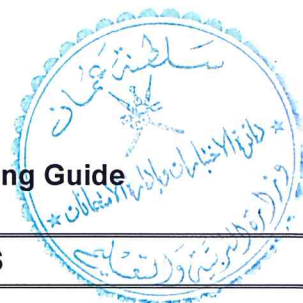
WRITING (LITERATURE 1) (20 mks)

- Each option consists of three tasks — A, B and C — with a total mark of 20.
- Tasks A and B each have 5 marks; Task C has 10 marks.
- Markers should use the following Rating Scale to assess both 5-mark and 10-mark responses.
- Individual markers should only award the marks mentioned in the Rating Scales:
[5 mks]: 5, 4, 3, 2, 1, 0 OR [10mks]: 10, 8, 6, 4, 2, 0.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.

A/B	WRITING (LITERATURE (1)	C
5	<ul style="list-style-type: none"> – Answers the question successfully. – Supports statements/opinions with effective use of evidence from the relevant text/images. – Range and accuracy of grammar/ vocabulary used is very good. 	10
4	<ul style="list-style-type: none"> – Answers the question with reasonable success. – Supports most statements/opinions with sufficient evidence from the relevant text/images. – Range and accuracy of grammar/ vocabulary used is good. 	8
3	<ul style="list-style-type: none"> – Answers the question with only limited or mixed success. – Use of supporting evidence from the relevant text/images is uneven or only partly effective. – Range and accuracy of grammar/ vocabulary used is reasonably good. 	6
2	<ul style="list-style-type: none"> – Attempts to answer the question, but the resulting response is clearly inadequate. – Makes only limited use of supporting evidence from the relevant text/images – Range and accuracy of grammar/ vocabulary used is obviously limited. 	4
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to answer the question. – Rarely, if at all, provides any supporting evidence from the relevant text/images. – Range and accuracy of grammar/ vocabulary used is very poor indeed. 	2
0	<i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i>	0



WRITING: LITERATURE # 2 (20 marks)	
20	<ul style="list-style-type: none"> – Carries out the task fully and successfully. – Supports statements/opinions with effective use of evidence. – Writing is well-organised and very easy to follow. – Uses a very good range of grammar and vocabulary. – Language used contains few errors or inaccuracies.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Carries out the task with reasonable success. – Supports most statements/opinions with sufficient evidence. – Writing is reasonably well-organised and generally easy enough to follow. – Uses a good range of grammar and vocabulary. – Language used is generally correct, but there are noticeable errors and inaccuracies.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Carries out the task with only limited or mixed success. – Use of supporting evidence is uneven or only partly effective. – Writing shows evidence of organisation, but is not always easy to follow. – Uses a reasonably good range of grammar and vocabulary. – Language used is uneven in its level of correctness.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Attempts to carry out the task, but the resulting response is clearly inadequate. – Makes only limited use of supporting evidence. – Writing is not well-organised, and is generally lacking in clarity and coherence. – Uses only a limited range of grammar and vocabulary. – Language used contains frequent errors, sometimes obscuring meaning.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to carry out the task. – Rarely, if at all, provides any supporting evidence. – Writing is very poorly organized, and is generally very difficult to follow. – Range of grammar and vocabulary is very limited indeed. – Language used contains many serious errors and distortions.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i>



ARRIVING AT FINAL SCORES

READING: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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. 1 out of 5, 2 out 10, or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student’s response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		20 marks			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	#####	
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). ‘Half-marks’ or ‘in-between marks’ (as in ‘Final Score’ above) can **only** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: ‘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 Rating Scale.]