



حاضر

غائب

سُلْطَنَةُ عُمَانَ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

ختم المركز

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الأول - الفصل الدراسي الأول

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

- تنبيه: المادة: English Language
- الأسئلة في (٢٢) 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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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)

Choose ONE of the following. Write *at least 200 words*.

Write in the space provided on pages 2 - 4.

1. "Once words are said, it's impossible to take them back." Write a **narrative** about a time in your own life when you said something you later regretted.

2. Write a **narrative** about an old Omani man. There is a particular **place** which always fills him with deep sorrow whenever he goes there. What happened in the past to make him feel that way? The title of the story is: '**My heart is still bleeding.**'

3. "Parents should **not** allow their children to play with toy guns." Do you agree with this statement? Why/ Why not?

4. Should countries enforce a '**one car per family**' policy? What are the arguments for/against it? What is your own opinion?

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Writing (continued)

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

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Section 2: Reading**(10 marks)**

Read the following article. Then complete the task.

'ROBOT NANNIES'

A reliable baby-sitter, on-call round the clock, is the dream of many working parents. Now, manufacturers in Japan are competing to fulfill that dream with what they call 'robot nannies'.

Back in 1968, Japanese robotics scientist, Masahiro Mori, wrote an article proposing the development of robots that could help busy parents by taking care of their children. However, it took ten years before the first working model was produced, and even this was a very primitive design.

Mori was well aware of the fact that designing this kind of robot would be very difficult. Some features are relatively easy to reproduce, such as the physical shape, basic movements, the ability to speak, and even facial expressions. The problem is that interaction with human beings is not as simple as that.

For one thing, in any relationship, there is a need for empathy or fellow-feeling. So, what if some children are fundamentally *afraid* of robots? On a more complex level, if a robot cannot recognize what the child's *intention* is, how can it know *which* facial expression is appropriate for it to use: approval or disapproval? And how can it then decide what would be a sensible action to take with a particular child in a particular situation?

As a result of these issues, the whole development process took a very long time. In fact, it was not until 2010 that a design team led by Yuko Shimizu in Tokyo finally created a reasonably successful 'child nanny'. It was called '*Hello Kitty*', and they did everything they could to make it 'child-friendly' in appearance. After years of research into different designs — human, animal and even alien! — they opted for a shape resembling a cat, which was based on a well-known cartoon character.

'*Hello Kitty*' also has a moving head, and moving arms and legs, controlled by a motion sensor. The robot can recognize voices and faces, so that it can call children by their names. It can provide games, quizzes and limited conversation to capture the pre-school child's interest and attention.

Parents are already starting to order the robot from its dedicated website. It is still expensive, but prices are slowly falling. There are also now some cheap, illegal versions imported from China, but they are plagued by technical problems and are not recommended.

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Reading (continued)

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Customer reviews of the *'Hello Kitty'* robot are available on the same website. They make interesting reading. One mother, Sasuko, was full of enthusiasm: "Since we invited *'Hello Kitty'* into our home, life has been so much easier for everyone. My daughter is no longer a full-time babysitter. *'Hello Kitty'* does all the work. I always set her to parent mode, and she does a great job. My two-year-old son is already learning Japanese, English and French words from her."

Another mother, Tagika, was equally positive: "'Hello Kitty' — or Kiki, as my little boy calls him — is like an extra parent in the house. She talks so kindly to him! He's even starting to speak with her accent! It's so cute! She puts him to sleep, watches TV with him, and listens to him read. It's amazing, like a best friend, or as my son says, "Kitty Mommy!"

However, other comments — in fact, the overwhelming majority — take a very different view. They admit that these robot nannies are a brilliant technical achievement, but are highly critical of parents who make use of them. The common feeling is that people who do this are not proper parents at all! As one contributor pointed out: "Instead of leaving their children in the care of a machine, they should make time to be with their children."

Broadly speaking, I agree with these critics, although the language they use is rather harsh. To be honest, the idea of my daughter calling a robot *'Mommy'* horrifies me! However, there is also one area where robots can, I think, play a very useful role, and that is in keeping children from physical harm.

Otherwise, we should be cautious. We simply do not know enough about the possible harmful effects of robot childcare to allow these machines unrestricted access to our homes and our loved ones. Ultimately, it will be up to child psychologists to do the necessary research, and then — based on the findings of this research — up to society, the government and professional institutions to provide codes of conduct to deal with this issue in the future.

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Reading (continued)

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

1. The first robot of this kind was made in the _____.
 late 1960s
 late 1970s
 mid 1980s

2. The most difficult task for designers is getting the robots to _____.
 be attractive to children
 understand children's feelings
 speak clearly to children

3. The 'Hello Kitty' robot looks like _____.
 an animal
 a child
 an alien

4. At present, it can speak _____.
 only one language
 two languages
 three languages

5. Most Japanese customers buy 'Hello Kitty' _____.
 from abroad
 on-line
 from specialist shops

Do not write in this space

Reading (continued)

6. _____ emphasizes how hard-working 'Hello Kitty' is.
- The writer
- Tagika
- Sasuko
7. _____ the comments made about 'Hello Kitty' have been negative.
- Most of
- About half of
- Few of
8. The writer is especially uncomfortable with the idea of nanny robots _____.
- replacing her as a mother
- strictly disciplining her child
- watching her child all the time
9. She sees a positive future role for nanny robots in _____.
- the economy
- health and safety
- education
10. She thinks the **next** step should be _____.
- technical improvement of the robots
- government regulation of their use
- research by childcare experts into their impact

Section 3: Literature 1**(20 marks)**

This section has three different options:

Option 1: Poetry

Option 2: Short Stories

Option 3: Newspapers and Magazines

Choose **ONE** of the 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 pages 15 - 17.

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

Option 1:**Poetry**

Read '*Leisure*', written in 1912 by the Welsh poet, **William Henry Davies**. Then complete the task which follows.

Leisure

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

5 No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

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Option 1 (continued)

No time to turn at Beauty's glance,
10 And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care,
We have no time to stand and stare.

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

- A.** What kinds of things does the poet suggest we should pay more attention to in our lives? (5 marks)
- B.** How and why does he make use of repetition in this poem? (5 marks)
- C.** Normally, to 'stand and stare' sounds like a rather 'stupid' thing to do. Yet the poet is clearly recommending this. What do you think he means? Do you agree with him? (10 marks)

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

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Option 2:**Short Stories**

Read this extract from *'The Overcoat'*, a short story written in 1842 by the Russian author, **Nikolai Gogol**. Then complete the task which follows.

Exactly when he entered the department, and who was responsible for the appointment, no one could say for sure. No matter how many directors and principals came and went, he was always to be seen in precisely the same place, sitting in exactly the same position, doing exactly the same work — just routine copying pure and simple.

No one showed him the least respect. The porters not only remained seated when he went by, but they did not so much as give him a look — as though a common house-fly had just flown across the waiting-room. Some assistant to the head clerk would shove some papers right under his nose, without even so much as saying: 'Please copy this out', or 'Here's an interesting little job', or some pleasant remark you might expect. He would take whatever was put in front of him without looking up to see who had put it there or questioning whether they had any right to do so, his eyes fixed only on his work. He would simply take the documents and immediately start copying them out.

The junior clerks laughed and told jokes at his expense — as far as office wit would stretch — telling stories they had made up themselves, even while they were standing right next to him, about his seventy-year-old landlady, for example, who used to beat him, or so they said. They would ask when the wedding was going to be and shower his head with little bits of paper, calling them snow.

But Akaky Akakievich did not make the slightest protest. His work was not even affected and he never made a single mistake in his copying despite all this annoyance. Only if the jokes became too unbearable — when somebody jogged his elbow, for example, or stopped him working — would he say: 'Leave me alone, why do you have to torment me?' There was something strange in these words and the way he said them. His voice had a peculiar sound which made you feel sorry for him, so much so that one clerk who was new to the department, and was about to follow the example of the others and have a good laugh at him, suddenly stopped dead in his tracks, and from that time onwards saw everything in a different light. Many times later in life, the young man would bury his face in his hands and shudder at the thought of how brutal men could be and how the most refined manners and breeding often concealed the most savage coarseness...

Do not write in this space

Option 2 (continued)

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

- A. In what ways is Akaky Akakievich mistreated by the other members of staff? (5 marks)
- B. Explain the actions of the new clerk mentioned near the end of the extract. (5 marks)
- C. What is your own opinion of Akaky Akakievich as a person? (10 marks)

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

Do not write in this space

Option 3:**Newspapers and Magazines**

Consider the newspaper headline below, and then read the article that follows.
Then complete the task.

Want to lose weight? Get more sleep!

Forget tough sessions at the gym and endless calorie-counting! There may be a much more relaxing way to slim, research suggests — just grab some extra sleep!

In a new study, scientists from the University of Aberdeen claim that a 'sleep diet' could be the best solution for you — provided that you are one of those 40% of the human population who have a genetic tendency to put on weight. Sleeping for fewer than seven hours a night appears to 'encourage' the genes that cause weight gain, while getting more than nine hours suppresses these genes, they concluded. They also suggest that a lack of sleep in hectic modern lifestyles may contribute to obesity. Apparently, the amount of sleep we get each night has fallen by an hour and a half over the past century.

The findings of their study — which involved interviews with pairs of twins — appeared yesterday in the journal, *'Sleep'*, a publication which promotes the benefits of healthy sleeping patterns.

However, Dr Sarah Kingsley, respected author of best-seller, *'The Causes of Obesity'*, last night challenged the findings, pointing out that only 50 pairs of twins were studied and that interviews were, in any case, not a very reliable source of information. She also expressed the view that it was unrealistic to expect people to sleep over nine hours every night. "And even if they did," she added, "they would still only lose two or three kilos over five years — which hardly seems worth the effort!"

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Option 3 (continued)

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

- A. Imagine that you are an overweight adult. How would you feel if you saw this headline in your newspaper? (5 marks)
- B. Why do newspapers use headlines like this? (5 marks)
- C. Compare this headline with the detailed information found in the actual article. In what ways is the headline misleading? (10 marks)

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

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Section 4: Literature 2**(20 marks)**

Do not write in this space

This section has three different options:

Option 4: Poetry

Option 5: Short Stories

Option 6: Newspapers and Magazines

Choose **ONE** of the three options.

Write **at least 160 words**

Write in the space provided on pages 20 - 22.

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

Option 4:	Poetry
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Choose **ONE** poem that you have studied in class.

Definition:

- **“Tone** is the writer's attitude toward his subject, his audience or himself.”
- Describe the **tone** of the writer in the poem that you have chosen.
- Explain how he/she conveys this tone.
- What impact does it have on you personally?

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 ‘Leisure’ by William Henry Davies

NOTE 3: Write **at least 160 words**.

(20 marks)

Do not write in this space

Option 5:**Short Stories**

Choose **TWO** stories that you have studied in class.

- For each story, describe the **physical surroundings/environment** in which the characters live.
- Explain how this affects them in the way they think, feel and live.

Support your answer with evidence from the stories.

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

NOTE 2: Do **not** write about 'The Overcoat' by Nikolai Gogol.

NOTE 3: Write **at least 160 words**.

(20 marks)

Option 6:**Newspapers and Magazines**

Discuss the use of **humour** in local and regional newspapers and magazines.

- How often is humour used? (If not, why not?)
- Where is it found, and for what purposes is it used? (Give examples.)
- Would you like to see more humour introduced? (If so, how?)

NOTE 1: Do **not** write about the text included in Section 3, Option 3.

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

(20 marks)

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Literature 2 (continued)

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

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[End of Examination]

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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: '<i>ARRIVING AT FINAL SCORES</i>' on page 6 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): <u>OPTIONS 1 + 2: 'NARRATIVE'</u>	
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): <u>OPTIONS 3 + 4: 'EVALUATIVE'</u>	
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.
<p>Notes (FOR ALL OPTIONS)</p> <ul style="list-style-type: none"> - If what the student has written is completely irrelevant to the task set, award 'zero'. - If it is only partly relevant, award a <u>reduced</u> mark (but not 'zero'). 	



READING (10 mks)

1. <input type="radio"/> late 1960s <input checked="" type="radio"/> late 1970s <input type="radio"/> mid 1980s	6. <input type="radio"/> The writer <input type="radio"/> Tagika <input checked="" type="radio"/> Sasuko
2. <input type="radio"/> be attractive to children <input checked="" type="radio"/> understand children's feelings <input type="radio"/> speak clearly to children	7. <input checked="" type="radio"/> Most of <input type="radio"/> About half of <input type="radio"/> Few of
3. <input checked="" type="radio"/> an animal <input type="radio"/> a child <input type="radio"/> an alien	8. <input checked="" type="radio"/> replacing her as a mother <input type="radio"/> strictly disciplining her child <input type="radio"/> watching her child all the time
4. <input type="radio"/> only one language <input type="radio"/> two languages <input checked="" type="radio"/> three languages	9. <input type="radio"/> the economy <input checked="" type="radio"/> health and safety <input type="radio"/> education
5. <input type="radio"/> from abroad <input checked="" type="radio"/> on-line <input type="radio"/> from specialist shops	10. <input type="radio"/> technical improvement of the robots <input type="radio"/> government regulation of their use <input checked="" type="radio"/> research by childcare experts into ...

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



WRITING (LITERATURE 1) (20 mks)	
<ul style="list-style-type: none"> • Each option consists of three tasks — A, B and C — with a total mark of 20. • Tasks A and C each have 5 marks; Task B has 10 marks. • Markers should use the following Rating Scale to assess both 5-mark and 10-mark responses. • <u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales: [5 mks]: 5, 4, 3, 2, 1, 0 <u>OR</u> [10 mks]: 10, 8, 6, 4, 2, 0. • SEE ALSO: 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide. 	

A/B	WRITING: LITERATURE 1 (20 marks)	C
5	<ul style="list-style-type: none"> – Answers the question successfully. – Supports statements/opinions with effective use of evidence from the extract. – Range and accuracy of language used are 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 extract. – Range and accuracy of language used are good. 	8
3	<ul style="list-style-type: none"> – Answers the question with only limited or mixed success. – Use of supporting evidence from the extract is uneven or only partly effective. – Range and accuracy of language used are 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 extract. – Range and accuracy of language used are obviously limited. 	4
1	<ul style="list-style-type: none"> – A very feeble attempt to answer the question. – Rarely, if at all, provides any supporting evidence from the extract. – Range and accuracy of language used are very poor indeed. 	2
0	<p><i>Student's response is minimal, nonsensical, or completely irrelevant to the question asked.</i></p> <p>[<u>Note:</u> If the response is <u>partly</u> relevant, award a reduced mark, but not 'zero'.]</p>	0



WRITING: LITERATURE 2 (20 marks)	
20	<ul style="list-style-type: none"> – Answers the question successfully. – Writing is well-organised and very easy to follow. – Range and accuracy of language used are very good.
18	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> – Answers the question with reasonable success. – Writing is reasonably well-organised and generally easy enough to follow. – Range and accuracy of language used are good.
14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Answers the question with only limited or mixed success. – Writing shows evidence of organisation, but is not always easy to follow. – Range and accuracy of language used are reasonably good.
10	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Attempts to answer the question, but the resulting response is clearly inadequate. – Writing is not well-organised, and is generally quite difficult to follow. – Range and accuracy of language used are obviously limited.
6	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – A very feeble attempt to answer the question. – Writing is very poorly organized and very difficult to follow. – Range and accuracy of language used are very poor indeed.
2	<i>Between the descriptor above and the descriptor below.</i>
0	<p><i>Student's response is minimal, nonsensical, or completely irrelevant to the question asked.</i></p> <p>[<i>Note: If the response is <u>partly</u> relevant, award a reduced mark, but not 'zero'.]</i></p>



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.]