



حاضر

غائب

سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّوْزِينِ وَالتَّحْقِيقِ

امتحان شهادة دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الثاني - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

• 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 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
- صحيح خطأ
- صحيح خطأ
- صحيح خطأ

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*.

1. Write a **story** which starts with these words:

"After Nasra left the cinema, she couldn't stop thinking about the film she had seen. Then, the next day, by a strange coincidence, ..."

2. Write a **narrative** based on **your own personal experience** entitled:

'Awful Weather'

3. **Buying things second-hand** — is this a good idea or not?
What do you think? Give your reasons.

4. **"Memorizing things is not the same as real learning."**
Do you agree with this statement? Why/Why not?

SECTION TWO: READING**(10 marks)**

Read the following article. Then complete the task.

A Bridge Too Far?

With its economy growing by 16 per cent a year, Qingdao is one of China's fastest-growing and most prosperous cities. Briefly occupied by Germany between 1898 and 1914, Qingdao is a mix of European-style villas, sandy beaches and fine seafood. It is also regarded as a highly desirable place to live. A 2009 Chinese survey named Qingdao as China's most livable city.

In addition to being a popular place for visitors, Qingdao now boasts the world's longest bridge over water. Forty-two kilometres miles long, the Qingdao-Haiwan Bridge would easily cross the English Channel, and is almost five kilometres miles longer than the previous record-holder, the Pont Chartrain Causeway in the American state of Louisiana.

Construction was started in late 2006 and completed in December 2010 at a total cost of £8.6 billion. Besides being an architectural masterpiece, the Qingdao-Haiwan Bridge reveals the advances made by Chinese engineers in recent years. No longer dependent on Western expertise for such sophisticated projects, the six-lane road bridge is supported by an astonishing 5,200 concrete columns.

At least ten thousand workers toiled in two teams to build the bridge, which was constructed from opposite ends and only connected in the middle during the last few days. A staggering 450,000 tons of steel was used — enough for sixty-five Eiffel Towers — and 2.3 million cubic metres of concrete, equivalent to filling 3,800 Olympic-sized swimming pools. In particular, the bridge had to be specially designed to be strong enough to withstand the earthquakes which all-too-frequently hit this part of China.

Meanwhile, China is as famous now for its bridges as it used to be for its walls! It is already home to seven of the world's ten longest bridges, including the champion of them all, the 164-km Danyang-Kunshan rail bridge, which runs over land and water near Shanghai. And with Beijing pumping billions into boosting China's infrastructure, it is unlikely the Qingdao-Haiwan Bridge will be the world's longest sea bridge for very long.

Generally speaking, Qingdao's residents have hailed the bridge as a long overdue marvel. "I'm so happy the bridge is finished. The old road between Qingdao and Huangdao was so crowded and now my journey will be much easier. And with our beautiful beaches, we have lots of visitors, so it is important that we have good transport links," said one local commuter.

READING (cont'd)

But people from other parts of China have denounced the huge cost of the bridge, especially as it only cuts the distance between Qingdao and Huangdao by just thirty kilometres: "To spend billions to save twenty minutes' driving time is a waste of tax payers' money," complained one blogger from Jilin Province in China's northeast.

More serious concerns have been raised about the bridge's safety. Some Beijing newspapers have reported that it was opened despite being obviously unfinished, with missing lighting, incomplete crash-barriers, and loose nuts on guard-rails. However, the bridge's chief engineer, Shao Xinpeng, has denied claims that its construction was rushed in order to allow it to open on schedule. Interviewed on state television, he insisted that the bridge was safe and ready for traffic, and pointed to the stability of the bridge even during a recent cyclone.

For China, whose cities suffer from monstrous traffic congestion, the bridge is a success on at least one front: there are no traffic jams! Unfortunately, the main reason for this is that very few cars use the bridge! It was built for a projected 30,000 vehicles a day, but one year after opening, it is still only carrying 10,000! Not surprisingly, it has been described as China's '*bridge to nowhere*', and privately, even state officials admit that the world's longest sea bridge was probably a mistake.

Local people have no such doubts. The words of a senior official at Qingdao airport are typical: "Any developing country has to invest a lot of money in infrastructure — roads, bridges, harbours, airports, and so on. The Chinese philosophy is to build first and then people will use it. This is what the USA did in early part of the 20th century and this is what helps to build a powerful economy."

READING (cont'd)

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

1. Qingdao is **best** described as _____.
 an industrial area
 an ancient city
 a tourist destination

2. The **main** aim in building the Qingdao-Haiwan bridge was to _____.
 provide employment
 create infrastructure
 assist the military

3. **Previously**, the longest sea bridge in the world was in _____.
 the USA
 Denmark
 China

4. It took _____ years to construct the Qingdao-Haiwan bridge.
 two
 four
 six

5. It was designed by _____.
 Chinese engineers
 engineers from overseas
 foreign and Chinese engineers working together

READING (cont'd)

6. The designers were especially concerned about the danger of _____.
- cyclones
 - earthquakes
 - collisions with ships
7. The bridge has shortened the drive from Huangdao to Qingdao by _____.
- less than half an hour
 - about one hour
 - more than two hours
8. Journalists have said that it may be dangerous because of _____.
- the use of cheap building materials
 - serious faults in the original design
 - the speed with which it was built
9. It is now being used by _____ the expected number of vehicles.
- approximately
 - more than
 - less than
10. The people of Quagdao _____ the building of the bridge.
- are mostly against
 - are mostly in favour of
 - have divided opinions about

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

Do not write in this space

This section has three different options:

Option 1: Poetry

Option 2: Short Stories

Option 3: Newspapers and Magazines (Images)

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

Each option has three tasks: for Tasks A and B, 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 & Magazines' — that you have chosen in this section. Choose a **different** genre*

OPTION 1: POETRY

*Read this poem 'A Worker Reads History' by the German poet and playwright.
Then complete the task which follows.*

A Worker Reads History

Who built the seven gates of Thebes?
The books are filled with names of kings.
Was it the kings who hauled the craggy blocks of stone?
And Babylon, so many times destroyed.
Who built the city up each time? In which of Lima's houses,
That city glittering with gold, lived those who built it?
In the evening when the Chinese wall was finished
Where did the masons go? Imperial Rome
Is full of triumphal arches. Who raised them up? Over whom
Did the Caesars triumph? Byzantium lives in song.
Were all her dwellings palaces? And even in Atlantis of the
legend
The night the seas rushed in,
The drowning men still bellowed for their slaves.

Option 1 (cont'd)

Young Alexander conquered India.
 He alone?
 Caesar defeated the Gauls.
 Was there not even a cook in his army?
 Philip of Spain wept as his fleet
 Was sunk and destroyed. Were there no other tears?
 Frederick the Great triumphed in the Seven Years War.
 Who triumphed with him?
 On every page a victory:
 At whose expense the victory celebration?
 Every ten years a great man:
 Who paid the musicians?
 So many details.
 So many questions.

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

- A. The poem has a very clear '*message*'. What is it? (5 marks)
- B. What is your *personal response* to this message? (5 marks)
- C. The poem consists of a series of *unanswered questions*. Why do you think the poet uses this technique, and what impact does it have? (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 this extract from *'Man from the South'*, near the beginning of a short story by the British writer, **Raold Dahl**. Then complete the task.

Just then I noticed a small, oldish man walking briskly around the edge of the pool. He was immaculately dressed in a white suit and he walked very quickly with little bouncing strides, pushing himself high up onto his toes with each step. He had on a large Panama hat, and he came bouncing along the side of the pool, looking at the people and the chairs.

He stopped beside me and smiled, showing two rows of very small, uneven teeth, slightly tarnished. I smiled back.

"Excuse pleess, but may I sit here?" "Certainly," I said. "Go ahead."

He bobbed around to the back of the chair and inspected it for safety, then he sat down and crossed his legs. His white buckskin shoes had little holes punched all over them for ventilation.

"A fine evening," he said. "They are all evenings fine here in Jamaica." I couldn't tell if the accent was Italian or Spanish, but I felt fairly sure he was some sort of South American. And old too, when you saw him close. Probably around sixty-eight or seventy.

"Yes," I said. "It is wonderful here, isn't it?"

"And who, might I ask, are all dese? Dese is no hotel people." He was pointing at the bathers in the pool.

"I think they're American sailors," I told him. "They're Americans who are learning to be sailors."

"Of course they are Americans. Who else in the world is going to make as much noise as that? You are not American, no?"

"No," I said. "I am not."

Suddenly one of the American cadets was standing in front of us. He was dripping wet from the pool and one of the English girls was standing there with him.

"Are these chairs taken?" he said.

"No," I answered.

"Mind if I sit down?"

"Go ahead."

"Thanks," he said. He had a towel in his hand and when he sat down he unrolled it and produced a pack of cigarettes and a lighter. He offered the cigarettes to the girl and she refused; then he offered them to me and I took one. The little man said, "Tank you, no, but I tink I have a cigar." He pulled out a crocodile case and got himself a cigar, then he produced a knife which had small scissors in it and snipped off the end of cigar.

"Here, let me give you a light." The American boy held up his lighter.

"Dat will not work in this wind."

"Sure, it'll work. It always works."

Option 2 (cont'd)

The little man removed his unlighted cigar from his mouth, cocked his head on one side and looked at the boy.

"All-ways?"

"Sure, it never fails. Not with me anyway."

The little man's head was still cocked over on one side and he was still watching the boy.

"Well, well. So you say dis famous lighter, it never fails. Iss dat you say?"

"Sure." the boy said, "That's right." He was about nineteen or twenty with a long freckled face and a rather sharp birdlike nose. His chest was not very sunburned and there were freckles there too, and a few wisps of pale-reddish hair. He was holding the lighter in his right hand, ready to flip the wheel. "It never fails," he said, smiling now because he was purposely exaggerating his boast. "I promise you it never fails."

"One momint, pleess." The hand that held the cigar came up high, palm outward, as though it were stopping traffic. "Now juss one moment." He had a curiously soft, toneless voice and he kept looking at the boy all the time.

"Shall we perhaps not make a little bet on that?" He smiled at the boy. "Shall we not make a little bet on whether your lighter lights."

"Sure, I'll bet," the boy said. "Why not?"

"You like to bet?"

"Sure, I'll always bet."

The man paused and examined his cigar, and I must say I didn't much like the way he was behaving. It seemed he was already trying to make something out of this, and to embarrass the boy, and at the same time I had the feeling he was relishing a private little secret of his own.

"He looked up again at the boy and said slowly, "I like to bet, too! Why don't we have a good bet on dis ting? A good big bet!"

"Now, wait a minute," the boy said. "I can't do that. But I'll bet you a quarter. I'll even bet you a dollar, or whatever it is over here, some shillings, I guess."

Option 2 (cont'd)





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

- A. What is our very **first** impression of the man from the south? (5 marks)
- B. How does this impression **change** as story progresses? (5 marks)
- C. Think of some different possible continuations for this story. Briefly describe each one, and say how effective they might, or might not, be as stories. (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 four images. Then answer the questions below.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 

- A. Briefly describe each of these four images. [5 marks]
- B. In what issue(s) does each image attempt to make us focus our attention? [5 marks]
- C. Which is, in your opinion, the *least* effective of the four images? Give your reasons. Then describe an *alternative* image that you think would be *more* effective, again giving your reasons. [10 marks]

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

LITERATURE 1

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

Do not write in this space

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 and Magazines (Images)

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

*Write in the space provided **on pages 20-22.***

*Write **at least 160 words***

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 in which the writer describes **something beautiful**.

What language, imagery, and other devices, does the poet use in order to make the reader appreciate this beauty? How successful is he/she in achieving this?

Give reasons for your answer based on evidence from the poem you have chosen to write about.

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 ‘A Worker Reads History’ by Bertolt Brecht.

NOTE 3: Write at least 160 words.

(20 marks)

OPTION 5: SHORT STORIES

Choose **one** short story that you have studied in class in which there is a **character** who you particularly **dislike**.

Why do you dislike this character so much?

Give reasons for your answer based on evidence from the story.

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

NOTE 2: *Do not write about 'Man from the South' by Raold Dahl.*

NOTE 3: *Write at least 160 words.*

(20 marks)

OPTION 6: NEWSPAPERS & MAGAZINES (IMAGES)

What kinds of images of **animals** are used in **advertisements**? Why do you think advertisers do this? Is it a good or a bad thing, in your opinion?

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

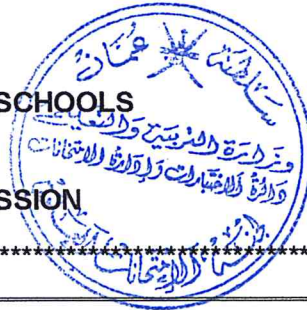
NOTE 1: *Do not write about the images shown in Section 3, Option 3.*

NOTE 2: *Write at least 160 words.*

(20 marks)

مُسَوِّدَةٌ

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.



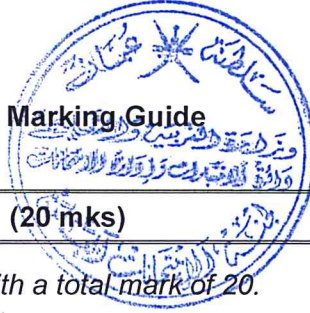
TASK ACHIEVEMENT (10 mks): OPTIONS 1 + 2: 'NARRATIVE'	
10	<ul style="list-style-type: none"> - Writing clearly succeeds in achieving its intended purpose. - Tells the story fully and clearly, in a lively, interesting way, providing appropriate details. - The narrative is coherent and easy to follow.
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.
<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)

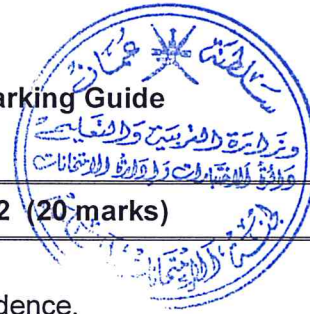
1. <input type="radio"/> an industrial area <input type="radio"/> an ancient city <input checked="" type="radio"/> a tourist destination	6. <input type="radio"/> cyclones <input checked="" type="radio"/> earthquakes <input type="radio"/> collisions with ships
2. <input type="radio"/> provide employment <input checked="" type="radio"/> create infrastructure <input type="radio"/> assist the military	7. <input checked="" type="radio"/> less than half an hour <input type="radio"/> about one hour <input type="radio"/> more than two hours
3. <input checked="" type="radio"/> the USA <input type="radio"/> Denmark <input type="radio"/> China	8. <input type="radio"/> the use of cheap building materials <input type="radio"/> serious faults in the original design <input checked="" type="radio"/> the speed with which it was built
4. <input type="radio"/> two <input checked="" type="radio"/> four <input type="radio"/> six	9. <input type="radio"/> approximately <input type="radio"/> more than <input checked="" type="radio"/> less than
5. <input checked="" type="radio"/> Chinese engineers <input type="radio"/> engineers from overseas <input type="radio"/> foreign and Chinese engineers...	10. <input type="radio"/> are mostly against <input checked="" type="radio"/> are mostly in favour of <input type="radio"/> have divided opinions about

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

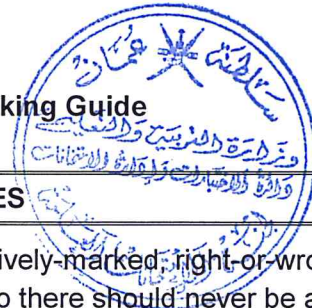
**WRITING (LITERATURE 1) (20 mks)**

- 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 of 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		10 marks		20 marks	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	10 / 8	9	20 / 18	19
4 / 3	3½	8 / 6	7	18 / 16	17
3 / 2	2½	6 / 4	5	16 / 14	15
2 / 1	1½	4 / 2	3	14 / 12	13
1 / 0	½	2 / 0	1	12 / 10	11
#####		#####		10 / 8	9
#####		#####		8 / 6	7
#####		#####		6 / 4	5
#####		#####		4 / 2	3
#####		#####		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.]