



سُلْطَنَةُ عُومَانِ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الأول - الفصل الدراسي الثاني

تنبیه: • المادة: English Language 'A'  
• الأسئلة في ( ١٣ ) صفحة.

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

#### 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 ○  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×  
صحيح ○ خطأ ×

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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

*You're going to hear a conversation between a publisher and a young writer.  
Listen and shade in the bubble (  ) next to the correct option.*

1. The publisher saw Zaki's articles \_\_\_\_\_.  
 in a newspaper       on a website       in a magazine
  
2. His articles are about Oman's \_\_\_\_\_.  
 tourist attractions       neighbours       traditions
  
3. He started writing \_\_\_\_\_.  
 at university       at high school       after graduating from university
  
4. The translation of the book will be done by \_\_\_\_\_.  
 Zaki himself       a professional translator       Zaki's sister
  
5. The book will use photos \_\_\_\_\_.  
 from the Internet       from the publisher's files       taken by Zaki
  
6. The publisher wants Zaki to \_\_\_\_\_.  
 change his writing style       add more information       design a book cover
  
7. The book will be published in \_\_\_\_\_ months' time.  
 three       six       twelve

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

You're going to hear a woman talking about her career.

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

8. Who taught the speaker about herbs and flowers?

\_\_\_\_\_

9. How old was she when she moved to France?

\_\_\_\_\_

10. In which part of France is Grasse, where she studied perfumes?

\_\_\_\_\_

11. What name did she give to the **first** perfume that she made?

\_\_\_\_\_

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

12. She starts her working day in her \_\_\_\_\_.

- office                       shop                       laboratory

13. In recent years, she has started buying perfume ingredients from \_\_\_\_\_.

- India                       Kenya                       East Asia

14. Her marketing section is making a new \_\_\_\_\_.

- video                       series of posters                       catalogue

15. She is currently writing a book about how \_\_\_\_\_.

- perfumes were used in the past                       she became a successful perfumer                       new perfumes are created

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**Vocabulary 1 (Items 1 – 5)**

**(2½ marks)**

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

Dr Abdul Rahman Al-Sumait was a famous humanitarian. He <sup>(1)</sup> \_\_\_\_\_ his home in Kuwait to go and fight poverty and disease in Africa. He <sup>(2)</sup> \_\_\_\_\_ many charity organizations such as the African Muslim Agency. This agency helped millions of people. It <sup>(3)</sup> \_\_\_\_\_ hundreds of buildings for hospitals, schools and colleges. It <sup>(4)</sup> \_\_\_\_\_ women in business skills to enable them to support their families. It also <sup>(5)</sup> \_\_\_\_\_ financial help to thousands of African students.

constructed    founded    insisted    left    offered    prevented    reduced    trained

- |    |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

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

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

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

6. "Be careful about your weight! Obesity can **le** \_ \_ to diabetes and other diseases."
7. When I applied for the job, I asked my old English teacher to be my **ref** \_ \_ \_ .  
He wrote a very nice letter for me.
8. He appeared in **co** \_ \_ \_ on 12<sup>th</sup> April. The judge sent him to prison for eighteen months.
9. "To **mot** \_ \_ \_ \_ the students to take part, we need a really good first prize."
10. "I don't have time to read the whole report. Just give me a quick **su** \_ \_ \_ \_ !"

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

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

1. "Do you have \_\_\_\_\_ you need for the trip?" – "Yes, I think so."  
 everything       something       anything       nothing
2. When you were at university, what \_\_\_\_\_ to do in your free time?  
 you use       did you use       you used       do you use
3. Last year, I got measles. The doctor asked me if I \_\_\_\_\_ vaccinated as a child.  
 have been       am being       had been       would be
4. You \_\_\_\_\_ send in your application this week.  
 have       need       ought       should
5. My mother told me \_\_\_\_\_ so fast.  
 not eat       not to eat       not eating       to not eat

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

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

Speaker A: Dad, can I ask you <sup>(6)</sup> \_\_\_\_\_ question?

Speaker B: Yes, of course.

Speaker A: I've <sup>(7)</sup> \_\_\_\_\_ trying to organize my job application portfolio. But it's  
<sup>(8)</sup> \_\_\_\_\_ complicated than I'd expected!

Speaker B: So what's your question?

Speaker A: I don't know <sup>(9)</sup> \_\_\_\_\_ to put my college certificates. Should they go  
before the CV <sup>(10)</sup> \_\_\_\_\_ after it?

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

Read the text. Then complete the task.

I have always been puzzled by people who spend their time in health shops buying so-called 'miracle' foods. I know all about this. My own wife used to be obsessed with such foods, until she was admitted to hospital with an illness caused by one of them!

Just remember what the word actually means. According to the dictionary, a 'miracle' is "an extraordinary event that cannot be explained by natural or scientific laws".

So why do intelligent people like my wife believe in 'miracle' foods? Is it a deep fear of illness and death? I don't think so. In my view, they are just looking for a quick, easy, trouble-free way of 'solving' a difficult problem! Of course, the media, especially the newspapers, play a massive role in encouraging people to think in this way. Without their constant stories about so-called 'healthy lifestyles', the manufacturers and health shops would not be able to make the huge profits that they do.

For years, whenever patients asked me about these foods, I just dismissed them as a total waste of time and money. However, after what happened to my wife, I began to take things more seriously. I decided to spend some time doing research in this area. And when I did this, I was really shocked! I found that 'miracle' foods are promoted everywhere, even when there is no scientific evidence at all to support their use.

Let's look at some examples. *Coconut oil* is, we are told, useful for losing weight, controlling blood sugar and preventing strokes. *Apple cider vinegar* can help with digestive disorders, sore throats, and even dandruff! *Manuka honey* — which I must admit does taste delicious! — is said to be anti-bacterial, helping with a wide range of infections. *Spirulina* can, apparently, overcome cancer, as well as mental conditions like depression. It seems that there is no disease in the world that cannot be cured by these foods!

Unfortunately, there is, scientifically speaking, very little truth in all these claims. None of the supposed health benefits of these foods have actually been shown to work on real-life human beings. They have only ever been tested on mice and monkeys, not even on human cells!

I'm not, of course, saying that these foods are bad. Only this: instead of buying them in fancy bottles in expensive health shops, why don't we just add small quantities of them to ordinary food? If you want to add a flavour to your sauces and salads, fine!

I must admit that we doctors are partly to blame, too. We have known about these issues, but focused our attention elsewhere, on new drugs, new operating techniques, and so on. We have left the field of diet open to unqualified business agents who spread misleading information. We must now try to communicate with people and tell them the truth about these foods — that there is no such thing as a 'miracle'! The best we can all do is simply to follow a sensible, balanced diet and life-style.

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## Reading 1 (continued)

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

1. The writer is a \_\_\_\_\_.  
 journalist                       researcher                       doctor
2. The writer started investigating 'miracle' foods because of a \_\_\_\_\_.  
 magazine article               personal experience         documentary film
3. He believes that people who buy these foods are \_\_\_\_\_.  
 lazy                                   anxious                           stupid
4. He particularly blames \_\_\_\_\_ for the problem of 'miracle' food addiction.  
 manufacturers                   the newspapers               health shops
5. He complains especially about adverts which promise \_\_\_\_\_.  
 cures for everything         cures for mental illness     instant cures
6. The writer has himself tried \_\_\_\_\_.  
 apple vinegar                   coconut oil                       Manuka honey
7. \_\_\_\_\_ is said to be useful against cancer.  
 Coconut oil                       Apple vinegar                   Spirulina
8. He distrusts these 'miracle' foods because scientific tests have \_\_\_\_\_.  
 only been done on animals     produced negative results     not been carried out at all
9. He recommends that people \_\_\_\_\_ these foods.  
 do not use                           use small amounts of         consult their doctors about
10. At the end, he says that doctors have \_\_\_\_\_ the problem.  
 kept silent about                   not been aware of               made money from

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

Read the text. Then complete the two tasks.

"During the 1920s, there was no better place to be a farmer than on the southern plains of the USA. As wheat farming expanded to replace the natural treeless grassland, it had become one of the richest regions in the country. However, this expansion also exposed the earth to the winds and dust storms that first hit the region in the early 1930s.

Huge areas of Texas, Oklahoma, Kansas, Colorado and New Mexico were affected. Four million people were forced to leave their farms and migrate west to California. The nine-year drought known as the Dust Bowl was one of the worst environmental disasters of the 20<sup>th</sup> Century." With these words, a modern reporter ended his TV documentary: 'Wasteland'.

I am very old now, but as a child I had personal experience of what he was describing. Before the Dust Bowl, we were doing very well on our family farm. We sold a lot of wheat and earned a lot of money. We were even able to buy our own tractor!

Then, on 15<sup>th</sup> June 1930, the first storm arrived. That day, the weather was calm. I was with my Dad, happily riding on our new tractor. It was a very hot day, well over 30 degrees. But then, suddenly, the sun was blocked out, and the temperature dropped to lower than 10 degrees. Swirling black dust clouds were rolling towards the farm at an incredible speed. We were totally taken by surprise.

My Dad and I were able to reach the house, but my grandfather was on the other side of the farm. I remember my parents and my older sister putting wet masks over their faces and going out through the choking dust to search for him. Luckily, after the storm passed, he got back safely and, despite inhaling a lot of dust, fully recovered.

That was just the beginning. During the next nine years, there was hardly any rain. We ourselves were able to survive using windmills to get drinking water from deep wells. But the fields were all dried up and there was nothing for the animals to eat. Even the rats left the farm! The worst storm of all was in April 1935 – it lasted for three whole days! In the same year, we were also attacked by millions of locusts flying across the land eating everything that remained. Fortunately, some relief arrived the following year, when the government bought hundreds of our starving animals to provide some meat for poor people. They gave us a very good price, and we were just able to live on that income for the rest of the decade.

But there was a bitter personal loss. In 1938, my younger brother, like thousands of others, died from 'dust pneumonia', which slowly destroyed his lungs. By 1939, we were about to give up and leave, when thankfully, the rain finally came, ending years of drought, dirt and dust.

The Dust Bowl years are remembered in many books and films. However, for me, the atmosphere of the time is best portrayed in the haunting words of folk-singer, Jack Guthrie, in his famous ballad, 'Wasted Time'.

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## Reading 2 (continued)

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

11. What was the main crop grown on the writer's farm?

\_\_\_\_\_

12. Who nearly died in the first dust storm?

\_\_\_\_\_

13. How many people lost their homes during the *Dust Bowl* period?

\_\_\_\_\_

14. How did the government try to help?

\_\_\_\_\_

15. What was the **worst** year for the writer and his family?

\_\_\_\_\_

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

16. The American *Dust Bowl* was **mainly** caused by \_\_\_\_\_.

deforestation                       dry weather                       pollution

17. The worst affected region was \_\_\_\_\_ of the country.

south                                       west                                       north

18. The writer's farm was also badly affected by \_\_\_\_\_.

wildfires                                       rats                                       insects

19. The writer's brother \_\_\_\_\_.

was killed in an accident                       died of an illness                       went to live in California

20. '*Wasted Time*' is a \_\_\_\_\_.

film     book     song

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LISTENING 1 (7 mks)

- |   |  |   |
|---|--|---|
| 1. <input type="radio"/> in a newspaper                 | <input type="radio"/> on a website                         | <input checked="" type="radio"/> in a magazine  |
| 2. <input checked="" type="radio"/> tourist attractions | <input type="radio"/> neighbours                           | <input type="radio"/> traditions                |
| 3. <input checked="" type="radio"/> at university       | <input type="radio"/> at high school                       | <input type="radio"/> after graduating from ... |
| 4. <input type="radio"/> Zaki himself                   | <input checked="" type="radio"/> a professional translator | <input type="radio"/> Zaki's sister             |
| 5. <input type="radio"/> from the Internet              | <input type="radio"/> from the publisher's files           | <input checked="" type="radio"/> taken by Zaki  |
| 6. <input type="radio"/> change his writing style       | <input checked="" type="radio"/> add more information      | <input type="radio"/> design a book cover       |
| 7. <input type="radio"/> three                          | <input type="radio"/> six                                  | <input checked="" type="radio"/> twelve         |

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



## LISTENING 2 (8 mks)

8. (her) father / (her) Dad(dy)
9. 12 / twelve
10. (the) south-east OR south-east France
11. 'Blue Sky'
12.  office  shop  laboratory
13.  India  Kenya  East Asia
14.  video  series of posters  catalogue
15.  perfumes were used...  she became a ...  new perfumes are ...

Notes: One mark each.

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

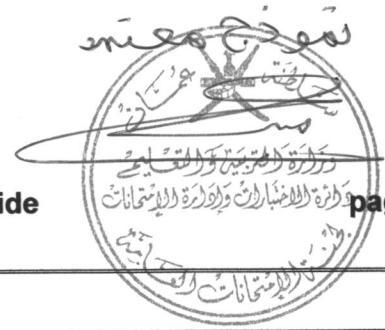
2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **BOTH** of the following criteria are met:

(a) Certain key letters **must** be included: No.: **twelv**(f)e; [ Spelling of 'father', 'dad', 'south', 'east', 'blue', 'sky' must be correct, but ignore lower/upper case. ]

(b) The mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

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

Qs 12-15: Responses must be indicated clearly.



VOCABULARY 1 (2.5 mks)								
	constructed	founded	insisted	left	offered	prevented	reduced	trained
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

VOCABULARY 2 (2.5 mks)	
<p>6. <u>lead</u></p> <p>7. <u>referee</u></p> <p>8. <u>court</u></p>	<p>9. <u>motivate</u></p> <p>10. <u>summary</u></p>

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

GRAMMAR 1 (2.5 mks)				
1.	<input checked="" type="radio"/> everything	<input type="radio"/> something	<input type="radio"/> anything	<input type="radio"/> nothing
2.	<input type="radio"/> you use	<input checked="" type="radio"/> did you use	<input type="radio"/> you used	<input type="radio"/> do you use
3.	<input type="radio"/> have been	<input type="radio"/> am being	<input checked="" type="radio"/> had been	<input type="radio"/> would be
4.	<input type="radio"/> have	<input type="radio"/> need	<input type="radio"/> ought	<input checked="" type="radio"/> should
5.	<input type="radio"/> not eat	<input checked="" type="radio"/> not to eat	<input type="radio"/> not eating	<input type="radio"/> to not eat

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



## GRAMMAR 2 (2.5 mks)

6. a OR one

7. been

8. more

9. where

10. or

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

## READING 1 (10 mks)

- |   |   |  |
|---|---|--|
| 1. <input type="radio"/> journalist                       | <input type="radio"/> researcher                      | <input checked="" type="radio"/> doctor        |
| 2. <input type="radio"/> magazine article                 | <input checked="" type="radio"/> personal experience  | <input type="radio"/> documentary film         |
| 3. <input checked="" type="radio"/> lazy                  | <input type="radio"/> anxious                         | <input type="radio"/> stupid                   |
| 4. <input type="radio"/> manufacturers                    | <input checked="" type="radio"/> the newspapers       | <input type="radio"/> health shops             |
| 5. <input checked="" type="radio"/> cures for everything  | <input type="radio"/> cures for mental illness        | <input type="radio"/> instant cures            |
| 6. <input type="radio"/> apple vinegar                    | <input type="radio"/> coconut oil                     | <input checked="" type="radio"/> Manuka honey  |
| 7. <input type="radio"/> Coconut oil                      | <input type="radio"/> Apple vinegar                   | <input checked="" type="radio"/> Spirulina     |
| 8. <input checked="" type="radio"/> only been made on ... | <input type="radio"/> produced negative ...           | <input type="radio"/> not been carried out ... |
| 9. <input type="radio"/> do not use                       | <input checked="" type="radio"/> use small amounts of | <input type="radio"/> consult their doctors... |
| 10. <input checked="" type="radio"/> kept silent about    | <input type="radio"/> not been aware of               | <input type="radio"/> made money from          |

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



## READING 2 (15 mks)

11. wheat
12. (his) grandfather
13. four million / 4 million / 4,000,000
14. (They) bought farm animals / bought animals from farmers/ bought meat from farmers  
OR (They) provided/gave food/meat (for/to poor people)
15. 1935 OR 1938
16.  deforestation                       dry weather                       pollution
17.  south                                       west                                       north
18.  wildfires                                       rats                                       insects
19.  was killed in an accident               died of an illness                       went to live in California
20.  film     book     song

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

Qs 11-15: 1) **Grammatical mistakes** (e.g. 'buy animal', 'wheats ') should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

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

Qs 16-20: Responses must be indicated clearly.

## WRITING (GENERAL NOTES)

- The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.
- There may well be different individual ways of approaching a task or interpreting the instructions, but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced** mark (not zero) should be awarded.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 8 of this Marking Guide.



**WRITING 1 (10 mks)**

<b>10</b>	<ul style="list-style-type: none"> <li>– Presents a lot of relevant information, clearly and in an interesting way.</li> <li>– Writing is well-organised and coherent. Only minor language errors.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Presents a good amount of relevant information, clearly enough.</li> <li>– Language is mostly correct, despite a few noticeable errors.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Presents a reasonable amount of relevant information, but with some gaps or lack of clarity.</li> <li>– Language is reasonably correct, but writing sometimes lacks coherence.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Manages to present only a limited amount of relevant information; important points are missing or unclear.</li> <li>– Language contains frequent errors, some of which obscure meaning.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt at the task, presenting very little relevant information.</li> <li>– Language used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

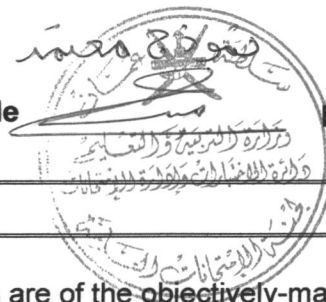


**WRITING 2 (10 mks)**

<b>10</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very positive</u>.</li> <li>– Writing clearly succeeds in achieving its purpose.</li> <li>– Uses language which is appropriate to the reader and context.</li> <li>– A fair range of grammatical structures and vocabulary, with a good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>fairly positive</u>.</li> <li>– Writing has reasonable success in achieving its purpose.</li> <li>– There are clear attempts to use language appropriate to the reader and context.</li> <li>– Grammar and vocabulary are reasonably correct, though limited in range.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>mixed</u>.</li> <li>– Writing has partially achieved its main purpose, but:</li> <li>– Some of the language used is inappropriate to the reader and context.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>rather negative</u>.</li> <li>– Writing only has very limited success in achieving its purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Impact on intended reader is <u>very negative</u>.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– There is little evidence of any attempt to use appropriate language.</li> <li>– The grammar and vocabulary used is extremely limited and/or seriously distorted.</li> </ul>
<b>0</b>	<p><u>No attempt at the task</u>: <b>EITHER</b> Irrelevant (Completely unrelated to the task/ instructions)  <b>OR</b> Just copied from the Q-paper <b>OR</b> Hardly any writing at all, or not written in English  <b>OR</b> Complete nonsense</p>

**Note 1:** The task is to write an **e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct two marks** from the content-score.

**Note 2:** No marks should be awarded or deducted for the address. Any addresses should be ignored.



### ARRIVING AT FINAL SCORES

**LST/ VCB/ GRM/ RDG:** In these four sections, all student responses are of the **objectively**-marked, right-or-wrong type. So there should **never** be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) **No action required:** With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) **Action required:** With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 2a), there **may** be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

**WRITING:** In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences **may** sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) **Acceptable differences:** If – as in most cases – the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is **not** required to read the student's response. He/She should simply use the mathematical **average** of the two scores. (\* See below)
- 2) **Unacceptable differences:** However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

### CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

**IMPORTANT NOTE:** As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale\* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.

[\* **Note:** This means that, even though the computer screen shows **all** the possible **final** scores, **individual** markers should **only** use those scores which are mentioned in the scale.]