

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٧/١٤٣٦ هـ - ٢٠١٥ / ٢٠١٦ م

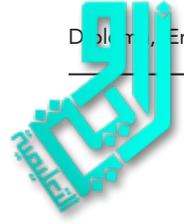
الدور الأول - الفصل الدراسي الأول

تنبیه: • المادة: English Language 'Core'
• الأسئلة في (١٧) 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 مبركز الامتحان كتباً دراسية أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآلي أو أي شيء له علاقة بالامتحان كما لا يجوز إدخال آلات حادة أو أسلحة من أي نوع كانت أو حقائب يدوية أو آلات حاسبة ذات صفة تخزينية.
 - يجب أن يتقيد المتقدمون بالزي الرسمي (الدشداشة البيضاء والمصر أو الكمة للطلاب والدارسين والزي المدرسي للطالبات واللباس العماني للدارسات) ويمنع النقاب داخل المركز ولجان الامتحان.
 - لا يسمح للمتقدم المتأخر عن موعد بداية الامتحان بالدخول إلا إذا كان التأخير بعذر قاهر يقبله رئيس المركز وفي حدود عشر دقائق فقط.
 - يتم الالتزام بالإجراءات الواردة في دليل الطالب لأداء امتحان 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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Listening 1 (Items 1 – 7)

(7 marks)

You are going to hear a conversation between a husband and wife.
Listen, and shade in the bubble () next to the correct option.

1. They will move into the new house in about _____.
- two weeks one month two months
2. They need to buy furniture for the _____.
- living-room bedrooms kitchen
3. The woman wants to do this with her husband because _____.
- it's an important family decision he will pay the bills he has got good taste
4. He complains that she _____ when shopping.
- makes wrong choices spends too much money takes too long
5. When he suggests online shopping, she is **most** worried about the _____.
- quality of the products security of the websites price of the furniture
6. They agree to buy furniture with a _____ style.
- traditional Omani classic Italian modern American
7. The man has previously bought some _____ online.
- tools jewellery books

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Listening 2 (Items 8 – 15)

(8 marks)

You are going to hear a radio programme about the building of a railway in Africa.

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

8. Where did the workers who built the railway come from?

9. How long was the line?

_____ kilometres

10. When was it completed?

_____ (year)

11. What did the **local** people call it?

'The Iron _____'

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

12. _____ workers died during the construction of the railway.

- 2,500 19,000 32,000

13. They died because _____.

- there was not enough medicine they were weak from hunger there were not enough doctors

14. Some workers left because they _____.

- were offered better jobs didn't receive their pay were afraid of wild animals

15. 'The Ghosts and the Darkness' is the title of a _____.

- book film poem

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Vocabulary 1 (Items 1 – 5)

(2½ marks)

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

Introducing road safety skills to children is ⁽¹⁾ _____ nowadays. It helps everyone and saves lives. However, it is not enough for us just to visit schools and give students ⁽²⁾ _____. They soon forget what we have said! The best way to teach these skills is to ⁽³⁾ _____ this topic in school textbooks. These books should ⁽⁴⁾ _____ the basics of road safety in simple, clear language. We must also train the teachers. They should ⁽⁵⁾ _____ training programmes and then help their students with practical lessons.

- | | | | | |
|----|------------------------------------|------------------------------------|------------------------------------|-----------------------------------|
| 1. | <input type="checkbox"/> awful | <input type="checkbox"/> essential | <input type="checkbox"/> ordinary | <input type="checkbox"/> useless |
| 2. | <input type="checkbox"/> advice | <input type="checkbox"/> prizes | <input type="checkbox"/> brochures | <input type="checkbox"/> reports |
| 3. | <input type="checkbox"/> delete | <input type="checkbox"/> edit | <input type="checkbox"/> include | <input type="checkbox"/> organise |
| 4. | <input type="checkbox"/> influence | <input type="checkbox"/> complain | <input type="checkbox"/> discover | <input type="checkbox"/> explain |
| 5. | <input type="checkbox"/> attend | <input type="checkbox"/> avoid | <input type="checkbox"/> escape | <input type="checkbox"/> ignore |

Do not write in this space



Vocabulary 2 (Items 6 – 10)

(2½ marks)

For each item, read the definition and the example.
 Then complete the word in the space provided.
 You are given the first letter(s) of the word.
 Make sure your **spelling** is correct.

Example:
 (noun) a room where food is prepared and cooked
 e.g. They keep the fridge in the **kit** c h e n.

- 6. (noun) a person who shows tourists where to go
 e.g. The **gu** _ _ _ told us about the history of the castle.

- 7. (verb) to move upwards; increase
 e.g. Scientists believe that temperatures will continue to **r** _ _ _.

- 8. (adjective) exactly right; without any mistakes or weaknesses
 e.g. The letter was written in **per** _ _ _ _ English.

- 9. (adjective) unhappy because something bad has happened
 e.g. She was very **up** _ _ _ when she heard about the accident.

- 10. (verb) to keep something in good condition
 e.g. At the museum, they work hard to **pre** _ _ _ _ these old documents.

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Grammar 1 (Items 1 – 5)

(2½ marks)

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

Amber is one of the ⁽¹⁾ _____ beautiful stones in the world. It is used to ⁽²⁾ _____ many different kinds of jewellery. In ancient times, it was found ⁽³⁾ _____ the coast of northern Europe and then ⁽⁴⁾ _____ to the south along a trade route called the 'Amber Road'. People used it for religious ceremonies, and also believed ⁽⁵⁾ _____ it could cure illnesses and injuries.

export	exported	if	in	make	making	more	most	on	that
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|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> |
| 2. | <input type="radio"/> |
| 3. | <input type="radio"/> |
| 4. | <input type="radio"/> |
| 5. | <input type="radio"/> |

Do not write in this space

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

Complete each sentence with **ONE** word only.

6. "I don't know _____ to operate this machine. Can you show me?"
7. My father has lived in this house _____ several years.
8. " _____ you don't leave now, you'll miss the plane!"
9. In 2005, I went to Japan. I _____ never been there before.
10. I tried _____ open the door, but it was locked.

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Reading 1 (Items 1 – 7)

(7 marks)

Read the texts. Are the statements which follow each text **True** or **False**?
For each item, shade in the bubble () under the correct option.

1. 'Nano' is designed for teenagers between sixteen and nineteen. It's full of glossy colour photos, and has articles on a wide range of topics. It also has a page where readers can ask for advice about their problems. It goes on sale once a month.

Statement

True

False

'Nano' is a magazine.

2. 'SOS Children Village' is the largest orphan charity in the world. It works to meet the needs and protect the rights of the children who have lost their parents. It provides them with new families to live with. It also helps with their health and their education.

Statement

True

False

The organization helps handicapped children.

3. There were no survivors among the two hundred people on board the plane. As it was approaching the airport, it suddenly lost power in both its engines and fell out of the sky. It crashed onto a housing estate, killing twenty-five more people on the ground.

Statement

True

False

225 people died in the disaster.

4. Fruit-flies are very annoying, but unlike mosquitoes, they do not actually bite people. However, there is one problem. Pesticides, which are often used to kill the flies, can cause illness among humans, especially children and the elderly.

Statement

True

False

You can become ill from a fruit-fly bite.

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Reading 1 (continued)

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5. Message:
 Hi Khalid! This morning Sami came here to return your laptop. He says 'Thanks a lot!' for letting him use it. But now, he has another problem! He needs to take his son to the clinic, but his car has broken down. Can he borrow yours?

Statement

True	False
------	-------

Sami wants to use Khalid's laptop.

6. Last year, most visitors to the island came for the fishing. Sailing was also popular, especially among young people. However, this year, the new diving centre, which is located close to the beach, has attracted the largest number of tourists.

Statement

True	False
------	-------

The **most** popular activity now is diving.

7. As he prepared for battle against the Spanish, the Portuguese king was very worried. He only had twenty thousand soldiers – ten thousand less than the enemy. The Spanish army also had more guns and better equipment.

Statement

True	False
------	-------

It looked as if the Spanish would win the battle.

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Reading 2 (Items 8 – 13)

(6 marks)

Read these two e-mails sent **by the same person** at different times.
Then for each item, shade in the bubble () next to the correct option.

Text 1

15th December 2012

Hi Nasser,

As you know, I've been studying in Liverpool for three months now. Unfortunately, I'm not coping well with life in England. In fact, I feel like a stranger!

One of my main problems is my English. My reading and writing are OK, and I get good marks in college. But I often can't understand what the locals say to me — they have such a strong accent, and they speak so fast and make jokes all the time!

I'm also confused by the behaviour English people expect from me. Once, for example, when I was in a dentist's waiting-room, I got a phone call from my Mum. I answered immediately and was chatting happily with her when I suddenly realised that everyone was staring angrily at me! Later, the nurse explained that I was disturbing people by talking on the phone — it seems they wanted me to go outside to answer the call!

Sometimes I think of giving up and going back to Oman. But I can't do that — my parents would be so disappointed! So, instead, I think I'll just stay in my room and not interact with anyone! What do you think? Write soon.

Ahmed

8. Ahmed's main language problem is _____.
- reading textbooks writing essays having conversations
9. At the dentist's, he should have _____.
- ignored the phone call spoken more quietly left the room
10. Because of his experiences, he has now decided to _____.
- study harder avoid other people go back to Oman

Do not write in this space



Reading 2 (continued)

Text 2

SIX MONTHS LATER

15th May 2013

Hi Nasser,

Sorry I haven't written for such a long time — especially after you replied so kindly to my last e-mail and gave me such good advice! But you'll be pleased to know that now things here are much better.

First, as you suggested, I did something to improve my spoken English. I decided to leave my flat on the university campus and live with an English family. It's been amazing! Now I can understand almost everything they say — and when I talk, I even sound a little like them!

Then I consulted my academic adviser, who lent me a very useful book. It's called: *'Watching the English: The Hidden Rules of English Behaviour'*. It explains, and gives examples of, how English people think, feel, and interact. So now I have a better understanding of the country's culture and values, and I don't make so many mistakes!

Anyway, as a result of all this, I'm happier and much more confident wherever I go. I've even decided to stay here for summer holidays and travel around the north of England. So, many thanks again for your excellent advice!

Your old friend,

Ahmed

11. Ahmed solved his language problems by _____.
- living with local people joining a course buying a dictionary
12. He solved his cultural problems by _____.
- visiting lots of places watching TV programs reading a book
13. During the holiday, he is going to _____.
- go to Oman travel around England get a summer job

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Do not write in this space

Reading 3 (Items 14 – 21)**(12 marks)**

Read the text. Then complete the task.

Travelling to the North Pole is a unique experience. Unlike the South Pole, which lies on the continent of Antarctica, there is no land beneath your feet — only a floating sheet of ice that expands during colder months and shrinks again in the summer.

The first human beings to reach the North Pole were two Americans, who in April 1909 walked across the Arctic ice sheet. The South Pole, which has a more extreme climate, was only reached three years later by five Norwegian explorers.

For a long time, tourism was considered totally impossible. Then, in 1977, the Soviet nuclear-powered warship 'Arktika' broke its way through the ice and reached the North Pole by sea. This changed everything and, by the late 1990s, cruise ships were following the same route, now also made easier by global warming.

Going on a cruise to the North Pole is more like an expedition than a cruise! Like the 'Arktika', cruise ships have to be specially designed and strengthened as 'icebreakers'. But it is still impossible for them to get through in winter. The best time for a cruise is, in fact, between April and June, when temperatures are relatively comfortable.

Ships leave from the port of Murmansk on the northern Russian coast. The whole trip takes four to six days depending on ice conditions. It costs up to US \$28,000 per person. That's a lot of money, but luckily my magazine paid for me!

During the voyage, passengers have plenty of time to make friends and enjoy their time on deck, where facilities include a swimming pool and a basketball court. They can also listen to lectures about the Arctic environment, especially its wildlife — seals, walruses, beluga whales, and my own particular favourites, polar bears.

Other more adventurous activities include dog-sledding trips, ice-fishing and cross-country skiing. I tried all of these, but they were nothing compared with a fantastic helicopter ride that I took. The views of the packed ice were incredible!

Reaching the North Pole is naturally a cause for celebration. Passengers can, if they wish, jump into the icy water. But most simply join hands with each other, form a circle and perform a special dance.

On the way back to Murmansk, passengers can also step on land again when they explore Franz Josef Land, a group of islands lying within the Arctic Circle.

A cruise to the North Pole offers you a once-in-a-lifetime experience and the chance to say that you have literally stood on top of the world, in the one spot on earth where every direction is south!

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Reading 3 (continued)

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

14. Which one was reached first: the North or the South Pole?

15. When did cruise ships start going to the North Pole?

16. Which country do the cruises start from?

17. How do passengers get information about Arctic animals?

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

18. The writer suggests visiting the North Pole in _____.

- January May August

19. The main disadvantage of the cruise is that it _____.

- takes a long time can be dangerous is rather expensive

20. When the ship reaches the North Pole, passengers _____ together.

- dance eat sing

21. During the cruise, the writer especially enjoyed _____.

- fishing flying skiing

Do not write in this space

Do not write in this space

Do not write in this space

Writing 2

(10 marks)

Write a story of **at least 100 words** based on the following pictures.
 You can use the words in the box to help you.
 You can also put in more details to make your story lively and interesting.

shopping / picnic

magnifying glass

leave home

matches

hungry

idea

sun's rays

start / fire

①



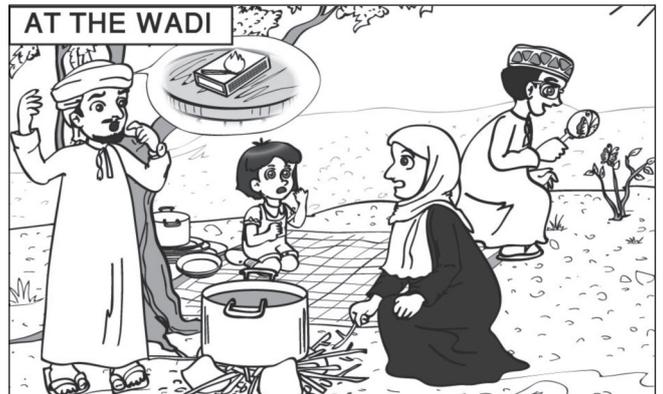
②



③



④



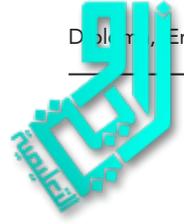
⑤



⑥



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LISTENING 1 (7 mks)

- | | | | |
|----|--|--|--|
| 1. | <input type="radio"/> two weeks | <input checked="" type="radio"/> one month | <input type="radio"/> two months |
| 2. | <input checked="" type="radio"/> living-room | <input type="radio"/> bedrooms | <input type="radio"/> kitchen |
| 3. | <input checked="" type="radio"/> it's an important ... | <input type="radio"/> he will pay the bills | <input type="radio"/> he has got good taste |
| 4. | <input type="radio"/> makes wrong choices | <input type="radio"/> spends too much... | <input checked="" type="radio"/> takes too long |
| 5. | <input checked="" type="radio"/> quality of the products | <input type="radio"/> security of the websites | <input type="radio"/> price of the furniture |
| 6. | <input type="radio"/> traditional Omani | <input type="radio"/> classic Italian | <input checked="" type="radio"/> modern American |
| 7. | <input type="radio"/> tools | <input checked="" type="radio"/> jewellery | <input type="radio"/> books |

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



LISTENING 2 (8 mks)

8. India
9. 1,150 / one thousand one hundred (and) fifty
10. (in) 1901 OR *in words*
11. (the Iron) Snake
12. 2,500 19,000 32,000
13. there was not enough ... they were weak from ... there were not enough ...
14. were offered better... didn't receive their pay were afraid of wild ...
15. book film poem

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** (e.g. 'Indian', 'snakes', 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 **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. 8: (H)**I**ndi(e)(y)a No. 9: If written in words, ignore spelling or grammar mistakes as long as the date is recognizable. However, do **not** accept any Arabic numerals. No. 11: **s**nake (Note: In order to be accepted, the middle vowel must either be 'a' (correct), or 'e', or 'ei', 'ai' or 'ea'. But do not accept 'snack', which is a different word with a different meaning.)

(b) Above all, 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)

- | | | | |
|--|--|--|--|
| 1. <input type="radio"/> awful | <input checked="" type="radio"/> essential | <input type="radio"/> ordinary | <input type="radio"/> useless |
| 2. <input checked="" type="radio"/> advice | <input type="radio"/> prizes | <input type="radio"/> brochures | <input type="radio"/> reports |
| 3. <input type="radio"/> delete | <input type="radio"/> edit | <input checked="" type="radio"/> include | <input type="radio"/> organise |
| 4. <input type="radio"/> influence | <input type="radio"/> complain | <input type="radio"/> discover | <input checked="" type="radio"/> explain |
| 5. <input checked="" type="radio"/> attend | <input type="radio"/> avoid | <input type="radio"/> escape | <input type="radio"/> ignore |

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

VOCABULARY 2 (2.5 mks)

- | | |
|-------------------|---------------------|
| 6. <u>guide</u> | 9. <u>upset</u> |
| 7. <u>rise</u> | 10. <u>preserve</u> |
| 8. <u>perfect</u> | |

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

GRAMMAR 1 (2.5 mks)

- | | export | exported | if | in | make | making | more | most | on | that |
|----|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|
| 1. | <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"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <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"/> | <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"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| 4. | <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"/> | <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"/> | <input type="radio"/> | <input checked="" type="radio"/> |

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



GRAMMAR 2 (2.5 mks)	
6. how	9. had / 'd
7. for	10. to
8. If	

Notes: Half-a-mark each. Spelling must be correct, but ignore upper/ lower case.

READING 1 (7 mks)		READING 2 (6 mks)		
True	False	8. <input type="radio"/> reading ...	<input type="radio"/> writing essays	<input checked="" type="radio"/> having ...
1. <input checked="" type="radio"/>	<input type="radio"/>	9. <input type="radio"/> ignored the ...	<input type="radio"/> spoken more ...	<input checked="" type="radio"/> left the room
2. <input type="radio"/>	<input checked="" type="radio"/>	10. <input type="radio"/> study harder	<input checked="" type="radio"/> avoid other ...	<input type="radio"/> go back to Oman
3. <input checked="" type="radio"/>	<input type="radio"/>	11. <input checked="" type="radio"/> living with ...	<input type="radio"/> joining a course	<input type="radio"/> buying a ...
4. <input type="radio"/>	<input checked="" type="radio"/>	12. <input type="radio"/> visiting lots of ...	<input type="radio"/> watching TV ...	<input checked="" type="radio"/> reading a book
5. <input type="radio"/>	<input checked="" type="radio"/>	13. <input type="radio"/> go to Oman ...	<input checked="" type="radio"/> travel around ...	<input type="radio"/> get a summer job
6. <input checked="" type="radio"/>	<input type="radio"/>	<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		
7. <input checked="" type="radio"/>	<input type="radio"/>			
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>				

READING 3 (12 mks)

14. (the) North (Pole) (Note: 'north' must be spelt correctly, but ignore the capital letter)
15. (late) 1990s OR *any year(s) within that decade*
16. Russia / Soviet (Union) (Do not accept 'Murmansk', which is not a country)
17. (going to/listening to/ attending, etc) lectures

- | | | |
|---|---|--|
| 18. <input type="radio"/> January | <input checked="" type="radio"/> May | <input type="radio"/> August |
| 19. <input type="radio"/> takes a long time | <input type="radio"/> can be dangerous | <input checked="" type="radio"/> is rather expensive |
| 20. <input checked="" type="radio"/> dance | <input type="radio"/> eat | <input type="radio"/> sing |
| 21. <input type="radio"/> fishing | <input checked="" type="radio"/> flying | <input type="radio"/> skiing |

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

Qs 11-15: 1) **Grammatical mistakes** (e.g. 'Russian', 'lecture', etc) 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 a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced mark** (not zero) should be awarded.



WRITING 1 (10 mks)	
10	<ul style="list-style-type: none">- 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.- Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none">- 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.- Use of grammar and vocabulary is reasonably correct, though rather limited in range.
6	<ul style="list-style-type: none">- 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.- There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none">- 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.- Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none">- A <u>very</u> feeble attempt to discuss the topic: very little relevant content.- The points made by the writer are confused and disjointed.- The language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none">- Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.- The text is coherent and easy to read. Not many language errors.
8	<ul style="list-style-type: none">- Tells the story clearly enough, but writing lacks interest for the reader.- There are several noticeable language errors and the text sometimes lacks coherence.
6	<ul style="list-style-type: none">- Manages to convey the main outline of the story, but only in a limited way.- Language used is limited in range and/or contains quite frequent errors.
4	<ul style="list-style-type: none">- An attempt is made to tell the story, but important points are either missing or unclear.- Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none">- A <u>very</u> feeble attempt to tell the story: very little relevant content.- Language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task:</u> EITHER Irrelevant (Completely unrelated to the pictures) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

**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 3a), 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.]