

حاضر

غائب



سُلْطَنَةُ عُيُومَانِ  
وَزَارَةُ التَّوْرِيثِ وَالتَّجْلِيْلِ

امتحان شهادة دبلوم التعليم العام  
للعام الدراسي ١٤٣٣/١٤٣٢ هـ - ٢٠١١ / ٢٠١٢ م  
الدور الثاني - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

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

تنبیه: • المادة: 'A' English Language  
• الأسئلة في ( ١٢ ) 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 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 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

## LISTENING 1 (Items 1 – 7)

[7 marks]

You are going to hear a conversation between two people who are taking part in an education conference. Listen and shade in the bubble (○) next to the correct option.

1. The man liked the dictionary because of its \_\_\_\_\_ .  
 teacher's notes       pictures       low price
2. The woman \_\_\_\_\_ for the dictionary.  
 prepared the pictures       chose the vocabulary       wrote the introduction
3. The man doesn't like the stories because they are \_\_\_\_\_ for his students.  
 too difficult       not varied enough       too expensive
4. He teaches Grades \_\_\_\_\_ .  
 1 and 2       5 and 6       11 and 12
5. The woman is interested in the \_\_\_\_\_ .  
 research he has done       pictures he has drawn       stories he has written
6. The man will be giving a presentation about his work \_\_\_\_\_ .  
 later today       tomorrow       on Thursday
7. The conference is taking place in \_\_\_\_\_ .  
 Malaysia       the UK       Vietnam

**LISTENING 2 (Items 8 – 15)****[8 marks]**

*You are going to hear a woman talking about how she and her husband started a new life.*

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

8. What was her husband's job?

\_\_\_\_\_

9. How old was she when she decided to make a new start?

\_\_\_\_\_

10. Where was she when she discussed this with her husband?

\_\_\_\_\_

11. Where did they decide to go?

\_\_\_\_\_ (country)

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

12. Their new house was suitable for their new lifestyle because it \_\_\_\_\_.

had a big garden       was next to the river       was isolated

13. One of their favourite foods is \_\_\_\_\_.

chicken       fish       eggs

14. They earn extra money by selling \_\_\_\_\_.

clothes       goat's milk       fruit

15. When they asked their son to join them, he \_\_\_\_\_.

refused       postponed a decision       agreed immediately

## VOCABULARY 1 (Items 1 – 5)

[2½ marks]

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

Parents are becoming increasingly <sup>(1)</sup> \_\_\_\_\_ about the impact of computers on their children's health. They tell us that their children often <sup>(2)</sup> \_\_\_\_\_ from eye strain and severe headaches as a <sup>(3)</sup> \_\_\_\_\_ of looking at a computer screen for long hours. They also frequently mention <sup>(4)</sup> \_\_\_\_\_ effects, such as depression, loss of concentration and forgetfulness. Most important of all these effects is lack of social skills, with children being unable to <sup>(5)</sup> \_\_\_\_\_ with others when meeting face to face.

- |    |                       |               |                       |             |                       |           |                       |           |
|----|-----------------------|---------------|-----------------------|-------------|-----------------------|-----------|-----------------------|-----------|
| 1. | <input type="radio"/> | addicted      | <input type="radio"/> | concerned   | <input type="radio"/> | dominated | <input type="radio"/> | connected |
| 2. | <input type="radio"/> | benefit       | <input type="radio"/> | recover     | <input type="radio"/> | return    | <input type="radio"/> | suffer    |
| 3. | <input type="radio"/> | method        | <input type="radio"/> | profit      | <input type="radio"/> | habit     | <input type="radio"/> | result    |
| 4. | <input type="radio"/> | psychological | <input type="radio"/> | vocational  | <input type="radio"/> | financial | <input type="radio"/> | physical  |
| 5. | <input type="radio"/> | compare       | <input type="radio"/> | get annoyed | <input type="radio"/> | interact  | <input type="radio"/> | confuse   |

## 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. (adjective) covering the whole world; not just local or in one place  
e.g. The financial crisis in the USA has had a **gl** \_ \_ \_ \_ impact.
7. (verb) say publicly that someone or something is good  
e.g. You should only **pr** \_ \_ \_ \_ people when they really deserve it.
8. (adjective) delicious; with a strong and pleasant flavour  
e.g. We had a very **ta** \_ \_ \_ \_ meal at a Chinese restaurant.

Do not write in this space

**VOCABULARY 2 (cont'd)**

- 9. (noun) the series of jobs that someone does in a particular kind of work  
e.g. *Sadly, a serious injury ended his **ca** \_ \_ \_ \_ as a footballer.*
  
- 10. (adjective) a very powerful feeling for something  
e.g. *Ali has a **pas** \_ \_ \_ \_ for art.*

**GRAMMAR 1 (Items 1 – 5)**

**[2½ marks]**

*Complete the text. For each item, shade in the bubble (○) under the correct option.  
(There are five extra words in the box.)*

Swedish police <sup>(1)</sup> \_\_\_\_\_ just announced the theft of five of Picasso's paintings. They were stolen last Tuesday from <sup>(2)</sup> \_\_\_\_\_ Museum of Modern Art in Stockholm. Investigators believe that one of the security guards <sup>(3)</sup> \_\_\_\_\_ responsible <sup>(4)</sup> \_\_\_\_\_ the theft. However, nobody has been arrested <sup>(5)</sup> \_\_\_\_\_.

a	ago	enough	for	have	the	to	was	were	yet
---	-----	--------	-----	------	-----	----	-----	------	-----

- |    |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> | <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"/> | <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 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"/> | <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 type="radio"/> |

**GRAMMAR 2 (Items 6 – 10)****[2½ marks]**

*Complete each sentence with ONE WORD only.*

6. If you lose your passport, you won't \_\_\_\_\_ able to travel.
7. The 'Mona Lisa' \_\_\_\_\_ stolen from the Louvre Museum in 1911.
8. This is a photo of the hotel \_\_\_\_\_ we stayed.
9. What's \_\_\_\_\_ best way to learn a new language?
10. "You haven't seen my car keys, \_\_\_\_\_ you?"

Do not write in this space

## READING 1 (Items 1 – 10)

[10 marks]

Read the following letter of complaint. Then complete the task.

24 June 2011

Dear Mr Sehwag,

I am writing to complain about a car that I purchased from your Al-Ghubra showroom three weeks ago. It was your new SJ 407 model. I enclose a photocopy of the invoice and receipt with all the details.

Everything began well. Your sales staff were very clear in explaining the car's various features, and delivery of the vehicle was also efficient and punctual. However, as soon as I received the car, the trouble started. On the very first night, I – along with my family and the whole street – was woken up at three o'clock in the morning by a horrendous noise. The security alarm on the car had been set off, not by a thief, but by a small cat, which jumped on top of the roof. After getting up to switch off the alarm, which took me over twenty minutes— with all the neighbours glaring at me through their windows the whole time — I was unable to go back to sleep for the rest of the night. As a direct result of this, I made several mistakes during a presentation that I gave at a conference later that day.

My work suffered again two weeks later. I had to drive across the desert to deal with an urgent problem at one of our oil wells. The journey took eight hours, and I had to cover the whole distance without the benefit of air-conditioning — at the hottest time of the year! As you can imagine, by the time I arrived, I was exhausted, and in no fit condition to deal with the problem, and I had to stay there one extra day. I was not, of course, looking forward to the return journey at all, but then, when I got into my car, the AC mysteriously started working again! So when I brought it back to the showroom to complain, it was working perfectly — which was very embarrassing! And since then, it has broken down and mysteriously started again on two more occasions.

The most recent problem occurred the day before yesterday. I was on my way to a high-level meeting, when suddenly I started to hear a strange knocking sound coming from the engine. Then, the car just slowed down and stopped. I had to get a taxi, but that took me half an hour, so I arrived right in the middle of the meeting, which did not please my boss, I can tell you!

The car is now with your mechanics, who keep telling me there is nothing wrong with it, when obviously there is! I am very disappointed to be treated in this way, especially after buying three previous cars from you over a period of ten years. I therefore request that you immediately take back the car and refund my money.

I look forward to hearing from you with a satisfactory response.

Yours faithfully,

Saif Al-Habsi

**READING 1 (cont'd)**

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

1. Saif is \_\_\_\_\_.  
 an architect                       a salesman                       an engineer
2. He bought his new car on \_\_\_\_\_.  
 3 June                       10 June                       17 June
3. First, he appreciates the \_\_\_\_\_ of the showroom's service.  
 speed                       politeness                       attention to detail
4. The car's alarm was set off by \_\_\_\_\_.  
 a criminal                       one of his children                       an animal
5. The air-conditioning is \_\_\_\_\_.  
 now OK                       unreliable                       completely broken
6. When the car broke down, he was \_\_\_\_\_.  
 in the desert                       outside Oman                       going to a meeting
7. Each of the three incidents has caused him \_\_\_\_\_.  
 embarrassment                       health problems                       financial loss
8. They have also caused problems for his \_\_\_\_\_.  
 family                       colleagues at work                       friends
9. He is \_\_\_\_\_ customer at the showroom.  
 a regular                       an occasional                       a new
10. At the end, he says that he wants to \_\_\_\_\_.  
 replace the car with a different model  
 have another car of the same type  
 cancel his purchase altogether



**READING 2 (Items 11 – 20)****[15 marks]**

*Read the text, then complete the tasks on the next page.*

If you want to be a successful flight attendant, you should definitely come to Australia! Based on the beautiful north-east coast of the country, Brisbane Aviation is the leading provider of cabin crew training in the whole Asia Pacific region.

After moving from our old building in Brisbane city centre, our new Cabin Crew Training Centre at the international airport allows us to provide world-class professional training, using all the latest technology. But far more important, we have a world-class team of highly-qualified professional cabin crew instructors. These instructors have many years of experience working with the world's leading airlines. So they can deliver all the knowledge and skills that you will need, plus real-life insight into life as a flight attendant. It costs a lot of money to recruit instructors of this quality, but it's worth every penny!

However, it is not just high-quality training that you can get from us. We also provide practical help in the job market. As one of our graduates said, "The best thing about the course is that it offers you all the 'insider' tips on how to get a job. So the training includes sessions on how to prepare your CV, how to behave at interviews and even how to take care of your personal appearance. So not only will you know how to do the job, you will also make a good impression when going to your interview!"

For all these reasons, more and more airlines are choosing to employ Brisbane Aviation graduates. The statistics prove it. Since we started operating in 1981, an astonishing 95% of our graduates have found employment within three months of completing our course.

Currently, most of our students — 75%, in fact — are Australian citizens, but we are now looking to increase our number of international students. If you wish to take advantage of this opportunity, there are, of course, certain entry requirements. You should be at least twenty years old, and have successfully completed the final year of secondary school in your home country. As the eight-week course will be conducted entirely in English, you will be required to have a score of at least 5.5 on the IELTS exam. However, in a flight attendant's work, other languages are important, too: so the more languages you speak, the better your chance of being accepted on our course!

On the course itself, your knowledge and skills will be assessed in two different ways: final exam (theoretical) and continuous assessment (practical). Achieving a pass mark in each of these components is essential for a student to pass. Successful students will receive a Certificate in Aviation (Flight Operations). However, it is only fair to warn you: we expect the highest possible standards! But if you work hard and are willing to learn, you have every chance of success.

**READING 2 (cont'd)**

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

11. When was Brisbane Aviation set up?

\_\_\_\_\_ (year)

12. Where in Brisbane is the company located?

\_\_\_\_\_

13. How long are their courses?

\_\_\_\_\_

14. How old must you be to join?

\_\_\_\_\_

15. What is the language of instruction on the course?

\_\_\_\_\_

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

16. Brisbane Aviation focuses **especially** on having good \_\_\_\_\_.

- facilities                       contacts with airlines                       instructors

17. Students **especially** appreciate that the company teaches them how to \_\_\_\_\_.

- deal with difficult passengers  
 apply for and get a job                       survive in emergency situations

18. Candidates who \_\_\_\_\_ have an **especially** good chance of being accepted on the course.

- have finished secondary school  
 have good personal skills  
 speak several languages

19. To get a Certificate you **must** get a good score on \_\_\_\_\_.

- practical training                       a written exam                       both

20. The target readers of this text are \_\_\_\_\_.

- international airlines                       overseas students                       young Australians



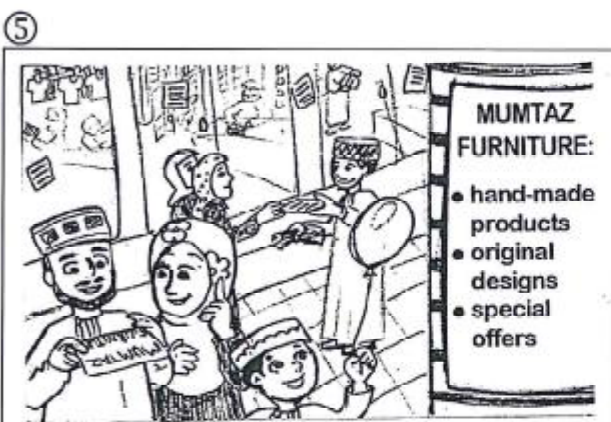
**WRITING 2**

[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.

bank	borrow	open	depressed
advise	campaign	shopping centre	customers

Do not write in this space







\*\*\*\*\*

LISTENING 1 (7 mks)

- |    |  |  |   |
|----|--|--|---|
| 1. | <input checked="" type="radio"/> teacher's notes       | <input type="radio"/> pictures                     | <input type="radio"/> low price                         |
| 2. | <input checked="" type="radio"/> prepared the pictures | <input type="radio"/> chose the vocabulary         | <input type="radio"/> wrote the introduction            |
| 3. | <input type="radio"/> too difficult                    | <input checked="" type="radio"/> not varied enough | <input type="radio"/> too expensive                     |
| 4. | <input checked="" type="radio"/> 1 and 2               | <input type="radio"/> 5 and 6                      | <input type="radio"/> 11 and 12                         |
| 5. | <input type="radio"/> research he has done             | <input type="radio"/> pictures he has drawn        | <input checked="" type="radio"/> stories he has written |
| 6. | <input type="radio"/> later today                      | <input checked="" type="radio"/> tomorrow          | <input type="radio"/> on Thursday                       |
| 7. | <input checked="" type="radio"/> Malaysia              | <input type="radio"/> the UK                       | <input type="radio"/> Vietnam                           |

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

LISTENING 2 (8 mks)

- |     |   |   |  |
|-----|---|---|--|
| 8.  | engineer  |   |  |
| 9.  | 45/ forty-five                                    |   |  |
| 10. | restaurant  |   |  |
| 11. | Italy   |   |  |
| 12. | <input checked="" type="radio"/> had a big garden | <input type="radio"/> was next to the river           | <input type="radio"/> was isolated       |
| 13. | <input type="radio"/> chicken                     | <input type="radio"/> fish                            | <input checked="" type="radio"/> eggs    |
| 14. | <input checked="" type="radio"/> clothes          | <input type="radio"/> goat's milk                     | <input type="radio"/> fruit              |
| 15. | <input type="radio"/> refused                     | <input checked="" type="radio"/> postponed a decision | <input type="radio"/> agreed immediately |

Notes: One mark each.

Qs 8-11: 1) **Grammatical mistakes** (e.g. 'restaurants', 'Italian'): 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: eng(j)ineer, No. 10: restaurant, No. 11: Italy(i)

(b) The word should **not** have a different meaning.

(c) In cases where letters are 'optional', the mis-spelling must be **close to the correct spelling**.

(d) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) **Number of words:** 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"/>            | addicted      | <input checked="" type="radio"/> | concerned   | <input type="radio"/>            | dominated | <input type="radio"/>            | connected |
| 2. | <input type="radio"/>            | benefit       | <input type="radio"/>            | recover     | <input type="radio"/>            | return    | <input checked="" type="radio"/> | suffer    |
| 3. | <input type="radio"/>            | method        | <input type="radio"/>            | profit      | <input type="radio"/>            | habit     | <input checked="" type="radio"/> | result    |
| 4. | <input checked="" type="radio"/> | psychological | <input type="radio"/>            | vocational  | <input type="radio"/>            | financial | <input type="radio"/>            | physical  |
| 5. | <input type="radio"/>            | compare       | <input type="radio"/>            | get annoyed | <input checked="" type="radio"/> | interact  | <input type="radio"/>            | confuse   |

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

VOCAB 2 (2.5 mks)

6. global
7. praise
8. tasty
9. career
10. passion

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

GRAMMAR 1 (2.5 mks)

- |    |                       |                       |                       |                                  |                                  |                                  |                       |                                  |                       |                                  |
|----|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
|    | a                     | ago                   | enough                | for                              | have                             | the                              | to                    | was                              | were                  | yet                              |
| 1. | <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"/>            |
| 2. | <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"/>            | <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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            |
| 4. | <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"/> | <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. be
7. was
8. where
9. the
10. have

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

## READING 1 (10 mks)

- |     |   |   |   |
|-----|---|---|---|
| 1.  | <input type="radio"/> an architect                            | <input type="radio"/> a salesman                        | <input checked="" type="radio"/> an engineer                    |
| 2.  | <input checked="" type="radio"/> 3 June                       | <input type="radio"/> 10 June                           | <input type="radio"/> 17 June                                   |
| 3.  | <input checked="" type="radio"/> speed                        | <input type="radio"/> politeness                        | <input type="radio"/> attention to detail                       |
| 4.  | <input type="radio"/> a criminal                              | <input type="radio"/> one of his children               | <input checked="" type="radio"/> an animal                      |
| 5.  | <input type="radio"/> now OK                                  | <input checked="" type="radio"/> unreliable             | <input type="radio"/> completely broken                         |
| 6.  | <input type="radio"/> in the desert                           | <input type="radio"/> outside Oman                      | <input checked="" type="radio"/> going to a meeting             |
| 7.  | <input checked="" type="radio"/> embarrassment                | <input type="radio"/> health problems                   | <input type="radio"/> financial loss                            |
| 8.  | <input type="radio"/> family                                  | <input checked="" type="radio"/> colleagues at work     | <input type="radio"/> friends                                   |
| 9.  | <input checked="" type="radio"/> a regular                    | <input type="radio"/> an occasional                     | <input type="radio"/> a new                                     |
| 10. | <input type="radio"/> replace the car with a different method | <input type="radio"/> have another car of the same type | <input checked="" type="radio"/> cancel his purchase altogether |

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

## READING 2 (15 mks)

11. 1981
12. airport
13. 8/ eight weeks
14. 20/ twenty
15. English
- |     |  |  |   |
|-----|--|--|---|
| 16. | <input type="radio"/> facilities             | <input type="radio"/> contacts with airlines             | <input checked="" type="radio"/> instructors          |
| 17. | <input type="radio"/> deal... passengers     | <input checked="" type="radio"/> apply for and get a job | <input type="radio"/> survive in ...situations        |
| 18. | <input type="radio"/> have finished..school  | <input type="radio"/> have good personal skills          | <input checked="" type="radio"/> speak .....languages |
| 19. | <input type="radio"/> practical training     | <input type="radio"/> a written exam                     | <input checked="" type="radio"/> both                 |
| 20. | <input type="radio"/> international airlines | <input checked="" type="radio"/> overseas students       | <input type="radio"/> young Australians               |

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

*Qs 11-15: 1) Grammatical mistakes (e.g. 'writing film review') 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.*

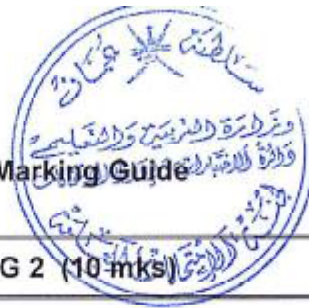



 WRITING (GENERAL NOTES)

- 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 tasks or of interpreting information-points, 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 6 of this Marking Guide.

## WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> <li>– Discusses the topic in a lively, interesting way, making effective use of supporting arguments.</li> <li>– The points made by the writer are logically organised and very clear.</li> <li>– Makes use of a fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
8	<ul style="list-style-type: none"> <li>– Discusses the topic reasonably well, but use of supporting arguments is not fully effective.</li> <li>– The points made by the writer are reasonably well organized and mostly clear.</li> <li>– Use of grammar and vocabulary is reasonably correct, though rather limited in range.</li> </ul>
6	<ul style="list-style-type: none"> <li>– Expresses opinions with some use of supporting arguments, but only in a limited way.</li> <li>– The writer makes an attempt to organise his/her points, but this is only partly effective.</li> <li>– There is a noticeable lack of accuracy in the use of grammar and vocabulary.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate.</li> <li>– Weak organization makes it difficult to follow the points being made by the writer.</li> <li>– Grammar and vocabulary contain frequent serious errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>– A <u>very</u> feeble attempt to discuss the topic. Very little relevant content.</li> <li>– The points made by the writer are confused and disjointed.</li> <li>– The language used is extremely limited and/or seriously distorted.</li> </ul>
0	<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)	
10	<ul style="list-style-type: none"> <li>- Tells the story fully and clearly, in a lively, interesting way, providing appropriate details.</li> <li>- The text is coherent and easy to read. Not many language errors.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Tells the story clearly enough, but writing lacks interest for the reader.</li> <li>- There are several noticeable language errors and the text sometimes lacks coherence.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Manages to convey the main outline of the story, but only in a limited way.</li> <li>- Language used is limited in range and/or contains quite frequent errors.</li> </ul>
4	<ul style="list-style-type: none"> <li>- An attempt is made to tell the story, but important points are either missing or unclear.</li> <li>- Language used is very limited and/or contains many serious errors.</li> </ul>
2	<ul style="list-style-type: none"> <li>- A <u>very</u> feeble attempt to tell the story. Very little relevant content.</li> <li>- Language used is extremely limited and/or seriously distorted.</li> </ul>
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the pictures)  <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

## 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, 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.]