



سُلْطَنَةُ عُضْمَانِ

وَدَارَةُ التَّرْبِيَةِ وَالْبَحْثِ الْعِلْمِيِّ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الأول - الفصل الدراسي الأول

حاضر

غائب

رقم الورقة

رقم الملف

تنبیه: • المادة: 'A' English Language

• الأسئلة في ( ١٤ ) 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
-

## LISTENING 1 (Items 1 – 7)

(7 marks)

You are going to hear a conversation at a travel agency. The manager is talking to one of her staff. Listen and shade in the bubble (  ) next to the correct option.

1. Sami wants to complain about \_\_\_\_\_ .  
 being overworked       one of his colleagues       his low salary
  
2. He has worked for the agency for \_\_\_\_\_ .  
 three months       two years       five years
  
3. He has \_\_\_\_\_ .  
 no children       a young son       two children
  
4. The conversation is interrupted by two calls from a \_\_\_\_\_ .  
 garage       hotel       hospital
  
5. Their next tour will start on \_\_\_\_\_ .  
 Thursday       Saturday       Sunday
  
6. The group will travel \_\_\_\_\_ .  
 in two cars       by bus       in three cars
  
7. The woman's main interest is in \_\_\_\_\_ .  
 safety       her staff       business

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

*You are going to hear a true story about a space flight.*

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

8. In what year was the Apollo 13 flight?

\_\_\_\_\_

9. Before this, how many Apollos had landed on the Moon?

\_\_\_\_\_

10. In which part of the spaceship did the explosion take place?

\_\_\_\_\_

11. When this happened, what did Captain Lovell say to Mission Control?

"Houston, we \_\_\_\_\_"

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

12. To save power, it was decided to reduce \_\_\_\_\_.

heating

oxygen

speed

13. On the flight back to Earth, \_\_\_\_\_ was very limited.

food

radio contact

water

14. It took the spaceship \_\_\_\_\_ days to get home.

three

four

five

15. Later, Captain Lovell \_\_\_\_\_.

went back to the Moon

wrote a book

acted in a film

## VOCABULARY 1 (Items 1 – 5)

(2½ marks)

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

One place you really should see is the Chandni Chowk traditional market. You can go there any day <sup>(1)</sup> \_\_\_\_\_ Sunday, when it's closed. You'll love the atmosphere: the narrow streets are full of noisy activity, bright colours and the <sup>(2)</sup> \_\_\_\_\_ smell of spices. For serious shoppers, the market's greatest attraction is probably its <sup>(3)</sup> \_\_\_\_\_, especially silk, cotton and wool. These can be rather expensive – the traders naturally want to <sup>(4)</sup> \_\_\_\_\_ as much profit as possible! But if you have good <sup>(5)</sup> \_\_\_\_\_ skills, you can actually get some very reasonable prices.

- |   |  |
|---|--|
| 1. <input type="checkbox"/> in spite of   | <input type="checkbox"/> except        |
| <input type="checkbox"/> including        | <input type="checkbox"/> such as       |
| 2. <input type="checkbox"/> old-fashioned | <input type="checkbox"/> nutritious    |
| <input type="checkbox"/> elegant          | <input type="checkbox"/> fragrant      |
| 3. <input type="checkbox"/> ingredients   | <input type="checkbox"/> brand names   |
| <input type="checkbox"/> textiles         | <input type="checkbox"/> logos         |
| 4. <input type="checkbox"/> make          | <input type="checkbox"/> put           |
| <input type="checkbox"/> take             | <input type="checkbox"/> do            |
| 5. <input type="checkbox"/> misleading    | <input type="checkbox"/> investigating |
| <input type="checkbox"/> praising         | <input type="checkbox"/> bargaining    |

## VOCABULARY 2 (Items 6 – 10)

(2½ marks)

*In each sentence, 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) thin in an attractive way; not fat  
e.g. You look really **sl** \_\_\_ \_\_\_ these days! Have you been on a diet?
7. (noun) a talk given to an audience to teach them about a particular subject  
e.g. We've invited a journalist to the college to give a **lec** \_\_\_ \_\_\_ \_\_\_ about the media.
8. (verb) to say that something will happen in the future  
e.g. Economists **pre** \_\_\_ \_\_\_ \_\_\_ that there will be a rise in exports next year.
9. (noun) a person who is one of the first to develop an area of human knowledge  
e.g. Henri Dupont was a **pio** \_\_\_ \_\_\_ \_\_\_ in the translation of ancient Egyptian texts.
10. (noun) the price that you must pay for something  
e.g. If you want us to deliver the table to your home, there'll be a small **ch** \_\_\_ \_\_\_ \_\_\_.

**GRAMMAR 1 (Items 1 – 5)**

**(2½ marks)**

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

Speaker A: Are you ready for your interview tomorrow?

Speaker B: Oh yes, I've been preparing <sup>(1)</sup> \_\_\_\_\_ two days now.

Speaker A: Have you?

Speaker B: Yes, I've made a list of all the questions they might ask me. But I still need to practise <sup>(2)</sup> \_\_\_\_\_ them.

Speaker A: So, <sup>(3)</sup> \_\_\_\_\_ you like me to help? I could pretend <sup>(4)</sup> \_\_\_\_\_ be the interviewer.

Speaker B: That's very kind of you! If they <sup>(5)</sup> \_\_\_\_\_ me the job, I'll take you out to dinner!

Speaker A: Fine! OK, let's start.

answer	answering	do	for	gave	give	or	since	to	would
--------	-----------	----	-----	------	------	----	-------	----	-------

- |    |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

Do not write in this space

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

*Complete each sentence with ONE word only.*

6. The house \_\_\_\_\_ sold three years ago.
7. She asked me \_\_\_\_\_ I had any questions, and I said, "No".
8. I tried to phone him yesterday at his office, but they said he \_\_\_\_\_ already left.
9. "I've never actually met her. \_\_\_\_\_'s she like?" – "Oh, she's a very nice person!"
10. It was the \_\_\_\_\_ violent storm I've ever seen. Hundreds of people were killed.

**READING 1 (Items 1 – 10)****(10 marks)***Read the text. Then complete the task.*

9<sup>th</sup> June, 2012

Dear Mr Lewis,

As you know, I took a year's leave from the company starting in September 2011 in order to get my Master's Degree at the University of Information Technology (UIT) in Melbourne. I am now writing to you to request an extension of this study leave until the end of February 2013. I have already spoken to the Head of Research at the university, and she is in agreement with my proposal.

The Master's Degree programme at UIT consists of two main components: coursework and research. I have, with some difficulty, completed the coursework component, but unfortunately my research project is still not finished. I have no wish to make excuses for this failure, but I would like to explain the circumstances.

Since the death of my mother three years ago, my father has had to look after my younger sister by himself. Then, in October of last year, he suffered from heart problems, which made him very weak. As a result, I had to drive home every night to help out with household duties, and to care for both him and my sister. Needless to say, the hour-long drive each way, almost every day, cut into my study time. Even when I was at the university, I was often worried about my home situation and found it difficult to focus on my studies.

Not surprisingly, my coursework and my marks suffered, and I had to repeat three out of the four subjects. However, I am glad to say that, in the second semester, I have done much better, partly because since March my father's health has improved greatly. As a result, I have been able to complete all of my coursework successfully, including the repeated subjects.

The only problem has been my research project. This project involves a new software programme, which I have designed myself and which I call 'HRMS' (Human Resources Management System). This will enable companies to organize employees' files electronically, reducing the need for paperwork and making the information accessible at any time. I have made some progress with the project. For example, I managed to complete the design of the software. I also prepared a detailed questionnaire and sent it to sixty local companies. Thirty-five of them completed the questionnaire and returned it to me. However, I still need time to analyse the results, and also to visit these companies and conduct interviews with managers and staff. This is the only way for me to be sure that my software programme will meet the actual needs of companies operating in the real world.

I hope, therefore, that you will kindly agree to my request. If I am given the opportunity to complete my project, I shall, of course, on my return, make the software available to the company.

Sincerely,

Emma Thomas

Human Resources Section



## READING 1 (cont'd)

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

1. Mr Lewis is \_\_\_\_\_.  
 Emma's university tutor     a friend of Emma's father  
 Emma's current employer
2. Emma is hoping to get \_\_\_\_\_ extra to finish her degree.  
 three months                       six months                       a year
3. She had to repeat \_\_\_\_\_ of her coursework subjects.  
 two                                       three                                       four
4. This was mainly caused by problems with \_\_\_\_\_ health.  
 her mother's                       her own                                       her father's
5. Because of these problems, she spent a lot of time \_\_\_\_\_.  
 paying medical bills     visiting the hospital     travelling
6. Her research project is about \_\_\_\_\_.  
 staff records                       marketing and sales     health and safety
7. She will do this research with \_\_\_\_\_ different companies.  
 20                                       35                                       60
8. She has already \_\_\_\_\_.  
 designed the software     analysed the questionnaires  
 conducted inter-views
9. After finishing her degree, she will \_\_\_\_\_.  
 start a new project     get a new job                       share her research
10. From the evidence of this letter, Emma is an \_\_\_\_\_ person.  
 emotional                       irresponsible                       unselfish

## READING 2 (Items 11 – 20)

(15 marks)

Read the following newspaper article. Then complete the tasks.

**(‘The Independent’, 15 November 2012):** In the last few days, journalists and businessmen around the world have been getting very excited. They have just heard about a new technology which could solve the energy crisis and help to reduce global warming. Scientists in the UK have discovered a new way of producing petrol, not from fossil fuels or plants, but from the air!

The scientists are based in the north of England in a company called ‘British Fuel’. In experiments conducted — in strict secrecy — in August, September and October of this year, they used electricity to combine two substances: carbon dioxide from air and hydrogen from water. By doing this, they have been able to create a liquid fuel which is very similar to petrol. This fuel is very flexible. It can be used by itself in any ordinary petrol tank, or it can be mixed together with traditional petrol or diesel. What is more, it can be used both for cars and for aeroplanes.

“It looks and smells like petrol, but it’s much cleaner than fossil-based fuel, which also means that its quality is better,” company manager, John Harrison, told one of our reporters. “There’s nobody else doing it in this country, or indeed overseas, as far as we know,” he added.

Mr Harrison believes that by the middle of 2016 they will be able to produce the new fuel on a commercial basis. The company’s plan is initially to produce high-performance fuels of the type used in motor racing. Then by 2020, they intend to produce fuel for the aviation industry.

However, they will only be able to develop these fuels — at sufficiently high quality — if they have enough cash. For this reason, and because ‘British Fuel’ is only a small company, Mr Harrison and his colleagues are currently looking for financial support. No contracts have been signed yet, but they have received strong interest from two sources: an elite German car manufacturer and a very well-known American soft drinks producer. Both companies are keen to have their name associated with a product that could have such a positive impact on the world’s environment.

However, there is one group of people who will not be invited to provide financial support, and that is the oil industry. Mr Harrison fears — quite rightly — that if the oil giants of this world gained control over his project, they would shut it down immediately!

Of course, not everyone believes in this ‘miracle’ of easy, clean, pollution-free fuel. Scientists are suspicious because of the lack of information released by British Fuel about how exactly the process works. Environmentalists fear that it will consume so much electricity that the impact on the environment may actually be negative, rather than positive. Economists point out that the process is still fantastically expensive. They also note that so far, after three months of hard work, only a tiny amount of this fuel — just five litres — has actually been produced.

But there is one thing that everyone accepts, including myself, and even John Harrison — there needs to be more testing. Only in this way can we find out the truth of the matter.

**READING 2 (cont'd)****Task One:** For each item, write a short answer (not more than **FOUR WORDS**).

11. In which country have scientists developed the new fuel?

\_\_\_\_\_

12. Which **two** common substances will provide the necessary chemicals?

\_\_\_\_\_

13. When do they plan to start selling the new fuel?

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

14. What activity will their **first** customers use it for?

\_\_\_\_\_

15. How much actual fuel have they produced so far?

\_\_\_\_\_

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

16. The announcement about the new fuel was made in \_\_\_\_\_ 2012.

 August October November17. The fuel company does **not** want to accept sponsorship from \_\_\_\_\_. oil companies the government car makers

18. Their two current sponsors are mainly motivated by a wish to \_\_\_\_\_.

 save the environment get good publicity earn a lot of money

19. In the long term, the fuel company will focus on sales to \_\_\_\_\_.

 private motorists manufacturers airlines

20. The writer \_\_\_\_\_ that the process will be successful.

 is not sure believes does not believe





**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.

*birthday present	*vacuum cleaner	*key	*crying
*toy shop	*order	*receive	*find

Do not write in this space

1



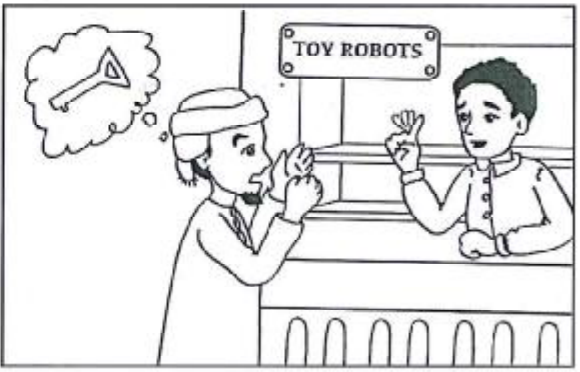
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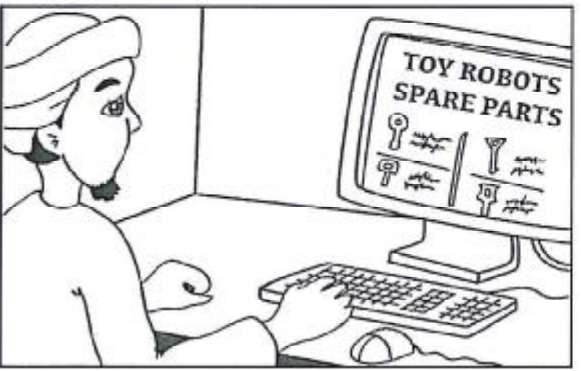
3



4



5



6







\*\*\*\*\*

LISTENING 1 (7 mks)		
1. <input checked="" type="radio"/> being overworked	<input type="radio"/> one of his colleagues	<input type="radio"/> his low salary
2. <input type="radio"/> three months	<input type="radio"/> two years	<input checked="" type="radio"/> five years
3. <input checked="" type="radio"/> no children	<input type="radio"/> a young son	<input type="radio"/> two children
4. <input type="radio"/> garage	<input checked="" type="radio"/> hotel	<input type="radio"/> hospital
5. <input checked="" type="radio"/> Thursday	<input type="radio"/> Saturday	<input type="radio"/> Sunday
6. <input type="radio"/> in two cars	<input type="radio"/> by bus	<input checked="" type="radio"/> in three cars
7. <input type="radio"/> safety	<input type="radio"/> her staff	<input checked="" type="radio"/> business
<i>Notes: One mark each. Responses must be indicated clearly.</i>		

LISTENING 2 (8 mks)		
8. 1970		
9. 2/ two / twice <u>OR</u> (Apollos) 11 + 12		
10. oxygen tank / oxygen store/ oxygen supply/ oxygen room/ oxygen place		
11. (Houston, we) have a problem <u>OR</u> (Houston, we)'ve got a problem		
12. <input checked="" type="radio"/> heating	<input type="radio"/> oxygen	<input type="radio"/> speed
13. <input type="radio"/> food	<input type="radio"/> radio contact	<input checked="" type="radio"/> water
14. <input type="radio"/> three	<input checked="" type="radio"/> four	<input type="radio"/> five
15. <input type="radio"/> went back to the Moon	<input checked="" type="radio"/> wrote a book	<input type="radio"/> acted in a film
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for any slightly longer, but obviously correct answers.</i>		
<i>Qs 12-15: Responses must be indicated clearly.</i>		





VOCABULARY 1 (2.5 mks)			
1. <input type="radio"/> in spite of	<input checked="" type="radio"/> except	<input type="radio"/> including	<input type="radio"/> such as
2. <input type="radio"/> old-fashioned	<input type="radio"/> nutritious	<input type="radio"/> elegant	<input checked="" type="radio"/> fragrant
3. <input type="radio"/> ingredients	<input type="radio"/> brand names	<input checked="" type="radio"/> textiles	<input type="radio"/> logos
4. <input checked="" type="radio"/> make	<input type="radio"/> put	<input type="radio"/> take	<input type="radio"/> do
5. <input type="radio"/> misleading	<input type="radio"/> investigating	<input type="radio"/> praising	<input checked="" type="radio"/> bargaining

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

VOCABULARY 2 (2.5 mks)	
6. <u>slim</u>	9. <u>pioneer</u>
7. <u>lecture</u>	10. <u>charge</u>
8. <u>predict</u>	

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

GRAMMAR 1 (2.5 mks)										
	answer	answer- ing	do	for	gave	give	or	since	to	would
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"/>	<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"/>	<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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>
5.	<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"/>

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



**GRAMMAR 2 (2.5 mks)**

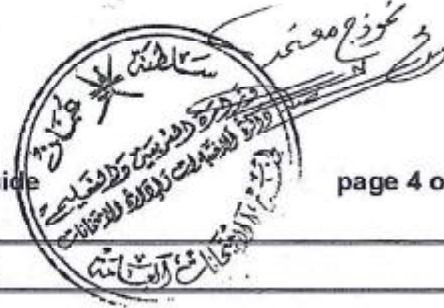
- |            |          |
|------------|----------|
| 6. was     | 9. What  |
| 7. if      | 10. most |
| 8. had/ 'd |          |

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

**READING 1 (10 mks)**

- |   |   |   |
|---|---|---|
| 1. <input type="radio"/> Emma's university tutor          | <input type="radio"/> a friend of Emma's... | <input checked="" type="radio"/> Emma's current ... |
| 2. <input type="radio"/> three months                     | <input checked="" type="radio"/> six months | <input type="radio"/> a year                        |
| 3. <input type="radio"/> two                              | <input checked="" type="radio"/> three      | <input type="radio"/> four                          |
| 4. <input type="radio"/> her mother's                     | <input type="radio"/> her own               | <input checked="" type="radio"/> her father's       |
| 5. <input type="radio"/> paying medical bills             | <input type="radio"/> visiting the hospital | <input checked="" type="radio"/> travelling         |
| 6. <input checked="" type="radio"/> staff records         | <input type="radio"/> marketing and sales   | <input type="radio"/> health and safety             |
| 7. <input type="radio"/> 20                               | <input checked="" type="radio"/> 35         | <input type="radio"/> 60                            |
| 8. <input checked="" type="radio"/> designed the software | <input type="radio"/> analysed the ...      | <input type="radio"/> conducted interviews          |
| 9. <input type="radio"/> start a new project              | <input type="radio"/> get a new job         | <input checked="" type="radio"/> share her research |
| 10. <input type="radio"/> emotional                       | <input type="radio"/> irresponsible         | <input checked="" type="radio"/> unselfish          |

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



## READING 2 (15 mks)

11. (north of) England/ Britain/ UK
12. (from) air + (from) water (*Must have both*)
13. 2016
14. motor racing/ motor sport/ car racing
15. 5 litres/ five litres/ a tiny amount/ a very small amount
16.  August  October  November
17.  oil companies  the government  car makers
18.  save the environment  get good publicity  earn a lot of money
19.  private motorists  manufacturers  airlines
20.  is not sure  believes  does not believe

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

Qs 11-15: 1) **Grammatical mistakes** (e.g. 'five litre') should be ignored.

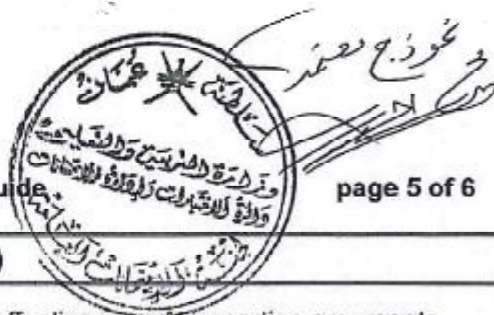
2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

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.
- **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	<i>No attempt at the task:</i> 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"> <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	<i>No attempt at the task:</i> 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 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.]