



حاضر

غائب

رقم الورقة	
رقم المغلف	

سَلْطَنَةُ عُمَانَ
وَزَارَةُ التَّحْقِيقِ وَالتَّجْلِيلِ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الثاني - الفصل الدراسي الأول

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

- تنبيه: المادة: 'A' English Language
- الأسئلة في (١٤) صفحة.

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 المتقدم 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.
- 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 hotel. The manager is talking to one of his staff. Listen, and shade in the bubble () next to the correct option.

1. The conversation takes place _____.
 in the coffee shop at the reception desk in the manager's office

2. The woman has been working at the hotel for three _____.
 weeks months years

3. She especially likes dealing with _____.
 conferences financial matters customers

4. The manager complains that she is sometimes _____.
 impatient careless late

5. She has been suffering from _____.
 stomach pains headaches back pains

6. Now, the manager wants her to work _____.
 in the business centre at reception in the health centre

7. She is _____ by this decision.
 upset pleased surprised

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

You are going to hear a true story about a plane crash.

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

8. Where did these events take place?

_____ (city)

9. What was the weather like?

10. How many people were on board the plane?

11. What caused its engines to explode and catch fire?

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

12. The pilot did **not** land at an airport because he didn't have _____.

permission information time

13. Instead, he used a _____.

river highway field

14. _____ died in the accident.

Nobody Only two people Dozens of people

15. The **best** word to describe the pilot's behaviour is _____.

brave calm intelligent

VOCABULARY 1 (Items 1–5)

[2½ marks]

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

If you enjoy shopping and are in Berlin, I strongly ⁽¹⁾ _____ a visit to the KaDeWe department store. It's a unique, unforgettable ⁽²⁾ _____! From the outside, the building looks quite plain and ordinary, but inside it is truly ⁽³⁾ _____ : richly decorated and equipped with every possible facility. The store sells everything, of course, but for me the highlight is the fifth floor, where you can ⁽⁴⁾ _____ high-quality foods and beverages from all over the world. Anyway, go and see for yourself! I ⁽⁵⁾ _____ you, you won't be disappointed!

1. anticipate object recommend persuade
2. experience influence strategy nuisance
3. isolated refreshing simple luxurious
4. market purchase spend export
5. promise notice annoy respect

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 very strong metal that is made from iron mixed with carbon
e.g. These instruments were manufactured using high-quality **st** _ _ _ .
7. (adjective) unchanging; staying the same all the time
e.g. The laboratory must be kept at a **cons** _ _ _ _ temperature.
8. (noun) the first payment for a house, car, holiday, etc.
e.g. You'll have to pay a **dep** _ _ _ _ of 200 rials.
9. (verb) to believe that someone is sincere and honest, and will not try to trick you
e.g. The salesman said that the car was reliable, but I don't really **tr** _ _ _ him.
10. (verb) to ask for a seat, table, room, etc, to be available at a future time
e.g. The restaurant is always busy; so we'll need to phone and **res** _ _ _ _ a table.

GRAMMAR 1 (Items 1–5)

[2½ marks]

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

Do not write in this space

Speaker A: Mona, I'd like to ask you ⁽¹⁾ _____ serious question.

Speaker B: Really? Is something wrong?

Speaker A: No, no, but I've been ⁽²⁾ _____ this book about psychology.

Speaker B: Psychology? I didn't know you were interested ⁽³⁾ _____ that!
So what do you want to know?

Speaker A: It's this. Imagine: if you ⁽⁴⁾ _____ to see your doctor, and she told you that you only had six months to live, what ⁽⁵⁾ _____ you do?

Speaker B: Wow! That is serious!

a	go	in	on	read	reading	the	went	will	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"/> |

GRAMMAR 2 (Items 6–10)**[2½ marks]**

Complete each sentence with ONE word only.

6. " _____ a beautiful song! The words and the music go together perfectly!"
7. I looked at the list of topics, but none _____ them really interested me.
8. "If only you _____ told me earlier! I could have helped you!"
9. " _____ there any equipment left in the van?" — "No, I've brought it all inside."
10. We stopped _____ buy some petrol.

READING 1 (Items 1–10)

[10 marks]

Read the text. Then complete the task.

Do not write in this area

[REDACTED]

The only remaining obstacle is funding. I cannot afford to finance myself, as I have to look after

[REDACTED]

READING 1 (cont'd)

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

1. Simon knows about the scholarship from _____.
 a friend a magazine an agency
2. He was in Australia for _____.
 a year two years four years
3. He is especially proud of his work on the design of a _____ there.
 university health centre sports stadium
4. This project won _____ prize in a major architectural competition.
 first second third
5. Since returning to Namibia, he has mainly been involved in _____ projects.
 educational medical industrial
6. He feels that he needs to learn about new _____.
 materials countries designs
7. For this reason, he would like to take a special course in _____.
 Australia Canada the UK
8. He is hoping for funding from _____.
 the United Nations the Namibian government the company he works for
9. He is _____.
 already married still single an only child
10. He is enclosing _____ with his letter.
 one document two documents three documents

READING 2 (Items 11–20)

[15 marks]

Read the text. Then complete the tasks.

Dealing with wastewater is necessary for a healthy environment, but it has always been a problem, especially in big cities. For one thing, it is very expensive. Facilities have to be built and staff recruited, and then there are the day-to-day running costs: maintenance, salaries and, most expensive of all, power. Wastewater stations consume a lot of electricity, and only a small proportion of this — about 30% — comes from solar or hydroelectric energy. A huge 70% comes from fossil fuels that contribute to global warming. For this reason, scientists have for a long time been trying to discover ways to treat wastewater using less energy.

Now there has finally been a breakthrough. Engineers at Oregon State University in the USA have developed a new technology which saves both money and the environment. The idea — simple, but brilliant — is to produce electricity from the wastewater itself using *bacterial fuel cells*.

Let me explain the science. Wastewater is typically full of organic material, especially if it comes from agriculture or food-processing. Household and industrial waste contains far less. Bacteria feed on this organic material, and when they do this, they produce electricity. (Scientists have actually known this since 1910.) In fact, about four watts of electricity are produced for every kilogram of organic material that the bacteria consume.

The problem is: how can we capture and store this electricity, so that it can actually be used? The solution, known as *bacterial fuel cells*, has been around for some time: in fact, the first such cells were designed in the UK in 1931. However, the American project, set up in 2009, has greatly improved the efficiency of these cells, so that now they can hold enough electrical power to be of real use.

The researchers in Oregon say that their newly-designed fuel cells will be able to provide enough electricity to power a wastewater station. They are confident that this will be a reality by about 2022. Some of them even believe that more is possible. They foresee that bacterial fuel cells based in wastewater facilities will one day provide extra electrical power to supply the surrounding area, or even whole towns and cities! I myself think this is extremely unlikely. But even if wastewater facilities only produce enough electricity to cover their own needs, that would be real progress!

Not surprisingly, environmentalist groups are very interested in this technology. They point out that it reduces the danger from harmful gases like methane and hydrogen sulphide. They also say that it may be especially useful in remote regions of poorer countries, where access to electricity is limited. It will enable them for the first time to treat wastewater properly, with resulting benefits for the health of the population.

READING 2 (cont'd)**Task 1:** For each item, write a short answer (*not more than FOUR WORDS*).

11. What is the biggest cost in running a wastewater station?

12. In what year was it discovered that bacteria can produce electricity?

13. Which country designed the first-ever bacterial fuel cells?

14. Which institution has now improved these cells?

15. Which **two** types of waste are most suitable for the new technology?

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

16. At present, _____ of the electricity used is from renewable sources.

 less than half about half more than half

17. Engineers hope the new technology will be ready for use _____.

 next year within 5 years within 10 years18. The writer _____ it can also provide **extra** power for the surrounding area. believes does not believe is not sure if

19. Environmentalists think that it will help to reduce _____ pollution.

 soil water air

20. It will also help to improve _____ in developing countries.

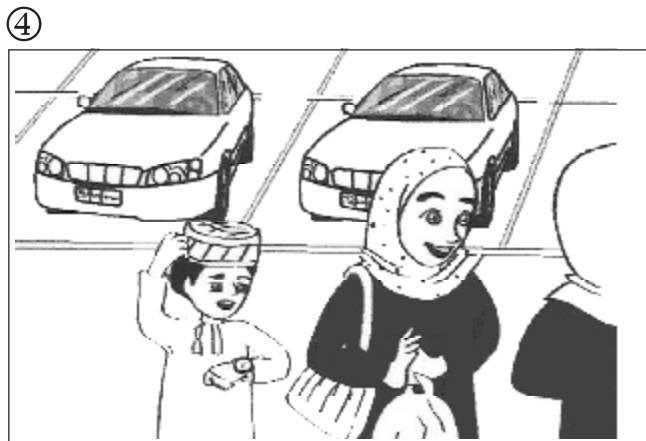
 the economy health education

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.

arrive	car park	car boot/ open	toy ship
wrong	chat	missing	bring



Do not write in this space



LISTENING 1 (7 mks)

- | | | |
|--|--|--|
| 1. <input type="radio"/> in the coffee shop | <input type="radio"/> at the reception desk | <input checked="" type="radio"/> in the manager's office |
| 2. <input type="radio"/> weeks | <input checked="" type="radio"/> months | <input type="radio"/> years |
| 3. <input type="radio"/> conferences | <input checked="" type="radio"/> financial matters | <input type="radio"/> customers |
| 4. <input checked="" type="radio"/> impatient | <input type="radio"/> careless | <input type="radio"/> late |
| 5. <input type="radio"/> stomach pains | <input type="radio"/> headaches | <input checked="" type="radio"/> back pains |
| 6. <input checked="" type="radio"/> in the business centre | <input type="radio"/> at reception | <input type="radio"/> in the health centre |
| 7. <input type="radio"/> upset | <input checked="" type="radio"/> pleased | <input type="radio"/> surprised |

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

LISTENING 2 (8 mks)

- | | | |
|---|---------------------------------------|--|
| 8. New York | | |
| 9. cold | | |
| 10. 155/ one hundred (and) fifty-five | | |
| 11. (hit by) birds | | |
| 12. <input type="radio"/> permission | <input type="radio"/> information | <input checked="" type="radio"/> time |
| 13. <input checked="" type="radio"/> river | <input type="radio"/> highway | <input type="radio"/> field |
| 14. <input checked="" type="radio"/> Nobody | <input type="radio"/> Only two people | <input type="radio"/> Dozens of people |
| 15. <input type="radio"/> brave | <input checked="" type="radio"/> calm | <input type="radio"/> intelligent |

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & 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.

Qs 12-15: Responses must be indicated clearly.



VOCABULARY 1 (2.5 mks)

- | | | | |
|--|---|--|--|
| 1. <input type="radio"/> anticipate | <input type="radio"/> object | <input checked="" type="radio"/> recommend | <input type="radio"/> persuade |
| 2. <input checked="" type="radio"/> experience | <input type="radio"/> influence | <input type="radio"/> strategy | <input type="radio"/> nuisance |
| 3. <input type="radio"/> isolated | <input type="radio"/> refreshing | <input type="radio"/> simple | <input checked="" type="radio"/> luxurious |
| 4. <input type="radio"/> market | <input checked="" type="radio"/> purchase | <input type="radio"/> spend | <input type="radio"/> export |
| 5. <input checked="" type="radio"/> promise | <input type="radio"/> notice | <input type="radio"/> annoy | <input type="radio"/> respect |

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

VOCABULARY 2 (2.5 mks)

- | | |
|--------------------|--------------------|
| 6. <u>steel</u> | 9. <u>trust</u> |
| 7. <u>constant</u> | 10. <u>reserve</u> |
| 8. <u>deposit</u> | |

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

GRAMMAR 1 (2.5 mks)

- | | | | | | | | | | | |
|----|----------------------------------|-----------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------|
| | a | go | in | on | read | reading | the | went | will | would |
| 1. | <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"/> | <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 checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <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. What | 9. Is |
| 7. of | 10. to |
| 8. had/ 'd | |

Notes: Half-a-mark each. Spelling must be correct, but ignore capitalization.

READING 1 (10 mks)

- | | | |
|--|--|---|
| 1. <input type="radio"/> a friend | <input checked="" type="radio"/> a magazine | <input type="radio"/> an agency |
| 2. <input type="radio"/> a year | <input type="radio"/> two years | <input checked="" type="radio"/> four years |
| 3. <input type="radio"/> university | <input checked="" type="radio"/> health centre | <input type="radio"/> sports stadium |
| 4. <input type="radio"/> first | <input type="radio"/> second | <input checked="" type="radio"/> third |
| 5. <input checked="" type="radio"/> educational | <input type="radio"/> medical | <input type="radio"/> industrial |
| 6. <input checked="" type="radio"/> materials | <input type="radio"/> countries | <input type="radio"/> designs |
| 7. <input type="radio"/> Australia | <input checked="" type="radio"/> Canada | <input type="radio"/> the UK |
| 8. <input checked="" type="radio"/> the United Nations | <input type="radio"/> the Namibian ... | <input type="radio"/> the company he ... |
| 9. <input type="radio"/> already married | <input checked="" type="radio"/> still single | <input type="radio"/> an only child |
| 10. <input type="radio"/> one document | <input checked="" type="radio"/> two documents | <input type="radio"/> three documents |

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



READING 2 (15 mks)

11. electricity
12. 1910
13. (the) UK/ Britain/ England
14. Oregon (State) University
15. agriculture + food-processing (*Must have both*)
16. less than half about half more than half
17. next year within 5 years within 10 years
18. believes does not believe is not sure if
19. soil water air
20. the economy health education

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

Qs 11-15: 1) **Grammatical mistakes** (e.g. 'agricultures') 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"> - 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	<p><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</p>

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	<p><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.</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 (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.]