

حاضر

غائب



سَلْطَنَةُ عُضْمَانَ
وَدَوْلَةُ الْبَرْصِيَّةِ وَالْبَحْلِيَّةِ

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.

• تنبيه: المادة: 'B' 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 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 (البدن الأبيض 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 – 6)

[6 marks]

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

1. At the start of the conversation, the wife is complaining about _____ .
 the hotel a tourist guide her feet
2. The husband wants to use the Internet to get information about _____ .
 sport places to visit the weather
3. He finds an e-mail message from his wife's _____ .
 father mother brother
4. The message is about _____ .
 a fire a road accident an illness
5. They decide that tomorrow they will _____ .
 fly home visit a museum go on a boat trip
6. The wife will contact home by _____ .
 phone e-mail text message

LISTENING 2 (Items 7 – 11)**[5 marks]**

*You are going to hear a talk about an important archaeological discovery.
Listen, and for each question, write a short answer (Not more than **FOUR WORDS**).*

7. Where was 'Luzia' discovered?

_____ (country)

8. When was she found?

_____ (year)

9. When did the first human beings arrive in America?

_____ years ago

10. How did they get there?

11. Where did they come from?

LISTENING 3 (Items 12 – 15)

[4 marks]

You are going to hear four people speaking. Who are they talking to?
Listen and for each item, *shade in* the bubble () under the correct option.

an old woman	a secretary	a footballer	a mechanic	a stewardess	a shop assistant
--------------	-------------	--------------	------------	--------------	------------------

- | | | | | | | |
|---------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. (1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. (2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. (3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. (4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do not write in this space

VOCABULARY 1 (Items 1 – 5)**[2½ marks]**

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

It's a very rare flower, but it still ⁽¹⁾ _____ in the rainforests of South-East Asia. It's famous because it's ⁽²⁾ _____. In fact, it's the largest flower on earth – one metre wide and 10 kg in weight. It also has a very strong smell. For human beings, this smell is ⁽³⁾ _____, just like a dead animal! But for ⁽⁴⁾ _____ such as flies and mosquitoes, this smell is very pleasant. It ⁽⁵⁾ _____ them to the flower, they land inside it – and are immediately eaten!

- | | | | | | | | | |
|----|-----------------------|-----------|-----------------------|-----------|-----------------------|------------|-----------------------|----------|
| 1. | <input type="radio"/> | includes | <input type="radio"/> | exists | <input type="radio"/> | disappears | <input type="radio"/> | changes |
| 2. | <input type="radio"/> | energetic | <input type="radio"/> | tiny | <input type="radio"/> | huge | <input type="radio"/> | generous |
| 3. | <input type="radio"/> | awful | <input type="radio"/> | delicious | <input type="radio"/> | rough | <input type="radio"/> | handsome |
| 4. | <input type="radio"/> | plants | <input type="radio"/> | weapons | <input type="radio"/> | diseases | <input type="radio"/> | insects |
| 5. | <input type="radio"/> | attracts | <input type="radio"/> | transfers | <input type="radio"/> | moves | <input type="radio"/> | spreads |

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) small, soft pieces of frozen water that fall out of the sky
e.g. In winter, the hills are often covered by s ____.
7. (adjective) unpleasant to look at
e.g. The burn left an **u** ____ mark on her face.
8. (noun) a group of countries that are governed by one powerful country
e.g. For centuries, the ancient Romans controlled a large **em** ____.
9. (verb) to travel by sea
e.g. They are going to s ____ across the Indian Ocean in a traditional boat.
10. (verb) make someone want to do something very good
e.g. This autobiography will **ins** ____ many young people to follow his example.

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.)

The first mobile phones were produced in Japan ⁽¹⁾ _____ the 1980's. They were ⁽²⁾ _____ larger than they are now. They were also very expensive, so ⁽³⁾ _____ many people ⁽⁴⁾ _____ afford them. Since then, both the size and the cost ⁽⁵⁾ _____ been greatly reduced.

can	could	has	have	in	more	much	no	not	on
-----	-------	-----	------	----	------	------	----	-----	----

- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. When she was a child, she had a lot _____ problems.
7. "Saleh _____ probably come back next Saturday."
8. "I don't know _____ to pronounce this word. Can you help me?"
9. "I've been living there _____ June last year."
10. "His presentation wasn't as good _____ mine."

READING 1 (Items 1 – 7)**[7 marks]***Match the seven texts on the left with the texts in the box.**Shade in the bubble (○) under the correct option*

1. It is very important to use apostrophes, and especially commas, correctly.
2. His 500-page autobiography was finally published in 1998, and it sold very well.
3. Mexicans are not embarrassed by emotion, and are not afraid to show their feelings.
4. Nowadays, there's nothing worth reading in the newspapers.
5. We would like to apologise to our readers for a misprint on yesterday's sport's page.
6. She used a text message to tell him he had lost his job. That's terrible!
7. When I was young, I used to get lots of nice, hand-written cards on my birthday.

A	Nowadays, all I get is a few short e-mails or text messages!
B	There are some excellent photos of the festival in this week's 'Trend' magazine.
C	Scotland's winning goal was scored by Paul Johnson, not 'Paula' Johnson!
D	More and more people are getting their news from the Internet. So sales of printed media are falling.
E	If not, the meaning of what you write may become unclear – or even completely changed!
F	In situations like this, a boss should always speak to the employee face to face.
G	They only publish silly stories about film stars, footballers and other people who don't interest me.
H	However, his family, and especially his wife, complained that much of what he had written was untrue.
I	It's not unusual to see them crying openly at funerals – and at weddings, too!

	A	B	C	D	E	F	G	H	I
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"/>
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"/>
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"/>
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"/>
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"/>
6.	<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"/>
7.	<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"/>

READING 2 (Items 8 – 13)

[6 marks]

Read the following two e-mails

Then for each item, **shade in the bubble** () next to the correct option.

Text 1

Hi Yasir,

How are you? And how are Mum and Dad? Anyway, I'm living in my new flat now. It's rather small, but it's a great place! It's right in the middle of the city, near the college, near the best shops, and near everything else – unlike my old flat!

The only problem is: I'm rather short of money now. The rent for my new flat is quite high, and I'm having trouble finding the money to pay for it every month. I've got a part-time job, working in a fast food restaurant, but it's still not really enough.

So I'm hoping that you can help me. Could you speak to Dad, please, and ask him to send me 200 rials? Please tell him I'm very sorry to ask for his help again – but this will definitely be the last time!

With love to you all,

Ahmed

8. Ahmed left his old flat because it was _____.
- too expensive too small not in a good location
9. His biggest worry now is _____.
- buying food running his car paying the rent
10. He has got a job as a _____.
- waiter salesman teacher

READING 2 (cont'd)

Text 2

Hi Ahmed,

Thanks for your e-mail. We're all fine here, and everybody sends their love. Glad to hear that you like your new flat.

Anyway, I spoke to Dad about the money. He was very glad to hear that you've got a part-time job, but he was very surprised that you need more money. He's already sent you extra money twice this year!

So he's only agreed to give you half of what you asked for. And he won't use the bank this time. I'll bring the money to you myself. Yes, that's right – I'm coming to visit you! (To be honest, I think Dad's very worried about you. He wants me to check that you're OK!) It'll be sometime next week: I'll let you know!

With love from us all,

Yasir

11. This is the _____ time this year that Ahmed has asked for money.
 first second third
12. His father decides to give him _____ rials.
 50 100 200
13. He will send the money _____.
 by cheque with Yasir by bank transfer

READING 3 (Items 14 – 21)**[12 marks]**

Read the following article. Then complete the two tasks.

In 1887, a 27-year-old doctor called Ludwig Zamenhof published a very unusual book. Its title was 'Unua Libro' or 'First Book', and it described a completely new language which he had invented. He called this language Esperanto, which means 'hopeful'.

Zamenhof had been working on Esperanto since 1877. As a schoolboy growing up in a small Russian town, he knew about war and other problems between countries. But he believed that the situation would improve if people of different nationalities could communicate more easily. So, at the age of seventeen, he began his project.

He decided that the new language should be as easy to learn as possible. The first thing he did was to make the grammar very simple. So in Esperanto, there are no complicated verb-endings and no irregular forms at all. This means that it can be learnt three or four times faster than other languages. He also simplified the spelling to make it match perfectly with the pronunciation. So each of the twenty-eight letters in the alphabet is always pronounced in exactly the same way.

His biggest problem was with vocabulary. He started by trying to invent completely new words, but found that this was very difficult. So instead he borrowed words from various European languages, especially French, German and English. Unfortunately, this gives people who speak European languages a big advantage over non-Europeans.

At first, only people in Eastern Europe were interested in Esperanto, but slowly the language spread to Western Europe, then to the Americas, and then to Asia. The first international Esperanto conference was held in France in 1905, with guest speakers, including Zamenhof himself, from twenty countries. Nowadays, there are about two million Esperanto speakers world-wide in 115 different countries. So the language has not been a huge success – and it has certainly not resulted in world peace, as its inventor originally hoped!

However, in recent years, the number of Esperanto users has been steadily increasing because of new technologies such as the Internet. For example, the 'Lernu!' website offers free e-mail courses. It is also now much easier to find reading material, such as the Esperanto version of the online encyclopedia, 'Wikipedia'. So, who knows? Maybe, one day, Esperanto will replace English as the world's international language.

READING 3 (cont'd)

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

14. What was Ludwig Zamenhof's nationality?

15. How long did he work on Esperanto before publishing his book?

16. In which part of the world was Esperanto first popular?

17. According to the writer, what is now the best way to learn Esperanto?

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

18. Zamenhof invented Esperanto because he wanted to _____.

- replace English as the international language
 to make life easier for schoolchildren
 bring peace to the world

19. Esperanto is especially easy to learn because of its _____.

- grammar pronunciation vocabulary

20. It is more difficult to learn Esperanto if you are _____.

- American Japanese French

21. At present, the total number of Esperanto users is _____.

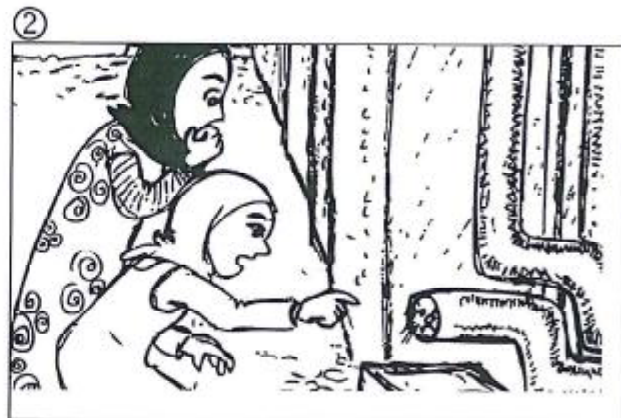
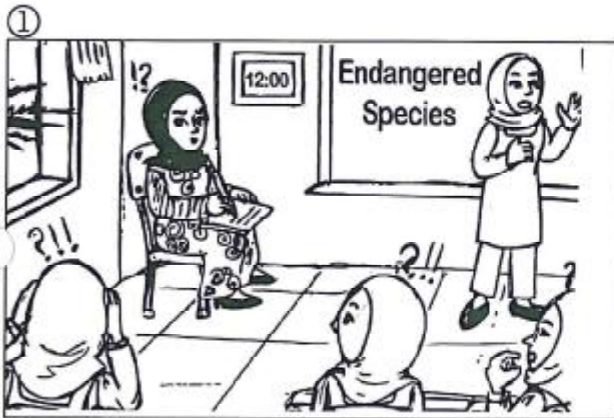
- rising falling not changing

WRITING 3

[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.

presentation	noise	small cat	pipe
security guard	all night	fish	parents



Do not write in this space



LISTENING 1 (6 mks)

- | | | |
|--|---|--|
| 1. <input type="radio"/> the hotel | <input type="radio"/> a tourist guide | <input checked="" type="radio"/> her feet |
| 2. <input checked="" type="radio"/> sport | <input type="radio"/> places to visit | <input type="radio"/> the weather |
| 3. <input type="radio"/> father | <input checked="" type="radio"/> mother | <input type="radio"/> brother |
| 4. <input checked="" type="radio"/> a fire | <input type="radio"/> a road accident | <input type="radio"/> an illness |
| 5. <input type="radio"/> fly home | <input type="radio"/> visit a museum | <input checked="" type="radio"/> go on a boat trip |
| 6. <input type="radio"/> phone | <input checked="" type="radio"/> e-mail | <input type="radio"/> text message |

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

LISTENING 2 (5 mks)

7. Brazil
8. 1974
9. 16,000/ sixteen thousand (years ago)
10. (they) walked/ on foot
11. (north-east) Asia

Notes: One mark each.

1) **Grammatical mistakes** (e.g. 'thousands', 'on feet', 'Asian', etc.): These should be ignored, as long as it is clear that the substance of the answer is correct.

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

(a) Certain key letters **must** be included: No. 7: **Brazil**, No. 9: **sixteen**, No. 11: **Asi(y)a**.

(b) the word should **not** have a different meaning: 'food' for 'foot'.

(c) In cases where letters are 'optional', the mis-spelling must be **close to the correct spelling**. (e.g. accept 'Brezil'; but not 'Brouzil'.)

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

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



LISTENING 3 (4 mks)

	an old woman	a secretary	a footballer	a mechanic	a stewardess	a shop assistant
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

VOCABULARY 1 (2.5 mks)

- | | | | | |
|----|---|---|---------------------------------------|--|
| 1. | <input type="radio"/> includes | <input checked="" type="radio"/> exists | <input type="radio"/> disappears | <input type="radio"/> changes |
| 2. | <input type="radio"/> energetic | <input type="radio"/> tiny | <input checked="" type="radio"/> huge | <input type="radio"/> generous |
| 3. | <input checked="" type="radio"/> awful | <input type="radio"/> delicious | <input type="radio"/> rough | <input type="radio"/> handsome |
| 4. | <input type="radio"/> plants | <input type="radio"/> weapons | <input type="radio"/> diseases | <input checked="" type="radio"/> insects |
| 5. | <input checked="" type="radio"/> attracts | <input type="radio"/> transfers | <input type="radio"/> moves | <input type="radio"/> spreads |

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

VOCAB 2 (2.5 mks)

6. snow
7. ugly
8. empire
9. sail
10. inspire

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



GRAMMAR 1 (2.5 mks)										
	can	could	has	have	in	more	much	no	not	on
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 type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

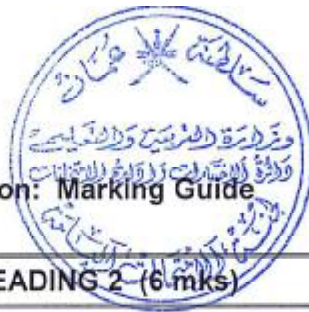
Notes: Half-a-mark each. Responses must be indicated clearly.

GRAMMAR 2 (2.5 mks)	
6.	of
7.	will
8.	how
9.	since
10.	as

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

READING 1 (7 mks)									
	A	B	C	D	E	F	G	H	I
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"/>
2.	<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"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<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"/>
7.	<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"/>

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



READING 2 (6 mks)

- | | | |
|---|---|---|
| 8. <input type="radio"/> too expensive | <input type="radio"/> too small | <input checked="" type="radio"/> not in a good location |
| 9. <input type="radio"/> buying food | <input type="radio"/> running his car | <input checked="" type="radio"/> paying the rent |
| 10. <input checked="" type="radio"/> waiter | <input type="radio"/> salesman | <input type="radio"/> teacher |
| 11. <input type="radio"/> first | <input type="radio"/> second | <input checked="" type="radio"/> third |
| 12. <input type="radio"/> 50 | <input checked="" type="radio"/> 100 | <input type="radio"/> 200 |
| 13. <input type="radio"/> by cheque | <input checked="" type="radio"/> with Yasir | <input type="radio"/> by bank transfer |

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

READING 3 (12 mks)

14. Russian
15. 10/ten years
16. Eastern Europe
17. Internet/ on-line/ websites
- | | | |
|--|---|---|
| 18. <input type="radio"/> replace English as the | <input type="radio"/> to make life easier for | <input checked="" type="radio"/> bring peace to the |
| 19. <input checked="" type="radio"/> grammar | <input type="radio"/> pronunciation | <input type="radio"/> vocabulary |
| 20. <input type="radio"/> American | <input checked="" type="radio"/> Japanese | <input type="radio"/> French |
| 21. <input checked="" type="radio"/> rising | <input type="radio"/> falling | <input type="radio"/> not changing |

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

Qs 14-17: 1) **Grammatical mistakes** (e.g. 'ten year', 'Russia', 'Eastern European') should be ignored, as long as it is clear that the substance of the answer is correct.

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 18-21: 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 7 of this Marking Guide.

WRITING 1 (4 mks)

4	- Description and comment are obviously appropriate, and meaning is very clear. - The language used shows a good level of accuracy.
3	- Description and comment are appropriate and meaning is clear enough. - The language used contains some noticeable errors.
2	- The task is attempted, but only partially or in a limited way. Meaning is unclear in parts. - The language used contains frequent noticeable errors.
1	- A very unsatisfactory attempt at the task. Much too short, very unclear, or of little relevance. - Language is seriously flawed/ distorted.
0	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant. (Completely unrelated to the picture) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.

Note: The key words in the task instructions are 'describe' and 'comment'. Both of these elements should be present if the student is to receive a good mark (i.e. 3 or more) for this task.



WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> - Discusses the topic in a lively, interesting way, making very effective use of supporting arguments. - Writing is well-organised and clear. Few language errors.
5	<ul style="list-style-type: none"> - Discusses the topic well enough, but use of supporting arguments is not fully effective. - Language is mostly correct, despite some noticeable errors.
4	<ul style="list-style-type: none"> - Discusses the topic and expresses opinions, but use of supporting arguments is sometimes unclear or unconvincing. - Language is reasonably correct, but writing sometimes lacks coherence.
3	<ul style="list-style-type: none"> - Manages some discussion of the topic, but only in a limited way. - Language contains frequent errors, some of which obscure meaning.
2	<ul style="list-style-type: none"> - Makes an attempt to discuss the topic, but the result is confusing and clearly inadequate. - Language used is very limited and/or contains many serious errors.
1	<ul style="list-style-type: none"> - A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. - Language used is extremely limited and/or seriously distorted.
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 3 (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> <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		WRT 3	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
4 / 3	3½	6 / 5	5½	10 / 8	9
3 / 2	2½	5 / 4	4½	8 / 6	7
2 / 1	1½	4 / 3	3½	6 / 4	5
1 / 0	½	3 / 2	2½	4 / 2	3
#####		2 / 1	1½	2 / 0	1
#####		1 / 0	½	#####	

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). 'Half-marks' or '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.]