

حاضر

غائب



سُلْطَنَةُ عُومَانِ
وَدَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان شهادة دبلوم التعليم العام

للعام الدراسي ١٤٣٣/١٤٣٤ هـ - ٢٠١٢ / ٢٠١٣ م

الدور الأول - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

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

- تنبيه: المادة: 'B' English Language
- الأسئلة في (١٥) صفحة.

تعليمات وضوابط التقدم لامتحان:

- 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:
- 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 telephone conversation between two foreigners who are living in Oman. Listen and shade in the bubble () next to the correct option.

1. The conversation takes place _____.
 outside a school in an office in front of a shop

2. The woman started learning Arabic _____.
 to make friends because of her job in England

3. She's been studying the language for _____.
 six months three years six years

4. She's **not** very good at _____.
 reading writing pronunciation

5. The man's reason for **not** going to classes is that he _____.
 is often away from Muscat
 will leave Oman very soon
 usually works in the evenings

6. At the end, she gives him _____.
 her work address
 the address of a language centre
 her home address

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

*You are going to hear someone talking about a famous inventor.
Listen and for each item, write a short answer (not more than **FOUR WORDS**).*

7. What happened when Robert Fulton was eight years old?

8. What was his first job?

9. Who asked him to design and build a submarine?

10. How long could it stay underwater?

11. Which invention later made him rich?

LISTENING 3 (Items 12 – 15)**(4 marks)**

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

	driving instructor	interviewer	neighbour	editor	scientist	bank manager
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.

Whenever I travel, I always ⁽¹⁾ _____ to stay with a family rather than in a hotel. This is easy to do nowadays because some people ⁽²⁾ _____ their homes in the newspapers as places for travellers. Staying in someone's home has two main ⁽³⁾ _____. Firstly, it's much cheaper than a hotel — usually about half the price. And secondly, it's a much more ⁽⁴⁾ _____ experience — warm, friendly and welcoming. Local people can also ⁽⁵⁾ _____ you with very useful information, for example, about good places to eat.

- | | | | | | | | | |
|----|--------------------------|------------|--------------------------|------------|--------------------------|----------|--------------------------|--------------|
| 1. | <input type="checkbox"/> | believe | <input type="checkbox"/> | prefer | <input type="checkbox"/> | continue | <input type="checkbox"/> | pretend |
| 2. | <input type="checkbox"/> | advertise | <input type="checkbox"/> | recognise | <input type="checkbox"/> | explore | <input type="checkbox"/> | attract |
| 3. | <input type="checkbox"/> | advantages | <input type="checkbox"/> | operations | <input type="checkbox"/> | doubts | <input type="checkbox"/> | traditions |
| 4. | <input type="checkbox"/> | nasty | <input type="checkbox"/> | tense | <input type="checkbox"/> | pleasant | <input type="checkbox"/> | embarrassing |
| 5. | <input type="checkbox"/> | compare | <input type="checkbox"/> | examine | <input type="checkbox"/> | provide | <input type="checkbox"/> | include |

VOCABULARY 2 (Items 6 – 10)

(2½ marks)

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

Example:

(noun) a room where food is prepared and cooked

e.g. They keep the fridge in the **kit** c h e n.

6. (adjective) beautiful, enjoyable, very nice
e.g. She thanked her son for his **lo** _ _ _ _ gift.
7. (noun) worry caused by a difficult situation
e.g. Not having money can cause a lot of **st** _ _ _ _
8. (adjective) very surprised
e.g. You'll be **am** _ _ _ _ when you see her. She's changed completely!
9. (verb) to feel sad because somebody is not with you
Since my sister moved to Muscat, I really **m** _ _ _ her.
10. (verb) to print and sell a text in a book or newspaper
e.g. They're going to **pu** _ _ _ _ a new collection of my short stories.

GRAMMAR 1 (Items 1 – 5)**(2½ marks)**

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

Postojna Cave in Slovenia is the ⁽¹⁾ _____ popular cave in Europe. Every year thousands of tourists enjoy ⁽²⁾ _____ this huge cave. It is located under Predjama Castle, ⁽³⁾ _____ was built eight centuries ago. Inside the cave ⁽⁴⁾ _____ is an underground railway that ⁽⁵⁾ _____ passengers along a three-kilometre route.

carries	carrying	it	more	most	there	which	who	visit	visiting
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- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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.

- "Salim _____ already done his homework. He can go out now."
- I joined the club in order _____ meet people.
- "_____ you drive like that again, the police will stop you."
- "This summer, it's been even hotter _____ usual."
- He used to _____ a mechanic, but he lost his job last year.

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. Sara's word-processing skills have improved a lot recently.
2. Last week your sister borrowed my laptop and she still hasn't given it back.
3. Huda plans to write about the heritage of her village. But first she has to gather some information.
4. Safiya seems very happy with her new car. It's bright red and has a powerful engine.
5. Nearly every day, our mother told us not to go near deep water.
6. She was always very strict, but she was an excellent teacher.
7. Look! Isn't that the same woman who stole your handbag at the airport last month?

A	I really need it urgently. I have to do some writing for my project. Please tell her to return it as soon as possible.
B	She made us learn lots of new words, and we had a spelling test every day.
C	I still remember her face, and the way she kept looking right and left all the time.
D	She had a new baby ten days ago, but she became ill and had to be taken to Khawla Hospital.
E	She's going to interview old people who know about past events. She's also going to read some history books.
F	Because of that, she had to have an operation, and spent more than a month in hospital.
G	Now she can type 100 words per minute and edit texts with very few mistakes.
H	None of us was able to swim, so she was always worried about our safety.
I	It cost her more than 15,000 rials! But she says it was worth the money.

	A	B	C	D	E	F	G	H	I
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING 2 (Items 8 – 13)**(6 marks)***Read these two letters.**Then for each item, shade in the bubble () next to the correct option.***Text 1**

Dear Mr Al-Zedjali,

I am pleased to write this letter recommending Faisal Al-Badi for the position of goalkeeper announced on your college website last week. I have taught him for the last two years. During this time, I have observed him playing in my PE lessons. Faisal is an excellent goalkeeper with a regular place in our school team.

However, the main reason why I recommend him is not just his ability. It is also because of the bravery he showed after a serious road accident last year. He could not play competitive matches for six months, but he never gave up, continued to work hard and kept his fitness all that time.

I am also sure that he will do well if given the opportunity to play at regional and national level. If you have any questions, please feel free to contact me.

Yours sincerely,

Jamal Al-Nassri

8. This letter was written by _____.
- national coach sports teacher school principal
9. He has known Faisal for _____ years.
- two three six
10. He especially recommends the boy because of his _____.
- fitness motivation intelligence

READING 2 (cont'd)

Text 2

Dear Mr Al-Nasri,

Thank you for your letter of recommendation. I appreciate your support for Faisal and I am sure that he deserves it. To my surprise, I have also received a phone call from the head of our college Sports Club, who was amazed by Faisal's talent in the last match your school played against our team.

For these reasons, you will be pleased to hear that we wish to accept him as a goalkeeper. However, like all our players, he will still have to do a three-month training programme before starting.

We would also like to arrange a meeting with Faisal two weeks before the beginning of the semester, so that we can discuss everything with him. We would also be grateful if he could bring a medical report along with him to the meeting.

Yours sincerely,

Nasser Al Zedjali

11. Faisal has also been recommended by someone _____.
- at the college in the national team in another school
12. He must take part in a training programme for _____.
- two weeks six weeks three months
13. He should provide the college with a _____ certificate.
- birth medical school

READING 3 (Items 14 – 21)

(12 marks)

Read the following article. Then, complete the tasks.

(‘Tourism’ magazine, November 2012): Have you ever imagined that you could eat fish and watch them swimming at the same time!?! It seems like a dream! But this dream has finally come true with the opening last month of the world’s first underwater restaurant. It’s an unforgettable experience, I can tell you!

The restaurant, called ‘Nautilus’, is part of a high-class hotel/resort on the Maldives Islands. It lies five metres below the waves of the Indian Ocean. It is surrounded by thick glass that allows a view of a huge coral reef inhabited by hundreds of different types of fish and other sea creatures.

To enter, you have to go along a wooden walkway, and then down a steep staircase. Inside, it’s quite small, with room for only fifteen people at any one time, usually private parties. The menu offers you, not surprisingly, top-quality seafood, prepared by a specialist chef. This doesn’t come cheap, with the average meal costing about two hundred and fifty dollars. So only people with lots of money — or journalists paid for by a magazine! — can enjoy this experience.

The restaurant was designed and built by an American construction company. The work started in late 2010, and, because of technical difficulties, was not actually done on the Maldives, but in Singapore! Then, in May of this year, the completed restaurant was lifted onto a large ship, which carried it to the Maldives. It took three weeks to reach its destination, and then engineers set to work to ‘install’ the restaurant on the coast. This work took months and involved moving huge amounts of sand. But finally, everything was ready and the opening ceremony took place.

I myself was lucky enough to be invited as a representative of my magazine. I must say, the atmosphere was fantastic! The lighting was very good, and I will always remember the sight of all those fishes, including a huge shark — I wonder what he was thinking! The grilled prawns that I ate were also superb, served with a delicious sauce. The only thing I didn’t like was the attitude of the waiters. They took such a long time to bring my food, and they seemed to be looking down on me, because I wasn’t one of their usual, super-rich, celebrity customers! But perhaps I’m too sensitive...

READING 3 (cont'd)

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

14. What kind of food does the 'Nautilus' restaurant serve?

15. How many customers can it hold?

16. What kind of people are its usual customers?

17. What are the walls made of?

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

18. The restaurant was built in _____.

France

the USA

Singapore

19. It has taken _____ to complete the restaurant project.

six months

one year

two years

20. The restaurant was transported to the Maldives by _____.

ship

helicopter

plane

21. When the writer ate there, he was unhappy with the _____.

service

food

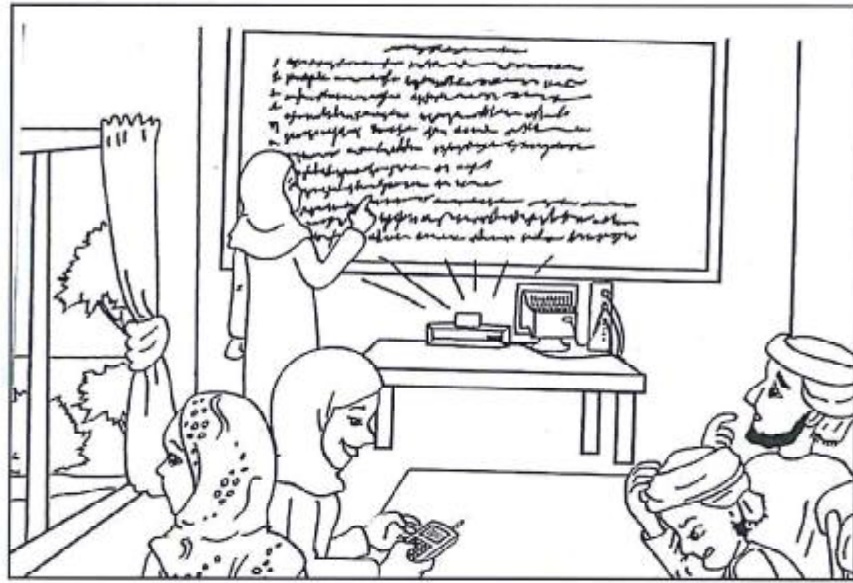
surroundings

Do not write in this space

WRITING 1

(4 marks)

Describe and comment on the picture. Write 40-50 words.



Do not write in this space

WRITING 2

(6 marks)

Write at least 75 words on the following topic:

"Who do you prefer to spend time with: your family or your friends?"

What do you think? Give your reasons.

Your writing should be clear, well-organised and interesting.

Do not write in this space

Do not write in this space

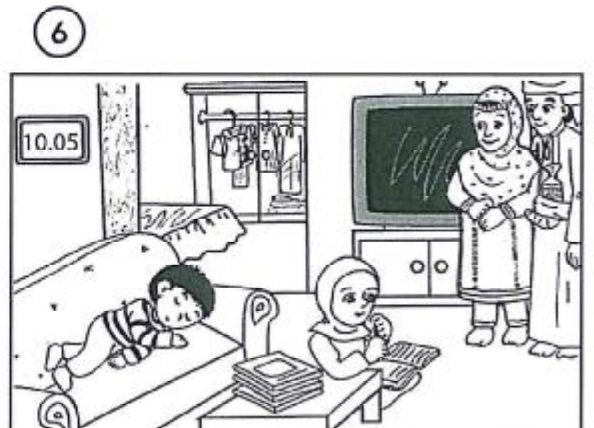
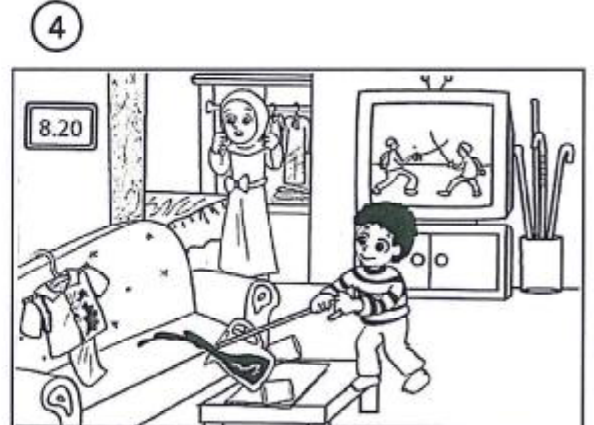
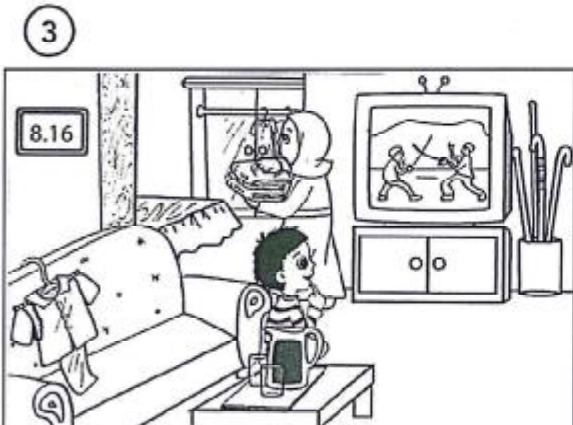
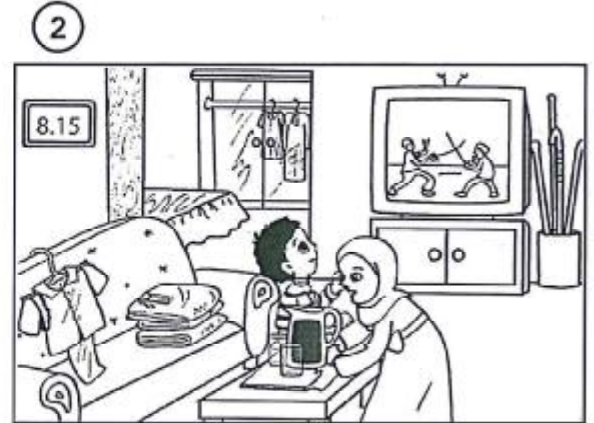
WRITING 3

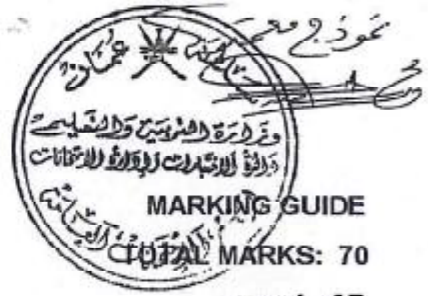
(10 marks)

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.

*parents/wedding	*look after	*put/cupboard	*walking stick
*knock over	*father's uniform	*hurry	*come home





GENERAL EDUCATION DIPLOMA
 ENGLISH LANGUAGE 'B'
 SEMESTER ONE, 2012/2013, FIRST SESSION

MARKING GUIDE

TOTAL MARKS: 70

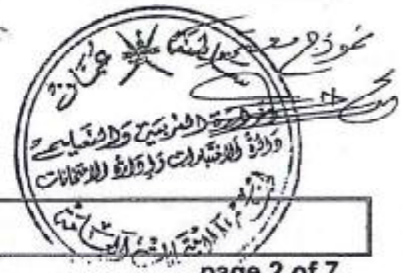
page 1 of 7

LISTENING 1 (6 mks)		
1. <input type="radio"/> outside a school	<input type="radio"/> in an office	<input checked="" type="radio"/> in front of a shop
2. <input type="radio"/> to make friends	<input checked="" type="radio"/> because of her job	<input type="radio"/> in England
3. <input type="radio"/> six months	<input checked="" type="radio"/> three years	<input type="radio"/> six years
4. <input type="radio"/> reading	<input type="radio"/> writing	<input checked="" type="radio"/> pronunciation
5. <input checked="" type="radio"/> is often away from ...	<input type="radio"/> will leave Oman very ...	<input type="radio"/> usually works in the ...
6. <input type="radio"/> her work address	<input checked="" type="radio"/> the address of a ...	<input type="radio"/> her home address

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

LISTENING 2 (5 mks)	
7. (his) father/dad died; lost (his) father/dad 8. art/ artist/ painter/ painting/ selling pictures/ selling paintings 9. France/ (the) French (navy/government/ people) 10. 6 hours/ six hours 11. steamship/ passenger ship	<p><i>Notes: (i) One mark each.</i></p> <p><i>(ii) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p> <p><i>(iii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for slightly longer, but <u>obviously correct</u> answers.</i></p>

LISTENING 3 (4 mks)						
	driving instructor	interviewer	neighbour	editor	scientist	bank manager
12.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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.

Diploma, English 'B', Sem. 1, 2012/13, 1st Session: Marking Guide

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VOCABULARY 1 (2.5 mks)

- | | | | |
|--|---|---|------------------------------------|
| 1. <input type="radio"/> believe | <input checked="" type="radio"/> prefer | <input type="radio"/> continue | <input type="radio"/> pretend |
| 2. <input checked="" type="radio"/> advertise | <input type="radio"/> recognise | <input type="radio"/> explore | <input type="radio"/> attract |
| 3. <input checked="" type="radio"/> advantages | <input type="radio"/> operations | <input type="radio"/> doubts | <input type="radio"/> traditions |
| 4. <input type="radio"/> nasty | <input type="radio"/> tense | <input checked="" type="radio"/> pleasant | <input type="radio"/> embarrassing |
| 5. <input type="radio"/> compare | <input type="radio"/> examine | <input checked="" type="radio"/> provide | <input type="radio"/> include |

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

VOCABULARY 2 (2.5 mks)

- | | |
|------------------|--------------------|
| 6. <u>lovely</u> | 9. <u>miss</u> |
| 7. <u>stress</u> | 10. <u>publish</u> |
| 8. <u>amazed</u> | |

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

GRAMMAR 1 (2.5 mks)

- | | carries | carrying | it | more | most | there | which | who | visit | visiting |
|----|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------|-----------------------|----------------------------------|
| 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 type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| 3. | <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"/> |
| 4. | <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"/> |
| 5. | <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"/> |

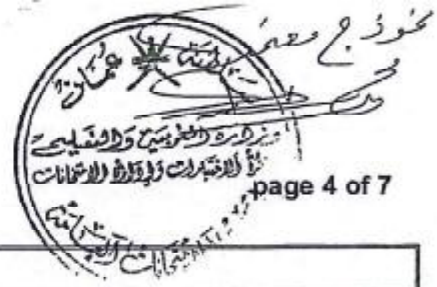
Notes: Half-a-mark each. Responses must be indicated clearly.



GRAMMAR 2 (2.5 mks)	
<p>6. has/ 's</p> <p>7. to</p> <p>8. If</p>	<p>9. than</p> <p>10. be</p>
<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, but ignore lower/upper case.</i></p>	

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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<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 checked="" 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>
6.	<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"/>
7.	<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"/>
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>									

READING 2 (6 mks)		
8. <input type="radio"/> national coach	8. <input checked="" type="radio"/> sports teacher	8. <input type="radio"/> school principal
9. <input checked="" type="radio"/> two	9. <input type="radio"/> three	9. <input type="radio"/> six
10. <input type="radio"/> fitness	10. <input checked="" type="radio"/> motivation	10. <input type="radio"/> intelligence
11. <input checked="" type="radio"/> at the college	11. <input type="radio"/> in the national team	11. <input type="radio"/> in another school
12. <input type="radio"/> two weeks	12. <input type="radio"/> six weeks	12. <input checked="" type="radio"/> three months
13. <input type="radio"/> birth	13. <input checked="" type="radio"/> medical	13. <input type="radio"/> school
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>		



READING 3 (12 mks)

14. seafood/ fish/ prawns
15. 15/ fifteen
16. rich/ wealthy (people)/ lots of money/ celebrities/ upper class/ high class
17. (thick) glass
18. France the USA Singapore
19. six months one year two years
20. ship helicopter plane
21. service food surroundings

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

Qs 14-17: 1) Grammatical mistakes (e.g. 'seafoods') 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 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 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 7 of this Marking Guide.



WRITING 1 (4 mks)

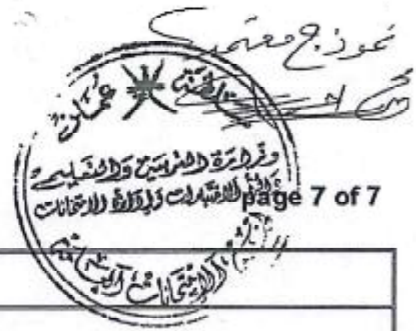
4	<ul style="list-style-type: none"> - Description and comment are obviously appropriate, and meaning is very clear. - The language used shows a good level of accuracy.
3	<ul style="list-style-type: none"> - Description and comment are appropriate and meaning is clear enough. - The language used contains some noticeable errors.
2	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - A very unsatisfactory attempt at the task. Much too short, very unclear, or of little relevance. - Language is seriously flawed/ distorted.
0	<p><i>No attempt at the task:</i> <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</p>
<p><i>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.</i></p>	

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><i>No attempt at the task:</i> <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 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 2, VCB 2, GRM 2, RDG 3a), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/ Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) **Acceptable differences:** If – as in most cases – the difference between the two scores is small, i.e. just one level, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below)
- 2) **Unacceptable differences:** However, if the difference between the two scores is substantial, i.e. more than one level, the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2		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.]