

حاضر

غائب



سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٤/١٤٣٥ هـ - ٢٠١٣ / ٢٠١٤ م

الدور الثاني - الفصل الدراسي الأول

رقم الورقة	
رقم المغلف	

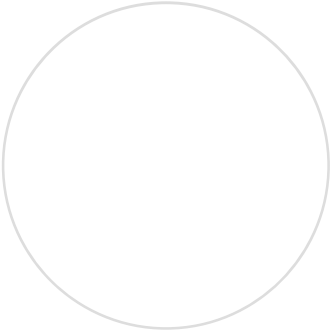
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

- تنبيه: المادة: 'B' English Language
- الأسئلة في (١٧) 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 ألغي امتحانه.
- يحظر على الممتحنين أن يصطحبوا معهم بمركز الامتحان كتباً دراسية أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآلي أو أي شيء له علاقة بالامتحان كما لا يجوز إدخال آلات حادة أو أسلحة من أي نوع كانت أو حقائب يدوية أو آلات حاسبة ذات صفة تخزينية.
- يجب أن يتقيد المتقدمون بالزي الرسمي (الدشداشة البيضاء والمصر أو الكمة للطلاب والدارسين والزي المدرسي للطالبات واللباس العماني للدارسات) ويمنع النقاب داخل المركز ولجان الامتحان.
- لا يسمح للمتقدم المتأخر عن موعد بداية الامتحان بالدخول إلا إذا كان التأخير بعذر قاهر يقبله رئيس المركز وفي حدود عشر دقائق فقط.
- يتم الالتزام بالإجراءات الواردة في دليل الطالب لأداء امتحان شهادة دبلوم التعليم العام.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (○) وفق النموذج الآتي:
س - عاصمة سلطنة عمان هي:
○ القاهرة ○ الدوحة
● مسقط ○ أبوظبي
- ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● غير صحيح ○
صحيح ○ خطأ ×
صحيح ○ خطأ ×
صحيح ○ خطأ ×
صحيح ○ خطأ ×



LISTENING 1 (Items 1 – 6)**[6 marks]**

You are going to hear a telephone conversation between a brother and sister. Listen, and shade in the bubble () next to the correct option.

1. Safiya works at a _____.
 hospital college hotel

2. She asks Rashid to pick up her daughter Amal _____.
 immediately in half an hour later today

3. Amal sometimes _____.
 feels weak and dizzy has difficulty hearing gets headaches

4. The doctor thinks this problem is caused by _____.
 listening to loud music too much studying her mobile phone

5. Rashid tells Safiya about a new _____.
 doctor piece of equipment medicine

6. He says he will send her a _____.
 website address telephone number magazine article

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

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

7. What was Zheng's **first** job?

8. Later, as a sailor, how many voyages did he make for the Chinese Emperor?

9. During these voyages, what two products did he sell to other countries?

Porcelain and

10. After his death in 1433, where was he buried?

11. What items made by Zheng can you still see in museums today?

Do not write in this space

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

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

a camera

a country

a letter

a shop

a party

a magazine

12. (1) 13. (2) 14. (3) 15. (4)

Do not write in this space

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

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

I was only five years old when my father died. So my mother had to ⁽¹⁾ _____ me by herself. She ⁽²⁾ _____ me to study hard at school. She especially wanted me to read, and used to help me ⁽³⁾ _____ useful books from the local library. After finishing the diploma, I ⁽⁴⁾ _____ SQU at the College of Medicine. You can imagine the ⁽⁵⁾ _____ that I felt! I had achieved my mother's dream!

1. look up look for look forward to look after
2. allocated captured installed motivated
3. lift choose illustrate deliver
4. joined replaced included connected
5. disgust embarrassment pride jealousy

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) not smooth
e.g. "Don't go fishing today! There's a strong wind and the sea is very **ro** _ _ _."
7. (noun) travel; trip
e.g. "How long does the **jo** _ _ _ _ _ to Mussandam take?"
8. (verb) make clear
e.g. "If you don't understand the instructions, ask the teacher to **exp** _ _ _ _ _ them again."
9. (verb) say what you think will happen in the future
e.g. "The sky's beginning to get dark. I **exp** _ _ _ it'll rain later this morning."
10. (adjective) not wide
e.g. "The road is very **nar** _ _ _ . In some places, it's only wide enough for one car."

Do not write in this space

Do not write in this space

GRAMMAR 1 (Items 1 – 5)**[2½ marks]**

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

Speaker A: What's wrong?

Speaker B: I've lost my book. I don't know ⁽¹⁾ _____ I left it.

Speaker A: Which book?

Speaker B: "English Grammar in Use". You remember, I ⁽²⁾ _____ it two weeks ago.

Speaker A: Actually, I've ⁽³⁾ _____ borrowed it. It's in my room. Is that OK?

Speaker B: I suppose so. But ⁽⁴⁾ _____ long are you going to keep it?

Speaker A: Only half-an-hour more, ⁽⁵⁾ _____ I finish my homework.

after	bought	buy	ever	how	just	unless	until	where	who
-------	--------	-----	------	-----	------	--------	-------	-------	-----

- | | | | | | | | | | | |
|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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. Three houses _____ destroyed by a storm in 2010.
7. "This is _____ worst film I've ever seen!"
8. "_____ Salem go out yesterday?" --- "I don't think so."
9. "_____ she doesn't get the job, she'll be very disappointed."
10. He's _____ painting the room all day, but he hasn't finished yet.

Do not write in this space**Do not write in this space**

Do not write in this space

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. My family's moving to a new house. The rent is higher, but it's much bigger than our old house.
2. Please give her my apologies. I won't be able to attend her wedding ceremony.
3. Laila is very angry. She missed her flight to London this morning.
4. I've already arranged my holiday for this summer. I really need to have a rest!
5. She doesn't know how to deal with her son, Ahmed. He's a very naughty little boy!
6. If she has an appointment at the hospital, she'll have to inform the boss.
7. When Ali was a child, he loved books and wanted to be a famous writer.

A.	I've chosen a nice, quiet, peaceful place next to the beach.
B.	He's in a meeting right now, but just write a short message and leave it on his desk.
C.	My brothers are getting older and each of them needs his own separate room.
D.	He's hard-working and knows he has to take care of the family after his father's death.
E.	I'm leaving the country tomorrow, and I won't be back until next Wednesday.
F.	His holiday was a disaster. He became ill, and his money and credit cards were stolen.
G.	On the way to the airport, there was an accident, which caused a huge traffic jam.
H.	So I've given her some tips and some books to read about raising children.
I.	Later, he produced an interesting novel, but he couldn't find a publisher!

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

TEXT 1

Dear Uncle Ahmed,

I feel confused these days! I'm in my second year at college and I'm seriously thinking of dropping out this semester. They always ask us to do painting projects, and we have to buy all the materials using our own money. Personally, I can't ask my father for more pocket money. It's so embarrassing!

Last semester two friends of mine actually left the college because they got good job offers. Now they earn good salaries and no longer need help from their families!

The problem now is Mum. When she heard I was thinking of leaving, she got very upset. She kept talking about my elder brother, who "didn't give up" and "went on to complete his studies". I don't know what to do now! Please help me.

Sami

8. Sami studying _____.

 Art Law Medicine

9. He is thinking of leaving the college because he has _____.

 failed in some of
his courses received an attractive
job offer not got enough
money

10. When his mother heard about this, she had a long talk with _____.

 her husband the college advisor Sami

READING 2 (cont'd)**TEXT 2**

Dear Sami,

Your mother is absolutely right! She wants the best for you, believe me. Having a college degree will definitely allow you to have more job opportunities. I advise you to think carefully before you make any decision!

Regarding the need for more money, I have a suggestion for you. It's a good idea to participate in some evening activities. I know some places where customers come and pay money to those who draw for them or paint on their faces. If you like this idea, I will send you more information about it.

My last piece of advice is that you should be optimistic, and remember that a good future always needs patience. Think about what I have said, and good luck!

Uncle Ahmed

11. Uncle Ahmed _____ the mother's point of view.

- agrees with disagrees with is not sure about

12. He suggests that Sami can get more money by _____.

- getting a part-time job in the evenings speaking to his bank manager borrowing it from his friends

13. At the end, he advises Sami to be _____.

- calm serious positive

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

Read the text. Then complete the tasks.

The Potala Palace is situated on a steep hill in Lhasa, the capital city of Tibet. It was built by King Gampo in 637 AD as a palace for his new bride, Princess Cheng of China. Originally, it had nine floors and a thousand rooms. Unfortunately, the palace was then badly damaged in a war.

The first restoration of the present palace began in 1645 during the rule of the fifth 'Dalai Lama', the religious leader of Tibetan Buddhists. Completed in 1648, the new palace was made of wood and stone, had thirteen floors and was 117 metres tall. The roofs were decorated with ancient writings and designs.

At first, the Potala had just one part: the White Palace. This was the home of the 'Dalai Lama', but was also a place for political activities. Then, in 1690, he added another part and called it the 'Red Palace'. Since then, it has been used for religious activities, and contains many beautiful halls and libraries.

In 1959, the Chinese government took over Tibet, forced the 'Dalai Lama' to leave the country. (He went to New Delhi, where he still lives today.) The Chinese then changed the palace into a museum. However, because of its historical importance, they also started another restoration of the palace in 2002. This restoration lasted for eight years and cost 25 million dollars. Then the building was opened to the general public again. It is divided into eight sections, and tourists can see many items including, most famously, some holy writings written on palm-leaf dating from the 9th century.

Because of the increasing number of tourists, some new rules have been introduced. For example, opening is limited to six hours per day, with a maximum of 2,300 visitors. The busiest months are July to September, and those who want to enjoy a quiet visit to the palace should avoid these months and come in winter instead. For religious reasons, tourists mustn't wear sunglasses or hats, or carry water inside the palace. They can, however, take photos if they ask for permission. They are advised to bring heavy clothes because the palace is always very cold.

In 1994, the Potala Palace was added to the UNESCO World Heritage List. Today, it is considered as the most attractive historical building in Tibet.

READING 3 (cont'd)**Task One:** For each item, write a short answer (*not more than FOUR WORDS*).

14. How was the Potala Palace damaged soon after it was built?

15. What the names of the two main parts of the palace?

The _____ and the _____

16. What kind of books did the 'Dalai Lama' keep in the library?

17. What is the palace used for now?

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

18. The Potala Palace is about _____ years old.

 250 500 1500

19. The current 'Dalai Lama' lives in _____.

 China India Lhasa

20. The best time to visit the palace is _____.

 January April July

21. You are allowed to wear _____ inside the palace.

 coats sunglasses hats

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.

check out	passport	receptionist	try/ call
employee	airport	look for	give



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مُسَوِّدَةٌ

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مُسَوِّدَةٌ

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GENERAL EDUCATION DIPLOMA
 ENGLISH LANGUAGE 'B'
 SEMESTER ONE, 2013/2014, SECOND SESSION



MARKING GUIDE
 TOTAL MARKS: 70
 page 1 of 7

LISTENING 1 (6 mks)		
1. <input type="radio"/> hospital	1. <input type="radio"/> college	1. <input checked="" type="radio"/> hotel
2. <input type="radio"/> immediately	2. <input checked="" type="radio"/> in half an hour	2. <input type="radio"/> later today
3. <input type="radio"/> feels weak and dizzy	3. <input type="radio"/> has difficulty hearing	3. <input checked="" type="radio"/> gets headaches
4. <input type="radio"/> listening to loud music	4. <input type="radio"/> too much studying	4. <input checked="" type="radio"/> her mobile phone
5. <input type="radio"/> doctor	5. <input checked="" type="radio"/> piece of equipment	5. <input type="radio"/> medicine
6. <input checked="" type="radio"/> website address	6. <input type="radio"/> telephone number	6. <input type="radio"/> magazine article

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

LISTENING 2 (5 mks)	
7. soldier 8. seven / 7 9. silk 10. (at) sea 11. maps	<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</u> correct answers.</i></p>

LISTENING 3 (4 mks)						
	a camera	a country	a letter	a shop	a party	a magazine
12.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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



VOCABULARY 1 (2.5 mks)			
1. <input type="radio"/> look up	1. <input type="radio"/> look for	1. <input type="radio"/> look forward to	1. <input checked="" type="radio"/> look after
2. <input type="radio"/> allocated	2. <input type="radio"/> captured	2. <input type="radio"/> installed	2. <input checked="" type="radio"/> motivated
3. <input type="radio"/> lift	3. <input checked="" type="radio"/> choose	3. <input type="radio"/> illustrate	3. <input type="radio"/> deliver
4. <input checked="" type="radio"/> joined	4. <input type="radio"/> replaced	4. <input type="radio"/> included	4. <input type="radio"/> connected
5. <input type="radio"/> disgust	5. <input type="radio"/> embarrassment	5. <input checked="" type="radio"/> pride	5. <input type="radio"/> jealousy
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>			

VOCABULARY 2 (2.5 mks)	
6. <u>rough</u>	9. <u>expect</u>
7. <u>journey</u>	10. <u>narrow</u>
8. <u>explain</u>	
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

GRAMMAR 1 (2.5 mks)										
	after	bought	buy	ever	how	just	unless	until	where	who
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 checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										



GRAMMAR 2 (2.5 mks)	
6. were	9. If
7. the	10. been
8. Did	
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	

READING 1 (7 mks)									
	A	B	C	D	E	F	G	H	I
1.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<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 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>									

READING 2 (6 mks)		
8. <input checked="" type="radio"/> Art	<input type="radio"/> Law	<input type="radio"/> Medicine
9. <input type="radio"/> failed in some of his ...	<input type="radio"/> received an attractive...	<input checked="" type="radio"/> not got enough money
10. <input type="radio"/> her husband	<input type="radio"/> the college advisor	<input checked="" type="radio"/> Sami
11. <input checked="" type="radio"/> agrees with	<input type="radio"/> disagrees with	<input type="radio"/> is not sure about
12. <input checked="" type="radio"/> getting a part-time job...	<input type="radio"/> speaking to his bank ...	<input type="radio"/> borrowing it from his ...
13. <input type="radio"/> calm	<input type="radio"/> serious	<input checked="" type="radio"/> positive
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		



READING 3 (12 mks)

14. war
15. Red Palace + White Palace
16. religious/ holy
17. (as a) museum
-
18. 250 500 1500
19. China India Lhasa
20. January April July
21. coats glasses hats

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

Qs 14-17: (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 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 be different individual ways of interpreting and approaching a task, 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><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</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)	
5	<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 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 (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.]