



سَلْطَنَةُ عُمَانِ
وَزَارَةُ التَّحْرِيقِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الثاني - الفصل الدراسي الثاني

تنبيه: • المادة: English Language 'Elective'
• الأسئلة في (١٠) صفحات.

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

تعليمات وضوابط التقدم للامتحان:

- الحضور إلى اللجنة قبل عشر دقائق من بدء الامتحان للأهمية.
- إبراز البطاقة الشخصية لمراقب اللجنة.
- يمنع كتابة رقم الجلوس أو الاسم أو أي بيانات أخرى تدل على شخصية الممتحن في دفتر الامتحان، وإلا ألغى امتحانه.
- يحظر على الممتحنين أن يصطحبوا معهم بمركز الامتحان كتباً دراسية أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآلي أو أي شيء له علاقة بالامتحان كما لا يجوز إدخال آلات حادة أو أسلحة من أي نوع كانت أو حقائب يدوية أو آلات حاسبة ذات صفة تخزينية.
- يجب أن يتقيد المتقدمون بالزي الرسمي (الدشداشة البيضاء والمصر أو الكمة للطلاب والدارسين والزي المدرسي للطالبات واللباس العماني للدارسات) ويمنع النقاب داخل المركز ولجان الامتحان.
- لا يسمح للمتقدم المتأخر عن موعد بداية الامتحان بالدخول إلا إذا كان التأخير بعذر قاهر يقبله رئيس المركز وفي حدود عشر دقائق فقط.
- يتم الالتزام بالإجراءات الواردة في دليل الطالب لأداء امتحان 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 ○
✓ ✗ ◐ ◑ ◒

مُسَوَّدَة، لا يتم تصحيحها

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Reading 1 (Items 1 – 8)**(8 marks)**

*Match the eight texts on the left with the texts in the box.
(There are two extra texts in the box.)*

1. My son has been attending intensive French classes for three months.
2. Three men have been arrested following a bank robbery that took place in New York last week.
3. I think it's awful when people throw rubbish and cigarette ends in the street!
4. When Jane was offered the job, it was not because she was a friend of the editor.
5. In recent years, furniture from East Asia has become increasingly popular with our customers.
6. The police stopped the truck when they noticed the driver was not wearing a seat belt.
7. His flight is early tomorrow morning. He is leaving for the airport at 4:30.
8. I still remember the Danish royal wedding that took place four years ago.

- | |
|-----------------------------------------------------------------------------------------------------------------------------------|
| A. Actually, she has the right personality and qualifications to be a journalist. |
| B. I was delighted to hear that they'll be getting married at the end of next month. |
| C. Unfortunately for him, he did not have a license either. So he was in big trouble! |
| D. He is going to Venice to take part in the New Year celebrations with his Italian friends. |
| E. The prince got married to an Australian. People went out on the street to watch the couple passing in an open carriage. |
| F. He is really enjoying it, and has only missed two lessons since the beginning of the course. |
| G. She had applied for various jobs, but unfortunately no one called her for an interview. |
| H. However, the police are still looking for the leader of the gang, who has gone into hiding. |
| I. About forty percent of the items that we sell are now imported from that part of the world. |
| J. They just expect someone else to clean up after them! Why don't they use the bins that are provided? |

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Reading 1 (continued)

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

A	B	C	D	E	F	G	H	I	J
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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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="checkbox"/>
8.	<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"/>	<input type="checkbox"/>

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Reading 2 (Items 9 – 14)**(12 marks)***Read the text. Then complete the task.*

There's a lot to love about skiing. But it can also present some very real dangers. Follow these safety tips to learn how to stay safe on the slopes:

- Buy skis that are appropriate for your skiing ability, and have them fitted by a professional at a proper ski shop. Remember: big, heavy skis are fast, but difficult to control. So, the less experienced you are, the smaller your skis should be!
- Make sure you get boots that match closely the size and shape of your feet. This will help stop you getting cold or sore feet, and prevent loss of blood circulation. Boots should be fastened tightly to give your ankles the support they need.
- Some people buy ski clothes made of cotton, but they later find out that these don't dry easily once they get wet. Look for clothes made of wool or plastic as they are more suitable for cold, wet weather.
- Ski each run according to your level. Most ski trails are clearly marked with green circles for 'beginner', blue squares for 'intermediate', or black diamonds for 'advanced'.
- 'Slow Zone' areas (marked with a yellow rectangle) are intended for family groups. In these areas fast skiing is totally prohibited. You should maintain the same speed as the general flow of traffic.
- If you prefer something more challenging, head for the 'freestyle skiing' areas. They are marked with an orange oval and often contain jumps, boxes and rails. However, this kind of skiing requires a high level of control both on the ground and in the air — so stay away if you are a beginner!
- Follow the rules and never ski into 'closed areas'. These unmarked areas are not checked for safety and might contain cliffs, trees, rocks or icy patches, all of which could cause serious injuries.
- Remember that on the trail skiers in front of you have the right-of-way. You can see them, but they probably can't see you! So whenever you are going to overtake someone ahead of you, shout first to indicate if you are going to overtake them to the right or to the left.

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Reading 2 (continued)

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

9. Beginners should use skis that are _____.
☐ small ☐ medium-sized ☐ large
10. Loosely-fastened boots _____.
☐ may injure your ankles ☐ can damage your feet ☐ make you comfortable
11. You should avoid wearing clothes made of _____.
☐ plastic ☐ cotton ☐ wool
12. First-time skiers should follow trails marked with a _____.
☐ black diamond ☐ blue square ☐ green circle
13. Adventurous skiers will enjoy skiing in areas marked with _____ sign.
☐ an orange ☐ a yellow ☐ a red
14. If a slower skier is in front of you, you should _____.
☐ stay behind him/her ☐ overtake him/her on the right ☐ give him/her a warning

Your writing should be clear and convincing.

[illegible]

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Writing 2 (ASSESSMENT REPORT)**(10 marks)**

Situation: You work for 'Family' magazine. Your editor has asked you to write an assessment report about a **funfair** which has just opened. He wants to know whether or not to recommend it to the magazine's readers.

- *In your report, use ALL the information in the box.*
- *Your writing should be **clear** and **well-organised** and in the right style for an assessment report.*
- *Include a **title**, an **introduction**, a **main body** and a **conclusion**.*

Kids Fun City

special price/ weekdays	2 cafes/ 1 fast-food restaurant
rest area/ wooden chairs	every day/ 10 am-11 pm
railway track/ steam train	traditional playground/ swings/ slides
no cinema/ no video games	toy shop/ expensive
instructors/skiing/ swimming	entry/ \$ 20/ all rides free

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Writing 2 (continued)

Writing 3

(15 marks)

Complete the following task. Write at least 100 words.

Situation: Imagine that you are Zahir/Zahra Al-Abri. You have recently moved to live in a new house. You and your neighbours are not happy with the water service. Write a **letter** to the manager of the water company complaining about:

- repairs
- employees
- prices
- mistakes/ bills

*Your writing should be **polite, well-organised and clear**.*

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Writing 3 (continued)

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Lined area for writing.

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Writing 4

(15 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**.

picnic

wild dog

chase

throw stones

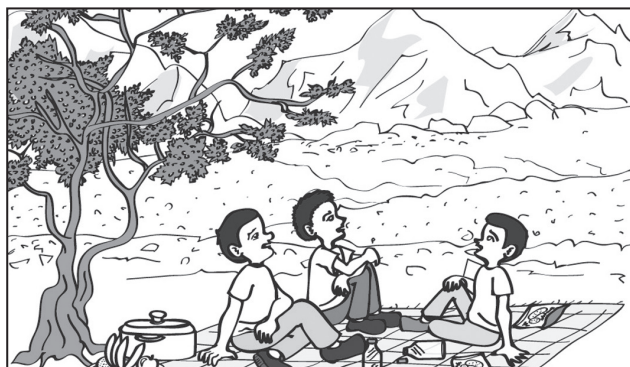
hit/ head

badly injured

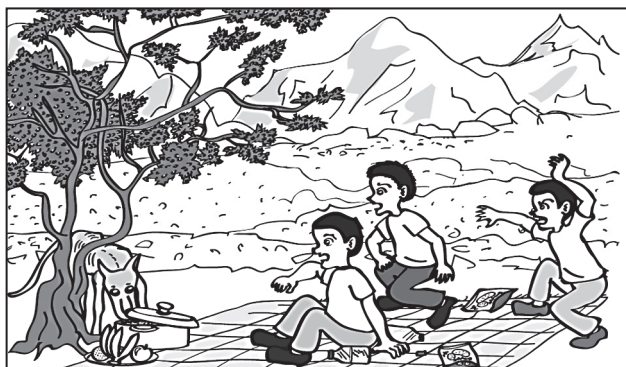
vet

recover

①



②



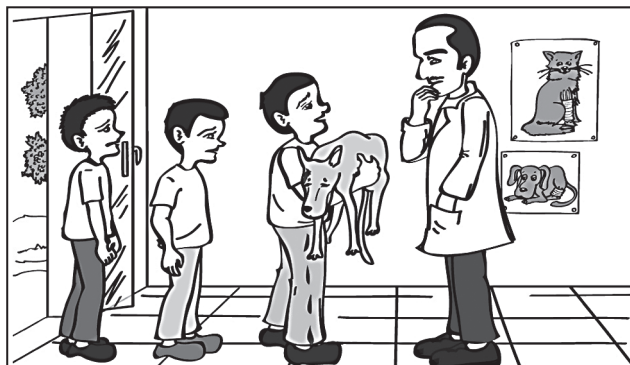
③



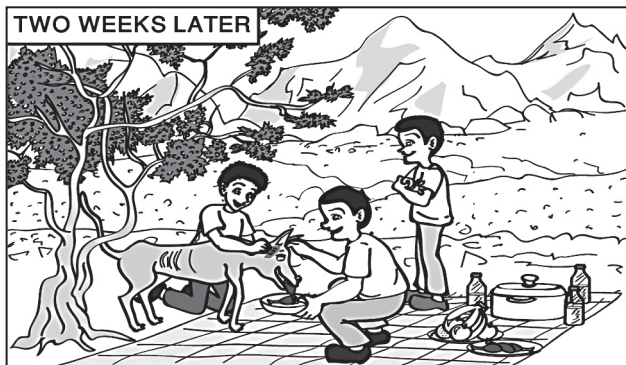
④



⑤



⑥



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Writing 4 (continued)

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مُسَوِّدَة

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مُسَوِّدَة

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GENERAL EDUCATION DIPLOMA
ENGLISH LANGUAGE 'ELECTIVE'
SEMESTER TWO, 2014/2015, SECOND SESSION

MARKING GUIDE
TOTAL MARKS: 70
page 1 of 6

READING 1 (8 mks)										
	A	B	C	D	E	F	G	H	I	J
1.	<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"/>
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"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input 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"/>
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 checked="" type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<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"/>
8.	<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"/>

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

READING 2 (12 mks)			
9.	<input checked="" type="radio"/> small	<input type="radio"/> medium-sized	<input type="radio"/> large
10.	<input checked="" type="radio"/> may injure your ankles	<input type="radio"/> can damage your feet	<input type="radio"/> make you comfortable
11.	<input type="radio"/> plastic	<input checked="" type="radio"/> cotton	<input type="radio"/> wool
12.	<input type="radio"/> black diamond	<input type="radio"/> blue square	<input checked="" type="radio"/> green circle
13.	<input checked="" type="radio"/> an orange	<input type="radio"/> a yellow	<input type="radio"/> a red
14.	<input type="radio"/> stay behind him/her	<input type="radio"/> overtake him/her on the ...	<input checked="" type="radio"/> give him/her a warning

Notes: Two marks each. Responses must be indicated clearly.

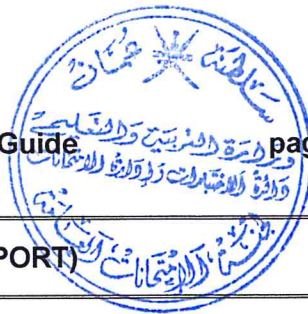


WRITING (GENERAL NOTES)

- 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 approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.
- **SEE ALSO:** 'ARRIVING AT FINAL SCORES' on page 6 of this Marking Guide.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear. – Makes use of a fair range of structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none"> – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear. – Use of grammar and vocabulary is reasonably correct, though rather limited in range.
6	<ul style="list-style-type: none"> – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none"> – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer. – Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task:</u> <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 2 (10 mks) (ASSESSMENT REPORT)

10	<ul style="list-style-type: none"> – Report is complete, clear, well-organised and mostly correct. – 'Introduction and Conclusion' are appropriate and effective.
8	<ul style="list-style-type: none"> – Report conveys the information with reasonable coherence, but with some noticeable language errors. – 'Introduction and Conclusion' are reasonably effective.
6	<ul style="list-style-type: none"> – Report manages to convey most of the information, but there are several language errors and some problems with coherence. – 'Introduction and Conclusion' are attempted, but ineffective.
4	<ul style="list-style-type: none"> – Important information is missing or unclear. There are frequent language errors and writing obviously lacks coherence. – 'Introduction and Conclusion' are obviously inadequate.
2	<ul style="list-style-type: none"> – Conveys very little information; language is very limited, disjointed and seriously flawed. – 'Introduction and Conclusion' are not even attempted.
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant. (Not related to the topic or information provided) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>



WRITING 3 (15 mks)	
15	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
12	<ul style="list-style-type: none"> – Impact on intended reader is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to the reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
9	<ul style="list-style-type: none"> – Impact on intended reader is <u>mixed</u>. – Writing has partially achieved its main purpose, but: – Some of the language used is inappropriate to the reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
6	<ul style="list-style-type: none"> – Impact on intended reader is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
3	<ul style="list-style-type: none"> – Impact on intended reader is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is little evidence of any attempt to use appropriate language. – The 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 task/instructions) <u>OR</u> Hardly any writing at all, or not written in English. <u>OR</u> Complete nonsense.</p>

Note 1: The task is to write a **letter**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks. **PROCEDURE:** Each marker marks the content of the letter according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct three marks** from the content-score.

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.



WRITING 4 (15 mks)

15	<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.
12	<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.
9	<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.
6	<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.
3	<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

READING: In this section, 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) 'Matching' items in RDG 1, and Multiple Choice items in RDG 2, discrepancies are automatically excluded by the *ePen* marking system.
- 2) Action required: Not applicable for this particular exam paper.

WRITING: In all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales 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		WRT 4	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	15 / 12	13½	15 / 12	13½
8 / 6	7	8 / 6	7	12 / 9	10½	12 / 9	10½
6 / 4	5	6 / 4	5	9 / 6	7½	9 / 6	7½
4 / 2	3	4 / 2	3	6 / 3	4½	6 / 3	4½
2 / 0	1	2 / 0	1	3 / 0	1½	3 / 0	1½

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 (see 'Acceptable differences').

[* 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.]