



سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّحْرِيقِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الدراسي ١٤٣٥/١٤٣٦ هـ - ٢٠١٤ / ٢٠١٥ م

الدور الأول - 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 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 ○
✓ ✗ ◐ ◑ ◒ ◓

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. Gary is very busy with his job.
He has hardly any time for other things.
2. It was a nice party, and we stayed till midnight listening to music and dancing.
3. He was driving along the coast road when the car in front of him suddenly slowed down.
4. The police came to the factory.
They were looking for someone.
They searched everywhere!
5. As soon as I entered the room, I noticed the strong smell of paint.
6. Our professor gave a lecture about the role of computers in early education.
7. Everybody knows it is illegal to take photos of car accidents and send them by mobile phone.
8. We were all looking forward to our holiday on the island. But it was a complete disaster!

- | |
|---|
| A. It all started on the way there. A huge wave hit our boat and it nearly sank! |
| B. Mary had just finished redecorating the place for her third annual exhibition of photography. |
| C. But they go ahead and do it anyway! I really think the police should take action to stop this! |
| D. His wife complains that he shows very little interest in his children, and rarely takes them out. |
| E. First, he discussed keyboard skills and how to teach them to young children. |
| F. He couldn't stop in time and crashed into the back of it. No one was injured, but both vehicles were badly damaged. |
| G. However, our neighbours were very angry about the noise we made. They threatened to call the police next time. |
| H. Since he retired, he has become a keen gardener. He's got an amazing collection of potted plants. |
| I. Everyone in our company has to take a course on the use of computing systems. |
| J. They said it was because of an escaped criminal. He had been seen running into the building half an hour before. |

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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
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.*

The lunch box is a wonderful invention! It prevents sandwiches from getting squashed in school bags amongst books and pencil cases. However, beware! It could turn lunch into a dose of food poisoning! You can help protect your children by following these simple tips:

- The lunch box should be made of materials that won't harm your child. Plastic boxes are especially popular because they do better at keeping foods cool than cardboard or metal ones.
- Find a box that is easy for you to clean. Special designs with their attractive colours might be appealing to your child, but they are often difficult to wash and dry properly. Many of them are also not microwave or dishwasher safe.
- Choose a box that will seal and keep unwrapped items fresh. Most boxes now have a leak-resistant rubber seal, which keeps meals and snacks fresh. However, this seal may need to be replaced quite soon with a new one.
- Look for boxes with sections. These have separate places for different types of food. However, think about the size and the number of sections in the box, as it should not be too big to fit in your child's school bag.
- Whenever possible, choose non-perishable foods, such as peanut butter, biscuits and nuts. If you do pack perishable foods such as dairy products, eggs and sliced meats, they must be kept cool. Don't pack these foods immediately after cooking them — first, cool them down in the refrigerator overnight.
- In general, avoid packing drinks in the lunch box. Let your child buy milk from the school cafeteria, where it is usually fresh and cool. If your child doesn't like milk, tell him/her to drink water instead!
- A home-made lunch is not automatically more nutritious than one your child can buy at school. Not if you pack unhealthy foods like potato crisps and chocolate, instead of fruit or vegetables! And certainly not if you give your child sugar-filled juices, and especially fizzy drinks!

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Reading 2 (continued)

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

9. The writer recommends using lunch boxes made of _____.
☐ plastic ☐ cardboard ☐ metal
10. She warns that brightly-coloured boxes are _____.
☐ easily damaged ☐ unhygienic ☐ expensive
11. She also warns that rubber seals _____.
☐ don't keep food fresh ☐ spoil the taste of food ☐ don't last very long
12. Regarding boxes with sections, she thinks you should _____.
☐ not use them at all ☐ only use small ones ☐ only use large ones
13. She says that perishable food should be _____.
☐ cooked the night before ☐ eaten while still hot ☐ cooked on the same day
14. She thinks that _____.
☐ home-made food is better than school food ☐ children should be given milk to take to school ☐ fizzy drinks are particularly bad for your health

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(10 marks)

"Celebrities have a better life than other people"

Your writing should be clear and convincing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5

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

Situation: You work at a private college. The Director has asked you to write an assessment report about a **bookshop** which has opened nearby. He wants to know if they can recommend the shop to the students.

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

City Bookshop1st floor/ stationery

closed/ Fridays

open/ 8:30 am - 10:00 pm

order/ books/ several weeks

big selection/ short stories/ novels

shortage/ scientific books

entrance/ newspapers/ magazines

☹/air conditioning/ lighting

course books/ dictionaries/ limited

2nd floor/ 2 reading rooms/ cafe

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Writing 2 (continued)

Writing 3

(15 marks)

Complete the following task. Write at least 100 words.

Situation: Imagine you are Majid/Majida Al-Ajmi. You work in a factory, but you are not happy there. Write a **letter** to the manager complaining about:

- safety
- salary
- working hours/ break
- canteen

*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**.

turtles	busy	pick up	keep/ bedroom
presentation	bad dream/ 'dead'	show/ parents	take back

①



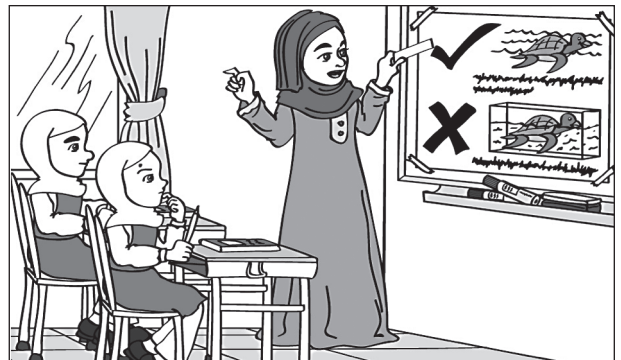
②



③



④



⑤



⑥



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Writing 4 (continued)

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مُسَوِّدَة

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



MARKING GUIDE
TOTAL MARKS: 70
page 1 of 6

READING 1 (8 mks)

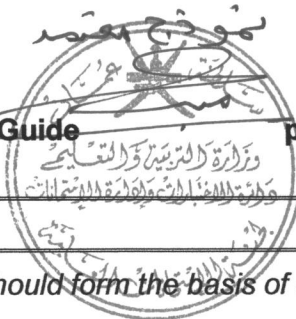
	A	B	C	D	E	F	G	H	I	J
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 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 type="radio"/>	<input checked="" type="radio"/>
5.	<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"/>
6.	<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"/>
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"/>	<input type="radio"/>
8.	<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: One mark each. Responses must be indicated clearly.

READING 2 (12 mks)

9.	<input checked="" type="radio"/> plastic	<input type="radio"/> cardboard	<input type="radio"/> metal
10.	<input type="radio"/> easily damaged	<input checked="" type="radio"/> unhygienic	<input type="radio"/> expensive
11.	<input type="radio"/> don't keep food fresh	<input type="radio"/> spoil the taste of food	<input checked="" type="radio"/> don't last very long
12.	<input type="radio"/> not use them at all	<input checked="" type="radio"/> only use small ones	<input type="radio"/> only use large ones
13.	<input checked="" type="radio"/> cooked the night before	<input type="radio"/> eaten while still hot	<input type="radio"/> cooked on the same ...
14.	<input type="radio"/> home-made food is ...	<input type="radio"/> children should be given..	<input checked="" type="radio"/> fizzy drinks are...

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

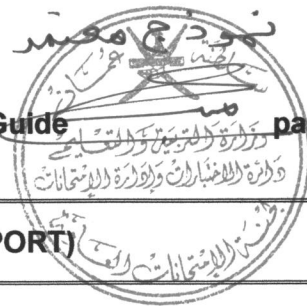


WRITING (GENERAL NOTES)

- 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)

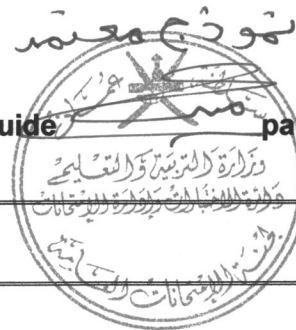
10	<ul style="list-style-type: none"> – Report is complete, clear, well-organised and mostly correct. – 'Introduction and Conclusion' are appropriate and effective.
8	<ul style="list-style-type: none"> – Report conveys the information with reasonable coherence, but with some noticeable language errors. – '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>



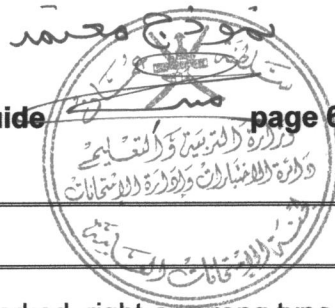
WRITING 3 (15 mks)	
15	<ul style="list-style-type: none"> – Impact on intended reader is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to the reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
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>: EITHER Irrelevant. (Completely unrelated to the task/instructions) OR Hardly any writing at all, or not written in English. OR 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.]