



للعام الدراسي ١٤٣٧/١٤٣٨ هـ - ٢٠١٦ / ٢٠١٧ م

الدور الأول - الفصل الدراسي الثاني

- تنبيه:** • المادة: English Language 'Elective'
• الأسئلة في (١٢) صفحة.

- 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 درأ أو كراسات أو مذكرات أو هواتف محمولة أو أجهزة النداء الآلي أي شيء له علاقة بالامتحان كما لا يجوز إدخال آلات حادة أو أس من أي نوع كانت أو حقائب يدوية أو آلات حاسبة ذات صفة تخزينية.
- يجب أن يتقيد المتقدمون بالزي الرسمي (الدشدشة البيضاء والأكمام البيضاء) والطلاب والدارسين والزي المدرسي للطلبات واللباس العام للدارسات (ومنع 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 المفالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (○) وفق النموذج الآتي:
- س - عاصمة سلطنة عمان هي:
- | | |
|---------|---|
| القاهرة | ○ |
| مسقط | ● |
| أبوظبي | ○ |
| الدوحة | ○ |
- ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.
- صحيح ☐ غير صحيح ☐

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Reading 1 (Items 1 – 8)**(8 marks)**

Match the eight texts on the left with the texts in the box.

Shade in the bubble (☐) under the correct option.

1. Zaid is a businessman. While he was driving home from work, he had an accident.
2. Two people were trying to steal a motorcycle from a showroom on the main road.
3. Seeb Sports Centre is a state of the art facility designed to meet all of your exercise needs.
4. I recently bought a house. It has a big backyard and a sunny kitchen.
5. My favourite cousin Muna has invited me to her wedding next month.
6. Ali has just finished college and he is looking for a job as a zookeeper.
7. My sister and her husband went on a Caribbean cruise to Jamaica.
8. I cannot stand my neighbours. They always play loud music at night.

- | |
|---|
| A. Unfortunately, the company was in financial difficulty and closed down. |
| B. Sadly, I will not be able to attend as my boss is sending me on a sales trip to Abu Dhabi. |
| C. This is because he loves working with animals and he is prepared to work long hours. |
| D. The ship had two swimming pools and four restaurants, and the cabins were very luxurious. |
| E. He suffered a heart attack while driving and this caused him to lose control of the vehicle. |
| F. Fortunately, the police arrived and managed to catch the thieves. |
| G. However, the sitting room needs to be redecorated and the furniture has to be replaced. |
| H. The gym is fully equipped and there is a new 50 metre swimming pool. |
| I. I would be grateful if you could tell me the location of Al Sahwa Park. |
| J. You should explain to them that this noise disturbs you and the other residents. |

Do not write in this space

Reading 1 (continued)

Do not write in this space

	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 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"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<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"/>

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

The Forbidden City is a large palace located in the heart of China's capital, Beijing. It is surrounded by red walls and used to be a city in its own right. A long time ago, ordinary citizens were not allowed to enter the city without permission from the emperor. This is why it was called the "Forbidden" city. It was built between the years 1406 and 1420 during the rule of Emperor Chengzu of the Ming Empire (1368-1644). It served as the imperial palace for 24 emperors. The last emperor died in 1912. In 1925, the palace was opened to visitors.

It is the world's largest palace complex and covers 74 hectares. It has a 10 metre high wall and there are more than 8,700 rooms. The wall has four gates. There are also unique and delicately structured towers on each of the four corners of the wall. From the towers, there are amazing views of both the palace and the modern city outside. The Forbidden City is divided into two parts. The southern section, or the Outer Court, was where the emperor carried out the business of running the country. The northern section, or the Inner Court, was where he lived with his family.

The talents and skills of ancient Chinese people can be observed in the construction of the Forbidden City. Hundreds of artists created sculptures, statues, paintings and carvings to decorate it. The bricks were made from white lime and rice, while the cement was made from rice and egg whites. These incredible materials made the wall extraordinarily strong.

Since yellow was the symbol of the royal family, it is the dominant colour in the Forbidden City. Roofs are built with yellow glazed tiles, decorations in the palace are yellow, even the bricks on the ground were made yellow by a special process. However, there is one exception. The royal library has a black roof. The reason for this is that it was believed that the colour black represented water and if a fire broke out in the library, black would extinguish the flames.

Nowadays, the Forbidden City is open to both Chinese and foreign tourists. Visitors can walk through the traditional palace, view the art and artefacts and learn about the many legends involving the imperial family.

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Reading 2 (continued)

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

9. The city was once forbidden because _____ were not allowed to enter it.
☐ emperors ☐ soldiers ☐ local people
10. The Forbidden City took _____ years to build.
☐ 12 ☐ 14 ☐ 16
11. Government business was conducted in the _____.
☐ Inner Court ☐ Outer Court ☐ courtyards
12. The _____ made the city walls strong.
☐ building materials ☐ carvings ☐ roof
13. The colour black was believed to _____ fire.
☐ cause ☐ put out ☐ increase
14. Nowadays, the Forbidden City is _____.
☐ an imperial home ☐ a museum ☐ a tourist attraction

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Writing 1

(10 marks)

Write *at least 75 words* on the following topic:

"Security cameras should be placed in all public places."

Do you agree or disagree? Give reasons for your answer.

Your writing should be *clear and convincing*.

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Writing 2 (NEWS REPORT)**(10 marks)**Situation:

You are a reporter for an international newspaper. You have been asked to write a **news report** about an earthquake in Turkey.

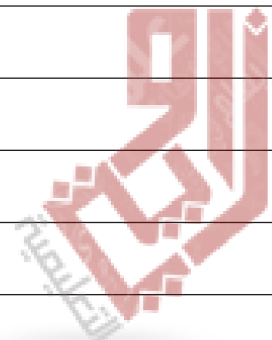
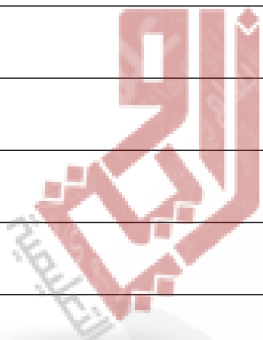
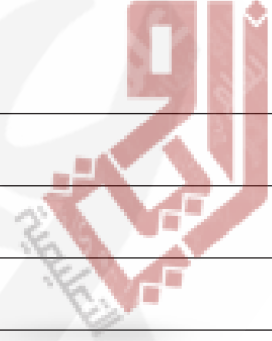
- In your report, use **ALL** the information in the box.
- Your writing should be **clear** and **well-organised** and in the right style for an news report.
- Include a **headline**, an **introduction**, a **main body** and a **conclusion**.

last week / hit / town	roads / houses / destroyed
50 killed / 155 injured	two rescue teams / 35 men / area
earthquakes / frequent / Turkey	shallow earthquake / 9 km / deep
6.5 / reported / Richter Scale	geological survey / said
government / moved / nearest town	area / rebuild / 6 months

Do not write in this space

Do not write in this space

Writing 2 (continued)



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Writing 3

(15 marks)

Complete the following task. Write **at least 100 words**.

Situation:

Imagine you are Khalid/Khoula Al Zedjali. You are studying abroad. You need to return to your country before the end of the semester for a family event. Write a letter to your advisor. In your letter request time off, explain why you need to leave early and reassure him/her that your studies will not be affected

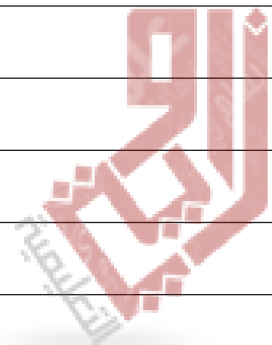
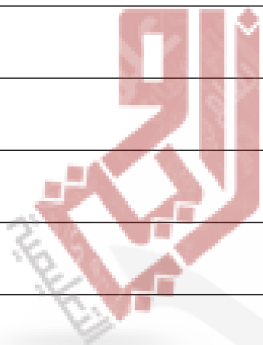
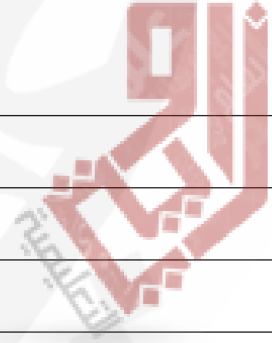
Your writing should be **formal, clear** and **well-organised**.

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PTO

Writing 3 (continued)



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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.

garden

destroy

angry

neighbours

meeting

decide/prepare

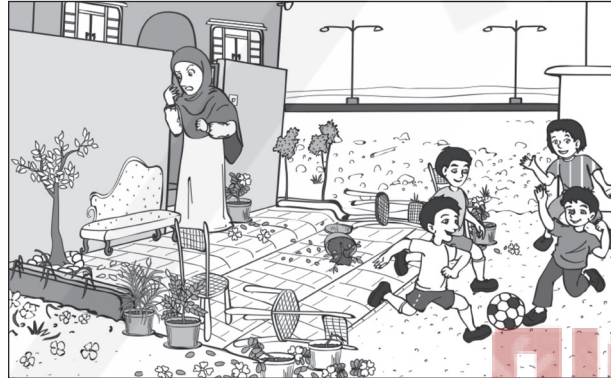
playground

enjoy

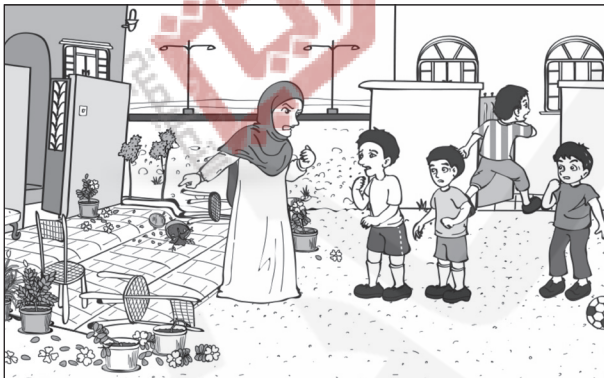
①



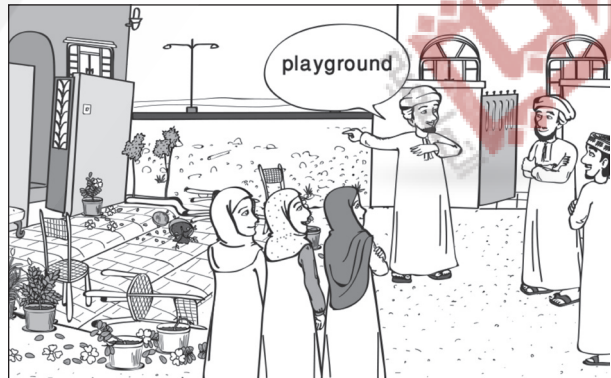
②



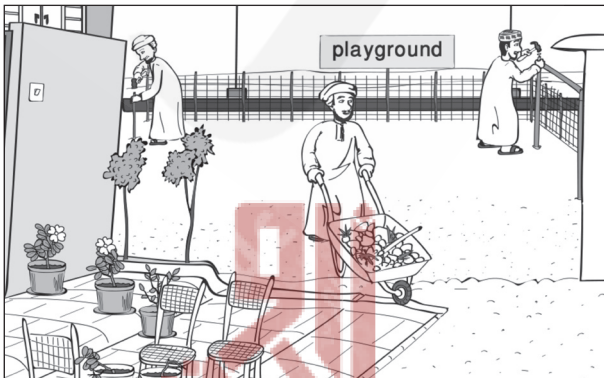
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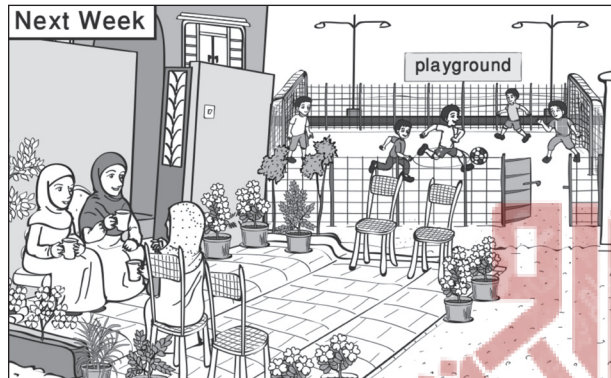
④



⑤



⑥



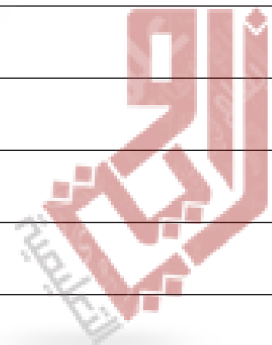
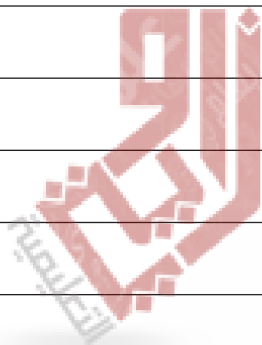
PTO

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Writing 4 (continued)



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PTO

Writing 4 (continued)

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[End of Examination]

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مُسَوِّدَة



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GENERAL EDUCATION DIPLOMA
ENGLISH LANGUAGE 'ELECTIVE'
SEMESTER TWO, 2016/2017, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 70
page 1 of 5

READING 1 (8 mks)

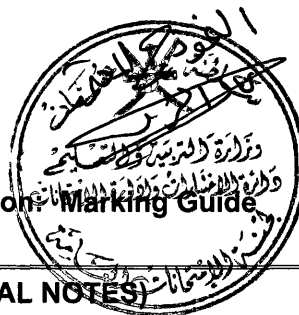
	A	B	C	D	E	F	G	H	I	J
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input 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 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 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.

READING 2 (12 mks)

9.	<input type="radio"/> emperors	<input type="radio"/> soldiers	<input checked="" type="radio"/> local people
10.	<input type="radio"/> 12	<input checked="" type="radio"/> 14	<input type="radio"/> 16
11.	<input type="radio"/> Inner Court	<input checked="" type="radio"/> Outer Court	<input type="radio"/> courtyard
12.	<input checked="" type="radio"/> building materials	<input type="radio"/> carvings	<input type="radio"/> roof
13.	<input type="radio"/> cause	<input checked="" type="radio"/> put out	<input type="radio"/> increase
14.	<input type="radio"/> an imperial home	<input type="radio"/> a museum	<input checked="" type="radio"/> a tourist attraction

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.

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> EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.</p>

EITHER:

WRITING 2 (10 mks) (NEWS REPORT)

10	<ul style="list-style-type: none"> - Report is complete, clear and mostly correct. - Organisation and style are very appropriate for a news story.
8	<ul style="list-style-type: none"> - Report conveys the information with reasonable coherence, but with some noticeable language errors. - Organisation and style are mostly appropriate for a news story.
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. - Organisation and style are sometimes inappropriate for a news story.
4	<ul style="list-style-type: none"> - Some important information is missing or unclear. There are several serious language errors and writing obviously lacks coherence. - Organisation and style are often inappropriate for a news story.
2	<ul style="list-style-type: none"> - Report conveys very little information; language is very limited, disjointed and seriously flawed. - Overall, a poor attempt at writing a news story.
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>

OR:

WRITING 2 (10 mks) (ASSESSMENT REPORT)

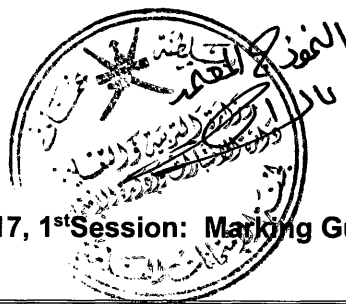
10	<ul style="list-style-type: none"> - Report is complete, clear, well-organised and mostly correct. - 'Introduction and Conclusion' are appropriate and effective.
8	<ul style="list-style-type: none"> - Report conveys the information with reasonable coherence, but with some noticeable language errors.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