

تجميع اختبارات نهائية لمادة اللغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 19:34:14 2026-06-07

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية الاختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

إعداد: خالد بن سالم الجابري

التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج
العمانية على
فيسبوك

المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الثاني

برزنتيشن مواضيع متنوعة ونماذج لموضوعات جاهزة	1
topics writing Informative مواضيع الكتابة الإعلامية	2
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تجميع إختبارات نهائية

العام الدراسي 2025\2026

مادة مهارات لغة إنجليزية (الصف الثاني عشر)



تجميع : خالد بن سالم الجابري

(معلم مادة العلوم 5,6 في تميز أكاديمي)

أستاذ خالد



تميز أكاديمي



أرقام التواصل

76941321 76696447 77144048



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام
الفصل الدراسي الثاني - الدور الأول
للعام الدراسي ١٤٤٦/١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

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

- المادة: English Language 'Elective'
- الأسئلة في (١٣) صفحة.

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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

- يجب الحضور إلى قاعة الامتحان قبل عشر دقائق على الأقل من بدء زمن الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمين ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 10)**(10 marks)**

You're going to hear an interview between a **TV reporter** and **Mr. Li Chen**.

Task One: Listen, and shade in the bubble () next to the correct option.

- Mr. Li Chen has been _____ at the Harbin Ice Festival since 2018.
 an organiser a participant a director
- The largest winter festival in Asia is in _____.
 Japan South Korea China
- The Harbin Ice Festival was officially launched in _____.
 1981 1983 1985
- The most popular attraction at the Harbin Ice Festival is the _____.
 Light Show Snow World Frozen Village
- The theme of the 2026 Sculpture Art Expo will be _____.
 Four Seasons Futuristic Visions Wildlife Wonders

Task Two: Listen and make notes in the table below. (not more than TWO WORDS or a NUMBER).

Headings	Key Information
Activities	- Winter ⁽⁶⁾ _____ in Songhua River. - In the Food Race, participants have to eat a bowl of hot ⁽⁷⁾ _____.
Prices	- Tickets range from 20 to ⁽⁸⁾ _____ US dollars.
Advice	- Visitors must wear thick jackets, gloves and waterproof ⁽⁹⁾ _____.
Transport	- The cheapest way to reach the festival site is by ⁽¹⁰⁾ _____.

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Listening 2 (Items 11 – 20)**(10 marks)**

*You're going to hear a talk about **Aliko Dangote**.*

Task One: *For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).*

11. Which African country was Aliko born in?

12. Who did Aliko live with after his father died?

13. Which subject did Aliko study in Al-Azhar University?

14. What did Aliko buy from Thailand?

15. What is the largest industry in the Dangote company?

16. How many African countries does the Dangote company operate in?

Task Two: *For each item, complete the missing words (not more than **THREE WORDS** or a **NUMBER**).*

17. Aliko collaborated with the _____ Foundation on multiple health programmes.

18. Aliko supported the Ministry of _____ to build youth projects.

19. Aliko was ranked among the top 500 billionaires worldwide in _____. (Year)

20. The biggest _____ factory in Africa will be built in 2026.

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Reading 1 (Items 21 – 32)**(12 marks)**

Read the following text. Then complete the tasks.

The Power of Gamification

Gamification is the process of adding game-like elements, such as rewards, points, and leaderboards, to non-game activities. The term was created by the British programmer Nick Pelling in 2002, but it only gained global recognition in 2010. Today, gamification is widely used in education, business, and fitness. The global market is estimated to reach \$30 billion by 2028.

Gamification is widely applied in education, with studies indicating improvements in student academic achievement and motivation. The University of Colorado study demonstrated that learners using gamified tools scored 14% higher on skill-based tests than those using traditional methods. Popular educational platforms such as Duolingo and Kahoot are examples of this interactive approach. In Sweden, gamified math and language applications are integrated into school programmes. Consequently, experts believe that it is gaining popularity in workplaces to maximise employee productivity. At Microsoft, 4,500 employees joined the Language Quality Game to improve its software translations. Another example is Deloitte, an international company based in the United States, which has gamified its learning programme *The Leadership Academy*. As a result, course completion on their training platform increased by 50%. A Gallup report found that companies using gamification saw a 21% rise in profits as well as higher job satisfaction.

The fitness industry has also depended heavily on gamification since 2015. Apps like Fitbit and Nike Run Club use rewards such as badges, points, and levels to encourage people to stay active. Millions of users worldwide rely on these apps to reach their fitness goals. According to the Journal of Medical Research, fitness apps with gamified features can increase physical activity by a maximum of 23%. These apps also let users track their progress and compete with friends, adding a social and motivational element to fitness.

Airlines often use gamification in their loyalty programmes. Passengers earn points or miles with each flight which they can exchange for rewards like free tickets or seat upgrades. For example, Saudia Airlines offers the AlFursan Loyalty Programme. Members begin at the Blue level which provides basic benefits. After earning 25,000 miles, they move to the Silver level where they can check-in faster and get an additional baggage allowance. At 50,000 miles, they reach the Gold level which includes all the Silver benefits and free access to VIP airport lounges worldwide.

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Reading 1 (continued)

On the other hand, others believe that gamification has some negative effects. A study from the University of Michigan showed that reward-based apps can result in addictive behaviour. Excessive use of gamified apps may also lead to neglecting responsibilities, social isolation, and health problems. A 2020 report by the Human Behaviour Journal said that the pressure of competition and tracking can cause stress and exhaustion. Experts are also concerned that some companies use gamification to encourage excessive and unnecessary spending.

Gamification needs to be used wisely to get the maximum benefit. There should be a good balance between entertainment and responsibility. Gamification is most effective when it allows users to enjoy the activity itself, rather than being obsessed with accumulating points, badges, or rewards. If not designed and handled carefully, it can lead to problems like stress or addiction. However, in my opinion, the advantages of gamification exceed its disadvantages.

Task One: For each item, write a *short answer* (**not more than FOUR WORDS or a NUMBER**).

21. Who created the term 'gamification'?

22. How much will the global gamification market be worth by 2028?

23. What popular educational applications use gamification? (List one)

24. Which subjects do schools in Sweden teach using gamified apps? (List one)

25. Why did Microsoft employees join the Language Quality Game?

To _____

Do not write in this space

Reading 1 (continued)

26. Where is Deloitte company located? (Country)

27. When did the fitness industry start using gamification? (Year)

Task Two: *For each item, shade in the bubble (○) to indicate whether the statement is True/False.*

Statements	True	False
28. Gamified exercise apps can increase physical activity by over 23%.	<input type="checkbox"/>	<input type="checkbox"/>
29. Silver members in AlFursan Loyalty Programme can enter airport VIP lounges free of cost.	<input type="checkbox"/>	<input type="checkbox"/>
30. A study by the University of Michigan linked reward-based gamification to possible addiction.	<input type="checkbox"/>	<input type="checkbox"/>
31. Some companies use gamification to encourage consumers to buy products they do not need.	<input type="checkbox"/>	<input type="checkbox"/>
32. The writer believes that the positive impact of gamification is greater than the negative.	<input type="checkbox"/>	<input type="checkbox"/>

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Reading 2 (Items 33 – 45)**(13 marks)**

Read the following text. Then complete the tasks.

Cave Diving

1 Cave diving is one of the most breath-taking types of scuba diving. It involves navigating through dark, rocky, and often narrow, underwater passages. This challenging environment requires highly trained and specialised divers equipped with advanced tools. Unlike open water and wreck diving, cave diving involves the serious risk of having no easy access to the surface, which makes it even more difficult and dangerous. This limited access to the surface also sets cave diving apart from any other type of diving.

2 By the early 20th century, people began exploring deep, **submerged** caves with basic diving equipment. Over the years, diving gear significantly improved due to technological advancements, making it easier and safer to explore these caves. By the 1960s and 1970s, cave diving became more organised, with special training courses and new safety techniques for divers. Today, cave diving is mostly used for scientific studies and rescue missions.

3 Cave diving requires professional and high quality diving equipment. Twin tanks or Side-Mount Systems are essential tools that provide an additional air supply to increase both diving time and safety. In addition, guideline reels which are safety lines help mark the exit route and prevent confusion. Depending on the water temperature, divers also wear appropriate wetsuits to maintain body warmth. To improve breathing comfort and communication, some divers use full-face masks. They also have to use powerful diving lights to see clearly in the dark environment.

4 There are many serious dangers that divers may encounter while cave diving. Divers might have difficulty navigating thousands of complex passages. They may also need to be cautious of falling rocks which can weigh up to 70 kg. In many cases, these caves are connected to springs, which means there can be extreme water currents. These currents cause most of the deaths among divers because swimming against them can lead to panic and **fatigue**. Therefore, divers must be extremely careful about navigation and oxygen management.

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Reading 2 (continued)

5 All divers must complete special courses that teach them very important skills. The Professional Association of Diving Instructors (PADI) was started in 1966 and it is now the world's largest diving organisation, with over 6,600 dive centres. It has trained and certified more than 30 million open water divers in different countries. Technical Diving International (TDI) which was set up in 1994, is known for its expert technical training programmes such as cave and cavern diving. Another organisation, Scuba Diving International (SDI), was established in 1998 to train school students.

6 There are different types of underwater caves, depending on their location and formation. Sinkholes are common in places with soft rock like limestone and are often found in Mexico. These holes can lead to large cave systems. Blue holes are very deep underwater caves found in warm, tropical areas like the Bahamas. In places like Hawaii, underwater caves are formed by volcanoes and are called lava tubes. In Florida, some caves are filled with fresh water from lakes and springs. These caves have crystal-clear water and unique aquatic species.

7 Many adventurers enjoy cave diving because it offers access to exclusive, undisturbed underwater ecosystems. These caves often contain ancient rock structures, preserved fossils, and rare aquatic species. In 2026, a project called *Blue Depths Oman* will **commence** in Dhofar. Its goal is to explore underwater caves and preserve all marine life.

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

33. The type of diving that has the most limited access to the surface is _____ diving.

cave

open water

wreck

34. The word **submerged** in paragraph 2 means _____.

rough

underwater

ancient

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Reading 2 (continued)

35. Divers can increase their diving time by using _____.
- twin tanks guideline reels wetsuits
36. Most of the deaths in cave diving are caused by _____.
- falling rocks extreme currents complex passages
37. The word **fatigue** in paragraph 4 means _____.
- tension fear exhaustion
38. The world's largest dive training organisation was established in _____.
- 1966 1994 1998
39. Underwater caves formed by volcanic activity exist in _____.
- Florida Mexico Hawaii
40. The word **commence** in paragraph 7 means _____.
- connect start control

Reading 2 (continued)

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box.).

Paragraphs

41. Paragraph 2 _____

42. Paragraph 3 _____

43. Paragraph 4 _____

44. Paragraph 5 _____

45. Paragraph 7 _____

Sub-Headings

A.	Diving project in Oman
B.	Cave diving or open water diving
C.	Different types of underwater caves
D.	The history of cave diving
E.	Risks involved in cave diving
F.	How sinkholes are formed
G.	Equipment used in cave diving
H.	Cave diving training centres

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مُسَوِّدَةٌ

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LISTENING 1 (10 mks)

Task One

- | | | | |
|----|--|---|---|
| 1. | <input type="radio"/> an organiser | <input type="radio"/> a participant | <input checked="" type="radio"/> a director |
| 2. | <input checked="" type="radio"/> Japan | <input type="radio"/> South Korea | <input type="radio"/> China |
| 3. | <input type="radio"/> 1981 | <input type="radio"/> 1983 | <input checked="" type="radio"/> 1985 |
| 4. | <input type="radio"/> Light Show | <input checked="" type="radio"/> Snow World | <input type="radio"/> Frozen Village |
| 5. | <input type="radio"/> Four Seasons | <input type="radio"/> Futuristic Visions | <input checked="" type="radio"/> Wildlife Wonders |

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

Task Two

6. swimming/swim
7. noodles
8. 45/forty-five
9. boots
10. bus(es)

Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.



LISTENING 2 (10 mks)

Task One

- 11. Nigeria
- 12. (His) grandfather/granddad/a trader/a businessman
- 13. Business
- 14. Rice
- 15. Cement (industry)
- 16. 10/ten

Task Two

- 17. Gates
- 18. Sports
- 19. 2022/twenty twenty-two/two thousand twenty-two
- 20. Sugar

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept nigenia but not algeria)

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.



READING 1 (12 mks)

Task One

21. Nick Pelling/ a (British) programmer
22. \$30 billion (U.S. dollars)
23. Duolingo/Kahoot
24. Math/language
25. improve its software translations
26. The United States/US/USA/America
27. 2015

Task Two

	True	False
28.	<input type="radio"/>	<input checked="" type="radio"/>
29.	<input type="radio"/>	<input checked="" type="radio"/>
30.	<input checked="" type="radio"/>	<input type="radio"/>
31.	<input checked="" type="radio"/>	<input type="radio"/>
32.	<input checked="" type="radio"/>	<input type="radio"/>

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

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.
Responses must be indicated clearly.



READING 2 (13 mks)

Task One

- | | | |
|---|---|---|
| 33. <input checked="" type="radio"/> cave | <input type="radio"/> open water | <input type="radio"/> wreck |
| 34. <input type="radio"/> rough | <input checked="" type="radio"/> underwater | <input type="radio"/> ancient |
| 35. <input checked="" type="radio"/> twin tanks | <input type="radio"/> guideline reels | <input type="radio"/> wetsuits |
| 36. <input type="radio"/> falling rocks | <input checked="" type="radio"/> extreme currents | <input type="radio"/> complex passages |
| 37. <input type="radio"/> tension | <input type="radio"/> fear | <input checked="" type="radio"/> exhaustion |
| 38. <input checked="" type="radio"/> 1966 | <input type="radio"/> 1994 | <input type="radio"/> 1998 |
| 39. <input type="radio"/> Florida | <input type="radio"/> Mexico | <input checked="" type="radio"/> Hawaii |
| 40. <input type="radio"/> connect | <input checked="" type="radio"/> start | <input type="radio"/> control |

Task Two

41. D
42. G
43. E
44. H
45. A

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



WRITING 2 (15 mks)

15	<ul style="list-style-type: none"> - Message to the intended reader(s) is <u>very clear</u>. - Writing clearly succeeds in achieving its intended purpose. - Uses language which is appropriate to reader and context. - A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> - Message to the intended reader(s) is fairly clear. - Writing has reasonable success in achieving its intended purpose. - uses language which is somewhat appropriate to reader and context. - A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. - Writing has only partially achieved its intended purpose. - Uses language which is minimally appropriate to reader and context. - A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. - Writing has only very limited success in achieving its intended purpose. - Uses language which is mostly inappropriate to reader and context. - A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. - Writing clearly fails to achieve its intended purpose. - NO use of appropriate language. - Extremely limited range of structures and vocabulary, and frequent serious errors.
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 Formal **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 two marks** from the content-score.

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



ARRIVING AT FINAL SCORES

LST1a/ RDG1a/RDG2b: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



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امتحان دبلوم التعليم العام
الفصل الدراسي الثاني - الدور الثاني
للعام الدراسي ١٤٤٦/١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن اصطحب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتنال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح

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Listening 1 (Items 1 – 10)**(10 marks)**

You're going to hear an interview between a **journalist** and **Marc Ahmed**.

Task One: Listen, and shade in the bubble () next to the correct option.

1. Scarlet Company is based in _____.
 Ireland Belgium Britain
2. Marc Ahmed's first job was _____.
 an event planner a photographer a designer
3. Scarlet is different to other event planners because of its wedding _____.
 souvenirs invitations arrangements
4. The average price for a Scarlet wedding arrangement is _____.
 \$7,000 \$10,000 \$14,000
5. Last year, the majority of Scarlet customers were _____.
 Italian French Chinese

Task Two: Listen and make notes in the table below. (**not more than TWO WORDS or a NUMBER**).

Headings	Key Information
Skills	- Excellent ⁽⁶⁾ _____ skills and work under pressure.
Challenges	- Balancing customers' requests with their ⁽⁷⁾ _____.
Rewards	- Establish a strong ⁽⁸⁾ _____ with clients.
Future Plans	- Arrange more ⁽⁹⁾ _____ weddings.
Advice	- Attend a professional ⁽¹⁰⁾ _____ course.

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Listening 2 (Items 11 – 20)**(10 marks)**

You're going to hear a talk about a police dog called **Kiah**.

Task One: For each item, write a short answer (*not more than FOUR WORDS or a NUMBER*).

11. How old was Kiah when she was found in Texas?

12. Who invited Brad Croft to meet Kiah?

13. Which police department did Kiah join in 2016?

14. Where did Kiah find guns and drugs on her first day at work?

15. Why did adults and children gather around Kiah during public visits?

16. How many hours did it take Kiah to find the missing woman?

Task Two: For each item, complete the missing words (*not more than THREE WORDS or a NUMBER*).

17. The Paw of _____ Award was given to Kiah for her bravery.

18. Kiah's story was shown on CNN, _____, and National Geographic.

19. Kiah died in March _____ due to lung cancer. (Year)

20. A new _____ about Kiah's life will be available soon.

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Reading 1 (Items 21 – 32)**(12 marks)**

Read the following text. Then complete the tasks.

Cashless Society

The idea of a cashless society, where physical money is replaced by digital transactions, is not new. It was first imagined by Edward Bellamy in his novel *Looking Backward*. The shift towards digital payments began in 1990 with the rise of electronic banking. Today, digital wallets are the most popular online payment method worldwide. While a cashless system offers speed and convenience, it also raises concerns about privacy, security, and accessibility. The key question is whether a fully cashless society is truly a positive step, or whether the risk is too high.

The country that uses digital payments the most is Sweden. This is because Swedes prefer to use mobile apps like Swish to pay for their daily needs. Furthermore, there are very few ATMs in the country because 98% of the people have a digital wallet. The Netherlands is also moving in the same direction. For example, last year, Dutch people made about 6 million cashless shopping transactions.

Switching to a cashless system offers several advantages. For instance, cashless payments help users manage their budget, track their spending and save money. Many digital payment services help users monitor their spending by setting a limit and receiving alerts when they are close to reaching it. Using debit cards or secure credit cards is safer than carrying cash which can be lost or stolen. Being cashless can save time because there is no need for ATMs or banks. In addition, a cashless society may experience lower crime rates because there is less cash to steal. Digital records make it harder for criminals to hide money, which helps reduce illegal activities like trading on the black-market and funding terrorism.

It is true that a cashless society is fast and easy, but it also has some issues. Digital payments are not always safe because hackers can steal personal or bank information. In 2020, banks in many countries reported a rise in online scams and identity theft. Also, if there is a power cut or the phone battery is dead, people may not be able to pay, even if they have money in their accounts. This is a major challenge in countries with poor internet or electricity connection like Bolivia and Niger, making them unprepared to adopt a cashless system. People on a low income, may not own smartphones or know how to use banking apps. A 2021 study by the European Central Bank showed that many elderly people in Europe still prefer cash because they do not have bank accounts.

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Reading 1 (continued)

In summary, while digital payments are becoming more common, a completely cashless society may not be good for everyone. Some people, especially older people or those without bank accounts, still need to use cash in their daily life. Personally, I am not a big supporter of a fully cashless society because it can make life harder for quite a number of people.

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Task One: For each item, write a short answer (*not more than FOUR WORDS or a NUMBER*).

21. Who first introduced the idea of a cashless economy?

22. When did people start to use digital payments?

23. Which online payment method is the most popular globally today?

24. Which app do Swedish people prefer to use when paying their bills?

25. How many cashless payments were made in the Netherlands last year?

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Reading 1 (continued)

26. How do digital payment services help users control their spending?

27. Why can being cashless save time? (List one)

Because there is _____

Task Two: *For each item, shade in the bubble (○) to indicate whether the statement is True/False.*

Statements	True	False
28. Digital transaction records help increase illegal activities.	<input type="checkbox"/>	<input type="checkbox"/>
29. Online scams and identity theft increased in 2020.	<input type="checkbox"/>	<input type="checkbox"/>
30. According to the text, countries like Bolivia and Niger are not ready to go cashless.	<input type="checkbox"/>	<input type="checkbox"/>
31. A 2021 study found that most young people in Europe prefer to use cash.	<input type="checkbox"/>	<input type="checkbox"/>
32. The writer supports the idea of a total cashless society.	<input type="checkbox"/>	<input type="checkbox"/>

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Reading 2 (Items 33 – 45)**(13 marks)**

Read the following text. Then complete the tasks.

Mushroom Foraging

1 Foraging is the practice of collecting wild foods such as mushrooms, nuts, and berries directly from nature rather than buying them from markets or farms. It dates back to about 2.5 million years ago when early humans depended entirely on hunting and food gathering. The transition to agriculture around 9000 BC led to a gradual decline in foraging, though it continued among some communities. However, in the late 20th century, foraging became popular again because of concerns over health issues, sustainability, and an increased interest in organic food.

2 By the early 21st century, foraging tourism had **evolved** into a type of eco-tourism. Travellers join guided foraging tours led by experts who teach them how to identify edible plants, mushrooms, and other food like seaweed and shellfish. These experiences also highlight the risks of poisonous species, especially mushrooms and the need for proper identification and responsible harvesting to protect the environment.

3 Collecting wild mushrooms is an important tradition in many parts of the world. For hundreds of years, people have gone into forests to collect mushrooms, not just for food but also for medicinal and educational uses. For many villagers in countries like Poland, Russia and China, mushroom foraging is more than a seasonal activity. It is a **revered** tradition that is passed down through generations.

4 However, the most popular destination for mushroom foraging is the United States. Large mushroom-rich forests can be found in states like Arizona and Washington, where many different types of mushrooms grow. Scotland is also a famous place for foraging, especially in the Highlands. Italy used to be a favourite place for this activity. But today, strict government rules have limited foraging in many areas due to environmental concerns.

5 Foragers look for a variety of mushroom types. These types include the chanterelle mushrooms which are recognised for their fruity aroma and flavour. Foragers collect chanterelle mushrooms in temperate forests, particularly in the Pacific Northwest of the United States. They also look for porcini mushrooms which are prized for their meaty texture and are found in Spain. Morels, with their unique appearance and distinctive flavour, are typically found in Asia. Oyster mushrooms are usually harvested from September to December and grow in regions that have humid forests like South America.

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Reading 2 (continued)

6 Mushroom foraging tours in these areas vary in duration and price. Half-day tours offering a brief introduction to foraging, typically last around 3 to 4 hours and cost between \$50 to \$100 per person. Full-day tours, lasting 6 to 8 hours, cost around \$200 per person. These provide a deeper dive into mushroom identification and harvesting techniques. For those seeking a more comprehensive experience, multi-day tours, which can range from \$300 to \$800 or more, offer immersive foraging experiences in remote locations. Many of these tours also include a **culinary** experience, where participants can prepare and taste dishes made from the mushrooms they have foraged.

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

33. Foraging is the act of collecting food from _____.
- farms nature markets
34. A decline in foraging occurred about 9000 BC due to new _____.
- agricultural techniques sustainability concerns health issues
35. The word **evolved** in paragraph 2 means _____.
- stayed stopped developed
36. The word **revered** in paragraph 3 means _____.
- dedicated respected ignored
37. The top country for mushroom foraging in the world is _____.
- the United States Scotland Italy
38. Porcini mushrooms are valued for their _____.
- fruity flavour meaty texture unique appearance

Do not write in this space

Reading 2 (continued)

39. A full-day mushroom foraging tour costs around _____ per person.
 \$50 \$100 \$200
40. The word **culinary** in paragraph 6 means _____.
 cooking farming gathering

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
 (There are **THREE** extra sub-headings in the box).

Paragraphs	Sub-headings
41. Paragraph 1 _____	A. 21 st century eco-tourism
42. Paragraph 3 _____	B. Various mushrooms types
43. Paragraph 4 _____	C. Traditional mushroom foraging
44. Paragraph 5 _____	D. Poisonous mushrooms
45. Paragraph 6 _____	E. The history of foraging
	F. Cost of mushroom foraging tours
	G. Tools used in mushroom foraging
	H. Mushroom foraging destinations

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LISTENING 1 (10 mks)			
Task One			
1.	<input type="radio"/> Ireland	<input type="radio"/> Belgium	<input checked="" type="radio"/> Britain
2.	<input type="radio"/> an event planner	<input checked="" type="radio"/> a photographer	<input type="radio"/> a designer
3.	<input checked="" type="radio"/> souvenirs	<input type="radio"/> invitations	<input type="radio"/> arrangements
4.	<input type="radio"/> \$7000	<input checked="" type="radio"/> \$10,000	<input type="radio"/> \$14,000
5.	<input type="radio"/> Italian	<input type="radio"/> French	<input checked="" type="radio"/> Chinese
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			
Task Two			
6.	social		
7.	budget/money/funds		
8.	relationship		
9.	outdoor		
10.	training/business		
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>			



LISTENING 2 (10 mks)

Task One

11. 1/one year
12. The animal shelter
13. New York
14. In a car
15. To take photos
16. Four/4

Task Two

17. Courage
18. BBC
19. 2023
20. book

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.



READING 1 (12 marks)

Task One

21. Edward Bellamy
22. In 1990
23. Digital wallets
24. Swish
25. 6 million
26. By setting a limit/receiving alerts/tracking
27. No need for ATMs/ banks

Task Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 28. | <input type="radio"/> | <input checked="" type="radio"/> |
| 29. | <input checked="" type="radio"/> | <input type="radio"/> |
| 30. | <input checked="" type="radio"/> | <input type="radio"/> |
| 31. | <input type="radio"/> | <input checked="" type="radio"/> |
| 32. | <input type="radio"/> | <input checked="" type="radio"/> |

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Responses must be indicated clearly.



READING 2 (13 mks)

Task One

33. farms nature markets
34. agricultural techniques sustainability concerns health issues
35. stayed stopped developed
36. dedicated respected ignored
37. the United States Scotland Italy
38. fruity flavour meaty texture unique appearance
39. \$50 \$100 \$200
40. cooking farming gathering

Task Two

41. E
42. C
43. H
44. B
45. F

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



WRITING 2 (15 mks)	
15	<ul style="list-style-type: none">– Message to the intended reader(s) is <u>very clear</u>.– Writing clearly succeeds in achieving its intended purpose.– Uses language which is appropriate to reader and context.– A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none">– Message to the intended reader(s) is fairly clear.– Writing has reasonable success in achieving its intended purpose.– uses language which is somewhat appropriate to reader and context.– A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none">– Message to the intended reader(s) is partially clear.– Writing has only partially achieved its intended purpose.– Uses language which is minimally appropriate to reader and context.– A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none">– Message to the intended reader(s) is mostly unclear.– Writing has only very limited success in achieving its intended purpose.– Uses language which is mostly inappropriate to reader and context.– A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none">-Message to the intended reader(s) is unclear.– Writing clearly fails to achieve its intended purpose.– NO use of appropriate language.– Extremely limited range of structures and vocabulary, and frequent serious errors.
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>
<p>Note 1: The task is to write a Formal letter/e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	



ARRIVING AT FINAL SCORES

LST1a/ RDG1a/RDG2b: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سَلْطَنَةُ عُمَانِ
وَزَارَةُ التَّربِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الد ١ ٦٤٤٥/٦٤٤ هـ - ٢٠٢٣ / ٢٠٢٤ م

الفصل الد ١ الثاني - الدو الأول

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.
- يجب الحضور إلى قاعة الامتحان قبل عشر دقائق على الأقل من بدء زمن الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمين ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح

مُسَوَّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 10)**(10 marks)**

You're going to hear an interview between a journalist and the director of an international organisation.

Task One: Listen, and shade in the bubble () next to the correct.

1. Mrs. Mac Cain is _____ .
 Irish Scottish American
2. Her programme deals with _____ issues around the world.
 education famine health
3. Its headquarters are based in _____ .
 Cairo Amman Rome
4. In 2023, the programme received most of its funds from _____ .
 governments individuals businesses
5. The primary cause for her organisation not being able to deliver aid is _____ .
 climate change conflicts natural disasters

Task Two: Listen and make notes in the table below. (not more than TWO WORDS or a NUMBER).

Headings	Key Information
The Programme	- Distributed ⁽⁶⁾ _____ million tonnes of aid in 2023.
Key UN Partners	- UNICEF and ⁽⁷⁾ _____ .
Challenges	- Working in places with poor ⁽⁸⁾ _____ .
Future Plans	- To use ⁽⁹⁾ _____ to deliver aid.
Advice	- ⁽¹⁰⁾ _____, volunteer or raise awareness.

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Listening 2 (Items 11 – 20)**(10 marks)**

*You're going to hear a talk about the **Booker Prize**.*

Task One: *For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).*

11. What type of book does the Booker Prize for Fiction specialise in?

12. When was the Booker Prize founded? (Year)

13. Where must the Booker Prize books be published? (List one)

14. What was the business of the Booker McConnell company?

15. Which group sponsored the Booker Prize in 2002?

16. How many members are on the Booker Prize judging committee?

Task Two: *For each item, complete the missing words (not more than **TWO WORDS** or a **NUMBER**).*

17. The winner of the Booker Prize is awarded at the _____ National Gallery.

18. The International Booker Prize is shared between the author and the _____.

19. Jokha Al-Harthy won the International Booker Prize in _____.

20. The deadline submission date for the Booker Prize 2024 was in _____.

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Reading 1 (Items 21 – 32)**(12 marks)**

Read the following text. Then complete the tasks.

The Dark Side of Brand Clothing

The fashion world loves brand names. Some consumers spend a lot of money on clothes because they believe that wearing fashionable clothes reflects luxury and taste. It is estimated that \$14 trillion is spent every year on brand clothing. Since the 1980s, brand clothing has been mainly manufactured in poor or developing countries to increase companies' profit margins. As a result, these fashion labels are often associated with serious claims of human rights' violations and negative environmental impact. My question is should consumers buy brand clothing made under such unfavourable conditions?

Some clothing brands set up their factories in Asian countries like Bangladesh, India, and Vietnam to take advantage of low-cost labour and poor work protection laws. While these countries become hubs for making garments, it comes at the cost of the exploitation of labourers. These workers, desperate for jobs, suffer long working hours, receive minimal wages, and work in unsafe conditions. The Guardian Newspaper reported that companies like 'H&M' and 'Zara' have been heavily criticised for their unfair wage policy in Bangladesh, where their workers receive a maximum of \$68 a month. In addition, a study by the Fair Labour Association revealed that Vietnamese factory workers rely heavily on completing 50 hours overtime every month just to afford their basic needs. This is in violation of international health and safety standards.

Furthermore, the environmental impact of the fashion industry in developing countries is quite alarming. Unfortunately, some companies benefit from the lack of strict environmental regulations in these countries. For example, brands like 'Forever 21' and 'Primark' are criticised for their excessive water consumption in India and Cambodia. The production of one kilogram of cotton requires an astonishing 20,000 litres of water. Studies show that the fashion industry accounts for 10% of all greenhouse gas emissions. Moreover, Laurie Parsons from the University of London, revealed in his extensive research that garment factories in Cambodia buy illegal forest wood to generate electricity, leading to massive deforestation.

On the other hand, some argue that brand clothing companies offer advantages to all the parties involved: the businesses themselves, the countries, the workers and the consumers. A study by McKinsey & Company estimates that the fashion industry generates \$2.5 trillion in annual profits. Part of this huge profit goes to paying taxes

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Reading 1 (continued)

and creating jobs in developing countries which reflect positively on their economic growth. Moreover, thanks to the mass production of brand clothing factories, many consumers today are able to purchase luxury and brand garments that were significantly more expensive in years gone by.

In summary, brand clothing might seem bright and attractive, but the opposite is the case. Workers in developing countries suffer terrible conditions to make these clothes, and the environment pays an enormous price too. While these companies create jobs, it is not worth the human cost involved or the damage done to our planet. I believe we, as consumers, have the power to change this and help make the fashion business become more eco-friendly by choosing sustainable, law-abiding brands. Let us remember that what we wear reflects not just our personalities, but also our values.

Task One: For each item, write a short answer (*not more than FOUR WORDS or a NUMBER*).

21. When did the fashion industry start manufacturing clothes in developing countries?

22. Why do brand clothing factories operate in developing countries? (List one)

Because of _____

23. Which country's workers earn less than \$70 a month?

24. What are 'Forever 21' and 'Primark' brands accused of?

Do not write in this space

Reading 1 (continued)

25. Who discovered that some clothing brands are causing deforestation in Cambodia?

26. How does the fashion industry support the economies of developing countries? (List one)

27. How can consumers make the fashion industry more environmentally friendly?

By _____

Task Two: *For each item, shade in the bubble (○) to indicate whether the statement is True/False.*

Statements	True	False
28. Customers spend approximately \$2.5 trillion on clothes annually.	<input type="checkbox"/>	<input type="checkbox"/>
29. Indian clothing factory labourers must work 50 hours extra every month.	<input type="checkbox"/>	<input type="checkbox"/>
30. Producing one kilogram of cotton consumes 20,000 litres of gas.	<input type="checkbox"/>	<input type="checkbox"/>
31. Brand clothing used to be more costly.	<input type="checkbox"/>	<input type="checkbox"/>
32. The writer believes that our choice of clothes represents our identity and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>

Do not write in this space

Reading 2 (Items 33 – 45)**(13 marks)**

Read the following text. Then complete the tasks.

The Douz Festival

1 The International Festival of the Sahara, also known as the Douz Festival takes place in Southern Tunisia every December. Spanning over four days, this festival celebrates the rich history of the Amazigh culture and Bedouin life. The town of Douz is transformed into a lively centre for art, music and **authentic** traditions attracting thousands of visitors from home and abroad

2 The festival dates to 1910 when it began as a modest camel festival. It also served as a gathering point for nomadic families to connect, trade goods, and even arrange marriages. However, it was Tunisia's first president, Habib Bourguiba, and the tireless efforts of the nomadic traditions' activist, Mohammed Marzougui, that the festival took on its current form in 1967. Since then, the Douz Festival has become the most renowned cultural celebration in the country.

3 Douz, also known as the "Gateway to the Sahara," is a charming oasis with a population of 43,000. It is located 475 kilometres south of the capital city. The town is surrounded by half a million palm trees making the town a major producer of "Deglat Noor" dates. The oasis is inhabited by the Mrazig tribe who originally emigrated from the Arabian Peninsula in the eighth century to Egypt and Libya, finally settling in Tunisia in the thirteenth century.

4 The Douz Festival features thrilling camel marathons stretching up to 40 kilometres. Additionally, teenagers from the Mrazig tribe display their impressive horsemanship skills in breathtaking Arabian horse races. However, the Saluki desert hunting dogs' race is the most awaited event, which draws the biggest audience. These races showcase the deep connection between the locals and their desert animals.

5 The music at the Douz Festival is more than just entertainment; it reflects the blend of Amazigh and Arabic traditions in this region. Male singers perform the Mrazig tribe poems, known as Zajal, that recall their ancestors' sacrifices, glories and achievements. They use only traditional musical tools like the mizwad flute, bendir and darbuka drums. Moreover, the festival is famous for music which is performed only by women and features a single-stringed instrument called the imzad, often accompanied by chants.

6 The festival is a seasonal marketplace where local craft workers **exhibit** their skills in carpet weaving, pottery, and metalwork. Visitors can purchase unique items like carpets, jewellery, and goat leather sandals. Also, the tourists who attend the festival, usually use Douz town as a starting point for exploring the Sahara Desert. In addition to shopping, visitors can enjoy savoury Imazighen food, especially the tagine, for less than \$9 a dish.

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Reading 2 (continued)

7 Marriage is highly celebrated and respected in Imazighen culture. Traditional weddings can last several days or even a week. As a result, visitors to the Douz Festival can enjoy colourful displays of costumes, henna painting, and all the **rituals** linked to a traditional wedding. Additionally, visitors have the opportunity to observe the construction and furnishing of tents specifically designed for newly married couples.

8 In short, the Douz Festival is not just a celebration; it is the oldest cultural event in the region connecting the past to the present. In 2023, the festival attracted over 50,000 visitors and was covered by around 100 local and international media outlets. The date and programme for the festival in 2024 have not yet been set, but it is expected to be announced in a couple of weeks.

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

- 33.** The word **authentic** in paragraph 1 means _____.
- ancient original interesting
- 34.** The first Douz Festival took place in _____.
- 1910 1967 2023
- 35.** The original home of the Mrazig people was in _____.
- Egypt Libya the Arabian Peninsula
- 36.** The _____ race is the most popular activity in the festival.
- camels' horses' dogs'

Do not write in this space

Reading 2 (continued)

37. Traditional Imzad music is performed exclusively by _____.
- women men teenagers
38. The word **exhibit** in paragraph 6 means to _____.
- teach show produce
39. The word **rituals** in paragraph 7 means _____.
- practices examples ideas
40. The timing of the Douz Festival 2024 will be declared in around _____.
- four days a week two weeks

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box.).

Paragraphs

41. Paragraph 2 _____
42. Paragraph 3 _____
43. Paragraph 5 _____
44. Paragraph 6 _____
45. Paragraph 8 _____

Sub-Headings

A.	The 2023 Douz Festival
B.	The festival's duration
C.	A date producing area
D.	Traditional costumes
E.	The history of the festival
F.	Poetry recitals and chants
G.	Sporting events
H.	Shopping for souvenirs

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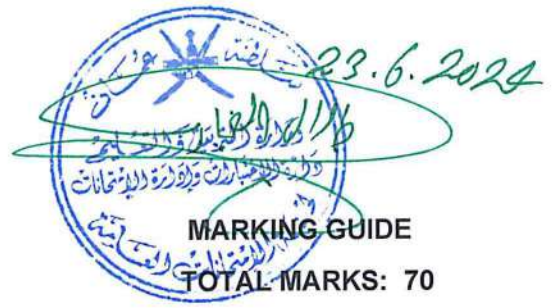
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GRADE TWELVE
 ENGLISH LANGUAGE 'ELECTIVE'
 SEMESTER TWO, 2023/2024, FIRST SESSION

MARKING GUIDE
 TOTAL MARKS: 70

page 1 of 7

LISTENING 1 (10 mks)		
Task One		
1.	<input type="radio"/> Irish	<input type="radio"/> Scottish <input checked="" type="radio"/> American
2.	<input type="radio"/> education	<input checked="" type="radio"/> famine <input type="radio"/> health
3.	<input type="radio"/> Cairo	<input type="radio"/> Amman <input checked="" type="radio"/> Rome
4.	<input checked="" type="radio"/> governments	<input type="radio"/> individuals <input type="radio"/> businesses
5.	<input type="radio"/> climate change	<input checked="" type="radio"/> conflicts <input type="radio"/> natural disasters
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		
Task Two		
Headings	Key Information	
The Programme	(6) <u>16/sixteen</u>	
Key UN Partners	(7) <u>FAO / Food and Agriculture Organisation</u>	
Challenges	(8) <u>facilities/ services/conditions/ infrastructures</u>	
Future Plans	(9) <u>drones</u>	
Advice	(10) <u>donate</u>	
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>		

LISTENING 2 (10 mks)

Task One

11. novels
12. 1968
13. UK (United Kingdom) / Ireland
14. Transport
15. Man
16. 5/five

Task Two

17. London
18. translator
19. 2019
20. May

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (12 marks)

Task One

21. 1980s
22. low-cost labour / poor work protection laws/profits
23. Bangladesh
24. excessive water consumption
25. Laurie Parsons
26. paying taxes / creating jobs/ economic growth
27. choosing sustainable brands/ choosing law-abiding brands

Task Two

	True	False
28.	<input type="radio"/>	<input checked="" type="radio"/>
29.	<input type="radio"/>	<input checked="" type="radio"/>
30.	<input type="radio"/>	<input checked="" type="radio"/>
31.	<input checked="" type="radio"/>	<input type="radio"/>
32.	<input checked="" type="radio"/>	<input type="radio"/>

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Responses must be indicated clearly.

READING 2 (13 mks)

Task One

- | | | | |
|-----|--|---|--|
| 33. | <input type="radio"/> ancient | <input checked="" type="radio"/> original | <input type="radio"/> interesting |
| 34. | <input checked="" type="radio"/> 1910 | <input type="radio"/> 1967 | <input type="radio"/> 2023 |
| 35. | <input type="radio"/> Egypt | <input type="radio"/> Libya | <input checked="" type="radio"/> the Arabian Peninsula |
| 36. | <input type="radio"/> camels' | <input type="radio"/> horses' | <input checked="" type="radio"/> dogs' |
| 37. | <input checked="" type="radio"/> women | <input type="radio"/> men | <input type="radio"/> teenagers |
| 38. | <input type="radio"/> teach | <input checked="" type="radio"/> show | <input type="radio"/> produce |
| 39. | <input checked="" type="radio"/> practices | <input type="radio"/> examples | <input type="radio"/> ideas |
| 40. | <input type="radio"/> four days | <input type="radio"/> a week | <input checked="" type="radio"/> two weeks |

Task Two

41. E
42. C
43. F
44. H
45. A

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>

WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> –Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> –Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> –Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
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>
<p><u>Note 1</u>: The task is to write a Formal letter/e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <u>PROCEDURE</u>: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if both the greeting and the closing are missing, deduct two marks from the content-score.</p> <p><u>Note 2</u>: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سَلْطَنَةُ عَمَانَ
وَزَارَةُ التَّربِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام الد ١ عسكي/رعي ٦ - ٢٠٢٣ / ٢٠٢٤ م

الفصل الد ١ الثاني - الدو الثاني

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمين ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.

صحيح غير صحيح

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 10)**(10 marks)**

You're going to hear an interview between a journalist and the director of the Barbara Foundation.

Task One: Listen, and shade in the bubble () next to the correct option.

1. Mrs. Robinson's parents were originally from _____.
 Britain Nigeria the USA
2. The Barbara Foundation helps to reduce _____.
 illiteracy poverty crime
3. It was established by Barbara Bush in _____.
 1960 1989 2020
4. It mainly focuses on providing support to _____.
 children teenagers adults
5. Most of the foundation's funding comes from _____.
 governments companies individuals

Task Two: Listen and make notes in the table below. (*not more than TWO WORDS or a NUMBER*).

Headings	Key Information
Projects	- Building ⁽⁶⁾ _____.
Cooperation	- Educational authorities, NGO organisations and local ⁽⁷⁾ _____.
Achievements	- Distributed over one million ⁽⁸⁾ _____.
Advice	- Fundraise, donate and ⁽⁹⁾ _____.
Contact	- Call the hotline ⁽¹⁰⁾ 3896- _____ for help.

Do not write in this space

Listening 2 (Items 11 – 20)**(10 marks)**

You're going to hear a news report about The Goldman Environmental Prize.

Task One: *For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).*

11. What is the other name for the Goldman Environmental Prize?

12. Who did Richard Goldman have an interview with?

13. When was the first Goldman Environmental Prize awarded? (Year)

14. How many people receive the prize each year?

15. Where is the Goldman Foundation located? (Country)

16. Why was the prize ceremony conducted online from 2020 to 2022?

Because of _____

Task Two: *For each item, complete the missing words (not more than **THREE WORDS** or a **NUMBER**).*

17. Zafir helped establish the _____ marine protected area in Turkey.

18. Korap stopped companies from illegally _____ in the Amazon rainforest.

19. Mumba convinced African governments to make _____ against hunting endangered animals.

20. The total number of women who have won the Goldman Prize is _____.

Do not write in this space

Do not write in this space

Reading 1 (Items 21 – 32)**(12 marks)**

Read the following text. Then complete the tasks.

Rethinking Working Hours

Extended working hours are a global issue. Recently, there has been a growing interest in promoting shorter working days. This is supported by the International Labour Organisation (ILO). The organisation's director, Gilbert Hounbo, recommends that governments restrict working weeks from 40 to 48 hours only. Many countries around the world exceed 52 hours per week. So, my question is should our country, Mexico, shift to shorter working hours?

Many studies have established that shorter working hours reflect positively on physical and mental health, productivity, and work-life balance. Shorter working weeks allow individuals to spend more time resting, exercising, and socialising with family and friends. In 2015, the Swedish city of Gothenburg conducted a two-year experiment where some government employees worked six hours instead of the standard eight hours a day. The study revealed a significant improvement in employees' well-being and stress levels, and significantly sick leave requests were reduced to the minimum ever recorded.

Many companies are against reducing working hours due to concerns about lower productivity. Contrary to popular belief, shorter working hours do not necessarily lead to decreased productivity. In fact, a study conducted by Stanford University in America has shown that productivity tends to maximise within a certain number of hours and declines sharply after that level. By working fewer hours, individuals are more likely to maintain focus, creativity, and motivation, leading to higher quality work. Microsoft Japan conducted an experiment where employees worked four days a week instead of five. Surprisingly, the outcome was a 40% increase in productivity.

Furthermore, shorter working hours offer an opportunity to achieve a work-life balance. Nowadays, many people find it challenging to meet the demands of work alongside personal and family responsibilities. In 2017, a non-profit organisation conducted a six-month study, where employees in 41 cities across the USA and Canada worked 25% fewer hours. As a result, there was a notable improvement in employee attitude and a better work-life balance. In contrast, a study published by the Harvard Business Review in 2018 found that American employees who worked longer hours experienced higher levels of anxiety and job dissatisfaction.

Do not write in this space

Reading 1 (continued)

Similarly, working longer hours affect women employees more than men. Balancing job requirements and household or parenting responsibilities can be extremely difficult. Shorter working hours would help reduce some of these issues by allowing women more time and flexibility to fulfill their family commitments without having to sacrifice their careers. In 2021, a team of researchers from the University of Cambridge, UK analysed the impact of shorter working hours, specifically a 30-hour working week, on women's well-being. The findings of this study indicated that shorter working hours could positively impact not only women but society as well.

In conclusion, given all the evidence, I believe that my country, Mexico should switch to shorter working hours like Iceland, Sweden and Denmark. In the end, life is short so you must enjoy it while you can.

Task One: *For each item, write a short answer (not more than **FOUR WORDS OR A NUMBER**).*

21. Who suggests that working hours should be under 50 hours a week?

22. How long did the study in Gothenburg City take?

23. Why do companies oppose reducing working hours?

Because they are _____

24. What was the result of Microsoft's experiment in Japan?

Do not write in this space

Reading 1 (continued)

25. What do American workers suffer from due to longer working hours? (List one)

26. When was the study on the effects of shorter working hours on women conducted?

27. Which countries have officially shifted to shorter working hours? (List one)

Task Two: *For each item, shade in the bubble (○) to indicate whether the statement is True/False.*

Statements	True	False
28. The idea of reduced working hours is becoming more popular.	<input type="checkbox"/>	<input type="checkbox"/>
29. Adopting shorter working hours resulted in less sick leaves in the Gothenburg study.	<input type="checkbox"/>	<input type="checkbox"/>
30. The Stanford University study proves that the level of productivity does not change.	<input type="checkbox"/>	<input type="checkbox"/>
31. The 2017 study involved UK employees who worked 25% less.	<input type="checkbox"/>	<input type="checkbox"/>
32. The writer thinks Mexico should not change its working hours.	<input type="checkbox"/>	<input type="checkbox"/>

Do not write in this space

Reading 2 (Items 33 – 45)**(13 marks)**

Read the following text. Then complete the tasks.

The Nadaam Festival

1 The Nadaam Festival, also known as the Three Manly Games, is one of the most significant cultural events in Mongolia. Every year this event brings communities together from across the vast Mongolian lands. This national festival has a rich history, making it a unique celebration.

2 The Nadaam Festival dates back more than 818 years to the **era** of Genghis Khan. During his rule (1206-1227), these three manly sports: wrestling, horse racing, and archery were essential for keeping warriors fit between battles. In 2006, Mongolia celebrated the 800-year anniversary of Nadaam. The festival was recognised by UNESCO as an Intangible Cultural Heritage of Humanity in 2010.

3 The Naadam Festival takes place from July 11 to July 15 each year. The festival starts with the Opening Ceremony, which is held at the National Sports Stadium in Ulan Bator, the capital city. Tickets for this grand event are extremely hard to find. During the festival, businesses close, and locals enjoy a two-week holiday. Families reunite in the countryside, where wrestling, horse races, and archery competitions take place across Mongolia's huge grasslands.

4 The festival features three main displays or games: wrestling which locals call "Bökh", horse racing, and archery. Wrestlers dressed in traditional clothing compete on grassy fields, aiming to throw their opponents off-balance or make them touch the ground in order to win. Young jockeys ride Mongolian horses, showcasing the **endurance** and ability of both the horse and the rider. Archers demonstrate precision by aiming at small targets from a distance, using the traditional Mongolian bow.

5 The Naadam festival is deeply linked to Mongolian identity, tradition, and heritage. The festival reflects the resilience, and unity of the Mongolian people. It is also a reminder of their nomadic heritage as it is home to the world's largest population of Bactrian camels. Moreover, the festival symbolically marks the end of the harvest season. It is a chance for Mongolians to **revive** their history and narrate stories about the vast empire they once controlled covering much of China, Russia, Central Asia, and the Middle East to the younger generation.

Do not write in this space

Do not write in this space

Reading 2 (continued)

6 The festival plays a crucial role in promoting tourism as it attracts thousands of visitors each year. Recently, there has been a significant increase in tourist numbers with more than 10% visitors from overseas compared to previous years. Media coverage of the event has also expanded. For example, in 2023, the festival was covered by over 50 international media outlets, reaching an estimated global audience of over 100 million viewers. This increased attention has not only brought in more tourists but has also raised international interest in Mongolian culture and heritage.

7 In conclusion, despite its enormous grasslands, modern Mongolia has only got a small population of around three million with limited economic power. Therefore, the important role that the Naadam Festival plays in the hearts and minds of Mongolians cannot be overlooked as it serves as a reminder of their great and glorious past.

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

- 33.** The word **era** in paragraph **2** means _____.
- death time birth
- 34.** The Nadaam Festival began over _____ years ago.
- 818 1206 1227
- 35.** The opening festival ceremony takes place in the _____.
- countryside fields capital
- 36.** Mongolians use the term "Bökh" to refer to _____.
- horse racing wrestling archery
- 37.** The word **endurance** in paragraph **4** means _____.
- stamina speed skill

Do not write in this space

Reading 2 (continued)

38. The word **revive** in paragraph 5 means _____.
- replace record renew
39. Recently, the number of _____ attending the festival has increased by 10%.
- media outlets viewers tourists
40. Nowadays, Mongolia is known for its _____.
- large population vast grasslands economy

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box).

Paragraphs

41. Paragraph 2 _____
42. Paragraph 3 _____
43. Paragraph 4 _____
44. Paragraph 5 _____
45. Paragraph 7 _____

Sub-headings

A.	The three harvests
B.	Promoting tourism
C.	An indoor culture event
D.	The opening ceremony
E.	Cultural and symbolic significance
F.	Origins and history
G.	Mongolia today
H.	The three manly games in detail

Do not write in this space

Do not write in this space

مُسَوِّدَةٌ

Do not write in this space

مُسَوِّدَةٌ

Do not write in this space

Do not write in this space



LISTENING 1 (10 mks)			
Task One			
1.	<input type="radio"/> Britain	<input checked="" type="radio"/> Nigeria	<input type="radio"/> the USA
2.	<input checked="" type="radio"/> illiteracy	<input type="radio"/> poverty	<input type="radio"/> crime
3.	<input type="radio"/> 1960	<input checked="" type="radio"/> 1989	<input type="radio"/> 2020
4.	<input type="radio"/> children	<input type="radio"/> teenagers	<input checked="" type="radio"/> adults
5.	<input type="radio"/> governments	<input checked="" type="radio"/> companies	<input type="radio"/> individuals
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			
Task Two			
Headings	Key Information		
Projects	(6) <u>libraries</u>		
Cooperation	(7) <u>communities</u>		
Achievements	(8) <u>books</u>		
Advice	(9) <u>volunteer</u>		
Contact	(10) <u>874</u>		
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>			

LISTENING 2 (10 mks)



Task One

11. (The) Green Noble
12. BBC
13. 1990
14. 6 / six
15. The USA
16. COVID-19

Task Two

17. first
18. cutting tress/ burning/ mining/ logging
19. laws
20. 98

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.


READING 1 (12 marks)
Task One

21. Gilbert Houngbo / (ILO) director
22. Two years
23. worried about lower productivity
24. A 40% increase in productivity
25. anxiety / job dissatisfaction
26. 2021
27. Iceland / Denmark/ Sweden

Task Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 28. | <input checked="" type="radio"/> | <input type="radio"/> |
| 29. | <input checked="" type="radio"/> | <input type="radio"/> |
| 30. | <input type="radio"/> | <input checked="" type="radio"/> |
| 31. | <input type="radio"/> | <input checked="" type="radio"/> |
| 32. | <input type="radio"/> | <input checked="" type="radio"/> |

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short.

(longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Responses must be indicated clearly.



READING 2 (13 mks)

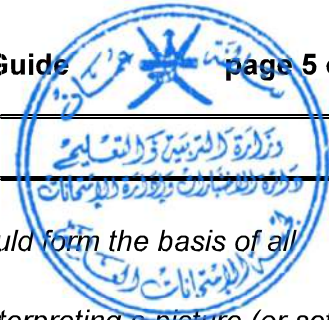
Task One

- | | | | |
|-----|--|--|---|
| 33. | <input type="radio"/> death | <input checked="" type="radio"/> time | <input type="radio"/> birth |
| 34. | <input checked="" type="radio"/> 818 | <input type="radio"/> 1206 | <input type="radio"/> 1227 |
| 35. | <input type="radio"/> countryside | <input type="radio"/> fields | <input checked="" type="radio"/> capital city |
| 36. | <input type="radio"/> horse racing | <input checked="" type="radio"/> wrestling | <input type="radio"/> archery |
| 37. | <input checked="" type="radio"/> stamina | <input type="radio"/> speed | <input type="radio"/> skill |
| 38. | <input type="radio"/> replace | <input type="radio"/> record | <input checked="" type="radio"/> renew |
| 39. | <input type="radio"/> media outlets | <input type="radio"/> viewers | <input checked="" type="radio"/> tourists |
| 40. | <input type="radio"/> large population | <input checked="" type="radio"/> vast grasslands | <input type="radio"/> economy |

Task Two

41. F
42. D
43. H
44. E
45. G

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> -Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> – Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
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 Formal **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 both the greeting and the closing are missing, **deduct two marks** from the content-score.

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



ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سَلْطَنَةُ عَمَانَ
وَزَارَةُ التَّوْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام
للعام ال ١ ني دسلي هـ - ٢٠٢٢ / ٢٠٢٣ م
ال و الأول - الفصل ال ١ ني الثا

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن الامتثال لإجراءات التفيتش داخل المركز طوال أيام الامتحان.
- يجب إحضار أصل ما يثبت الهوية وإبرازها للعاملين بالامتحانات.
- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمات ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أيأ كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفيتش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

Sxysi r r l 1 (lyi q x 1 10)**(10 q evox)**

You're going to hear an interview between Stephen Willis and Mona Conroy.

aexo T r i : Listen, and shade in the bubble () next to the correct option.

- According to the interview, _____ will be used to fuel heavy transport in the future.

 wind turbines green energy solar panels
- The different colour codes for hydrogen refer to the _____ used to make it.

 coal oil process
- Green hydrogen only releases _____ vapours when burnt.

 water fuel gas
- Green hydrogen can reduce the number of _____ around the world.

 sustainable projects natural disasters job opportunities
- More _____ is needed to build green hydrogen projects all over the world.

 electricity diesel investment

aexo a s : Listen and make notes in the table below . (not more than **TWO WORDS** or a **NUMBER**)

Ki ehrr l x	Ri lr ls vq eyrs r
Neom in Saudi Arabia	- Targeting over ⁽⁶⁾ _____ million tonnes every year.
Masdar in the UAE	- Launched in ⁽⁷⁾ _____. (year) - Built by a ⁽⁸⁾ _____ company. (nationality)
Green Hydrogen in Oman	- Will be used for ⁽⁹⁾ _____ and will also be exported. - Will be sent to Europe and ⁽¹⁰⁾ _____ through a pipeline.

Snxyi r nr l 2 (lyi q x 11 20)

(10 q evøx)

You're going to hear a talk about *the Boryeong Mud Festival in South Korea*.

aexo T ri: For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).

11. How many weeks does the Boryeong Mud Festival last?

12. When was the first Boryeong Mud Festival held?

13. How did the speaker get to the main festival area?

14. What beach sport were people trying to play in the mud?

15. How much did the speaker pay to enter the Mud Zone?

16. What was the weather like?

aexo a s: For each item, complete the missing words (not more than **TWO WORDS** or a **NUMBER**).

17. The speaker attended a traditional Korean _____ performance.

18. According to the speaker, local Korean food is very _____ .

19. The speaker bought _____ bars of mud soap for friends back home.
(number)

20. The speaker watched a wonderful _____ display that night.

[i e h r l 1 (l y i q x 2 1 3 2)

(1 2 q e v o x)

Read the following text. Then complete the tasks.

[s f s y G – w e p x q

Robot journalism is a rapidly growing area that involves the use of Artificial Intelligence (A.I.) to generate news articles without human intervention. It has been attracting attention from media outlets like 'The Washington Post' and 'The New York Times'. However, this A.I. technology has sparked concerns in the media that many of the current jobs could be lost. So, will robot journalism replace journalists?

'Forbes' is one of the most influential media outlets in the world. In July 2018, it announced it was testing an A.I. tool called 'Bertie'. The Chief Digital Officer, Salah Zalatio, revealed that 'Bertie' was an A.I. publishing platform which had a variety of features intended to make the work more efficient. He explained that 'Bertie' could create rough drafts or collect research on topics relevant to the writer's audience and that it could also suggest images based on what was written. He said that 'Bertie' could take care of many things ten times faster than journalists. It could also help reduce the number of errors in published articles. The A.I. tool was called 'Bertie' after Bertie Charles Forbes, the founder of Forbes business magazine.

Salah assured everyone that 'Bertie's' role would be strictly limited to writing factual news such as sporting events, weather forecasts, and reports. Once 'Bertie' was finally installed in October 2018, the number of visitors to the Forbes website increased dramatically, reaching 65 million monthly subscribers. More recently, it was able to cover all the breaking news about the awful earthquakes that took place in Turkey and Syria. This allowed journalists to spend more time conducting interviews with the survivors and rescue workers. It also gave them the opportunity to write heartfelt articles about the tragic events that occurred in both countries.

However, as media outlets have discovered robots like 'Bertie' can share fake news online with disastrous results. An example of this was when a robot in 2022 accidentally announced that the American banking system had been hacked. This showed that robot journalism needs to be constantly reviewed by humans as robots are still unable to detect errors that a journalist would immediately discover. Another issue with robots like 'Bertie' is that they can't convey emotions like joy or sadness in a text.

[i e h r l 1 (g s r y r - i h)

Robots always write the same way and are clearly not able to employ a new style of writing for specific events or write creatively as journalists would do. In the long run, this could result in the media outlet losing its editorial identity and this would have a negative impact on its readership.

To conclude, robot journalism has some advantages and disadvantages. I think that journalists will eventually become the main users of these powerful A.I. tools. However, governments need to establish rules and regulations to monitor the use of these A.I. tools so that the media industry can develop to meet the demands of the 21st century.

æoxo T ri: For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).

21. What technology is used in robot journalism?

22. When did Forbes start to test 'Bertie'? (year)

23. According to the text, how fast is 'Bertie' compared to journalists?

24. Where did 'Bertie' get its name from?

25. What is 'Bertie's' role at Forbes restricted to?

[i e h r l 1 (g s r y r - i h)

26. How many monthly subscribers did Forbes have in October 2018?

27. Which tragic events did 'Bertie' report on recently?

æoxo a s: For each item, shade in the bubble (○) to indicate whether the statement is *True/False*.

] y e y i q i r y x

aw-i	l e p i
------	---------

28. The New York Times' is interested in robot journalism.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

29. Robot journalism never reports incorrect news.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

30. 'Bertie' can express different emotions in the reports it produces.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

31. 'Bertie' can change its writing style when producing reports.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

32. The writer believes that robot journalism needs to be controlled by governments.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

[i ehrrl 2 (lyi q x 33 45)

(13 q evøx)

Read the following text. Then complete the tasks.

ami lxpør h skEs vxrge

1 Corsica, the fourth largest island in the Mediterranean Sea, is 170 km south of France, 90 km from Italy, and 549 km from Spain. The island is famous for its stunning beaches, clear waters, and **t rgy-vi xu-i** mountain ranges. French is the official language, although around 150,000 people out of a population of approximately 350,000 speak Corsu, the native language.

2 There are over 200 beaches to choose from. Palombaggia is one of the most popular because of its beautiful sandy beach. For families, Santa Giulia is a great choice as its shallow waters make it ideal for children. It is considered one of the best beaches in the world. Saleccia Beach is more secluded and is accessible only by boat making it perfect for those seeking a quiet, relaxing spot.

3 Aquatic sports are also popular pursuits in Corsica. Diving is a must. The island's clear waters offer excellent visibility, and there are many dive centres to choose from. Snorkelling is also a popular activity, and many beaches have calm, shallow waters which are ideal for beginners. For those who prefer more active water sports, kayaking and windsurfing are both excellent choices. Bonifacio on the southern tip of Corsica is considered **rhi ep** for windsurfing.

4 Hiking is a great way to explore Corsica's mountain ranges. Regarded as one of the most challenging hikes in Europe, the GR20 is a famous hiking route that covers 180 km and takes between 12 to 16 days to complete. The Bavella Massif is also popular, but the path is very challenging. For families, there are plenty of easier walks to choose from, such as the Sentier des Douaniers, which follows the coastline and offers breath-taking sea views.

5 Corsica's rich history and culture are evident throughout the island, and there are many cultural attractions to explore. Ajaccio, the main city, is home to numerous historic landmarks such as Maison Bonaparte, the former home of Napoleon Bonaparte. It is now a museum. The Genoese towers, which were built in the 16th century to defend the island against invaders are worth a visit. Another fascinating place is the Filitosa archaeological site with its unique collection of pre-historic monuments.

F s r s y wji rr ymx xt egi

[i e h r l 2 (g s r y r - i h)

6 Food is an essential part of Corsican culture and there are plenty of delicious local specialties. The island's cuisine is a blend of French and Italian influences, with a focus on fresh, local ingredients. It is also famous for its different kinds of cheese, in particular, 'Brocciu'. This cheese is the main ingredient of 'Cannelloni au Brocciu', its most famous dish. Seafood lovers should sample fresh fish like mullet and crayfish. Those who have a sweet tooth should try 'Fiadone', a delicious cheesecake which is its most popular dessert.

7 In conclusion, Corsica is a stunning destination that offers something for everyone. Whether you are looking for a relaxing beach holiday, an adventurous hiking trip, or a cultural experience, Corsica has it all. With its beautiful beaches, **g w x y e p p i e w** waters, fabulous mountain ranges and rich history and culture, Corsica is a must-visit destination for everyone.

aexo T r i : For each item, shade in the bubble () next to the correct option.

- 33.** According to the text, the nearest country to Corsica is _____.
- France Italy Spain
- 34.** The word **t r o y - v i x u - i** in paragraph 1 means _____.
- reserved gradual attractive
- 35.** The most private beach in Corsica is _____.
- Palombaggia Santa Giulia Saleccia
- 36.** The word **r h i e p i n** in paragraph 3 means _____.
- sensitive perfect interesting
- 37.** The _____ route is more suited for parents with children.
- Sentier des Douaniers GR20 Bavella Massif

Reading 2 (continued)

38. The museum dedicated to Napoleon is in _____.
- Filitosa Ajaccio Bonifacio
39. According to the writer, the main ingredient of 'Cannelloni au Brocciu' is _____.
- cheese fish meat
40. The word **crystal-clear** in paragraph 7 means _____.
- dirty transparent muddy

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box.)

Paragraphs

41. Paragraph 2

42. Paragraph 3

43. Paragraph 4

44. Paragraph 5

45. Paragraph 6

Sub-headings

A.	Corsica's magnificent walks
B.	Corsica's special cuisine
C.	Corsica's spectacular beaches
D.	Corsica's unique location
E.	Corsica's cultural landmarks
F.	Corsica's temperate climate
G.	Corsica's water sports
H.	Corsica's indoor activities

Do not write in this space

مُسَوِّدَة

مُسَوِّدَةٌ

LISTENING 1		
Task One (5 mks)		
1. <input type="radio"/> wind turbines	<input checked="" type="radio"/> green energy	<input type="radio"/> solar panels
2. <input type="radio"/> coal	<input type="radio"/> oil	<input checked="" type="radio"/> process
3. <input checked="" type="radio"/> water	<input type="radio"/> fuel	<input type="radio"/> gas
4. <input type="radio"/> sustainable projects	<input checked="" type="radio"/> natural disasters	<input type="radio"/> job opportunities
5. <input type="radio"/> electricity	<input type="radio"/> diesel	<input checked="" type="radio"/> investment
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 1	
Task Two (5 mks)	
Headings	Key Information
Neom in Saudi Arabia	-Targeting over (6)__(more than)one / 1__ million tonnes every year.
Masdar in the UAE	-Launched in (7) ____2006____. (year) -Built by a (8) British/English Britain/England/UK __ company. (nationality)
Green Hydrogen in Oman	- Will be used for (9) __ industry __ and will also be exported. -Will be sent to Europe and (10) __ Asia(n) __ through a pipeline.
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

LISTENING 2

Task One (6 mks)

11. 3/three weeks/21days
12. 1998/Nineteen ninety eight/One thousand nine hundred and ninety-eight
13. He walked/by walking /(on/by) foot
14. Volleyball
15. (\$)10/ten (US dollars)
16. Hot

LISTENING 2

Task Two (4 mks)

17. dance/stage
18. tasty/delicious/good/appetising
19. 7/seven
20. fireworks/firework/spectacular

Notes: One mark each.

*Qs 11-20: (i) Notes: 1) **Grammatical mistakes** (e.g. etc.): These should be ignored if the substance of the answer is correct.*

*2) **Genuine spelling mistakes** — i.e., when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, if **ALL** the following criteria are met:*

*(a) Certain key letters **must** be included: No.: No.:*

*(b) In cases where letters are 'optional', the misspelling must be **close to** the correct spelling. (e.g. accept but not)*

*(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.*

*As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1

Task One (7 mks)

21. A.I. /Artificial Intelligence (publishing platform)/generates new articles without human intervention
22. 2018
23. ten /10 times (faster)
24. (Forbes) the founder/ Bertie Forbes/Charles
25. writing factual news/breaking news/facts/sports news/weather forecasts/reports
26. 65/sixty-five million/65,000,000(every month/monthly)
27. Earthquakes (in Turkey and Syria)

Notes: One mark each.

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(Longer answers will normally be marked wrong, especially if they are simply copied from the text.
HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1

Task Two (5 mks)

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 28. | <input checked="" type="radio"/> | <input type="radio"/> |
| 29. | <input type="radio"/> | <input checked="" type="radio"/> |
| 30. | <input type="radio"/> | <input checked="" type="radio"/> |
| 31. | <input type="radio"/> | <input checked="" type="radio"/> |
| 32. | <input checked="" type="radio"/> | <input type="radio"/> |

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

READING 2 (13 mks)

Task One

33. France Italy Spain
34. reserved gradual attractive
35. Palombaggia Santa Giulia Saleccia
36. sensitive perfect interesting
37. Sentier des Douaniers GR20 Bavella Massif
38. Filitosa Ajaccio Bonifacio
39. cheese fish meat
40. dirty transparent muddy

Task Two

41. C
42. G
43. A
44. E
45. B

Notes: One mark 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in a well-organised way. – Texts show a very good awareness of the structure and content of the report. – Uses language which is appropriate to reader and context. – Not many language errors.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable coherence and success. – Texts show a good awareness of the structure and content of the report. – There are clear attempts to use language appropriate to reader and context. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Texts show some awareness of the structure and content of the report. – Some of the language used is inappropriate to the reader and context. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to convey some relevant information, but results are obviously inadequate. – Texts show only limited awareness of the structure and content of the report. – Little evidence of attempts to use appropriate language. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Feeble attempts at report-writing, conveying very little relevant information. – Texts show little or no awareness of the structure and content of the report. – The language used is extremely limited and/or seriously distorted and/or very inappropriate
0	<p><u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided), <u>OR</u> just copied from the Q-paper, <u>OR</u> hardly any writing at all, <u>OR</u> not written in English, <u>OR</u> complete nonsense.</p>

WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
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, <u>OR</u> not written in English, <u>OR</u> Complete nonsense.</p>
<p>Note 1: The task is to write a formal letter/email, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the email according to the Rating Scale — then, if either the greeting or the closing is <u>missing</u>, deduct one mark from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

ARRIVING AT FINAL SCORES

LST1 a/ RDG1 b/RDG2: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام

للعام ال ١ هـ - ٢٠٢٢ / ٢٠٢٣ م

ال و الثا - الفصل ال ١ الثا

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
 - يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
 - 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.
 - يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.
- صحيح غير صحيح
-

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

Ntuf oloh 2 (Kf n t 2 21)

(21 n bsl t)

You are going to hear an interview between Jack and Emma, a young entrepreneur.

Wt l P of A Listen, and shade in the bubble (○) next to the correct option.

- 20 Emma is a successful _____.
- photographer chef florist
- 30 Emma got her first part-time job at the age of _____.
- 12 14 19
- 40 Emma decided to work for herself while she was studying _____ course.
- entrepreneurship interior design cookery
- 50 Emma got a loan of £12,000 from her _____.
- uncle bank manager parents
- 60 Emma established her business in a _____.
- hotel hospital shopping-centre

Wt l W p A Listen and make notes in the table below (**not more than TWO WORDS or a NUMBER**).

I f beloht	L f – K g p s n b u p o
Services	- Wedding services. (7) _____ parties.
Challenges	- Tight ⁽⁸⁾ _____. - To increase her sales, she set up an ⁽⁹⁾ _____ account.
Plans	- To purchase a ^(:) _____. - To establish ⁽²¹⁾ _____ new branches. (number)

Unit 3 (Kf n t 22 31)**(21 n bsl t)***You're going to hear a talk about Anthony Bastic.***WtI P of A** *For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).***220** What is Anthony's nationality?

230 When did Anthony establish AGB Events?

240 How long did Anthony hold the position of Director of Light at Vivid Sydney?

250 In which continent did Anthony first see coloured lights projected onto buildings?

260 How many days does Vivid Sydney last?

270 Which new concept will be introduced at Vivid Sydney this year?

WtI W pA *For each item, complete the missing words (not more than **TWO WORDS** or a **NUMBER**).***280** Sydney _____, one of the festival's landmarks, can be seen up to 6 km away.**290** In 2022, the festival generated _____ million Australian dollars. (number)**300** Vivid Sydney was voted Australia's best tourism event for _____ years.
(number)**310** Anthony's advice to the events industry is to be positive and _____.

Sf beloh 2 (Kf n t 32 43)**(23 n bsl t)***Read the following text. Then complete the tasks.***Di buHRW B Of x B00Vppm**

ChatGPT has become the fastest-growing consumer A.I. tool in the world. It was launched in November 2022. It is an artificial intelligence (AI) chatbot which was developed by OpenAI. By January 2023, it had more than 100 million users and is freely available for public use. It uses a technique known as deep learning to produce and analyse text, answer questions and perform other language and speech-related tasks in ways that can copy humans better than ever before. It has created many opportunities and companies are now rushing to launch products on ChatGPT in sectors ranging from customer service to advertising and marketing. It has been used to write songs, emails, job application letters, and even a children's book.

However, despite its advantages, there are concerns as to what jobs ChatGPT could replace and if its introduction will dramatically increase unemployment around the world. The International Labour Organisation (ILO) estimates that 208 million people will be unemployed by the end of 2023. Researchers at the University of Pennsylvania and New York University used a measure known as the AI Occupational Exposure (AIOE) in March 2023 to evaluate how ChatGPT could negatively impact different professions. They concluded that teachers of languages, literature, and history, would be most affected.

Yet, according to other researchers at Princeton University, USA, this does not necessarily mean that ChatGPT will take away millions of teaching jobs. This A.I. tool could instead help teachers in some of their tasks — from assisting them in spotting if assignments have been copied or plagiarized to aiding them in developing interactive, engaging teaching materials. Experts believe that this effect on productivity could also mean that this tool takes over some of the more ordinary tasks that teachers do on a regular basis.

Goldman Sachs, a leading global financial institute, conducted a study into how ChatGPT could affect job security in February 2023. It found routine jobs, such as language translators, phone operators, and programmers would be badly affected. The study also determined that jobs requiring physical labour, such as tailors, mechanics, builders, and carpenters, will largely remain unaffected by ChatGPT.

Sf beloh 2 (dpouowf e)

According to a recent study conducted at Stanford University, USA, ChatGPT greatly increased productivity. The researchers asked 444 writers, consultants, and human resource professionals to write tasks like press releases, short reports, and emails. Half of them used ChatGPT while the other half did not. In a separate study, the university asked low-skilled workers to do the same tasks. The study found that they also benefitted from this A.I. tool, because it helped them reduce the time they took to write. Furthermore, the researchers found that there was no difference in the quality of work produced by both groups.

To conclude ChatGPT is a very powerful, and efficient A.I. tool which has some advantages and disadvantages. However, we should not rely on it for everything. It can help us, but it does have its limitations as I believe it could destroy human intelligence. After all, I don't think any of us would like to live in a world where we are completely dependent on A.I. tools like ChatGPT!

Wt l P of A For each item, write a short answer (**not more than FOUR WORDS or a NUMBER**).

320 Who created ChatGPT?

330 How many people are expected to be out of work by the end of 2023?

340 Whose jobs did AIOE predict would be most affected by ChatGPT? (list one)

350 Which university claimed that ChatGPT could improve teachers' productivity?

Sf beloh 2 (dpouowf e)

360 When did Goldman Sachs study the effect of ChatGPT on job security? (year)

370 How did ChatGPT help low-skilled workers to write the tasks at Stanford University?

380 Why does the writer believe that ChatGPT is a threat to humanity?

Cf dbwtf

Vbtl W pA For each item, shade in the bubble () to indicate whether the statement is True/False.

Tubuf n f out	Vwfw	Gbrtf
390 Users of ChatGPT must pay a small subscription fee to join.	<input type="checkbox"/>	<input type="checkbox"/>
3: 0 Companies are reluctant to advertise on ChatGPT.	<input type="checkbox"/>	<input type="checkbox"/>
410 ChatGPT helps teachers detect if homework has been copied.	<input type="checkbox"/>	<input type="checkbox"/>
420 Builders around the world will be replaced by ChatGPT.	<input type="checkbox"/>	<input type="checkbox"/>
430 Stanford University found that both groups produced the same quality of work.	<input type="checkbox"/>	<input type="checkbox"/>

Sf beloh 3 (Kf n t 44 56)**(24 n bsl t)***Read the following text. Then complete the tasks.***Gpx f sr pu Krboc**

2 Flowerpot Island, situated in the Bay of Fundy, Ontario, Canada is known for its unique geology and beautiful scenery. Visitors to the island can stay in one of the island's cabins, or campsites or they can take a boat from the nearby town of Tobermory, which has hotels and hostels. The island is only accessible by boat, and there are numerous tours available for visitors who want to learn more about the island's geology, history, and wildlife.

3 One of the most distinctive features of the island is its geological formations. The island is home to towering rock pillars, known as the Flowerpot Rocks. These have been shaped over thousands of years by waves crashing into the cracks in the limestone. Originally there were 3 pillars, however, one unfortunately collapsed in 1903. The two remaining Flowerpot Rocks are made of red sandstone and are 20 metres high. They got their names because of their **resemblance** to flowerpots.

4 Visitors to the island can explore the Flowerpot Rocks up close by taking a guided tour or by following any one of the trails that passes through the island's rugged terrain. The island is also home to numerous geological formations, like sea caves, sea arches, and tidal pools. These unique physical features attract many geologists to the island.

5 Aside from its geology, Flowerpot Island is also known for its picturesque landscapes and diverse wildlife. The island is home to a variety of plants and wildlife, including seals and whales. Visitors can take guided boat tours to observe these animals in their natural habitats. The island is also quite a popular destination for birdwatchers, who come to observe rare bird species such as bald eagles and ospreys.

6 One of the most common activities on the island is sea kayaking. Kayakers can explore the island's rugged coastline and view the Flowerpot Rocks up close. Visitors can also follow the trail to the historic light station, which is now home to a museum. A short but difficult hike will take you up to the Lighthouse which at 88 feet tall is **r f sdi f e** at the top of a rocky cliff. However, the trek is worth it as the views from its Observation Deck are tremendous.

7 Flowerpot Island has a rich history, dating back to the days of the indigenous Mi'kmaq people, who used the island for fishing and hunting. With the arrival of the European colonists, it became a hub for shipping and commerce. Today, the Canadian government has designated the island as a protected conservation area to ensure that its unique geological formations and diverse wildlife are preserved for future generations.

E p opux skf lo u i kt tr bdf

Sf beloh 3 (dpouowf e)

8 In conclusion, Flowerpot Island offers visitors a **h r h n r t f** into the natural wonders of the Bay of Fundy. Its distinctive geological formations, diverse wildlife, and rich history make it a must-visit destination. Whether you are a keen hiker, a wildlife enthusiast, or simply someone looking to escape from the pressures of everyday life, this island has something for everyone.

W b t l P o f A For each item, shade in the bubble () next to the correct option.

440 Visitors can stay in _____ on Flowerpot Island.

- cabins hotels hostels

450 The island now has _____ Flowerpot Rocks.

- 2 3 20

460 The word **s f t f n c r b o d f** in paragraph 3 means _____.

- popularity similarity publicity

470 Geologists come to Flowerpot Island to study its _____.

- unusual features diverse wildlife rugged terrain

480 The most popular activity on the island is _____.

- hunting kayaking fishing

490 The word **r f s d i f e** in paragraph 6 means _____.

- ignored moved positioned

Reading 2 (continued)

39. The island was declared a protected nature reserve by the _____.
- Mi'kmaq people Canadian Government European colonists
40. The word **glimpse** in paragraph 7 means a _____.
- one-way ticket fast account quick look

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box.)

Paragraphs	Sub-headings
41. Paragraph 2 _____	A. Popular activities on Flowerpot Island
42. Paragraph 3 _____	B. Wildlife on Flowerpot Island
43. Paragraph 4 _____	C. Flowerpot Island's location
44. Paragraph 5 _____	D. Famous pillars on Flowerpot Island
45. Paragraph 6 _____	E. Accommodation on Flowerpot Island
	F. Flowerpot Island's special geology
	G. The history of Flowerpot Island
	H. The future of Flowerpot Island

Do not write in this space

[skuloħ 2

(21 n bsl t)

Complete the following task. Write *at least 150 words*

Report: Imagine that you and your family have visited a local event in your governorate. Write a report to the manager of the organising committee in which you include a description of the event, your opinion of the event, and how it can be improved.

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

Lined writing area for the report.

مُسَوِّدَةٌ

مُسَوِّدَةٌ



LISTENING 1			
Task One (5 mks)			
1.	<input type="radio"/> photographer	<input type="radio"/> chef	<input checked="" type="radio"/> florist
2.	<input type="radio"/> 12	<input checked="" type="radio"/> 14	<input type="radio"/> 19
3.	<input checked="" type="radio"/> entrepreneurship	<input type="radio"/> interior design	<input type="radio"/> cookery
4.	<input type="radio"/> uncle	<input checked="" type="radio"/> bank manager	<input type="radio"/> parents
5.	<input type="radio"/> hotel	<input type="radio"/> hospital	<input checked="" type="radio"/> shopping-centre
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

LISTENING 1	
Task Two (5 mks)	
Headings	Key Information
Services	- Wedding flower services - (6) ___ birthday ___ parties.
Challenges	- Tight (7) ___ budget _____. - To increase my sales, I set up an (8) _Instagram/Insta__ account.
Plans	-To purchase a (9) ___(delivery) van_____. -To establish (10) ___2/two___ new branches.
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	



LISTENING 2

Task One (6 mks)

11. Australian/from Australia
12. 2007/two thousand and seven
13. A decade/ten years
14. Europe
15. 23/twenty-three (days and night)
16. (Vivid) Food

Task Two (4 mks)

17. Bridge
18. 119/one hundred and nineteen
19. 9/nine
20. creative

Notes: One mark each.

Qs 11-20: (i) Notes: 1) **Grammatical mistakes** (e.g. etc.): These should be ignored if the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e., when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, if **ALL** the following criteria are met:

- (a) Certain key letters **must** be included: No.: No.:
- (b) In cases where letters are 'optional', the misspelling must be **close to** the correct spelling. (e.g. accept but not)
- (c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.



READING 1

Task One (7 marks)

- 21. Open A.I.
- 22. 208 million/208,000,000
- 23. Teachers of languages/literature/history/language teachers/teachers
- 24. Princeton
- 25. 2023/twenty twenty-three/two thousand and twenty-three
- 26. Reduced the time /helped reduce the time
- 27. It could destroy human intelligence

Notes: One mark each.

- 1) **Grammatical mistakes** should be ignored.
- 2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.
- 3) As stated in the instructions, answers should be short.
(Longer answers will normally be marked wrong, especially if they are simply copied from the text.
HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1

Task Two (5 marks)

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 28. | <input type="radio"/> | <input checked="" type="radio"/> |
| 29. | <input type="radio"/> | <input checked="" type="radio"/> |
| 30. | <input checked="" type="radio"/> | <input type="radio"/> |
| 31. | <input type="radio"/> | <input checked="" type="radio"/> |
| 32. | <input checked="" type="radio"/> | <input type="radio"/> |

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



READING 2 (13 mks)

Task One

- | | | |
|---|--|---|
| 33. <input checked="" type="radio"/> cabins | <input type="radio"/> hotels | <input type="radio"/> hostels |
| 34. <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 20 |
| 35. <input type="radio"/> popularity | <input checked="" type="radio"/> similarity | <input type="radio"/> publicity |
| 36. <input checked="" type="radio"/> unusual features | <input type="radio"/> diverse wildlife | <input type="radio"/> rugged terrain |
| 37. <input type="radio"/> hunting | <input checked="" type="radio"/> kayaking | <input type="radio"/> fishing |
| 38. <input type="radio"/> ignored | <input type="radio"/> moved | <input checked="" type="radio"/> positioned |
| 39. <input type="radio"/> Mi'kmaq people | <input checked="" type="radio"/> Canadian Government | <input type="radio"/> European colonists |
| 40. <input type="radio"/> one-way ticket | <input type="radio"/> fast account | <input checked="" type="radio"/> quick look |

Task Two

41. D
42. F
43. B
44. A
45. G

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in a well-organised way. – Texts show a very good awareness of the structure and content of the report. – Uses language which is appropriate to reader and context. – Not many language errors.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable coherence and success. – Texts show a good awareness of the structure and content of the report. – There are clear attempts to use language appropriate to reader and context. – There are noticeable language errors, which occasionally obscure meaning.
6	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Texts show some awareness of the structure and content of the report. – Some of the language used is inappropriate to the reader and context. – Writing generally lacks clarity and coherence and contains frequent errors.
4	<ul style="list-style-type: none"> – Attempts to convey some relevant information, but results are obviously inadequate. – Texts show only limited awareness of the structure and content of the report. – Little evidence of attempts to use appropriate language. – Language used is very limited and/or contains many serious errors.
2	<ul style="list-style-type: none"> – Feeble attempts at report-writing, conveying very little relevant information. – Texts show little or no awareness of the structure and content of the report. – The language used is extremely limited and/or seriously distorted and/or very inappropriate
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> just copied from the Q-paper <u>OR</u> hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
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>
<p>Note 1: The task is to write a formal letter/email, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the email according to the Rating Scale — then, if either the greeting or the closing is <u>missing</u>, deduct two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

**ARRIVING AT FINAL SCORES**

LST1 a/ RDG1 b/RDG2: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سَلْطَنَةُ عُمَانِ
وَزَارَةُ التَّحْقِيقِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م
الدور الأول - الفصل الدراسي الثاني

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن اصطحب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 10)

(10 marks)

You're going to hear an interview between Ann and Henry about a whale festival.

Task One: Listen, and shade in the bubble (○) next to the correct option.

1. Ui f Tpvu f so Y i brft bssjwf jo Tpvu Agsjdb jo aaaaaaaaa .
 Jvof P dpcf s Df df n cf s
2. Ui jt zf bs, u f Hf sn bovt Y i brf Ff tujwbmx jmtubsupo u f aaaaaaaaa pgTf quf n cf s
 27^u 29^u 30^u
3. Ui f g tujwbmbtut gps aaaaaaaaa.
 pof ebz u sff ebzt flwf ebzt
4. lo kvtupof ebz, aaaaaaaaa x i brft x f sf tff o pggui f Hf sn bovtfidpbtujof .
 50 130 196
5. aaaaaaaaa bmx vjtjupst up hf uvq dptf up tf brt, qf ohvjot boe eprqi jot.
 Tf b Kbzbl joh usjqt Hf jdpquf s upvst Y brnjoh upvst

Task Two: Listen and make notes in the table below. (not more than **TWO WORDS** or a **NUMBER**).

Headings	Key Information
Y i brf-x bui joh cpbu usjqt	- porzi ⁽⁶⁾ _____ cpbut (number)
P u f s busbdjpot	- rpdbrgpe - bsuboe ⁽⁷⁾ _____ tuboet - n vtjdcboet
Tqpsubdjwjf t	- n bsui pot ⁽⁸⁾ _____ sbdf t - bu rhjdt
Ewf out gps di jræs f o	- ⁽⁹⁾ _____ ti px t - gbjshspvoe sjef t - x bui ⁽¹⁰⁾ _____ bui f Y i brf Nvtf vn - usf btvsf i voubdjwjf t

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Listening 2 (Items 11 – 20)**(10 marks)**

You're going to hear a radio programme about John Wood, an inspiring social entrepreneur.

Task One: For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).

11. Y i jdi dqn qboz eje Jpi o x psl gps jo u f qbtu?

12. Y i f sf eje Jpi o tqf oe i jt i prjebz jo 1998?

13. Y i p qspwjef e Jpi o x ju cppl t gps u f wjmbhf?

14. Y i bux bt Jpi oft n jttjpo bgf s rfbwjoh i jt kpc?

15. Y i f o x bt i jt flstudi bsjuz f tubc rjti f e?

16. Y i bui bt u f Room to Read pshbojtbyjpo cvj majo qpps dpvousj f t?

Task Two: for each item, complete the missing words (not more than **TWO WORDS** or a **NUMBER**).

17. U i f V-Gp P shbojtbyjpo i f rqt up qspwjef tdi prbsti jqt gps zpvo h _____.

18. Jpi o't bx bse-x joojoh cppl x bt usbotrbuf e joup _____ rbohvbhf t. (number)

19. Jpi oft u jse cppl jt dbrfne _____.

20. lo 2014, Jpi o x po u f _____ Ci jrasf o't Rsj' f.

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Do not write in this space

Reading 1 (Items 21 – 32)**(12 marks)***Read the following text. Then complete the tasks.***Should Zoos Exist?**

_ppt bsf qpqvrbs busbdjpot gps bevrot boe di jrasf o brjh f. Tpn f qf pqrh bshvf u bu 'ppt qrtz bo jn qpsubousprh jo u f dpotf swbyjo pgf oebohf sf e bojn brt, x i jrñ pu f st tbz u bu 'ppt ep n psf i bsn u bo hppe.

Hvn bot i bwf cff o dbqwsjoh boe ejtqrhazjoh bojn brt gps u pvtboet pgzf bst. Ui f flstu dprfhdyjo pg bojn brt ebuf e cbdl up 2500 B.C jo Ehzqu x i fsf svrst l f qu i jqapt, f rñqi bout, hjsbqf t, boe pu f s tqf djf t. Npef so 'ppt x i fsf u f qvc rñd dbo dñn f boe x budi x jra bojn brt, eje opu sf brñ cf dñn f qpqvrbs vojmu f 18^u df owsz. Ui f praf tu 'pp jo u f x psra x i jdi x bt pqf of e jo 1752 jt Uf shbsuf o Tdi pocsvoo jo Wf oob. Tjodf u f o n ptu 'ppt i bwf jn qspwf e bt u f z op rñohf s dpotjtu pgx jra bojn brt twdl cf i joe cbst jo b tn brñdohf. Opx bebzt, n ptu 'ppt usz up dsf buf bo f owjsson f ouu busf tf n crht up tñn f ef hsf f u f bojn brt obwsbrñ bcjubu rñh f tbcpsj qbsl t. Vorñh f usbejypobm 'ppt, Ksvhf s Objpobm Rbsl jo Tpvu Agjdb hjwf t bojn brt u f di bodf up spbn gff rñ jo n psf u bo 2 n jñpo i f dubsf t.

Nboz qf pqrh bshvf u bu 'ppt qspwjef hsf bu f ouf subjon f ou, boe u f z qrtz b cjh sprh jo fevdbyjoh u f qvc rñd bcpvu dpotf swjoh x jra rñf. _ppt brtp dpousjcvuf up tdj f oujfld sf tf bsd i bcpvu bojn brñ jprphz boe cf i bwj pvs lo 2002, 'ppt jo n psf u bo 80 dpvouisj f t qbsjdjqbuf e jo 2,230 sf tf bsd i boe dpotf swbyjo qspk dut. Ui f floejoht gpn u f tf twejft i f rñf e u f n up ef wf rñq n f ejdjof t boe uf di ojr vft up jn qspwf bojn brñ f brñ i.

P o u f pu f s i boe, n boz pqqpof out bshvf u bu bojn brt tvqf s cpi n f oubm boe qi ztjdbm jo 'ppt. Ewf o u f n ptu busbdjwf pgbsyfldjbrñ owjsson f out dbo of wf s n budi u f tqbdf, ejwf stjuz, boe gff epn u bu bojn brt f okz jo u f js obwsbrñ bcjubu. Bf joh twdl jo f od rñt f e bsf bt brñu f ujn f dbvtf t n boz 'pp bojn brt up cf dñn f tuf ttf e ps n f oubm jm Tpn f 'ppt n bl f bojn brt cf i bwf voobwsbrñ. Fps fybn qrh, n bsjof qbsl t gpsdf tf brt, eprñi jot, qf ohvjot boe x i brñt up qf gpsn usjdl t. At b sf tvrñ u f tf cf bvjgym bn n brt pgf o ejf zf bst f bsrñi s u bo u f js dpvouf sqbsut jo u f x jra.

P of pg u f n ptu jn qpsubou godypot pg 'ppt jt up tvqqpsu jof sobjypobmcsf f ejoh qsphsbn n f t gpsf oebohf sf e tqf djf t. lo u f x jra, tñn f tqf djf t i bwf ejgldvraz jo floejoh n buf t boe csf f ejoh, boe u f z dbo cf gsu f s u sf buf of e cz i vouf st, rñtt pgi bcjubu, boe pu f s qsf ebupst. A hppe 'pp x jmñ obcrñ u f tf tqf djf t up rñwf boe csf f e jo b tf dvsf f owjsson f ou lo beejjo, bt u f ovn cf st pgn boz x jra tqf djf t jt ef dñojoh x psrax jef, u f sf jt bo jodsf btf e ebohf s u bu bojn brñ qpqvrbyjpot x jmñ cf dñn f hf of u dñm tjn jrñs. Bsf f ejoh qsphsbn n f t qspwjef b tbgf hvbse, boe 'pp-csf e bojn brt dbo cf sf rñbtf e cbdl joup u f x jra up jodsf btf hf of u dñm stjuz.

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Reading 1 (continued)

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Hpx f wf s, pqqpof out pg 'ppt tbz u bu n ptu dbqjwf csffejoh qsphsbn n ft ep opu
 sf rfbtf u f bojn brncbdll joup u f x jra. Ui fz drbjn u bu u ftf bojn brnbsf tpra up pi fs
 'ppt, up djsdvtft jo u f VT ps up x jra rjg gdsn t jo Tpvu Agsjdb, x i f sf tpn f i vouf st qbz
 b rpupgn pof z gps u f di bodf up l jmba bojn brnjhf b rjpo, gps gyo jo b gf odf e f odrptvsf .
 Tp, bsf 'ppt hppe qrbdf t gpx jra bojn brti? Rf si baq jubnraf qf oet poi px x f rjoejwjevbm
 'ppt bsf n bobhf e. Hpx f wf s, zpv dbo baqsf djbuf u bun boz qf pqrh rjh f n f cf rjhf wf u bu
 jn qsjtpojoh bojn brngps boz sf btpo jt x spoh. Aojn brnti pvra cf qspuf duf e cvujuepft
 opui bwf up cf jo 'ppt. _ppt u bubsf dsvf map bojn brnboe l f f q u f n rpdll f e vq jo tn brn
 dbhft brni f ujn f ti pvra cf drptf e x ju jn n f ejbuf f ggd u

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

21. Y i f sf x bt u f flstudprndjpo pgx jra bojn brnejtqrzfe?

22. Y i f o x bt u f flstu'pp pqf of e?

23. Y i z ep tdf oytut vtf 'pp bojn brngps sf tf bsd i ?

24. Y i z ep tpn f bojn brtjo 'ppt cf dpn f tuf ttf e?

Bf dbvtf u fz bsf _____

25. Y i bu bojn brnep csffejoh qsphsbn n ft ubshf u?

Do not write in this space

Do not write in this space

Reading 1 (continued)

26. Y i bui sf buep bojn brtjo u f x jra godf bddpsejoh up u f uf yu? (List one)

27. Y i z bsf tpn f 'pp-csf e bojn brttf ouc bdl joup u f x jra?

Task Two: For each item, shade in the bubble (○) to indicate whether the statement is True/False.

Statements	True	False
28. lo Ksvhf s ObypobnRbsl , bojn brtbsf rpd f e vq jo tn bmdhft.	<input type="checkbox"/>	<input type="checkbox"/>
29. Nbsjof n bn n brtvtvbrn rjwf rphf s jo 'ppt u bo jo u f x jra.	<input type="checkbox"/>	<input type="checkbox"/>
30. Aojn brtjo u f x jra f odpvouf s ejgldvrf t jo floejoh b tvjubcrfn n buf .	<input type="checkbox"/>	<input type="checkbox"/>
31. Tpn f x jra bojn brtbsf l jrne gps go jo Tpvui Agsjdb.	<input type="checkbox"/>	<input type="checkbox"/>
32. Ui f bvü ps u jol t u bu' ppt bsf b hppe u joh.	<input type="checkbox"/>	<input type="checkbox"/>

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Reading 2 (Items 33 – 45)**(13 marks)***Read the following text. Then complete the tasks.***Bike Fishing**

1 An tuf sebn jt u f n ptucjzdrft-gjif oerz dbqjubndjuz jo u f x psra, x ju 40% up 60% pg bmsjqt x ju jo u f djuz n bef po cjl ft. Iujt pgf o tbje u bucjzdrft pvuovn cfs u f djuzft sf tjef out x ju bo ftjn buf e ovn cfs pg880,000 cjzdrft. Ui jt jt cf dbvtf tpn f qf pqrh px o n psf u bo pof cjl f; b **sturdy** pof u budbo i boerh gf r vf ouvtf gps ti pqqjoh boe dpon n vjoh boe b gtu pof gps upvsjoh bspvoe u f dpvusz. Rf pqrh hp up x psl, dbssz u f js hspdf sjf t, n pwf gysojwsf boe cbtjdbmz rjwf x ju u f js cjl ft. P o u f pu fs i boe, An tuf sebn brtp i bt rput pgdbobrnt- 165, x ju b dpon cjof e rhohu pg100 ln t. Tp x ju u f tf n boz cjl ft boe tp n boz dbobrnt, jujt op tvsqsjtf u bub rpu pgcjzdrft foe vq jo pof pgu f dbobrnt.

2 Zpv n vtucf x poefs joh x i bui bqqt ot up u f cjl ft podf u f z foe vq jo u f dbobm. Ui bujt x i z u f sf jt tvdi bu joh bt cjl f flti joh! Bjf flti f sn f o hf uqbj e b gymjn f x bhf qmt cf of flut up qvma: jlf t pvupgdbobrnt up lff q u f n drfibo boe tbgf tp u buu f cjzdrft ep oputdsbqf u f cpupn t pgqbtjoh cpbut.

3 Ebdj zfbz, Y buf sof u, An tuf sebn 't Y buf s Avu psjuz, flti ft pvubspvoe 15,000 svtuz cjl ft gpn jut dbobrnt. Y buf sof ufn qmzfft i bwf cff o cjl f flti joh tjodf u f 1960t, boe u f z ep u jt f wfsz ebz. Ui f kpc pgcjl f flti joh dpotjtut pghpjoh u spvhi u f dbobrnt x ju b cbshf, b cjh -bucpupn f e cpbu, rpl joh gps cjl ft! Ui f cbshf i bt jut px o i zesbvrijd dthx, dpoof duf e up b dsbof u butjut po u f gpoupgu f x ppefo cpbu. Ewf sz ebz, jutbjrt u spvhi u f dbobrnt rpl joh gps cjl ft boe flti joh u f n pvu.

4 Opcpez l opx t x i z An tuf sebn 't sf tjef out u spx u f js cjl ft joup u f dbobrnt. Iujt cf rjfw e u bun ptucjzdrft flti f e pvu gpn u f dbobrnt bsf f ju fs tuprho ps wboebrjtf e. An tuf sebn qprjad ftjn buf u bucf u x ffo 50,000 boe 80,000 cjl ft bsf tuprho f bdi zfbz, zfuwfsz gf x sf qpsu u f u f gu up u f qprjad cf dbvtf u f z cf rjfw u buu f qprjad x jmo pu ep bozu joh bcpvuj.

5 Aopu fs jttvf jt u bu cjl f st pgf o qbsl u f js cjzdrft fyusf n f rz drptf up u f djuz't x buf sx bzt. Tpn f qf pqrh crbn f dlesjwst gps cvn qjoh cjl ft pgu f f ehf bt u f sf bsf op hvbsesbjrt brpoh u f dbobrnt. P u fs cjl ft foe vq jo u f dbobrnt cf dbvtf tuspoh x joet crpx u f n pws. Bf dbvtf cjl ft bsf tff o bt bdi fbq n f bot pgusbotqpsu, px of st kvutoss u f n joup u f dbobrnt x i fo u f z hf uebn bhf e. Ui f z ep opuf wfo ubl f u f n up u f djuz evn q.

Do not write in this space

Do not write in this space

Reading 2 (continued)

6 Tp x i bui bqqf ot up u f **dredged** cjl ft? Ui jt ef qfoet po u f tubf u fz bsf jo. A rshf ovn cfs pg u f n bsf ubl fo f wfsz x ffl up b sf dzdrjoh df ouf boe foe vq bt tdsbq n f ubmP u fst bsf tpre up x i prhtbrfst x i p fly u f cjl ft boe hjw u f n b of x rjg . lo pu fs dbtft, u f sf -vtbcrh qbsut bsf tpre up cjl f sf qbjs ti pqt. lgb cjl f i bt cff o sf qpsuf e n jttjoh ps tprho, u fz bsf sf wsofe up u f js px of st. Ui f qprjof dbo jef oujg x i p px ot u f n cz u f obn f fohsbwf e po u f qrltyd gbn ft.

7 Bjlf flti joh i bt cf dnf pof pg An tuf sebn 't vojrvf upvsjtu busbdjpot. Ewf o u pvhi jujt hbscbhf, jubm bzt busbdut b dpx e. Ewf sz x ffl, upvsjut boe rpdbrhtupq up tff i px cjl ft, ti pqqjoh dbrst, toppuf st boe pu fs n f ubm pckf dut bsf flti fe vq gpn u f cpupn pguf dbobm

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

33. U f x pse **sturdy** jo qbsbhsbqi 1 n f bot aaaaaaaaaaaaaa.

n pef so

rjhi u

tuspoh

34. U f sf bsf bspvoe aaaaaaaaaaaaaa dbobrtjo An tuf sebn .

60

100

165

35. Y buf sof utf bsd f t gpc cjzdrft jo dbobrtjo b aaaaaaaaaaaaaaaaaa cbtjt.

ebjrn

x ffl rn

zf bsrn

36. Nboz cjl f px of st ep opusf qpsu u bu u f js cjl ft i bwf cff o tprho cf dbvtf aaaaaaaaaa.

u fz i bwf bopu fs cjl f

u fz tbz u f qprjof x jme p opu joh

u fz tbz u f cjl ft bsf pre

37. U f x pse **toss** jo qbsbhsbqi 5 n f bot aaaaaaaaaaaaaa.

dbudi

tqsf be

u spx

38. U f x pse **dredged** jo qbsbhsbqi 6 n f bot aaaaaaaaaaaaaa.

dsf buf e

qvrne vq

flyf e

Do not write in this space

Reading 2 (continued)

39. Nptupgu f cjl f t flti f e pvupgu f dbobmsf aaaaaaaaaaaaaa.

sf dzdrfe

tpræ up pu f s qf pqrh

u spx o jo b evn q

40. Bjf flti f st brtp flti gps pu f s u joht u bubsf n bef pgaaaaaaaaaaaa.

n f ubm

qrbtjd

x ppe

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
(There are **THREE** extra sub-headings in the box.).

Paragraphs

41. Rbsbhsbqi 1

42. Rbsbhsbqi 3

43. Rbsbhsbqi 5

44. Rbsbhsbqi 6

45. Rbsbhsbqi 7

Sub-headings

A.	Bj f flti joh busbdut vjtjupst
B.	Hjtupsz pgcjl f flti joh
C.	Hpx u f cjl f t bsf flti f e
D.	Hpx u f lpc pgcjl f flti joh tubsuf e
E.	Sf btspot x i z cjl f t f oe vq jo dbobrtn
F.	Ui f ovn cf s pgcjl f t boe dbobrtnjo An tuf sebn
G.	Hpx cjl f t bsf n bef
H.	Y i f sf u f flti f e cjl f t bsf tf ou

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LISTENING 1 (10 mks)		
Task one		
1.	<input checked="" type="radio"/> June	<input type="radio"/> October <input type="radio"/> December
2.	<input type="radio"/> 27 th	<input type="radio"/> 29 th <input checked="" type="radio"/> 30th
3.	<input type="radio"/> one day	<input checked="" type="radio"/> three days <input type="radio"/> five days
4.	<input type="radio"/> 50	<input type="radio"/> 130 <input checked="" type="radio"/> 196
5.	<input checked="" type="radio"/> Sea Kayaking trips	<input type="radio"/> Helicopter tours <input type="radio"/> Walking tours
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

Task Two	
Headings	Key Information
Whale-watching boat trips	- only (6) _____ 5/ five _____ boats. (number)
Other attractions	- local food - art and (7) _____ craft _____ stands - music bands
Sport activities	- marathons - (8) _____ bike _____ races - athletics
Events for children	- (9) _____ magic _____ shows - fairground rides - watch (10) _____ movies/films/wildlife _____ at the Whale Museum - treasure hunt activities
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>	

LISTENING 2 (10 mks)

Task one

11. Microsoft
12. Nepal/(poor)village/country/Asia
13. companies and his friends/ charity/donors/donation/organisations
14. support children's literacy/educate children/provide children with books/stories
15. 1999/ nineteen ninety nine
16. schools and libraries

Task Two

17. Women/girls/females
18. 20 / twenty
19. 'Purpose'
20. Nobel

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

- (a) Certain key letters **must** be included: No.12 Nppl with any vowels :NO.20 Nb with any vowels
- (b) In cases where letters are 'optional', the mis-spelling must be **close to the correct spelling**. (e.g. accept but not)
- (c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (12 marks)

Task one

- | | |
|-----|---|
| 21. | Egypt |
| 22. | 1752 / seventeen fifty two/18 th century |
| 23. | To develop new medicines and techniques /to improve animal health/ study their behavior/biology/ learn more about animals |
| 24. | stuck in enclosed areas all the time/ forced to behave unnaturally/ separated from their natural habitats or family groups/ difficulty in finding mates |
| 25. | Endangered animals or species/wild animals/ animals with difficulty breeding/ zoo bred animals/ any other wild animals in danger of extinction |
| 26. | Hunters/Predators/Loss of natural habitat/ difficulty in finding mates/ breeding difficulty/ killing animals for fun or sport/ be killed |
| 27. | To increase genetic diversity |

Task Two

- | | True | False | |
|-----|----------------------------------|----------------------------------|--|
| 28. | <input type="radio"/> | <input checked="" type="radio"/> | <p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p> <p>1) Grammatical mistakes should be ignored.</p> <p>2) Complete accuracy in spelling is not required, but any misspelt word(s) must be clearly and convincingly recognisable as a correct answer to the question.</p> <p>3) As stated in the instructions, answers should be short. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis.</p> <p>Responses must be indicated <u>clearly</u>.</p> |
| 29. | <input type="radio"/> | <input checked="" type="radio"/> | |
| 30. | <input checked="" type="radio"/> | <input type="radio"/> | |
| 31. | <input checked="" type="radio"/> | <input type="radio"/> | |
| 32. | <input type="radio"/> | <input checked="" type="radio"/> | |

READING 2 (13 mks)

Task One

- | | | | |
|-----|--|--|--|
| 33. | <input type="radio"/> modern | <input type="radio"/> light | <input checked="" type="radio"/> strong |
| 34. | <input type="radio"/> 60 | <input type="radio"/> 100 | <input checked="" type="radio"/> 165 |
| 35. | <input checked="" type="radio"/> daily | <input type="radio"/> weekly | <input type="radio"/> yearly |
| 36. | <input type="radio"/> they have another bike | <input checked="" type="radio"/> they say the police will do nothing | <input type="radio"/> they say the bikes are old |
| 37. | <input type="radio"/> catch | <input type="radio"/> spread | <input checked="" type="radio"/> throw |
| 38. | <input type="radio"/> created | <input checked="" type="radio"/> pulled up | <input type="radio"/> fixed |
| 39. | <input checked="" type="radio"/> recycled | <input type="radio"/> sold to other people | <input type="radio"/> thrown in a dump |
| 40. | <input checked="" type="radio"/> metal | <input type="radio"/> plastic | <input type="radio"/> wood |

Task Two

41. F
42. C
43. E
44. H
45. A

Notes: One mark 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.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> –Manages to present relevant information, but only in a somewhat limited way. –Minimal use of details and examples. – Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. –No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><i><u>No attempt at the task:</u> EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.</i></p>

WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
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>
<p>Note 1: The task is to write a Formal letter/e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, 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	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	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). '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.]



مركز القياس والتقويم التربوي
The Center for Educational Assessment
and Measurement (CEAM)



سَلْطَنَةُ عُمَانِ
وَزَارَةُ التَّعْلِيمِ وَالتَّحْقِيقِ

امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م
الدور الثاني - الفصل الدراسي الثاني

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

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

تعليمات مهمة:

- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- 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.
- يجب على الممتحن اصطحب الهواتف النقالة وأجهزة النداء الآلي وألات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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Listening 1 (Items 1 – 10)**(10 marks)**

You are going to hear an interview between Tim and Jane about a winter carnival.

Task One: Listen, and shade in the bubble () next to the correct option.

- The Quebec Winter Carnival is organised in _____ .
 Canada France Alaska
- The **first** Quebec Winter Carnival was in _____ .
 1884 1894 1954
- The carnival's main attraction is the _____ .
 fireworks parades snow sculptures
- It costs _____ to take a ride on a toboggan.
 \$2 \$3 \$4
- Every year, Bonhomme makes his first public appearance _____ of the carnival.
 two weeks before the start on the first night during the first weekend

Task Two: Listen and make notes in the table below. (not more than **TWO WORDS** or a **NUMBER**).

Headings	Key Information
Children's Activities	- a mini ⁽⁶⁾ _____ - indoor game zone - puzzles - ice ⁽⁷⁾ _____
The 'Effigy'	is a plastic ⁽⁸⁾ _____
Cost	⁽⁹⁾ _____ ticket costs \$10
Temperatures	between minus 4°C and minus ⁽¹⁰⁾ _____ °C

Do not write in this space

Listening 2 (Items 11 – 20)**(10 marks)**

You are going to hear a radio programme about Leila Janah, an inspiring social entrepreneur.

Task One: *For each item, write a short answer (not more than **FOUR WORDS** or a **NUMBER**).*

11. Where was Leila born?

12. What did she teach students in Ghana?

13. What does Sama mean?

14. What skills do Sama workers learn?

15. How many people have been helped by Sama?

16. When was Samahope launched?

Task Two: *for each item, complete the missing words (not more than **TWO WORDS** or a **NUMBER**).*

17. Leila discovered a creamy butter in _____. (**country**)

18. Shea nuts can be picked after _____ years.

19. Leila was called a _____ by Forbes Magazine.

20. The title of Leila's book is _____.

Do not write in this space

Reading 1 (Items 21 – 32)**(12 marks)**

Read the following text. Then complete the tasks.

The Economic Impact of Adventure Tourism in Remote Areas

The market for adventure tourism in remote areas is flourishing despite the high costs involved most of which are paid for by governments. Countries across the world are actively promoting their 'wilderness' regions - such as mountains, deserts, remote islands, wetlands and the Arctic. People are drawn to these regions by their stunning natural landscapes and their remoteness.

The governments in these isolated areas have welcomed this new breed of 'adventure tourist', grateful for the hard currency they bring. For several years, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Lapland in the Arctic region, and in desert areas such as Ayers Rock in Australia. Thirty years ago in 1992, the United Nations Conference on Environment and Development recognised these regions as fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also because of the local people's unique culture and customs.

Once a location is established as a tourist destination, the impact on the local community can be profound. Hill-farmers in Nepal can make more money in a few weeks working for tourists as porters than they can in a year working in their fields so, it is not surprising that many of them give up farming. In Arctic and desert tribal areas, year-round survival has traditionally depended on hunting animals and fish over a relatively short season. However, as more local people become involved in tourism, they do not have the time to hunt and this has led to an increasing dependence on food supplies from outside the area.

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. The most important is deforestation and the impact on water supplies arising from the need to provide tourists with cooked food and showers every day. In both mountain and desert areas, slow-growing trees are often the main sources of fuel, and water supplies may become limited due to over use.

Although tourism inevitably affects the region, the costs to these fragile environments and their local cultures can be minimised. Indeed, it can help local cultures, like what has happened in the Arctic and on Indian reservations in the USA.

Some remote communities are now operating tour businesses themselves. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists can eat Arctic food, walk on the tundra and watch local musicians and dancers.

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Reading 1 (continued)

Native people in the desert regions of the USA have followed similar strategies, encouraging tourists to visit their reservations where they can purchase high-quality handicrafts and artwork. Some tribes have established a highly profitable pottery businesses, while the Navajo have had great success selling their beautiful jewellery designs to tourists.

Too many people living in fragile areas have lost control over their economies, their culture and their environment once tourism has become the main source of income. Merely restricting tourism is not the solution as people always want to discover new places. Instead, communities in these areas must achieve greater control over tourist related activities in order to balance their needs with the demands of tourists.

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

21. What attracts tourists to wilderness regions? (**list one**)

22. What is the prime source of foreign exchange in Bhutan?

23. When did the United Nations recognise fragile regions?

24. How did people in the Arctic survive in the past?

25. What is the main source of fuel in mountain and desert areas?

Do not write in this space

Reading 1 (continued)

26. How do some remote communities minimise the effects of tourism?

27. Why is it not possible to control tourists' desires to visit remote areas?

Because _____

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

Statements	True	False
28. The low cost of setting up adventure tourism makes it attractive to many governments.	<input type="radio"/>	<input type="radio"/>
29. Lapland is an example of an environment that is both culturally and ecologically fragile.	<input type="radio"/>	<input type="radio"/>
30. Hill-farmers in Nepal make more money working in their fields than working for tourists.	<input type="radio"/>	<input type="radio"/>
31. Visitors to some Arctic regions can purchase unique pieces of jewellery.	<input type="radio"/>	<input type="radio"/>
32. Many communities in fragile environments cannot control their economies because of tourism.	<input type="radio"/>	<input type="radio"/>

Do not write in this space

Reading 2 (Items 33 – 45)**(13 marks)**

Read the following text. Then complete the tasks.

Golf Ball Diver

- 1** Every year millions of golf balls get lost in water hazards; small ponds and lakes **scattered** around a golf course. Hence, there was a need for a golf ball diver whose main job is to search for and collect lost golf balls so that they can be cleaned, repackaged and resold.
- 2** To become a golf ball diver, an individual must be a fully accredited scuba diver. They are also required to have up to 200 hours of diving experience in low visibility, underwater navigation and search and recovery. This can be expensive as the training and equipment are costly. Divers must also be certified in first aid and they should be in excellent physical condition.
- 3** The work of a golf ball diver can be very demanding, tiring and unpredictable. Visibility is usually poor as the water in these water hazards is black and murky because it is full of dirt, mud, and plants. While one golf ball is quite light, carrying hundreds of golf balls at a time can weigh over 30 kilos. **Hauling** these big loads from the bottom of a lake requires strong muscles.
- 4** Scuba diving equipment is heavy, so obstacles such as fishing lines can trap and drown divers. They need to wear thick gloves to protect their hands from broken glass and to carry a sharp knife to cut themselves free from entanglements such as nets. Divers may also face danger from wildlife, such as alligators and poisonous water snakes, and from other objects that lie hidden underwater.
- 5** A typical golf course usually has between 4 to 12 ponds and divers can spend up to 8 or 10 hours a day searching for lost golf balls. They may need several days to finish a job depending on the size of the pond. Most golf ball divers usually dive about 5 days a week, preferring not to work at night, and collect approximately 4,000 golf balls. Divers have reported that a typical pond will have as many as 1,000 balls.
- 6** A day in the life of a golf ball diver involves putting on a wet suit and working with a dive crew to search for golf balls. The dive crew usually includes three people. Equipped with standard scuba gear, two divers enter a pond and search for balls. The divers then load the balls into baskets and pass them to the remaining crewmember on land. This crewmember also ensures the divers' safety and helps direct them so they can cover the entire pond.

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Reading 2 (continued)

7 Some divers work for recovery companies that subcontract their services to local golf courses, while others work as independent contractors. Working for a company may mean less pay, but it provides more job security because the company handles fees, contracts and other issues. The company may also have enough contracts to offer full-time work. Golf ball divers may be required to travel for work and should expect to work long hours.

8 Golf ball divers are paid per ball, so they like to collect as many balls as possible in order to make their job profitable. Golf ball divers can earn around \$50,000 annually. Divers sign an exclusive contract with several golf courses, usually 10 to 20, giving them the right to **retrieve** the balls from their water hazards. Golf courses charge a fee for golf ball recovery on their property. Divers agree to give a certain percentage of any balls recovered back to the golf course. They are then free to sell the rest of the balls to golf courses and companies that manufacture golf balls.

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

- 33.** The word **scattered** in paragraph 1 means _____.
- distributed applied dropped
- 34.** It is not easy to become a golf ball diver because _____.
- there are very few dive training centres the training and equipment are expensive golf courses do not employ them
- 35.** Golf ball divers cannot see the balls because _____.
- the water is dirty the ponds are too big they dive at night
- 36.** The word **Hauling** in paragraph 3 means _____.
- throwing following carrying
- 37.** Each pond can contain about _____ golf balls.
- 200 1,000 4,000

Do not write in this space

Reading 2 (continued)

38. There are usually _____ people in a dive crew.
 three four five
39. It is better for a golf ball diver to work with a company because _____.
 they can get more work the salary is higher the work is easier
40. The word **retrieve** in paragraph 8 means _____.
 bring back forget prevent

Task Two: Match the five paragraphs on the left with the sub-headings in the box.
 (There are **THREE** extra sub-headings in the box.).

Paragraphs

Sub-headings

41. Paragraph 2

42. Paragraph 4

43. Paragraph 6

44. Paragraph 7

45. Paragraph 8

A.	Dangers faced by golf ball divers
B.	How golf balls are made
C.	Ponds and balls in a typical golf course
D.	Profits from golf ball diving
E.	Qualifications required to become a golf ball diver
F.	Why golf ball diving started
G.	A typical day in the life of a golf ball diver
H.	Working for a golf ball recovery company

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GRADE TWELVE
 ENGLISH LANGUAGE 'ELECTIVE'
 SEMESTER TWO, 2021/2022, SECOND SESSION



MARKING GUIDE
 TOTAL MARKS: 70
 page 1 of 7

LISTENING 1 (10 mks)		
Task one		
1. <input checked="" type="radio"/> Canada	<input type="radio"/> France	<input type="radio"/> Alaska
2. <input type="radio"/> 1884	<input checked="" type="radio"/> 1894	<input type="radio"/> 1954
3. <input type="radio"/> fireworks	<input type="radio"/> parades	<input checked="" type="radio"/> snow sculptures
4. <input type="radio"/> \$2	<input checked="" type="radio"/> \$3	<input type="radio"/> \$4
5. <input checked="" type="radio"/> two weeks before the start	<input type="radio"/> on the first night	<input type="radio"/> during the first weekend
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		
Task Two		
Headings	Key Information	
Children's Activities	- a mini (6) <u>slide</u> - indoor game zone - puzzles - ice (7) <u>hockey</u>	
The 'Effigy'	is a plastic (8) <u>badge</u>	
Cost	(9) <u>online / advance</u> ticket costs \$10	
Temperatures	between minus 4°C and minus (10) <u>16</u> °C	
<i>Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.</i>		



LISTENING 2 (10 mks)

Task one

11. New York / America / The USA / United States of America
12. English
13. Equal
14. Basic computer skills / computer skills / computer
15. 50,000 / fifty thousand
16. 2012

Task Two

17. Uganda
18. 20 / twenty
19. Rising Star / Star
20. "Give Work"

Notes: One mark each.

Qs 11-16: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

(a) Certain key letters **must** be included: No. : No. :

(b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)

(c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.



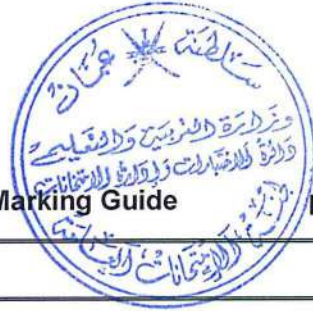
READING 1 (12 marks)

Task one

- 21. Their stunning natural landscapes / their remoteness
- 22. Tourism / Tourists
- 23. Thirty years ago / 30 years ago / 1992
- 24. Hunting / fishing / hunting animals and fish
- 25. Slow- growing trees / trees
- 26. Operating tour business themselves / employing local people / establishing their own business
- 27. people always want to discover new places

Task Two

	True	False	
28.	<input type="radio"/>	<input checked="" type="radio"/>	<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p> <p>1) Grammatical mistakes should be ignored.</p> <p>2) Complete accuracy in spelling is not required, but any misspelt word(s) must be clearly and convincingly recognisable as a correct answer to the question.</p> <p>3) As stated in the instructions, answers should be short. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is <u>convincing</u> and <u>clearly correct</u>, common sense should be applied and marks awarded, on a case-by-case basis. Responses must be indicated <u>clearly</u>.</p>
29.	<input checked="" type="radio"/>	<input type="radio"/>	
30.	<input type="radio"/>	<input checked="" type="radio"/>	
31.	<input type="radio"/>	<input checked="" type="radio"/>	
32.	<input checked="" type="radio"/>	<input type="radio"/>	



READING 2 (13 mks)

Task One

- | | | | |
|-----|--|---|---|
| 33. | <input checked="" type="radio"/> distributed | <input type="radio"/> applied | <input type="radio"/> dropped |
| 34. | <input type="radio"/> there are very few dive training centres | <input checked="" type="radio"/> the training and equipment are expensive | <input type="radio"/> golf courses do not employ them |
| 35. | <input checked="" type="radio"/> the water is dirty | <input type="radio"/> the ponds are too big | <input type="radio"/> they do it at night |
| 36. | <input type="radio"/> throwing | <input type="radio"/> following | <input checked="" type="radio"/> carrying |
| 37. | <input type="radio"/> 200 | <input checked="" type="radio"/> 1,000 | <input type="radio"/> 4,000 |
| 38. | <input checked="" type="radio"/> three | <input type="radio"/> four | <input type="radio"/> five |
| 39. | <input checked="" type="radio"/> they can get more work | <input type="radio"/> the salary is higher | <input type="radio"/> the work is easier |
| 40. | <input checked="" type="radio"/> bring back | <input type="radio"/> forget | <input type="radio"/> prevent |

Task Two

41. E
42. A
43. G
44. H
45. D

Notes: One mark 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.
- If markers are in any doubt, they should consult with other markers and with the Table Head.

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> –Manages to present relevant information, but only in a somewhat limited way. –Minimal use of details and examples. – Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> – Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Presents very little relevant information indeed. –No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>



WRITING 2 (15 mks)	
15	<ul style="list-style-type: none"> - Message to the intended reader(s) is <u>very clear</u>. - Writing clearly succeeds in achieving its intended purpose. - Uses language which is appropriate to reader and context. - A varied range of structures and vocabulary, with a very good level of accuracy.
12	<ul style="list-style-type: none"> - Message to the intended reader(s) is fairly clear. - Writing has reasonable success in achieving its intended purpose. - uses language which is somewhat appropriate to reader and context. - A fair range of structures and vocabulary, with a good level of accuracy.
9	<ul style="list-style-type: none"> -Message to the intended reader(s) is partially clear. - Writing has only partially achieved its intended purpose. - Uses language which is minimally appropriate to reader and context. - A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> -Message to the intended reader(s) is mostly unclear. - Writing has only very limited success in achieving its intended purpose. - Uses language which is mostly inappropriate to reader and context. - A very limited range of structures and vocabulary, and frequent errors.
3	<ul style="list-style-type: none"> -Message to the intended reader(s) is unclear. - Writing clearly fails to achieve its intended purpose. - NO use of appropriate language. - Extremely limited range of structures and vocabulary, and frequent serious errors.
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 Formal **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 two marks** from the content-score.

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