

تم تحميل هذا الملف من موقع المناهج العُمانية



*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

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* للحصول على أوراق عمل لجميع مواد الصف الثاني عشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

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سُلْطَنَةُ عُومَانِ
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام
للعام الدراسي ١٤٣٩/١٤٤٠ هـ - ٢٠١٨ / ٢٠١٩ م
الدور الأول - الفصل الدراسي الأول

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

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

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 الامتنال لإجراءات التفيتش داخل المركز طوال أيام الامتحان.
- يجب إحصار 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 الامتنال لإجراءات التفيتش داخل المركز طوال أيام الامتحان.

صحيح غير صحيح



مُسَوِّدَةٌ، لا يتم تصحيحها

Do not write in this space

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Listening 1 (Items 1 – 10)

(10 marks)

You are going to hear a conversation between **David and Sharon**.

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

- The radio podcast 'Your Future' provides information about students' _____ .
 future jobs study options drama courses
- Sharon chose to study drama at university because by that stage it was _____ .
 her passion offered at school the only choice
- The most important consideration for Sharon when choosing a university was the _____ .
 cost of the course availability of accommodation success rate of previous graduates
- The third year is important because it's when students choose _____ .
 two theoretical subjects a broad range of subjects an area to specialise in
- Sharon's job involves helping young people by teaching them how to _____ .
 act in films respond in difficult situations act as a witness
- During the summer, Sharon is able to _____ .
 run drama workshops at schools act in stage productions watch television series

Do not write in this space

Listening 1 (continued)

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

Statement	True	False
7. Sharon used to attend plays when she was young.	<input type="radio"/>	<input type="radio"/>
8. A drama degree only includes subjects related to drama and theatre.	<input type="radio"/>	<input type="radio"/>
9. Sharon's full-time career is quite different to the career that she thought she would pursue.	<input type="radio"/>	<input type="radio"/>
10. Sharon misses acting because she does not have time to go to the theatre.	<input type="radio"/>	<input type="radio"/>

Listening 2 (Items 11 – 20)

(10 marks)

You are going to hear a lecture about “**Desert Art**”, also known as the “**Nazca Lines**”.

Task One: Listen, and make notes in the table below.

Nazca Lines

Location	– Nazca Desert in southern Peru in South America
Designs of figures	– Example: ⁽⁰⁾ <u>hundreds</u> of simple lines and geometric shapes – animals: birds, llamas, jaguars, monkeys, human figures, trees, flowers – largest figures: over ⁽¹¹⁾ _____ metres
Archaeological surveys	– lines formed on ground with a depth of 10 to ⁽¹²⁾ _____ cms. – simple tools used to create drawings – a wooden ⁽¹³⁾ _____ was carbon-dated to find out its age.
Purposes	– astronomical maps to agricultural ⁽¹⁴⁾ _____ – Inca roads or irrigation ⁽¹⁵⁾ _____ – religious significance

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Listening 2 (continued)

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

16. When was Paul Kosok in Peru?

_____ .

17. What shape drawing did Paul observe from his plane?

_____ .

18. Why did Maria Reiche join Paul?

_____ .

19. How has the climate helped keep the Nazca lines visible?

_____ .

20. Who discovered two small figures in 2011?

_____ .

Do not write in this space

Reading 1 (Items 21 – 32)

(12 marks)

Read the text about *“Playtime: past and present”*. Then complete the tasks that follow.

Playtime: past and present

Over the past twenty years, the time children spend playing outdoors has dropped dramatically. From one generation to the next, the number of hours children spend outdoors has decreased by fifty percent. Children used to spend up to ten hours per week playing outside, making up imaginary games, riding their bicycles and climbing trees. Nowadays, on average, children spend no more than five hours per week playing outside. Most of their time is spent indoors watching television, playing on iPads or PlayStations, or using social media.

The most obvious reason for this change is technology, which has developed at an incredibly rapid rate in the last two decades. Mobile phones, personal computers, laptops, iPads, gaming consoles – none of these existed when our parents were children. Now, just about every teenager has their own cell phone and laptop, and even if they do not, they have easy access to one in the family home. Gaming consoles such as PlayStation have become extremely popular, with sixty-three percent of teenagers having one in their home.

Another factor affecting children’s outdoor playtime is the amount of time parents spend at work. In recent years, working hours have steadily increased, leaving parents with less time to make sure that their children have sufficient outdoor playtime. In addition, over the last twenty years, the number of women working outside their homes has increased by 20 million. In the past, women stayed at home with their children and could encourage them to spend time playing outside. However, because the majority of mothers work away from their homes nowadays, they are no longer there to supervise their children’s playtime. Indeed, even when parents are at home, they are constantly connected to work via emails, text messages or phone calls.

One of the major disadvantages of having less outdoor playtime is that children have become more sedentary or inactive. In comparison to their parents, children nowadays get a lot less exercise than their parents used to when they were young. This means that children are not as fit as their parents were at the same age. It also means that they are more likely to become overweight or obese.

Another disadvantage of not spending enough time outside is that children do not have as much exposure to sunlight. This can result in low levels of Vitamin D. When exposed to the sun the body creates this essential vitamin, which is vital for the body to work properly. A vitamin D deficiency may result in a weak immune system, weaker bones, tiredness and depression.

Parents should actively try to increase the amount of time their children spend outdoors. They should also control their children's use of electronic devices and social media. While change is inevitable, parents should encourage their children to be more active and play lots of sports and games.

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Reading 1 (continued)

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

21. Which outdoor activities did children do more frequently in the past? (list two)

22. Nowadays, how much time, on average, do children spend outside each week?

23. Which electronic device is owned by more than fifty percent of teenagers?

24. According to the text, where do most mothers work these days?

25. Why are parents not able to spend more time with their children?

Because _____

26. What is one of the most significant consequences of having less time to play outdoors?

27. Why is it important to spend some time in the sun?

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

28. Children today spend _____ playing outside.

29. Teenagers might not have their own _____ but will probably have easy access to one in their family home.

30. In the past, _____ used to stay at home and monitor their children's playtime.

31. Children are not _____ as their parents were when they were children.

32. Parents should reduce the amount of time their children spend on _____ .

Do not write in this space

Reading 2 (Items 33 – 45)

(13 marks)

Read the following text. Then complete the tasks.

A life-changing experience

1 People often assume that I spent my childhood travelling to exotic places, which in turn led me to become a travel writer, but it is just not true. When I think back, it was one very significant experience as a teenager that inspired me to choose this profession.

2 My first trip abroad was to Scotland when I was sixteen years old. I had been selected to take part in an exchange programme in which teenagers had the opportunity to attend a school in another country for three months, in order to experience what it is like to be a student in a different environment.

3 I was so excited! I had only ever been on an airplane once before and I had never been outside my country. There I was boarding a plane and travelling across the world by myself. I remember being quite nervous about getting on the right plane, but it was very simple. Everything in the airport was clearly signposted and easy to find.

4 Arriving in the Scottish highlands felt like landing on another planet. The landscape was vastly different to the landscape I had grown up with. There were hills and mountains as far as the eye could see and a lot of grey clouds. It was very different to the beautiful sandy beaches and blue skies I was used to at home. I remember how bitterly cold the air was. It cut straight through all my warm layers of clothing.

5 The school I attended for those three months was bigger than any other school I had ever seen before. The school grounds were spread over two hundred acres. There were thirty buildings, a wood and a lake. At home, I attended a school, but this school was a boarding school. So I stayed at the school with forty other students who only got home once a term.

6 The students were very friendly and welcoming but getting used to their accents was a challenging task. Even though we spoke the same language, they pronounced things very differently. My accent was strange to them too and we had some good laughs about things that got lost in translation.

7 As an adult, I have met many people who hated going to boarding schools, but for me, life at boarding school was great fun. Every morning we had to wake up at the same time, shower, get dressed and go to the cafeteria for breakfast before lessons started. We would meet again in the cafeteria for lunch and dinner. Meal times were a great time to socialise. Most of the food was similar to what I was used to back home, but I did not like some of the traditional Scottish food dishes. In the afternoons, we could choose from a variety of sports and activities. My favourite activities were singing in the choir and learning how to horse ride and jump high fences.

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Reading 2 (continued)

8 While I was there I celebrated my seventeenth birthday and experienced one of the school's unofficial traditions, a birthday prank! My friends dragged me to the lake and threw me in. The water was freezing and I do not think I have ever been so cold in my life. It was a birthday present I will never forget.

9 My time in Scotland was a life-changing experience. It was there that I fell in love with different food and cultures, and from that time I knew that I would spend the rest of my life travelling around the world.

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

33. The time the writer spent in Scotland was important because as a result he _____ .

travelled to an exotic place

had never travelled on a plane before

became a travel writer

34. The writer went to Scotland _____ .

as an exchange student

to work as a writer

to see the woods and mountains

35. The writer felt that the Scottish landscape was _____ .

similar to the landscape at home

different to the landscape at home

the same as the landscape on another planet

36. One of the things the writer found difficult to get used to was _____ .

the weather

the Scottish accent.

living in a boarding house.

37. The writer's experience in Scotland taught him to _____ .

enjoy traditional Scottish food

celebrate birthdays

love different cultures and food

Do not write in this space

Reading 2 (continued)

38. An exchange student _____ .

lives permanently in another country

visits a different school in their home country

studies in another country for a short time

39. Socialise means _____ .

enjoying your exchange programme

spending time with friends

eating three meals a day in school.

40. A prank is _____ .

a joke friends play on each other

a traditional birthday celebration

a way to make new friends

Task two: Match the paragraphs to the sub-headings. There are **three** extra sub-headings.

Paragraphs

41. Paragraphs 1 and 2.

42. Paragraph 4.

43. Paragraph 6.

44. Paragraph 7.

45. Paragraph 8.

Sub-headings

A. Another world

B. My time as a travel writer

C. A birthday to remember

D. Meal times

E. Boarding school daily routine

F. A different subject

G. Misunderstandings

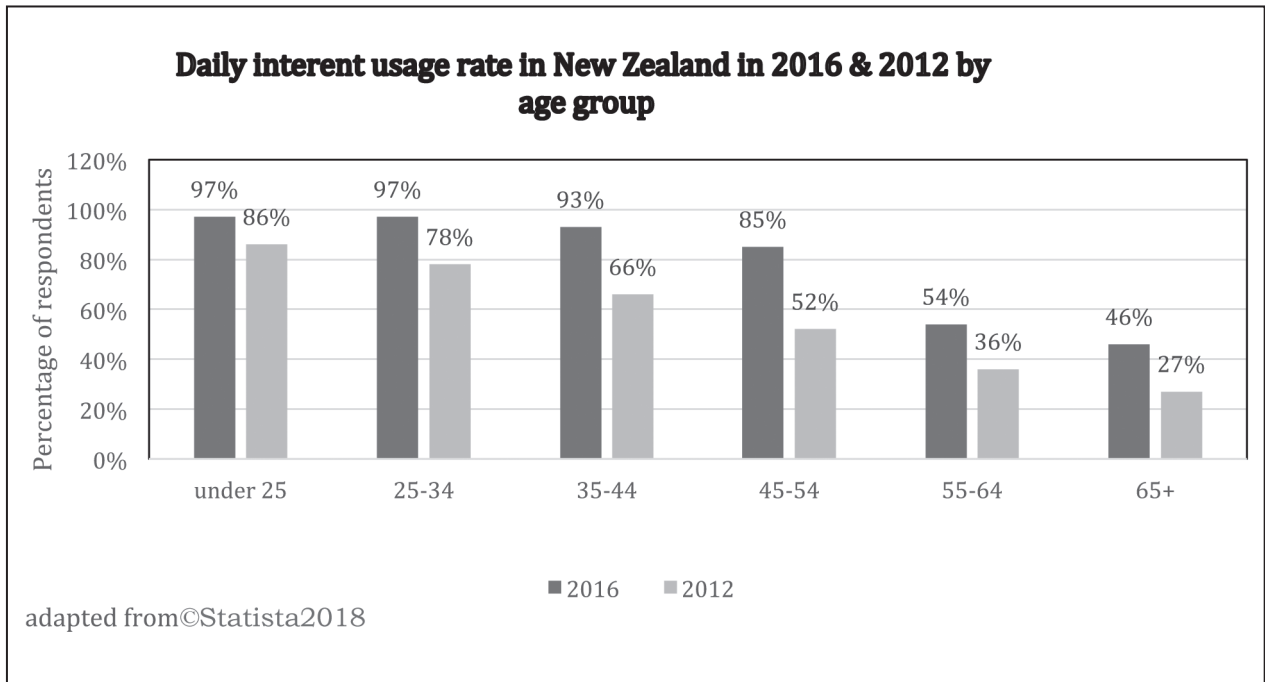
H. A life -changing event

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Writing 2

(10 marks)

The chart below shows the internet usage rate in New Zealand according to age group. Summarise the information in the graph and make comparisons.



You should write at least 150 words. Your writing should be clear and organised.

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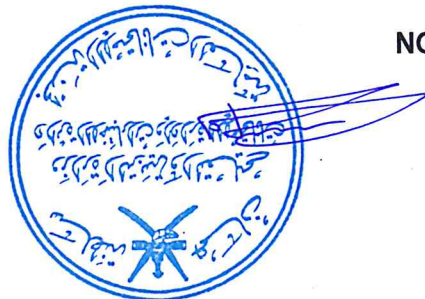
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LISTENING 1 (10 mks)

1.	<input type="radio"/>	future jobs	<input checked="" type="radio"/>	study options	<input type="radio"/>	drama courses
2.	<input checked="" type="radio"/>	her passion	<input type="radio"/>	offered at school	<input type="radio"/>	the only choice
3.	<input type="radio"/>	cost of the course	<input type="radio"/>	availability of accommodation	<input checked="" type="radio"/>	success rate of previous graduates
4.	<input type="radio"/>	two theoretical subjects	<input type="radio"/>	a broad range of subjects	<input checked="" type="radio"/>	an area to specialise in
5.	<input type="radio"/>	act in films	<input checked="" type="radio"/>	respond in difficult situations	<input type="radio"/>	act as a witness
6.	<input type="radio"/>	run drama workshops at schools	<input checked="" type="radio"/>	act in stage productions	<input type="radio"/>	watch television series

LISTENING 1 Task Two

7.	<input checked="" type="radio"/>	True
8.	<input type="radio"/>	True
9.	<input checked="" type="radio"/>	True
10.	<input type="radio"/>	True
	<input type="radio"/>	False

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



LISTENING 2 Task One (5 marks)	
Designs of figures	- 11) 200/ two hundred
Archaeological surveys	- 12) 15/ fifteen - 13) stake
Purposes	<input type="checkbox"/> 14) calendars <input type="checkbox"/> 15) systems

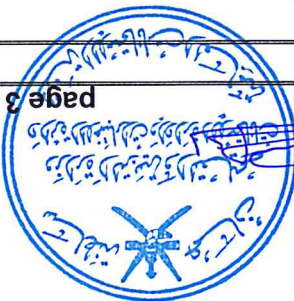
Notes: Markers should focus on the content of these points — not the exact wording, nor the quality of the language, nor the sequencing of the points under each heading.

LISTENING 2 Task Two (5 mks)	
16. 1941	A bird
17. A bird	To help him identify /explore/discover/know/ the purpose of the Nazca lines./To help him discover how they were created.
18. To help him identify /explore/discover/know/ the purpose of the Nazca lines./To help him discover how they were created.	Because there is no wind / The lack of wind.
19. Because there is no wind / The lack of wind.	A Japanese team/ Yamagata University Team/ Japanese researchers.

Notes: One mark each.

Notes:
 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
 (b) In cases where letters are 'optional', the mis-spelling must be close to the correct spelling.
 (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.



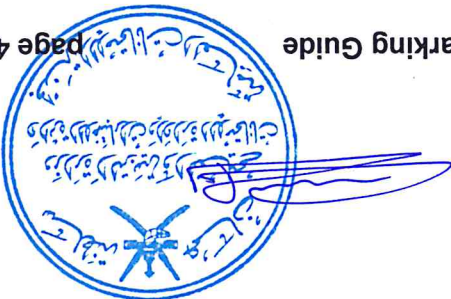
READING 1 (12 mks)

21.	Making up imaginary games /riding bicycles / climbing trees. (Award 1 mark for two activities / half a mark for one activity)	27.	To get Vitamin D
22.	Five hours per week/ less than or no more than five hours per week.	28.	less time/ short time/ little time/ few hours.
23.	PlayStation/ Game consoles.	29.	Laptop/cell phone. (as mentioned in the text)
24.	A way from home/ outside their homes/ far from home.	30.	Mothers/ women/ parents.
25.	they are connected to work via emails/ text messages/ phone calls/they are working/they are busy.	31.	as active / as fit /as energetic / as healthy/ doing exercise
26.	Children are more sedentary / inactive /obese / overweight / too heavy	32.	social media / electronic devices

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

READING 2 (13 mks)

33.	<input type="radio"/> travelled to an exotic place	<input type="radio"/> had never travelled on a plane before	<input checked="" type="radio"/> became a travel writer
34.	<input checked="" type="radio"/> as an exchange student	<input type="radio"/> to work as a writer	<input type="radio"/> to see the woods and mountains
35.	<input type="radio"/> similar to the landscape at home	<input checked="" type="radio"/> different to the landscape at home	<input type="radio"/> the same as the landscape on another planet
36.	<input type="radio"/> the weather	<input checked="" type="radio"/> the Scottish accent.	<input type="radio"/> living in a boarding house.
37.	<input type="radio"/> enjoy traditional Scottish food	<input type="radio"/> celebrate birthdays	<input checked="" type="radio"/> love different cultures and food
38.	<input type="radio"/> lives permanently in another country	<input type="radio"/> visits a different school in their home country	<input checked="" type="radio"/> studies in another country for a short time
39.	<input type="radio"/> enjoying your exchange programme	<input checked="" type="radio"/> spending time with friends.	<input type="radio"/> eating three meals a day in school.
40.	<input checked="" type="radio"/> a joke friends play on each other.	<input type="radio"/> a traditional birthday celebration	<input type="radio"/> a way to make new friends.



Reading Two / Task Two

41. H

42.A

43. G

44.E

45.C

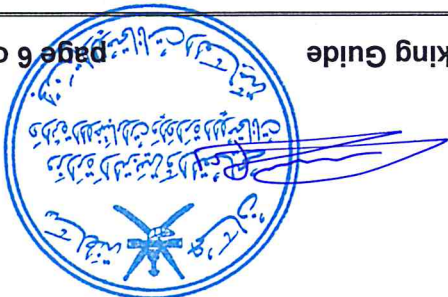
Notes: One mark each. Responses must be indicated clearly.

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 well be different individual ways of approaching a task or interpreting a graph (or set of data), but a basic requirement for all answers is that they are **relevant**.
- If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.
- However, if a student has **genuinely attempted the task**, but their answer is only **partly relevant**, then a **reduced mark (not zero)** should be awarded.



WRITING 1 (15 mks)	
15	<ul style="list-style-type: none"> - Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
12	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
9	<ul style="list-style-type: none"> - Expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly-organised, but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
6	<ul style="list-style-type: none"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
3	<ul style="list-style-type: none"> - Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<p><i>No attempt at the task.</i> EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense</p>



WRITING 2 (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. - Language used is fully appropriate to the type of text. - 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. - Language used is mostly appropriate to the type of text. - 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. - Language used is reasonably appropriate to the type of text. - 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. - Language used is often inappropriate to the type of text. - 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. - Language used is wholly inappropriate to the type of text. - Extremely limited range of grammar and vocabulary with frequent serious errors
0	<p><i>No attempt at the task: 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>
<i>* See both the graph and the information points provided.</i>	



ARRIVING AT FINAL SCORES

READING/ LISTENING: In this section, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) No action required: With (machine-marked) 'Multiple Choice', 'Matching' or 'True/False' items — i.e. in RDG 1/LST 2 — discrepancies are automatically excluded by the ePen marking system.
- 2) Action required: With 'short answer' items, where the student has to write something down — i.e. in RDG 1/LST 2 — 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 the two tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

- 1) Acceptable differences: If — as in most cases — the difference between the two scores is small, i.e. just **one level**, the Supervisor/Adjudicator is not required to read the students' response. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
- 2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. **more than one level**, the Supervisor/Adjudicator must 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
3 / 0	1½	2 / 0	1
6 / 3	4½	4 / 2	3
9 / 6	7½	6 / 4	5
12 / 9	10½	8 / 6	7
15 / 12	13½	10 / 8	9

IMPORTANT NOTE: As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'Half-marks' or 'in-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator (see 'Acceptable differences').

[* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]