سلطنة عمان
وزارة التربية والتعليم

ENGLISH LANGUAGE TEST

GRADE TEN

Academic Year -2024/ 2025
Semester One - First Session

Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 12**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
VOCABULARY	**5**				
GRAMMAR	**5**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

LISTENING 1 (Items 1-7) (7 marks)

You are going to hear a conversation between Sara and Alex.
Listen, and shade in the bubble ⬭ next to the correct option.

1. Wind energy was first used in _____.

⬭ China ⬭ Netherlands ⬭ Egypt

2. Europeans depended on wind turbines to _____.

⬭ grind grain ⬭ sail boats ⬭ pump water

3. The first wind turbine to produce electricity was built by _____.

⬭ James Blyth ⬭ Charles Brush ⬭ Werner Siemens

4. The most expensive material in wind turbines was _____.

⬭ wood ⬭ steel ⬭ cloth

5. The USA had the first turbine to generate electricity in _____.

⬭ 1887 ⬭ 1888 ⬭ 1899

6. Today, the third most common renewable energy used is _____energy.

⬭ solar ⬭ wind ⬭ hydropower

7. Sara got her information about renewable energy from a _____.

⬭ book ⬭ documentary ⬭ podcast

LISTENING 2 (Items 8-15) **(8 marks)**

You are going to hear a talk about ***the Sumerian Civilisation****.*
Task One: *Listen and for each item, write a short answer* ***(not more than FOUR WORDS or a NUMBER).***

8. Where was the Sumerian civilisation located? (country)

_____

9. Who ruled the Sumerian cities?

_____

10. What material did the Sumerians use for their tablets?

_____

11. Which number was the Sumerians' number system based on?

_____

Task Two**:** *Listen For each item, shade in the bubble* ⬭ *under the correct option.*

	Statements	True	False
12.	The Sumerians based their calendars on the Sun and the Moon.	⬭	⬭
13.	The Sumerians built canals to water their farms.	⬭	⬭
14.	The main crop of the Sumerians was dates.	⬭	⬭
15.	The Sumerian civilisation ended around 2000 BCE.	⬭	⬭

LISTENING SCORE	
	15

VOCABULARY (Items 1-5) **(5 marks)**

For each item, shade in the bubble ⬭ next to the correct option.

In our modern world, technology plays a crucial role in how we **(1)** _____ with each other. The rise of social media platforms has changed the way we **(2)** _____ information and stay connected worldwide. These platforms allow us to **(3)** _____ our lives, and experiences instantly, creating a sense of global community. However, excessive screen time can negatively affect our **(4)** _____ span and overall well-being. To stay healthy, and to avoid getting **(5)** _____ to devices, it is important to reduce screen time and connect with people face-to-face.

1.	⬭	contribute	⬭	communicate	⬭ convert
2.	⬭	access	⬭	reduce	⬭ limit
3.	⬭	follow	⬭	share	⬭ comment
4.	⬭	suggestion	⬭	invention	⬭ attention
5.	⬭	addicted	⬭	trusted	⬭ powered

VOCABULARY SCORE	
	5

GRAMMAR (Items 1–5) **(5 marks)**

For each item, shade in the bubble ⬭ next to the correct option.

Speaker A: Have you noticed that the new café which has recently opened in the downtown is **(1)** ⬭ **good** / ⬭ **better** than the old one?

Speaker B: Yes, I've heard about it. It's really nice! I used to **(2)** ⬭ **go**/ ⬭ **goes** to the shopping area next to the new café regularly.

Speaker A: I've never been there yet, **(3)** ⬭ **or** / ⬭ **but** I've seen some amazing photos online.

Speaker B: I have tried their pastries. They were exceptionally delicious and they **(4)** ⬭ **were** / ⬭ **was** made from healthy ingredients.

Speaker A: That sounds fantastic! I think many people **(5)** ⬭ **have**/ ⬭ **will** visit this new café.

Speaker B: Absolutely! Let's meet there this weekend.

GRAMMAR SCORE	
	5

READING 1 (Items 1-10) **(10 marks)**

Read the email. Then, complete the tasks.

Dear Salim,

I hope you're doing well! I have recently come across different AI (Artificial Intelligence) apps related to health and marketing. However, I am fascinated by how AI apps can significantly improve our English language. I've been exploring different options lately, and it really opened a new world for learning languages. Here's what I've found that can help us on our journey!

First, have you tried using AI-powered language learning apps? Unlike traditional classroom learning which provides standardised lessons for all students, AI apps, like Duolingo and Babbel, offer personalised lessons based on your skill level. They can adapt to your performance, making learning more fun and efficient. For example, if you struggle with verb tenses, these apps will provide additional practice in that area until you feel more confident. It's like having a personal tutor!

Another great tool is chatbots.AI chatbots allow you to practice conversations anytime. Apps like Replika or even specialised English-speaking bots let you engage in conversations about various topics. They can help you improve your speaking and writing skills in a low-pressure environment. Additionally, you can practice at your own level.

Don't forget about using AI for listening practice! AI apps can generate audio stories or articles read aloud by AI voices. This can help you practice listening to different accents, although the variety of topics and speeds might be limited. Listening to various speakers can improve your comprehension skills and make learning more engaging!

Lastly, I have been reading about AI writing assistants, like the QuillBot App, that can help you improve your writing skills. The Grammarly App can also check grammar mistakes and paraphrase sentences. Using both apps can boost your confidence in using English and improve your writing skills.

In short, AI is an amazing resource for learning English! It makes practice more interactive and fun. I'm thinking of doing a presentation to my class next week about this topic. Let me know if you want to join me! We could motivate each other and exchange our experiences.

Looking forward to hearing from you soon!

Best regards,

Ali

READING 1 (continued)

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

1. Ali is interested in AI apps related to _____.

⬭ health ⬭ marketing ⬭ languages

2. AI learning apps such as Duolingo and Babbel offer _____lessons.

⬭ traditional ⬭ personalised ⬭ standardised

3. Users can practice English conversations through _____App.

⬭ Babbel ⬭ Duolingo ⬭ Replika

4. AI chatbots allow users to improve their speaking and _____ skills.

⬭ vocabulary ⬭ writing ⬭ grammar

5. AI-generated audio stories provide different _____.

⬭ accents ⬭ topics ⬭ speeds

6. The QuillBot App is an AI writing _____.

⬭ skill ⬭ sentence ⬭ assistant

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

7. Grammarly App can _____sentences and check grammar.

8. AI writing apps can make your writing _____ better.

9. Ali believes that AI is an _____ resource for learning English.

10. Ali wants to do a _____ about AI at school.

READING 2 (Items 11-20) (10 marks)

Read the text. Then, complete the tasks.

Magazines have been an important part of the media landscape for decades. From fashion and health to technology and news, they have covered a wide range of topics. However, with the rise of the internet, many people wonder if magazines are still relevant today. Despite facing challenges, both versions of print and digital magazines continue to play a significant role in providing information, entertainment, and education.

One major change in the magazine industry is the shift from print to digital. In recent years, many magazines that were once only available in print, have digital versions that can be read on smartphones, tablets, and computers. This digital shift has allowed magazines to reach a wider audience. The first digital magazine called 'Electric Word' was published in 1985 by Goldcrest Publishing in the UK. It was on a floppy disk and talked about technology and digital culture. This was the start of digital magazines. Today, digital magazines have become more convenient, as readers can read them anytime and anywhere. Additionally, their interactive features make the reading experience more engaging.

However, the transition to digital magazine has not been easy. Many print magazines have experienced a decline in sales. As a result, some magazines have had to close down, and others have printed fewer copies. For the magazines that are still printed, they focus on high-quality content that is different from what you can find online. Specialised print magazines that target young audiences, focusing on hobbies, lifestyle, or professional interests, have remained popular.

Despite these challenges, print magazines offer some advantages over other forms of media. They provide detailed articles which can be more reliable than quick online articles. Many readers also appreciate the physical experience of flipping pages through a print magazine which cannot be found in digital forms.

In terms of advertising, magazines still hold value. Advertisements in print magazines are often seen as more valuable compared to online advertisements. Additionally, magazine readers tend to spend more time reading and engaging with the content, which means they are more likely to see and respond to advertisements.

In conclusion, even though magazines have faced challenges in the digital age, they are still important. Both print and digital magazines have their own unique benefits, and readers continue to enjoy them for various reasons. As technology continues to develop, magazines will likely adapt further, offering new ways to engage and inform their audiences.

READING 2 (continued)

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

11. What allowed magazines to reach a wider audience?

_____

12. When was the first online magazine published?

_____

13. How was the first digital magazine in the UK distributed?

_____

14. What makes digital magazines more engaging?

_____

15. Why did some print magazines close down?

Because of_____

16. Who do specialised print magazines target?

_____

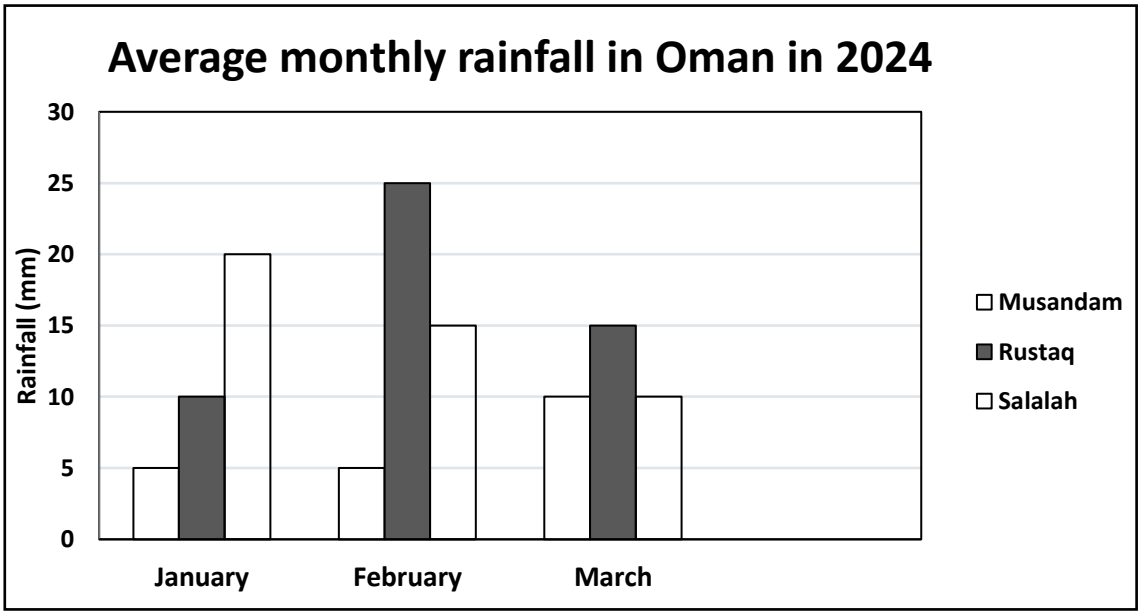
Task Two**:** *For each item, shade in the bubble ⬭ to indicate whether the statement is **True/False**.*

	Statements	True	False
17.	Print magazines provide detailed articles.	⬭	⬭
18.	According to the text, readers can flip pages in digital magazines.	⬭	⬭
19.	Advertisements are still valuable in print magazines.	⬭	⬭
20.	Print magazines do not have any unique benefits.	⬭	⬭

READING SCORE	
	20

WRITING 1 **(5 marks)**

Write a text including all the information in the chart below. Write ***at least 80 words****. Your writing should be* ***clear*** *and* ***well-organised****.*



WRITING 1 (continued)

Marker A	Marker B	Average

(_____)

5

WRITING 2 **(10 marks)**

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

Write a story about **a very hot summer day** you experienced. Explain how it affected your life and how you changed your daily routines to deal with the heat.

*Your writing should be **engaging** and **well-structured.***

WRITING 2 (continued)

Marker A	Marker B	Average

(_____)

10

****

LISTENING 1 (7 mks)					
1.	○ China	○ Netherlands	● Egypt
2.	○ grind grain	○ sail boats	● pump water
3.	● James Blyth	○ Charles Brush	○ Werner Siemens
4.	○ wood	● steel	○ cloth
5.	○ 1887	● 1888	○ 1899
6.	● solar	○ wind	○ hydropower
7.	○ book	○ documentary	● podcast
Notes: One mark each. Responses must be indicated clearly.			

LISTENING 2 (8 mks)			
Task One		**Task Two**	
			True	**False**
8. In Iraq		**12.**	●	○
9. kings		**13.**	●	○
10. Clay		**14.**	○	●
11. 60 / sixty		**15.**	●	○
Notes: (i) *One mark each.* *(ii) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.* *(iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.*		*Notes: One mark each. Responses must be indicated clearly.*	

VOCABULARY (5 mks)					
1.	○	contribute	● communicate	○	convert
2.	●	access	○ reduce	○	limit
3.	○	follow	● share	○	comment
4.	○	suggestion	○ invention	●	attention
5.	●	addicted	○ trusted	○	powered

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

GRAMMAR (5 mks)				
1.	○	good	● better	
2.	●	go	○ goes	
3.	○	or	● but	
4.	●	were	○ was	
5.	○	have	● will	

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

READING 1 (10 mks)						
Task One:						
1.	○	health	○	marketing	●	languages
2.	○	traditional	●	personalised	○	standardised
3.	○	Babbel	○	Duolingo	●	Replika
4.	○	vocabulary	●	writing	○	grammar
5.	●	accents	○	topics	○	speeds
6.	○	skill	○	sentence	●	assistant
Notes: One mark each. Responses must be indicated clearly.						
Task Two:						
7. paraphrase **8.** skills **9.** amazing **10.** presentation						
***Notes**: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.*						

READING 2 (10 mks)			
Task One:			
11. (the) digital shift **12.** 1985 **13.** On floppy disks **14.** Interactive features **15.** a decline in sales **16.** Young (audiences)			
Task Two:			
	True	**False**	
17.	●	○	*Notes: One mark each.* *Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.* *Qs 17-20: Responses must be indicated clearly.*
18.	○	●	
19.	●	○	
20.	○	●	

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, 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 (5 mks)
5	_ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.
3	– Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. –Writing is not well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	– Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – Writing is poorly-structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
1	– 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	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Completely nonsense

WRITING 2 (10 mks)	
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

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Name			
School		**Class**	

Write your answers on the Test Paper	**Total Marks: 60**
Time: 2½ hours	**Pages: 12**

ELEMENT		**Marks**		**Signature with Name**	
		In Numbers	**In Words**	**First Marker**	**Second Marker**
LISTENING	**15**				
VOCABULARY	**5**				
GRAMMAR	**5**				
READING	**20**				
WRITING	**15**				
TOTAL	**60**				

LISTENING 1 (Items 1-7) (7 marks)

You are going to hear a conversation between "Emma" and her teacher "Mike". Listen, and shade in the bubble ⬭ next to the correct option.

1. The process of changing sunlight into electricity is called solar _____.

⬭ effect ⬭ emissions ⬭ quality

2. There are _____ types of solar panels.

⬭ 1 ⬭ 2 ⬭ 5

3. Single crystal panels are less _____.

⬭ efficient ⬭ sustainable ⬭ affordable

4. Solar panels need regular _____.

⬭ maintenance ⬭ charging ⬭ cleaning

5. Solar panels increase _____ in the air.

⬭ carbon dioxide ⬭ oxygen ⬭ temperature

6. Effectiveness of solar panels depends on the _____.

⬭ cost ⬭ size ⬭ weather

7. Solar panels use stored energy at night through _____ systems.

⬭ battery ⬭ installation ⬭ information

LISTENING 2 (Items 8-15) **(8 marks)**

You are going to hear a talk about ***Global Citizenship****.*
Task One: *Listen and for each item, write a short answer* ***(not more than FOUR WORDS or a NUMBER).***

8. When did global citizenship start?

_____

9. What is an example of a global issue?

_____

10. How many elements does global citizenship include?

_____

11. Which organisations support children's education? (list one)

_____

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

	Statements	True	False
12.	Save the Children Organisation is based in the USA.	⬭	⬭
13.	Around 105 children were helped by The Child Care Organisation.	⬭	⬭
14.	Dr. Wangari received the Nobel Peace Prize in 2004.	⬭	⬭
15.	The Green Belt is an environmental organisation in kenya.	⬭	⬭

LISTENING SCORE	**15**

VOCABULARY (Items 1-5) **(5 marks)**

For each item, shade in the bubble ⬭ next to the correct option.

Wind power is a popular form of **(1)** _____ energy that uses wind turbines to generate electricity. A wind turbine is a great **(2)** _____ that allows us to use wind instead of fossil fuels. When the wind blows, the blades turn the generator inside the turbine which **(3)** _____ electricity. Wind power is an eco-friendly energy source that helps to **(4)** _____ pollution and create a healthier planet. Besides, more than half of the countries around the world use wind power due to its low **(5)** _____ and little maintenance.

1.	⬭ limited	⬭ sustainable	⬭ temporary
2.	⬭ invention	⬭ navigation	⬭ information
3.	⬭ burns	⬭ installs	⬭ produces
4.	⬭ decrease	⬭ allow	⬭ expect
5.	⬭ cost	⬭ capacity	⬭ supply

VOCABULARY SCORE	
	5

GRAMMAR (Items 1–5) **(5 marks)**

For each item, shade in the bubble ⬭ next to the correct option.

Speaker A: Learning a second language is not as **(1)** ⬭ **difficulty /** ⬭ **difficult** as most people think.

Speaker B: I agree! And now, many language courses have been **(2)** ⬭ **offered /** ⬭ **offer** online, making it easier for everyone to acquire.

Speaker A: I'd like to enroll in one soon, but it **(3)** ⬭ **depend /** ⬭ **depends** on my schedule.

Speaker B: In fact, learning online **(4)** ⬭ **has /** ⬭ **have** its own advantages such as learning at your own pace and time.

Speaker A: You are right. I believe that language learning will **(5)** ⬭ **improve /** ⬭ **improves** with the help of technology, allowing people to access language courses from anywhere in the world.

GRAMMAR SCORE	
	5

READING 1 (Items 1-10) (10 marks)

Read the email. Then, complete the tasks.

Dear Ali,

I hope you are doing well. I was interested in reading about ancient civilisations. I found that many of these civilisations, including those around the Nile, Indus, Amazon and Ganges rivers, helped in shaping human cultures. Recently, I came across some interesting information about ancient Mesopotamian civilisation, often regarded as one of the birthplaces of human culture. This civilisation emerged around 3500 BC in what is now Iraq, between the Tigris and Euphrates rivers, and it made many important achievements that continue to affect us today. Here are a few key aspects of this amazing civilisation.

One of the main features of Mesopotamian society was its strong agricultural system. The land was highly productive because the rich waters of the nearby rivers created an excellent environment for growing different crops like olives, rice, corn and grapes. However, the major crops grown by Mesopotamians were barley and wheat. As a result, the increase of food production led to population growth and the establishment of large urban cities such as Ur and Babylon and other smaller cities such as Eridu and Susa. These cities allowed people to work in different jobs besides farming, which helped in developing a strong economy.

Before the development of writing systems like the alphabet and hieroglyphics, the Mesopotamians created one of the earliest writing systems, known as cuneiform. Mesopotamians recorded trade transactions, legal codes and religious texts; however, personal stories weren't commonly recorded. Although they had different writing tools like feathers and sticks, they found 'stylus' more suitable to create wedge-shaped marks on clay tablets.

In terms of governance, Mesopotamian society was organized into city-states, each ruled by a governor. These governors collected taxes from people to fund public works. One of the best examples of Mesopotamian law is the Code of Hammurabi, an ancient set of rules and punishments designed to bring justice and fairness to society.

Religion also played a central role in Mesopotamian life. They built amazing structures called ziggurats, which were pyramid-shaped temples. These structures were built in the middle of the city and served as centers for religious practices.

Overall, the achievements of ancient Mesopotamia in agriculture, writing, governance, and religion paved the way for a modern society. Let's catch up soon to explore together about this early civilisation's impact!

Best regards,

Salim

READING1 (continued)

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

1. Ancient Mesopotamia was located between _____ rivers.

⬭ Nile and Indus ⬭ Tigris and Euphrates ⬭ Amazon and Ganges

2. The main crops grown in Mesopotamia were _____.

⬭ wheat and barley ⬭ rice and corn ⬭ olives and grapes

3. The rise of food production led to the growth of large cities such as _____.

⬭ Eirdu ⬭ Babylon ⬭ Susa

4. The early Mesopotamian writing system was known as _____.

⬭ hieroglyphics ⬭ alphabet ⬭ cuneiform

5. The least common recorded information by the Mesopotamian was _____.

⬭ personal stories ⬭ trade transactions ⬭ legal codes

6. Mesopotamians used _____ to make marks on clay tablets.

⬭ feathers ⬭ sticks ⬭ stylus

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

7. Each Mesopotamian city-state was typically ruled by a _____.

8. Mesopotamians paid _____ to fund public works.

9. The Code of _____ was an example of early Mesopotamian law.

10. Mesopotamian religious structures were called _____.

READING 2 (Items 11-20) (10 marks)

Read the text. Then, complete the tasks.

Polar bears are large white bears that live in the Arctic region. They are known for their thick fur and ability to swim in icy waters. However, climate change is having a serious effect on polar bears and their environment. This text will evaluate how climate change impacts these animals.

The main harmful effect of climate change on polar bears is the melting of sea ice. As temperatures rise, the ice melts earlier in spring and forms later in autumn. This means polar bears have less time to hunt and they may struggle to find enough food as they depend mainly on seals leading to weight loss and poor health. In fact, scientific studies have shown that some polar bears are experiencing high rates of starvation due to less hunting opportunities.

Climate change also disturbs the polar bears' breeding patterns. Female polar bears need solid ice to build houses for their cubs. If the ice melts too soon, mothers may not find safe places to raise their babies. Polar bears usually give birth to 1 to 3 cubs each time, with 2 cubs being the most common. This can lead to fewer cubs surviving which affects the entire population of polar bears. Additional to climate change, there are biological factors affecting their breeding factors such as the mother's age and health.

Furthermore, climate change also forces polar bears to swim longer distances. As the ice disappears, they must travel farther to find solid ice or food. Studies indicate that some polar bears have been spotted swimming over 60 miles to find ice, which can make them tired and reduce their chances of survival. Polar bears prefer swimming individually, while other Arctic animals such as penguins and seals swim in groups.

Local people in the Arctic depend on polar bears for food and clothes. Therefore, the decline in their numbers can threaten the life of local people. They use the fur of polar bears to make heavy coats, boots and blankets to help them survive in the cold weather. Moreover, polar bears play an important role in the cultural practice of the local people in the Arctic. For example, they decorate their houses with the teeth and claws of polar bears to show power and to protect them from bad luck.

In conclusion, climate change has a major impact on polar bears. Melting ice, changing breeding patterns, and increased swimming distances are some of the challenges they face. To protect polar bears and their habitat, we must take actions to reduce the effects of climate change to ensure a sustainable future for these animals.

READING2 (continued)

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

11. What is the main harmful impact of climate change on polar bears?

The _____

12. What type of animals do polar bears hunt?

_____

13. Why do some polar bears experience starvation?

Because of_____

14. How many cubs do polar bears most commonly give birth to?

_____

15. What biological factors affect polar bears breeding? (list one)

_____

16. How many miles do some polar bears swim to find ice?

_____

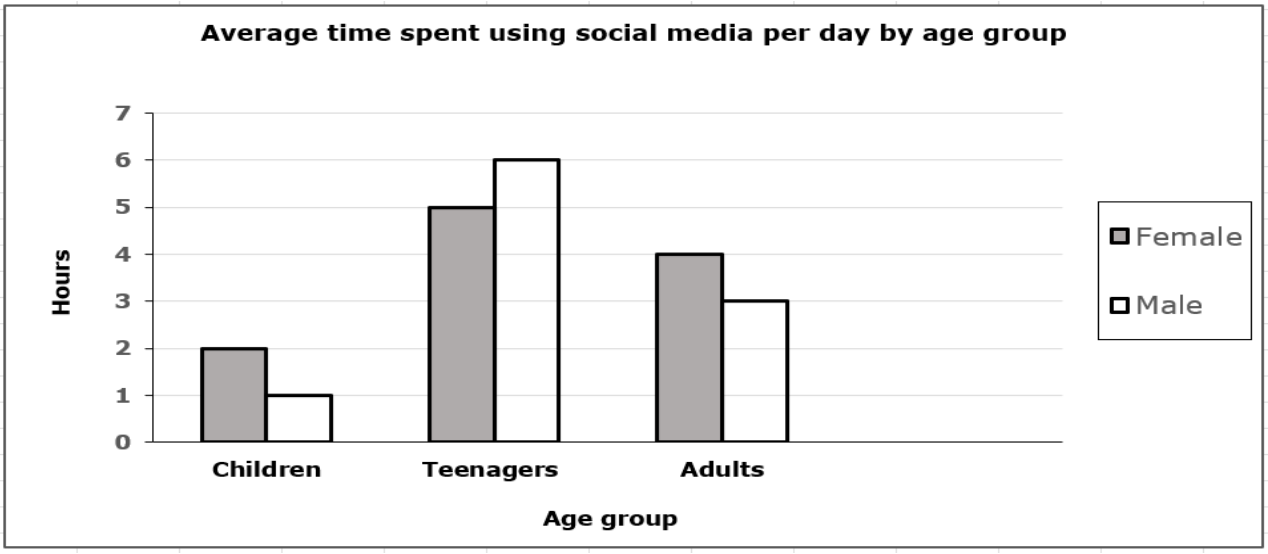
Task Two**:** *For each item, shade in the bubble ⬭ to indicate whether the statement is **True/False**.*

	Statements	True	False
17.	Polar bears swim in groups.	⬭	⬭
18.	Local people in the Arctic catch polar bears for food only.	⬭	⬭
19.	The fur of polar bears is used to make boots in the Arctic.	⬭	⬭
20.	Arctic people use polar bears' claws to protect them from bad luck.	⬭	⬭

READING SCORE	**20**

WRITING 1 **(5 marks)**

Write a text including all the information in the chart below. Write ***at least 80 words.***



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

WRITING 1 (continued)

Marker A	Marker B	Average

(_____)

5

WRITING 2 **(10 marks)**

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

Write a **story about a memorable online shopping experience.**

- What did you buy?
- What happened?
- How did you feel?

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

WRITING 2 (continued)

Marker A	Marker B	Average

(_____)

10

****

LISTENING 1 (7 mks)					
1.	●	effect	○ emission	○	quality
2.	○	1	● 2	○	5
3.	○	efficient	○ sustainable	●	affordable
4.	○	maintenance	○ charging	●	cleaning
5.	○	carbon dioxide	● oxygen	○	temperature
6.	○	cost	○ size	●	weather
7.	●	battery	○ installation	○	information

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

LISTENING 2 (8 mks)			
Task One		**Task Two**	
		True	**False**
8. 1949/ nineteen forty-nine		**12.** ○	●
9. Climate change		**13.** ○	●
10. 3/three		**14.** ●	○
11. UNICEF/ Save the Children		**15.** ●	○
Notes: (i) *One mark each.* *(ii) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.* *(iii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.*		*Notes: One mark each. Responses must be indicated clearly.*	

VOCABULARY (5 mks)			
1.	○ limited	● sustainable	○ temporary
2.	● invention	○ navigation	○ information
3.	○ burns	○ installs	● produces
4.	● decrease	○ allow	○ expect
5.	● cost	○ capacity	○ supply

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

GRAMMAR (5 mks)		
1.	○ difficulty	● difficult
2.	● offered	○ offer
3.	○ depend	● depends
4.	● has	○ have
5.	● improve	○ improves

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

READING 1 (10 mks)

Task One:

1.	○	Nile and Indus	●	Tigris and Euphrates	○	Amazon and Ganges
2.	●	wheat and barley	○	rice and corn	○	olives and grapes
3.	○	Eirdu	●	Babylon	○	Susa
4.	○	hieroglyphics	○	alphabet	●	cuneiform
5.	●	personal stories	○	trade transactions	○	legal codes
6.	○	feathers	○	sticks	●	stylus

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

Task Two:

7. governor

8. taxes

9. Hammurabi

10. ziggurats

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

READING 2 (10 mks)

Task One:

11. melting of sea ice

12. seals

13. less hunting opportunities/ less time to hunt/ struggle to find food/ melting sea ice/temperatures rise

14. 2 cubs

15. mother's age/ health

16. over 60 miles

Task Two:

	True	False	
17.	○	●	*Notes: One mark each.*
18.	○	●	*Qs 11-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words'. HOWEVER, use common sense for slightly longer, but obviously correct answers.*
19.	●	○	*Qs 17-20: Responses must be indicated clearly.*
20.	●	○	

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, 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 (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (5 mks)	
5	_ Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.
3	– Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. –Writing is not well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
2	– Attempts to present information, but the results are obviously inadequate. _ poor use of details and examples. – Writing is poorly-structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
1	– 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	<u>*No attempt at the task*</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Completely nonsense

WRITING 2 (10 mks)	
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

GRADE TEN, LISTENING SCRIPT SECOND SESSION

LISTENING 1
(You are going to hear a conversation between "Emma" and her teacher "Mike".)

Emma: Good morning Mr. Mike. I'm currently doing a research on solar panels.
Mike: That's a fantastic topic, Emma. Solar energy is a fascinating field.
Emma: Yes, it is. However, I still have a few questions.
Mike: Please, don't hesitate to ask. I'm happy to help.
Emma: What do you think about solar panels?
Mike: I think they are great for saving energy, reducing gas emissions and improving air quality.
Emma: That's quite interesting! Could you explain how they work?
Mike: Certainly! Solar panels use sunlight and change it into electricity through a process known as the solar effect.
Emma: That's interesting! Are there different types of solar panels?
Mike: Yes, there are two main types: single crystal panels and multiple crystal panels. Single crystal panels are made of one crystal structure, while multiple crystal panels are made of more than 5 crystals.
Emma: Which type is considered better?
Mike: Single crystal panels are usually more efficient and sustainable, but they're less affordable.
Emma: That's good to know! What about maintenance?
Mike: They don't need maintenance or charging but they need regular cleaning.
Emma: Excellent! Do you think everyone should use solar panels?
Mike: Absolutely! Solar panels help reduce carbon dioxide which decreases the earth's temperature and therefore increases oxygen in the air.
Emma: That sounds great! Are there any disadvantages as well?
Mike: Well, the initial installation cost can be high, and their effectiveness depends on the weather but not on their size. Therefore, they become less effective during cloudy weather.
Emma: That's a good point! What about energy usage at night?
Mike: Well, solar panels generate energy during the day, but many have battery storage systems that allow them to use stored energy at night.
Emma: Thank you, Mr. Mike, for this valuable information.
Mike: You're welcome, Emma

(*278 words)*) (Target Range: 250-300 words)

LISTENING 2

(You are going to hear a talk about Global Citizenship.)

The idea of global citizenship started in 1949, and it first appeared from ancient Greece. A global citizen is someone who thinks of themselves as part of a global community, not just their own country. This means that they care about global issues that affect the entire world such as climate change. Global citizens believe that everyone, no matter where they live, deserves respect and equality. There are three elements in global citizenship including human rights, responsibility and identity.

One of the easiest ways to be a global citizen is to help others. Organisations like UNICEF and Save the Children are great examples of this. They work hard to help kids all over the world get an education and live healthy lives. UNICEF is based in the USA, while Save the Children was founded in Australia. Both organisations are making a big difference worldwide.

Another important part of global citizenship is donating to charities. Many global citizens volunteer, donate or raise awareness about donating to charities. For example, some people donate to charities such as Child Care Organisation that spends around 3 million $ to provide equal access to education globally. This organization helps around 105 million children across 116 countries.

A remarkable example of a global citizen is Dr. Wangari, a Kenyan environmental activist. She became the first African woman to win the Nobel Peace Prize in 2004 for her extraordinary efforts in protecting the environment. Dr. Wangari is best known for founding the Green Belt, a Kenyan environmental organisation dedicated to tree planting, environmental conservation, and empowering women.

(*259 words*) (Target Range: 250-300 words)