وزارة التربية والتعليم

# ENGLISH LANGUAGE TEST

## GRADE TEN

**Academic Year -2025/ 2026**
**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 Huda and Ali. Listen, and shade in the bubble ⬭ next to the correct option.*

**1.** Ali did the research because his _____asked him to do it.

⬭ teacher ⬭ friend ⬭ brother

**2.** Ali will submit the research in _____.

⬭ May ⬭ June ⬭ July

**3.** Huda is still working on _____ research and hasn't finished it yet.

⬭ online education ⬭ screen time ⬭ internet addiction

**4.** The resource that Huda used the most in her research was _____.

⬭ articles ⬭ websites ⬭ surveys

**5.** At age 15, about _____ million people use social media.

⬭ 150 ⬭ 200 ⬭ 500

**6.** Instagram is the most common social media program in_____.

⬭ India ⬭ the USA ⬭ Brazil

**7.** Huda will send the research file to Ali using _____.

⬭ email ⬭ a flash drive ⬭ WhatsApp

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

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

**8.** Where did people build houses that faced the sun? (country)

_____

**9.** What did people in hot countries make using sunlight?

_____

**10.** How old was Alexandre Edmond when he discovered electricity?

_____

**11.** When was the first solar panel made? (year)

_____

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

| | Statements | True | False |
|---|---|---|---|
| **12.** | Solar energy became less popular in the United States in the 1970s. | ⬭ | ⬭ |
| **13.** | The cost of solar energy has decreased over years. | ⬭ | ⬭ |
| **14.** | About 79% of new global electricity was from the sun in 2023. | ⬭ | ⬭ |
| **15.** | India is one of the countries that uses a lot of solar power today. | ⬭ | ⬭ |

| | |
|---|---|
| **LISTENING SCORE** | **15** |

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

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

A smart meter device was created by an innovative **(1)**_____ after many years of research. This smart meter is **(2)**_____ as it helps people use less energy at home and saves natural resources. Such inventions are very important because many experts worry that the world's natural resources will **(3)**_____ one day. This smart meter shows families how to save energy and avoid making **(4)**_____. Because it is reliable, people can **(5)**_____ it to work well every day. It is hoped it will protect the planet and save money for many households.

| | | | |
|---|---|---|---|
| **1.** | ⬭ podcast | ⬭ evidence | ⬭ entrepreneur |
| **2.** | ⬭ eco-friendly | ⬭ reluctant | ⬭ stressful |
| **3.** | ⬭ log in | ⬭ run out | ⬭ look for |
| **4.** | ⬭ weather | ⬭ waste | ⬭ economy |
| **5.** | ⬭ trust | ⬭ communicate | ⬭ reduce |

| | |
|---|---|
| **VOCABULARY SCORE** | |
| | **5** |

**GRAMMAR (Items 1–5)** **(5 marks)**

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

***Speaker A:*** Omar, did you **(1)** ⬭ **watch** / ⬭ **watched** the science documentary yesterday?

***Speaker B:*** Yes, I did. It was **(2)** ⬭ **more** / ⬭ **the most** interesting than the last one we saw.

***Speaker A:*** I agree. Many experiments **(3)** ⬭ **was** / ⬭ **were** explained clearly, so I learned a lot.

***Speaker B:*** Me too. The part about the solar eclipse was amazing.

***Speaker A:*** Was the experiment on plants **(4)** ⬭ **shows** / ⬭ **shown** in the video?

***Speaker B:*** Yes, it was, and the results surprised me **(5)** ⬭ **because** / ⬭ **so** the plants grew faster than they had grown before.

***Speaker A:*** That's why the documentary was very useful.

| **GRAMMAR SCORE** | |
|---|---|
| | **5** |

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

*Read the text. Then, complete the tasks.*

## A Voice for the Planet

Christiana Figueres was born in 1956 in a small country in Central America known as Costa Rica. It is famous for its green forests and animals. As a child, Christiana loved nature and liked to walk near rivers and trees. In 1962, she started school and finished it in 1974. Her father was once the president of the country, and her mother worked to help people.

When she grew up, Christiana studied at Swarthmore College in the USA and graduated in 1979. She joined the London School of Economics in the UK and complete her Master's degree in 1981. After that, she worked in many countries on projects to support clean development. She first worked on a project called *Renewable Energy in the Americas (REIA)*. After that, she joined another project, *Centre for Sustainable Development in the Americas (CSDA)*. Later, she contributed to the *Clean Development Mechanism (CDM)* project. In the 1990s, she realized that burning coal and oil was changing the climate. Countries with less money suffered from many problems such as droughts and floods but rising temperatures affected them the most. Christiana understood that the world needed to use more renewable energy like solar and wind.

In 2010, Christiana accepted a very difficult job and became the leader of the UNFCCC. Before that, a big meeting in Copenhagen could not end up with a result to create a strong plan to reduce pollution. Some said it was impossible for almost 200 countries to agree on anything. Christiana travelled around the world, listened to scientists, and met leaders. She asked countries to donate money for renewable energy projects instead of fossil fuels.

In 2015, Christiana led the talks that created the Paris Agreement since 195 out of 198 countries agreed to fight climate change and increase the use of renewable energy. The agreement set goals to keep global warming at safe levels and to give money to poor countries. Therefore, she became active in UN climate negotiations in 2020.

Because of Christiana's work, she received many awards and prizes. For instance, she was awarded Hero for the Planet in 2001, Legion of Honour in France in 2016 and Dan David Prize in 2019. Christiana still writes, speaks, and helps companies and governments to adopt stronger policies against climate change. Her future focus is on expanding renewable energy projects and supporting climate education for young people.

**READING 1 (continued)**

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

**1.** Christiana Figueres was born in _____.

⬭ 1956 ⬭ 1962 ⬭ 1974

**2.** She completed her Master degree in the _____ school of Economics.

⬭ Swarthmore ⬭ London ⬭ Costa Rica

**3.** The first project she worked on after university was _____.

⬭ CDM ⬭ CSDA ⬭ REIA

**4.** In the 1990s, countries suffered mostly from _____ because of climate change.

⬭ droughts ⬭ rising temperature ⬭ floods

**5.** In 2010, Christiana was chosen to lead the _____.

⬭ UNFCCC ⬭ Paris Agreement ⬭ Copenhagen meeting

**6.** In the Paris Agreement, _____ countries agreed to fight climate change.

⬭ 195 ⬭ 198 ⬭ 200

**Task Two:** *For each item, complete the missing words with* ***(not more than two words or a number).***

**7.** Christiana began taking part in UN climate negotiations in _____.(year)

**8.** In 2001, Christiana was awarded the prize of _____for the Planet.

**9.** She helps companies and _____ in creating stronger climate policies.

**10**.One of Christiana's future plans is to support climate _____for young people.

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

*Read the text about the Maya civilization. Then, complete the tasks.*

I believe that the Maya civilization was an advanced society. It began in 2000 BC and lasted for 3500 years. Maya people were good at farming, building stone buildings and pyramids. They lived in places like Mexico, Guatemala, and northern Belize.

For me, one of the amazing things about the Maya was their buildings. They built stone buildings and pyramids for ceremonies and watching the sky. They used materials like limestone, sandstone, and stucco. Some of their most famous buildings are El Castillo and Canaa Pyramid. Building El Castillo was completed in 1050 AD in Chichen Itza city, and it has 91 steps on each side. The Canaa Pyramid is the tallest building in the city of Belize. It is about 43 meters high. The pyramid was used by kings for special events and ceremonies.

Another amazing thing about the Maya was their study of the stars. They created two calendars to record months: Haab' and Tzolk'in. The Haab' was known as the solar calendar and it was a system of 365-day with 18 months, each with 20 days. It was used for agriculture, so they could know when to plant crops. On the other hand, Tzolk'in is a 260-day calendar, divided into 13 numbers and 20-day names. It was used for religious ceremonies and predicting lucky days.

Moreover, the Maya were very smart farmers. They made steps on hills, called terraces, to stop soil loss. This idea helped them grow many crops such as corn, beans, and sweet potatoes. Their farming methods show how well they understood nature and how to take care of it.

The Maya also had a very good writing system. They used glyphs, which are small pictures and symbols. These glyphs helped them write about history, stories, and important records. The Maya carved their writing on stone and wrote on paper made from tree bark. However, the Maya did not use writing for everyday speaking. They spoke their language, but they did not write down conversations.

The Maya civilization did not disappear because Maya families and their children continued to live in Central America. In 1839, John Stephens was one of the first people to visit and study the old Maya cities. Stephens wrote books about the buildings, pyramids, and carvings he saw. Before Stephens, the Spanish had come to these lands. They saw some Maya ruins, but they did not understand them or study them. The Spanish were more focused on taking control of the land.

The Maya civilization was very advanced. They were great builders, farmers, and thinkers. Their knowledge and culture are still important today, and they deserve respect for all they achieved.

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

**11.** When did the Maya civilization start? (year)

_____

**12.** What materials did they use in building the pyramids? (List one)

_____

**13.** Where did the Maya build the Canaa Pyramid? (city)

_____

**14.** How many months are in Haab' calendar?

_____

**15.** What did the Maya use the Tzolk'in calendar for? (List one)

_____

**16.** Who was the first to study the Maya?

_____

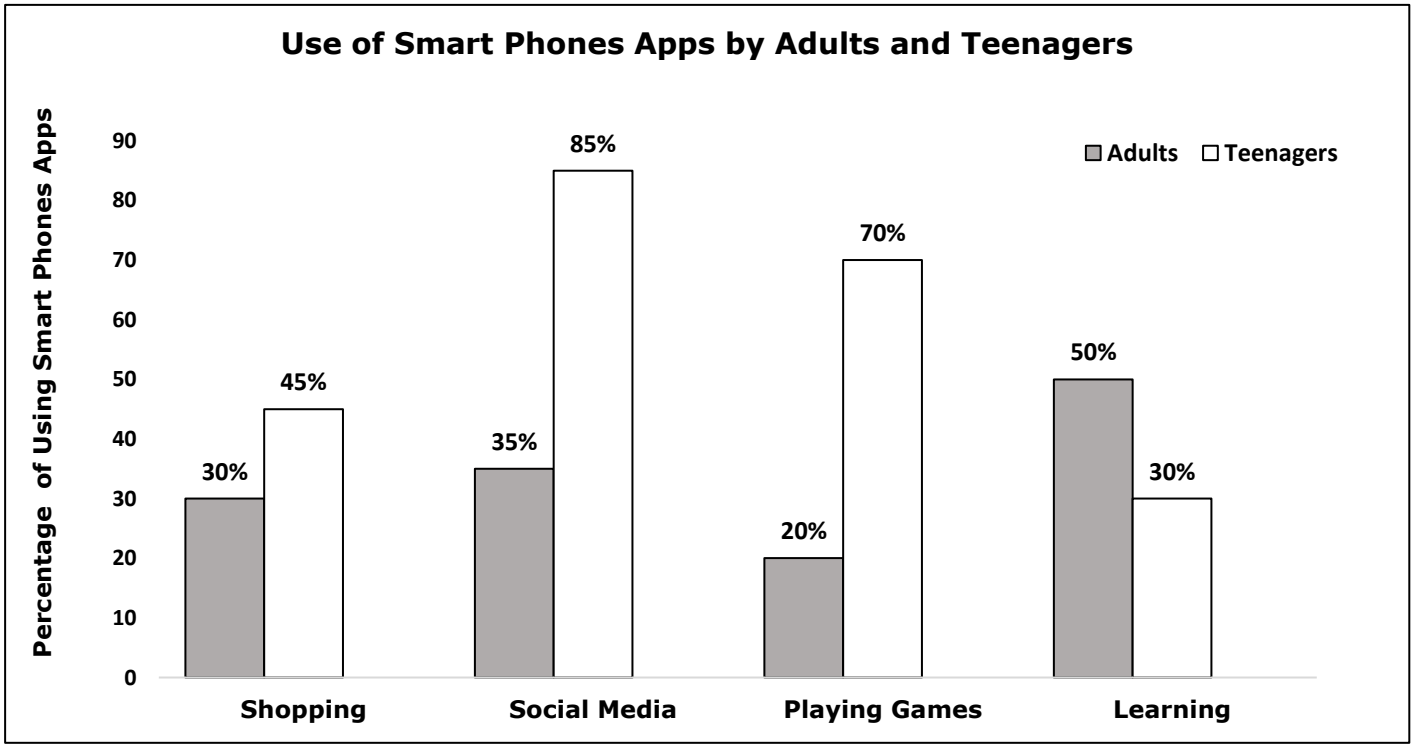
***Task Two:*** *For each item, shade in the bubble ⬭ to indicate whether the statement is **True/False**.*

| | **Statements** | **True** | **False** |
|---|---|---|---|
| **17.** | terraces helped in growing different crops. | ⬭ | ⬭ |
| **18.** | The Maya used pictures and symbols in their writing system. | ⬭ | ⬭ |
| **19.** | Maya people wrote their conversation. | ⬭ | ⬭ |
| **20.** | The Spanish saw Maya's ruins. | ⬭ | ⬭ |

| | |
|---|---|
| **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 task. Write* ***at least 100 words****.*

***Situation:*** Imagine you are Salim/Salma. You noticed that most of students in your school use plastic bags instead of reuseable shopping bags.

***Task:*** Write **a formal *email*** to your teacher asking him or her to give advice for students about using reuseable shopping bags.
You can include the following details.

- Why reuseable shopping bags are important.
- How plastic bags harm the environment.
- How students can encourage others to use reusable shopping bags.

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

**WRITING 2 (continued)**

| Marker A | Marker B | Average |
|---|---|---|
| | | |

(_____)

| |
|---|
| **10** |

**********

| **LISTENING 1 (7 mks)** | | | |
|---|---|---|---|
| **1.** | ● teacher | ○ friend | ○ brother |
| **2.** | ○ May | ○ June | ● July |
| **3.** | ○ online education | ● screen time | ○ internet addiction |
| **4.** | ● articles | ○ websites | ○ surveys |
| **5.** | ○ 150 million | ● 200 million | ○ 500 million |
| **6.** | ○ India | ○ the USA | ● Brazil |
| **7.** | ● email | ○ flash drive | ○ WhatsApp |
| *Notes: One mark each. Responses must be indicated clearly.* | | | |

| **LISTENING 2 (8 mks)** | | | |
|---|---|---|---|
| **Task One** | | **Task Two** | |
| | | | **True** **False** |
| **8.** (Ancient) China | | **12.** | ○ ● |
| **9.** Oven(s) | | **13.** | ● ○ |
| **10.** 19 (years old) | | **14.** | ○ ● |
| **11.** 1883 | | **15.** | ● ○ |
| *Notes*: (i) *One mark each.*<br>*(ii) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.*<br>*(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.** | ○ podcast | ○ evidence | ● entrepreneur |
| **2.** | ● eco-friendly | ○ reluctant | ○ stressful |
| **3.** | ○ log in | ● run out | ○ look for |
| **4.** | ○ weather | ● waste | ○ economy |
| **5.** | ● trust | ○ communicate | ○ reduce |
| *Notes*: *One mark each. Responses must be indicated clearly.* | | | |

| **GRAMMAR (5 mks)** | | |
|---|---|---|
| **1.** | ● watch | ○ watched |
| **2.** | ● more | ○ the most |
| **3.** | ○ was | ● were |
| **4.** | ○ shows | ● shown |
| **5.** | ● because | ○ so |
| *Notes*: *One mark each. Responses must be indicated clearly.* | | |

## READING 1 (10 mks)

**Task One:**

| | | | |
|---|---|---|---|
| **1.** | ● 1956 | ○ 1962 | ○ 1974 |
| **2.** | ○ Swarthmore | ● London | ○ Costa Rica |
| **3.** | ○ CDM | ○ CSDA | ● REIA |
| **4.** | ○ droughts | ● rising temperature | ○ floods |
| **5.** | ● UNFCCC | ○ Paris Agreement | ○ Copenhagen meeting |
| **6.** | ● 195 | ○ 198 | ○ 200 |

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

**Task Two:**

***7.*** 2020

***8.*** Hero

***9.*** governments

***10.*** education

***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.** (In) 2000 BC.

**12.** limestone, sandstone, stucco.

**13.** Belize.

**14.** *18 (months)*

**15.** Religious ceremonies /predicting lucky days.

**16.** John/ Stephens/ John Stephens.

**Task Two:**

| | True | False |
|---|---|---|
| **17.** | ● | ○ |
| **18.** | ● | ○ |
| **19.** | ○ | ● |
| **20.** | ● | ○ |

*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.*

| **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.*<br>• *There may be different individual ways of approaching a task, but a basic requirement for all answers is that they are relevant.*<br>• *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.*<br>• *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.*<br>• *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.<br>_ Very good use of details and examples.<br>– Writing is very well-structured, clear and coherent.<br>– A varied range of grammar and vocabulary with a very good level of accuracy. |
| **4** | – Presents relevant information with reasonable success.<br>_ Good use of details and examples.<br>– Writing is generally well-structured, and mostly clear and coherent<br>– 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.<br>-Minimal use of details and examples.<br>–Writing is not well-structured, but is still reasonably clear and coherent.<br>– A limited range of grammar and vocabulary with a reasonable level of accuracy. |
| **2** | – Attempts to present information, but the results are obviously inadequate.<br>_ poor use of details and examples.<br>– Writing is poorly-structured, and often unclear<br>– A very limited range of grammar and vocabulary with frequent errors. |
| **1** | – Presents very little relevant information indeed.<br>_ No use of details and examples.<br>– Writing is incoherent and confusing.<br>– 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)<br><u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Completely nonsense |

| **WRITING 2 (10 mks)** | |
|---|---|
| **10** | – Message to the intended reader(s) is very clear.<br>– Writing clearly succeeds in achieving its intended purpose.<br>– Writing are very well-organised, clear and coherent<br>– A varied range of grammar and vocabulary, with a very good level of accuracy. |
| **8** | – Message to the intended reader(s) is fairly clear.<br>– Writing has reasonable success in achieving its intended purpose.<br>– Writing is generally well-organised, and mostly clear and coherent<br>– A fair range of grammar and vocabulary, with a good level of accuracy. |
| **6** | – Message to the intended reader(s) is partially clear.<br>– Writing has only partially achieved its intended purpose.<br>– Writing is not well-organised, but is still reasonably clear and coherent<br>– A limited range of grammar and vocabulary, with a reasonable level of accuracy. |
| **4** | – Message to the intended reader(s) is mostly unclear.<br>– Writing has only very limited success in achieving its intended purpose.<br>– Writing is poorly-organised, and often unclear.<br>– A very limited range of grammar and vocabulary, and frequent errors. |
| **2** | – Message to the intended reader(s) is unclear.<br>– Writing clearly fails to achieve its intended purpose.<br>– Writing is incoherent and confusing.<br>– Extremely limited range of grammar and vocabulary, and frequent serious errors. |
| **0** | *No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions)<br>OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English<br>OR Complete nonsense |

*Note 1: The task is to write a **letter/** an **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 one mark** 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

**LST2/ RDG3:** 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 |
| 5 / 4 | 4.5 | 10 / 8 | 9 |
| 4/ 3 | 3.5 | 8 / 6 | 7 |
| 3 / 2 | 2.5 | 6 / 4 | 5 |
| 2/ 1 | 1.5 | 4 / 2 | 3 |
| 1/ 0 | 0.5 | 2 / 0 | 1 |

**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.

وزارة التعليم

# ENGLISH LANGUAGE TEST

## GRADE TEN

**Academic Year -2025/ 2026**
**Semester One _ Second Session**

| | | | |
|---|---|---|---|
| **Name** | | | |
| **School** | | **Class** | |

| | |
|---|---|
| **Write your answers on the Test Paper** | **Total Marks: 60** |
| **Time: 2½ hours** | **Pages: 13** |

| **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 Hamed and his mother. Listen, and shade in the bubble ⬭ next to the correct option.*

**1.** The competition Hamed wants to participate in will be held in _____.

⬭ Oman ⬭ Kuwait ⬭ UAE

**2.** This year the competition is called _____.

⬭ Future Speakers Contest ⬭ Young Voices Challenge ⬭ Young Innovators Talk

**3.** The competition will be held in _____ this year.

⬭ April ⬭ May ⬭ June

**4.** Hamed's friend, _____ is going to participate in the competition

⬭ Zaid ⬭ Omar ⬭ Sami

**5.** Hamed would like to speak about _____.

⬭ climate change ⬭ civilizations ⬭ social media

**6.** Finally, Hamed chose to talk about _____.

⬭ Ancient Egypt ⬭ Roman Empire ⬭ Islamic Heritage

**7.** After his mother talked to him, Hamed felt _____.

⬭ afraid ⬭ confused ⬭ excited

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

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

**8.** What is the name of the companies that create fake followers?

_____

**9.** When did fake followers first appear? (year)

_____

**10.** Which social media platform has the largest number of fake followers?

_____

**11.** Where do people ask for fake followers the most? (country)

_____

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

| | Statements | True | False |
|---|---|---|---|
| **12.** | Buying 1,000 followers can cost more than 15 dollars. | ⬭ | ⬭ |
| **13.** | Online sellers use fake followers to look more popular. | ⬭ | ⬭ |
| **14.** | Facebook succeeded to remove over 1.7 billion fake accounts. | ⬭ | ⬭ |
| **15.** | People aged 30–40 use fake followers the most | ⬭ | ⬭ |

| | |
|---|---|
| **LISTENING SCORE** | |
| | **15** |

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

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

The greenhouse (1)_____ is a natural process that warms the Earth's surface. Some gases that exist in the (2)_____, such as carbon dioxide, methane, and water vapor, trap heat from the sun. This trapped heat keeps our planet at a temperature suitable for life. However, human activities, like burning fossil fuels, have 3)_____ these gases, causing global warming. (4)_____greenhouse gases lead to climate change, melting ice caps, rising sea levels, and extreme weather. Indeed, (5)_____harmful emissions is important to protect the environment and future generations.

| | | | | | |
|---|---|---|---|---|---|
| **1.** | ⬭ | ocean | ⬭ | effect | ⬭ citizenship |
| **2.** | ⬭ | atmosphere | ⬭ | empire | ⬭ danger |
| **3.** | ⬭ | communicated | ⬭ | designed | ⬭ increased |
| **4.** | ⬭ | Initiative | ⬭ | Excessive | ⬭ Expensive |
| **5.** | ⬭ | respecting | ⬭ | generating | ⬭ reducing |

| | |
|---|---|
| **VOCABULARY SCORE** | |
| | **5** |

**GRAMMAR (Items 1–5)** **(5 marks)**

*For each item, shade in the bubble ⬭ under the correct option.*

***Nora:*** Yesterday's show was not as exciting **(1)** ⬭ **but** / ⬭ **as** the one we attended last year.

***Ali:*** True. The sound system **(2)** ⬭ **was** / ⬭ **were** broken before the show. Consequently, the music was not clear.

***Nora:*** Yes, and the stage lights did not work, **(3)** ⬭ **because** / ⬭ **so** the show became boring.

***Ali:*** Exactly. As a result, many people left **(4)** ⬭ **earliest** / ⬭ **earlier** than expected.

***Nora:*** Did you **(5)** ⬭ **stay** / ⬭ **stayed** until the end?

***Ali:*** Yes, I did, but the performance was much shorter than usual.

| | |
|---|---|
| **GRAMMAR SCORE** | |
| | **5** |

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

*Read the text. Then, complete the tasks.*

Last summer, I joined a youth program that changed the way I see the world. It was called the UNICEF Children's Climate Change Conference, held in Copenhagen, Denmark, in August 2023. Students and young leaders from more than 40 countries came together to talk about the climate problems and to share ideas on how we could protect our planet. 45 speakers shared their experiences and projects during the conference, and more than 42 workshops were organized over the week.

The previous conference in 2020 was about clean technology like electric buses, solar-powered schools, and recycling projects. However, topics such as water shortage, food security, and the effects of extreme weather on local communities were not discussed, so our group decided to explore these new issues in more detail this year.

On the first day, I joined a group discussion with students from Spain, Germany, and the Philippines. We each explained how climate change affects our countries. My friends from Spain spoke about droughts that make it hard for farmers to grow crops, while the student from the Philippines talked about stronger wind called typhoons that destroy villages. I shared how rising temperatures and pollution are problems in my country.

During the week, we worked on a project called "Youth Solutions for a Greener Future." My team studied how renewable energy could help reduce carbon emissions. We created a small action plan for schools: installing solar panels, reducing single-use plastics, and starting tree-planting activities. On the final day, we presented our plan to environmental specialists in the Grand Hall. Later, we showed our posters and ideas in the Green Ideas Room, where students asked questions and joined our activities.

One of my favourite parts of the program was the "Global Night of Cultures," held in Event Room. Every group shared food, music, or traditions from their country. I tried food that I had never eaten before, enjoyed African songs, and learned simple phrases in Chinese language. Some groups also showed traditional clothes and played games from their countries, but I didn't join those activities because there wasn't enough time.

At the end of the conference, I felt happy and excited. I understood that being a global citizen is not just about knowing other countries. It is about caring for people everywhere, protecting the environment, and working together to make the world better.

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

**1.** The Conference took place in _____.

⬭ Denmark ⬭ Spain ⬭ Germany

**2.** Around_____ speakers participated in the conference.

⬭ 40 ⬭ 42 ⬭ 45

**3.** In the previous conference in 2020, _____topic was discussed.

⬭ food security ⬭ clean energy ⬭ water shortage

**4.** In the Philippines, people have a problem with_____**.**

⬭ drought ⬭ strong wind ⬭ pollution

**5.** The action plan was presented in _____ for environmental specialists.

⬭ Grand Hall ⬭ Green Ideas Room ⬭ Event Room

**6.** The writer attended _____ event and liked it.

⬭ African songs ⬭ playing games ⬭ traditional clothes

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

**7.** UNICEF Children's Climate Change Conference was held in _____ (year).

**8.** The speaker from Spain talked about _____.

**9.** The students worked on a _____ called "Youth Solutions for a Greener Future."

**10.** The writer learned some phrases in _____ language.

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

*Read the text. Then, complete the tasks.*

The mantis shrimp are colourful and small sea creatures that lives in warm oceans. Many people believe that shrimp are weak and harmless creatures, but the mantis shrimp proves this idea wrong. It has very strong claws, as well as special eyes. The claws are used to attack small creatures with so much power that they can break the shells of crabs. Mantis shrimp are also amazing for their eyes because they can move independently.

Mantis shrimp lived safely in oceans around Southeast Asia and the Indo-Pacific. They preferred rocky coral reefs as the reefs gave them homes and food. So, their populations were healthy and strong. However, in 1995, scientists started to notice the effect of climate change on ocean life. Rising ocean temperatures have caused coral to lose their colour and die. This destroyed the reefs that mantis shrimp depended on for protection and hunting grounds. Without healthy reefs, mantis shrimp had fewer places to hide from dangers.

I believe that life in the past was easier for mantis shrimp. Coral reefs were strong, and young shrimps could grow safely. Scientists found that -many years ago- more than 70% of mantis shrimp populations lived in healthy coral reef systems. They lived in large numbers and showed interesting actions, like fights for places recorded up to 15 times a day in some reef areas.

Currently, with coral loss and warmer seas, their lives are changing. Over the past three decades, global coral cover has declined by nearly 50%, mainly due to rising ocean temperatures. Because of this, mantis shrimp have smaller homes and fight more often than before. These changes are serious threats, as they reduce mantis shrimp's population.

I think that the continuous climate change will make the future of mantis shrimp difficult. In some areas, they might disappear completely. They may try to move to deeper or cooler waters, but this will change the balance of the ocean food chain. Because many mantis shrimps live in coral reefs at depths of 40 meters, when those waters heat;

## READING 2 (continued)

the mantis shrimp may try to move to deeper places towards cooler reefs. However, deeper and cooler waters provide too little food for mantis shrimp such as crabs and snails, so mantis shrimp may find it hard to live there.

In conclusion, there is still hope if people help. If we make less air pollution, the Earth will not get so hot. Cleaning the oceans and protecting coral reefs can help mantis shrimp survive. When we save the reefs, we also help many other sea creatures.

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

**11.** What do the mantis shrimps use to break shells?

_____

**12.** Why are mantis shrimp eyes amazing?

Because _____

**13.** What type of coral reefs do mantis shrimp prefer to live in?

_____

**14.** When did scientists notice the effect of climate change? (year)

_____

**15.** How many daily fights for places happened in reefs?

_____

**16.** How deep may mantis shrimp move to find cooler reefs?

_____

## READING 2 (continued)

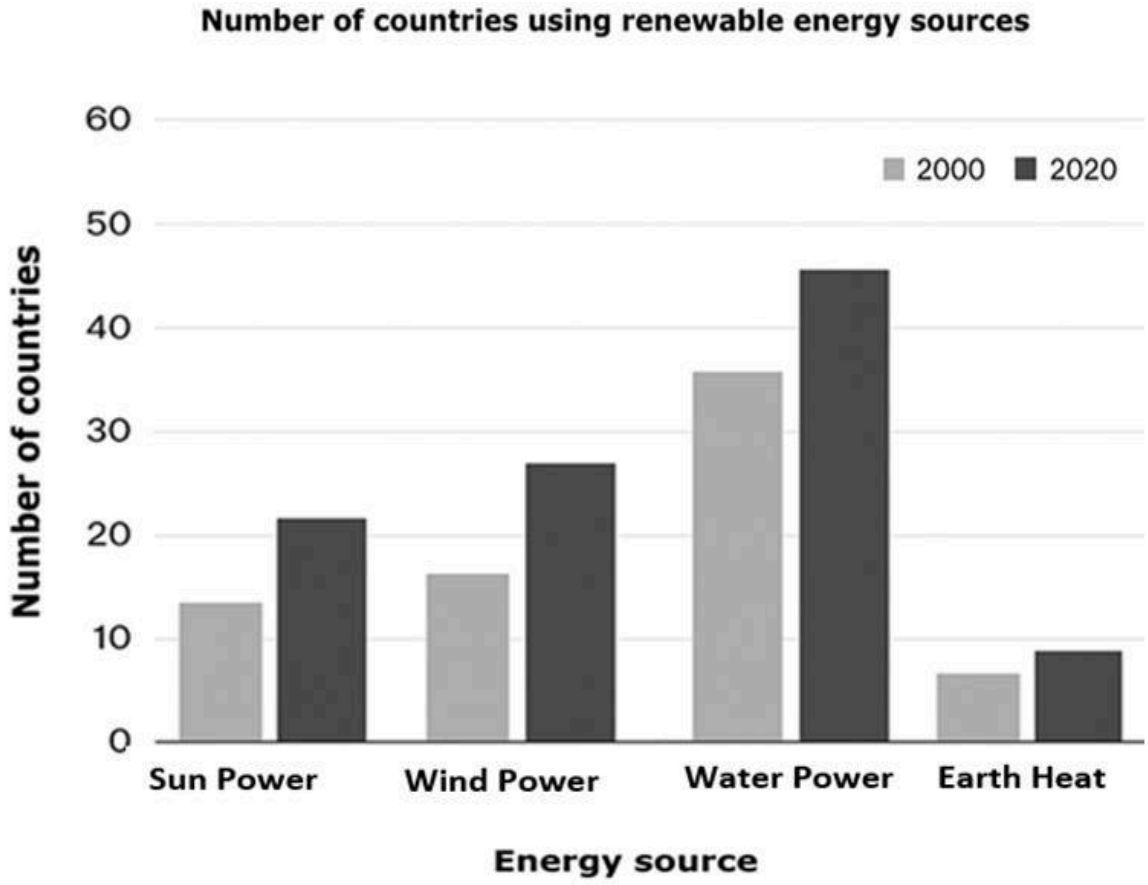
***Task Two*****:** *For each item, shade in the bubble* ⬭ *to indicate whether the statement is* ***True/False****.*

| | Statements | True | False |
|---|---|---|---|
| **17.** | Smaller places make mantis shrimp fight less. | ⬭ | ⬭ |
| **18.** | Mantis shrimp moving deeper can change the ocean food chain. | ⬭ | ⬭ |
| **19.** | Cooler habitats might have enough food for mantis shrimp. | ⬭ | ⬭ |
| **20.** | Humans can save mantis shrimp population by cleaning the oceans | ⬭ | ⬭ |

| | |
|---|---|
| | |
| **READING SCORE** | |
| | **20** |

**WRITING 1** **(5 marks)**

*Write a text including all the information in the graph 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 task. Write **at least 100 words**.*

***Situation:*** Imagine you are Salim/Salma. Your teacher has selected you to participate in the cultural week at your school.

***Task:*** Write ***a formal email*** to your school magazine talking about Omani culture.

You can include the following details.

- Historical places in Oman.
- Traditional food.
- Traditional clothes.
- Any additional information.

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

## WRITING 2 (continued)

| Marker A | Marker B | Average |
|---|---|---|
| | | |

(_____)

| |
|---|
| 10 |

**********

| **LISTENING 1 (7 mks)** | | | | | | |
|---|---|---|---|---|---|---|
| **1.** | ○ | *Oman* | ● | *Kuwait* | ○ | UAE |
| **2.** | ● | Future Speakers Contest | ○ | Young Voices Challenge | ○ | Young Innovators Talk |
| **3.** | ● | April | ○ | May | ○ | June |
| **4.** | ○ | Zaid | ○ | Omar | ● | Sami |
| **5.** | ○ | climate change | ● | civilizations | ○ | Social media |
| **6.** | ○ | Ancient Egypt | ○ | Roman Empire | ● | Islamic Heritage |
| **7.** | ○ | afraid | ○ | confused | ● | excited |

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

**LISTENING 2 (8 mks)**

**Task One**

**8.** followers farms

**9.** 2008

**10.** Instagram

**11.** the United States, the USA

*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.*

**Task Two**

| | **True** | **False** |
|---|---|---|
| **12.** | ○ | ● |
| **13.** | ● | ○ |
| **14.** | ● | ○ |
| **15.** | ○ | ● |

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

| **VOCABULARY (5 mks)** | | | |
|---|---|---|---|
| **1.** | ○ ocean | ● effect | ○ citizenship |
| **2.** | ● atmosphere | ○ empire | ○ danger |
| **3.** | ○ communicated | ○ designed | ● increased |
| **4.** | ○ Initiative | ● Excessive | ○ Expensive |
| **5.** | ○ respecting | ○ generating | ● reducing |
| *Notes*: *One mark each. Responses must be indicated clearly.* | | | |

| **GRAMMAR (5 mks)** | | |
|---|---|---|
| **1.** | ○ but | ● as |
| **2.** | ● was | ○ were |
| **3.** | ○ because | ● so |
| **4.** | ○ earliest | ● earlier |
| **5.** | ● stay | ○ stayed |
| *Notes*: *One mark each. Responses must be indicated clearly.* | | |

**READING 1 (10 mks)**

**Task One:**

| | | | |
|---|---|---|---|
| **1.** | ● Denmark | ○ Spain | ○ Germany |
| **2.** | ○ 40 | ○ 42 | ● 45 |
| **3.** | ○ food security | ● clean energy | ○ water shortage |
| **4.** | ○ drought | ● strong wind | ○ pollution |
| **5.** | ● Grand Hall | ○ Green Ideas Room | ○ Event Room |
| **6.** | ● African songs | ○ playing games | ○ traditional clothes |

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

**Task Two:**

***7.*** 2023
***8.*** droughts
***9.*** a project
***10.*** Chinese.

***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.** (their) claws.

**12.** they can move independently.

**13.** rocky (coral reefs).

**14.** 1995

**15.** (up to) 15 (times)

**16.** (About) 40 (meters , m)

**Task Two:**

| | True | False |
|---|---|---|
| **17.** | ○ | ● |
| **18.** | ● | ○ |
| **19.** | ○ | ● |
| **20.** | ● | ○ |

*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.*

| **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.*<br>• *There may be different individual ways of approaching a task, but a basic requirement for all answers is that they are relevant.*<br>• *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.*<br>• *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.*<br>• *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.<br>_ Very good use of details and examples.<br>– Writing is very well-structured, clear and coherent.<br>– A varied range of grammar and vocabulary with a very good level of accuracy. |
| **4** | – Presents relevant information with reasonable success.<br>_ Good use of details and examples.<br>– Writing is generally well-structured, and mostly clear and coherent<br>– 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.<br>-Minimal use of details and examples.<br>–Writing is not well-structured, but is still reasonably clear and coherent.<br>– A limited range of grammar and vocabulary with a reasonable level of accuracy. |
| **2** | – Attempts to present information, but the results are obviously inadequate.<br>_ poor use of details and examples.<br>– Writing is poorly-structured, and often unclear<br>– A very limited range of grammar and vocabulary with frequent errors. |
| **1** | – Presents very little relevant information indeed.<br>_ No use of details and examples.<br>– Writing is incoherent and confusing.<br>– 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)<br><u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Completely nonsense |

| **WRITING 2 (10 mks)** | |
|---|---|
| **10** | – Message to the intended reader(s) is very clear.<br>– Writing clearly succeeds in achieving its intended purpose.<br>– Writing are very well-organised, clear and coherent<br>– A varied range of grammar and vocabulary, with a very good level of accuracy. |
| **8** | – Message to the intended reader(s) is fairly clear.<br>– Writing has reasonable success in achieving its intended purpose.<br>– Writing is generally well-organised, and mostly clear and coherent<br>– A fair range of grammar and vocabulary, with a good level of accuracy. |
| **6** | – Message to the intended reader(s) is partially clear.<br>– Writing has only partially achieved its intended purpose.<br>– Writing is not well-organised, but is still reasonably clear and coherent<br>– A limited range of grammar and vocabulary, with a reasonable level of accuracy. |
| **4** | – Message to the intended reader(s) is mostly unclear.<br>– Writing has only very limited success in achieving its intended purpose.<br>– Writing is poorly-organised, and often unclear.<br>– A very limited range of grammar and vocabulary, and frequent errors. |
| **2** | – Message to the intended reader(s) is unclear.<br>– Writing clearly fails to achieve its intended purpose.<br>– Writing is incoherent and confusing.<br>– Extremely limited range of grammar and vocabulary, and frequent serious errors. |
| **0** | *No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions)<br>OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English<br>OR Complete nonsense |

*Note 1: The task is to write a **letter/** an **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 one mark** 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

**LST2/ RDG3:** 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 |
| 5 / 4 | 4.5 | 10 / 8 | 9 |
| 4/ 3 | 3.5 | 8 / 6 | 7 |
| 3 / 2 | 2.5 | 6 / 4 | 5 |
| 2/ 1 | 1.5 | 4 / 2 | 3 |
| 1/ 0 | 0.5 | 2 / 0 | 1 |

**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.