Second Semester

English Language

(اللغة الانجليزية)

(Questions)



سلطنة عمان
وزارة التربية والتعليم



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

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٦/١٤٤٥ هـ - ٢٠٢٣ / ٢٠٢٤ م

الفصل الدراسي الثاني - الدور الأول

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة
● مسقط ○ أبوظبي

ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● **غير صحيح** ⊖ ◉ ◔ ⊗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*

Write in the space provided on pages 2 - 4.

OPTION 1. Write a story about a time when a cyclone hit Oman. The severe weather caused widespread flooding in your area, and homes had to be evacuated in the middle of the night. Be sure to include details so that the reader can follow your story. Include suspense and tension to keep the reader engaged and eager to know the ending.

Your story is entitled: Surviving the storm.

OPTION 2. Getting a driver's license is a huge milestone in a young person's life, bringing with it newfound freedom and independence. In Oman the legal age requirement for a driver's license is 18. However, many people believe that the minimum age limit should be increased to 21 years of age.

What is your opinion on this issue? Write an article for your school magazine in which you give your viewpoint. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your choice.

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Writing (continued)

Option No.: _____ *(Indicate which option you have chosen.)*

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following text. Then complete the task.

Exploring Micronations

Do you enjoy visiting exotic places? Would you like to go somewhere that is off the beaten path? If you are an intrepid traveller in search of the unique and unexplored, perhaps you should consider making your next destination one of the world's micronations.

Now, we do not mean Monaco or Tahiti. These countries are vast empires compared to a typical micronation. While some micronations make claims to large territories, such as parts of Antarctica, the ocean, or even other planets, most are no bigger than your average city park. So, what exactly is a micronation? A micronation is a territory that has declared itself independent from the country where it is located but has not been recognized by any legitimate world government. Although they sometimes resemble real secessionist states: countries that have regions which want to be separate, such as the Basque Country in Spain, most micronations are the product of just one or a few enterprising individuals, and do not belong to cultural or ethnic groups. Their reasons for claiming sovereignty are often considered unimportant or, a bit silly.

By some counts, there are hundreds of micronations worldwide, so you may not need to go far to find one. The more well-established among them frequently attempt to bolster their independence claims—or perhaps make money—by creating their own visas, currencies, and postage stamps, and they often distinguish themselves by their colourful attractions, and odd traditions. So, let us take a closer look at a few of these micronations that are open to tourists today.

Lovers of fairytale kingdoms might fancy a visit to the Principality of Seborga, which is part of a picturesque mountaintop village in Northwestern Italy. In 1963, Seborga's founder, who called himself His Tremendousness Giorgio I, claimed that according to records found in the Vatican, the territory has been a sovereign state of Italy since 954. The principality boasts a volunteer border guard with snappy uniforms who occupy sentry boxes on the main road into town. The Seborgan flag is proudly displayed throughout the village, and you can use Luigini coins, the local currency, at all the souvenir shops. The currently elected ruler, Her Serene Highness Princess Nina, has vowed to keep fighting for Seborgian independence in the Italian courts.

If you really want to visit somewhere remote, try driving down a lonely road named the

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Reading 1 (continued)

Forgotten World Highway to the Republic of Whangamomona, a tiny micronation on the North Island of New Zealand. At the local hotel, which serves as the nation's headquarters, you can get your passport stamped and mingle with some of its friendly citizens. Founded in 1989 after a border disagreement with the regional government, Whangamomona is known for its rural charm and its twice yearly Republic Day, a popular summer festival in which thousands come to witness the nation's presidential elections. Although the current president is human, past winners have included a poodle and a goat.

One of the more unique micronations you could ever visit is Sealand, a principality located several kilometres off the coast of England. That's right; Sealand does not have any actual land. In fact, it is an abandoned World War II Sea fort. Jutting out of the North Sea, this rusty platform has been occupied by members of the Paddy Roy Bates family since 1967. In the beginning, the fort was in international waters, but it is now considered to be in British territory. Sealand has a gift shop where you can purchase stamps, flags, or a knighthood title of "sir" for £100. Sealand citizens have competed in various sports competitions over the years, and the micronation has an active football association.

Finally, if these micronations are not weird enough, you might want to try Molossia, a republic occupying a few acres of desert in Nevada, USA. Molossia was dreamt up by its founder and occasional tour guide Kevin Baugh in the 1970s but was only formed in 1998 when he bought the land. Visitors to Molossia must apply for permission in advance. The maximum visa length is three hours, but that is probably long enough to see everything. Highlights include the 2m tall Tower of the Winds, a model train system, and the Tiki Hut Grill, where you can order a burger. Molossia also claims to have a space program, and a navy.

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

1. The writer suggests that people might want to visit micronations because they _____.

- ⬭ are difficult to get to
- ⬭ are small and easy to explore
- ⬭ offer an unusual travel experience

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Reading 1 (continued)

2. The size of most micronations is comparable to _____.

- ▢ an urban park
- ▢ Tahiti
- ▢ the Basque Country

3. Micronations generally are not recognized as actual countries because _____.

- ▢ the territories they claim are too small
- ▢ they are only for tourists
- ▢ no one takes their reasons for existing seriously

4. A characteristic that most micronations appear to share is their _____.

- ▢ odd traditions
- ▢ lack of money
- ▢ worldwide recognition

5. The leaders of Seborga believe it is a legitimate state because _____.

- ▢ it has its own flag and currency
- ▢ they have legal documents to prove it
- ▢ it has been recognized by the Vatican

6. Whangamomona is not serious about its claims to sovereignty because_____.

- ▢ Its national day is only every two years
- ▢ Several former leaders were animals
- ▢ Its borders are disputed

7. Sealand is not considered independent because it _____.

- ▢ does not have any land
- ▢ is within British territory
- ▢ is abandoned

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Reading 1 (continued)

8. Kevin Baugh most likely created the Republic of Molossia _____.

- ☐ for political reasons
- ☐ to gain power
- ☐ for his own amusement

9. _____ is most serious about its status as an actual country.

- ☐ Seborga
- ☐ Whangamomona
- ☐ Molossia

10. _____'s current leader was not chosen democratically.

- ☐ Seborga
- ☐ Whangamomona
- ☐ Molossia

11. This text would most likely be found in a _____.

- ☐ United Nations report
- ☐ travel magazine
- ☐ personal letter

12. The writer's tone could best be described as _____.

- ☐ light-hearted
- ☐ satirical
- ☐ academic

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Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the task.



Weird and Wonderful Tardigrades

In humankind's ongoing quest for the origins of life on earth, one area of research that biologists find intriguing is the study of "extremophiles." This term refers to organisms that have adapted to survive and thrive in difficult environments, such as those characterized by extreme temperature, pressure, or pH balance. Scientists believe that learning about how species live in places like underwater geothermal vents and high altitude deserts is useful because these environments mimic the conditions of ancient earth, and thus the creatures we find there can provide us with important clues about our primordial past. Extremophiles and the outer limits of inhabitability on earth are also of interest to astrobiologists as these subjects may tell them something about how to identify alien life—and where to look for it.

Of all the extremophiles, some of the most curious and amazing are tardigrades. More popularly known as "water bears," these tiny creatures occupy their own phylum on the tree of life because they are unlike almost any other known species, especially when it comes to surviving environmental extremes. Tardigrades are tiny, less than 1mm long, and can be found nearly everywhere, from ocean trenches to hot springs and even under glacial ice. However, their preferred environment is a moist bit of moss or lichen which grows in damp places, and chances are, if you looked at a patch under a microscope, you would find some water bears.

While zoologists and biologists have known about the hardiness of tardigrades for a long time, they have only recently begun to understand the mechanisms behind their indestructibility. They were first described by a German naturalist in 1773, who noted that a tardigrade "resembles a bear in miniature." Seen up close, they do look a lot like eight-legged gummy bears with claws enjoying a leisurely swim in a pool. In fact, tardigrades need to be in water in order to be active; it is only in the absence of liquid water that they demonstrate their amazing survival abilities. Unlike most creatures, the skin of a tardigrade is extremely porous, so once it is outside of a wet environment, it will lose all its water and replace it with a sugar molecule called trehalose. At this point, the tardigrade enters a cryptobiotic state known as "tun."

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Reading 2 (continued)

The tun state is a type of dormancy where the tardigrade has essentially shriveled up to a fraction of its normal size. All of its bodily functions cease to operate, and it appears lifeless. However, once they find themselves back in water, the bears will reanimate and resume their normal lives. Although the actual lifespan of a tardigrade is less than a year, some tardigrades have been reported to exist as tuns for more than a century. This is possible because the absence of water protects them. Normally, the cells of lifeforms are damaged by the expansion or gasification of water at extreme temperatures, but as a tun, the tardigrade remains unharmed, even at temperatures below −300 degrees Fahrenheit or above the boiling point of water.

Tuns can also withstand atmospheric pressure more than 600 times greater than the surface of the earth, and, incredibly, cosmic radiation since the oxygen found in water is required for radioactive damage to occur. The tun state thus enables the tardigrade to be the only known species in the universe that can survive the vacuum of space. This was tested in 2007 when the European Space Agency launched the first tardigrades into space. The bears were exposed to solar winds and freezing in, oxygenless conditions. A number of them lived. Tardigrades were also aboard a probe that crashed while attempting to land on the moon in 2019. It is entirely possible that some of them are still there, lying patiently in a state of tun.

Biologists still have much to learn about the origins of these fascinating extremophiles. Likewise, others are hopeful that further experiments in space will allow us to understand more fully the survival mechanisms that are unique to tardigrades and perhaps adapt them to help humans on our own interstellar travels. This makes tardigrades a very special form of life, one that lets us peer not only back into the past but also into the future.

Task One: *For each question, write a **short** answer.*

13. What makes an animal an extremophile?

_____

14. Why might evolutionary biologists want to study geothermal vents?

_____

15. What is the non-scientific name for tardigrades?

_____

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Reading 2 (continued)

16. Where can someone easily find tardigrades?

_____

17. What happens when a tardigrade changes into a tun state?

_____

18. How does a tardigrade get out of the tun state?

_____

19. When does water usually become dangerous to lifeforms?

_____

20. Why did scientists first send tardigrades into space?

_____

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

	Statements	True	False
21.	Astrobiologists think that tardigrades could show us how to survive in space.	○	○
22.	No other animal is closely related to the tardigrade.	○	○
23.	As a tun, the tardigrade is smaller than normal.	○	○
24.	Tardigrades generally live for more than one hundred years.	○	○
25.	The evolutionary history of tardigrades in now well understood.	○	○

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Literature 1 – Poem (10 marks)

*Read this extract from the poem '**I Wish I Knew**' by Donna Ashworth.Then complete the task.*

In this fast-paced world, Donna Ashworth's poetry acts as a guide through life. Her writing has gained widespread recognition for its ability to connect with readers on a deeply personal level.

I Wish I Knew

I wish I knew, from the very start,
that self-esteem is a home grown virtue.
And that you should never plant those precious seeds,
in someone else's garden.

I wish I knew, at every step,
that all those seeds really require,
in order to bloom,
is approval, from yourself.

Yes I wish I knew, way back then,
that self-approval is their sunlight,
peace their soil
and love is their rain.

And all the other things can come and go
like the seasons and the wind.

I wish I knew, all along,
that those seeds can grow so tall, so strong
and so fierce,
like the most beautiful sunflowers,
if the conditions are right.

Or they can wither away to weed and husk,
if neglected.

I wish I knew, that no matter how much of the world I scoured,
I would not find a better garden,
than the one I could grow myself.

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Literature 1 – Poem (continued)

GLOSSARY

self-esteem: how people value and perceive themselves.

virtue: behaviour showing morally good standards.

husk: the dry outer covering of some fruits or seeds.

scoured: searched very carefully in order to find something.

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

Outline the theme of the poem and discuss how the poet effectively conveys this message through the use of any two images.

Literature 1

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Literature 1 (continued)

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Literature 1 (continued)

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Literature 2 – Novel (15 marks)

*Read this extract from '**A River Ran Out of Eden**', a novel by the English writer James Vance Marshall. Then complete the **two** tasks.*

This piece of adventure fiction is set on an isolated island 200km off the coast of Alaska. Though it is a beautiful place, very cold weather conditions persist all year round and, thus, it is a difficult environment for humans to inhabit. In this extract, a young boy called Eric takes shelter from a storm in one of the many huts that are scattered around the island.

Eric ran. Nine boys out of ten would have run for home. But Eric ran for a hut. That was the lesson his father had always drummed into him: 'If you're out in a storm, take shelter at once in the nearest hut.' So he ran for one of the shelters built along the riverbank. He ran for his life, his feet slipping on the loose gravel. All about him the sky grew dark, and the wind grew stronger. At last he saw a shelter. But a gust of wind knocked him. He couldn't get up. He crawled on his hands and knees, his face close to the gravel. It seemed a very long way to the shelter.

He collapsed at the door, gasping for breath. And the first thing he noticed was the smell. For a second he drew back, uncertain. Then he squirmed quickly inside. The hut was small and dark. The sound of the storm faded. The smell -- foul and strong -- rose sharply out of the dark. On the far side of the hut, something moved.

Eric peered into the darkness, suddenly afraid. Twin balls of red glowed in the dark. And Eric shrank back, terrified. Something was in the hut. Some wild and terrible animal -- a great bear, maybe, with claws that could rip your guts out in a single slash?

He stood very still, teeth clenched, eyes screwed tight. Waiting. But the wild and terrible animal did not spring at him. Everything was quiet -- everything except his pounding heart. He peered into the blackness. At first he could see only the red of the eyes. But gradually as he became accustomed to the dark he could make out more: a shadowy mass, coiled and menacing.

He stared at the glowing eyes. What was this strange red-eyed creature? It was too big for a hare or a fox, and not the right shape for a wolf or a bear. If only he could see it! Then he remembered that somewhere in every shelter his father had hidden matches and candles.

He felt around the wall till his hand struck a metal box. He opened the lid. He found

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Literature 2 (continued)

and lit one of the candles. A flickering light leapt round the hut. And then the boy's breath stuck in his throat. He could only stare and stare. For never in all his life had he seen anything so beautiful. She lay curled up against the wall: a seven-foot golden seal, her fur like a field of sun-drenched corn.

GLOSSARY

hut: a small, simple building or shelter.

gravel: very small, rounded stones, often mixed with sand.

squirmed: wriggled or twisted the body from side to side.

slash: a wide, sweeping stroke or cut.

accustomed: got used to.

coiled: in the form of a loop or a circle.

menacing: dangerous, threatening.

seal: a sea mammal that swims with flippers. Most adult seals are grey in colour. A golden coloured seal is rare.

Task: *Answer the following two questions. Make sure you support your answers with evidence from the extract.*

A. Outline two ways in which the writer creates suspense in the first paragraph of the extract. (Use examples to support your answer.)

(Write at least **50 words**.) (5 marks)

B. Novelists use sensory writing as a means of making their stories more realistic and descriptive. Outline how James Vance Marshall effectively uses colour, smell and sound to bring the action to life from "He collapsed at the door" to the end of the extract. (Give at least one example of the use of each sense to support your answer.)

(Write at least **120 words**.) (10 marks)

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Literature 2 (continued)

A.

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Literature 2 (continued)

B.

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Literature 2 (continued)

B.

[End of Examination]

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سلطنة عمان
وزارة التربية والتعليم



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

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٥ / ١٤٤٦ هـ - ٢٠٢٣ / ٢٠٢٤ م

الفصل الدراسي الثاني - الدور الثاني

تنبيه:
- المادة: English Language
- الأسئلة في (١٩) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س – عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة
● مسقط ○ أبوظبي

ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● **غير صحيح** ▭ ◉ ◔ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the tasks.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write* **at least 200 words.**
Write in the space provided on pages 2 - 4.

OPTION 1. A phobia is an excessive and irrational fear reaction. A person who has a phobia may experience a deep sense of dread or panic when they encounter the source of their fear. Write a story in which you overcome a phobia that has been causing you anxiety for years. Be sure to include details so that the reader can follow your story. Include suspense and tension to keep the reader engaged and eager to know the ending.

Your story is entitled: Conquering my phobia.

OPTION 2. In many places, students must arrive very early in the morning to attend school. Some people believe that starting the school day early is the best approach to support learning, but others believe that starting the school day at a later time in the morning would be better for students.

What is your opinion on this issue? Write an article for your school magazine in which you give your viewpoint. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your choice.

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Writing (continued)

Option: _____ *(Indicate which option you have chosen.)*

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Writing (continued)

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Reading 1 (items 1–12) (12 marks)

Read the following podcast. Then complete the task.

Masters of Science Fiction

Welcome to this edition of "The Literary Mind" where we explore the connections between some of the greatest writers of all time. Today, we are going to take a look at the influence that Isaac Asimov has had on the writings of Philip K. Dick, two authors our listeners may already be familiar with.

To recap, Isaac Asimov was born in 1920 in Russia and was a prolific science fiction writer who authored over 500 books during his lifetime. He is best known for his Foundation series, which explores the collapse of a galactic empire and the efforts of a group of scientists to preserve humanity's knowledge and culture. Asimov's writing is characterized by its focus on science, technology, and the future of humanity and his writing had a profound influence on the science fiction genre.

Philip K. Dick, born in 1928 in California, is another science fiction writer who has had a significant impact on the genre. He is best known for his novels and short stories that explore themes of identity, reality, and the nature of consciousness. His writing is often described as dark, surreal, and thought-provoking.

On the surface, it is easy for any reader to observe Asimov's influence on Dick. Both writers shared interest in exploring the intersection of science and technology with human society and culture. But most notable is that they have a fascination with the future and the possibilities it holds, as well as the potential dangers that come with it. They also share a love of world-building, creating detailed and complex settings for their stories.

One of the most recognizable examples of Asimov's influence on Dick is in their treatment of artificial intelligence. Asimov's robots and cyborgs were often portrayed as intelligent machines with a sense of morality and consciousness, and this is a theme that can be seen in many of Dick's stories as well. For example, in Dick's novel "Do Androids Dream of Electric Sheep?" the main characters are androids who struggle to understand their own consciousness and identity. This theme is also present in Asimov's "I, Robot" series, in which the robots have to come to terms with their own existence and their relationship to humanity.

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Reading 1 (continued)

Another rather obvious area where Asimov's influence can be seen is in the writers' treatment of the future of humanity. Asimov often wrote about the collapse of civilization and the efforts of scientists and other leaders to preserve humanity's knowledge and culture. This is a theme that can also be found in many of Dick's stories, such as "The Man in the High Castle," in which the United States is occupied by the Axis powers: Germany, Italy and Japan following a defeated United Sates in World War II, in which the characters struggle to preserve their own culture and identity.

Asimov and Dick also shared a fascination with the nature of reality and the possibility of multiple realities. Asimov often wrote about parallel worlds and alternative histories. This can be seen in Asimov's "The End of Eternity" in which a group of people can travel through time and change history. Dick's stories often involve characters who question the nature of reality and their own identity existence like "The Three Stigmata of Palmer Eldritch."

In conclusion, Isaac Asimov's influence on Philip K. Dick's writing can be seen in many ways. Both writers have left a lasting legacy in the science fiction genre and their work continues to be read and studied today. This has been "The Literary Mind". We hope you have enjoyed the program and that you have been inspired to pick up a new book. Tune in next time when we examine the dangers of extreme wealth by examining the F. Scott Fitzgerald's novel "The Great Gatsby".

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

1. Asimov's most famous series is the _____.

- ⬭ Foundation series
- ⬭ I, Robot series
- ⬭ End of Eternity series

2. Isaac Asimov best known for writing about the _____ in his Foundation series.

- ⬭ collapse of a galactic empire
- ⬭ rise of a new world order
- ⬭ fall of humanity

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Reading 1 (continued)

3. Asimov's writing is characterized by its focus on _____.

- ☐ intersection of science and magic
- ☐ science, technology, and the future of humanity
- ☐ the past and history

4. Dick's writing often described as _____.

- ☐ light-hearted and optimistic
- ☐ unsettling and frightening
- ☐ futuristic and technological

5. The theme that can be found in both Asimov and Dick's writing is the_____.

- ☐ importance of nature
- ☐ cross-over between science and technology and society and culture
- ☐ dangers of artificial intelligence

6. Asimov's influence on Dick's writing most obvious in their _____.

- ☐ approach to artificial intelligence
- ☐ shared interest in the future
- ☐ use of parallel worlds

7. The author who writes about the theme of artificial intelligence is _____.

- ☐ Isaac Asimov
- ☐ Philip K Dick
- ☐ Both authors

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Reading 1 (continued)

8. Dick's novel in which Androids try to understand consciousness and identity is _____.

- ▢ "Do Androids Dream of Electric Sheep?"
- ▢ "The Man in the High Castle"
- ▢ "I, Robot"

9. The _____ is **NOT** a theme in Asimov's writing.

- ▢ collapse of civilization
- ▢ preservation of humanity's knowledge and culture
- ▢ power of magic

10. The setting of Dick's "The Man in the High Castle" is _____.

- ▢ a post-apocalyptic world where humanity must struggle to survive
- ▢ a parallel world where the Axis powers have won World War II
- ▢ an occupied United States following its defeat in World War II

11. The title of Asimov's novel in which a group of people can time travel and change history is _____.

- ▢ "The End of Eternity"
- ▢ "I, Robot"
- ▢ "Foundation"

12. Dick's writing often deals with the nature of reality by _____.

- ▢ discussing the dangers of artificial intelligence
- ▢ exploring parallel worlds
- ▢ questioning the meaning of reality and existence

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Reading 2 (items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

The Great Pacific Garbage Patch

The Great Pacific Garbage Patch, also known as the Pacific Trash Vortex, is a vast area of the Pacific Ocean where a concentrated amount of plastic and other debris has been rapidly accumulating. This patch, which is located between Hawaii and California, is estimated to be twice the size of Texas, and is considered to be one of the largest environmental disasters in the world. The problem of plastic pollution in the ocean is not limited to the Great Pacific Garbage Patch, but it is one of the most well-known and visible examples of the problem.

The Great Pacific Garbage Patch is the result of the ocean currents that flow in the North Pacific. These currents, known as the North Pacific Gyre, create a circular pattern that brings debris and plastic from all over the world to the central part of the ocean. The debris and plastic are then trapped by the currents and are unable to escape, resulting in a massive accumulation of garbage. The plastic in the patch is not visible from the surface, but it is estimated that there are around 1.8 trillion pieces of plastic in the patch, which is equivalent to 250 pieces of plastic for every human on the planet.

The problem of plastic pollution in the ocean is not just an aesthetic problem, but it also poses a serious threat to marine life. Plastic debris and microplastics, which are small pieces of plastic that are less than 5 millimeters in size, can be mistaken for food by marine animals, and can cause suffocation, starvation, and entanglement. Plastic can also absorb toxic chemicals from the ocean, which can then be ingested by marine life and passed up the food chain to humans. The problem is also affecting the fishing industry as plastic waste can damage fishing gear.

Efforts to address the problem of plastic pollution in the ocean have been ongoing for decades, but the problem has continued to worsen. One of the main challenges in addressing the problem is the sheer size and complexity of the problem. The Great Pacific Garbage Patch is located in international waters, and there is no single organization or country that is responsible for cleaning it up. Additionally, the plastic in the patch is mostly made up of small pieces that are difficult to collect and remove.

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Reading 2 (continued)

To address the problem of plastic pollution in the ocean, there have been various initiatives and projects that have been undertaken. One of the most notable initiatives is the Ocean Cleanup, which is a non-profit organization that aims to clean up the Great Pacific Garbage Patch using advanced technology. The organization has developed a system that uses a long floating barrier that is anchored to the seabed. The barrier is designed to allow ocean currents to flow through it, but the plastic debris is trapped by the barrier and is then collected and removed from the ocean. The organization has also developed a system that uses drones and satellites to locate and track plastic debris in the ocean.

Another initiative that has been undertaken is the 5 Gyres Institute, which is a non-profit organization that aims to raise awareness about plastic pollution in the ocean. The organization conducts research on the problem of plastic pollution in the ocean, and also runs various educational programs to educate the public about the issue.

Additionally, many companies and countries have started to take action by banning or reducing the use of single-use plastics, such as bags and straws. For example, in 2018, the European Union banned the use of single-use plastic items such as plates, cutlery, straws, and cotton buds. Moreover, many companies have started to invest in research and development of new materials and technologies that are biodegradable and can replace traditional plastics.

In conclusion, the Great Pacific Garbage Patch is a serious environmental problem that poses a threat to marine life and the fishing industry. Efforts by government and non-profit environmental agencies have thus far fallen short of addressing the issue, but with awareness increasing exponentially, it seems likely that a solution will eventually be found.

Task One: *For each question, write a **short** answer.*

13. Where in the Pacific Ocean is the Great Pacific Garbage Patch located?

_____

14. How does the accumulation of plastic and debris in the Great Pacific Garbage Patch occur?

_____

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Reading 2 (continued)

15. What are the negative effects of plastic pollution on the fishing industry ?

_____

16. What are the challenges in addressing the problem of plastic pollution in the ocean? List one

_____

17. What are the ways *Ocean Cleanup* uses to clean up the Great Pacific Garbage Patch? List one

_____

18. What is one initiative the *5 Gyres Institute* runs to address plastic pollution in the ocean?

_____

19. What is one step taken by companies and countries to reduce the use of single-use plastics?

_____

20. What kind of new materials are being developed to replace traditional plastics?

_____

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

	Statements	True	False
21.	The Great Pacific Garbage Patch contains more than 300 pieces of plastic for every human on the planet.	⬭	⬭
22.	The Ocean Cleanup initiative solely relies on manual collection methods.	⬭	⬭
23.	The plastic in the Great Pacific Garbage Patch is not visible from the surface.	⬭	⬭
24.	The 5 Gyres Institute conducts research on the Great Pacific Garbage Patch.	⬭	⬭
25.	Most countries worldwide banned single-use plastic items such as plates in 2018.	⬭	⬭

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Literature 1 – Poem (10 marks)

Read this poem by the American poet **Clare Harner**. Then complete the task.

One of the post popular bereavement poems, Harner wrote 'Immorality' shortly after the sudden death of her brother. The poem's speaker is someone who has died and now addresses the people who have been left to mourn.

Immortality

Do not stand
By my grave, and weep,
I am not there,
I do not sleep--

I am the thousand winds that blow,
I am the diamond glints in snow
I am the sunlight on ripened grain,
I am the gentle, autumn rain.
As you awake with morning's hush,
I am the swift, up-flinging rush
Of quiet birds in circling flight.
I am the day transcending night.

Do not stand
By my grave, and cry--
I am not there,
I did not die.

GLOSSARY

Immortality: eternal life; the ability to live forever.
glints: small flashes of light, especially reflected ones.
grain: a crop such as wheat or corn that is grown for food.
hush: silence; quietness.
up-flinging: throwing something with a lot of force in an upward direction.
transcending: rising above; going further; being more important or better than something.

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Literature 1 (continued)

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

Outline the theme of the poem and discuss how the poet effectively conveys this message through the use of any two literary techniques.

Literature 1

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Literature 1 (continued)

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Literature 2 – Novel (15 marks)

Read this extract from **'Trash'**, a novel by the English writer Andy Mulligan. Then complete the **two** tasks.

'Trash' is set in an unnamed poverty-stricken country. It centres around a group of teenage boys who make a living by picking through mountains of garbage on the outskirts of a large city for things that they can use or sell. This extract is narrated by one of the boys - Raphael - and he gives us an account of what happens at the dumpsite one day while he is sifting through the rubbish with his friend Gardo.

So where do we start?

My unlucky-lucky day, the day the world turned upside down? That was a Thursday. Me and Gardo were up by one of the crane-belts. These things are huge, on twelve big wheels that go up and down the hills. They take in the trash and push it up so high you can hardly see it, then tip it out again. You are not supposed to work there because it is dangerous.

Gardo's fourteen, same as me. He is thin as a whip, with long arms. He was born seven hours ahead of me. He is not my brother but he might as well be, because he always knows what I am thinking, feeling - even what I am about to say. The fact that he is older means he pushes me around now and then, tells me what to do, and most of the time I let him. People say he's too serious, a boy without a smile, and he says, 'So show me something to smile at.' He can be mean, it is true, but one thing I know is - I would want him on my side, always.

We were working together, and the bags were coming down - some of them already torn, some of them not - and that is when I found a 'special'. A special bag is a bag of trash, unsplit, from a rich area, and you always keep your eyes wide for one of them. I can remember even now what we got. A zucchini that was fresh enough for stew, and then a load of beaten-up tin cans. A pen, probably no good, then trash and trash, like old food and a broken mirror or something, and then it fell into my hand: a small leather bag, zipped up tight and covered in coffee grounds. Unzipping it, I found a folded up map of the city and - inside the map - a key.

The key had a little tag of yellow plastic with a number on both sides: 101. I was excited. We were both excited, and we were right to be, because that key changed everything. I sat there laughing. Gardo was punching me and I do not mind telling you, we almost danced.

A long time later, I would think: Everyone needs a key. With the right key, you can bust the door wide open. Because nobody is going to open it for you.

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Literature 2 (continued)

GLOSSARY

crane-belts: these are attached to cranes and are used to carry heavy loads without any interruption.

whip: a long thin piece of material such as leather that is used for hitting people or animals.

zucchini: a long, thin vegetable with a dark green skin.

coffee grounds: the used ground coffee beans that remain in the pot or coffee maker.

Task: *Answer the following **two** questions. Make sure you support your answers with evidence from the extract.*

A. Outline two personality traits of Gardo as revealed in the extract.
(Use examples to support your answer.)

(Write **at least 50 words.**) (5 marks)

B. In this extract, we see extreme poverty but there is also a glimmer of hope.
Outline how the author effectively portrays these opposing elements.
(Give at least two examples for poverty and at least one example for hope to support your answer.)

(Write **at least 120 words**.) (10 marks)

Literature 2

A.

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Literature 2 (continued)

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Literature 2 (continued)

B.

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Literature 2 (continued)

[End of Examination]

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امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م

الدور الأول - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة

● مسقط ○ أبوظبي

ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● **غير صحيح** ⊖ ◉ ◔ ⊗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the tasks.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

1. Nelson Mandela once said, "I learned that courage was not the absence of fear, but the triumph over it." Write a story about a time when you were frightened but, yet, you had the bravery to deal successfully with the situation.

Your story is entitled:" I conquered my fear." Be sure to include specific details so that the reader can follow your story.

2. Very often, intelligent people such as university professors, lawyers, doctors and business people leave their home countries to pursue their dreams abroad. This is sometimes called a 'brain drain'. Is it right for these brilliant individuals to seek a better life for themselves or should they stay in their own country and contribute to making it a better place?

Write an article for your school website in which you give your viewpoint. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your opinion.

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Writing (continued)

Option No. _____ *(Indicate which option you have chosen.)*

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Writing (continued)

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following talk by a student. Then complete the task.

Using Origami in Industrial Design

Good afternoon everyone, and thank you for coming to my presentation on the application of origami in modern design. I am excited to explain how this ancient art is being used as a way to solve design problems in a number of fields, including aerospace, medicine, transportation, and architecture. Perhaps I will motivate you to think about other ways that origami can be used in the modern world.

Of course, most people know of origami as the Japanese art of folding paper. How many of you enjoyed learning how to fold paper to make simple figures like stars and frogs as schoolchildren? I know I did. Memories of these creations have inspired people later in life when they have been faced with one of the most common challenges in design: saving space. Just as origami artists have used folding to create an unlimited number of shapes, designers have learnt to fold objects to fit into limited spaces.

While traditional origami artists rely on trial and error to make their creations, modern designers incorporate another discipline that allows them to greatly expand the use of the art form: mathematics. Since it was discovered in the 1980s that mathematical principles could be applied to the practice of origami, designers and engineers have been able to calculate the folds and crease patterns needed to produce the designs they want. Let's take a look at some examples.

One of the first fields to turn to origami was the aerospace industry. Some parts of space satellites, like the solar panels that power them or telescope lenses, need to be very large, but to get them into orbit, they must be small and compact enough to fit inside a rocket. Since these objects are basically flat like a piece of paper, it is easy to see how they can be folded into smaller sizes and then opened when they are deployed in space. The first folded solar panel was made for a Japanese satellite that was launched more than 30 years ago. It was designed by the astrophysicist Koryo Miura. More recently, an American team released plans for an origami telescope lens that is 100 meters across unfolded! Other space projects include compact folding robots for exploring distant planets such as Mars.

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Reading 1 (continued)

As big as these projects are, origami can also be employed on a very small scale. In the field of medicine, a metal heart stent has the same folding design as an origami paper "water bomb." During heart surgery it is inserted into a blocked artery and then opened to allow blood to flow. Origami is also being used to fold tiny robots into pills that we can swallow. Once inside the body, they can be unfolded and directed by magnets to perform non-invasive surgery such as removing a battery swallowed by a child.

In my opinion, the most significant application of origami is in the automobile industry. Have you ever considered how a huge airbag can fit inside a car's steering wheel? This is because designers use the mathematical principles of origami to figure out the best way of folding the airbag to both fit into a tight space and to inflate rapidly in an accident, helping to save the lives of many people. Amazing!

One industry that uses origami for multiple purposes is architecture. Architects cleverly incorporate origami into their designs to make things smaller. For example, creating "tiny houses" that can be folded up and transported. They can also create 3D representations of completed buildings. The ancient art has also been used to develop the structure and shape of many buildings such as the Nestle Chocolate Museum in Mexico City and the Estacao Oriente, a transport hub in Lisbon, Portugal. These buildings and many others highlight the aesthetic quality of origami design, as do the famous "Helios House" gas station in Los Angeles and the facade of the Barclays Bank Headquarters in Paris. Another beautiful as well as functional facade is the dynamic sun shading system on the Al Bahar Towers in Abu Dhabi. These mechanical shades automatically fold open and close like origami flowers as the sunlight moves across them during the day, cooling the buildings and saving energy.

I hope you have found this information on origami in design educational. We can see how this art form can be beautiful and functional and it can even save lives. It is so exciting to consider what the future holds for origami design. The best is yet to come!

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

1. The purpose of the talk is to _____.

- ⬭ inspire people to do origami
- ⬭ discuss how origami is used in design
- ⬭ promote origami as an art form

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Reading 1 (continued)

2. The speaker _____.

- ☐ practised origami as a child
- ☐ has designed products using origami
- ☐ recently discovered origami

3. A frequent problem designers face is how to _____.

- ☐ fold objects
- ☐ modernise industries
- ☐ save space

4. Traditional origami artists perfect their designs by _____.

- ☐ chance
- ☐ trying them out until they succeed
- ☐ using mathematical formulas

5. For modern designers, origami is a combination of art and _____.

- ☐ traditional designs
- ☐ mathematical principles
- ☐ trial and error methods

6. It was discovered that mathematical principles could be applied to origami _____.

- ☐ in ancient times
- ☐ over a hundred years ago
- ☐ in recent years

7. Origami is useful in the aerospace industry because some large parts of space satellites _____.

- ☐ need to be flat
- ☐ cannot be easily folded
- ☐ have to fit inside rockets

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Reading 1 (continued)

8. In medicine, origami has been used in the design of _____.

- ☐ magnets
- ☐ heart stents
- ☐ batteries

9. For the speaker , the most important aspect about origami is that it can be used to _____.

- ☐ prevent deaths in car accidents
- ☐ help doctors during surgery
- ☐ solve mathematical problems

10. Origami can be used in architecture to produce _____.

- ☐ 3D representations
- ☐ ancient art
- ☐ sunlight

11. A building that uses origami to reduce energy consumption is _____.

- ☐ Helios House
- ☐ Barclays Bank Headquarters
- ☐ Al Bahar Towers

12. The speaker believes that _____.

- ☐ the limits of origami in design have already been reached
- ☐ the best aspect of origami is that it is educational
- ☐ there will be superior origami-inspired designs in the future

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Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

Kola Superdeep Borehole

Humans love to explore and most recently exploration has focused above and beyond this sphere which we call home. However, in spite of the fact that we are exploring space, there is much that is still unknown and unexplored on our very own planet. One as-yet-unreachable location for exploration is the centre of Earth itself. In the 1960's and 70's, scientists set out to dig as deep as possible to learn more about Earth. One successful project was a Soviet project called the Kola Superdeep Borehole. This project was credited with several unexpected findings related to the Earth's crust before finally being halted in the early 1990s with the fall of the Soviet Union. Since then, other holes have been drilled, but none have reached the depth of the Kola Superdeep Borehole. This means that to date this is the most unique borehole.

One aim of the Kola Superdeep Borehole project was to dig as deep as possible into the Earth's crust. The Earth is believed to be composed of three layers. The outermost layer, quite thin in relation to the size of the earth, is the crust. The crust is about 30-50 kilometres thick and is comprised of light rocks such as basalt and granite. This thin outer layer essentially 'floats' on the mantle which is the middle layer. The mantle makes up the most of the planet and is believed to be about 3,000kms deep. Much of the mantle consists of molten rocks and, therefore, it is only semi-solid. Finally, there is the core of the Earth which is made mostly of iron. The Kola Superdeep Borehole project succeeded in drilling further than anyone had before. One central hole was dug with several holes branching from it, one of which was labelled SG-3. At only 23 centimetres in diametre, SG-3 managed to extend to 12,262 metres vertically, or about 1/3 of the way through the Earth's mantle. It is still the deepest artificial point on Earth.

The purpose of drilling so deep was to learn more about this yet-untouched part of our planet. While researchers had long assumed that there was a boundary of granite to basalt at an approximate depth of 7kms, the Kola Superdeep Borehole proved this to be incorrect. In fact, drillers discovered that instead, there was an area of fractured rock that had been previously saturated with water in liquid form. They were surprised to find this at such a low depth. In addition, microscopic ocean fossils were found at a depth of 6kms. Another surprising discovery was the large amount of hydrogen gas. There was so much gas expelled while drilling, that the mud flowing from the hole was said to be 'boiling' with hydrogen.

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Reading 2 (continued)

There was another surprising discovery that eventually led to the end of the drilling. Project coordinators had initially planned to dig to a depth of 15 km. However, when the drilling reached 12,262 metres in depth, unexpectedly high temperatures were experienced. Scientists had predicted high temperatures of 100°C but instead found them to be up to 180°C. It was also difficult drilling through the solid rock but this was nothing compared to the arduous task of cutting through the porous rock which they discovered at this depth. Thus the extreme temperatures and porous rock made the digging almost impossible. As a result, drilling was stopped in 1992 and the whole project was shut down in 1995 when the Soviet Union dissolved.

Other attempts have been made to dig deep into the Earth's crust, but none have succeeded in reaching the depth of the Kola Superdeep Borehole project. One project in Bavaria, Germany, reached a vertical depth of 9,101 metres, but experienced temperatures up to 260°C. At this temperature the rock became fluid and this made it impossible to keep the hole open. Tourists and researchers can still view it and occasionally researchers use it to conduct experiments.

The Kola Superdeep Borehole has taught us a lot about the nature of the Earth's mantle, but there is still more to be learnt. Currently, a drilling project is being planned by the Japanese Agency for Marine-Earth Science. One scientist involved in the new project says these types of drills are exciting because 'they are pure scientific undertakings and you never quite know what you are going to find.'

Task One: *For each question, write a **short** answer.*

13. Why is the Kola Superdeep Borehole so special?

_____

14. How many layers is the Earth composed of?

_____

15. Why is the crust said to 'float' on the mantle?

_____

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Reading 2 (continued)

16. How far did the Kola Superdeep Borehole reach into the earth's mantle?

_____

17. What did the drillers expect to find at a depth of 7 km?

_____

18. What evidence of life from the sea was found in the mantle?

_____

19. Which gas was discovered deep in the crust?

_____

20. What depth had drillers hoped to reach in the Kola Superdeep Borehole?

_____

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

	Statements	True	False
21.	All the aims of the Kola Superdeep Borehole project were achieved.	⬭	⬭
22.	Drilling was stopped on the Kola Superdeep Borehole partly due to the intense heat.	⬭	⬭
23.	According to the article, drilling into solid rock is easier than drilling into porous rock.	⬭	⬭
24.	The borehole in Bavaria was closed in order to turn it into a tourist attraction.	⬭	⬭
25.	According to the article, future drilling projects will not provide any more information about the Earth's layers.	⬭	⬭

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Literature 1 – Poem (10 marks)

*Read this extract from '**The Miracle of Morning**', a poem by the acclaimed American poet Amanda Gorman. Then complete the task.*

The poem was written in the spring of 2020 during the early stages of the Covid-19 pandemic when a period of lockdown was lifted in the city of Los Angeles.

The Miracle of Morning

I thought I'd awaken to a world in mourning.
Heavy clouds crowding, a society storming.
But there's something different on this golden morning.
Something magical in the sunlight, wide and warming.

I see a dad with a stroller taking a jog.
Across the street, a bright-eyed girl chases her dog.
A grandma on a porch fingers her rosaries.
She grins as her young neighbor brings her groceries.

While we might feel small, separate, and all alone,
Our people have never been more closely tethered.
The question isn't if we can weather this unknown,
But how we will weather this unknown together.

So on this meaningful morn, we mourn and we mend.
Like light, we can't be broken, even when we bend.

As one, we will defeat both despair and disease.
We stand with healthcare heroes and all employees;
With families, libraries, waiters, schools, artists;
Businesses, restaurants, and hospitals hit hardest.

We ignite not in the light, but in the lack thereof,
For it is in loss that we truly learn to love.
In this chaos, we will discover clarity.
In suffering, we must find solidarity

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Literature 1 (continued)

GLOSSARY

mourning: the act of showing sadness; a period of time during which signs of grief are shown.

stroller: pushchair/pram in which a baby or young child can be pushed along.

rosaries: a string of beads for keeping count of the number of prayers said.

tethered: tied/attached to.

mend: repair/fix.

ignite: catch fire/ to arouse or excite feelings.

thereof: of the thing just mentioned/of that.

clarity: the quality of being clear and easy to understand.

solidarity: unity and mutual support within a group.

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

'The Miracle of Morning' is a hopeful poem, presenting a message of optimism while acknowledging pain and suffering. Outline how the poet uses imagery to convey this theme. Give at least three examples.

Literature 1

Do not write in this space

Literature 1 (continued)

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Literature 1 (continued)

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Literature 2 – Novel (15 marks)

*Read this extract from **'A Dangerous Crossing'**, a novel by the English writer Jane Mitchell. Then complete the **two** tasks.*

***'A Dangerous Crossing'** tells the story of a thirteen-year-old boy and his family who are living in a country in the midst of a civil war. As the fighting intensifies, they realise that it is time to flee their country and to seek refuge in another land. Together (the boy, his parents and his older sister) start out on a journey that leads them through dark and dangerous places. In this extract, they face the dangers of a voyage on a rough sea in a boat that is far from seaworthy.*

We are the only humans in a dark and salty world. We pitch and dip on a heaving sea. We cling to each other and the slippery rubber. I never thought a sea held so much movement. I never thought a sea held so much fear. All I can think of are the bones of drowned refugees, of our brothers and sisters who went before us, lifting and turning on the sea bed below, drifting like bleached ghosts pulled by moon and tide. Fish and octopus and coral make watery homes in their empty eye sockets and tooth cavities. Up above them, our little boat rolls and plunges.

"We are all going to drown!" my sister says.

"Be quiet," I say. Her words make me more frightened than I already am.

Black waves loom over us and roll beneath us, dark and shining. We lurch between cloud and water. Every wash over the side adds more to the water sloshing in the boat. Men with sea-water streaming from their hair scoop up handfuls to toss over the side, but their efforts make no difference: the water still rises. It is past my ankles now. The man steering the boat fights to keep the engine in the water.

"Turn into the waves," one man says.

"Keep sidelong to the wind," another man says.

"Head straight across the water," a woman says.

But nobody knows for certain. Nobody knows anything about steering boats across open sea in the middle of the night. The engine splutters and coughs and whines.

"It won't hold up," a man says.

Men with paddles sweep them through the water. It changes nothing. We were told we would see the lights of a town as soon as we rounded the headland. We have been plunging and rising a long time. There are no lights. I don't know if we have rounded the headland. I see nothing of land or sea. The water, the sky and the air are all made of the one blackness. It seeps into my heart and crawls through my blood. Only this dark wet world exists now.

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Literature 2 (continued)

GLOSSARY

pitch: throw roughly or casually.

dip: to let something down quickly or briefly into a liquid.

heaving: moving in large movements up and down; crowded.

refugees: people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.

plunges: moves or falls suddenly forward, down or into something.

loom: to appear as a large, often frightening or unclear shape or object.

lurch: make an abrupt, uncontrolled movement; stagger.

sloshing: move irregularly with a splashing sound.

whines: makes a long, high-pitched complaining cry or sound.

headland: a narrow piece of land that juts out from a coastline into the sea.

seeps: to move or spread slowly out of a hole or through something.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. How does Mitchell engage our senses of taste, sight and touch in the opening paragraph?

(Write **at least 50 words**.) (5 marks)

B. Outline how the writer creates a mood of despair from "We are all going to drown!" to the end of the extract.

(Write **at least 120 words**.) (10 marks)

Literature 2

A.

Do not write in this space

Literature 2 (continued)

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Literature 2 (continued)

B.

Do not write in this space

Literature 2 (continued)

[End of the Examination]

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امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م

الدور الثاني - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language
- الأسئلة في (١٩) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة

● مسقط ○ أبوظبي

ملاحظة: يتم تظليل الشكل (●) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ● **غير صحيح** ⊖ ◉ ◔ ⊗ ☑

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the tasks.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write* **at least 200 words.**

Write in the space provided on pages 2 - 4.

OPTION 1. Many experiences in our lives are memorable because they force us to examine our basic beliefs and values. As the writer Rodman Philbrick once said, "The only real treasure is in your head. Memories are better than diamonds".
Write a story about a time when a life experience changed you for the better. Your story is entitled: 'My unforgettable life experience'. Be sure to include specific details so that the reader can follow your story.

OPTION 2. In many countries, when someone gets old, they often go to live with other old people in a care home where there are nurses to look after them. This may be paid for by the government or by the family of the elderly person. Is it right for senior citizens to live in care homes? Who is responsible for their care?
Write an article for your school website in which you give your opinion. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your viewpoint.

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Writing (continued)

Option: _____ *(Indicate which option you have chosen.)*

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Writing (continued)

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Writing (continued)

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Reading 1 (items 1 - 12) (12 marks)

Read the following email from Salim to his friend Ahmed in which he tells him about a holiday he is enjoying in Russia. Then complete the task.

Travels to the Russian Far East

Dear Ahmed,

Firstly, let me thank you for your email last week. It was wonderful to get all the news from home. My time here has passed so quickly, and my three week holiday is almost over. Everything has been so magnificent in Russia that I haven't been homesick at all. In fact, I am already planning a second trip to travel north to the volcanic areas with their geysers and hot water pools. You asked about my experiences here, so I will try to describe the highlights to you as best I can.

I have been most impressed with the cities of Vladivostok and Khabarovsk, which are in the far eastern part of Russia. Vladivostok sits on Golden Horn Bay, with the Sea of Japan just beyond it. It is the home port of the Russian Pacific Fleet with 50 warships and 23 submarines stationed there. It will probably surprise you to learn that Vladivostok is near the borders of North Korea and China and the culture of the city has been influenced by both of its neighbouring countries. In fact, both cities were under Chinese control until 1859. Vladivostok had been called Yongmingcheng but was renamed by Nikolay Muravyov-Amursky, the Russian general most responsible for the expansion of the Russian Empire eastwards. My tour guide was highly amused by my attempts to pronounce the general's name but I finally mastered it.

One of the major cultural attractions in Vladivostok is the Zarya Centre for Contemporary Art. The centre used to be a clothing factory but was converted in 2013 into a huge facility with offices, studios, cafes and exhibition halls for art and design. I spent a wonderful afternoon there enjoying its unique architecture and breathtaking gallery spaces. Another cultural attraction is Hermitage Vladivostok, a branch of the State Hermitage Museum of Saint Petersburg that was founded in 1764. Opened in October 2018 in the centre of Vladivostok, Hermitage Vladivostok exhibits both masterpieces and the work of local artists. As you are an art enthusiast, Ahmed, if you ever venture to Russia, make a point of visiting this centre.

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Reading 1 (continued)

Khabarovsk is another large city with a population of over 600,000 people and is only 30 kilometres from the Chinese border. It is the second largest city in the Russian Far East, after Vadivostok. A quick Google search revealed that until 1893 it was called Khabarovka. Of course, I couldn't resist a visit to the Khabarovsk Regional Lore Museum which is the oldest and most important museum in the city. Founded in 1894, its collections comprise over 328,000 pieces, some of which have been exhibited in museums as far away as Chicago and Paris. Of particular interest to me were the exhibits related to the tribes that inhabit the area. While nearly 180,000 patrons visit annually, I feel the admission price of R.O.5 for foreigners is excessive.

Khabarovsk is like Vladivostok in that it is very green and sits alongside a river. However, it's a lot better for shopping, especially since it has the huge Vyborg Market on Vyborgskaya Boulevard. This indoor market is such a lively place where you can catch glimpses of the local culture as you stroll through its narrow lanes. These lanes are filled with local and Chinese merchants selling everything from local art to children's toys to domestic appliances. Even if there isn't a single thing you need to buy, you can pick up mementos such as key-chains and fridge magnets, like I did to bring back to Oman. Khabarovsk is so colourful, and this beauty can really be appreciated if you travel by train from Siberia. There are also numerous parks and roadside cafes. I suppose the reason is that the city was always open to foreigners, unlike Vladivostok which was closed during the Soviet years of 1920 to 1991.

That's all for now Ahmed. I hope I have managed to give you a glimpse of these fascinating Russian cities. I'm about to catch a train to the city of Yakutsk in east Siberia. I'm pretty exhausted from all the traveling but I don't want to leave Russia without seeing this city's world-famous Mammoth Museum which houses a life-size mammoth skeleton. Let's meet up on my return to Oman and I'll show you all my photos.

Warmest regards,

Salim

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Reading 1 (continued)

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

1. In this email, Salim is writing about his _____ visit to Russia.

- ⬭ first
- ⬭ second
- ⬭ third

2. The two cities Salim described in the email are _____.

- ⬭ eastern cities ruled by China
- ⬭ former Chinese cities ruled by Russia
- ⬭ former North Korean cities

3. Vladivostok is situated _____.

- ⬭ on the border with Japan
- ⬭ on the coast
- ⬭ inland

4. Vladivostok was once known as _____.

- ⬭ Golden Horn Bay
- ⬭ Yongmingcheng
- ⬭ Muravyou-Amursky

5. Features of the Zarya Centre for Contemporary Art include a _____.

- ⬭ clothing factory
- ⬭ studio
- ⬭ museum

6. Hermitage Vladivostok was established in _____.

- ⬭ 1764
- ⬭ 2013
- ⬭ 2018

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Reading 1 (continued)

7. Khabarovsk _____.

- ☐ is the largest city in the Russian Far East
- ☐ is 30 km from China
- ☐ has a population of 180,000

8. At the Khabarovsk Regional Lore Museum, Salim was fascinated by the displays about the people of _____.

- ☐ Chicago
- ☐ Paris
- ☐ Khabarovsk

9. In Salim's opinion, the entrance fee for the Khabarovsk Regional Lore Museum was _____.

- ☐ too little
- ☐ too much
- ☐ good value

10. Salim informs Ahmed that _____.

- ☐ Vladivostok is better than Khabarovsk for shopping
- ☐ Khabarovsk was closed to foreigners from 1920 to 1991
- ☐ Khabarovsk is located beside a river

11. At the Vyborg Market, Salim bought _____.

- ☐ nothing
- ☐ toys from the Chinese stalls
- ☐ souvenirs to bring home

12. After visiting Vladivostok and Khabarovsk, Salim is _____.

- ☐ too tired to continue sightseeing
- ☐ travelling back to Oman
- ☐ going to another location in Russia

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Reading 2 (items 13 - 25) (13 marks)

Read the following article. Then complete the tasks.

Animal Intelligence and the Corvid Bird Family

Much has been made of and studied regarding intelligence in the animal kingdom. Observations and research have identified quite a few species, including well- known ones such as dolphins and chimpanzees, as having much higher than average intelligence, but one of the cleverest is rather surprising; the group of birds known as corvids. This corvid bird family, which includes crows, ravens, and jays, is known for its remarkable problem solving abilities which are thought to be related to the birds' high level of intelligence. These birds have been observed exhibiting high levels of cognitive flexibility, which is the ability to switch between different mental strategies in order to solve problems. Physiologically speaking, this cognitive flexibility is thought to be related to the large size of the bird's brain relative to its body size, as well as the high level of connectivity between different brain regions.

One of the best known examples of these birds' remarkable problem solving abilities is their use of tools to navigate obstacles and obtain food. Jays and crows, for example, have been documented using tools in a variety of ways, including using sticks to extract food from hard-to-reach places, using leaves to scoop up water, and even using wire to bend and shape objects. Examples of this include New Caledonian crows, which have been known to use sticks to extract insects from trees, and Hawaiian crows, which have been observed using similar natural tools to dig for insects in the ground. Crows have even been known to drop hard-to-open shells or nuts onto busy roads, waiting for cars to run over them so that they may access the contents inside. Another example of the problem-solving capabilities of the corvid family is their ability to solve puzzles. Ravens, in particular, have been spotted solving puzzles that require them to lift a lever or pull a string to receive a reward, demonstrating an ability to both understand cause and effect and to develop strategies to reach a desired outcome.

The corvid family is also known for its complex social behavior, which is thought to be related to the problem-solving abilities of the birds. For example, ravens have been seen exhibiting behaviors such as cooperative hunting, where multiple birds work together to catch prey. This includes herding type behaviors and even presenting false threats to 'fake out' their intended prey. They have also been observed exhibiting sophisticated communication behaviors, such as the ability to recognize and imitate the calls of other birds in order to hide their presence in a particular area. These behaviors suggest that the corvid family's abilities extend beyond the individual level and that they are capable of making decisions, and even negotiating as a group, which are key components of problem-solving skills.

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Reading 2 (continued)

No study of a species' intellectual capabilities would be complete without considering their ability to remember information. In this area the corvid family is, again and unsurprisingly, incredibly skilled. Jays and crows both have excellent memories. They have shown that they can remember the faces and behaviors of people who threaten them or are kind to them for extended periods of time, even up to the point of recognizing individuals who are wearing masks. Jays even have the ability to remember the location of thousands of hiding places for food over the course of several years, and can even remember which of them contain the most desirable food.They have even been observed pretending to bury food in one location while actually burying it somewhere else. Furthermore, all corvid species have the ability to transfer information between individuals, and even generations. This behavior is known as "social learning" and is a sign of advanced cognitive abilities.

In conclusion, the corvid family, including crows, ravens and jays, are among the most intelligent birds in the world. Their remarkable memory, problem-solving abilities, and complex social behaviors have made them the subject of intense research. Scientists continue to uncover new information about these fascinating birds and their cognitive abilities, making them one of the most fascinating groups of birds to study.

Task One: *For each question, write a **short** answer.*

13. What birds are mentioned as being part of the corvid family?(List one)

_____

14. Why do corvids have high levels of cognitive flexibility?

_____

15. What tools have corvids been documented using?(List one)

_____

16. How do Hawaiian crows use their tools to find food?

_____

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Reading 2 (continued)

17. What term is used to describe birds working together to catch other animals?

_____

18. What do ravens do to pretend that they are not in a specific location?

_____

19. How do corvids display advanced memory? (Give one example)

_____

20. What is "social learning" in relation to corvids?

_____

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

Statements	True	False
21. Corvids use tools to extract food from hard to reach places and to solve puzzles.	⬭	⬭
22. Ravens have been seen dropping hard nuts onto busy roads.	⬭	⬭
23. Corvids are not capable of making decisions as a group.	⬭	⬭
24. Jays can remember the location of desirable food places for several years.	⬭	⬭
25. Scientists do not research corvids anymore.	⬭	⬭

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Literature 1 – POEM (10 marks)

Read this poem by the acclaimed American poet Billy Collins. Then complete the task.

*In **'Introduction to Poetry'**, the speaker assumes the role of a teacher who is tasked with teaching poetry to unwilling students.*

Introduction to Poetry

I ask them to take a poem
and hold it up to the light
like a color slide.

or press an ear against its hive.

I say drop a mouse into a poem
and watch him probe his way out,

or walk inside the poem's room
and feel the walls for a light switch.

I want them to waterski
across the surface of a poem
waving at the author's name on the shore.

But all they want to do
is tie the poem to a chair with rope
and torture a confession out of it.

They begin beating it with a hose
to find out what it really means.

GLOSSARY

probe: physically examine/explore.
torture: inflict pain or suffering.
hose: a flexible tube through which water is carried in order to water gardens and to put out fires.

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Literature 1 (continued)

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

'Introduction to Poetry' presents the message that readers should enjoy poetry instead of over-analyzing it in an attempt to find its meaning. Outline how the poet uses imagery to convey this theme. (Give at least three examples).

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Literature 1 (continued)

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Literature 2 – NOVEL (15 marks)

Read this extract from ***'The Apple Tart of Hope'****, a novel by the Irish writer Sarah Moore Fitzgerald. Then complete the* **two** *tasks.*

The novel centres round two teenagers - Oscar and Meg - who are best friends and next-door neighbours. Oscar has a great love of baking and his apple tarts are loved by everyone in the locality. Meg is unadventurous and when her parents decide to take the family on a six-month holiday from their home in Ireland to New Zealand which is nearly 19,000km away, she is reluctant to go. The extract opens in the family home on the day Meg and her parents are set to begin their trip.

Our departure date got even closer of course, and then because you can't hold things back, our departure day arrived. It was very early and I was still in bed, hoping for some disaster to happen that would mean we didn't have to go, when Oscar's familiar tap tapping came at the window.

I rolled out of bed with a thump and hobbled over to the window, getting ready to say the goodbye that I didn't want to say. Oscar wasn't there. Instead, when I pulled the window open the first thing I noticed was a tiny familiar gust of cinnamon sweet-smelling warm air rising into my face. Then I saw one of Oscar's apple tarts and it had a golden baked letter M right in the middle, and a tiny pastry aeroplane with pastry clouds around it and a little pastry smiley face.

I could hear my mum storming around the house. I could hear my dad's voice, tense and grouchy. The phone kept ringing and my parents kept roaring at each other to answer it. The air fizzed with a kind of prickly energy that happens when people are filled with uncertainty about a big decision they've made that's too late to back out of.

I pulled the tart indoors and took it to the kitchen table and in a series of slow-motion movements, the three of us got ready to eat the tart. My dad lifted three plates out of the cupboard, I put the kettle on for tea and mum rummaged around for a knife. Carefully, she placed a crumbly appley sweet slice in front of each of us.

A new feeling settled on the room - a feeling that didn't have any anger or stress in it. And as the pastry melted in our mouths, other things seemed to melt too, like misgivings and doubts and the things that had made us grumpy and withdrawn. The shadows of our uncertainty seemed to disappear.

I know that sounds a bit peculiar, but after each of us had taken a few bites, all of a sudden, everything looked different. Something good and open-minded started waking up inside my head and I even surprised myself by making a short speech about how much I admired my parents' adventurous spirits and how I was determined to make this a worthwhile trip for all of us and how I was going to try to be much nicer about the whole plan.

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Literature 2 (continued)

GLOSSARY

cinnamon: a sweet spice used for flavouring food.

tart: pie.

grouchy: irritable and bad-tempered; grumpy; complaining.

fizzed: made a buzzing/crackling/hissing sound; moved with excitement/exuberance/liveliness.

prickly: unfriendly and easily offended or annoyed.

appley: smelling or tasting of apples.

misgivings: feelings of doubt or apprehension about the outcome or consequences of something.

Task: *Answer the following **two** questions. Make sure you support your answers with evidence from the extract.*

A. There is a lot of stress in Meg's household as the family prepares for the trip abroad. Outline how the writer uses sound in the second and third paragraphs to emphasize this tension.

(Write **at least 50 words.**) (5 marks)

B. In the third paragraph the writer describes the "prickly energy" within the house. Describe how the energy changes in the second half of the extract and explain how the writer conveys this.

(Write **at least 120 words**.) (10 marks)

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Literature 2

A.

Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

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Literature 2 (continued)

B.

[End of the Examination]

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امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م

الدور الأول - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language
- الأسئلة في (١٩) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

ملاحظة: يتم تظليل الشكل (■) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ■ **غير صحيح** ▭ ◉ ◔ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

1. Write a story that involves a race against time to prevent a disaster. Be sure to include details so that the reader can follow your story. Include suspense and tension to keep the reader engaged and eager to know the ending.

Your story is entitled: 'Time is running out.'

2. The rising levels of congestion and air pollution found in most of the world cities can be attributed directly to the rapidly increasing number of private cars in use. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use public transport more often.

Write an article for your school website in which you give your opinion. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your point of view.

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Writing (continued)

Option No. _____ *(Indicate which option you have chosen.)*

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Writing (continued)

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following talk by a tour guide. Then complete the task.

A Visit to a Vertical Farm

Hello everyone, and welcome to this tour of our state-of-the-art vertical farm here in the city of Abu Dhabi. I am excited to show you around our facilities today and to explain some of the technologies we are using to help feed our local community and develop urban agriculture. Are you ready to begin?

It is no secret that our planet is rapidly changing. Did you know that the human population on earth will exceed nine billion by 2050? In fact, most of those people will be living in large cities like this one. At the same time, the amount of suitable farmland is steadily shrinking, and the environmental and financial costs of importing food from agricultural areas into urban centres continues to rise. In the United Arab Emirates, more than 80% of what we eat is imported, which means any disruption to our food supply chain could have drastic consequences. This is why companies such as ours are exploring new ways to sustainably feed our population.

We call this a "vertical" farm because our crops are grown in rows or stacked layers such as the shelves of basil and clover seedlings you can see behind me. The main advantage of this technique is that we can increase the amount of food that is produced in a specific area. Moreover, the controlled, indoor environment allows us to grow all kinds of plants faster and harvest year-round, so we can maximize crop yields. We are also able to eliminate pests and reduce the amount of soil and water typically required for plants to grow. At our farm, we are using a number of technologies that help make all of this possible. Now, please follow me, and I will show you how this is achieved.

The first technology required for successful indoor farming is of course artificial lighting. Without it, those plants nearest the windows would be exposed to more sunlight and grow more quickly than the plants in the multi-stacked layers. Growing indoors means we can control the amount of artificial light our plants receive each day, and, with modern LED lighting, we can also control the spectra of light that is produced, which means omitting dark colors that negatively affect plant growth.

Moreover, by changing the light cycle, we can, for example, induce plants to flower and by manipulating the type of light that is emitted, we can greatly increase a plant's biomass and growth rate. That is why you will notice a purplish glow coming from our lights here. Plants mostly absorb the blue and red parts of the color spectrum to enable them to grow, so our LEDs are optimized to generate this type of light. This also has the effect of greatly reducing overall energy consumption.

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Reading 1 (continued)

This next room is over 1000 m² and is the largest section in our facility. It is where we produce most of our leafy, green vegetables such as kale and spinach with the help of hydroponics. Have you heard of hydroponics? No! Well, as the name suggests, this involves growing plants in water instead of soil. Of course, plants need nutrients, so a special solution is added to the water. Irrigation and filtering are monitored by computer, which reduces wastewater. Other factors including temperature and humidity are also carefully controlled, and this means that many of our crops can go from seedlings to your table in as little as a month!

Now, we have arrived in the newest section, where we are experimenting with another method called aeroponics. Believe it or not, the roots of the strawberry and tomato plants you see here are being supplied nutrients through a fine mist. Using this technique allows us to reduce water consumption by as much as 90% compared to hydroponics, and our initial research has indicated that aeroponically grown crops contain more vitamins and minerals compared to those grown by other methods. While our current aeroponics system is rather costly, we are working to make these products more commercially competitive.

Well, thank you for joining me on this tour of our vertical farm. I hope you will enjoy some of our beautiful produce in our restaurant which is right beside us. Just like our plants, we look forward to seeing this industry grow bigger and brighter in the future.

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

1. The tour guide is enthusiastic about _____.

- ○ being in Abu Dhabi
- ○ the technologies used on the farm
- ○ helping people in the future

2. By 2050, the world's human population will _____.

- ○ have decreased
- ○ be almost 9 billion
- ○ mostly live in big cities

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Reading 1 (continued)

3. The large amount of food that the UAE imports means that _____.

- ☐ it is vulnerable to problems with food supply
- ☐ many people there do not have enough food to eat
- ☐ a lot of food is not properly distributed

4. The main advantage of the vertical design is that _____.

- ☐ plants can grow faster
- ☐ the environment can be controlled
- ☐ more food can be grown in less space

5. Indoor vertical farming reduces the use of _____.

- ☐ pests
- ☐ soil and water
- ☐ technology

6. Indoor vertical farming requires greater use of _____ .

- ☐ artificial lighting
- ☐ sunlight
- ☐ dark colours

7. The LED lights emit specific colors because this _____.

- ☐ promotes plant growth
- ☐ makes plants flower more
- ☐ changes the plants' colours

Do not write in this space

Reading 1 (continued)

8. Growing hydroponically eliminates the need for _____.

- ☐ light
- ☐ water
- ☐ soil

9. The farm can harvest its leafy vegetables about _____ a year.

- ☐ once
- ☐ 12 times
- ☐ 1000 times

10. Aeroponics uses less _____ than hydroponics.

- ☐ mist
- ☐ soil
- ☐ water

11. The farm grows _____ in a nutrient-rich solution.

- ☐ tomatoes
- ☐ clover
- ☐ kale

12. The use of aeroponics at the farm is _____.

- ☐ unpromising
- ☐ cheap
- ☐ experimental

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Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

Clothes Made from Wood Fibres

We all know that most of our clothes are made from a variety of fabrics such as cotton, linen, wool, silk and polyester. However, few of us are aware that a large number of textiles used to produce clothing are now made from wood-based raw materials. Among the fabrics derived from wood fibres are viscose, rayon, and lyocell. Though not new, plant-based textiles such as lyocell are growing in popularity as they are more sustainable and environmentally friendly than the more traditional forms of textile production.

Fabric derived from cellulose, a plant-based fibre, was first developed in the mid-1800s, and by 1889 was being produced commercially. This new 'artificial silk' was called rayon and Hilaire Chardonnet, the French chemist and industrialist, manufactured it on a large scale. However, the rayon that was first developed was extremely flammable due to a chemical change that occurred in the cellulose during the manufacturing process. This led chemists to seek other methods of production. What emerged was an innovative manufacturing technique in which bleached wood pulp was dried through a spinning technique so that the cellulose underwent no significant chemical change. This produced a safer product called lyocell.

According to academics at Finland's Aalto University, the process used to create lyocell is better for the environment than other textile processes like polyester which uses approximately 70 million barrels of oil every year. Furthermore, the manufacture of polyester involves the use of harmful chemicals, including carcinogens, that if emitted untreated to air and water, can cause significant environmental damage. Conventional cotton production, likewise, has negative effects as it requires huge amounts of water and the high use of pesticides involved in the process has a severe impact on ecosystems. On the other hand, producing wood-based raw materials requires far less water and also frees up land for growing crops. Wood fibres are also renewable and sustainable. Lyocell producers in Finland note that they are able to utilise the wood in forests and then replant fast-growing trees. Furthermore, there are no harmful by products resulting from the lyocell production process. Lyocell textiles are biodegradable, unlike plastic microfibres from synthetic fabrics which pollute the world's oceans.

So, what is the environmentally friendly process through which lyocell is produced? The main raw material is cellulose, which comes from hardwood trees such as oak and birch.

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Reading 2 (continued)

One great advantage is that land which is unfit for agriculture can be used for growing trees. Large scale tree farming involves the process of planting a large number of young trees. Mature trees can be used in the production of cellulose while any remaining saplings can be used to grow another generation of trees. This can be repeated indefinitely, yielding a regular supply of trees and, thus, creating a renewable resource. After the mature trees are chopped down, the wood chips are softened using digesters that turn them into a wet pulp. The mixture is then rinsed with water, spread out on sheets and dried. After drying, the sheets are rolled up and sent to the lyocell mill.

At the mill, the sheets are broken into small squares and mixed with amino acid which dissolves cellulose into a clear liquid. This liquid is then pumped through a device with small holes that resembles a showerhead. The long, thin strands that emerge from this 'showerhead' are hardened in a solution that can be reused for later batches. Finally, the thin, hardened strands are washed with water and then dried before having soap or silicone applied to detangle them so they can be pressed into thicker strands. These strands are then separated, cut to a smaller size and bundled into bales for shipment to a fabric mill. Remarkably, from the time it arrives at the mill until it is baled, the process only takes about two hours.

Recently, scientists in Finland have further developed fabric producing technology so that they now not only use the cellulose from trees but also other materials such as newspapers, cardboard and worn cotton textiles. This new process can create various items of clothing as well as non-clothing items like iPad cases. Fashion designers are now encouraging world leaders and celebrities to wear these "green" designs to boost the fabric's popularity. Scientists hope that by making this renewable, sustainable material desirable, they will be able to mitigate the negative effects the garment industry has had on the environment.

Task One: *For each question, write a **short** answer.*

13. Which fabrics are produced from wood fibres?

_____

14. When were plant based textiles first produced commercially?

_____

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Reading 2 (continued)

15. What caused early 'artificial silk' to be flammable?

_____

16. Why has the production of cotton been so harmful for the environment?

_____

17. How do producers of lynocell in Finland ensure that the wood they use is renewable?

_____

18. What characteristic of lyocell ensures that it does not add to ocean pollution?

_____

19. How many times can tree farms be replanted?

_____

20. What is the role of amino acid in the lyocell manufacturing process?

_____

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

	Statements	True	False
21.	Rayon is considered safer than lyocell.	○	○
22.	Polyester can cause damage to the environment.	○	○
23.	The process by which lyocell is produced takes several hours.	○	○
24.	Cardboard boxes are also a source of cellulose.	○	○
25.	Wood-based textiles have become popular with fashion designers.	○	○

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Literature 1 – Poem (10 marks)

Read this poem by the American poet Edwin Romond. Then complete the task.

'Edwin Romond worked for 32 years as a teacher and his poetry is not only influenced by his past students and classroom observations, but also by his own experiences as a boy in school. In **'Seeing and Believing'**, he describes a child's heartbreak as his teacher ridicules his eight grade project.

Seeing and Believing

The girls giggled
but the boys laughed right out loud
when Mrs. Stone raged crimson
holding my eight grade project:
"The Map of New Jersey."
"Get up here, boy!"
and I had no choice
but to walk the gangplank to her desk
where my map choked in her fist.
"What's this jazz? Huh?
The ocean is not green, Bub, it's blue.
Ya' get it? Blue, blue, blue blue!"
punching my map with each new word into my chest.
My classmates roared a chorus
of "Green ocean! Green ocean!"
their voices rising in waves of laughter
as I carried the wrinkled and ripped map
back to my seat through their sneers.
Soon, all their maps perimetered the room
leaving me adrift in the memory of a Sunday
when, in the October air,
my father and I walked over seashells
and I, only nine,
remarked that the ocean looked green.
My father, peering out from beneath his cap,
said, "Yes, it does" and his fingers swam
through my hair.

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Literature 1 (continued)

GLOSSARY

r**idicule:** to make fun of someone/something

crimson: a rich deep red colour that is almost purple

to walk the gangplank: to be forced to accept the consequences of something. The phrase refers to pirates who forced prisoners to walk off a plank on a ship into the ocean.

What's this jazz?: an idiom that can mean 'What's all this nonsense?'

Bub: an aggressive or rude way of addressing a boy or man

sneers: mocking and cruel smiles, words or tones of voice

perimetered: formed a continuous line around/surrounded

adrift: moving without any purpose, drifting; floating on the sea.

Task: *Answer the following question. Relate your answer to personal and social values and themes. Write* ***at least 120 words****.*

The young boy used the memory of a lovely day that he had spent with his father at the beach, as inspiration for his school project. However, the teacher and the other children in his class made fun of his efforts. Outline how the poet effectively creates this sense of ridicule through the use of literary techniques (imagery, repetition, etc.).

Literature 1

Do not write in this space

Literature 1 (continued)

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Literature 2 – Novel (10 marks)

*Read this extract from **'Fly, Cherokee, Fly'**, a novel written by the English writer Chris d'Lacey. Then complete the **two** tasks.*

***'Fly, Cherokee, Fly'** is based on the author's own childhood experience of nursing an injured bird back to health. In the novel, it is Dazza who finds a wounded bird, names her Cherokee and cares for her until she is well enough to fly again. In this extract, we witness the occasion in which Dazza finds the bird lying injured in the park.*

It started like this: me and Garry Taylor were playing football in the park. I was in goal. I'm always in goal. Garry thinks he's going to be a striker for Arsenal. He likes to prove it by blasting in his 'break the net' shots, which means I have to run miles to fetch the ball. On the night I found Cherokee, the ball had rolled up to the hedgerows near the bowling greens. And there she was, my special pigeon, hiding in the leaf mould under a hedge.

'What are you looking at, Dazza?' Garry shouted, practising his goal-scoring celebration wiggle. I waved him to be quiet. He pounded up beside me, as usual. I pointed to the huddled shape among the leaves. He went white with fear and grabbed the ball from me.

'Is it a rat?' he hissed, backing off.

'A rat with feathers?' I tutted at him.

Garry let out a defensive sniff. He turned his collar up just in case.

I crouched down slowly. Cherokee was sitting like a nesting bird, but I couldn't see any sign of eggs. She didn't look well. Her breast was puffed out as if she was cold and her feathers looked dull and broken in places. I pushed my hands forward to pick her up. She made a wooing noise and cocked her head. Her copper eye blinked and she tried to stand. 'I won't hurt you,' I whispered, and closed my hands around her. She stretched a pink foot out, but she didn't struggle.

'If you get bitten and die,' said Garry, 'can I have those trainers with the ticks on the ankles?' 'Quiet,' I shushed him, easing Cherokee out into the open. She blinked again as the light fell on her. Cherokee wasn't like the normal grey pigeons you see. Her wings were a shiny blue-black colour. But her head and breast and tail were white. 'What you gonna do with it, then?' asked Garry. I ran my thumb down the side of her neck. Her feathers felt soft and warm and waxy. I'd never really held a bird before. She weighed about as much as a tennis ball. There was only one thing I could do, really.

"Fly!' I said, and threw her up into the pale blue sky. I knew it was wrong as soon as I'd done it. Cherokee hadn't got the strength to fly. She flapped like mad and nose-dived to earth. Groggily, she picked herself up and settled in the dirt in a miserable ball.

'What am I going to do now?' I said, as Cherokee huddled back under the leaves.

Do not write in this space

Literature 2 (continued)

GLOSSARY

hedgerows: a row of bushes or trees usually bordering a road or field

pounded: moved heavily and with force

bowling greens: stretches of grass on which the game of bowls is played

mould: a furry growth of fungi

tutted: made an exclamation expressing disapproval or annoyance

groggily: in a dazed, weakened, or unsteady manner

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. In the extract, Dazza makes a mistake. What is this error and what effect does it have on those involved?

(Write at least **50 words**.) (5 marks)

B. In this extract, what insight does the writer give us into the personality traits of Dazza and Garry?

(Write at least **120 words**.) (10 marks)

Literature 2

A.

Do not write in this space

Do not write in this space

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Literature 2 (continued)

Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

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Literature 2 (continued)

[End of Examination]

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مُسَوَّدَة

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امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م

الدور الثاني - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language
- الأسئلة في (١٩) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

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- يجب الالتزام بالزي (الدشداشة البيضاء والمصر أو الكمة للذكور) والزي المدرسي للطالبات ، ويستثنى من ذلك الدارسون من غير العمانيين بشرط الالتزام بالذوق العام، ويمنع على جميع المتقدمات ارتداء النقاب داخل المركز وقاعات الامتحان.
- يحظر على الممتحنين اصطحاب الهواتف النقالة وأجهزة النداء الآلي وآلات التصوير والحواسيب الشخصية والساعات الرقمية الذكية والآلات الحاسبة ذات الصفة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أياً كان نوعها وأي شيء له علاقة بالامتحان.
- يجب على الممتحن الامتثال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.
- يجب على الممتحن التأكد من استلام دفتر امتحانه، مغلفاً بغلاف بلاستيكي شفاف وغير ممزق ، وهو مسؤول عنه حتى يسلمه لمراقبي اللجنة بعد الانتهاء من الإجابة.
- يجب الالتزام بضوابط إدارة امتحانات دبلوم التعليم العام وما في مستواه وأية مخالفة لهذه الضوابط تعرضك للتدابير والإجراءات والعقوبات المنصوص عليها بالقرار الوزاري رقم ٥٨٨ / ٢٠١٥.
- يقوم المتقدم بالإجابة عن أسئلة الامتحان المقالية بقلم الحبر (الأزرق أو الأسود).
- يقوم المتقدم بالإجابة عن أسئلة الاختيار من متعدد بتظليل الشكل (▭) وفق النموذج الآتي:

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

ملاحظة: يتم تظليل الشكل (■) باستخدام القلم الرصاص وعند الخطأ، امسح بعناية لإجراء التغيير.

صحيح ■ **غير صحيح** ▭ ◉ ◔ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

1. How do people you know show appreciation for another person's act of kindness? Write a story titled "Gratitude" in which a character offers a sincere gesture or expression of thanks to someone.

2. The idea of going overseas for university study is an exciting prospect for many young people. But while it may offer some advantages, it is probably better to stay at home because of the difficulties a student inevitably encounters living and studying in a different culture. Do you agree or disagree?

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Writing (continued)

Option No. _____ *(Indicate which option you have chosen.)*

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Do not write in this space

Do not write in this space

Writing (continued)

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following text. Then complete the task.

Saving Endangered Languages

Dear Editor,

I read with great interest your recent article in your newspaper about the continuing growth of English as a world language. I agree that there are some advantages to having a universal means of communication. However, as a university linguistics student I would also like to bring to your attention a very important issue: the dominance of English and its expanding influence is one of the main reasons that many of the 7,000 languages spoken on our planet are rapidly dying. As the social and economic power of English grows because of the world wide web, the ability of minority groups to preserve their native languages decreases. This is happening in every part of the world.

In fact, languages are currently becoming extinct at the rate of one every two weeks! Experts estimate that by 2100, we will have lost approximately 3,500 of the world's languages. Here in Australia, about 100 aboriginal languages have already disappeared, and right now all but 13 of the nearly 200 that remain are considered "highly endangered." Many of the most critical have less than 10 elderly speakers, and none of the younger generation are learning them. Most of these languages are unwritten, so when these speakers die, their languages will be lost forever.

Language is something that makes humans special, and the stories, poems, and songs of our diverse languages reflect unique cultural heritages and perspectives. For example, Guugu Yimithirr, which is spoken by about 800 people in Queensland, does not use "ego-centric" words to denote position, meaning it has no words such as "right" and "left." Instead, it only uses compass points like north, south, east, and west. Moreover, we are just beginning to recognise languages as a source of scientific discovery. Recently aboriginal oral histories have helped experts learn about meteor strikes and tsunamis that occurred hundreds and even thousands of years ago.

Individual languages contain knowledge about all kinds of things from astronomy to zoology that the rest of the world may never learn if these languages die. It makes sense to compare language loss to the extinction of plant and animal species. For many people it is easy to understand why we spend a lot of energy and resources trying to protect plants and animals considered to be at risk. I agree that this is important, but is it not also imperative that we protect the unique and diverse languages of the world as well?

This is why I urge your readers to support efforts by linguists to document and archive unwritten languages in Australia such as Warriyangga, Yeeman, and Byelle that have hardly any chance of surviving in the spoken form. These and seventeen other languages are currently being studied and recorded by the Priority Languages Support Project at First Languages Australia, a non-profit organisation dedicated to preserving indigenous languages.

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Reading 1 (continued)

But what is most important is that we help our minority communities keep their languages and cultural heritage alive. All around the world there have been efforts to revive and maintain languages such as Irish in Ireland, Maori in New Zealand, and Ainu in Japan. These languages are now thriving thanks to the support from the larger community and governments as well as caring individuals. What is most critical to their success is that the cultures behind these languages are maintained, and the languages themselves are taught to children as part of public education programmes. Without young learners, many languages in the world have little chance of survival.

One recent example of a language undergoing revival is that of Cherokee, a Native American language spoken in the southern United States. Although it is still threatened, it is making a comeback thanks to recent efforts. Not long ago, there were only around 400 speakers of the language. Today more than 60 children are speaking it in a special immersion school, and classes are also being taught at a local university. Technology is also helping. A Cherokee version of Microsoft Windows has been developed, as well as a texting app that uses its unique alphabet.

This example demonstrates that with some effort, languages, like species, can be protected and preserved for future generations. In Australia we must make similar attempts with our vulnerable aboriginal languages. Languages and cultures are interconnected, and we should all support efforts to protect the cultural diversity of our country. Preserving languages also means that we will improve the health and well-being of the people who speak them. I would beg anyone reading this to please help me in letting our politicians and leaders know about this serious issue.

Regards,

Mike Smith

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

1. This letter was most likely published _____.

- ⬭ in a local newspaper
- ⬭ in a linguistics journal
- ⬭ as a blog post on a website

2. The expanding use of English in the world is the main cause of _____ of many native languages.

- ⬭ extinction
- ⬭ preservation
- ⬭ Increase use

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Reading 1 (continued)

3. According to the writer, we will lose approximately _____ languages in the world in 2100.

- ▢ 7000
- ▢ 3500
- ▢ 200

4. The majority of aboriginal languages in Australia _____.

- ▢ are spoken by young people
- ▢ only exist in oral form
- ▢ are already extinct

5. According to the writer, languages will become extinct if they _____.

- ▢ exist in written form
- ▢ taught at schools
- ▢ are not spoken by native speakers

6. Guugu Yimithirr is a unique language because it does not _____.

- ▢ contain specialised knowledge
- ▢ express different cultural perspectives
- ▢ use "ego-centric' vocabulary

7. The writer compares losing languages to losing plant and animal species in order to _____.

- ▢ illustrate the seriousness of the problem
- ▢ complain that we do not spend a lot of money protecting languages
- ▢ explain that losing languages also affects biodiversity

Do not write in this space

Reading 1 (continued)

8. The writer suggests that languages like Warriyangga and Byelle _____.

- ▢ cannot be preserved in the written form
- ▢ will probably survive in spoken form
- ▢ should be added to the Priority Languages Support Project

9. Irish and Maori are considered languages that _____.

- ▢ are now spoken widely around the world
- ▢ have survived through the preservation of their cultural heritage
- ▢ do not have younger learners to ensure their survival

10. The writer uses Cherokee as an example of a language that _____.

- ▢ has benefited from being taught in a school and a university
- ▢ will soon be extinct
- ▢ can only survive with the help of technology

11. We can infer from the letter that the writer _____.

- ▢ is a professional linguist
- ▢ is fluent in more than one language
- ▢ resides in Australia

12. The writer wants Australians to _____.

- ▢ start learning aboriginal languages
- ▢ join demonstrations for the preservation of languages
- ▢ contact elected officials to warn them about the issue of dying languages

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Do not write in this space

Reading 2 (Items 13 – 25) (13 marks)

Read the following text. Then complete the task.

Why Zebras Have Stripes

How and why zebras evolved to sport black and white stripes are questions that have tested scientists for over a century.

There are three living species of zebras that roam eastern and southern Africa with their coat of dark hair broken by stripes of white, pigmented hair. Striping patterns and intensity vary across species as well as location. These striping differences, coupled with the challenges that zebras face in their environment, have guided our understanding of how the stripes might work. While scientists still debate the exact origins and functions of zebra stripes, their recent efforts have focused more closely on three theories: protection from predators, thermoregulation and protection from biting flies

The first theory claims that zebra stripes act as a camouflage to protect them against predators. Zoologists believe a zebra's stripes should help it blend in with its surroundings when in grass or forests, making it harder to see by predators. However, Tim Caro, a researcher from the University of California, USA, who has studied zebra stripes for nearly 20 years, disagrees. He points out that the places where zebras spend most of their time, open grasslands, are actually places where their stripes make them more visible rather than more disguised. In addition, zebras tend to run from danger rather than hide, which is what animals who do not have the ability to camouflage do when threatened. Finally, Caro notes that lions, the main predators of zebras, have poor eyesight. A lion would have smelled and heard a zebra long before it could see the stripes on its hide.

Thermoregulation has long been suggested by scientists as the function of zebra stripes that helps to keep zebras cool. A simple explanation would be that the white stripes do not absorb the heat like black stripes, thus keeping the animal cooler than if it were all black. According to researcher Alison Cobb, however, the colour of the stripes is not the only factor involved. When she tested zebra skins draped over a clothes-horse compared to live zebras, she found that the zebra skins got hotter by as much as 16° C. To explain this, she noted that zebras can raise the hair on their black stripes, while the white stripes stay flat. As the black stripes get warmer and are raised, this creates small vortexes where hot and cold air meet. This in turn acts as a fan to cool the body. In addition, the raising of the black hairs transfers heat from the hide of the animal to the surface which can aid sweat evaporation. Cobb also concedes that it is possible the vortexes where hot and cold air meet could also confirm the hypothesis that the purpose of zebra stripes is to protect them against biting insects.

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Reading 2 (continued)

Over a century ago, people started noticing that blood-sucking parasites such as tsetse flies tend not to land on striped objects. Zebras are no exception. In a 2019 study, Cobb dressed horses in striped coats and used real zebras as well. She and her team video-taped the activity of tsetse flies and found that while many flies flew around both the horses and the zebras, they landed far more frequently on the horses than on the zebras. According to Cobb, when analyzing the video slowly, they could see that the flies flew around the zebras, but did not slow down to land on them like they did when near brown or black horses. Instead, they would go straight past or actually bump into the zebra and then bounce off it. It was as if they had decided that the striped animals were not a good landing zone.

While it seems clear that evading predators is not the primary reason for zebra stripes, both the theory about thermoregulation and the theory about protection from blood-sucking parasites are supported by recent research. In fact, since flies are most commonly found in warm and humid locations, which is also, of course, where zebras are most likely to get hot, it is very difficult to differentiate between the two theories and say unilaterally that one is correct and the other is incorrect.

Task One: *For each question, write a **short** answer.*

13. How do the zebra's stripes differ between the living species of zebra?

_____

14. How does the fact that zebras spend time in open grasslands affect the camouflage theory?

_____

15. What characteristic of lions makes it easy for them to attack Zebras?

_____

16. According to Cobb, how do zebra's stripes help them to keep cool?

_____

Do not write in this space

Do not write in this space

Reading 2 (continued)

17. According to Cobb, which got hotter in the sun, zebra skins or live zebras?

_____

18. What ability do zebras have that helps create vortexes where hot and cold air can meet?

_____

19. How long ago did people start noticing that biting flies did not land on zebras?

_____

20. How did Cobb set up her experiment in 2019?

_____

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

Statements	True	False
21. Flies did not come near the horses in Cobb's experiment.	○	○
22. Sometimes flies would actually touch but not land on the zebras.	○	○
23. Cobb's research supports the theory that the function of the stripes is to protect zebras from biting flies.	○	○
24. The theory about stripes being for protection is only one of three theories that is supported by recent research.	○	○
25. It is hard to know if thermoregulation or protection from flies is the primary reason for the zebras' stripes since flies and heat usually occur together.	○	○

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Literature 1 – Poem (10 marks)

Read this poem by the American poet Linda Pastan. Then complete the task.

The poem describes the memory of a parent teaching his/her daughter to ride a bicycle. The title suggests that the daughter is now old enough to leave home, yet the poem concentrates on the past, when the child was very young.

A Daughter Leaving Home

When I taught you
at eight to ride
a bicycle, loping along
beside you
as you wobbled away
on two round wheels,
my own mouth rounding
in surprise when you pulled
ahead down the curved
path of the park,
I kept waiting
for the thud
of your crash as I
sprinted to catch up,
while you grew
smaller, more breakable
with distance,
pumping, pumping
for your life, screaming
with laughter,
the hair flapping
behind you like a
handkerchief waving
goodbye.

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Literature 1 (continued)

GLOSSARY

loping: moving with a long easy strides / taking long, relaxed steps.

thud: a dull, heavy sound.

sprinted: ran very fast

pumping: moving vigorously up and down.

handkerchief: a small piece of fabric, usually square, that is used for wiping one's nose, eyes, face, etc.

Task: *Answer the following question. Relate your answer to personal and/ or social values and themes. Write* ***at least 120 words****.*

'A Daughter Leaving Home' represents the journey from childhood innocence to adult independence as seen through the eyes of a rather anxious parent. Choose any two literary techniques (metaphor, simile, etc.) and outline how the poet has used these to enhance the theme of the cycle of life.

(10 marks)

Literature 1

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Literature 1 (continued)

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Literature 2 – Novel (10 marks)

*Read this extract from **'My Name Is Not Angelica'**, a novel written by Scott O'Dell. Then complete the **two** tasks.*

This piece of historical fiction is set in Africa and on the island of St. Thomas in 1733. The novel tells the story of slavery through the eyes of sixteen-year-old Raisha, the daughter of the leader of an African tribe, who is engaged to be married to a young man called Konje. Raisha is captured by slave traders and transported to the Caribbean where she is sold to a wealthy landowner's wife. At the start of this extract, we witness the terrifying scene in which Raisha, Konje and other tribe members are taken from their village at night.

Night came. The moon rose. Distant voices sounded through the latticed door. I felt uncomfortable. Something was wrong. I was right, horribly right, something was wrong. At a moment when the moon was hidden by dark clouds, I was awakened roughly by a hand clenched tight on my mouth. Another hand gripped my throat. A voice said gruffly, 'Quiet! And you will not be harmed.'

Sounds suddenly came from everywhere in the curtained room where we girls were asleep. The sound of feet moving stealthily in the dark, gasps, curses, a wild scream. I was pulled to my feet and a length of silk scarf wound about my head. In the grasp of two men who lifted me in the air every few steps to hurry me along, I was taken to the river. Where was Konje? I couldn't see until we reached the river and were lying in a boat.

In the first grey streaks of dawn I made out Konje, bound hand and foot, with something stuffed in his mouth. A gash on his cheeks hadn't stopped bleeding. Beside him was his friend Dondo, also bound. In front of me was my friend Lenta and her two brothers. Other boats behind us were filled with people from our village. But I didn't see my family, my father and mother and my sister. I was never to see them again.

We went down the river fast, passing our sleeping village. Konje tried to shout out but only croaks came from his mouth. Dondo pointed toward the sea. 'Slave ships,' he said. 'They're waiting for us.' Where the river met the sea, three ships that needed paint were anchored a good distance from each other. All had tattered flags flying from their masts. When we reached the third slave ship, we were hauled on deck in a net. At the last minute, Konje struggled to get free. But he was still chained to Dondo. His struggles were ended when a sneering sailor gave him a blow on the head.

For days, our ship coasted slowly north and then sailed west into the setting sun. Our ship took six months to sail from Africa to the Caribbean Islands. There on the island of St. Thomas, I – Raisha, the daughter of an African chief – was sold into slavery. That first day, my mistress looked at me from under the rim of her pink hat. 'You have a pretty smile, like an angel from heaven,' she said. 'I'm going to call you Angelica.'

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Literature 2 (continued)

GLOSSARY

latticed: decorated with a geometric design.

stealthily: quietly and carefully in order not to be seen or heard.

bound: tied up.

croaks: deep harsh sounds.

tattered: old and torn; in poor condition.

Task: *Answer the following **two** questions. Make sure you support your answers with evidence from the extract.*

A. What is the significance of the title of this novel? How does it relate to what happens to Raisha in the extract?

(Write at least **50 words**.) (5 marks)

B. In this extract, we see how the villagers are unable to stop what is happening to them. Discuss how the writer creates this sense of powerlessness and explain how it makes the reader feel.

(Write at least **120 words**.) (10 marks)

Literature 2

A.

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Literature 2 (continued)

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Literature 2 (continued)

B.

Do not write in this space

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Literature 2 (continued)

[End of Examination]

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Second Semester

English Language

(اللغة الانجليزية)

(Answers)

****

WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *<u>Individual</u> markers should <u>only</u> award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1 (12 mks)	
1. ○ are difficult to get to ○ are small and easy to explore ● offer an unusual travel experience	**7.** ○ does not have any land ● is within British territory ○ is abandoned
2. ● an urban park ○ Tahiti ○ the Basque Country	**8.** ○ for political reasons ○ to gain power ● for his own amusement
3. ○ the territories they claim are too small ○ they are only for tourists ● no one takes their reasons for existing seriously	**9.** ● Seborga ○ Whangamomona ○ Molossia
4. ● odd traditions ○ lack of money ○ worldwide recognition	**10.** ○ Seborga ○ Whangamomona ● Molossia
5. ○ it has its own flag and currency ● they have legal documents to prove it ○ it has been recognized by the Vatican	**11.** ○ United Nations report ● travel magazine ○ personal letter
6. ○ Its national day is only every two years ● Several former leaders were animals ○ Its borders are disputed	**12.** ● light-hearted ○ satirical ○ academic
<u>Notes</u>: One mark each. Responses must be indicated <u>clearly</u>.	

READING 2 (13 mks)

Task 1

13. Can survive very difficult environment/habitats

14. They are like the conditions on ancient earth

15. water bears

16. In moss /lichen

17. becomes dormant /doesn't die

18. Being in water again /wet

19. extreme temperatures/hot heat /cold

20. See if they survive without oxygen

Notes: *one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

Task 2

	TRUE	FALSE
21.	●	○
22.	●	○
23.	●	○
24.	○	●
25.	○	●

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales.

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	**RATING SCALE (LITERATURE 2) (5+10 mks)**	(B)
• Individual markers should only award the marks mentioned in the Rating Scales.		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section**,** students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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.

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2) Unacceptable differences: However, if the difference between the two scores is ***substantial —*** i.e., more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	########	
2 / 0	1	########		########	

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WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1 (12 mks)	
1. ● Foundation series ○ I, Robot series ○ End of Eternity series	7. ○ Isaac Asimov ○ Philip K. Dick ● Both authors
2. ● collapse of a galactic empire ○ rise of a new world order ○ fall of humanity	8. ● "Do Androids Dream of Electric Sheep?" ○ "The Man in the High Castle" ○ "I, Robot"
3. ○ intersection of science and magic ● science, technology, and the future of humanity ○ the past and history	9. ○ collapse of civilization ○ preservation of humanity's knowledge and culture ● power of magic
4. ○ light-hearted and optimistic ● unsettling and frightening ○ futuristic and technological	10. ○ a post-apocalyptic world where humanity must struggle to survive ○ a parallel world where the Axis powers have won World War II ● an occupied United States following its defeat in World War II
5. ○ importance of nature ● cross-over between science and technology and society and culture ○ dangers of artificial intelligence	11. ● "The End of Eternity" ○ "I, Robot" ○ "Foundation"
6. ○ approach to artificial intelligence ● shared interest in the future ○ use of parallel worlds	12. ○ discussing the dangers of artificial intelligence ○ exploring parallel worlds ● questioning the meaning of reality and existence
Notes: One mark each. Responses must be indicated clearly.	

READING 2 (13 mks)

Task 1

13. between Hawaii and California
14. ocean currents create a gyre pattern that traps the plastic
15. damages fishing gear /equipment /toxic levels in fish /affect us
16. Size and complexity of the patch /no govt takes responsibility /international waters
17. technol: floating barrier /drones/ satellite for tracking
18. research /educ. programs
19. banning single use plastic
20. biodegradable

Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Task 2

	TRUE	FALSE
21.	○	●
22.	○	●
23.	●	○
24.	●	○
25.	○	●

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales.

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales.		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section, students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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.

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1) Acceptable differences: If – as in most cases – the difference between the two scores is ***small***, i.e., 2 out 10 or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
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10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	########	
2 / 0	1	########		########	

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****

WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO**: '***ARRIVING AT FINAL SCORES'*** on ***page 7*** of this Marking Guide.
20	– 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.
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2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: '*ARRIVING AT FINAL SCORES*'** on ***page 7*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
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12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
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4	– 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.
2	*Between the descriptor above and the descriptor below.*
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READING 1 (12 mks)	
1. ○ inspire people to do origami ● discuss how origami is used in design ○ promote origami as an art form	**7.** ○ need to be flat ○ cannot be easily folded ● have to fit inside rockets
2. ● practised origami as a child ○ has designed products using origami ○ recently discovered origami	**8.** ○ magnets ● heart stents ○ batteries
3. ○ fold objects ○ modernise industries ● save space	**9.** ● save lives in car accidents ○ help doctors during surgery ○ solve math problems
4. ○ chance ● trying them out until they succeed ○ using mathematical formulas	**10.** ● 3D representations ○ ancient art ○ sunlight
5. ○ traditional designs ● mathematics principles ○ trial and error methods	**11.** ○ Helios House ○ Barclays Bank Headquarters ● Al Bahar Towers
6. ○ in ancient times ○ over a hundred years ago ● in recent years	**12.** ○ the limits of origami in design have already been reached ○ the best aspect of origami is that it is educational ● there will be superior origami inspired designs in the future
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 mks)

Task 1

13.	It is the deepest drill to date into the mantle/no other boreholes have reached its depth
14.	3/three
15.	The mantle is molten rock/semi-solid
16.	(a third) of the way through/ ⅓ 12,262 metres
17.	A boundary of granite to basalt
18.	Ocean fossils
19.	Hydrogen
20.	15 km

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Task 2

	TRUE	FALSE
21.	○	●
22.	●	○
23.	●	○
24.	○	●
25.	○	●

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales. • **SEE ALSO:** *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*

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0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales: • SEE ALSO: *'**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.*		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

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8 / 6	7	14 / 10	12	4 / 0	2
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4 / 2	3	12 / 8	10	#########	
2 / 0	1	#########		#########	

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[* 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 Rating Scale.]

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WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO: *'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
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10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: *'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
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10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(10 mks)	
1. ● first ○ second ○ third	**7.** ○ is the secondlargest city in the Russian Far East ● is 30 km from China ○ has a population of 180,000
2. ○ eastern cities ruled by China ● former Chinese cities ruled by Russia ○ former North Korean cities	**8.** ○ Chicago ○ Paris ● Khabarovsk
3. ○ on the border with Japan ● on the coast ○ inland	**9.** ○ too little ● too much ○ good value
4 ○ Golden Horn Bay ● Yongmingcheng ○ Muravyou-Amursky	**10.** ○ Vladivostok is better than Khabarovsk for shopping ○ Khabarovsk was closed to foreigners from 1920 to 1991 ● Khabarovsk is located beside a river
5. ○ clothing factory ● studio ○ museum	**11.** ○ nothing ○ toys from the Chinese stalls ● souvenirs to bring home
6. ● 1764 ○ 2013 ○ 2018	**12.** ○ too tired to continue sightseeing ○ travelling back to Oman ● going to another location in Russia
Notes: *One and half a mark each. Responses must be indicated clearly.*	

READING 2 (13 mks)

Task 1

13.	Crows, rawens, jays
14.	Large size of the bird's brain (relative to its body size) /good connectivity between brain regions.
15.	Sticks, leaves, wire
16.	Dig insects from the ground
17.	co operative hunting/mimicking bird calls as a disguise
18.	Imitate the calls of other birds
19.	Recognition of human faces/location of stored food
20.	Transferring information between individuals and generations

Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Task 2

	TRUE	FALSE
21.	●	○
22.	○	●
23.	○	●
24.	●	○
25.	○	●

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales: • **SEE ALSO**: *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales: • SEE ALSO: *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	10
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	8
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	6
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	4
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	2
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	0

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section, students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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., 2 out 10 or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	########	
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). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can ***only*** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: '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 Rating Scale.]

****

WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO:** *'**ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: *'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 mks)					
1.	○	being in Abu Dhabi	7.	●	promotes plant growth
	●	the technologies used on the farm		○	makes plants flower more
	○	helping people in the future		○	changes the plants colours
2.	○	have decreased	8.	○	light
	○	be almost 9 billion		○	water
	●	mostly live in big cities		●	soil
3.	●	it is vulnerable to problems with food supply	9.	○	once
	○	many people there do not have enough food to eat		●	12 times
	○	most food is not properly distributed		○	1000 times
4.	○	plants can grow faster	10.	○	mist
	○	the environment can be controlled		○	soil
	●	more food can be grown in less space		●	water
5.	○	pests	11.	●	tomatoes
	●	soil and water		○	clover
	○	technology		○	kale
6.	●	artificial lighting	12.	○	unpromising
	○	sunlight		○	cheap
	○	dark colours		●	experimental

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

READING 2 (13 mks)

Task 1

13.	lyocell
14.	1889
15.	the chemical change during manufacturing process.
16.	requires huge amount of water and pesticides.
17.	replant fast growing trees/ replant a large number of trees
18.	biodegradable
19.	indefinitely/ forever
20.	Amino acid dissolves cellulose into a liquid

Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Task 2

	TRUE	FALSE
21.	○	●
22.	●	○
23.	○	●
24.	●	○
25.	●	○

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales. • **SEE ALSO**: *'**ARRIVING AT FINAL SCORES**' on **page 7** of this Marking Guide.*

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

Relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales: • **SEE ALSO**: *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type., in this consisting of 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section, students' responses of ten WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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., 2 out 10 or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
5 / 4	4½	20 / 18	19	10 / 8	9
4 / 3	3½	20 / 16	18	10 / 6	8
3 / 2	2½	18 / 16	17	8 / 6	7
2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	########	
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). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can ***only*** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: '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 Rating Scale.]

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WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO:** *'**ARRIVING AT FINAL SCORES'*** on ***page 7*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: '*ARRIVING AT FINAL SCORES*'** on ***page 7*** of this Marking Guide.
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– 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.
10	*Between the descriptor above and the descriptor below.*
8	– 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.
6	*Between the descriptor above and the descriptor below.*
4	– 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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1 (12 mks)	
1. ● in a local newspaper ○ in a linguistics journal ○ as a blog post on a website	7. ● illustrate the seriousness of the problem ○ complain that we do not spend a lot of money protecting languages ○ explain that losing languages also affects biodiversity
2. ● extinction ○ preservation ○ increase use	8. ○ cannot be preserved in written form ○ will probably survive in spoken form ● should be added to the Priority Languages Support Project
3. ○ 7000 ● 3500 ○ 200	9. ○ are now spoken widely around the world ● have survived through the preservation of their cultural heritage ○ do not have younger learners to ensure their survival
4. ○ are spoken by young people ● only exist in oral form ○ are already extinct	10. ● has benefited from being taught in a school and a university ○ will soon be extinct ○ can only survive with the help of technology
5. ○ exist in written form	11. ○ is a professional linguist
○ taught at schools	○ is fluent in more than one language
● are not spoken by native speakers	● resides in Australia
6. ○ contain specialised knowledge	12. ○ start learning aboriginal languages
○ express different cultural perspectives	○ join demonstrations for the preservation of languages
● use "ego-centric' vocabulary	● contact elected officials to warn them about the issue of dying languages.
Notes: One mark each. Responses must be indicated clearly.	

READING 2 (13 mks)

Task 1

13.	**striping patterns and intensity of colour**
14.	Their stripes make them more visible not support the camouflage theory
15.	Their sense of smell and sharp hearing
16.	The black stripes transfer heat from the hide to the surface
17.	zebra skin
18.	The hair on the black stripes rises while the white stripes stay flat
19.	A century ago/100 years ago
20.	She dressed horses in striped coats and used real zebras

Notes: one marks each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

Task 2

	TRUE	FALSE
21.	○	●
22.	●	○
23.	●	○
24.	●	○
25.	●	○

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

WRITING (LITERATURE 1) (10 mks)
• Individual markers should only award the marks mentioned in the Rating Scales: • **SEE ALSO**: *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*

10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

relevant means 'the student's response fully addresses the topic of the question'

(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales. • SEE ALSO: *'**ARRIVING AT FINAL SCORES'** on **page 7** of this Marking Guide.*		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type, in this consisting of twelve multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.

READING 2: In this section, students' responses of eight WH-questions each with short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, 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. 2 out 10 or 4 out of 20, 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 the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

*** CALCULATION OF AVERAGES:**

5 marks		**20 marks**			
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
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2 / 1	1½	18 / 14	16	8 / 4	6
1 / 0	½	16 / 14	15	6 / 4	5
10 marks		16 / 12	14	6 / 2	4
10 / 8	9	14 / 12	13	4 / 2	3
8 / 6	7	14 / 10	12	4 / 0	2
6 / 4	5	12 / 10	11	2 / 0	1
4 / 2	3	12 / 8	10	########	
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). 'Half-marks' or 'in-between marks' (as in 'Final Score' above) can ***only*** be awarded when two (slightly differing) individual marks are combined by the Supervisor/ Adjudicator (see above: '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 Rating Scale.]