الفصل الدراسي الثاني

اللغة الانجليزية (مهارات)
(دبلوم التعليم العام)
(الاسئلة)





امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٦/١٤٤٥ هـ - ٢٠٢٣ / ٢٠٢٤ م
الفصل الدراسي الثاني - الدور الأول

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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** ▭ ◉ ◒ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

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

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

1. Mrs. Mac Cain is _____ .

⬭ Irish ⬭ Scottish ⬭ American

2. Her programme deals with _____ issues around the world.

⬭ education ⬭ famine ⬭ health

3. Its headquarters are based in _____.

⬭ Cairo ⬭ Amman ⬭ Rome

4. In 2023, the programme received most of its funds from _____.

⬭ governments ⬭ individuals ⬭ businesses

5. The primary cause for her organisation not being able to deliver aid is _____.

⬭ climate change ⬭ conflicts ⬭ natural disasters

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

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

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

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

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

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

_____

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

_____

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

_____

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

_____

15. Which group sponsored the Booker Prize in 2002?

_____

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

_____

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

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

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

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

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

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

The Dark Side of Brand Clothing

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

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

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

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

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Reading 1 (continued)

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

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

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

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

_____

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

Because of _____

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

_____

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

_____

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Reading 1 (continued)

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

_____

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

_____

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

By _____

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

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

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

The Douz Festival

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

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

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

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

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

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

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Reading 2 (continued)

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

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

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

33. The word **authentic** in paragraph **1** means _____.

⬭ ancient ⬭ original ⬭ interesting

34. The first Douz Festival took place in _____.

⬭ 1910 ⬭ 1967 ⬭ 2023

35. The original home of the Mrazig people was in _____.

⬭ Egypt ⬭ Libya ⬭ the Arabian Peninsula

36. The _____ race is the most popular activity in the festival.

⬭ camels' ⬭ horses' ⬭ dogs'

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Reading 2 (continued)

37. Traditional Imzad music is performed exclusively by _____.

- ☐ women
- ☐ men
- ☐ teenagers

38. The word **exhibit** in paragraph **6** means to _____.

- ☐ teach
- ☐ show
- ☐ produce

39. The word **rituals** in paragraph **7** means _____.

- ☐ practices
- ☐ examples
- ☐ ideas

40. The timing of the Douz Festival 2024 will be declared in around _____.

- ☐ four days
- ☐ a week
- ☐ two weeks

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

Paragraphs

41. Paragraph **2** _____

42. Paragraph **3** _____

43. Paragraph **5** _____

44. Paragraph **6** _____

45. Paragraph **8** _____

Sub-Headings

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

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Writing 1 (10 marks)

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

Report: *Imagine that your teacher asked you to write a report for your school magazine. Your task is to provide recommendations to grade 11 students on how they can prepare for grade 12. Your goal is to help them achieve high grades so they can join a good college once they leave school.*

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

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Writing 1 (continued)

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Writing 2 (15 marks)

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

***Situation**: Imagine that you have decided to participate in a writing competition titled "Your City in 2040".*

***Task**: Write a formal **letter/an email** to the competition organisers about how you imagine your city will look in 2040. Think about housing, entertainment, transportation, and other services.*

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

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Writing 2 (continued)

[End of Examination]

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امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٦/١٤٤٥ هـ - ٢٠٢٣ / ٢٠٢٤ م
الفصل الدراسي الثاني - الدور الثاني

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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.
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- 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.
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- 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** ▭ ◉ ◒ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

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

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

1. Mrs. Robinson's parents were originally from _____.

⬭ Britain ⬭ Nigeria ⬭ the USA

2. The Barbara Foundation helps to reduce _____.

⬭ illiteracy ⬭ poverty ⬭ crime

3. It was established by Barbara Bush in _____.

⬭ 1960 ⬭ 1989 ⬭ 2020

4. It mainly focuses on providing support to _____.

⬭ children ⬭ teenagers ⬭ adults

5. Most of the foundation's funding comes from_____.

⬭ governments ⬭ companies ⬭ individuals

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

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

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

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

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

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

_____

12. Who did Richard Goldman have an interview with?

_____

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

_____

14. How many people receive the prize each year?

_____

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

_____

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

Because of _____

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

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

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

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

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

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

Rethinking Working Hours

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

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

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

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

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Reading 1 (continued)

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

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

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

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

_____

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

_____

23. Why do companies oppose reducing working hours?

Because they are _____

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

_____

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Reading 1 (continued)

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

_____

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

_____

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

_____

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

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

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

The Nadaam Festival

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

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

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

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

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

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Reading 2 (continued)

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

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

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

33. The word **era** in paragraph **2** means _____.

○ death ○ time ○ birth

34. The Nadaam Festival began over _____ years ago.

○ 818 ○ 1206 ○ 1227

35. The opening festival ceremony takes place in the _____.

○ countryside ○ fields ○ capital

36. Mongolians use the term "Bökh" to refer to _____.

○ horse racing ○ wrestling ○ archery

37. The word **endurance** in paragraph **4** means _____.

○ stamina ○ speed ○ skill

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Reading 2 (continued)

38. The word **revive** in paragraph **5** means _____.

- ☐ replace
- ☐ record
- ☐ renew

39. Recently, the number of _____ attending the festival has increased by 10%.

- ☐ media outlets
- ☐ viewers
- ☐ tourists

40. Nowadays, Mongolia is known for its _____.

- ☐ large population
- ☐ vast grasslands
- ☐ economy

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

Paragraphs		Sub-headings	
41. Paragraph **2**	_____	**A.**	The three harvests
42. Paragraph **3**	_____	**B.**	Promoting tourism
43. Paragraph **4**	_____	**C.**	An indoor culture event
44. Paragraph **5**	_____	**D.**	The opening ceremony
45. Paragraph **7**	_____	**E.**	Cultural and symbolic significance
		F.	Origins and history
		G.	Mongolia today
		H.	The three manly games in detail

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Writing 1 (10 marks)

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

***Report**: Imagine you have been asked to write a report about Omani Teacher's Day for your school magazine. Write a report that describes the importance of this day, and the valuable role teachers play in educating students for life.*

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

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Writing 1 (continued)

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Writing 2 (15 marks)

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

***Situation**: Imagine that your business partner Mr.Ali/ Mrs. Shireen from Iran is going to spend a week in Oman. He/She asked you to contact a travel agency to prepare their travel programme and make all the necessary arrangements.*

***Task**: Write a formal **letter/an email** to the travel agency including your preferences regarding the following:*

- Places to visit

- Where to stay

- Activities to do

- Transport to use

- Things to avoid

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

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Writing 2 (continued)

[End of Examination]

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امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م
الدور الأول - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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** ▭ ◉ ◔ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

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

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

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

○ wind turbines ○ green energy ○ solar panels

2. The different colour codes for hydrogen refer to the _____ used to make it.

○ coal ○ oil ○ process

3. Green hydrogen only releases _____ vapours when burnt.

○ water ○ fuel ○ gas

4. Green hydrogen can reduce the number of _____ around the world.

○ sustainable projects ○ natural disasters ○ job opportunities

5. More_____ is needed to build green hydrogen projects all over the world.

○ electricity ○ diesel ○ investment

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

Headings	Key Information
Neom in Saudi Arabia	- Targeting over (6) _____ million tonnes every year.
Masdar in the UAE	- Launched in (7) _____. (year) - Built by a (8) _____ company. (nationality)
Green Hydrogen in Oman	-Will be used for (9) _____ and will also be exported. - Will be sent to Europe and (10) _____ through a pipeline.

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

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

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

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

_____

12. When was the first Boryeong Mud Festival held?

_____

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

_____

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

_____

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

_____

16. What was the weather like?

_____

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

17. The speaker attended a traditional Korean _____ performance.

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

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

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

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

Robot Journalism

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

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

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

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

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Reading 1 (continued)

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

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

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

21. What technology is used in robot journalism?

_____

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

_____

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

_____

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

_____

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

_____

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Reading 1 (continued)

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

_____

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

_____

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

	Statements	True	False
28.	The New York Times' is interested in robot journalism.	⬭	⬭
29.	Robot journalism never reports incorrect news.	⬭	⬭
30.	'Bertie' can express different emotions in the reports it produces.	⬭	⬭
31.	'Bertie' can change its writing style when producing reports.	⬭	⬭
32.	The writer believes that robot journalism needs to be controlled by governments.	⬭	⬭

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

The Island of Corsica

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

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

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

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

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

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Reading 2 (continued)

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

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

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

33. According to the text, the nearest country to Corsica is _____.

⬭ France ⬭ Italy ⬭ Spain

34. The word **picturesque** in paragraph **1** means _____.

⬭ reserved ⬭ gradual ⬭ attractive

35. The most private beach in Corsica is _____.

⬭ Palombaggia ⬭ Santa Giulia ⬭ Saleccia

36. The word **ideal** in paragraph **3** means _____.

⬭ sensitive ⬭ perfect ⬭ interesting

37. The _____ route is more suited for parents with children.

⬭ Sentier des Douaniers ⬭ GR20 ⬭ Bavella Massif

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Reading 2 (continued)

38. The museum dedicated to Napoleon is in _____.

☐ Filitosa ☐ Ajaccio ☐ Bonifacio

39. According to the writer, the main ingredient of 'Cannelloni au Brocciu' is _____.

☐ cheese ☐ fish ☐ meat

40. The word **crystal-clear** in paragraph **7** means _____.

☐ dirty ☐ transparent ☐ muddy

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

Paragraphs		Sub-headings	
41. Paragraph 2	_____	**A.**	Corsica's magnificent walks
42. Paragraph 3	_____	**B.**	Corsica's special cuisine
43. Paragraph 4	_____	**C.**	Corsica's spectacular beaches
44. Paragraph 5	_____	**D.**	Corsica's unique location
45. Paragraph 6	_____	**E.**	Corsica's cultural landmarks
		F.	Corsica's temperate climate
		G.	Corsica's water sports
		H.	Corsica's indoor activities

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Writing 1 (10 marks)

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

Report: Imagine that you have been to an ancient historical site in Oman. You have been asked to write a report for your teacher and to provide suggestions on how best the site can be improved and how it can be made more attractive for visitors.

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

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Writing 1 (continued)

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Writing 2 (15 marks)

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

Situation: Imagine you are Sami/Samia. A close relative of yours is having a birthday lunch celebration next Thursday when you are at work.

Task: Write a formal letter/an email to your manager to ask for some time off. In your reply:

- Explain the situation and why you want to attend the birthday celebration.
- Specify the date, and the amount of time you will be away from work.
- Suggest how you can make up for the time that you are not at work.

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

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Writing 2 (continued)

[End of Examination]

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امتحان دبلوم التعليم العام
للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م
الدور الثاني - الفصل الدراسي الثاني

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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** ▭ ◉ ◒ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

You are going to hear an interview between Jack and Emma, a young entrepreneur.
Task One: *Listen, and shade in the bubble (⬭) next to the correct option.*

1. Emma is a successful _____.

⬭ photographer ⬭ chef ⬭ florist

2. Emma got her first part-time job at the age of _____.

⬭ 12 ⬭ 14 ⬭ 19

3. Emma decided to work for herself while she was studying _____ course.

⬭ entrepreneurship ⬭ interior design ⬭ cookery

4. Emma got a loan of £12,000 from her _____.

⬭ uncle ⬭ bank manager ⬭ parents

5. Emma established her business in a _____.

⬭ hotel ⬭ hospital ⬭ shopping-centre

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

Headings	Key Information
Services	- Wedding services. - (6) _____ parties.
Challenges	- Tight (7) _____. - To increase her sales, she set up an (8) _____ account.
Plans	- To purchase a (9) _____. - To establish (10) _____ new branches. (number)

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

You're going to hear a talk about Anthony Bastic.

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

11. What is Anthony's nationality?

_____

12. When did Anthony establish AGB Events?

_____

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

_____

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

_____

15. How many days does Vivid Sydney last?

_____

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

_____

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

17. Sydney _____, one of the festival's landmarks, can be seen up to 6 km away.

18. In 2022, the festival generated _____ million Australian dollars. (number)

19. Vivid Sydney was voted Australia's best tourism event for _____ years. (number)

20. Anthony's advice to the events industry is to be positive and _____.

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

ChatGPT – A New A.I. Tool

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

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

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

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

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Reading 1 (continued)

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

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

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

21. Who created ChatGPT?

_____

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

_____

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

_____

24. Which university claimed that ChatGPT could improve teachers' productivity?

_____

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Reading 1 (continued)

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

_____

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

_____

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

Because _____

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

Statements	True	False
28. Users of ChatGPT must pay a small subscription fee to join.	🖵	🖵
29. Companies are reluctant to advertise on ChatGPT.	🖵	🖵
30. ChatGPT helps teachers detect if homework has been copied.	🖵	🖵
31. Builders around the world will be replaced by ChatGPT.	🖵	🖵
32. Stanford University found that both groups produced the same quality of work.	🖵	🖵

Do not write in this space

Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Flowerpot Island

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

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

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

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

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

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

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Reading 2 (continued)

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

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

33. Visitors can stay in _____ on Flowerpot Island.

○ cabins ○ hotels ○ hostels

34. The island now has _____ Flowerpot Rocks.

○ 2 ○ 3 ○ 20

35. The word **resemblance** in paragraph **2** means _____.

○ popularity ○ similarity ○ publicity

36. Geologists come to Flowerpot Island to study its _____.

○ unusual features ○ diverse wildlife ○ rugged terrain

37. The most popular activity on the island is _____.

○ hunting ○ kayaking ○ fishing

38. The word **perched** in paragraph **5** means _____.

○ ignored ○ moved ○ positioned

Do not write in this space

Reading 2 (continued)

39. The island was declared a protected nature reserve by the _____.

- ☐ Mi'kmaq people
- ☐ Canadian Government
- ☐ European colonists

40. The word **glimpse** in paragraph **7** means a _____.

- ☐ one-way ticket
- ☐ fast account
- ☐ quick look

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

Paragraphs	
41. Paragraph **2**	_____
42. Paragraph **3**	_____
43. Paragraph **4**	_____
44. Paragraph **5**	_____
45. Paragraph **6**	_____

Sub-headings	
A.	Popular activities on Flowerpot Island
B.	Wildlife on Flowerpot Island
C.	Flowerpot Island's location
D.	Famous pillars on Flowerpot Island
E.	Accommodation on Flowerpot Island
F.	Flowerpot Island's special geology
G.	The history of Flowerpot Island
H.	The future of Flowerpot Island

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Writing 1 (10 marks)

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

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

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

Do not write in this space

Writing 1 (continued)

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Writing 2 (15 marks)

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

Situation: Imagine you are Salim/Salma. You read an advertisement about an opportunity to work as a volunteer in a nonprofit organisaton and you would like to register.

Task: Write a formal letter/email to the Manager of the organisation and tell him/her:

- Why you would like to join the organisation.
- What knowledge, skills and experience do you have.
- Request them to send you, their brochure.

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

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Writing 2 (continued)

[End of Examination]

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

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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** ▭ ◉ ◥ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

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

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

1. The Southern Whales arrive in South Africa in _____ .

⬭ June ⬭ October ⬭ December

2. This year, the Hermanus Whale Festival will start on the _____ of September.

⬭ 27th ⬭ 29th ⬭ 30th

3. The festival lasts for _____.

⬭ one day ⬭ three days ⬭ five days

4. In just one day, _____ whales were seen off the Hermanus' coastline.

⬭ 50 ⬭ 130 ⬭ 196

5. _____ allow visitors to get up close to seals, penguins and dolphins.

⬭ Sea Kayaking trips ⬭ Helicopter tours ⬭ Walking tours

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

Headings	Key Information
Whale-watching boat trips	- only **(6)** _____ boats **(number)**
Other attractions	- local food - art and **(7)** _____ stands - music bands
Sport activities	- marathons - **(8)** _____ races - athletics
Events for children	- **(9)** _____ shows - fairground rides - watch **(10)** _____ at the Whale Museum - treasure hunt activities

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

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

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

11. Which company did John work for in the past?

_____

12. Where did John spend his holiday in 1998?

_____

13. Who provided John with books for the village?

_____

14. What was John's mission after leaving his job?

_____

15. When was his first charity established?

_____

16. What has the *Room to Read* organisation built in poor countries?

_____

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

17. The U-Go Organisation helps to provide scholarships for young _____.

18. John's award-winning book was translated into _____ languages. **(number)**

19. John's third book is called _____.

20. In 2014, John won the _____ Children's Prize.

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

Should Zoos Exist?

Zoos are popular attractions for adults and children alike. Some people argue that zoos play an important role in the conservation of endangered animals, while others say that zoos do more harm than good.

Humans have been capturing and displaying animals for thousands of years. The first collection of animals dated back to 2500 B.C in Egypt, where rulers kept hippos, elephants, giraffes, and other species. Modern zoos where the public can come and watch wild animals, did not really become popular until the 18th century. The oldest zoo in the world which was opened in 1752 is Tiergarten Schonbrunn in Vienna. Since then most zoos have improved as they no longer consist of wild animals stuck behind bars in a small cage. Nowadays, most zoos try to create an environment that resembles to some degree the animals' natural habitat like safari parks. Unlike traditional zoos, Kruger National Park in South Africa gives animals the chance to roam freely in more than 2 million hectares.

Many people argue that zoos provide great entertainment, and they play a big role in educating the public about conserving wildlife. Zoos also contribute to scientific research about animal biology and behaviour. In 2002, zoos in more than 80 countries participated in 2,230 research and conservation projects. The findings from these studies helped them to develop medicines and techniques to improve animal health.

On the other hand, many opponents argue that animals suffer both mentally and physically in zoos. Even the most attractive of artificial environments can never match the space, diversity, and freedom that animals enjoy in their natural habitats. Being stuck in enclosed areas all the time causes many zoo animals to become stressed or mentally ill. Some zoos make animals behave unnaturally. For example, marine parks force seals, dolphins, penguins and whales to perform tricks. As a result, these beautiful mammals often die years earlier than their counterparts in the wild.

One of the most important functions of zoos is to support international breeding programmes for endangered species. In the wild, some species have difficulty in finding mates and breeding, and they can be further threatened by hunters, loss of habitats, and other predators. A good zoo will enable these species to live and breed in a secure environment. In addition, as the numbers of many wild species is declining worldwide, there is an increased danger that animal populations will become genetically similar. Breeding programmes provide a safeguard, and zoo-bred animals can be released back into the wild to increase genetic diversity.

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Reading 1 (continued)

However, opponents of zoos say that most captive breeding programmes do not release the animals back into the wild. They claim that these animals are sold to other zoos, to circuses in the US or to wildlife farms in South Africa, where some hunters pay a lot of money for the chance to kill an animal, like a lion, for fun in a fenced enclosure.

So, are zoos good places for wild animals? Perhaps it all depends on how well individual zoos are managed. However, you can appreciate that many people like me believe that imprisoning animals for any reason is wrong. Animals should be protected but it does not have to be in zoos. Zoos that are cruel to animals and keep them locked up in small cages all the time should be closed with immediate effect.

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

21. Where was the first collection of wild animals displayed?

_____

22. When was the first zoo opened?

_____

23. Why do scientists use zoo animals for research?

_____

24. Why do some animals in zoos become stressed?

Because they are _____

25. What animals do breeding programmes target?

_____

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Reading 1 (continued)

26. What threat do animals in the wild face according to the text? **(List one)**

_____

27. Why are some zoo-bred animals sent back into the wild?

_____

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

Statements	True	False
28. In Kruger National Park, animals are locked up in small cages.	⬭	⬭
29. Marine mammals usually live longer in zoos than in the wild.	⬭	⬭
30. Animals in the wild encounter difficulties in finding a suitable mate.	⬭	⬭
31. Some wild animals are killed for fun in South Africa.	⬭	⬭
32. The author thinks that zoos are a good thing.	⬭	⬭

Do not write in this space

Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Bike Fishing

1 Amsterdam is the most bicycle-friendly capital city in the world, with 40% to 60% of all trips within the city made on bikes. It is often said that bicycles outnumber the city's residents with an estimated number of 880,000 bicycles. This is because some people own more than one bike; a **sturdy** one that can handle frequent use for shopping and commuting and a fast one for touring around the country. People go to work, carry their groceries, move furniture and basically live with their bikes. On the other hand, Amsterdam also has lots of canals- 165, with a combined length of 100 kms. So with these many bikes and so many canals, it is no surprise that a lot of bicycles end up in one of the canals.

2 You must be wondering what happens to the bikes once they end up in the canal. That is why there is such a thing as bike fishing! Bike fishermen get paid a full-time wage plus benefits to pull bikes out of canals to keep them clean and safe so that the bicycles do not scrape the bottoms of passing boats.

3 Each year, Waternet, Amsterdam's Water Authority, fishes out around 15,000 rusty bikes from its canals. Waternet employees have been bike fishing since the 1960s, and they do this every day. The job of bike fishing consists of going through the canals with a barge, a big flat-bottomed boat, looking for bikes! The barge has its own hydraulic claw, connected to a crane that sits on the front of the wooden boat. Every day, it sails through the canals looking for bikes and fishing them out.

4 Nobody knows why Amsterdam's residents throw their bikes into the canals. It is believed that most bicycles fished out from the canals are either stolen or vandalised. Amsterdam police estimate that between 50,000 and 80,000 bikes are stolen each year, yet very few report the theft to the police because they believe that the police will not do anything about it.

5 Another issue is that bikers often park their bicycles extremely close to the city's waterways. Some people blame car drivers for bumping bikes off the edge as there are no guardrails along the canals. Other bikes end up in the canals because strong winds blow them over. Because bikes are seen as a cheap means of transport, owners just **toss** them into the canals when they get damaged. They do not even take them to the city dump.

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Reading 2 (continued)

6 So what happens to the **dredged** bikes? This depends on the state they are in. A large number of them are taken every week to a recycling centre and end up as scrap metal. Others are sold to wholesalers who fix the bikes and give them a new life. In other cases, the re-usable parts are sold to bike repair shops. If a bike has been reported missing or stolen, they are returned to their owners. The police can identify who owns them by the name engraved on the plastic frames.

7 Bike fishing has become one of Amsterdam's unique tourist attractions. Even though it is garbage, it always attracts a crowd. Every week, tourists and locals stop to see how bikes, shopping carts, scooters and other metallic objects are fished up from the bottom of the canal.

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

33. The word **sturdy** in paragraph 1 means _____.

⬭ modern ⬭ light ⬭ strong

34. There are around _____ canals in Amsterdam.

⬭ 60 ⬭ 100 ⬭ 165

35. Waternet searches for bicycles in canals on a _____ basis.

⬭ daily ⬭ weekly ⬭ yearly

36. Many bike owners do not report that their bikes have been stolen because _____.

⬭ they have another bike ⬭ they say the police will do nothing ⬭ they say the bikes are old

37. The word **toss** in paragraph 5 means _____.

⬭ catch ⬭ spread ⬭ throw

38. The word **dredged** in paragraph 6 means _____.

⬭ created ⬭ pulled up ⬭ fixed

Do not write in this space

Reading 2 (continued)

39. Most of the bikes fished out of the canal are _____.

- ☐ recycled
- ☐ sold to other people
- ☐ thrown in a dump

40. Bike fishers also fish for other things that are made of _____.

- ☐ metal
- ☐ plastic
- ☐ wood

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

Paragraphs

41. Paragraph 1 _____

42. Paragraph 3 _____

43. Paragraph 5 _____

44. Paragraph 6 _____

45. Paragraph 7 _____

Sub-headings

A.	Bike fishing attracts visitors
B.	History of bike fishing
C.	How the bikes are fished
D.	How the job of bike fishing started
E.	Reasons why bikes end up in canals
F.	The number of bikes and canals in Amsterdam
G.	How bikes are made
H.	Where the fished bikes are sent

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Writing 1 (10 marks)

*Write **at least 150 words*** on the following topic.

Report: Your school is putting together an information leaflet about your local area. You have been asked to write a report on the entertainment activities available. In this report you should include information about the different types of activities, where you can do them and which one you would recommend to your friends and why.

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

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Writing 1 (continued)

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Writing 2 (15 marks)

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

Situation: Imagine that you are Ali / Alia. You have recently applied for a course at a college and have been accepted. However, you cannot join the course for an unexpected reason.

Task: Write a formal letter / an email to the Admission Officer of the college. In your letter / email state:

- Which course you have applied for
- Why you cannot join the course
- Ask about the possibility of taking the course at a later date in the future

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

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Writing 2 (continued)

[End of Examination]

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

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) 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** ▭ ◉ ◥ ☒ ☑

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Listening 1 (Items 1 – 10) (10 marks)

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

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

1. The Quebec Winter Carnival is organised in _____ .

○ Canada ○ France ○ Alaska

2. The **first** Quebec Winter Carnival was in _____.

○ 1884 ○ 1894 ○ 1954

3. The carnival's main attraction is the _____.

○ fireworks ○ parades ○ snow sculptures

4. It costs _____ to take a ride on a toboggan.

○ $2 ○ $3 ○ $4

5. Every year, Bonhomme makes his first public appearance _____ of the carnival.

○ two weeks before the start ○ on the first night ○ during the first weekend

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

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

Do not write in this space

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

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

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

11. Where was Leila born?

_____

12. What did she teach students in Ghana?

_____

13. What does Sama mean?

_____

14. What skills do Sama workers learn?

_____

15. How many people have been helped by Sama?

_____

16. When was Samahope launched?

_____

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

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

18. Shea nuts can be picked after _____ years.

19. Leila was called a _____ by Forbes Magazine.

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

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

The Economic Impact of Adventure Tourism in Remote Areas

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

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

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

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

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

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

Do not write in this space

Reading 1 (continued)

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

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

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

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

_____

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

_____

23. When did the United Nations recognise fragile regions?

_____

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

_____

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

_____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

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

_____

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

Because _____

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

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

Do not write in this space

Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Golf Ball Diver

1 Every year millions of golf balls get lost in water hazards; small ponds and lakes **scattered** around a golf course. Hence, there was a need for a golf ball diver whose main job is to search for and collect lost golf balls so that they can be cleaned, repackaged and resold.

2 To become a golf ball diver, an individual must be a fully accredited scuba diver. They are also required to have up to 200 hours of diving experience in low visibility, underwater navigation and search and recovery. This can be expensive as the training and equipment are costly. Divers must also be certified in first aid and they should be in excellent physical condition.

3 The work of a golf ball diver can be very demanding, tiring and unpredictable. Visibility is usually poor as the water in these water hazards is black and murky because it is full of dirt, mud, and plants. While one golf ball is quite light, carrying hundreds of golf balls at a time can weigh over 30 kilos. **Hauling** these big loads from the bottom of a lake requires strong muscles.

4 Scuba diving equipment is heavy, so obstacles such as fishing lines can trap and drown divers. They need to wear thick gloves to protect their hands from broken glass and to carry a sharp knife to cut themselves free from entanglements such as nets. Divers may also face danger from wildlife, such as alligators and poisonous water snakes, and from other objects that lie hidden underwater.

5 A typical golf course usually has between 4 to 12 ponds and divers can spend up to 8 or 10 hours a day searching for lost golf balls. They may need several days to finish a job depending on the size of the pond. Most golf ball divers usually dive about 5 days a week, preferring not to work at night, and collect approximately 4,000 golf balls. Divers have reported that a typical pond will have as many as 1,000 balls.

6 A day in the life of a golf ball diver involves putting on a wet suit and working with a dive crew to search for golf balls. The dive crew usually includes three people. Equipped with standard scuba gear, two divers enter a pond and search for balls. The divers then load the balls into baskets and pass them to the remaining crewmember on land. This crewmember also ensures the divers' safety and helps direct them so they can cover the entire pond.

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Reading 2 (continued)

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

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

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

33. The word **scattered** in paragraph 1 means _____.

○ distributed ○ applied ○ dropped

34. It is not easy to become a golf ball diver because _____.

○ there are very few dive training centres ○ the training and equipment are expensive ○ golf courses do not employ them

35. Golf ball divers cannot see the balls because _____.

○ the water is dirty ○ the ponds are too big ○ they dive at night

36. The word **Hauling** in paragraph 3 means _____.

○ throwing ○ following ○ carrying

37. Each pond can contain about _____ golf balls.

○ 200 ○ 1,000 ○ 4,000

Do not write in this space

Do not write in this space

Reading 2 (continued)

38. There are usually _____ people in a dive crew.

- ☐ three
- ☐ four
- ☐ five

39. It is better for a golf ball diver to work with a company because _____.

- ☐ they can get more work
- ☐ the salary is higher
- ☐ the work is easier

40. The word **retrieve** in paragraph 8 means _____.

- ☐ bring back
- ☐ forget
- ☐ prevent

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

Paragraphs

41. Paragraph 2 _____

42. Paragraph 4 _____

43. Paragraph 6 _____

44. Paragraph 7 _____

45. Paragraph 8 _____

Sub-headings

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

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Writing 1 (10 marks)

*Write **at least 150 words*** on the following topic.

Report: Imagine that you attended a celebration recently (e.g. wedding/ birthday party or an Eid gathering). Write a report about the celebration for your school magazine. In this report you should include information about when was the celebration, who joined you and what happened?

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

Do not write in this space

Writing 1 (continued)

Do not write in this space

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Writing 2 (15 marks)

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

Situation: Imagine that you are Ali/Alia. Your Head Teacher has asked you to organise an after-school activity.

Task: Write a letter/email to the Head Teacher and tell him/her:

- The name of the activity
- How many students can attend
- What kind of activities you will do
- Where you will hold it
- What you need from the Head Teacher in order to conduct the activity

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

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Writing 2 (continued)

[End of Examination]

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الفصل الدراسي الثاني

اللغة الانجليزية (مهارات)
(دبلوم التعليم العام)
(نموذج الاجابة)

23.6.2024

****

LISTENING 1 (10 mks)

Task One

1.	○ Irish	○ Scottish	● American
2.	○ education	● famine	○ health
3.	○ Cairo	○ Amman	● Rome
4.	● governments	○ individuals	○ businesses
5.	○ climate change	● conflicts	○ natural disasters

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

Task Two

Headings	Key Information
The Programme	**(6) 16/sixteen**
Key UN Partners	**(7) FAO / Food and Agriculture Organisation**
Challenges	**(8) facilities/ services/conditions/ infrastructures**
Future Plans	**(9) drones**
Advice	**(10) donate**

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

LISTENING 2 (10 mks)
Task One
11. novels **12.** *1968* **13.** UK (United Kingdom) / Ireland **14.** Transport **15.** Man **16.** 5/five
Task Two
17. London **18.** translator **19.** 2019 **20.** May
Notes: *One mark each.* *Qs 11-16: (i) Notes: 1)* ***Grammatical mistakes*** (e.g. etc)**:** *These should be ignored, as long as it is clear that the substance of the answer is correct.* *2)* ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:* *(a) Certain key letters* ***must*** *be included: No. : No. :* *(b) In cases where letters are 'optional', the mis-spelling must be* ***close to*** *the correct spelling. (e.g. accept but not)* *(c) Above all, the mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1 (12 marks)

Task One

21. 1980s

22. low-cost labour / poor work protection laws/profits

23. Bangladesh

24. excessive water consumption

25. Laurie Parsons

26. paying taxes / creating jobs/ economic growth

27. choosing sustainable brands/ choosing law-abiding brands

Task Two

	True	False
28.	○	●
29.	○	●
30.	○	●
31.	●	○
32.	●	○

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

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

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

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

READING 2 (13 mks)

Task One

33.	○	ancient	●	original	○	interesting
34.	●	1910	○	1967	○	2023
35.	○	Egypt	○	Libya	●	the Arabian Peninsula
36.	○	camels'	○	horses'	●	dogs'
37.	●	women	○	men	○	teenagers
38.	○	teach	●	show	○	produce
39.	●	practices	○	examples	○	ideas
40.	○	four days	○	a week	●	two weeks

Task Two

41. E

42. C

43. F

44. H

45. A

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

Note 1: The task is to write a Formal ***letter/e-mail****, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the e-mail according to the Rating Scale — then, if both the greeting and the closing are missing,* ***deduct two marks*** *from the content-score.*

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

ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (**See below*)
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	3 / 0	1½

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1 (10 mks)			
Task One			
1.	○ Britain	● Nigeria	○ the USA
2.	● illiteracy	○ poverty	○ crime
3.	○ 1960	● 1989	○ 2020
4.	○ children	○ teenagers	● adults
5.	○ governments	● companies	○ individuals
Notes: One mark each. Responses must be indicated clearly.			

Task Two	
Headings	**Key Information**
Projects	**(6) libraries**
Cooperation	**(7) communities**
Achievements	**(8) books**
Advice	**(9) volunteer**
Contact	**(10) 874**
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2 (10 mks)

Task One

11. (The) Green Noble

12. *BBC*

13. 1990

14. 6 / six

15. The USA

16. COVID-19

Task Two

17. first

18. cutting tress/ burning/ mining/ logging

19. laws

20. 98

Notes: *One mark each.*

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

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

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

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READING 1 (12 marks)

Task One

21. Gilbert Houngbo / (ILO) director

22. Two years

23. worried about lower productivity

24. A 40% increase in productivity

25. anxiety / job dissatisfaction

26. 2021

27. Iceland / Denmark/ Sweden

Task Two

	True	False
28.	●	○
29.	●	○
30.	○	●
31.	○	●
32.	○	●

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

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

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

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Responses must be indicated clearly.

READING 2 (13 mks)

Task One

33.	○ death	● time	○ birth
34.	● 818	○ 1206	○ 1227
35.	○ countryside	○ fields	● capital city
36.	○ horse racing	● wrestling	○ archery
37.	● stamina	○ speed	○ skill
38.	○ replace	○ record	● renew
39.	○ media outlets	○ viewers	● tourists
40.	○ large population	● vast grasslands	○ economy

Task Two

41. F

42. D

43. H

44. E

45. G

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

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0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (15 mks)	
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ARRIVING AT FINAL SCORES

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Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/She should simply use the mathematical average of the two scores. (**See below*)
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	3 / 0	1½

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1					
Task One (5 mks)					
1.	○	wind turbines	●	green energy	○ solar panels
2.	○	coal	○	oil	● process
3.	●	water	○	fuel	○ gas
4.	○	sustainable projects	●	natural disasters	○ job opportunities
5.	○	electricity	○	diesel	● investment
Notes: One mark each. Responses must be indicated clearly.					

LISTENING 1	
Task Two (5 mks)	
Headings	**Key Information**
Neom in Saudi Arabia	-Targeting over **(6)**__(more than)**one / 1**___ million tonnes every year.
Masdar in the UAE	-Launched in **(7)** ____**2006**____. (year) -Built by a **(8)** _**British/English Britain/England/UK**__ company. (nationality)
Green Hydrogen in Oman	- Will be used for **(9)** ___**industry**____ and will also be exported. -Will be sent to Europe and **(10)** ___**Asia(n)**____ through a pipeline.
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2
Task One (6 mks)
11. 3/three weeks/21days
12. 1998/Nineteen ninety eight/One thousand nine hundred and ninety-eight
13. He walked/by walking /(on/by) foot
14. Volleyball
15. ($)10/ten (US dollars)
16. Hot

LISTENING 2
Task Two (4 mks)
17. dance/stage
18. tasty/delicious/good/appetising
19. 7/seven
20. fireworks/firework/spectacular

Notes: *One mark each.*

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

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

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

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

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

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

READING 1
Task One (7 mks)
21. A.I. /Artificial Intelligence (publishing platform)/generates new articles without human intervention
22. 2018
23. ten /10 times (faster)
24. (Forbes) the founder/ Bertie Forbes/Charles
25. writing factual news/breaking news/facts/sports news/weather forecasts/reports
26. 65/sixty-five million/65,000,000(every month/monthly)
27. Earthquakes (in Turkey and Syria)
Notes: One mark each. *1)* ***Grammatical mistakes*** *should be ignored.* *2) Complete accuracy in* ***spelling*** *is not required, but any mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *3) As stated in the instructions, answers should be short.* *(Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1		
Task Two (5 mks)		
	True	**False**
28.	●	○
29.	○	●
30.	○	●
31.	○	●
32.	●	○
Notes: One mark each. Responses must be indicated clearly.		

READING 2 (13 mks)

Task One

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

Task Two

41. C

42. G

43. A

44. E

45. B

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in a well-organised way. – Texts show a very good awareness of the structure and content of the report. – Uses language which is appropriate to reader and context. – Not many language errors.
8	– Presents relevant information with reasonable coherence and success. – Texts show a good awareness of the structure and content of the report. – There are clear attempts to use language appropriate to reader and context. – There are noticeable language errors, which occasionally obscure meaning.
6	– Manages to convey some relevant information, but only in a limited way. – Texts show some awareness of the structure and content of the report. – Some of the language used is inappropriate to the reader and context. – Writing generally lacks clarity and coherence and contains frequent errors.
4	– Attempts to convey some relevant information, but results are obviously inadequate. – Texts show only limited awareness of the structure and content of the report. – Little evidence of attempts to use appropriate language. – Language used is very limited and/or contains many serious errors.
2	– Feeble attempts at report-writing, conveying very little relevant information. – Texts show little or no awareness of the structure and content of the report. – The language used is extremely limited and/or seriously distorted and/or very inappropriate
0	<u>*No attempt at the task*</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided), <u>OR</u> just copied from the Q-paper, <u>OR</u> hardly any writing at all, <u>OR</u> not written in English, <u>OR</u> complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the task/ instructions), OR hardly any writing at all, OR not written in English, OR Complete nonsense.

*Note 1: The task is to write a formal letter**/email**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the email according to the Rating Scale* **—** *then, if either the greeting or the closing is missing,* ***deduct one mark*** *from the content-score.*

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

ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e., just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/ She should simply use the mathematical average of the two scores. (**See below*)
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
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4 / 2	3	6 / 3	4½
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IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1					
Task One (5 mks)					
1.	○	photographer	○ chef	●	florist
2.	○	12	● 14	○	19
3.	●	entrepreneurship	○ interior design	○	cookery
4.	○	uncle	● bank manager	○	parents
5.	○	hotel	○ hospital	●	shopping-centre
Notes: One mark each. Responses must be indicated clearly.					

LISTENING 1	
Task Two (5 mks)	
Headings	**Key Information**
Services	- Wedding flower services - **(6) ___birthday ____** parties.
Challenges	- Tight **(7) _____budget _____**. - To increase my sales, I set up an **(8) _Instagram/Insta__** account.
Plans	-To purchase a **(9) ____(delivery) van_____**. -To establish **(10) ____2/two_____** new branches.
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2
Task One (6 mks)
11. Australian/from Australia
12. 2007/two thousand and seven
13. A decade/ten years
14. Europe
15. 23/twenty-three (days and night)
16. (Vivid) Food

Task Two (4 mks)
17. Bridge
18. 119/one hundred and nineteen
19. 9/nine
20. creative

Notes: *One mark each.*

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

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

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

READING 1
Task One (7 marks)
21. Open A.I. **22.** 208 million/208,000,000 **23.** Teachers of languages/literature/history/language teachers/teachers **24.** Princeton **25.** 2023/twenty twenty-three/two thousand and twenty-three **26.** Reduced the time /helped reduce the time **27.** It could destroy human intelligence
Notes: One mark each. *1) **Grammatical mistakes** should be ignored.* *2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.* *3) As stated in the instructions, answers should be short.* *(Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1		
Task Two (5 marks)		
	True	**False**
28.	○	●
29.	○	●
30.	●	○
31.	○	●
32.	●	○
Notes: One mark each. Responses must be indicated clearly.		

READING 2 (13 mks)

Task One

33.	●	cabins	○	hotels	○	hostels
34.	●	2	○	3	○	20
35.	○	popularity	●	similarity	○	publicity
36.	●	unusual features	○	diverse wildlife	○	rugged terrain
37.	○	hunting	●	kayaking	○	fishing
38.	○	ignored	○	moved	●	positioned
39.	○	Mi'kmaq people	●	Canadian Government	○	European colonists
40.	○	one-way ticket	○	fast account	●	quick look

Task Two

41. D

42. F

43. B

44. A

45. G

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

WRITING (GENERAL NOTES)
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	WRITING 1 (10 mks)
10	– Presents relevant information clearly and in a well-organised way. – Texts show a very good awareness of the structure and content of the report. – Uses language which is appropriate to reader and context. – Not many language errors.
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0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR just copied from the Q-paper OR hardly any writing at all, or not written in English OR Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
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0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR hardly any writing at all, or not written in English. OR Complete nonsense.

*Note 1: The task is to write a formal letter/**email**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the email according to the Rating Scale — then, if either the greeting or the closing is missing, **deduct two marks** from the content-score.*

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4 / 2	3	6 / 3	4½
2 / 0	1	3 / 0	1½

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

****

LISTENING 1 (10 mks)			
Task one			
1.	● June	○ October	○ December
2.	○ 27th	○ 29th	● 30th
3.	○ one day	● three days	○ five days
4.	○ 50	○ 130	● 196
5.	● Sea Kayaking trips	○ Helicopter tours	○ Walking tours
Notes: One mark each. Responses must be indicated clearly.			

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

LISTENING 2 (10 mks)
Task one
11. Microsoft 12. Nepal/(poor)village/country/Asia 13. companies and his friends/ charity/donors/donation/organisations 14. support children's literacy/educate children/provide children with books/stories 15. 1999/ nineteen ninety nine 16. schools and libraries
Task Two
17. Women/girls/females 18. *20 / twenty* 19. 'Purpose' 20. Nobel
Notes: *One mark each.* *Qs 11-16: (i) Notes: 1)* ***Grammatical mistakes*** *should be ignored, as long as it is clear that the substance of the answer is correct.* *2)* ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:* *(a) Certain key letters* ***must*** *be included: No.12 Nppl with any vowels :NO.20 Nb with any vowels* *(b) In cases where letters are 'optional', the mis-spelling must be* ***close to*** *the correct spelling. (e.g. accept but not)* *(c) Above all, the mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1 (12 marks)

Task one

21. Egypt

22. 1752 / seventeen fifty two/18th century

23. To develop new medicines and techniques /to improve animal health/ study their behavior/biology/ learn more about animals

24. stuck in enclosed areas all the time/ forced to behave unnaturally/ separated from their natural habitats or family groups/ difficulty in finding mates

25. Endangered animals or species/wild animals/ animals with difficulty breeding/ zoo bred animals/ any other wild animals in danger of extinction

26. Hunters/Predators/Loss of natural habitat/ difficulty in finding mates/ breeding difficulty/ killing animals for fun or sport/ be killed

27. To increase genetic diversity

Task Two

	True	False
28.	○	●
29.	○	●
30.	●	○
31.	●	○
32.	○	●

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

1) Grammatical mistakes should be ignored.

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

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

READING 2 (13 mks)

Task One

33.	○ modern	○ light	● strong
34.	○ 60	○ 100	● 165
35.	● daily	○ weekly	○ yearly
36.	○ they have another bike	● they say the police will do nothing	○ they say the bikes are old
37.	○ catch	○ spread	● throw
38.	○ created	● pulled up	○ fixed
39.	● recycled	○ sold to other people	○ thrown in a dump
40.	● metal	○ plastic	○ wood

Task Two

41. F

42. C

43. E

44. H

45. A

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

*Note 1: The task is to write a Formal **letter/e-mail**, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, **deduct two marks** from the content-score.*

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

ARRIVING AT FINAL SCORES

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

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

١) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e. just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. He/she should simply use the mathematical average of the two scores. (**See below*)

٢) Unacceptable differences: However, if the difference between the two scores is substantial, i.e. ***more than one level,*** the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark.

CALCULATION OF AVERAGES:

WRT 1		**WRT 2**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	15 / 12	13½
8 / 6	7	12 / 9	10½
6 / 4	5	9 / 6	7½
4 / 2	3	6 / 3	4½
2 / 0	1	3 / 0	1½

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* Note: This means that, even though the computer screen shows all the possible final scores, ***individual*** markers should ***only*** use those scores which are mentioned in the scale.]

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LISTENING 1 (10 mks)

Task one

1.	● Canada	○ France	○ Alaska
2.	○ 1884	● 1894	○ 1954
3.	○ fireworks	○ parades	● snow sculptures
4.	○ $2	● $3	○ $4
5.	● two weeks before the start	○ on the first night	○ during the first weekend

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

Task Two

Headings	Key Information
Children's Activities	- a mini **(6)** ___**slide**_____ - indoor game zone - puzzles - ice **(7)** ____**hockey**_____
The 'Effigy'	is a plastic **(8)** ___**badge**_____
Cost	**(9)** ____**online_/ advance**_____ticket costs $10
Temperatures	between minus 4°C and minus **(10)** ____**16**_____°C

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

LISTENING 2 (10 mks)
Task one
11. New York / America / The USA / United States of America **12.** English **13.** Equal **14.** Basic computer skills / computer skills / computer **15.** 50,000 / fifty thousand **16.** 2012
Task Two
17. Uganda **18.** 20 / twenty **19.** Rising Star / Star **20.** "Give Work"

Notes: *One mark each.*

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

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

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

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

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

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

READING 1 (12 marks)

Task one

21. Their stunning natural landscapes / their remoteness

22. Tourism / Tourists

23. Thirty years ago / 30 years ago / 1992

24. Hunting / fishing / hunting animals and fish

25. Slow- growing trees / trees

26. Operating tour business themselves / employing local people / establishing their own business

27. people always want to discover new places

Task Two

	True	False
28.	○	●
29.	●	○
30.	○	●
31.	○	●
32.	●	○

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

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

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

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

READING 2 (13 mks)			
Task One			
33.	● distributed	○ applied	○ dropped
34.	○ there are very few dive training centres	● the training and equipment are expensive	○ golf courses do not employ them
35.	● the water is dirty	○ the ponds are too big	○ they do it at night
36.	○ throwing	○ following	● carrying
37.	○ 200	● 1,000	○ 4,000
38.	● three	○ four	○ five
39.	● they can get more work	○ the salary is higher	○ the work is easier
40.	● bring back	○ forget	○ prevent
Task Two			
41.	E		
42.	A		
43.	G		
44.	H		
45.	D		
Notes: One mark each. Responses must be indicated clearly.			

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
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