



امتحان دبلوم التعليم العام
الفصل الدراسي الأول - الدور الأول
للعام الدراسي ١٤٤٧/١٤٤٦ هـ - ٢٠٢٤ / ٢٠٢٥ م

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** ▭ ◉ ◒ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Do not write in this space

Do not write in this space

Listening 1 (Items 1 – 10) (10 marks)

You are going to hear a conversation about a documentary called "Riverwoods".

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

1. The Riverwoods documentary is in _____ .

○ one part ○ two parts ○ three parts

2. It was filmed in _____.

○ Wales ○ Scotland ○ England

3. The documentary focused on the River _____.

○ Clyde ○ Leven ○ Tay

4. Riverwoods was completed in _____ years.

○ 2 ○ 3 ○ 4

5. Most of the documentary's funding was provided by the _____.

○ Zero Waste Organisation ○ Big Picture Foundation ○ Bank of London

6. The production process was stopped temporarily because of _____ issues.

○ weather ○ staffing ○ transport

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

	Statements	True	False
7.	Riverwoods has had less views on the National Geographic App than on YouTube.	○	○
8.	One part of the documentary won a prize at The British Film Awards.	○	○
9.	The final part of the documentary will be broadcast this weekend.	○	○
10.	Sarah's next work is a film about river ecosystems in Africa.	○	○

Do not write in this space

Do not write in this space

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

You're going to hear a talk about the Foodvisor App.

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

Headings	Key Information
Background	- The Foodvisor App was developed in (11) _____ . (year) - It is available in French, (12) _____ and English.
Setup	- To start, users must complete a (13) _____ - minute survey.
Platform	- Lessons and recipes are found in the (14) _____ tab. - In the Profile tab, users can modify (15) _____ about their calorie intake, goals, and activity levels.

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

16. How does the app identify food from users' photos?

_____

17. Who mostly uses the Foodvisor App?

_____

18. What percentage of the app's users have successfully lost weight?

_____

19. Which subscription plan on the app provides the best value for money?

_____

20. Where is Foodvisor currently marketing its services? (list one)

_____

Do not write in this space

Do not write in this space

Reading 1 (Items 21 – 32) (12 marks)

Read the following email. Then complete the tasks.

Dear Authors,

We would like to invite you to attend the 77th Frankfurt Book Fair, 2025. The fair, also known as the *Frankfurter Buchmesse*, is the largest and most prestigious event in the publishing industry worldwide. It will be held in Frankfurt, Germany from October 15th to 19th at the Messe Frankfurt Exhibition Centre.

The theme for the 77th Frankfurt Book Fair is "Stories Without Borders," emphasising the role literature plays as a global tool for cultural exchange. Previous fairs have celebrated international literary authors such as Javier Marías, and Henrik Ibsen. However, this time the fair will honour distinguished translators for making literature accessible worldwide. Similarly, translation in the age of Artificial Intelligence (AI) will be the subject of panel discussions and workshops during the fair.

The upcoming book fair is expected to be very promising. It is estimated to attract 7,000 exhibitors from 100 countries who will display a wide range of literary and media products. Each year, the fair hosts over 300,000 visitors, including industry professionals and the public. The fair also serves as a key marketplace where business deals and publishing rights' transactions take place. In addition, it features other events like book signings, author talks, and workshops on contemporary publishing trends.

The Philippines will be the Guest of Honour at the 77th Frankfurt Book Fair. This will make it the fifth Asian country to hold this prestigious position. For your information, India was the first Asian country to participate in the fair back in 1986. The Philippines will have the opportunity to present its distinctive literature, art, music and film screenings to the fair's visitors. The Philippine team will consist of 170 members headed by Dante Francis, the Chair of the National Book Board. His deputy, Karina Bolasco, will be in charge of the cultural and literary programmes.

The 77th Frankfurt Book Fair will highlight the impact of digital technology on publishing. With the growing popularity of e-books, audiobooks, and other digital formats, a special 'Digital Publishing' section will showcase the latest technologies in the publishing industry. This section will explore how AI supports content creation, and marketing. Moreover, the fair will address important controversial questions, like copyright issues raised by the role of AI in publishing.

Do not write in this space

Reading 1 (continued)

The fair management is committed to reducing the environmental impact of traditional publishing. It is estimated that about 40 million trees are harvested each year for paper production. Given the growing awareness of the environmental impact of traditional publishing, sustainability has become a crucial factor for the industry. As a result, the book fair will feature eco-friendly solutions for publishing, including paper waste, using sustainable materials, and minimising the carbon footprint of publishing activities.

Finally, the Frankfurt Book Fair is a highly anticipated annual event for book lovers and industry professionals alike. It provides authors with a unique opportunity to connect with readers, agents, and publishers. While the first three days are reserved exclusively for industry professionals, the last two days are open to the public, allowing everyone to experience this vibrant gathering. For further information please do not hesitate to email us at exhibition@buchmesse.de.

Kind regards,

Luisa Wagner

The Marketing Manager

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

21. When is the *Frankfurter Buchmesse* taking place this year? (month)

_____

22. What is the theme of the 77th Frankfurt Book Fair 2025?

_____

23. Why is the Frankfurt Book Fair celebrating translators this year?

For _____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

24. How many exhibitors will participate at the 2025 book fair?

_____

25. Which Asian country was the first Guest of Honour at the Frankfurt Book Fair?

_____

26. Who is the Chair of the Philippine National Book Board?

_____

27. Which section at the fair will focus on the latest publishing technologies?

_____

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

28. One of the controversial issues of using AI in publishing is _____.

29. Each year, _____ trees are used to produce paper. (number)

30. Eco-friendly solutions involve using _____ materials in publishing.

31. The last two days of the book fair are open to the _____.

32. Luisa Wagner is the _____ at the Frankfurt Book Fair.

Do not write in this space

Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Fatima Al-Fihri

1 Fatima Al-Fihri is the founder of the world's oldest university, the University of Al-Qarawiyyin. She was born in around 800 CE to a very wealthy family in Tunisia. In the early 9th century, Fatima emigrated with her father and sister from Qayrawan in Tunisia to Fez in Morocco. Her father, Mohammed Abdullah Al-Fihri, was a renowned merchant who spent much of his time in Spain. Although few details of her life have been recorded, Fatima's influence **persists** to this day.

2 When her father died in 857 CE, Fatima inherited a large fortune. She invested this wealth in building a mosque which also served as an educational centre for her local community. Gradually, this centre expanded and developed into a university. Today, this is known as the University of Al-Qarawiyyin. It is named after Fatima's birthplace, Qayrawan, in Tunisia.

3 The University of Al-Qarawiyyin, also known as the University of Fez, is a showcase for Andalusian architecture. It features grand courtyards with fountains, arches, and a mosque which is used for both worship and lectures. The walls were primarily constructed from limestone and clay, with wooden ceilings. In the beginning, the university is estimated to have had around 80 to 100 male and female students from North Africa each year. In recognition of her efforts, Fatima was known as 'The Mother of Boys'.

4 Initially, teaching at the University of Al-Qarawiyyin was limited to Islamic studies. However, as it attracted more foreign students from different parts of the world, more subjects were offered. These included Philosophy, Mathematics, and Astronomy. All the courses were taught in Arabic and were free of charge. The teaching staff were all distinguished scholars to ensure that a high standard of education was delivered across diverse fields.

5 One century after its establishment, the University of Al-Qarawiyyin **gained** significant fame among both Muslims and Christians alike. Many of its graduates became renowned scholars who left a lasting impact on Islamic history such as the philosopher Ibn Rushd (1126–1198) and the historian Ibn Khaldun (1332–1406). The prominent 12th-century geographer Al-Idrisi is also said to have studied there. This reflects the profound value and influence of the university.

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (continued)

6 Today, the University of Al-Qarawiyyin remains a highly respected educational institution attracting visitors and students from around the world. Founded over 1,200 years ago, it is officially recognised by UNESCO as the oldest continuously operating university. Its historical library includes over 4,000 manuscripts, and even has Fatima's original diploma on display.

7 Upon her death in 880 CE, after a lifetime of service and charity, Fatima Al-Fihri left a lasting impact on the world. This is the story of a woman who devoted herself to educating others. Her vision shaped the University of Al-Qarawiyyin into a **monument** of Islamic intellectual achievement.

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

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

⬭ explains ⬭ complains ⬭ remains

34. In the early 9th century, Fatima moved with her family to _____.

⬭ Tunisia ⬭ Morocco ⬭ Spain

35. The University of Al-Qarawiyyin was called after Fatima's _____.

⬭ birthplace ⬭ family ⬭ community

36. The ceilings of the university were made of _____.

⬭ limestone ⬭ wood ⬭ clay

37. The first subject taught at the University of Al-Qarawiyyin was _____.

⬭ Philosophy ⬭ Mathematics ⬭ Islamic studies

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

⬭ achieved ⬭ reduced ⬭ reviewed

Do not write in this space

Reading 2 (continued)

39. The university's library has a collection of _____.

- ☐ lectures
- ☐ manuscripts
- ☐ courses

40. The word **monument** in paragraph **7** means _____.

- ☐ symbol
- ☐ partner
- ☐ source

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 **1** _____	**A.** Recognition by UNESCO
42. Paragraph **2** _____	**B.** Fatima's death
43 Paragraph **4** _____	**C.** Famous graduates
44. Paragraph **5** _____	**D.** Architectural features
45. Paragraph **6** _____	**E.** Courses studied
	F. Fatima's childhood
	G. The source of her wealth
	H. Fatima's vision

Do not write in this space

Do not write in this space

Do not write in this space

Writing 1 (15 marks)

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

"Some people believe that spending holidays in Oman is better than travelling to other countries."

*Explain your argument for **both sides** and give your **conclusion**. Your writing should be **clear** and **well-organised**.*

Do not write in this space

Writing 1 (continued)

Do not write in this space

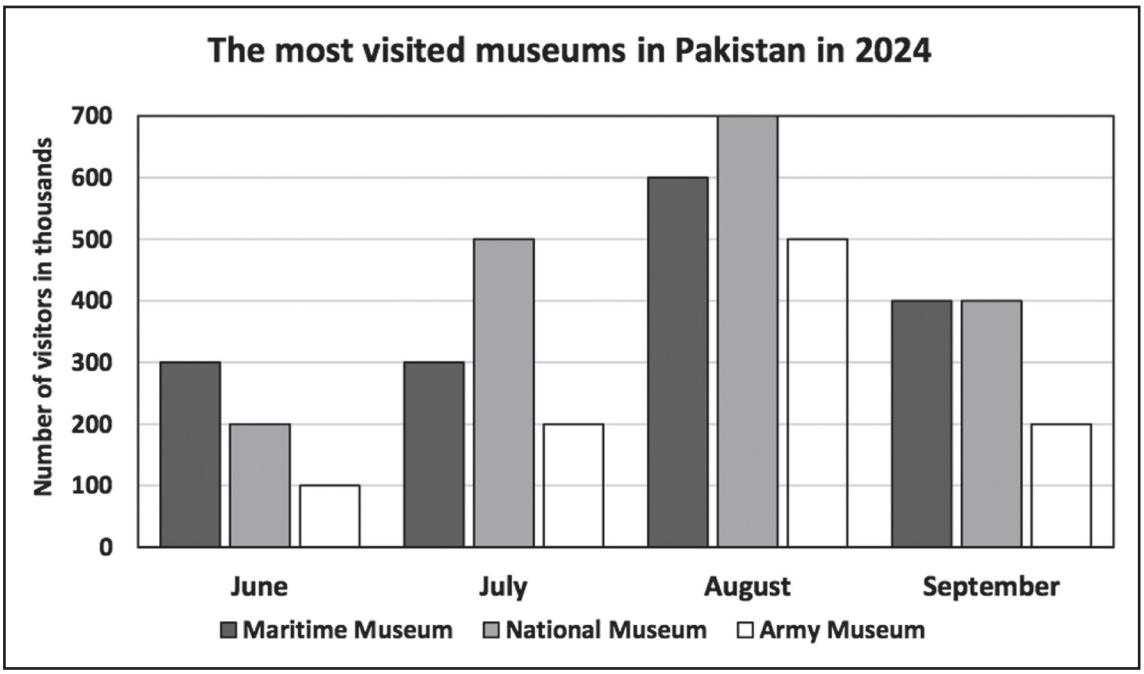
Do not write in this space

Do not write in this space

Writing 2 (10 marks)

The chart below shows the most visited museums in Pakistan in 2024.Summarise all the information in the chart below.

Write at ***least 150 words.*** *Your writing should be* ***clear*** *and* ***well-organised.***



Do not write in this space

Writing 2 (continued)

[End of Examination]

Do not write in this space

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space

مُسَوَّدَة

Do not write in this space

Do not write in this space

****

LISTENING 1 (10 mks)

Task One (6 mks)

1.	○ one part	○ two parts	● three parts
2.	○ Wales	● Scotland	○ England
3.	○ Clyde	○ Leven	● Tay
4.	○ 2	○ 3	● 4
5.	○ Zero Waste Organisation	● Big Picture Foundation	○ Bank of London
6.	● weather	○ staffing	○ transport

Task Two (4 mks)

	True	False
7.	●	○
8.	●	○
9.	○	●
10.	○	●

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

LISTENING 2	
Task One (5 mks)	
Headings	**Key Information**
Background	**11.** 2018/ two thousand eighteen/ twenty eighteen **12.** Spanish
Setup	**13.** 10/ ten
Platform	**14.** Coach **15.** data/information/updates/details
*Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	



LISTENING 2
Task Two (5 mks)
16. (Through) AI (technology)/Artificial Intelligence **17.** Adults **18.** 70 (%) /seventy (percent) **19.** Yearly (plan)/Annual **20.** Schools/ gyms
Notes: *One mark each.* *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. : No. :* *(b) In cases where letters are 'optional', the mis-spelling must be* ***close to*** *the correct spelling.* *(c) Above all, the mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1 (12 mks)	
Task One (7 mks)	**Task Two (5 mks)**
21. October (15th to 19th)	**28.** copyright (issues)
22. Stories Without Borders	**29.** 40 million/ forty million/40,000,000
23. making literature accessible worldwide/ translating literature/ cultural exchange/ international literature	**30.** sustainable/ digital/paper waste
24. 7000/seven thousand	**31.** public/ visitors/ everyone
25. India	**32.** marketing manager
26. Dante Francis/ Dante/ Francis	
27. Digital publishing	
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 2 (13 mks)			
Task One (8 mks)			
33.	○ explains	○ complains	● remains
34.	○ Tunisia	● Morocco	○ Spain
35.	● birthplace	○ family	○ community
36.	○ limestone	● wood	○ clay
37.	○ Philosophy	○ Mathematics	● Islamic studies
38.	● achieved	○ reduced	○ reviewed
39.	○ lectures	● manuscripts	○ courses
40.	● symbol	○ partner	○ source
Task Two (5 mks)			
41.	F		
42.	G		
43.	E		
44.	C		
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 well be different individual ways of approaching a task or, 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.*

WRITING 1 (15 mks)	
15	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
12	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
9	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
6	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
3	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.



0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense

WRITING 2 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. – Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. – Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. – No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*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.

ARRIVING AT FINAL SCORES

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

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

1) No action required: With (machine-marked) 'Multiple Choice', 'Matching' or 'True/False' items — — discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items, where the student has to write something down — 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.

Diploma, English 'Elective', Sem. 1, 2024/2025, 1st Session: Marking Guide

WRITING: In all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided.. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e., just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator must read the student's response and, after due consideration, decide on an appropriate mark.

*** CALCULATION OF AVERAGES:**

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

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

سلطنة عمان
وزارة التربية والتعليم

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

امتحان دبلوم التعليم العام
الفصل الدراسي الأول - الدور الثاني
للعام الدراسي ١٤٤٧/١٤٤٦ هـ - ٢٠٢٤ / ٢٠٢٥ م

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** ▭ ◉ ◒ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

Do not write in this space

Do not write in this space

Do not write in this space

Listening 1 (Items 1 – 10) (10 marks)

You are going to hear an interview with Dr. Carter Lee, a child psychologist.

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

1. The Doll Experiment focuses on the concept of _____ learning.

○ emotional ○ mental ○ social

2. Albert Bandura is a psychologist from _____.

○ Canada ○ Poland ○ Ukraine

3. The Doll experiment began in _____.

○ 1925 ○ 1961 ○ 1963

4. The idea of Bandura's experiment was learning through _____.

○ imitation ○ rewards ○ punishment

5. Bandura studied the impact of _____ behaviour on children in his experiment.

○ curious ○ aggressive ○ cooperative

6. A total of _____ female children participated in the study.

○ 30 ○ 32 ○ 62

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

Statements	True	False
7. The experiment's participants were divided into three groups.	○	○
8. The second group of children did not observe any model.	○	○
9. Male and female children behaved the same way towards the doll.	○	○
10. Bandura's experiment has raised concerns about violent video games.	○	○

Do not write in this space

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

You're going to hear a radio programme about the Karma App.

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

Headings	Key Information
Purpose	- Decreasing (11) _____ waste.
Background	- Established by (12) _____ entrepreneurs. (nationality) -It is available in (13) _____ languages. (number)
Benefits	- It connects customers with local (14) _____ . - Users can buy meals directly from the app's (15) _____ .

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

16. Where is the FareShare charity located? (country)

_____

17. Who received the SEAL Award on behalf of the Karma team?

_____

18. How many subscribers use the Karma App?

_____

19. Which international organisation does the app plan to work with?

_____

20. What topic will be discussed in next week's talk?

_____

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 email. Then complete the tasks.

Dear Guests,

The Islamic Arts Museum Malaysia (IAMM) is an iconic building in Kuala Lumpur. Located near the Botanical Gardens, the museum was opened on 12th December, 1998. It was designed by local architects and constructed by the Albukhary Company, covering a vast area of 30,000 square metres.

The IAMM's design beautifully blends traditional Islamic style with modern architecture. The museum's five turquoise domes which were crafted by skilled craftsmen from Uzbekistan, are a distinguished landmark in the city. Iranian workers applied the mosaic tiles that decorate the museum's entrance, adding an authentic touch. Moreover, the museum's 12-metre glass walls fill the space with natural light to create a bright and open atmosphere. These walls also offer panoramic views of the surrounding Botanical Gardens, providing a connection between the museum's interior and nature.

The Islamic Arts Museum Malaysia (IAMM) features an extensive collection of over 10,000 Islamic artifacts. The collection is arranged into four main sections. Each one has a distinct theme to enhance visitor experience. The first section highlights Islamic architecture, presenting significant models such as the Alhambra Palace, the Great Mosque of Samarra and the Taj Mahal. The second section focuses on Islamic calligraphy and manuscripts, featuring rare texts like a 9th century Qur'an, Hadith and other famous works of literature. The third section showcases Islamic ceramics and glassware, with unique artifacts such as 800-year-old Persian bowls. Finally, the fourth section has displays of Islamic textiles and jewellery.

Apart from its impressive collection, the IAMM offers a variety of educational programmes, activities and events. The museum's auditorium also hosts a series of cultural events, including concerts, performances, and film screenings. During weekdays, the museum welcomes school students for guided visits, providing them with opportunities to learn about Islamic art and heritage. At weekends, free workshops on Islamic calligraphy are conducted for the public. Young students will enjoy the Children's Library because they can join in story telling sessions and art and craft workshops.

Moreover, the museum offers the visitors a variety of dining options. The Moza Restaurant's Middle Eastern cuisine is highly recommended. It is located on the ground floor of the museum and is open daily from 10:00 a.m. to 5:00 p.m. Car parking is available free of charge. Additionally, there are cafes serving a range of beverages at special discounted prices for museum visitors.

Do not write in this space

Reading 1 (continued)

The public can visit The IAMM seven days a week. However, visitors are recommended to check the museum's website for updates on temporary exhibitions, entry tickets, and operating hours as these can change from time to time. Please note that the museum offers free passes to students of all age groups every Tuesday.

We look forward to welcoming you to the Islamic Arts Museum Malaysia. For any inquiries, please feel free to contact us at **info@iamm.org.my.**

Best Regards,

Ahmed Ali

The Marketing Coordinator, IAMM

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

21. Which company built the Islamic Arts Museum Malaysia (IAMM)?

_____

22. How many domes does the museum have?

_____

23. What helps create the museum's bright atmosphere?

_____

24. Why are the artifacts organised into four sections?

To _____

25. How old are the Persian bowls in the ceramics section?

_____

Do not write in this space

Do not write in this space

Do not write in this space

Reading 1 (continued)

26. Where do cultural performances take place in the museum?

_____

27. When can visitors attend free workshops at the museum?

_____

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

28. Story telling sessions are held in the museum's _____ .

29. The Moza Restaurant offers _____ cuisine.

30. The IAMM is open _____ days a week.

31. Students enter the museum for free on _____ .

32. Ahmed Ali works as the _____ at the IAMM.

Do not write in this space

Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Maha Ismail

1 Maha Ismail was born in 1987 in a small town near Taiz in Yemen. From an early age, she dreamed of becoming a teacher, a goal that her family fully supported. After completing her secondary education, she enrolled in Taiz University in 2005, where she majored in special education and graduated with a bachelor's degree in 2009. After teaching for three years in a local primary school in 2012, Maha noticed that children with disabilities such as learning difficulties, physical injuries and **severe** developmental disorders, were often ignored in classrooms.

2 In early 2014, Maha took the courageous step of launching a small learning initiative at home for children with disabilities in her neighbourhood. Using her savings, she bought simple materials such as puzzles, flashcards, and visual aids for a total of around $200. At first, she had just five children enrolled in her programme, but within six months, news spread about her work. By the end of 2014, Maha was teaching 12 students and they all showed significant progress in their reading, writing, and life skills. Each child had different needs. Some children had Down syndrome, a genetic disorder, while others had physical disabilities. Maha's personalised approach allowed her to address each child's strengths and weaknesses.

3 With growing demand for her social services, Maha knew she needed to expand. In 2015, she started reaching out to local charities and organisations for support. After several months of trying very hard, she secured a small grant of $10,000 in 2016 from a local organisation that supported women's community projects. With this funding, she rented a small building and officially opened The Taiz Centre for Special Education in April 2016.

4 The centre was modest with just three classrooms and a small office. However, it became the first educational facility in her region that specialised in children with disabilities. Maha hired three teachers, all of whom she trained in special education methods. Within the first year, enrollment grew to 35 students, from 5 to 14 years of age.

5 Running the centre in a developing country like Yemen presented numerous challenges such as frequent power outages, supply shortages, and even dangerous conditions. In early 2017, the centre had to shut down for a few months when the situation in the area worsened. Despite these **obstacles**, Maha refused to give up.

Do not write in this space

Do not write in this space

Do not write in this space

Reading 2 (continued)

6 When the centre reopened in mid-2017, she implemented new strategies to deal with the war's unpredictability. For example, she invested in solar panels to power the classrooms during frequent power outages and worked with local businesses to secure donations of school supplies. By 2018, enrollment had grown to 50 students, with a waiting list of 20 more children.

7 In 2020, Maha's work began attracting national attention. A Yemeni TV channel visited the centre to highlight its transformative impact on the lives of children with disabilities in Taiz. The story **sparked** a wider conversation about the rights of disabled children in Yemen, and more NGOs began reaching out to Maha.

8 Maha's pioneering efforts had transformed the lives of many children with disabilities by 2021. With the support of international donors, the centre's enrollment had doubled, and its staff had increased to meet the growing demand. Additionally, over 150 educators in the region received training, offering hope to families who had previously been concerned about the future of their special needs children.

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

33. Maha received a degree in _____ from Taiz University in 2009.

⬭ physical injuries ⬭ life skills ⬭ special education

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

⬭ curious ⬭ serious ⬭ previous

35. Maha established her project at home in _____.

⬭ 2014 ⬭ 2015 ⬭ 2016

36. Maha applied _____ methods for each child in her programme.

⬭ social ⬭ individual ⬭ visual

37. In 2016, she was sponsored by a local _____.

⬭ organisation ⬭ business ⬭ university

Do not write in this space

Do not write in this space

Reading 2 (continued)

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

- ☐ supplies
- ☐ strategies
- ☐ difficulties

39. The number of students at The Taiz Centre was _____ in 2018.

- ☐ 20
- ☐ 35
- ☐ 50

40. The word **sparked** in paragraph **7** means _____.

- ☐ caused
- ☐ changed
- ☐ stopped

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 **1**	_____	**A.**	The Taiz Centre is established
42. Paragraph **2**	_____	**B.**	Maha's educational background
43. Paragraph **3**	_____	**C.**	Facilities at the centre
44. Paragraph **5**	_____	**D.**	How Maha used her savings
45. Paragraph **7**	_____	**E.**	National recognition for the centre
		F.	The centre reopens
		G.	Problems faced by the centre
		H.	International funding for the centre

Do not write in this space

Do not write in this space

Writing 1 (15 marks)

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

"Nowadays, many people prefer to work in the government sector rather than start their own business."

*Explain your argument for **both sides** and give your **conclusion**. Your writing should be **clear and well-organised**.*

Do not write in this space

Writing 1 (continued)

Do not write in this space

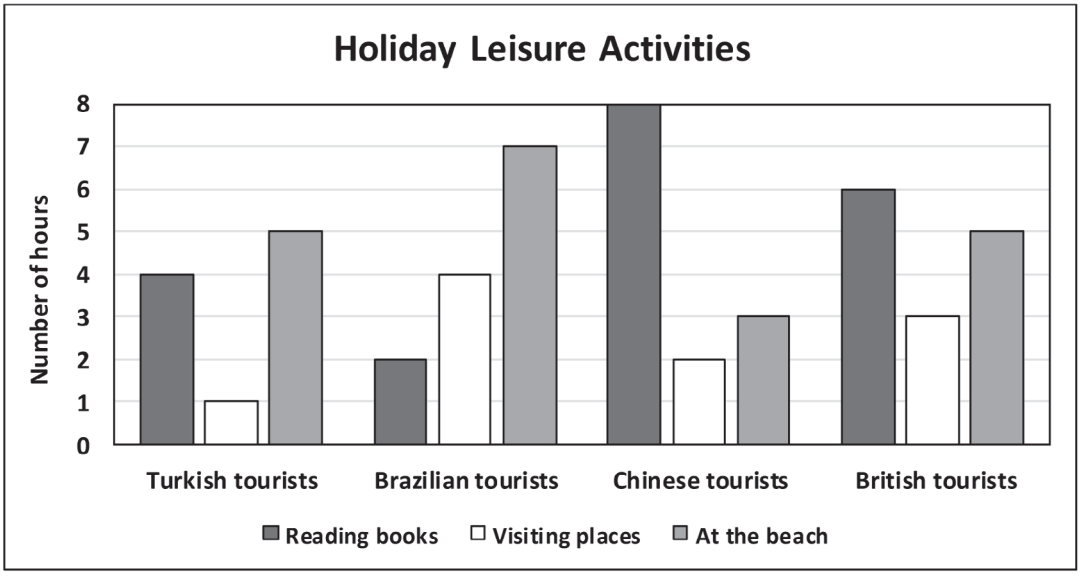
Do not write in this space

Do not write in this space

Writing 2 (10 marks)

The chart below shows the average number of hours that tourists spent each day doing leisure activities in Italy in July 2024. Summarise all the information in the chart below.

*Write **at least 150 words**. Your writing should be **clear** and **well-organised**.*



Do not write in this space

Writing 2 (continued)

[End of Examination]

Do not write in this space

Do not write in this space

Do not write in this space

مُسَوَّدَة

Do not write in this space

مُسَوَّدَة

Do not write in this space

Do not write in this space

****

LISTENING 1 (10 mks)

Task One (6 mks)

1.	○	emotional	○	mental	● social
2.	●	Canada	○	Poland	○ Ukraine
3.	○	1925	●	1961	○ 1963
4.	●	imitation	○	rewards	○ punishment
5.	○	curious	●	aggressive	○ cooperative
6.	●	30	○	32	○ 62

Task Two (4 mks)

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	●	○

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

LISTENING 2	
Task One (5 mks)	
Headings	**Key Information**
Purpose	**11.** food
Background	**12.** Swedish **13.** 3/three
Benefits	**14.** businesses **15.** fridge
*Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

LISTENING 2
Task Two (5 mks)
16. UK/ Britain **17.** The manager **18.** 1 million/ 1,000,000 **19.** (The) UN **20.** pollution

Notes: *One mark each.*

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. : No. :*

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

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

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

READING 1 (12 mks)	
Task One (7 mks)	**Task Two (5 mks)**
21. Albukhary Company	**28.** (children's) library
22. 5 / five	**29.** Middle Eastern
23. (12-metre) glass walls	**30.** 7/seven
24. enhance visitor experience	**31.** Tuesday(s)
25. 800-year-old	**32.** marketing coordinator
26. auditorium	
27. at weekends	
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be* ***clearly*** *and* ***convincingly*** *correct.*	

READING 2 (13 mks)

Task One (8 mks)

33.	○ physical injuries	○ life skills	● special education
34.	○ curious	● serious	○ previous
35.	● 2014	○ 2015	○ 2016
36.	○ social	● individual	○ visual
37.	● organisation	○ business	○ university
38.	○ supplies	○ strategies	● difficulties
39.	○ 20	○ 35	● 50
40.	● caused	○ changed	○ stopped

Task Two (5 mks)

41. B

42. D

43. A

44. G

45. E

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may well be different individual ways of approaching a task or, 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.*

WRITING 1 (15 mks)	
15	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
12	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
9	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
6	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
3	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*<u>No attempt at the task</u>:* <u>EITHER</u> Irrelevant (Completely unrelated to the topic) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

	WRITING 2 (10 mks)
10	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. – Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. – Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. – No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*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.

ARRIVING AT FINAL SCORES

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

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

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

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e., just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator must read the student's response and, after due consideration, decide on an appropriate mark.

*** CALCULATION OF AVERAGES:**

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

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