



امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الأول - الدور الأول

للعام الدراسي ١٤٤٧/١٤٤٦ هـ - ٢٠٢٤ / ٢٠٢٥ م

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

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة

● مسقط ○ أبوظبي

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

صحيح ● **غير صحيح** ⊖ ◉ ◔ ⊗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

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

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the task.

Literature 1: Read the extract and answer the question.

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

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

Writing (20 marks)

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

Write in the space provided on pages 2 - 4.

OPTION 1. In the early years of life, the most important relationships for children are with their parents and caregivers. However, at around the age of four years and up, children are developmentally able to form friendships.

Write an article for your local newspaper in which you outline the benefits of early childhood friendships. Give specific examples.

OPTION 2. World Art Day is an annual event on April 15th to honour the contributions of artists and to promote the importance of art in our lives.

You are in charge of organising events in your school for World Art Day 2025. Write an email to the Principal outlining what you have planned for the day and why you have chosen these activities.

Start your email: Dear Principal,

End your email: Yours faithfully,

Muneer Al Alawi/ Muneera Al Alawi

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Writing (continued)

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

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

*Read the following article about **Rachel Carson**. Then complete the task.*

Rachel Carson: The Woman Who Sparked the Environmental Movement

In the mid-20th century, a remarkable shift began to take place in the global understanding of the environment, and at the heart of this transformation was Rachel Carson, a scientist and writer. Born in Pennsylvania in 1907, she developed a deep love for the environment through exploring the outdoors as a child. She earned a bachelor's degree in biology from Pennsylvania College for Women in 1929, followed by a master's degree in zoology from Johns Hopkins University in 1932. Her education laid a solid foundation for her career as a writer and scientist. After completing her studies, she joined the U.S. Fish and Wildlife Service (FWS), where she worked as a senior aquatic biologist. This role exposed her to the new field of conservation and the detrimental impacts of human activity on wildlife.

In the 1940s, in addition to her government work, Carson began writing books. Her first three books described life in the ocean and were praised for Carson's thorough research and beautiful prose. The *Sea Around Us* won a National Book Award in 1952 and sold more than 200,000 copies. The *Edge of the Sea*, published in 1955, was also a bestseller. It is her fourth and final book that Carson is most remembered for. *Silent Spring*, published in 1962, described the effects and dangers of pesticide use, including the most widely used chemical DDT. Used to eliminate disease-carrying insects, DDT was credited with ending a typhus epidemic during World War II, and wiping out mosquitoes that carried malaria in the Southern United states. On farms, DDT appeared to kill crop-damaging pests without harming humans. Other, more powerful chemicals, such as Chlorine and Pesticide1 that had come into widespread use as well, raised crop yields and stopped outbreaks of diseases by killing off insects that carried them. In *Silent Spring*, Carson reported the negative effects of those powerful chemicals, such as incidents in which hundreds of birds and other wildlife died. Carson also highlighted how the indiscriminate use of these chemicals could indirectly lead to food shortages by disrupting ecosystems and impacting food production.

However, Carson's groundbreaking revelations were met with fierce opposition. The chemical industry, threatened by her findings, launched a campaign to discredit her. Critics labeled her a "hysterical woman," attempting to undermine her credibility and portray her concerns as unfounded. Despite the backlash directed at her, Carson's determination and commitment to her cause only strengthened her resolve.

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Reading 1 (continued)

Moreover, public support for her message rose, prompting widespread discussions about the consequences of pesticide use.

In a significant turning point, President John F. Kennedy took notice of Carson's work and ordered an investigation into her claims. The subsequent findings largely validated her warnings, further solidifying her position as a credible voice in environmental discussions. Carson's relentless advocacy ultimately bore fruit: in 1972, a decade after *Silent Spring* was published, the US government banned DDT for agricultural purposes, marking an important moment in environmental policy.

Carson's influence extended beyond the ban on DDT; she played a crucial role in the establishment of the Environmental Protection Agency (EPA) in 1970. This agency was tasked with safeguarding public health and the environment, reflecting the growing recognition of the interconnectedness of human and ecological well-being. Moreover, her work inspired the formation of the Occupational Safety and Health Administration (OSHA), which aimed to ensure safe working conditions in industries in which employees were exposed to hazardous chemicals.

Tragically, Rachel Carson did not live to witness the full impact of her contributions; she passed away from breast cancer on April 14, 1964, at the age of 56. Yet her legacy endures, not only in the policies that emerged from her advocacy but also in the cultural memory of her work. The Rachel Carson Homestead in Pennsylvania has been transformed into a museum, celebrating her life and achievements. Documentaries, such as *The Power of One Voice: A 50-Year Perspective on the Life of Rachel Carson*, have been produced to honor her contributions, ensuring that her message continues to inspire new generations of environmentalists to continue researching contemporary issues such as global climate change. Let us all follow in her footsteps and do our part to protect the environment.

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

1. Carson's first educational focus was _____.

- ○ Biology
- ○ Public health
- ○ Zoology

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Reading 1 (continued)

2. Carson's book _____ won a National Book Award in 1952.

- ☐ *The Edge of the Sea*
- ☐ *Silent Spring*
- ☐ *The Sea Around Us*

3. The main subject of *Silent Spring* is the _____.

- ☐ effects of diseases.
- ☐ dangers of pesticide use
- ☐ conservation of ocean ecosystems

4. The chemical _____ was used during World War II to eliminate insects.

- ☐ Chlorine
- ☐ DDT
- ☐ Pesticide 1

5. According to *Silent Spring*, the main issue with the chemicals was that they _____.

- ☐ protected crops
- ☐ damaged wildlife
- ☐ stopped disease outbreaks

6. The opposition to Carson's work came mainly from the _____.

- ☐ conservationists
- ☐ environmentalists
- ☐ chemical companies

7. The public's reaction to *Silent Spring* was _____.

- ☐ widespread support
- ☐ Critical of Carson's credibility
- ☐ fierce opposition

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Reading 1 (continued)

8. The chemical DDT was banned by the US government in _____.

- ▢ 1964
- ▢ 1970
- ▢ 1972

9. The major goal of the Environmental Protection Agency (EPA) is to _____.

- ▢ regulate industrial production
- ▢ safeguard public health
- ▢ promote economic growth

10. Carson's writings about working conditions inspired the establishment of the _____.

- ▢ US Fish and Wildlife Service (FWS)
- ▢ Environmental Protection Agency (EPA)
- ▢ Occupational Safety and Health Administration (OSHA)

11. Currently, Carson's home is _____.

- ▢ a museum dedicated to her life and work
- ▢ an educational institute
- ▢ a research facility for environmental science

12. The present issue that is still relevant to Carson's message is global _____.

- ▢ climate change
- ▢ food crisis
- ▢ understanding of oceanography

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Reading 2 (Items 13 – 25) (13 marks)

*Read the following article about **"Mars Exploration"**. Then complete the task..*

Mars Exploration

The thought of traveling to Mars is thrilling. Throughout history, humanity has pondered the fiery red planet as it crosses the night sky, imagining what it would be like for men and women to walk upon its surface and make groundbreaking discoveries about geology, the solar system's history, or even the possibility of extraterrestrial life on Mars. Many of us have stared up at the red-tinted light and speculated about living in such a distinctive environment.

Dozens of unmanned missions have been launched to better understand Mars and assess its potential for human habitation. In 1965, Mariner 4 became the first spacecraft to reach Mars, revealing an environment far less promising than humanity had imagined. Hopes of finding intelligent life were dashed when the investigation discovered that Mars is an infertile place with a thin atmosphere and temperatures often plunging to -80 degrees Fahrenheit. While Mariner 4 captured images of the Red Planet, subsequent missions like Mars 1 and Mars 2 touched down on its surface, and the Viking Lander 1, launched in 1976, was the first spacecraft to successfully land on a planet other than Earth. Since then, scientists have learned that while Mars is of significant scientific interest, the extreme costs of expeditions and the potential for contamination—where human arrival could pollute or harm the Martian environment—form a strong argument against sending human crews.

The financial implications of manned missions to Mars are shocking. While precise projections are difficult, estimates suggest huge costs. In 2012, NASA's Jet Propulsion Laboratory estimated that exploring Mars could cost up to $100 billion over 40 years. More recently, the Mars Institute, a NASA-funded research group, calculated that human exploration could reach as high as $1 trillion over the same period. These projections indicate that sending humans to Mars would be a substantial financial burden, likely resting on taxpayers and diverting funds from critical areas like healthcare, education, and defense.

In addition to the financial burden, space travel poses significant dangers. Aron Ridley, a professor of Atmospheric and Space Sciences at the University of Michigan, has emphasised that "establishing a colony on Mars is incredibly technically challenging." The unknowns in space and the risks involved in planetary exploration could be life threatening. For instance, any astronaut who lands on Mars would carry countless microbes, such as bacteria, fungi, and viruses. While these may be harmless to humans, we do not know how they would interact with the Martian ecosystem. The introduction

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Reading 2 (continued)

of just one infectious bacterium could destroy any existing life forms on the planet. The pursuit of discovering life beyond Earth is a major reason for space exploration, making it crucial to avoid damaging Martian ecosystems.

While the challenges of sending humans to Mars are worrying, recent research and technological innovations suggest that we are closer than ever to achieving this goal. Space agencies like NASA, along with private entities such as SpaceX, are actively developing the technologies necessary for manned missions. SpaceX's Starship designed for deep-space travel, aims to facilitate crewed missions to Mars within the next decade. This vision is echoed by NASA's Artemis programme, which aims to return humans to the Moon as a precursor to Martian exploration.

However, not everyone agrees that Mars exploration should be a priority. Critics argue that resources should be focused on addressing pressing issues on Earth. The trillions required for manned missions could instead fund renewable energy initiatives to combat climate change or efforts to clean up toxic waste. If we have not learned to manage our problems on Earth, there is no guarantee we would not repeat those mistakes on Mars.

Why did Christopher Columbus travel west? Why did Marco Polo head east? It is the human spirit of adventure and the allure of the unknown that compel us to seek new frontiers. Yet, sending people to Mars is not only costly but also technically risky, with high chances of injury or death. More time and research are necessary before starting on such a dangerous venture. While the desire to explore Mars is appealing, there is still much we can learn while our feet remain firmly on Earth.

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

13. What kinds of discoveries did people imagine making on Mars? (List one)

_____

14. What was one discovery made by Mariner 4 regarding Mars?

_____

15. When was the first successful landing of a spacecraft on Mars?

_____

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Reading 2 (continued)

16. What are the main challenges associated with sending people to Mars? (List one)

_____

17. How long would it take for the cost of human exploration to reach $1trillion?

_____

18. How will governments cover the expense of sending crews to Mars?

_____

19. What technology has been invented that might help allow manned missions?

_____

20. How does the author suggest money could be used instead of sending people to Mars? (List one)

_____

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

	Statements	True	False
21.	Unmanned missions have been launched to Mars for many years to better understand the planet.	○	○
22.	Mars 1 and Mars 2 were the first spacecrafts to reach Mars and provided images of its surface.	○	○
23.	According to Aron Ridley, establishing a settlement on Mars is considered technically easy.	○	○
24.	The introduction of Earth microbes to Mars could potentially harm existing Martian life forms.	○	○
25.	The possibility of finding extraterrestrial life on Mars is a key motivator for exploration.	○	○

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Literature 1 – Drama (10 marks)

*Read this extract from **'The Mousetrap'**, a play by the English author Agatha Christie. Then complete the task.*

This famous play is set in the 1950s in England during a winter snowstorm. The main action takes place in Monkswell Manor, a guesthouse newly opened by a young married couple, Mollie and Giles Ralston. As the extract opens, their first guest arrives to check in.

The door bell peals. There is a pause and then it peals several times impatiently. Giles hurries to open the front door.

Mrs. Boyle This *is* Monkswell Manor, I presume?

Giles Yes ...

Mrs. Boyle enters carrying a suitcase. She is a large, imposing woman in a very bad temper.

Mrs. Boyle I am Mrs. Boyle. *(She puts down the suitcase.)*

Giles I'm Giles Ralston. Come in to the fire, *Mrs. Boyle*, and get warm.
(*Mrs. Boyle moves to the fire.*)
Awful weather, isn't it?

Mrs. Boyle The taxi wouldn't risk coming up the driveway. It stopped at the gate. I had to share a taxi from the train station – and there was great difficulty in getting that. (*Accusingly*) Nothing ordered to meet me, it seems.

Giles I'm so sorry. We didn't know what train you would be coming by, you see, otherwise of course, we'd have seen that someone was – er – standing by.

Mrs. Boyle All trains should have been met. And the driveway might at least have been cleared of snow. Most offhand and casual, I must say.
(*She looks round her disapprovingly.*)
Mollie hurries in, a little breathless.

Mollie I'm so sorry I …

Mrs. Boyle Mrs. Ralston?

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Literature 1 – Drama (continued)

Mollie Yes, I … (*She crosses to Mrs. Boyle, half puts out her hand, then draws it back.*)

(*Mrs. Boyle surveys Mollie with displeasure.*)

Mrs. Boyle You're very young.

Mollie Young?

Mrs. Boyle To be running an establishment of this kind. You can't have had much experience.

Mollie (*backing away*) There has to be a beginning for everything, hasn't there?

Mrs. Boyle I see. Quite inexperienced. (*She looks round.*) An old house. I hope you haven't got dry rot. (*She sniffs suspiciously.*)

Mollie (*Indignantly*) Certainly not! The house is in perfect condition.

Mrs. Boyle H'm – it could do with a lick of paint.

GLOSSARY

peals: rings loudly.

imposing: grand and impressive in appearance.

offhand: awithout previous thought/consideration/preparation.

dry rot: a condition in which wood is destroyed by a type of fungus.

Indignantly: in an angry way because of something that is wrong or unfair.

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

Even though the scene is short, Agatha Christie was able to create an impression of three very distinct people – Mrs. Boyle, Giles and Mollie.

Outline what we learn about each of these characters in the extract. (Develop at least one point about each character and support your answer with evidence from the extract.)

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Literature 1 (continued)

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Literature 1 (continued)

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Literature 2 – Short Story (15 marks)

Read this extract from ***'Spider the Artist'****, a short story by the Nigerian-American writer Nnedi Okorafor. Then complete the* **two** *tasks.*

This science-fiction story centres around Eme, a woman in Nigeria, who encounters an Artificial Intelligence robot. The robot is used by an oil company to protect a pipeline running through the region from theft and damage. The extract opens with the narrator, Eme, discussing a guitar that she possesses.

My greatest, my only true possession was my father's guitar. It was made of fine polished Abura timber. Excellent craftsmanship. My father said that the timber used to create the guitar came from one of the last timber trees in the delta. If you held it to your nose, you could believe it. The guitar was decades old but still smelled like fresh cut wood, like it wanted to tell you its story because only it could.

I used to stare at my father's fast long-fingered hands when he played. Oh, the harmonies. He could weave anything with music - rainbows, sunrises, spider webs sparkling with morning dew. My older brothers weren't interested in learning how to play. But I was, so my father taught me everything he knew. And now it was my long fingers that graced the strings. I'd always been able to hear music and my fingers moved even faster than my father's. I was good. Really good.

Whenever I was feeling blue, I'd take my guitar, walk away from my village and sit right in front of the pipeline and watch the sun go down. On one such evening, it was warmer and more humid than normal. The mosquitoes didn't even bother me much. It was dark, there were small trees and bushes here and even our closest neighbor was not very close, so I was hidden.

I sighed and placed my hands on the guitar strings. I plucked out a tune my father used to play. I sighed and closed my eyes. I would always miss my father. The feel of the strings vibrating under my fingers was exquisite. I fell deep into the zone of my music, weaving it, then floating on a glorious sunset that lit the palm tree tops and …

Click!

I froze. My hands still on the strings, the vibration dying. I didn't dare move. I kept my eyes closed.

Click! This time the sound was closer. Click! Closer. Click! Closer.

My heart pounded and I felt nauseous with fear. My hands started to shake, but still I kept my eyes shut. I wanted to scream.

Very slowly, I opened my eyes. My heart skipped. The thing making the noise stood about three feet tall, which meant I was eye-to-eye with it. It looked like a giant shiny metal spider. It moved like one too. All smooth-shifting joints and legs. It crept closer and leaned in to inspect my guitar strings. As it did so, all I could hear was Click! Click! Click!

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Literature 2 (continued)

GLOSSARY

Abura: a tree from Central Africa.

delta: a wetland area that forms as river waters empty into a larger body of water.

harmonies: combinations of musical notes to produce a pleasing effect.

dew: small drops of water that form on the ground and other surfaces outside, especially during the night and early morning.

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

A. Writers often use movement in their stories to bring scenes to life. Outline how Nnedi Okorafor creates a sense of movement from "I froze" to the end of the extract.

(Develop at least three points.)

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

B. Prized possessions are more than just material objects; they hold significant value and are cherished by their owners. Outline what makes the guitar so special for Eme.

(Develop at least three points.)

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

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Literature 2 (continued)

A.

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Literature 2 (continued)

B.

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Literature 2 (continued)

[End of Examination]

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

WRITING (INTERACTIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:*
20	– Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)	
1. ● Biology ○ Public health ○ Zoology	7. ● widespread support ○ critical of Carson's credibility ○ fierce opposition
2. ○ *The Edge of the Sea* ○ *Silent Spring* ● *The Sea Around Us*	8. ○ 1964 ○ 1970 ● 1972
3. ○ effects of diseases ● dangers of pesticide use ○ conservation of ocean ecosystems	9. ○ regulate industrial production ● safeguard public health ○ promote economic growth
4. ○ Chlorine ● DDT ○ Pesticide 1	10. ○ US Fish and Wildlife Service (FWS) ○ Environmental Protection Agency (EPA) ● Occupational Safety and Health Administration (OSHA)
5. ○ protected crops ● damaged wildlife ○ stopped disease outbreaks	11. ● a museum dedicated to her life and work ○ an educational institute ○ a research facility for environmental science
6. ○ conservationists ○ environmentalists ● chemical companies	12. ● climate change ○ food crisis ○ understanding of oceanography
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)				
Task 1			**Task 2**	
				True **False**
13.	Geology/solar system history/ possibility of extraterrestrial life		**21.**	● ○
14.	infertile place/ thin atmosphere/ temperatures often plunging to -80 degrees/ low temperatures/ less promising		**22.**	○ ●
15.	1976		**23.**	○ ●
16.	funding/ safety/ huge costs / Life-threatening to humans /introduction of contamination to Mars		**24.**	● ○
17.	40 years		**25.**	● ○
18.	Taxes / taxpayers will cover the cost/ government funds diverted from healthcare, education and defense			
19.	Starship/ SpaceX's Starship/NASA's Artemis program			
20.	Renewable forms of energy / deal with negative consequences of climate change / cleaning up toxic waste /			
Note: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.			*Note: One mark each. Responses must be indicated clearly.*	

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

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

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

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

ARRIVING AT FINAL SCORES

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

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded. In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is ***small***, i.e. 1 out of 5, 2 out 10, or 4 out of 20, the Supervisor/Adjudicator is ***not*** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
2) Unacceptable differences: However, if the difference between the two scores is ***substantial*** — i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

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

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





امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الأول - الدور الثاني

للعام الدراسي ١٤٤٦ / ١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

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

تعليمات مهمة:

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

س – عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة

● مسقط ○ أبوظبي

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

صحيح ● **غير صحيح** ▭ ◉ ◒ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

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

Reading 1: Read the text and complete the task.

Reading 2: Read the text and complete the tasks.

Literature 1: Read the extract and answer the question.

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

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

Writing (20 marks)

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

OPTION 1. With computer technology advancing more rapidly than ever, an individual's personal information such as location, shopping habits, medical history etc. can be gathered online by third parties. As a result, privacy in the digital age is an increasingly pressing issue.

Write an article for your local newspaper in which you outline why online data privacy is important. Give specific examples.

OPTION 2. Earth Day is an annual event on April 22nd to demonstrate support for environmental protection. Through various events and initiatives, it aims to raise awareness of the need to preserve Earth's natural resources for future generations.

You are in charge of organising events in your school for Earth Day 2025. Write an email to the principal outlining what you have planned for the day and why you have chosen these activities.

Start your email: Dear Principal

End your email: Yours faithfully,

Muneer Al Alawi/Muneera Al Alawi

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Writing (continued)

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

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Writing (continued)

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Writing (continued)

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Reading 1 (items 1–12) (12 marks)

Read the following article about Banksy. Then complete the task.

Banksy: The Secret Street Artist

In the early 1990s, in the English city of Bristol, groups of young people would paint graffiti on the walls of buildings around the city. Usually, people dislike graffiti because this kind of painting is illegal, and cities spend a lot of money cleaning and painting over it. However, some paintings became popular because they were skilfully painted with strong images and interesting messages. Such paintings became known as street art, and the young people who created these pictures were called street artists. They almost all used fake names, because they did not want the police to know their real names. One of these street artists called himself Banksy. Born in the 1970s, Banksy grew up during a time when graffiti was evolving into a significant form of artistic expression.

Banksy began his journey as an artist in the vibrant Bristol graffiti scene, which was known for its creativity and rebellious spirit. Initially, Banksy used traditional spray painting, but he later adopted stenciling, a technique that allowed him to create complex designs quickly. A stencil is a piece of thick paper or cardboard with pictures and shapes cut out of it; when you paint over a stencil, it leaves a painting on the wall behind it. This method was particularly useful for making bold statements in public spaces while avoiding capture by law enforcement. Over time, stenciling became a symbol of his unique style, distinguishing him from other street artists.

Despite his pictures becoming famous and well-loved in Bristol, it was not until Banksy moved to London in 1999 that his art become more widely known. As Banksy's pictures began to appear on walls around the city, the artistic community noticed them. His street art grew in popularity and fame, and many people started to copy his style. Even big companies in New York started using street art and imitating Banksy's style in their advertising. This was ironic, as Banksy was not interested in helping or selling his works to big companies. He felt everybody, not only the rich, should enjoy art. This is why he continue to paint his pictures in public places. He does sell some of his pictures; however, he makes prints of his work available online at affordable prices so ordinary people can enjoy them.

Banksy's artwork often addresses serious social and political issues, tackling themes such as peace, war, poverty, and environmental concerns. One of his most iconic pieces, "Girl with a Balloon," shows a young girl reaching out toward a red heart-shaped balloon. This image symbolises innocence and hope, prompting viewers to reflect on their own dreams and the fragility of human emotions.

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Reading 1 (continued)

Another notable work, "Flower Thrower," illustrates a protester throwing a bouquet of flowers instead of a violent weapon. This powerful image highlights Banksy's belief in the power of love and peace over violence. By using flowers, a universal symbol of beauty and love, Banksy challenges viewers to think about alternative responses to conflict. His art encourages the importance of empathy in addressing social problems.

The public response to Banksy's work is a testament to its impact. His pieces often provoke strong reactions, ranging from admiration to controversy. While some critics argue that his messages are too simplistic, many others appreciate his ability to communicate complex ideas through visual art. Regardless of differing opinions, it is clear that Banksy has ignited important discussions about the role of art in society and its potential for inspiring change.

In addition to his street art, Banksy has ventured into installation art and film. His 2010 documentary, "Exit Through the Gift Shop," offers a unique perspective on the world of street art, blurring the lines between artist and subject. The film received critical acclaim and provided insight into the complexities of artistic expression in contemporary culture, further establishing Banksy's significance in the art world.

Today, you can see Banksy's pictures on posters and t-shirts. People love his style, social messages and humour. Despite his fame, the identity of Banksy remains a mystery, adding an intriguing layer to his art that continues to fascinate both fans and critics.

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

1. Banksy first started creating street art in _____.

- ⬭ Bristol
- ⬭ London
- ⬭ New York

2. Banksy's art is different from other street arts because he _____.

- ⬭ used only traditional graffiti techniques
- ⬭ incorporated stenciling into his artwork
- ⬭ painted exclusively on canvases rather than walls

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Reading 1 (continued)

3. Banksy's art gained widespread recognition through his _____.

- ☐ exhibitions in art galleries
- ☐ collaboration with well-known artists
- ☐ popularity of his street art in London

4. Banksy decided to sell prints of his work online because he _____.

- ☐ wants to make art available to everyone
- ☐ is only interested in making money
- ☐ is not concerned with art in public spaces

5. The central theme in many of Banksy's artworks is _____.

- ☐ nature and wildlife
- ☐ social and political issues
- ☐ portraits of famous people

6. The image of the "Girl with a Balloon" symbolises the _____.

- ☐ commercialization of childhood innocence
- ☐ fleeting nature of hope of human emotions
- ☐ desire for power and wealth

7. The message that the artwork "Flower Thrower" conveys is the _____.

- ☐ power of peace over violence
- ☐ importance of flowers in art
- ☐ destruction caused by war

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Reading 1 (continued)

8. The public reactions that Banksy's art typically cause are _____.

- ▢ controversy only
- ▢ admiration only
- ▢ mixed reactions, including admiration and controversy

9. Banksy explored the film industry in _____.

- ▢ 1970
- ▢ 1999
- ▢ 2010

10. Banksy's documentary *Exit Through the Gift Shop* explores the _____.

- ▢ history of graffiti art in Bristol
- ▢ dynamics within the world of street art
- ▢ relationship between artists and their audience

11. Many people find Banksy's art so attractive because _____.

- ▢ it follows traditional art styles
- ▢ of its social messages and humor
- ▢ of its focus on abstract forms

12. Banksy's identity is considered an exciting aspect of his art because it _____.

- ▢ helps to create a sense of mystery around his work
- ▢ makes him a more marketable artist
- ▢ reduces the public's interest in his art

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Reading 2 (items 13 – 25) (13 marks)

Read the following article about The Dark Side of Fast Fashion.Then complete the task.

The Dark Side of Fast Fashion

How many items of clothing did you buy in the last year? How much do you think you spent? Well, if you're anything like the average American, you bought almost 70 items of clothing on which you spent about 3% of your annual income. This may sound like a lot, but forty years ago, the average American bought 12 items on which they spent 7% of their income. These days we buy clothes in much greater quantities at much lower cost. This is fast fashion where the latest trends are always available and generally affordable. However, fast fashion comes at a heavy cost.

In the past, companies released new clothes every six months. The ranges were prepared over several months. They were cut and tailored to fit well and quality materials were used. However, in the 21st century that has all changed. Production cycles are much shorter. For most high street stores, design to production only takes about fifteen days; some online fashion retailers can produce new designs in three days by shipping clothes directly from the factories to the consumers. This means we can buy the latest styles at lower prices, but this trend is having huge negative effects on consumers, workers and the environment.

For consumers, the greatest downside of fast fashion is lower quality clothes. Fast fashion designs have to be quick and simple to sew, and they have to fit as many people as possible. Companies now use a lot more cheap synthetic fabrics. For example, in the past, jeans were often 100% cotton, while now cheap plastics are added that make the jeans cheaper to produce. While they look good and fit well the first few times you wear them, after a few washes the fabrics weaken; the jeans end up looking baggy, and they often tear more easily.

Because fast fashion requires clothing to be produced at very low cost, manufacturing is outsourced to countries where clothing can be produced cheaply. This is usually achieved by paying the workers less and cutting costs at the factories. Workers often get very low wages and work very long hours to make a living. This often happens in unsafe environments. The retailers who sell the clothes rarely visit the factories but there are independent reports of widespread issues in these factories regarding worker safety. This was tragically illustrated in 2013 in Bangladesh where the Rana Plaza building collapsed. Even though the building was unsafe it contained five clothing factories. After it suddenly collapsed, rescue crews saved 2,500 injured people but there were over one thousand deaths.

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Reading 2 (continued)

Another issue is that fast fashion causes environmental damage when it is being made, and when we throw it away. The fashion and clothing industry is one of the biggest producers of carbon dioxide, causing 10% of global CO2 emissions, and its factories are the second largest consumer of clean water. In addition, the billions of items that are now produced every year are very hard to recycle because of the increase in the use of synthetic fibres. For instance, in the UK, clothing is the fastest growing category of rubbish, and Britons dispose of 300,000 items of clothing every year with only a quarter of this waste being recycled. A lot of textile waste is sent to Eastern Europe, and there are reports of poor people in Bulgaria purchasing textile waste to burn as a cheap fuel. This contributes to local and global air pollution.

As customers, we can play a big role in changing how the fashion industry works. We must do some research to find out which shops and brands are the worst offenders, and we need to find out which companies have better standards. You should also read the labels to know which materials are used. Natural materials like linen or bamboo are easier to recycle than synthetics, causing fewer issues if they are buried in landfills or incinerated. You can also support campaign groups like the Clean Clothes campaign which raises awareness of labour issues in the fashion industry and pushes for changes in company policies. But most of all, we should be happy to buy fewer clothes and pay more for higher ethical and environmental standards. If we did, we would again have clothes that fit well, last longer, and respect the planet and its people.

So, next time you decide to go shopping for some cheap clothes, stop and think about the impacts of fast fashion.

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

13. What is the average number of clothing items an American buy in a year?

_____

14. How long does it take for fast fashion to go from design to store?

_____

15. Why are fast fashion clothes often of lower quality? (List one)

_____

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Reading 2 (continued)

16. Where is clothing production often outsourced to?

_____

17. How does fast fashion negatively impact workers in the industry? (List one)

_____

18. What role does clothing production play in global carbon emissions?

_____

19. According to the text, where is most of the textile waste sent?

_____

20. How can consumers help reduce the negative impact of fast fashion? (List one)

_____

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

Statements	True	False
21. Fast fashion is known for producing durable clothing that can last for many years.	🖵	🖵
22. The Rana Plaza collapse in 2013 drew attention to the importance of workers' safety in factories.	🖵	🖵
23. According to the text, in the UK, 15% of textile waste is not recycled.	🖵	🖵
24. Some Bulgarians buy old clothes and fabric to use as fuel.	🖵	🖵
25. The use of natural fibers like linen and bamboo in fast fashion has increased in recent years.	🖵	🖵

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Literature 1 – Drama (10 marks)

*Read this extract from **'Hobson's Choice'**, a play by the dramatist Harold Brighouse. Then complete the task.*

This famous play is set in the city of Manchester, England, in 1880. The drama centres around a shopkeeper, Mr. Henry Hobson, who has a business making and selling footwear. Mr. Hobson deals with the customers while his shoemaker, Willie, works in the basement directly under the store. The extract opens as one of his best customers, the wealthy Mrs. Hepworth, enters his shop carrying a pair of new boots.

Mrs. Hepworth *Morning, Hobson. I've come about those* boots you sold me.

Mr. Hobson Yes, Mrs. Hepworth. They look very nice.

Mrs. Hepworth Who made these boots?

Mr. Hobson We did. Our own make.

Mrs. Hepworth Will you answer a plain question? *Who* made these boots?

Mr. Hobson They were made on the premises. I am responsible for all work turned out here.

Mrs. Hepworth I never said you weren't. But *Who* made them?

Mr. Hobson Willie made those. But if there is anything wrong I assure you I'm capable of making the man suffer for it. I'll -

Mrs. Hepworth Tell Willie that I want him.
(*Hobson calls Willie and he comes up through a trapdoor on the floor. He is a lanky fellow about thirty, in dingy clothes.*)
You made these boots?

Willie (*peering at them.*) Yes, I made them last week.

Mrs. Hepworth Take that.
(*Willie, bending down, rather expects "that" to be a blow. Then he raises his head and finds she is holding out a visiting card.*)
See what's on it?

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Do not write in this space

Literature 1 – Drama

Willie Writing?

Mrs. Hepworth Read it.

Willie I'm trying. (*His lips move as he tries to spell it out.*)

Mrs. Hepworth Bless the man. Can't you read?

Willie Only a bit.

Mrs. Hepworth Willie, I've tried every shop in Manchester, and these are the best-made pair of boots I've ever had. Now, you'll make all my boots in future. You hear that, Hobson?

Mr. Hobson Yes, madam, of course he shall.

Mrs. Hepworth You'll keep that card, Willie, and you won't dare leave here to go to work at another shop without letting me know where you are.

Mr. Hobson Oh, he won't make a change.

Mrs. Hepworth How do you know? The man's a treasure, and I expect you underpay him.

Mr. Hobson That'll do, Willie. You can go.

Willie Yes, sir. (*He dives down through the trapdoor.*)

Mrs. Hepworth He's like a rabbit.

GLOSSARY

trapdoor: small door on the floor which covers the steps to the basement workshop.
lanky: tall and thin, and tending to move awkwardly as a result.
dingy: dark, dirty, unclean.
a blow: a slap or smack usually given with an open hand.
visiting card: a card bearing a person's name and address.

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

Even though the scene is short, Harold Brighouse was able to create an impression of three very distinct people – Mrs. Hepworth, Mr. Hobson and Willie. Outline what we learn about each of these characters in the extract.

(Develop at least one point about each character and support your answer with evidence from the extract.

Literature 1 (10 marks)

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Literature 1 (continued)

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Literature 2 – Short Story (15 marks)

*Read this extract from **'The Birds'**, a short story by the English writer Daphne du Maurier. Then complete the **two** tasks.*

This famous horror story is set in England during the 1950s. The chilling tale revolves around a farmworker, Nat Hocken, and his family who come under vicious attack from a flock of birds. The extract opens with Nat in his bed one cold December night.

Nat woke and heard the east wind, cold and dry. The air in the bedroom had turned chill. He drew the blanket round him and stayed wakeful, watchful.

Then he heard the tapping on the window. He listened, and the tapping continued until, irritated by the sound, Nat got out of bed and went to the window. He opened it, and as he did so something brushed his hand, jabbing at his knuckles, grazing the skin. Then he saw the flutter of the wings and it was gone over the roof. It was a bird; what kind of bird he could not tell.

He shut the window and went back to bed but, feeling his knuckles wet, put his mouth to the scratch. The bird had drawn blood. Frightened, he supposed, and bewildered, the bird, seeking shelter, had stabbed him in the darkness.

Presently the tapping came again, this time more forceful, more insistent. He went to the window for the second time, and now when he opened it, there was not one bird but half a dozen; they flew straight into his face, attacking him. He shouted, striking out at them with his arms, scattering them; like the first one, they flew over the roof and disappeared. Quickly he closed the window.

Suddenly a frightened cry came from the room across the passage where the children slept. Nat ran towards the room. Stumbling into the room, he felt the beating of wings about him in the darkness. The window was wide open. Through it came the birds, hitting first the ceiling and the walls, then swerving in midflight, turning to the children in their beds.

"It's all right, I'm here," shouted Nat, and the children flung themselves, screaming, upon him, while in the darkness the birds rose and dived and came for him again. Swiftly, he pushed the children into the hallway so that he was alone now in their bedroom with the birds.

He seized a blanket from the nearest bed and, using it as a weapon, flung it to right and left about him in the air. He felt the thud of bodies, heard the fluttering of wings, but they were not yet defeated, for again they returned to the assault, jabbing his hands, his head, the little stabbing beaks sharp as pointed forks. The blanket became a weapon of defense; he wound it about his head, and then in greater darkness beat at the birds with his bare hands.

GLOSSARY

thud: dull, heavy sound.

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

A. As the extract progresses, it becomes increasingly obvious that the birds are an enemy that Nat must go to war against. Outline how the writer creates an impression of a violent battle in the last paragraph. (Develop at least three points.)

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

B. A gradual build up of sound effects can increase a sense of anticipation and tension in a story. Outline how Daphne du Maurier uses sound in the extract to highlight the increasing sense of fear that is felt in the household. (Develop at least three points.)

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

Literature 2

A.

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Literature 2 (continued)

A.

Do not write in this space

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Literature 2 (continued)

B.

Do not write in this space

Literature 2 (continued)

[End of Examination]

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****

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

WRITING (INTERACTIVE) (20 mks)	
	Individual markers should only award the marks mentioned in the Rating Scales:
20	– Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)					
1.	●	Bristol	**7.**	●	power of peace over violence
	○	London		○	importance of flowers in art
	○	New York		○	destruction caused by war
2.	○	used only traditional graffiti techniques	**8.**	○	controversy only
	●	incorporated stenciling into his artwork		○	admiration only
	○	painted exclusively on canvases rather than walls		●	mixed reactions, including admiration and controversy
3.	○	exhibitions in art galleries	**9.**	○	1970
	○	collaboration with well-known artists		○	1999
	●	popularity of his street art in London		●	2010
4.	●	wants to make art available to everyone	**10.**	○	history of graffiti art in Bristol
	○	is only interested in making money		●	dynamics within the world of street art
	○	is not concerned with art in public spaces		○	relationship between artists and their audience
5.	○	nature and wildlife	**11.**	○	it follows traditional art styles
	●	social and political issues		●	of its social messages and humor
	○	portraits of famous people		○	of its focus on abstract forms
6.	○	commercialization of childhood innocence	**12.**	●	helps to create a sense of mystery around his work
	●	fleeting nature of hope of human emotions		○	makes him a more marketable artist
	○	desire for power and wealth		○	reduces the public's interest in his art

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

READING 2 (13 marks)

Task 1		**Task 2**		
			True	**False**
13.	70/seventy	**21.**	○	●
14.	15 days/fifteen	**22.**	●	○
15.	simple to sew/ fit as many people as possible/ more synthetic fabrics	**23.**	○	●
16.	countries where clothing can be produced cheaper/ poor countries	**24.**	●	○
17.	Low wages/ long hours/ safety/low pay/unsafe conditions	**25.**	○	●
18.	10% of all CO2/ a significant amount-10% of global emissions			
19.	Eastern Europe			
20.	research stores and brands/ read labels/support campaign groups/ buy fewer clothes/ buy natural fabrics			
Note: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. Longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.		*Note: One mark each. Responses must be indicated clearly.*		

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

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

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

ARRIVING AT FINAL SCORES

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

WRITING (GENERAL) and WRITING (LITERATURE): In these sections, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided. As a result, differences may sometimes occur between the two scores awarded.
In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is ***small***, i.e. 1 out of 5, 2 out 10, or 4 out of 20, the Supervisor/Adjudicator is ***not*** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
2) Unacceptable differences: However, if the difference between the two scores is ***substantial —*** i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

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

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