سلطنة عمان
وزارة التربية والتعليم

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

امتحان دبلوم التعليم العام
لكلية الحرس السلطاني العماني التقنية (ثنائية اللغة)
الفصل الدراسي الأول - الدور الأول - للعام الدراسي ١٤٤٧/١٤٤٦ هـ - ٢٠٢٤ / ٢٠٢٥ م -

تنبيه:
- المادة: English Language
- الأسئلة في (١٤) 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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Listening 1 (Items 1 – 10) (10 marks)

*You're going to hear an interview between **a radio presenter**, **Anita Ranni**, and **Pen Hadow**. Listen, and for each item shade in the bubble (○) next to the correct option.*

1. Hadow was awarded the _____ Medal in 2023.

- ○ Shackleton
- ○ Polar Regions
- ○ Environments

2. Hadow's inspiration to explore polar regions is derived from _____.

- ○ famous polar explorers
- ○ popular conservationists
- ○ modern adventurers

3. Hadow succeeded in crossing the Arctic in _____.

- ○ 1994
- ○ 1998
- ○ 2003

4. The most difficult thing that Hadow faced during his expeditions was _____.

- ○ wild animals
- ○ cold weather
- ○ loneliness

5. From his solo expeditions, Hadow learned about _____.

- ○ the importance of collective action
- ○ how to protect polar bears
- ○ perseverance and self-reliance

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Listening 1 (continued)

6. According to Hadow, the biggest danger to polar regions is _____.

- ▢ melting sea ice
- ▢ losing wildlife
- ▢ threatening human activities

7. Hadow established the _____ Foundation.

- ▢ North Pole
- ▢ 90 North
- ▢ Arctic Conservation

8. The main goal of the Marine Protected Area is to _____ in the Arctic Ocean.

- ▢ promote shipping
- ▢ study climate change
- ▢ safeguard biodiversity

9. Hadow is optimistic about the future of polar regions because of _____.

- ▢ growing environmental awareness
- ▢ sharing experiences with audiences
- ▢ the increasing number of explorers

10. After his North Pole expeditions, Hadow started _____.

- ▢ writing books
- ▢ new expeditions
- ▢ a conservation foundation

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

*You will hear a talk about **The Seattle Aquarium**. Listen, and complete the table below.*

Seattle Aquarium origins	It opened in (11) _____. It was built at a cost of (12) _____ million dollars. It has (13) _____ major exhibits in its original buildings.
Popular exhibits	In the (14) _____ Dome visitors walk and see fish swimming above them. The Touch Zone is an (15) _____ exhibit designed for all ages. The Pacific Coral Reef exhibits a variety of tropical (16) _____ .
Educational and family events	Families can enjoy (17) _____ activities in the Family Ocean Adventure. The aquarium hosts many (18) _____ sessions about marine life and ocean animals.
Conservation programmes	The aquarium's breeding programs are for (19) _____ species.
Future plans	An expanded outdoor space will include a marine science (20) _____.

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Reading 1 (Items 21 – 30) (10 marks)

Read the following email from an event organiser. Then complete the task..

Dear Mr. Jack Oliver,

We are excited to invite you to the yearly World Stone Skimming Event, which takes place on the beautiful Easdale Island in Scotland in September 2025. The event has gained huge popularity, attracting over 350 participants from around the world. They are mostly from the US and Japan and eager to compete and witness the thrilling spectacle. It is open to all, regardless of age or skill level, making it a truly inclusive celebration of a centuries-old tradition.

Albert Baker initiated the event in 1983, but unfortunately, it faced a temporary interruption. However, in 1997, Eilean Eisdeal successfully restarted the event with the primary objective of fundraising. The island's peaceful atmosphere, combined with the exhilarating thrill of the competition, creates a truly unforgettable experience. The peaceful surroundings and the excitement of the games make it a unique and memorable event.

The rules of stone skimming are simple yet challenging. Each competitor has three attempts to skim a specially chosen Easdale slate stone across the water. A successful skim must bounce at least three times and stay within the selected area. The distance covered before the stone sinks determines the winner.

The competition is divided into five categories for men, women, junior boys and girls, and under 10s. There's also an Old Tosser category for experienced competitors over the age of 50. The official rules dictate that stones must be no more than 3 inches in diameter. They must also be formed naturally of Easdale slate.

One of the highlights of the event is the Three Stone Toss-Off, a deciding game for competitors. Participants have three chances to throw their stones as far as possible. The cumulative distance of their three throws determines the winner.

The prizes awarded at the championships include the prestigious World Stone Skimming Cup which is presented to the overall winner, and a Silver Tray for both the Men's and Women's Champion. There is also The Puffer Trophy for the winning team from the group category. Slate medals go to the best junior skim. For the Easdale islander who skims the furthest, an award called the Bertie, named after the event's founder, is presented. As for the winner of the Old Tosser category, the winner receives the Old Tosser Walking Stick.

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Reading 1 (continued)

Remarkable past master champions include Peter Szep and Simon Power. Peter Szep, a seasoned competitor from Hungary, won the championship in 2018 and 2019, showcasing his exceptional skimming skills. Simon Power, an Irish competitor, has also made a significant impact on the sport, winning the first place in 2024 by skimming a distance of 155 metres.

Beyond the competition, visitors can also enjoy exploring the Scottish Highlands or the English Lake District. These regions offer breathtaking landscapes, charming villages, and plenty of opportunities for outdoor activities, including fishing and camping.

For further information regarding the event registration, please contact the agency by phone at +44 34567892 or email at contact@stoneskimming.com. The event schedule can be found on our website at www.stoneskimming.com.

We look forward to welcoming you to Easdale!

Best regards,

Kyle Mathews (Event organiser)

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

21. The World Stone Skimming Event will take place in _____ this year.

○ the US ○ Scotland ○ Japan

22. The World Stone Skimming Event is open to _____.

○ adults over 50 ○ young adults ○ all ages

23. The World Stone Skimming Event was established by _____.

○ Albert Baker ○ Eilean Eisdeal ○ Simon Power

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Reading 1 (continued)

24. The category for skimmers over 50 years old is called The Old _____.

- ☐ Tosser
- ☐ Puffer
- ☐ Master

25. The stone used in the competition cannot be larger than _____ inches.

- ☐ three
- ☐ four
- ☐ five

26. In the Three Stone Toss-Off, the winner is determined by the _____.

- ☐ number of bounces
- ☐ distance travelled
- ☐ both number of bounces and distance travelled

27. The prize awarded to the overall winner is the _____.

- ☐ World Stone Skimming Cup
- ☐ Bertie
- ☐ Walking Stick

28. The slate medal is awarded to _____ winners.

- ☐ Men
- ☐ Juniors
- ☐ Women

29. Simon Power won the stone skimming championships in _____.

- ☐ 2018
- ☐ 2019
- ☐ 2024

30. Mr. Jack can find more information about the event schedule by _____.

- ☐ writing an email
- ☐ calling the agency
- ☐ visiting the website

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Reading 2 (Items 31 – 40) (10 marks)

*Read the following article about **hydrogen- powered flights**. Then complete the task.*

Hydrogen- Powered Flights: Flying green and clean

Aviation accounts for 2.5% of global carbon emissions. Therefore, the transition to sustainable aviation is taking place on a global scale, and hydrogen-powered aircraft—airplanes that use hydrogen fuel as a power source—could provide significant benefits to the industry. On April 15, 1988, the Tu-155 flew as the first hydrogen-powered experimental aircraft developed by the Soviet Union.

Hydrogen is an invisible gas that liquefies at about -250 degrees Celsius. It is a true zero-carbon fuel, as it is made from water and its only emission is water. Hydrogen has a specific energy per unit mass that is three times higher than traditional jet fuel, making it a much more effective decarbonized energy source than batteries.

There are two main ways to use hydrogen in aviation: as a direct fuel or in fuel cells. In direct fuel combustion, hydrogen is burned in a modified engine, similar to how jet fuel is used today. In fuel cells, hydrogen reacts with oxygen to produce electricity, which can power electric motors. Both methods have the potential to significantly reduce emissions from aircraft.

Airbus, the largest aeronautics company in Europe is very interested in this technology. Airbus's ambition is to market the world's first hydrogen-powered commercial aircraft by 2035. To achieve this, it started the ZEROe project, which was announced in France in August 2020 and aimed to explore a variety of configurations and technologies, as well as prepare the ecosystem that will produce and supply hydrogen. In September 2020, Airbus revealed four different hydrogen-powered aircraft concepts: three used hydrogen combustion and hybrid engines for power, while the fourth was fully electric, using hydrogen fuel cells and a propeller propulsion system. In December 2023, Airbus manufactured the iron pod (hydrogen-propulsion system), which was powered at 1.2 megawatts with hydrogen fuel cells for the first time. Testing will continue with this version of the iron pod throughout 2024.

The aviation sector is working to mature the technology while tackling some major challenges. One challenge is how to store hydrogen on board the aircraft, as hydrogen takes up a lot more space than conventional jet fuel. Additionally, since liquid hydrogen needs to be stored at extremely low temperatures, this would require specialized and heavy storage systems, which would reduce the aircraft's payload and range.

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Reading 2 (continued)

Other challenges include the availability and cost of liquid hydrogen at airports, as current price studies conducted by Airbus and its partners show a large range of hydrogen prices depending on location and the availability of hydrogen production centers. The aviation industry will also need to achieve the same or better safety targets than those that have been achieved with existing commercial aircraft.

Airbus has launched the "Hydrogen Hub at Airports" programme to promote the further expansion of hydrogen infrastructure in aviation. To date, 18 Hydrogen Hubs at Airports have been established while new partners are being recruited on a regular basis—in July 2024 alone, two Hydrogen Hubs were launched, one in Spain and another at Gatwick Airport in the UK.

As the world continues to struggle with climate change, the aviation industry must adapt to survive. Hydrogen-powered flights could be a significant part of this transformation. While challenges remain, ongoing research and development are bringing us closer to a future where flying is both green and clean.

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

31. What percentage of global carbon emissions is attributed to aviation?

_____

32. Which aircraft first flew using hydrogen fuel?

_____

33. Why is hydrogen considered a preferred fuel option for sustainable aviation? (List One)

_____

34. What are the main ways to use hydrogen in aircraft? (List One)

_____

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Reading 2 (continued)

35. What does Airbus aim to achieve by 2035?

36. Where did Airbus launch its ZEROe project in 2020?

37. When did Airbus manufacture the iron pod?

38. What two factors contribute to the complexity of storing hydrogen on aircraft? (List One)

39. What challenges may face the aviation industry at airports? (List one)

40. How did Airbus start to improve hydrogen infrastructure in aviation?

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Reading / Writing (Items 41 – 50) (10 marks)

Read the following description of a manufacturing process.Then complete the task.

HOW TEA BAGS ARE MADE

The tea bag was invented in 1908, and the process of making these bags has not changed much since then. After the tea leaves have been brought from the plantations, they are first 'withered' by exposing them to repeated blasts of hot air for 9 or 10 hours. This oxidizes the leaves and turns them to a copper-brown colour. They are then crushed and twisted on rotating tables, so that they are coated with their own juices and left with a characteristic black colour. After being dried, the leaves are brought to a mill room, where they are cut with a very sharp blade into varying degrees of fineness. The cut leaves are further refined by sifting them through mechanical sieves with meshes of varying grades. All of this produces very tiny pieces, which is important because these require far less time to brew when you actually make a cup of tea.

The leaves are then blended to achieve a uniform taste and texture. Most teas are a combination of between 20 and 40 types of tea leaves. The blending process may also include the addition of natural flavourings such as cinnamon, orange peel and peppermint. The leaves are then transferred to a machine where the tea bag paper is ready to wrap itself around them. Exactly three grams of tea is deposited into each bag . This filter paper is made primarily of abaca taken from banana plants grown in the Philippines. Finally, the bags are cut into precise squares, and a string and tag are attached.

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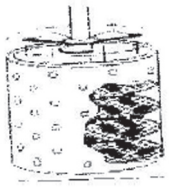
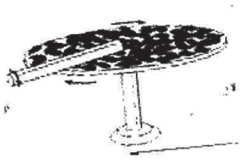
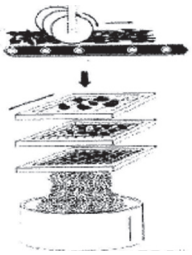
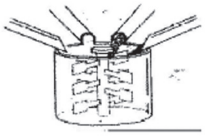
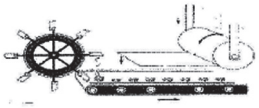
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Reading / Writing (continued)

Task: *Use the information in the text to complete the flow below.*

HOW TEA BAGS ARE MADE

WITHERING		Purpose: To: **(41)** _____ **the tea leaves** Using: **Blasts of hot air** Duration: **(42)** _____ Resulting Colour: **Copper-brown**
CRUSHING & DRYING		Purpose: To: **release juices in the tea** Equipment: **(43)** _____ Resulting Colour: **(44)** _____
MILLING & SIFTING		Purpose: To: **cut the leaves into very small pieces** Why is this helpful? **(45)** _____
BLENDING		Number of tea-types: **(46)** _____ Flavours: **(47)** _____, **peppermint**, **(48)** _____.
MEASURING		Quantity of tea per bag: **(49)** _____
PACKING		Filter paper made of: **Abaca** Country of Origin: **(50)** _____

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WRITING (20 marks)

*Answer **either A or B**. You should write **at least 150 words**.*

EITHER:

A. ***"Learning about the past has no value for those of us living in the present."***

Do you agree with this statement? Give specific reasons and examples to support your opinion.

OR:

B. ***"Advertisements send unhealthy signals to teenagers."***

Do you agree or disagree with this statement? Give specific reasons and examples to support your opinion.

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

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Writing (continued)

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Writing (continued)

[End of Examination]

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LISTENING 1 (10 mks)	
1. ● Shackleton ○ Polar Regions ○ Environments	**6.** ● melting sea ice ○ losing wildlife ○ threatening human activities
2. ● famous polar explorers ○ popular conservationists ○ modern adventurers	**7.** ○ North Pole ● 90 North ○ Arctic Conservation
3. ○ 1994 ○ 1998 ● 2003	**8.** ○ promote shipping ○ study climate change ● safeguard biodiversity
4. ○ wild animals ○ cold weather ● loneliness	**9.** ● growing environmental awareness ○ sharing experiences with audiences ○ the increasing number of explorers
5. ○ the importance of collective action ○ how to protect polar bears ● perseverance and self-reliance	**10.** ● writing books ○ new expeditions ○ a conservation foundation
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
KEY POINTS	
Seattle Aquarium origins	It opened in (**11**) _____**1977**_____. It was built at a cost of (**12**) ____**5.4**_____million dollars. It has **(13)** ____**6/six**_____ major exhibits in its original buildings
Popular exhibits	In the **(14)** _____**underwater**____Dome visitors walk and see fish swimming above them. The Touch Zone is an **(15)** _____**interactive**_____ exhibit designed for all ages. The Pacific Coral Reef exhibits a variety of tropical (**16**) ____**fish** __.
Educational and family events	Families can enjoy **(17)** ___**hands on** _activities in the Family Ocean Adventure. The aquarium hosts **(18)** _____**story/storytelling**____ sessions about marine life and ocean animals.
Conservation programs	The aquarium's breeding programs are for (**19**) ____**endangered**_____ species.
Future plans	An expanded outdoor space will include a marine science **(20)** _____**garden** _____.
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 1 (10 mks)	
21. ○ the US ● Scotland ○ Japan	**26.** ○ number of bounces ● distance travelled ○ both number of bounces and distance travelled
22. ○ adults over 50 ○ young adults ● all ages	**27.** ● World Stone Skimming Cup ○ Bertie ○ Walking Stick
23. ● Albert Baker ○ Eilean Eisdeal ○ Simon Power	**28.** ○ men ● juniors ○ women
24. ● Tosser ○ Puffer ○ Master	**29.** ○ 2018 ○ 2019 ● 2024
25. ● three ○ four ○ five	**30.** ○ writing an email ○ calling the agency ● visiting the website
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (10 mks)	
31. 2.5/two and a half	**36.** In France
32. Tu-155	**37.** December 2023
33. zero carbon emissions/ more effective than batteries /made from water/ water emission	**38.** Takes more space/heavy storage systems needed / needs low temperatures
34. direct fuel / in fuel cells	**39.** Availability /cost /safety
35. Marketing a hydrogen-powered commercial aircraft	**40.** started (programme) Hydrogen Hub at airports
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING & WRITING (10 mks)	
WITHERING	To: (41) ____**oxidizes**_____ *the tea leaves* Duration: (42) _____**9-10_hours**_____
CRUSHING & DRYING	Equipment: (43) _____**(rotating) tables** _____ Resulting Colour: (44) _____**black** _____
MILLING & SIFTING	Why is this helpful? (5) _____**less time to brew**_____
BLENDING	Number of tea-types: (46) _____**20-40**_____ Flavours: (47) _____**cinnamon**_____, (48) _____**orange peel**_____.
MEASURING	Quantity of tea per bag: (49) _____**3 grams/three**_____
PACKING	Country of Origin: (50) _____**Philippines**_____

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

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
9 – 10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
7 – 8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
5 – 6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
3 – 4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
1 – 2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
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.	

ARRIVING AT FINAL SCORES

LISTENING 1; LISTENING 2; READING 1; READING 2; READING/ WRITING: In these five sections, 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' items (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), 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 (Language & Task Achievement): In this section, student responses are independently marked by two markers using their judgement (based on the wording of the ***Rating Scale*** provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

LISTENING 2 (Note-taking)		**WRITING (Language)**		**WRITING (Task Achievement)**	
Pair of scores	Final score	Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* 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.]





امتحان دبلوم التعليم العام

لكلية الحرس السلطاني العماني التقنية (ثنائية اللغة)

الفصل الدراسي الأول - الدور الثاني - للعام الدراسي ١٤٤٦ / ١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

تنبيه:
- المادة: English Language
- الأسئلة في (١٤) 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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Listening 1(Items 1 – 10) (10 marks)

You're going to hear a conversation between a radio presenter and Murrawah Jahson, winner of the 2024 Golden Environmental Prize. Listen, and for each item shade in the bubble (○) next to the correct option.

1. The Goldman Environmental Prize was founded in _____.

- ○ 1989
- ○ 1990
- ○ 2024

2. The Goldman Environmental Prize is based in _____.

- ○ Australia
- ○ Island Nations
- ○ San Francisco

3. The Goldman Environmental Prize has recognised _____ since it was founded.

- ○ 95
- ○ 102
- ○ 226

4. The Ouroboros symbol represents _____.

- ○ a cycle of destruction
- ○ the renewal of nature
- ○ wildlife habitats

5. The Waratah coal mine was expected to significantly increase _____.

- ○ CO2
- ○ water
- ○ bird's species

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Listening 1 (continued)

6. The Waratah coal mine project was threatening the _____.

- ☐ economy of Australia
- ☐ local wildlife habitats
- ☐ health of local communities

7. Murrawah started her activism at the age of _____.

- ☐ 14
- ☐ 19
- ☐ 25

8. Murrawah began her activism with the goal of _____.

- ☐ travelling the world
- ☐ becoming famous
- ☐ speaking up for future generations

9. Youth Verdict focuses on _____.

- ☐ promoting environmental events
- ☐ supporting actions for environmental causes
- ☐ empowering young people through education

10. Murrawah believes _____ is essential for making a real difference in future.

- ☐ international cooperation
- ☐ learning about climate justice
- ☐ financial support

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

You're going to hear a talk about Woodland Park Zoo. Listen, and make notes in the table below.

Zoo origins	The zoo is located in the heart of (11) _____ . Founded in (12) _____ . Home to more than (13) _____ species of animals.
Exhibits	In the African Savanna exhibit, visitors can see majestic (14) _____ , zebras and antelopes. The Tropical (15) _____ exhibit is home to colorful birds.
Family events	Seasonal events include special celebrations and summer (16) _____ . The zoo offers (17) _____ areas where visitors enjoy a meal.
Global conservation	The zoo protects endangered species and their (18) _____ . The zoo participates in events, such as planting native (19) _____ .
Future plans	Using solar panels and (20) _____ harvesting systems.

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Reading 1 (Items 21 – 30) (10 marks)

Read the following email. Then complete the task.

Hi Salim,

I hope you're doing well! I wanted to share an incredible adventure I had last summer. I attended a survival camp in the mountains, and it was truly eye-opening!

The survival camp was organised by the Survive Adventure Club. The camp aimed to give teenagers like me a genuine experience of surviving in the wild. Unlike typical adventure camps, there were no luxuries such as showers or shops, but that didn't bother me. The guides, who were experienced survival experts, assured us they would be with us throughout the experience. They taught us essential survival skills, like how to choose a good campsite, find food, and navigate without maps.

Our adventure began at the Survive Adventure Club headquarters, where we were divided into teams. The teams weren't organised by age or experience but by how we performed in team-building tasks. This approach helped ensure that each team had a good mix of skills and personalities. We took part in fun activities near the riverbank, such as building a raft and competing in a quiz, to boost our confidence and prepare for the real survival adventure.

After the first day's activities, we spent the night in the camp's cabins, which was our last night in a proper bed. Even dinner turned out to be a challenge! Khalid, one of our survival experts, taught us how to find edible plants in the wild and stressed the importance of identifying food correctly, as some plants can be dangerous. He also showed us how to build a campfire and cook outdoors, emphasising that cooking in the wild requires creativity.

The next morning, the real survival adventure began. We were advised to bring proper hiking boots and waterproof clothing, and I was grateful for this advice when I realised how unpredictable the mountain weather could be. After a steep morning hike, we spent time learning to navigate using natural cues and how to identify wildlife. For lunch, we put our new cooking skills to the test, which was more difficult than expected, but we managed to make something edible. By evening, we had to find a suitable campsite and set up our tents. Although the guides assured us there were no dangerous animals nearby, we still avoided the forest edges to feel safer.

Over the next two days, we learned more survival skills, such as building a shelter, treating minor injuries, and constructing a bridge. I was put in charge of building the bridge, even though I had no prior experience. Initially, I wasn't thrilled about the responsibility, but I discovered a new talent for engineering—something I never thought I'd enjoy. Each task was engaging and taught us valuable lessons, making me want to take on even more activities.

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Reading 1 (continued)

Overall, the camp was an amazing adventure. I had no idea what to expect when I signed up, especially since I wasn't really an outdoor person. However, I didn't regret my decision, even when things got tough. The guides were always there to support us, and we had a lot of fun along the way. I hope to return to the camp in the future for another adventure!

Anyway, I just wanted to share my experience with you. Let's catch up soon!

Much Love,

Ali

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

21. The purpose of the survival adventure camp is to _____.

- ○ enjoy luxury accommodations in the wild
- ○ experience surviving in the wild without luxuries
- ○ compete in sports tournaments

22. The teams were divided based on _____ at the camp.

- ○ age
- ○ task performance
- ○ experience

23. The fun activity they did on the first day was _____.

- ○ building a raft
- ○ cooking in the wild
- ○ hiking a mountain

24. The participants spent their first night at the camp in _____.

- ○ the forest under the stars
- ○ tents near the mountains
- ○ cabins at the club's headquarters

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Reading 1 (continued)

25. Khalid taught the participants that they should _____ .

- ☐ avoid all plants in the wild
- ☐ identify edible plants carefully
- ☐ cook anything they find

26. Wearing warm clothing was good advice because _____ .

- ☐ navigation was in steep mountain
- ☐ hiking lasted for a long time
- ☐ weather was unpredictable

27. At lunch time, it was a struggle to _____ .

- ☐ find a place to sit and eat
- ☐ apply the new cooking abilities
- ☐ gather enough food from the forest

28. In the evening, the tents were set up _____.

- ☐ at the forest's edge
- ☐ near the riverbank
- ☐ in a spot away from the forest's edges

29. When Ali was first assigned the task of building the bridge, he felt _____ .

- ☐ thrilled
- ☐ reluctant
- ☐ confident

30. Regarding the camp, Ali is planning _____ in the future.

- ☐ to become a guide
- ☐ not to go back
- ☐ to return for another adventure

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Reading 2 (Items 31 – 40) (10 marks)

Read the following text. Then complete the task.

Snake Venom: A Hidden Treasure of Medicine

For centuries, snakes have been feared due to their venomous bites. However, the very substance that causes this fear also has the potential to heal. Ancient civilisations recognised the therapeutic properties of snake venom, and today, scientists are using modern techniques to study and utilise this substance in the development of new medicines.

The use of snake venom in medicine dates back to ancient times. Ancient Egyptians, for example, used viper venom to treat arthritis and toothaches, while Indian traditional practitioners employed snake venom in various medicinal preparations. The Greek physician Galen, often considered the father of Western medicine, also experimented with snake venom for therapeutic purposes. He believed that the venom could be used to treat a variety of ailments, including pain, inflammation, and paralysis. Galen's experiments involved administering small doses of venom to animals and observing the effects. He also used snake venom to treat patients with various conditions.

Snake venom can generally be divided into two main types: hemotoxins and neurotoxins. Hemotoxins primarily target the blood and circulatory system, while neurotoxins primarily affect the nervous system. Examples of hemotoxic snakes include rattlesnakes, vipers, and certain sea snakes, whereas neurotoxic snakes include cobras, mambas, and taipans.

The composition of snake venom is a complex mixture of proteins, enzymes, peptides, and other molecules. While some venom components work together to immobilise prey, others have intriguing and unexpected properties. For example, some peptides act as potent painkillers, while others exhibit anti-inflammatory or anticoagulant effects.

One particularly interesting example is captopril, a peptide discovered by Sir John Vane from the venom of the Brazilian jararaca viper. Captopril was the first angiotensin-converting enzyme (ACE) inhibitor to be developed and is now widely used to treat high blood pressure and heart failure. It was the first drug based on a bioactive component from snake venom that was approved in the US by the (FDA) in 1981 and in European countries from 1984 onwards.

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Reading 2 (continued)

Other venom-derived compounds are being investigated for their potential to treat conditions such as high blood pressure, heart failure, and stroke. These compounds may have properties that can help regulate blood pressure, improve heart function, and prevent blood clots.

Despite the exciting potential of venom-derived drugs, significant challenges remain. Isolating and purifying specific venom components can be a complex and expensive process. Venom extraction requires specialised equipment, including milking devices and containment chambers. These specialised tools can be costly to acquire and maintain. Ensuring the safety and efficacy of these compounds requires extensive research and clinical trials. Additionally, ethical considerations regarding the sustainable harvesting of venom and the welfare of snakes themselves need to be carefully addressed.

The 21st century has witnessed a surge in research on snake venom, with scientists making significant strides in developing venom-derived drugs. The development of new antivenoms will hopefully decrease the number of people who die from snake bites. Collaborations between biologists, chemists, and medical researchers are crucial to unlock the therapeutic potential of this ancient weapon. With continued research and responsible venom collection practices, the future of snake venom could become a transformative force in modern medicine, offering hope for a healthier future.

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

31. What did ancient Egyptians use viper venom for? (List one)

_____

32. Who was the father of Western medicine?

_____

33. How do hemotoxins and neurotoxins differ?

_____

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Reading 2 (continued)

34. What are the main components of snake venom?

35. What are venom peptides used to treat?

36. When was the first drug from snake venom authorised in the US?

37. How can venom-derived compounds help in treating cardiovascular diseases? (List one)

38. Why is isolating venom components considered a challenge? (List one)

39. Who should collaborate on venom research?

40. According to the text, what is the future of snake venom in medicine?

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Reading / Writing (Items 41 – 50) (10 marks)

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

Bitcoin is a digital currency created in 2008 by an unknown person or group using the name Satoshi Nakamoto. The first block of Bitcoin, called the Genesis Block, was mined in 2009. One of the most interesting features of Bitcoin is its limited supply; there will only ever be 21 million Bitcoins in existence. Each Bitcoin can be divided into smaller units called satoshis, with one Bitcoin equal to 100 million satoshis.

Bitcoin is decentralised, meaning it is not controlled by any government or bank. Instead, transactions are verified by a global network of computers known as nodes. These nodes work together to ensure that every transaction is legitimate. This system makes it very difficult to create fake Bitcoins. To use Bitcoin, you need a digital wallet, which can be an app on your phone, a website, or a hardware device for extra security.

Transactions are secured through a process called proof of work. In this process, miners—people who use powerful computers—compete to solve complex mathematical problems. The first miner to solve the problem gets to add a new block of transactions to the blockchain and is rewarded with new bitcoins. Currently, the reward for mining a block is 3.125 BTC, but this amount halves approximately every four years. The next halving is expected in mid-2028.

Bitcoin's price can be very unstable, influenced by factors like news, regulations, and market trends. In early 2024, Bitcoin's price surged into the mid $40,000s due to anticipation of Exchange-Traded Funds (ETFs). After the approval of these ETFs in February 2024, the price rose to over $50,000. This highlights how quickly Bitcoin's value can change in the market.

Many believe that Bitcoin will continue to grow in popularity. Some see it as a potential replacement for traditional currencies, while others view it as a valuable asset like gold. As more people learn about Bitcoin and its technology, its acceptance may increase, paving the way for a new financial era.

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Reading/Writing (continued)

Task: *Use the information in the text to complete the chart below.*

Understanding Bitcoin: A Simple Overview



History:

Created by (41) _____ in 2008.

First block called (42) _____ mined in 2009.

Features

Maximum supply:

(43) _____ million Bitcoins.

1 Bitcoin= 100 million (44) _____ .

How Does Bitcoin Work?

You need: (45) _____ wallet.

Transaction sent to (46) _____ .

Challenges of Bitcoin

Price:

Can be (47) _____ .

Influenced by (48) _____ .

Reached (49) _____ US dollars by mid-February 2024.

The Future of Bitcoin:

People believe it will become more (50) _____.

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WRITING (20 marks)

*Answer **either A or B**. You should write **at least 150 words**.*

EITHER:

A. *"Schools should focus more on teaching practical skills rather than academic subjects."*

Do you agree or disagree with this statement? Give specific reasons and examples to support your opinion.

OR:

B. *"Nowadays the way many people interact with each other has changed because of technology."*

Do you agree or disagree with this statement? Give specific reasons and examples to support your opinion.

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

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Writing (continued)

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Writing (continued)

[End of Examination]

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LISTENING 1 (10 mks)	
1. ● 1989 ○ 1990 ○ 2024	**6.** ○ economy of Australia ● local wildlife habitats ○ health of local communities
2. ○ Australia ○ Island Nations ● San Francisco	**7.** ○ 14 ● 19 ○ 25
3. ○ 95 ○ 102 ● 226	**8.** ○ travelling the world ○ becoming famous ● speaking up for future generations
4. ○ a cycle of destruction ● the renewal of nature ○ wildlife habitats	**9.** ○ promoting environmental events ○ supporting actions for environmental causes ● empowering young people through education
5. ● CO_2 ○ water ○ bird's species	**10.** ○ international cooperation ● learning about climate justice ○ financial support
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
KEY POINTS	
Zoo origins	**(11) ____Seattle (Washington)_.** **(12) _____1899_____.** **(13) _____300_____.**
Exhibits	**(14) ___giraffes_____** **(15) ___rainforest_____**
Family events	**(16) __concerts__.** **(17) __picnic___**
Global conservation	**(18) __habitats__.** **(19) ___vegetation__**
Future plans	**(20) ____rainwater _____.**
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 1 (10 mks)					
21.	○	enjoy luxury accommodations in the wild	**26.**	○	navigation was in steep mountain
	●	experience surviving in the wild without luxuries		○	hiking lasted for a long time
	○	compete in sports tournaments		●	weather was unpredictable
22.	○	age	**27.**	○	find a place to sit and eat
	●	task performance		●	apply the new cooking abilities
	○	experience		○	gather enough food from the forest
23.	●	building a raft	**28.**	○	at the forest's edge
	○	cooking in the wild		○	near the riverbank
	○	hiking a mountain		●	in a spot away from the forest's edges
24.	○	the forest under the stars	**29.**	○	thrilled
	○	tents near the mountains		●	reluctant
	●	cabins at the club's headquarters		○	confident
25.	○	avoid all plants in the wild	**30.**	○	to become a guide
	●	identify edible plants carefully		○	not to go back
	○	cook anything they find		●	to return for another adventure

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

READING 2 (10 mks)			
31.	Arthritis/toothaches	**36.**	1981
32.	Galen	**37.**	improve heart function regulate blood pressure prevent blood clots
33.	Hemotoxins target the blood /circulatory systems/ neurotoxins affect nervous system	**38.**	Complex/expensive
34.	proteins/ enzymes and peptides	**39.**	biologists/ chemists /medical researchers
35.	pain	**40.**	Transformative force

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

READING & WRITING (10 mks)

History:

(41) Unknown person or group/ name Satoshi Nakamoto

(42) _____ Genesis Block_____

Features	**(43)** _____21_____ **(44)** _____ Satoshis._____ .

How Does Bitcoin Work?

(45) _____ digital _____

(46) _____miners_____

Challenges of Bitcoin	**(47)** _____unstable_____. **(48)** _____news/regulations /market trends_____ . **(49)** _____50,000_____ US dollars.

The Future of Bitcoin:

(50) _____popular _____.

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

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
9 – 10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
7 – 8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
5 – 6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
3 – 4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
1 – 2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
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.	

ARRIVING AT FINAL SCORES

LISTENING 1; LISTENING 2; READING 1; READING 2; READING/ WRITING: In these five sections, 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' items (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), 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 (Language & Task Achievement): In this section, student responses are independently marked by two markers using their judgement (based on the wording of the ***Rating Scale*** provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

WRITING (Language)		**WRITING (Task Achievement)**	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

IMPORTANT NOTE: As in previous years, ***individual*** markers should ***only*** award the marks specified in the relevant Rating Scale* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can ***only*** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator. [* 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.]