سلطنة عمان
وزارة التربية والتعليم

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

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الثاني - 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. Young people often like to play practical jokes on their friends and family. Write a story about a time you pranked a classmate but it did not go according to plan. Your story can be humorous or serious. Be sure to include details so that the reader can follow your story. Include tension to keep the reader engaged and eager to know the ending.

Your story is entitled: When a prank went wrong.

OPTION 2. It is estimated that nearly 1 billion people worldwide regularly smoke tobacco and there has been a large increase in the use of e-cigarettes by young adults in recent years. Because of this, many people believe that it is now time for a total ban on the sale of tobacco products.

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

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Writing (continued)

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

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Writing (continued)

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following text. Then complete the task.

The Search for New Species

Good morning, everyone! I will talk about something that might surprise you: the discovery of new species. We often hear about species disappearing, but the truth is, new species are being discovered all the time! The process of finding them has evolved over the years, and it is fascinating to see how scientists continue to make amazing discoveries.

In the past, scientists used to walk into unexplored areas and simply rely on their eyes to spot new creatures. Unfortunately, back then, the methods were not as gentle as they are now. If they found a new species, they would often kill the animal to study it. For smaller creatures, they might capture them and preserve them in glass bottles or cases. For larger animals, scientists would simply shoot them with high-powered rifles. To be fair, however, species-hunters did not at the time have access to cameras or other technology which could help them record their finds in a 'gentler' way.

Nowadays, scientists still explore remote areas, but they are much more careful. For example, a team of researchers recently traveled to Cape Melville in Australia, an isolated rainforest, to look for new species. They made exciting discoveries! First, they found a new beetle, then a new frog, and most exciting of all, a new lizard. This lizard had unusually long legs, and its camouflage was so effective that when it stood still, it blended perfectly with its surroundings. It was so hard to see that, which is why the scientists named it the "leaf-tailed gecko." Can you imagine how tricky it must have been to spot that lizard in the wild?

However, seeing a new animal is not the only way to become aware of it. Sometimes all you need to do is to listen. For example, a Scottish ornithologist named Magnus Robb was in the mountains of Oman, making sound recordings of other species as part of a project called the 'Sound Approach'. Suddenly, he detected "a faint, owl-like hooting" in the background "with a rhythm that I had never heard before". He was sure that he had discovered a new species of owl, but it took six months, and several more trips into the mountains, before he was able to capture it on film. The team now plans to gather DNA evidence from the owl's feathers to confirm their find genetically. So far, only seven examples of this 'Omani Owl' have been found, all in the same wadi, the exact location of which they are keeping strictly secret.

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Reading 1 (continued)

In other cases, new discoveries are made completely by accident, and not even by scientists. For example, a new species of fish was discovered by Russian sailors on a fishing trip to Antarctica. They were trying to catch a tasty, deep-sea fish called the toothfish, but instead found a small, strange-looking brown creature in their nets. It later became known as the 'hopbeard plunderfish'.

And there is even a story about a rice farmer in Sri Lanka who had a rather more hazardous experience. He was bitten by a hairy blue spider, the size of a human face! Thinking very quickly, he caught the spider in a glass jar in order to show it to doctors, hoping that they would have a suitable antidote. They did, and he survived. He was later told that he had become the proud discoverer of a brand-new species!

However, finding species does not always involve being in exotic and possibly dangerous new places. Many of the most important recent discoveries have actually been made in museums! Natural history museums have tens of thousands of old specimens in storage, and many of these were collected more than a century ago, when they were often mislabelled or not properly identified. American zoologist, Kristofer Helger, was in Chicago looking through specimens of this kind when he uncovered some bones and animal skins from South America. "The skins were a rich red colour, and when I looked at the skulls, I did not recognize the anatomy," he recalls. He realised that he had discovered a new species of carnivore, which he called the 'olonguito'. But a crucial question remained: could it still be living in the wild? He used clues from the specimens to predict what kind of forest they might find the animal in, and then set off on an expedition to central Columbia, where he actually found it and proved its existence!

Meanwhile, modern technology is providing us with new possibilities for discovery. For example, most people use satellite images from GoogleMaps to find their friends' houses or to look at buildings they wish to purchase. But iNaturalist uses the device for another purpose altogether. The application allows you to observe species and record them, creating a tracking guide for all living species. So it is very likely that, one day soon, someone using iNaturalist is going to discover a new species and who knows what we will find next!

Thank you for listening

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Reading 1 (continued)

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

1. The purpose of the text is to _____.

- ⬭ explain the dangers of exploring new species
- ⬭ describe how new species are discovered
- ⬭ argue that technology has replaced scientists

2. In the past, scientists discovered new species by _____.

- ⬭ listening to animal sounds
- ⬭ killing animals for study
- ⬭ using satellites to observe habitats

3. In previous times, smaller new species were usually _____.

- ⬭ captured and preserved
- ⬭ studied using cameras
- ⬭ returned to remote areas

4. The most exciting discovery in Cape Melville is a new species of _____.

- ⬭ frog
- ⬭ beetle
- ⬭ lizard

5. The leaf-tailed gecko was difficult to spot because it _____.

- ⬭ was very small and fast
- ⬭ blended with its surroundings
- ⬭ lived in water, making it invisible

6. The first evidence of the existence of the 'Omani Owl' was a _____.

- ⬭ report from a villager
- ⬭ photograph by a tourist
- ⬭ sound recording

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Reading 1 (continued)

7. The discovery of the hopbeard plunderfish is made by _____.

- ⬭ a research trip by scientists to Australia
- ⬭ a scientific expedition to Columbia
- ⬭ Russian sailors' accidental catch in Antarctica

8. A man in Sri Lanka captured a new kind of spider to _____.

- ⬭ get medical treatment
- ⬭ sell it to a zoo
- ⬭ put it in his collection

9. The recent discoveries made in museums _____.

- ⬭ involve technology like drones and AI
- ⬭ are based on DNA found in fossils
- ⬭ involve specimens that were mislabelled

10. The 'olonguito' was first identified by Kristofer Helger in _____.

- ⬭ the Columbian rainforest
- ⬭ a natural history museum
- ⬭ a zoo in Chicago

11. The iNaturalist method has so far revealed _____ new species.

- ⬭ no
- ⬭ one
- ⬭ few

12. The author believes the recent methods of discovering new species are _____.

- ⬭ gentle and non-invasive
- ⬭ careless and ineffective
- ⬭ aggressive and harmful

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Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the task.

Measuring the World's Hottest Peppers

Fruits and vegetables are among the most colorful products of nature. They are also some of the most delicious. Plants have naturally selected these features over time for a particular reason: they attract the animals that digest and sow their seeds. This process is well understood by evolutionary scientists, so it remains a bit of a mystery as to why capsicum, the genus of plants that gives us jalapenos and chilies, produce capsaicin—the molecular compound responsible for the powerful spiciness in many of its species. One prevailing theory is that peppers evolved to produce capsaicin to ward off mammals, whose strong digestive systems can damage their delicate seeds. Birds, on the other hand, are able to gently digest and spread the seeds of peppers; they also lack the taste receptors that sense capsaicin, so they are unaffected by its heat.

In fact, humans are unique in the animal kingdom as the only species that knowingly seeks out foods that produce the sensation of heat and, in extreme cases, genuine pain. The reason for this is also something of a mystery to science. Ingesting capsaicin induces natural defense mechanisms in our bodies. In addition to the burning sensation, we breathe harder, our heart rates rise, and our adrenaline and sweat glands begin to flow. These responses do not last however, so for some people, there may be a certain thrill element in consciously activating our bodies' fight-or-flight responses, in the same way that others enjoy strapping themselves to a rollercoaster. For many capsicum lovers, a desensitization to the heat accumulates over time, requiring them to seek out hotter and hotter varieties. This explains why the heat level in the cultivated breeds of the world's hottest peppers keeps going up.

So how hot can peppers get, and how do we measure their heat? The most popular measurement for the spiciness of peppers is Scoville Heat Units (SHU). This scale was named after the scientist Wilbur Scoville, who invented the Scoville Organoleptic Test in 1912. In this test, ground up peppers are mixed in a sugar-water solution and given to taste testers. More water is then added to dilute the mixture until the tasters can no longer detect the heat. Varieties of peppers receive a number corresponding to how much the solution was diluted. A solution which required no dilution—your garden-variety green bell pepper—would score a zero, and a pepper rated 1000 SHU represents 1000 dilutions. At the far end of the scale, pure capsaicin tops out at an incredible 16,000,000 SHU.

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Reading 2 (continued)

Nowadays, scientists can use high-performance Liquid Chromatography Test, which can more accurately assess a pepper's capsaicin levels, but these readings are still usually converted to the Scoville Scale. Given its huge range, it is surprising that the more common varieties of hot peppers can score quite low. Jalapeno peppers, which most people consider hot, only score in the range of 2,500–8,000 SHU. Cayenne peppers typically score between 30,000–50,000 SHU, while Habaneros, which are often the hottest peppers found at your local supermarket, can be ten times that amount.

In the last few decades, chili breeders have been steadily pushing their peppers up the Scoville Scale. There are dozens of varieties now available to frighten the most heat-tolerant enthusiasts, and they often have names as colorful and scary as the peppers themselves. These include the Bhut Jolokia Ghost Pepper, the first breed to score 1,000,000 SHU; the 7 Pot Brain Strain 1,300,000 SHU; the Trinidad Moruga Scorpion 2,000,000 SHU; and the Carolina Reaper, which is the current official world's hottest at 2,200,000 SHU. More recently, two new peppers have claimed to take the top spot, but their SHUs have not yet been verified. They are the Dragon's Breath 2,480,000 SHU and Pepper X, rumored to be the first pepper to exceed 3,000,000 SHU.

How much hotter chili peppers can get is anyone's guess, but it seems fair to say that, as long as there are people willing to try them, hotter pepper breeds will continue to be cultivated. For now, anyone who is interested in testing their limits should probably start on the low end of the Scoville Scale and slowly work their way up.

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

13. What compound is responsible for the heat in chili peppers?

_____

14. Why are birds able to ingest extremely hot peppers?

_____

15. Why do growers keep making hotter varieties of peppers?

_____

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Reading 2 (continued)

16. How does the dilution process in the Scoville test determine a pepper's heat?

_____

17. What is the advantage of Liquid Chromatography Test over the Scoville Scale?

_____

18. How many SHU does the Ghost Pepper score?

_____

19. Which pepper is currently verified as the hottest in the world?

_____

20. What does the writer suggest for the new testers of hot pepper?

_____

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

Statements	True	False
21. The main reason for producing capsaicin in peppers is to attract birds.	⬭	⬭
22. Humans are the only species that seek out the sensation of spiciness.	⬭	⬭
23. Pure capsaicin measures 16,000,000 Scoville Heat Units (SHU).	⬭	⬭
24. The Scoville Scale is no longer used to measure the heat of chili peppers.	⬭	⬭
25. Relative to other hot peppers, jalapenos do not contain much capsaicin.	⬭	⬭

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Literature 1 – Poem (10 marks)

*Read this extract from '**On Aging**', a poem written by the acclaimed American poet Maya Angelou. Then complete the task.*

Maya Angelou's poetry has always been a powerful force for social commentary and change. While acknowledging that elderly people endure some physical decline, 'On Aging' voices the poet's demand for dignity for the older generation.

On Aging

When you see me sitting quietly,
Like a sack left on the shelf,
Don't think I need your chattering.
I'm listening to myself.
Hold! Stop! Don't pity me!
Hold! Stop your sympathy!
Understanding if you got it,
Otherwise I'll do without it!
When my bones are stiff and aching,
And my feet won't climb the stair,
I will only ask one favor:
Don't bring me no rocking chair.
When you see me walking, stumbling,
Don't study and get it wrong.
'Cause tired don't mean lazy
And every goodbye ain't gone.
I'm the same person I was back then,
A little less hair, a little less chin,
A lot less lungs and much less wind.
But ain't I lucky I can still breathe in.

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Literature 1 – Poem (continued)

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

"On Aging' employs repetition, simile and symbolism to express its aging speaker's strong desire not to be underestimated or pitied.
Choose any **two** of these literary techniques and outline how the poet uses them to convey their message. (Develop at least one point about each of your chosen literary techniques and support your answer with evidence from the extract.) (10 marks)

Literature 1

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Literature 1 (continued)

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Literature 1 (continued)

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Literature 2 – Novel (15 marks)

Read this extract from ***'The Girl on the Train'****, a novel by the British writer Paula Hawkins. Then complete the task.*

The 'Girl on the Train' is a modern psychological thriller set in England. In this extract, we are introduced to Rachel Watson, the protagonist and primary narrator of the novel, who recently got divorced from her now ex-husband Tom. Rachel follows a routine of taking the 8.04 am train to London every weekday morning from her home in Ashbury. She catches another train home in the evening. It is on one such morning, as she is travelling onboard the train, that her first-person narration commences.

Friday, 5 July 2013

Morning

There is a pile of clothing on the side of the train tracks. Light-blue cloth – a shirt, perhaps – jumbled up with something dirty white. It's probably rubbish. It could have been left behind by the engineers who work this part of the track, they're here often enough. Or it could be something else. My mother used to tell me that I had an overactive imagination; Tom said that too. I can't help it, I catch sight of these discarded scraps, a dirty T-shirt or a lonesome shoe, and all I can think of is the other shoe, and the feet that fitted into them.

The train jolts and scrapes and screeches back into motion, the little pile of clothes disappears from view and we trundle on towards London, moving at a brisk jogger's pace. Someone in the seat behind me gives a sigh of helpless irritation; the 8.04 slow train from Ashbury to Euston can test the patience of the most seasoned commuter. The journey is supposed to take fifty-four minutes, but it rarely does: this section of the track is ancient, decrepit, beset with signalling problems and never-ending engineering works.

The train crawls along; it judders past warehouses and water towers, bridges and sheds, past modest houses, their backs turned squarely to the track.

My head leaning against the carriage window, I watch these houses roll past me. I see them as others do not; even their owners probably don't see them from this perspective. Twice a day, I am offered a view into other lives, just for a moment. There's something comforting about the sight of strangers safe at home.

Someone's phone is ringing. They're slow to answer, it jingles on and on around me. I can feel my fellow commuters shift in their seats, rustle their newspapers, tap at their

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Literature 2 (continued)

computers. The train lurches and sways around the bend, slowing as it approaches a red signal. I try not to look up, I try to read the free newspaper I was handed on my way into the station, but the words blur in front of my eyes, nothing holds my interest. In my head I can still see that little pile of clothes lying at the edge of the track, abandoned.

GLOSSARY

trundle: to move slowly or heavily.

Euston: a railway station in central London.

commuter: a person who travels some distance to work on a regular basis.

beset: has a lot of trouble with.

judders: shakes rapidly and with force.

perspective: view; angle.

lurches: makes sudden and uncontrolled movements.

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

A. How does the writer evoke a sense of the train's movements as it travels from Ashbury towards London? (Give at least **three** examples to support your answer.)

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

B. What evidence is there in the extract that the narrator is a very curious observer? (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.

Do not write in this space

Literature 2 (continued)

[End of Examination]

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WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO:** '***ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* • **SEE ALSO: '*ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 mks)			
1.	○ explain the dangers of exploring new species ● describe how new species are discovered ○ argue that technology has replaced scientists	**7.**	○ a research trip by scientists to Australia ○ a scientific expedition to Columbia ● Russian sailors' accidental catch in Antarctica
2.	○ listening to animal sounds ● killing animals for study ○ using satellites to observe habitats	**8.**	● get medical treatment ○ sell it to a zoo ○ put it in his collection
3.	● captured and preserved ○ studied using cameras ○ returned to remote areas	**9.**	○ involve technology like drones and AI ○ are based on DNA found in fossils ● involve specimens that were mislabelled
4.	○ Frog ○ beetle ● lizard	**10.**	○ the Columbian rainforest ● a natural history museum ○ a zoo in Chicago
5.	○ was very small and fast ● blended with its surroundings ○ lived in water, making it invisible	**11.**	● no ○ one ○ few
6.	○ report from a villager	**12.**	● gentle and non-invasive
	○ Photograph by a tourist ● sound recording		○ careless and ineffective ○ aggressive and harmful
Notes: *One mark each. Responses must be indicated clearly.*			

READING 2 (13 mks)

Task 1

13. *capsaicin*

14. able to digest the seeds / no taste receptors for capsaicin.

15. *people get desensitized to the levels of heat and desire hotter levels*

16. by how many times its extract must be diluted in sugar water until its spiciness is no longer detectable to taste tester

17. more accurate

18. 1,000,000 SHU

19. Carolina Reaper

20. Should start on the low end of Scoville Scale /slowly work their way up

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

Task 2

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

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

WRITING (LITERATURE 1 +2) (15 mks)
• Individual markers should only award the marks mentioned in the Rating Scales: • **SEE ALSO:** '***ARRIVING AT FINAL SCORES'*** *on* ***page 6*** *of this Marking Guide*.

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.	**5**
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.	**4**
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.	**3**
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**
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.	**1**
0	*Student's response is completely irrelevant to the question asked.*	**0**

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

ARRIVING AT FINAL SCORES

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

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

In such cases, there are two possible procedures:

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

*** CALCULATION OF AVERAGES:**

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

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





امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الثاني - الدور الثاني

للعام الدراسي ١٤٤٦ / ١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

تنبيه:
- المادة: English Language
- الأسئلة في (٢١) 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. Young people often like to go to amusement parks for the thrill of the fairground attractions. Write a story about an evening you spent at a funfair with your friends when you got trapped on one of the rides. Your story can be humorous or serious. Be sure to include details so that the reader can follow your story. Include tension to keep the reader engaged and eager to know the ending.

Your story is entitled: Amusement park mishap.

OPTION 2. Throughout history, humankind has shown a desire to discover and investigate the unknown. Nevertheless, more than 80 percent of the ocean has still not been mapped, explored, or even seen by humans. Some people view deep sea exploration as vital while others see it as a non-essential activity.

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

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Writing (continued)

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

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Writing (continued)

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Writing (continued)

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Reading 1 (items 1–12) (12 marks)

Read the talk. Then complete the task.

Protecting Coral Reefs

Hello students, my name is Rahma al-Hadhrami, and I work at the Ministry of Environment advising on the protection of Oman's marine ecosystems. It's wonderful to be back at the school where my journey began. Today, I'm here to talk about coral reefs and why protecting them is so important.

Coral reefs are large underwater structures that grow in warm, clear, shallow waters. They thrive in tropical areas between the Tropic of Cancer (23.5 degrees north of the equator) and the Tropic of Capricorn (the same distance south) (23.5° S). Coral comes in many colours, with shapes resembling fans, branches and plates. Most people assume coral is a plant or rock because it doesn't move and has a hard structure. In fact, coral is made of tiny animals called polyps. These soft-bodied creatures build hard calcium carbonate skeletons that join to form reefs over many years. Polyps have small tentacle-like arms to catch food floating in the water.

Coral plays a vital role in the ocean ecosystem. In fact, about 25% of all marine life, including fish, invertebrates, and other organisms relies on coral reefs for shelter, food, and breeding grounds. Without them, the entire ecosystem could collapse, affecting biodiversity, fishing industries, and food security.

So, why are coral reefs under threat? The biggest danger is rising sea temperatures. As the water warms, coral loses its colour in a process called bleaching. This happens because tiny algae living inside coral, which provide both food and colour, are expelled when coral is stressed. Coral bleaching is a sign of dying coral. If temperatures return to normal, the coral may recover. But if the water stays warm, it may never regain its health and will die. The most severe global coral bleaching event occurred in 2016, when record-high sea temperatures caused bleaching across the Great Barrier Reef, leading to the death of over 50% of the coral in some areas

Because of this, we must cut carbon emissions to slow climate change. We can take fewer car and plane journeys, use energy wisely, and be careful about what we consume. However, the biggest changes must come from governments. They need to work together to achieve carbon neutrality—meaning our societies should not add more carbon to the atmosphere. This requires switching to cleaner energy sources and

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Reading 1 (continued)

removing carbon from the air by planting trees or using carbon capture technologies. These actions will benefit not only coral reefs but also help address climate change worldwide.

Another major threat is overfishing and harmful fishing methods. Fish, plants, and coral live in a delicate balance, and over-fishing can affect this negatively. For example, parrotfish eat algae, preventing it from overgrowing and suffocating coral. When too many parrotfish are caught, algae spread uncontrollably, damaging reefs. Similarly, if too many large predators are removed, creatures like the crown-of-thorns starfish, which eat coral, can multiply and destroy reefs.

Some fishing methods are particularly destructive. One example is dynamite fishing, where explosives are thrown into the ocean water to kill fish instantly. Governments must regulate fishing to control how many fish are caught and ensure harmful methods are banned. They should also create Marine Protected Areas (MPAs) —where fishing is prohibited—around endangered coral reefs. As consumers, we should only buy sustainably caught seafood and support businesses that protect marine life.

Tourism and coastal development also put coral reefs at risk. Coral is fragile and can be easily damaged by human activity. Construction near the coast can disturb sediment—sand, rocks, and mud from the seafloor—which can settle on coral, blocking sunlight and suffocating it. Large numbers of tourists can also cause harm, as boats and careless divers break coral, and some people even take pieces as souvenirs.

To protect reefs, governments must carefully regulate coastal development. Tour guides need environmental training to avoid coral damage. These guides must also educate visitors, so they never step on, touch, or break coral.

We must act now: action must be taken now to preserve coral reefs for future generations. Coral reefs are disappearing, and if we don't act, they may never recover in our lifetimes. Coral is at the heart of the coastal ecosystem, and its loss would have devastating consequences.

It has been wonderful speaking to you, and I can see that you are interested in this topic. If you would like to learn more or find ways to help, I have some leaflets that I will be sharing.

Thank you!

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Reading 1 (continued)

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

1. The primary purpose of the talk at the school is to _____ .

- ⬭ provide a scientific analysis of marine biodiversity
- ⬭ educate students about protecting coral reefs
- ⬭ announce tourism projects for coastal regions

2. The common misconception about coral is that it _____ .

- ⬭ is a plant or rock
- ⬭ grows near the shore
- ⬭ is a type of fish

3. According to the text, coral reefs are a _____ .

- ⬭ large accumulation of plant material
- ⬭ complex structures built over many years
- ⬭ small ecosystem exists in cold waters

4. Coral reefs are vital to marine ecosystems because they _____ .

- ⬭ reduce salt levels in the ocean
- ⬭ provide resources for shipbuilding
- ⬭ support about 25% of all marine life

5. The primary role of coral reefs in the ocean ecosystem is to _____ .

- ⬭ act as a barrier against ocean currents
- ⬭ provide shelter, food, and breeding grounds
- ⬭ contribute to the formation of island coastlines

6. During bleaching the coral _____ .

- ⬭ changes color to protect itself
- ⬭ pushes out algae due to high stress
- ⬭ produces excess calcium

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Reading 1 (continued)

7. The critical turning point in coral reef decline is _____.

- ▢ overfishing activities
- ▢ rise in coastal tourism
- ▢ mass coral bleaching

8. The long-term solution to protect coral from climate change is _____.

- ▢ increasing commercial fishing
- ▢ promoting carbon neutrality
- ▢ using artificial chemicals

9. Overfishing of parrotfish affects coral reefs because it _____.

- ▢ allows algae to overgrow
- ▢ causes the coral to grow faster
- ▢ improves water quality

10. The purpose of Marine Protected Areas (MPAs) is to _____.

- ▢ operate tourist businesses
- ▢ prohibit harmful fishing activities
- ▢ enhance economic development

11. Sediment from coastal construction cause a threat to coral reefs because it _____.

- ▢ blocks sunlight
- ▢ supports coral growth
- ▢ increases ocean temperature

12. The writer thinks the crucial factor for the protection of coral reefs is _____.

- ▢ promoting the tourism industry
- ▢ establishing strict laws on coastlines
- ▢ reducing environmental regulations

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Reading 2 (items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

The Civilised Insect

Ants are among the most abundant and impressive creatures on Earth, with an estimated population of ten thousand trillion individuals. While a single ant weighs almost nothing, the combined weight of all ants is roughly equal to the total weight of the human population. Ants thrive in nearly every environment—from dense rainforests to bustling urban areas—except for the icy peaks of mountains and polar regions. With over 20,000 known species, their diversity and adaptability are truly remarkable. The secret to their success lies in their exceptional social structure and advanced collective behavior, which rival even the most complex human organizations.

Ant colonies vary dramatically in size, from just a few hundred individuals to millions. At the heart of each colony is the queen, whose sole purpose is reproduction. Male ants, or drones, mate with the queen and die shortly after, while sterile female worker ants take on the colony's essential tasks. These workers are responsible for nest building, foraging, defending the colony, and caring for the young. Their remarkable dedication and efficiency ensure the survival and prosperity of the colony.

One of the most fascinating aspects of ant behavior is their method of communication. While humans rely on sound and sight, ants communicate primarily through the use of pheromones—chemical signals emitted by one ant and detected by others. Each species of ant produces a range of pheromones, with each type conveying specific messages. For example, a foraging ant may leave behind a trail of pheromones that guides other ants to a food source, allowing the colony to share resources effectively. In the event of danger, an ant releases an alarm pheromone, triggering a coordinated defense by the colony. This chemical communication is crucial to the functioning of an ant colony, as it enables ants to operate as a unified unit, regardless of the individual tasks they perform.

The organization of ants is especially apparent when examining their behavior in warfare. Ants are fearless creatures, willing to confront prey or enemies far larger than themselves. Army ants, for instance, are infamous for their deadly swarms, which overpower prey with sheer numbers. Fire ants are known for their ability to form floating rafts during floods, ensuring the survival of their colony even in extreme conditions.

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Reading 2 (continued)

These behaviors showcase their commitment to the colony's survival, often at the expense of individual lives. Workers will sacrifice themselves to protect the queen or ensure the survival of the colony, demonstrating a level of selflessness rarely observed in the animal kingdom.

Beyond their survival tactics, ants also play an essential role in maintaining healthy ecosystems. As ants dig tunnels, they help to ventilate the soil, which improves water flow and nutrient distribution, ultimately benefiting plant growth. Additionally, ants serve as scavengers, breaking down organic matter and recycling nutrients back into the environment. Some species, like weaver ants (Oecophylla smaragdina), even play an active role in agriculture by protecting crops from pests. Ants' role in controlling pest populations is highly beneficial for farming, particularly in organic agriculture. Without ants, ecosystems would struggle to maintain the balance necessary for biodiversity to thrive.

Ants have also inspired numerous human innovations. Scientists have studied ant behavior to develop algorithms that optimize delivery routes, traffic management, and airline scheduling. These algorithms mimic the way ants efficiently find the shortest path to food. In the field of robotics, researchers have designed swarm robots based on the cooperative behaviors observed in ants. These robots work together to complete tasks, much like an ant colony does. For instance, ant-inspired robots have been used in disaster response efforts, where they collaborate to navigate debris and rescue survivors. Additionally, ants' teamwork has influenced the development of medical robots that can move through the human body, performing delicate surgeries with precision. The lessons learned from ant colonies continue to shape technological advancements across various industries.

Although ants are often seen as tiny creatures scurrying underfoot, they are anything but insignificant. They demonstrate how highly organized, cooperative societies can achieve extraordinary feats, from maintaining ecosystem balance to inspiring technological breakthroughs. For over 140 million years, ants have not only survived but thrived, making them one of nature's most successful species. Their ability to communicate, work together, and contribute to their environments is a testament to the power of collective intelligence. To explore this fascinating world further, consider reading *Journey to the Ants* by Bert Hölldobler or watching *Ants: Nature's Secret Power* by BBC Earth. These resources offer a deeper understanding of how ants shape ecosystems and maintain the delicate balance of nature.

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Reading 2 (continued)

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

13. What is the estimated global population of ants?

_____

14. Where are ants generally unable to survive?

_____

15. Why are sterile female ants considered the backbone of the colony?

_____

16. How do ants communicate with each other?

_____

17. How does ant tunnels benefit plant life and soil quality?

_____

18. Why are ant-inspired robots especially useful in disaster situations?

_____

19. How have ants influenced the development of medical robotics?

_____

20. What message does the author convey about ants at the end?

_____

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Reading 2 (continued)

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

Statements	True	False
21. All species of ants live exclusively in tropical rainforests.	○	○
22. Army ants are known for their ability to form floating rafts during floods.	○	○
23. Weaver ants play an active role in protecting crops from pests.	○	○
24. Ant-inspired algorithms are only used in farming technology.	○	○
25. Ants have been on earth for over 140 million years.	○	○

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Literature 1 – Poem (10 marks)

Read this extract from **'I Worried'**, a poem written by the acclaimed American poet Mary Oliver. Then complete the task.

In 'I Worried', the speaker reflects on how they worried excessively about various aspects of life but they eventually learned to release these concerns and embrace life with acceptance and trust.

I Worried

I worried a lot. Will the garden grow, will the rivers

flow in the right direction, will the earth turn

as I was taught, and if not how shall

I correct it?

Was I right, was I wrong, will I be forgiven,

can I do better?

Will I ever be able to sing, even the sparrows

can do it and I am, well,

hopeless.

Is my eyesight fading or am I just imagining it,

am I going to get rheumatism,

lockjaw, dementia?

Finally, I saw that worrying had come to nothing.

And gave it up. And took my old body

and went out into the morning,

and sang.

. . . . . .

GLOSSARY

rheumatism: a medical condition that causes stiffness and pain in the joints.

lockjaw: a disease which causes the muscles around the mouth to become stiff and stop working.

dementia: a mental illness that affects mainly old people, causing the memory and other mental abilities to gradually become worse.

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Literature 1 (continued)

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

'I worried' employs repetition, enjambment and imagery to convey its theme of anxiety and eventual release of worry.

Choose any **two** of these literary techniques and outline how the poet uses them to convey her message. (Develop at least one point about each of your chosen literary techniques and support your answer with evidence from the extract.)

Literature 1

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Literature 1 (continued)

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Literature 2 – Novel (15 marks)

Read this extract from **'Cry, the Beloved Country'**, a novel by the South African writer Alan Paton. Then complete the **two** tasks.

'Cry, the Beloved Country' is set in South Africa in the 1940s and its story unfolds against a backdrop of economic and political tensions. In the novel, Alan Paton uses the landscape of the country as a powerful allegory to convey an important message. This extract from the opening chapter gives a description of the natural features of the countryside near the town of Ixopo.

There is a lovely road that runs from Ixopo into the hills. These hills are grass-covered and rolling, and they are lovely beyond any singing of it. The road climbs seven miles into them, to Carisbrooke; and from there, if there is no mist, you look down on one of the fairest valleys of Africa. About you there is grass and bracken and you may hear the crying of the titihoya, one of the birds of the veld. Below you is the valley of the Umzimkulu, on its journey from the Drakensberg to the sea; and beyond and behind the river, great hill after great hill; and beyond and behind them, the mountains of Ingeli and East Griqualand.

The grass is rich and matted, you cannot see the soil. It holds the rain and the mist, and they seep into the ground, feeding the streams in every kloof. It is well-tended, and not too many cattle feed upon it. Stand unshod upon it, for the ground is holy, being even as it came from the Creator. Keep it, guard it. Care for it, for it keeps men, guards men, cares for men. Destroy it and man is destroyed.

Where you stand the grass is rich and matted, you cannot see the soil. But the rich green hills break down. They fall to the valley below, and falling, change their nature. For they grow red and bare; they cannot hold the rain and mist, and the streams are dry in the kloofs. Too many cattle feed upon the grass. Stand shod upon it, for it is coarse and sharp, and the stones cut under the feet. It is not kept, or guarded, or cared for, it no longer keeps men, guards men, cares for men. The titihoya does not cry here any more.

The great red hills stand desolate, and the earth has torn away like flesh. The lightning flashes over them, the clouds pour down upon them, the dead streams come to life, full of the red blood of the earth. Down in the valleys women scratch the soil that is left, and the maize hardly reaches the height of a man. They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.

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Literature 2 (continued)

GLOSSARY

bracken: a type of plant.

titihoya: a type of African bird.

veld: open grassland.

Umzimkulu: Umzimkulu River.

Drakensburg: a mountain range in South Africa.

matted: covered with a dense/thick growth.

seep: flow slowly through.

kloof: a steep-side valley.

unshod: not wearing shoes.

shod: wearing shoes.

desolate: barren; empty.

maize: a large plant that produces corn.

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

A. Outline how the writer creates a picture of the beauty of the hills as well as their great number in the opening paragraph. (Give at least two examples of the beauty of the hills and at least one example of their great number.)

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

B. In the final three paragraphs of the extract, the writer describes the land in the hills and valleys. Outline how the depiction of the land changes as we move from one paragraph to the next. (Develop at least one point about each of the paragraphs.)

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

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Literature 2 (continued)

A.

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Literature 2 (continued)

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Literature 2 (continued)

B.

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Literature 2 (continued)

[End of Examination]

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WRITING (NARRATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.* • **SEE ALSO:** *'**ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.
20	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (PERSUASIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:* **SEE ALSO: '*ARRIVING AT FINAL SCORES'* on *page 6* of this Marking Guide.**
20	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 mks)					
1.	○	provide a scientific analysis of marine biodiversity	**7.**	○	overfishing activities
	●	educate students about protecting coral reefs		○	rise in coastal tourism
	○	announce tourism projects for coastal regions		●	mass coral bleaching
2.	●	is a plant or rock	**8.**	○	increasing commercial fishing
	○	grows near the shore		●	promoting carbon neutrality
	○	is a type of fish		○	using artificial chemicals
3.	○	large accumulation of plant material	**9.**	●	allows algae to overgrow
	●	complex structures built over many years		○	causes the coral to grow faster
	○	small ecosystem exists in cold waters		○	improves water quality
4.	○	reduce salt levels in the ocean	**10.**	○	operate tourist businesses
	○	provide resources for shipbuilding		●	prohibit harmful fishing activities
	●	support about 25% of all marine life		○	enhance economic development
5.	○	act as a barrier against ocean currents	**11.**	●	blocks sunlight
	●	provide shelter, food, and breeding grounds		○	supports coral growth
	○	contribute to the formation of island coastlines		○	increases ocean temperature
6.	○	changes color to protect itself	**12.**	○	promoting the tourism industry
	●	pushes out algae due to high stress		●	establishing strict laws on coastlines
	○	produces excess calcium		○	reducing environmental regulations

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

READING 2 (13 mks)

Task 1

13.	Ten thousand trillion
14.	Icy peaks and polar regions
15.	They ensure the survival of the colony from nest building to defense
16.	Through pheromones/ chemical signals
17.	to ventilate the soil/improving water flow and nutrient distribution
18.	They work together to navigate debris and rescue survivors
19.	Robotics can move through the body performing functions
20.	ants are highly organized and cooperative /showing how collective intelligence can lead to environmental balance.

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

Task 2

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

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

WRITING (LITERATURE 1 +2) (15 mks)
• Individual markers should only award the marks mentioned in the Rating Scales: • **SEE ALSO:** *'**ARRIVING AT FINAL SCORES'** on **page 6** of this Marking Guide*.

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.	**5**
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.	**4**
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.	**3**
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**
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.	**1**
0	*Student's response is completely irrelevant to the question asked.*	**0**

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

ARRIVING AT FINAL SCORES

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

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

In such cases, there are two possible procedures:

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

*** CALCULATION OF AVERAGES:**

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

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