



امتحان دبلوم التعليم العام

لكلية الحرس السلطاني العماني التقنية (ثنائية اللغة)

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

تنبيه:
- المادة: English Language
- الأسئلة في (١٧) 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 are going to hear a radio programme about wildfires in California.
Listen, and for each item shade in the bubble (⬭) next to the correct option.

1. The series of wildfires began to spread through Los Angeles on _____.

- ⬭ January 7
- ⬭ January 22
- ⬭ June 20

2. The Palisades Fire started in _____.

- ⬭ San Gabriel Mountains
- ⬭ Pasadena
- ⬭ Malibu

3. The Palisades Fire burned over _____ acres of land.

- ⬭ 10,000
- ⬭ 14,000
- ⬭ 23,000

4. The Eaton Fire led to _____ deaths.

- ⬭ 12
- ⬭ 17
- ⬭ 29

5. The deadliest fire in California's history is the _____ Fire.

- ⬭ Eaton
- ⬭ Camp
- ⬭ Palisades

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Listening 1 (continued)

6. The primary factor contributing to the increase in wildfires is the _____.

- ⬭ sparks from vehicles
- ⬭ hot, dry, and windy weather
- ⬭ poor forest management

7. During Los Angeles hottest summer in 130 years it _____.

- ⬭ received a lot of rain
- ⬭ had no wildfires
- ⬭ only got 4 millimeters of rain

8. According to the speaker, the health impacts of wildfires are _____.

- ⬭ increased skin problems
- ⬭ increased death rates
- ⬭ reduced stress and anxiety

9. California planned to improve wildfire detection by using _____.

- ⬭ more firefighters
- ⬭ advanced technology
- ⬭ improved power lines

10. The speaker believes that _____ can prevent future wildfires.

- ⬭ enhancing early detection systems
- ⬭ building fewer homes in fire prone areas
- ⬭ taking action against climate change

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

You are going to hear ten short texts. Listen, and answer the questions. Make your answers as brief as possible. You will hear each text ***TWICE****.*

11. What time will the Soccer Club meeting start?

_____

12. Which conference is Anne attending?

_____

13. When would the customer prefer the furniture to be delivered?

_____

14. What does Tom suggest as a possible alternative source of energy?

_____

15. What does Ahmed dislike most about the room?

_____

16. Which activity helped Salim to lose more weight?

_____

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Listening 2 (continued)

17. Why could not Mike place his order online?

18. What will Bob and Rachel do to help their son, Jason?

19. Which part of the phone is giving Mariam problems?

20. Who was supposed to go with Khalid for the scholarship?

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Reading 1 (Items 21 – 30) (10 marks)

Read the following report. Then complete the task.

The Battle to Save Tsum Language

Tsum is a language from the subgroup of Tibetic languages spoken by the Tsum people mainly in the Tsum Valley of the Gorka District of Nepal. The language is also known as Tsumke. Tsum has been passed down orally for generations and has no written form.

Tsum began to fade in the 1990s when the Nepali government made Nepali the only official language of instruction in schools. As a result, children were taught in Nepali, and the use of Tsum declined. Many parents stopped teaching their children Tsum to help them avoid ridicule. By 2010, Tsum almost disappeared from daily life, being spoken only by a few elders in official ceremonies. The loss of Tsum reflects a broader loss of culture. As children stopped speaking the language, they also lost their connection to their heritage.

The fight to preserve Tsum has become a personal mission for many, including 76-year-old Thakur Gurung, who is determined to save the language from disappearing. In 2021, a team of linguists from Kathmandu University launched an effort to save Tsum. They worked with Thakur Gurung to record 100 hours of stories in Tsum, including traditional tales, animal herding chants, and weather-related stories passed down through generations. The linguists also created a digital dictionary with 1,500 Tsum words, each paired with audio recordings and illustrations to help preserve the language.

One of the most innovative projects developed was Tsum Talk, a mobile app designed to engage younger generations. The app includes games, quizzes, and augmented reality (AR) features that allow users to point their phones at the sky and hear Tsum words describing clouds, stars, and storms. Since its launch, the app has been downloaded by over 500 users, including travellers and relatives of Tsum speakers living outside the region. The app has made learning Tsum more accessible and appealing to a wider audience.

Despite these positive developments, not everyone believes that technology is the key to saving the language. Some villagers, like shopkeeper Rajiv Shrestha, 38, argue that Tsum is impractical for the modern job market. “Tsum won’t pay for my daughter’s medical books. Few people speak it, it isn’t used in offices. It just doesn’t have a place in today’s world,” he said. Many elders also worry that modern technology will dilute the language’s cultural significance.

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Reading 1 (continued)

A breakthrough came in July 2023 when the Nepali government declared Tsum a national treasure and allocated $200,000 for its preservation. The funding will train teachers to teach Tsum in schools, create illustrated children's books, and establish a Tsum Cultural Center in Chhekampar. Thakur Gurung has also started holding weekly language classes under an ancient tree, where children learn Tsum phrases from the elders. His granddaughter, 8-year-old Maya, is one of the young learners who uses the Tsum Talk app to memorize traditional songs. "I sing zungri to the sunrise," she says, smiling with excitement.

Today, there are over 4000 speakers of Tsum, known as Tsumpas. However, more funding should be allocated to the development of cultural centres and language immersion programmes, where both children and adults can connect with their heritage.

Task: *Answer the questions. Make your answers as brief as possible.*

21. How is the Tsum language passed down through generations?

_____

22. When did the decline of the Tsum language begin?

_____

23. Why did many parents stop teaching their children Tsum language?

_____

24. What did the linguists from Kathmandu University do to help preserve Tsum? (List one)

_____

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Reading 1 (continued)

25. How many Tsum words were recorded for preservation?

26. What features are included in the Tsum Talk app? (List one)

27. Why is Tsum seen by some as impractical for modern jobs? (List one)

28. What did the Nepali government do to help preserve Tsum in 2023? (List one)

29. How has Thakur Gurung helped teach Tsum language to children?

30. What is the writer's opinion on the preservation of the Tsum language?

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Reading 2 (Items 31 – 40) (10 marks)

Read the following article. Then complete the task.

Genetic Engineering: Potentials and Serious Risks

Genetic engineering is a revolutionary technology that allows scientists to change the DNA of living organisms to modify their traits. Since it was first developed in the 1970s, genetic engineering has brought significant advancements in medicine, agriculture, and conservation. However, it also raises important concerns about ethics, health, and the environment.

The first genetically modified organism (GMO) was created in 1973 when scientists changed the DNA of a bacterium. By the late 1980s, they started experimenting with animals, and by the 1990s, scientists began to modify plants. In 1994, the first genetically modified (GM) food, a tomato, was sold. Since then, genetic engineering has helped improve agriculture by creating crops that are resistant to pests, diseases, and extreme weather. For example, Bt cotton produces its own insecticide, reducing the need for harmful chemical pesticides, therefore helping the environment. Some GM crops, like Golden Rice, are even designed to have higher nutritional value, such as extra Vitamin A to prevent blindness in developing countries, which can greatly improve worldwide nutrition. These innovations can also help reduce hunger globally.

Genetic engineering has also played a key role in protecting endangered species. Cloning, a form of genetic engineering, has been used to help save animals at risk of extinction. In 2020, scientists successfully cloned a black-footed ferret, which helped increase the animal's genetic diversity and supported efforts to save the species. This technology could be crucial in protecting other endangered animals in the future.

In humans, genetic engineering started as an expensive and unpopular option, but it has gained attention, especially in wealthier countries. One example is the creation of genetically modified bananas that can deliver vaccines for diseases like cholera and hepatitis. Genetic engineering also helped develop COVID-19 vaccines, such as those from Pfizer and Moderna. Additionally, scientists are exploring ways to eliminate harmful genes, like the BRCA-1 gene linked to breast cancer, through genetic engineering. In the future, this technology could be used to prevent diseases caused by insects, such as malaria and dengue fever.

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Reading 2 (continued)

Despite its many benefits, genetic engineering also presents significant challenges and risks. One primary concern is the ecological impact of GMOs. For instance, there is a risk that genetically engineered plants or animals could become invasive in new environments. These organisms might have traits that allow them to grow or reproduce faster than natural species, leading to the displacement of native species and disruptions in local ecosystems.

Moreover, the widespread use of GMOs raises concerns about food safety. While many studies have shown that GM crops are safe to eat, some critics argue that there may be long-term health risks, such as new allergies or unintended effects on human genetics. The introduction of genetically modified foods into the market without full public knowledge or regulation may also undermine consumer trust. The long-term environmental effects of GMOs are still not fully understood, and there is concern about the irreversible changes they could bring.

Another issue is the ethical debate surrounding genetic engineering, particularly in humans. While the technology holds the promise of eliminating genetic disorders, it also raises questions about the extent to which humans should interfere with nature. The idea of "designer babies," where parents could choose specific traits like intelligence or physical appearance, challenges traditional ethical boundaries. For example, in 2004, the first baby was born using genetic engineering to prevent genetic disorders. More recently, CRISPR gene-editing has raised concerns about enhancing traits like intelligence. Additionally, the prospect of using genetic engineering to extend human lifespan could lead to overpopulation, placing huge pressure on resources such as food, water, and healthcare.

In the future, genetic engineering can improve lives if the focus is on balancing innovation with caution, ensuring that it benefits all of humanity and does not create new problems. It is crucial to continue monitoring the long-term effects of this technology to ensure it does more good than harm.

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Reading 2 (continued)

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

31. The first genetically modified organism was developed in _____.

- ⬭ 1973
- ⬭ 1980
- ⬭ 1990

32. Modified organisms are generally used to advance _____.

- ⬭ the health of babies
- ⬭ agricultural plants
- ⬭ ethical debates

33. Bt cotton helps the environment because it _____.

- ⬭ requires fewer chemical treatments
- ⬭ produces its own fertilizers
- ⬭ grows faster than regular cotton

34. The main benefit of Golden Rice is it _____ .

- ⬭ helps improve taste
- ⬭ is resistant to pests
- ⬭ helps improve global nutrition

35. Genetic engineering can reduce _____ by improving crops quality.

- ⬭ hunger
- ⬭ overpopulation
- ⬭ lifespan

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Reading 2 (continued)

36. Cloning a black-footed ferret helped to _____ of the species.

- ○ increase the genetic diversity
- ○ create a new population
- ○ prevent diseases from affecting some

37. Genetically modified bananas aim to protect against _____.

- ○ cancer
- ○ malaria
- ○ cholera

38. Some people are worried about GMOs in agriculture because they _____.

- ○ are not as nutritious as non-GM crops
- ○ might cause new allergies or health risks
- ○ are more expensive for farmers to grow

39. The ethical concern raised by genetic engineering in humans is the _____.

- ○ potential extinction of species
- ○ creation of designer babies
- ○ reduction in the need for vaccines

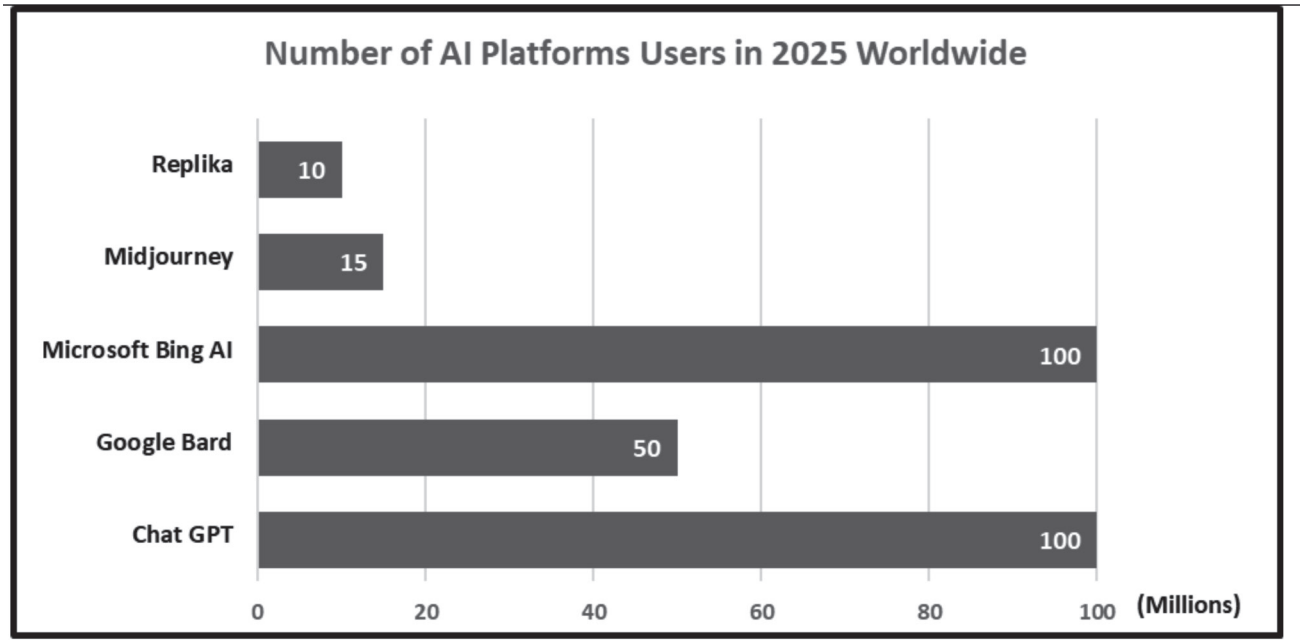
40. The writer believes that genetic engineering should be _____.

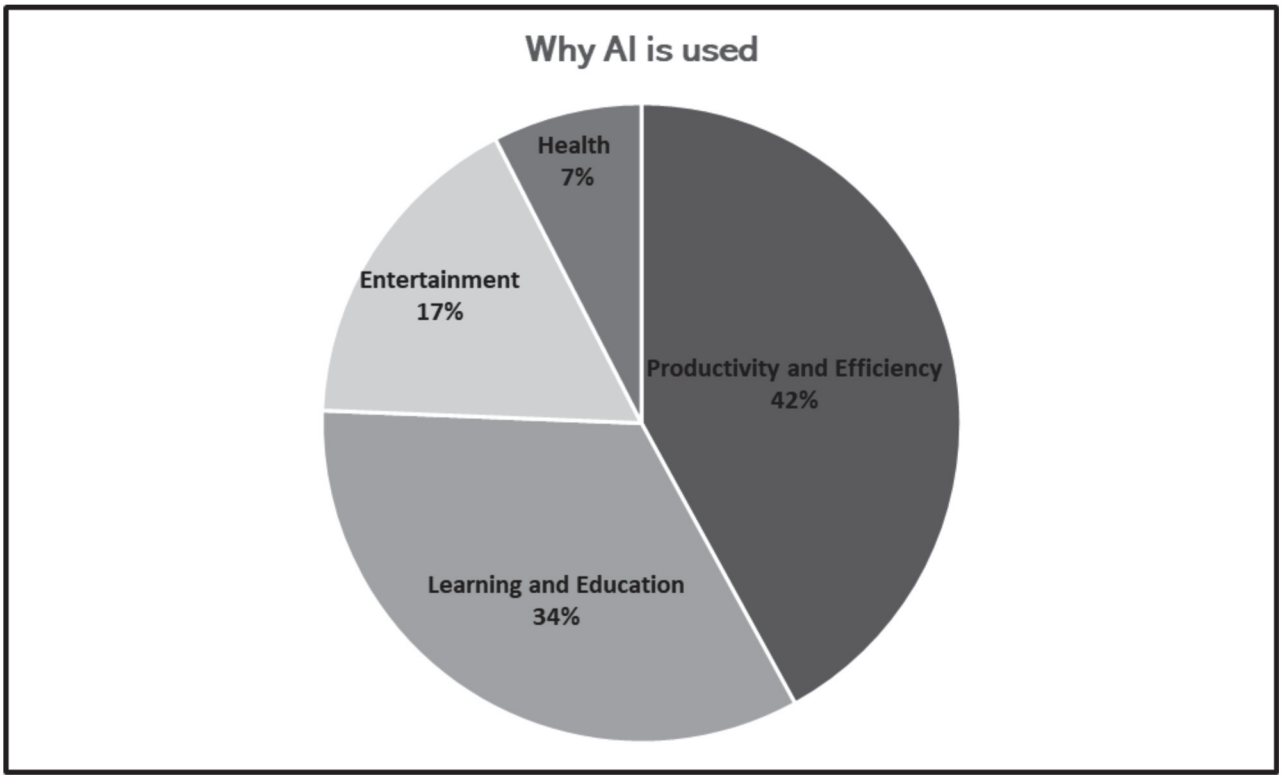
- ○ banned due to its potential risks
- ○ used without any restrictions
- ○ used with constant monitoring

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Reading / Writing (10 marks)

Consider the following charts. Then complete the task.





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Reading / Writing (continued)

Task: *Write a **summary** of the information contained in the chart.*
*Do **not** write **more than 100 words.***
Your writing should be clear, concise, and accurate.

The Use of AI Worldwide in 2025

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Reading / Writing (continued)

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Writing (20 marks)

*Answer **either A or B**. Write your answer in the space provided.*
*You should write **at least 150 words**.*

EITHER:

Situation: Imagine that you are Mr. Ali and you recently booked a flight with SkyAir Airlines.

A. Write an email to the airline's customer service manager about your negative experience. In your email:

– explain the problems you faced during your journey
– express your disappointment with the airline's service
– suggest improvements

OR:

Situation:Imagine that you are Khalid, and your friend Omar is planning to join a gym.He asked your advice about good and affordable gyms in your area.

B. Write an email to your friend Omar. In your email:

– suggest some good gyms with discounts or offers
– explain the facilities and services they provide
– advise him on the best membership plans

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

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Writing (continued)

:

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Do not write in this space

Do not write in this space

Writing (continued)

[End of Examination]

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مُسَوَّدَة

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****

LISTENING 1 (10 mks)	
1. ● January 7 ○ January 22 ○ June 20	**6.** ○ sparks from vehicles ● hot, dry, and windy weather ○ poor forest management
2. ○ San Gabriel Mountains ○ Pasadena ● Malibu	**7.** ○ received a lot of rain ○ had no wildfires ● only got 4 millimeters of rain
3. ○ 10,000 ○ 14,000 ● 23,000	**8.** ● increased skin problems ○ increased death rates ○ reduced stress and anxiety
4. ○ 12 ● 17 ○ 29	**9.** ○ more firefighters ● advanced technology ○ improved power lines
5. ○ Eaton ● Camp ○ Palisades	**10.** ○ enhancing early detection systems ○ building fewer homes in fire prone areas ● taking action against climate change
Notes: *One mark each. Responses must be indicated clearly.*	

LISTENING 2 (10 mks)	
11. 7:30 pm/seven-thirty/half past seven	**16.** playing football
12. TED	**17.** problems with the server
13. weekend	**18.** take over his loan
14. solar	**19.** power button
15. noise coming through the walls/noise from next door	**20.** his cousin
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. orally /by speaking only	**26.** AR features , games, quizzes
22. 1990s with Nepali as the official language in schools	**27.** won't pay for students' medical book Few people speak it / isn't used in offices/it doesn't have place in today's world
23. protect them from ridicule	**28.** Funding for teaching and creating book/declared Tsum a natural treasure/allocated $200,000 for its preservation
24. Recorded stories and chants /digital dictionary (audio) with illustrations	**29.** teaching phrases and songs/ started holiday weekly classes
25. 1,500	**30.** preservation is important/ more funding should be allocated
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be* ***clearly*** *and* ***convincingly*** *correct.*	

READING 2 (10 mks)	
31. ● 1973 ○ 1980 ○ 1990	**36.** ● increase the genetic diversity ○ create a new population ○ prevent diseases from affecting some
32. ○ the health of babies ● agricultural plants ○ ethical debates	**37.** ○ cancer ○ malaria ● cholera
33. ○ requires fewer chemical treatments ● produces its own fertilizers ○ grows faster than regular cotton	**38.** ○ are not as nutritious as non-GM crops ● might cause new allergies or health risks ○ are more expensive for farmers to grow
34. ○ helps improve taste ○ is resistant to pests ● helps improve global nutrition	**39.** ○ potential extinction of species ● creation of designer babies ○ reduction in the need for vaccines
35. ● hunger ○ overpopulation ○ lifespan	**40.** ○ banned due to its potential risks ○ used without any restrictions ● used with constant monitoring

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

READING & WRITING: SUMMARY (10 mks)	
10	– Task achievement very good – All important points included – Clear, orderly grouping and sequencing – Almost entirely own words
8	– Task achievement good – Almost all important points included – Grouping and sequencing reasonably clear – Largely own words
6	– Task achievement uneven – Some important points not included – Attempts at grouping and sequencing, but not very successful – Some reliance on copying
4	– Task achievement limited – Several important points not included – Limited sense of clarity and order – Reliance on copying
2	– Task achievement very limited – Many important points not included – Obvious lack of clarity and order – Heavy reliance on copying
0	*No attempt at the task:* EITHER Completely irrelevant. OR Text simply copied straight from the question paper OR No writing at all, or not written in English OR Complete nonsense

Notes:

- *This task should be marked for language, not content, but (as noted above) if the content is entirely irrelevant to the task, a mark of zero should be awarded.*
- *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.*
- *Count the words and indicate when the 100-word limit has been reached. Students should not be assessed on anything they have written after this limit, **but should not be penalised for exceeding it.***
- **SEE ALSO**: ***'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – The points made by the writer are logically organised and very clear.
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.
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.
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.
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.	

SEE ALSO: ***'ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.

ARRIVING AT FINAL SCORES

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

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 2), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 1), 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. (Note: This is now done automatically by the *ePen* marking system.). If they occur, read the students' response and award the correct mark.

READING/ WRITING & WRITING sections: In these two sections, 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*) (Note: This is now done automatically by the *ePen* marking system.)
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:

READING & WRITING (Summary)		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 الثاني - الدور الثاني - للعام الدراسي ١٤٤٧/١٤٤٦ هـ - ٢٠٢٤ / ٢٠٢٥ م

تنبيه:
- المادة: English Language
- الأسئلة في (١٦) 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 are going to hear a talk about ***Mark Cavendish, a famous cyclist****.*
Listen, and for each item shade in the bubble (⬭) next to the correct option.

1. Cavendish was skilled at various sports in his youth, but his true passion was _____.

- ⬭ football
- ⬭ rugby
- ⬭ cycling

2. By the time he was 15, Cavendish _____.

- ⬭ turned to mountain biking
- ⬭ won the British National Road Race
- ⬭ won the Junior Tour of Ireland

3. Cavendish joined _____ team to start his professional career.

- ⬭ Sky
- ⬭ High Road
- ⬭ Quick-Step

4. Cavendish was known as the greatest sprinter because he won_____.

- ⬭ the Milan-San Remo Race
- ⬭ 34 stages of the Tour de France
- ⬭ a gold medal in 2009

5. The _____ was the significant success Cavendish reached in 2011.

- ⬭ Milan-San Remo
- ⬭ Tour of Flanders
- ⬭ World Road Race Championship

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Listening 1 (continued)

6. Cavendish was initially excluded from the 2021 Tour de France because _____.

- ☐ of injury
- ☐ his team did not select him
- ☐ of illness

7. During the 2023 Tour de France Cavendish _____.

- ☐ had a serious accident
- ☐ made an amazing comeback
- ☐ retired from cycling

8. Cavendish won his 35th stage of the Tour de France in _____.

- ☐ 2022
- ☐ 2023
- ☐ 2024

9. Cavendish won his last race in _____ in 2024.

- ☐ Belgium
- ☐ Singapore
- ☐ Oman

10. Cavendish retired from professional cycling because of _____.

- ☐ injuries
- ☐ problems with other sprinters
- ☐ lack of sponsorship

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

You are going to hear ten short texts. Listen, and answer the questions. Make your answers as brief as possible.

11. What time does the art lesson start?

_____

12. Which city has been chosen to host the 2020 Olympic Games?

_____

13. When was the car manufactured?

_____

14. What bill did Martin forget to pay?

_____

15. What is the population of the Tristan da Cunha?

_____

16. Where was Avatar: The Way of Water filmed?

_____

17. What is Paul finding difficult in class?

_____

18. Why is the library closed today?

_____

19. What kind of food did the man choose for the event?

_____

20. Who will meet Peter at the airport?

_____

Do not write in this space

Reading 1 (Items 21 – 30) (10 marks)

Read the following article. Then complete the task.

Beavers: Ecosystem Engineers

PRAGUE (June, 2025) – In a remarkable turn of events, beavers in the Czech Republic have accidentally saved taxpayers an estimated $1.2 million, demonstrating that sometimes nature works more efficiently than human projects. A long-delayed dam project has been effectively replaced by a series of beaver-built dams, showcasing the remarkable engineering skills of these industrious animals.

The original plan was to build a dam on the Klabava River near the town of Brdy. The dam was meant to protect the river from pollution and safeguard endangered species, such as the crayfish. However, the project faced constant delays due to land ownership issues. Officials had trouble negotiating the land for the dam, and since the project was first introduced in 2018, it had not moved forward. During this time, beavers living along the river took matters into their own paws.

The beavers built multiple dams along the Klabava River in the Brdy Nature Reserve. These dams created a wetland almost five acres in size, which was double the area the original human-made dam was supposed to cover. The beavers' work helped solve the problem of polluted water, preventing runoff from nearby ponds from reaching the river. Their dams also protected the endangered crayfish, which were at risk due to the water pollution.

"Nature took its course," commented Bohumil Fišer, head of the Brdy Protected Landscape Area. He praised the beavers for their quick and effective work. He noted that the beavers had created ideal environmental conditions in just a short amount of time. The Czech Nature Conservation Agency confirmed that the beavers' efforts saved the government a large amount of money while meeting the original environmental goals of the dam project.

This situation is a perfect example of how beavers are "ecosystem engineers." These animals are known for their ability to build dams using rocks, mud, and wood. The ponds created by beavers provide valuable habitats for many species. These include small insects, fish, and larger animals such as herons, moose, and bison. Beaver ponds help to increase biodiversity by creating new and diverse environments.

Beyond supporting diverse ecosystems, beaver dams offer a wealth of environmental benefits. They act as natural firebreaks, slowing the spread of wildfires; function as carbon sinks, trapping and storing carbon; and provide natural flood control by regulating water flow.

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Reading 1 (continued)

Their dams also improve water quality. For example, in 2014, researchers in Oregon found that beaver dams outperformed a multi-million-dollar stormwater treatment facility. The beavers' ponds filtered nearly twice as many pollutants, showing the value of these natural water purifiers.

Another example of beavers helping the environment occurred after the Sharps Fire in Idaho in 2012. After the fire, most of the area was left burned and barren, but the valleys where beavers lived remained lush and green. The beavers' ponds helped to keep the soil moist and healthy, contrasting with the damaged land around them.

However, beavers can sometimes cause flooding or damage crops, their positive impact on the environment is becoming more recognized. Some of their dams, such as the one in Wood Buffalo National Park in Canada, are incredibly large, stretching up to 2,000 feet (about seven football fields). These impressive structures show how beavers can dramatically change their surroundings and benefit both wildlife and human communities.

Task: *Answer the questions. Make your answers as brief as possible.*

21. How much did beavers in the Czech Republic help save?

_____

22. Where was the planned dam supposed to be built?

_____

23. Who delayed the dam project?

_____

24. When was the dam project first introduced?

_____

25. What is one of the main roles of beavers as described in the text?

_____

Do not write in this space

Reading 1 (continued)

26. What species, other than crayfish, could benefit from beaver ponds?

27. What are the environmental benefits do beaver dams offer? (List one)

28. What happened to beavers' valleys after the Sharps Fire in Idaho in 2012?

29. How large can some beaver dams be?

30. What is the writer's opinion about natural beaver dams?

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Reading 2 (Items 31 – 40) (10 marks)

Read the following article. Then complete the task.

Coconut Fueling: A Renewable Energy Revolution

In recent years, coconuts have found a new role in Papua New Guinea (PNG) as a renewable energy source, especially on Karkar Island in Madang Province. Historically, coconuts have been a vital part of the local economy, but over the years, their market value has dropped. This is primarily due to shifting global trade dynamics and growing competition from other oils such as palm and soybean. As a result, many farmers have been left with overproduction, growing coconuts despite the low market price. However, the development of coconut biodiesel is opening new life into the industry by providing a sustainable and cost-effective alternative to traditional fossil fuels. This shift not only meets local energy needs but also promises to bring both economic and environmental benefits to the region.

The idea of using coconut oil as an alternative fuel is not entirely new to PNG. During the 1990s civil war, coconut oil was used as a fuel by revolutionary forces, showcasing its potential as a sustainable energy resource. While this early use demonstrated the adaptability of coconut oil, it is modern-day efforts, such as those led by the Kulili plantation on Karkar Island, that truly highlight its viability. The Kulili plantation, owned by the Australian Middleton family, has been producing coconut-based biofuel since 2007 and it had significantly expanded its operations to meet growing demand by 2010. With a monthly output of approximately 50,000 liters, the plantation is making a significant contribution to reducing PNG's reliance on imported fuel. In fact, the plantation now produces 700,000 liters of biodiesel annually, and this fuel is used to power various vehicles and generators, including those at the island's hospitals and schools.

The process of making coconut biodiesel is both simple and innovative. It starts with copra, the dried white flesh of the coconut. This copra is shredded and pressed to extract coconut oil, which is then mixed with lye and alcohol to trigger a chemical reaction that converts the oil into biodiesel. This resulting biodiesel can be used in its pure form or blended with regular diesel. One of the major advantages of coconut biodiesel is that it does not require modifications to existing diesel engines, making it a highly practical alternative fuel option for many regions.

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Reading 2 (continued)

Despite the potential of coconut biodiesel, there are several challenges that must be addressed if this initiative is to grow and succeed. Financial barriers remain a significant obstacle, as scaling up production requires substantial investment. Furthermore, logistical challenges in distributing fuel across PNG's remote regions make it difficult to supply the entire population, especially on islands like Karkar. The island is home to about 500,000 people, and while the Middleton family's efforts are admirable, the full potential of coconut biodiesel cannot be realized without broader government and community support.

The technical side of biodiesel production also presents difficulties. Maintaining consistent fuel quality and efficiency is essential for the long-term success of the initiative, and this will require ongoing research and development. To assist with this, the PNG University of Technology (Unitech) is conducting research to explore the scalability of the project and its broader feasibility. If successful, it could lead to significant socioeconomic benefits, including increased employment opportunities in rural areas and reduced fuel import costs. However, the lack of concrete support from the Madang government has made it challenging to expand the project as quickly as hoped.

The future of coconut biodiesel in PNG looks promising, but it requires a concerted effort from both the government and the private sector to overcome the financial, logistical, and technical challenges it faces. If these challenges are addressed, coconut biodiesel could become a central resource for PNG and other Pacific nations, helping them achieve greater energy independence and contribute to global renewable energy goals.

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

31. The value of coconuts in PNG markets declined because of _____.

- ○ overproduction of coconuts
- ○ competition from other oils
- ○ lack of interest from local farmers

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Reading 2 (continued)

32. PNG demonstrated the use of coconut oil as an alternative fuel during the _____.

- ☐ sustainability movement
- ☐ civil war
- ☐ introduction of palm oil

33. The Kulili plantation has been producing coconut-based biofuel since _____.

- ☐ 1990
- ☐ 2007
- ☐ 2010

34. The Kulili plantation produces _____ liters of coconut biodiesel annually.

- ☐ 50,000
- ☐ 500,000
- ☐ 700,000

35. The major benefit of coconut biodiesel for Karkar Island is it _____.

- ☐ can be mixed into diesel fuel
- ☐ is exported to international markets
- ☐ replaces all imported fuels

36. The primary ingredient used to make coconut biodiesel is _____.

- ☐ fresh coconut milk
- ☐ copra, the dried white flesh of the coconut
- ☐ coconut shells

Do not write in this space

Reading 2 (continued)

37. The coconut biodiesel production research in PNG is conducted by the _____.

- ☐ private sector
- ☐ Madang government
- ☐ University of Technology (Unitech)

38. The expansion of coconut biodiesel could _____.

- ☐ increase fuel import costs
- ☐ decrease employment opportunities
- ☐ reduce fuel import costs

39. The main challenge faced by the coconut biodiesel industry in PNG is the _____.

- ☐ lack of government funding
- ☐ lack of socio economic benefits
- ☐ logistical difficulties

40. The writer believes that _____ is necessary for the success of coconut biodiesel.

- ☐ more research into fossil fuel alternatives
- ☐ government and private sector collaboration
- ☐ reducing coconut biodiesel production

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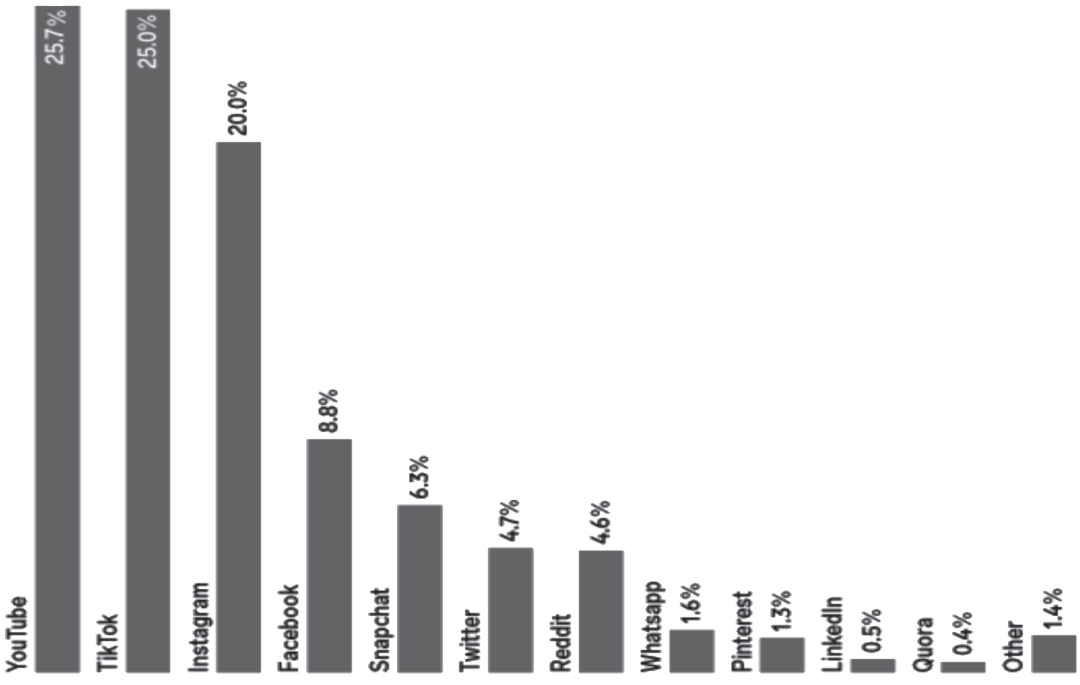
Reading / Writing (10 marks)

Consider the following charts on US Generation Z's use of social media. Then complete the task.

US Generation Z's Use of Social Media



Average Time Spent by US Gen Z's per Day on Social Media 2025



Social Media Platforms Used the Most by US Gen Z 2025

Do not write in this space

Reading / Writing (continued)

Task: *Write a **summary** of the information contained on the chart.*
*Do **not** write **more than 100 words.***

Your writing should be clear, concise and accurate.

US Generation Z's Use of Social Media 2025

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Reading/Writing (continued)

Do not write in this space

WRITING (20 marks)

*Answer **either A or B**. Write your answer in the space provided.*
*You should write **at least 150 words**.*

EITHER:

A. **Situation:** Imagine that you are Mr. Salim, and you recently enrolled in an online course from EduMaster Academy.

Write an email to the course coordinator about technical issues and poor course content. In your email:

- explain the problems with the course
- express dissatisfaction with the support teams
- suggest improvements

OR:

B. **Situation:** Imagine that you are Ali, and your brother Hassan is planning a vacation but has a limited budget.

Write an email to your brother Hassan to give him suggestions on affordable and enjoyable travel destinations: In your email:

- recommend travel agencies or websites with good deals
- suggest budget-friendly destinations
- suggest ways on saving money while traveling

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. ○ football ○ rugby ● cycling	**6.** ○ of injury ● his team did not select him ○ of illness
2. ○ turned to mountain biking ● won the British National Road Race ○ won the Junior Tour of Ireland	**7.** ● had a serious accident ○ made an amazing comeback ○ retired from cycling
3. ○ Sky ● High Road ○ Quick-Step	**8.** ○ 2022 ○ 2023 ● 2024
4. ○ the Milan-San Remo Race ● 34 stages of the Tour de France ○ a gold medal in 2009	**9.** ○ Belgium ● Singapore ○ Oman
5. ○ Milan-San Remo ○ Tour of Flanders ● World Road Race Championship	**10.** ● injuries ○ problems with other sprinters ○ lack of sponsorship
Notes: *One mark each. Responses must be indicated clearly.*	

LISTENING 2 (10 mks)	
11. 2.30pm/two thirty/half past two	**16.** New Zealand
12. Tokyo	**17.** spelling and reading
13. 2018/ two thousand eighteen/twenty eighteen	**18.** updating the computer network
14. water	**19.** Italian
15. 250/ two fifty /two hundred fifty	**20.** his sister
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. *$ 1.2 million*	**26.** fish / insects / herons / bison / moose
22. Klabava River/town of Brdy	**27.** *Fire-breaks / flood control / carbon sinks / prevent run-off from reaching rivers*
23. land owners	**28.** *Remained lush and green*
24. *2018*	**29.** *2000 feet / 7 football fields*
25. *Solving problem of polluted water / creating wetland habitat for many species / protecting endangered species/build dams using rocks/ increase biodiversity*	**30.** *Essential – can outperform human dams / benefit wildlife and human communities/incredibly large/impressive structures*
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 2 (10 mks)	
31. ○ overproduction of coconuts ● competition from other oils ○ lack of interest from local farmers	**36.** ○ fresh coconut milk ● copra, the dried white flesh of the coconut ○ coconut shells
32. ○ sustainability movement ● civil war ○ Introduction of palm oil	**37.** ○ private sector ○ the Madang government ● University of Technology (Unitech)
33. ○ 1990 ● 2007 ○ 2010	**38.** ○ increase fuel import costs ○ decrease employment opportunities ● reduce fuel import costs
34. ○ 50,000 ○ 500,000 ● 700,000	**39.** ● lack of government funding ○ lack of socio economic benefits ○ logistical difficulties
35. ● can be mixed into diesel fuel ○ is exported to international markets ○ replaces all imported fuels	**40.** ○ more research into fossil fuel alternatives ● government and private sector collaboration ○ reducing coconut biodiesel production
Notes: *One mark each. Responses must be indicated clearly.*	

READING & WRITING: SUMMARY (10 mks)	
10	– Task achievement very good – All important points included – Clear, orderly grouping and sequencing – Almost entirely own words
8	– Task achievement good – Almost all important points included – Grouping and sequencing reasonably clear – Largely own words
6	– Task achievement uneven – Some important points not included – Attempts at grouping and sequencing, but not very successful – Some reliance on copying
4	– Task achievement limited – Several important points not included – Limited sense of clarity and order – Reliance on copying
2	– Task achievement very limited – Many important points not included – Obvious lack of clarity and order – Heavy reliance on copying
0	*No attempt at the task:* EITHER Completely irrelevant. OR Text simply copied straight from the question paper OR No writing at all, or not written in English OR Complete nonsense

Notes:

- *This task should be marked for language, not content, but (as noted above) if the content is entirely irrelevant to the task, a mark of zero should be awarded*.
- *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.*
- *Count the words and indicate when the 100-word limit has been reached. Students should not be assessed on anything they have written after this limit, **but should not be penalised for exceeding it.***

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – The points made by the writer are logically organised and very clear.
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.
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.
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.
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.	

SEE ALSO: '***ARRIVING AT FINAL SCORES'*** on ***page 6*** of this Marking Guide.

ARRIVING AT FINAL SCORES

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

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 2), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 1), 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. (Note: This is now done automatically by the *ePen* marking system.). If they occur, read the students' response and award the correct mark.

READING/ WRITING & WRITING sections: In these two sections, 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*) (Note: This is now done automatically by the *ePen* marking system.)

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:

READING & WRITING (Summary)		**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.]