



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

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٣) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س – عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

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

صحيح ■ **غير صحيح** ▭ ◉ ◔ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

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Listening 1 (Items 1 – 10) (10 marks)

You're going to hear an interview between ***a TV reporter and Mr. Li Chen.***

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

1. Mr. Li Chen has been _____ at the Harbin Ice Festival since 2018.

⬭ an organiser ⬭ a participant ⬭ a director

2. The largest winter festival in Asia is in _____.

⬭ Japan ⬭ South Korea ⬭ China

3. The Harbin Ice Festival was officially launched in _____.

⬭ 1981 ⬭ 1983 ⬭ 1985

4. The most popular attraction at the Harbin Ice Festival is the _____.

⬭ Light Show ⬭ Snow World ⬭ Frozen Village

5. The theme of the 2026 Sculpture Art Expo will be _____.

⬭ Four Seasons ⬭ Futuristic Visions ⬭ Wildlife Wonders

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

Headings	Key Information
Activities	- Winter (6) _____ in Songhua River. - In the Food Race, participants have to eat a bowl of hot (7) _____.
Prices	- Tickets range from 20 to (8) _____ US dollars.
Advice	- Visitors must wear thick jackets, gloves and waterproof (9) _____.
Transport	- The cheapest way to reach the festival site is by (10) _____.

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

*You're going to hear a talk about **Aliko Dangote**.*

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

11. Which African country was Aliko born in?

_____

12. Who did Aliko live with after his father died?

_____

13. Which subject did Aliko study in Al-Azhar University?

_____

14. What did Aliko buy from Thailand?

_____

15. What is the largest industry in the Dangote company?

_____

16. How many African countries does the Dangote company operate in?

_____

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

17. Aliko collaborated with the _____ Foundation on multiple health programmes.

18. Aliko supported the Ministry of _____ to build youth projects.

19. Aliko was ranked among the top 500 billionaires worldwide in _____. (Year)

20. The biggest _____ factory in Africa will be built in 2026.

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

The Power of Gamification

Gamification is the process of adding game-like elements, such as rewards, points, and leaderboards, to non-game activities. The term was created by the British programmer Nick Pelling in 2002, but it only gained global recognition in 2010. Today, gamification is widely used in education, business, and fitness. The global market is estimated to reach $30 billion by 2028.

Gamification is widely applied in education, with studies indicating improvements in student academic achievement and motivation. The University of Colorado study demonstrated that learners using gamified tools scored 14% higher on skill-based tests than those using traditional methods. Popular educational platforms such as Duolingo and Kahoot are examples of this interactive approach. In Sweden, gamified math and language applications are integrated into school programmes. Consequently, experts believe that n is gaining popularity in workplaces to maximise employee productivity. At Microsoft, 4,500 employees joined the Language Quality Game to improve its software translations. Another example is Deloitte, an international company based in the United States, which has gamified its learning programme *The Leadership Academy*. As a result, course completion on their training platform increased by 50%. A Gallup report found that companies using gamification saw a 21% rise in profits as well as higher job satisfaction.

The fitness industry has also depended heavily on gamification since 2015. Apps like Fitbit and Nike Run Club use rewards such as badges, points, and levels to encourage people to stay active. Millions of users worldwide rely on these apps to reach their fitness goals. According to the Journal of Medical Research, fitness apps with gamified features can increase physical activity by a maximum of 23%. These apps also let users track their progress and compete with friends, adding a social and motivational element to fitness.

Airlines often use gamification in their loyalty programmes. Passengers earn points or miles with each flight which they can exchange for rewards like free tickets or seat upgrades. For example, Saudia Airlines offers the AlFursan Loyalty Programme. Members begin at the Blue level which provides basic benefits. After earning 25,000 miles, they move to the Silver level where they can check-in faster and get an additional baggage allowance. At 50,000 miles, they reach the Gold level which includes all the Silver benefits and free access to VIP airport lounges worldwide.

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Reading 1 (continued)

On the other hand, others believe that gamification has some negative effects. A study from the University of Michigan showed that reward-based apps can result in addictive behaviour. Excessive use of gamified apps may also lead to neglecting responsibilities, social isolation, and health problems. A 2020 report by the Human Behaviour Journal said that the pressure of competition and tracking can cause stress and exhaustion. Experts are also concerned that some companies use gamification to encourage excessive and unnecessary spending.

Gamification needs to be used wisely to get the maximum benefit. There should be a good balance between entertainment and responsibility. Gamification is most effective when it allows users to enjoy the activity itself, rather than being obsessed with accumulating points, badges, or rewards. If not designed and handled carefully, it can lead to problems like stress or addiction. However, in my opinion, the advantages of gamification exceed its disadvantages.

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

21. Who created the term 'gamification'?

_____

22. How much will the global gamification market be worth by 2028?

_____

23. What popular educational applications use gamification? (List one)

_____

24. Which subjects do schools in Sweden teach using gamified apps? (List one)

_____

25. Why did Microsoft employees join the Language Quality Game?

To _____

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Reading 1 (continued)

26. Where is Deloitte company located? (Country)

_____

27. When did the fitness industry start using gamification? (Year)

_____

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

Statements	True	False
28. Gamified exercise apps can increase physical activity by over 23%.	○	○
29. Silver members in AlFursan Loyalty Programme can enter airport VIP lounges free of cost.	○	○
30. A study by the University of Michigan linked reward-based gamification to possible addiction.	○	○
31. Some companies use gamification to encourage consumers to buy products they do not need.	○	○
32. The writer believes that the positive impact of gamification is greater than the negative.	○	○

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Cave Diving

1 Cave diving is one of the most breath-taking types of scuba diving. It involves navigating through dark, rocky, and often narrow, underwater passages. This challenging environment requires highly trained and specialised divers equipped with advanced tools. Unlike open water and wreck diving, cave diving involves the serious risk of having no easy access to the surface, which makes it even more difficult and dangerous. This limited access to the surface also sets cave diving apart from any other type of diving.

2 By the early 20th century, people began exploring deep, **submerged** caves with basic diving equipment. Over the years, diving gear significantly improved due to technological advancements, making it easier and safer to explore these caves. By the 1960s and 1970s, cave diving became more organised, with special training courses and new safety techniques for divers. Today, cave diving is mostly used for scientific studies and rescue missions.

3 Cave diving requires professional and high quality diving equipment. Twin tanks or Side-Mount Systems are essential tools that provide an additional air supply to increase both diving time and safety. In addition, guideline reels which are safety lines help mark the exit route and prevent confusion. Depending on the water temperature, drivers also wear appropriate wetsuits to maintain body warmth. To improve breathing comfort and communication, some divers use full-face masks. They also have to use powerful diving lights to see clearly in the dark environment.

4 There are many serious dangers that divers may encounter while cave diving. Divers might have difficulty navigating thousands of complex passages. They may also need to be cautious of falling rocks which can weigh up to 70 kg. In many cases, these caves are connected to springs, which means there can be extreme water currents. These currents cause most of the deaths among divers because swimming against them can lead to panic and **fatigue**. Therefore, divers must be extremely careful about navigation and oxygen management.

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Reading 2 (continued)

5 All divers must complete special courses that teach them very important skills. The Professional Association of Diving Instructors (PADI) was started in 1966 and it is now the world's largest diving organisation, with over 6,600 dive centres. It has trained and certified more than 30 million open water divers in different countries. Technical Diving International (TDI) which was set up in 1994, is known for its expert technical training programmes such as cave and cavern diving. Another organisation, Scuba Diving International (SDI), was established in 1998 to train school students.

6 There are different types of underwater caves, depending on their location and formation. Sinkholes are common in places with soft rock like limestone and are often found in Mexico. These holes can lead to large cave systems. Blue holes are very deep underwater caves found in warm, tropical areas like the Bahamas. In places like Hawaii, underwater caves are formed by volcanoes and are called lava tubes. In Florida, some caves are filled with fresh water from lakes and springs. These caves have crystal-clear water and unique aquatic species.

7 Many adventurers enjoy cave diving because it offers access to exclusive, undisturbed underwater ecosystems. These caves often contain ancient rock structures, preserved fossils, and rare aquatic species. In 2026, a project called *Blue Depths Oman* will **commence** in Dhofar. Its goal is to explore underwater caves and preserve all marine life.

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

33. The type of diving that has the most limited access to the surface is _____ diving.

⬭ cave ⬭ open water ⬭ wreck

34. The word **submerged** in paragraph **2** means _____.

⬭ rough ⬭ underwater ⬭ ancient

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Reading 2 (continued)

35. Divers can increase their diving time by using _____.

- ☐ twin tanks
- ☐ guideline reels
- ☐ wetsuits

36. Most of the deaths in cave diving are caused by _____.

- ☐ falling rocks
- ☐ extreme currents
- ☐ complex passages

37. The word **fatigue** in paragraph **4** means _____.

- ☐ tension
- ☐ fear
- ☐ exhaustion

38. The world's largest dive training organisation was established in _____.

- ☐ 1966
- ☐ 1994
- ☐ 1998

39. Underwater caves formed by volcanic activity exist in _____.

- ☐ Florida
- ☐ Mexico
- ☐ Hawaii

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

- ☐ connect
- ☐ start
- ☐ control

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Reading 2 (continued)

Task Two: *Match the five paragraphs on the left with the sub-headings in the box. (There are **THREE** extra sub-headings in the box.).*

Paragraphs	Sub-Headings
41. Paragraph **2** _____	**A.** Diving project in Oman
42. Paragraph **3** _____	**B.** Cave diving or open water diving
43. Paragraph **4** _____	**C.** Different types of underwater caves
44. Paragraph **5** _____	**D.** The history of cave diving
45. Paragraph **7** _____	**E.** Risks involved in cave diving
	F. How sinkholes are formed
	G. Equipment used in cave diving
	H. Cave diving training centres

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Writing 1 (10 marks)

*Complete the following task. Write **at least 150 words.***

Report: *Imagine that your English teacher has asked you to write a report about the **Sports Day** held at your school this year. Your report should focus on its strengths and weaknesses, and suggest recommendations for the next sports day.*

*Your writing should be **clear** and **well-organised.***

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Writing 1 (continued)

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Writing 2 (15 marks)

*Complete the following task. Write **at least 150 words.***

***Situation**: Imagine that you are Sami/Samia. You are planning a big family gathering, so you need to book a room in a restaurant.*

***Task**: Write **a formal letter / email** to the restaurant manager asking about:*

- A large room for your family event
- Food and drink options
- Services provided (e.g., entertainment, or waiters)
- The cost
- Any other details

*Your writing should be **clear** and **well-organised**.*

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Writing 2 (continued)

[End of Examination]

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LISTENING 1 (10 mks)						
Task One						
1.	○	an organiser	○	a participant	●	a director
2.	●	Japan	○	South Korea	○	China
3.	○	1981	○	1983	●	1985
4.	○	Light Show	●	Snow World	○	Frozen Village
5.	○	Four Seasons	○	Futuristic Visions	●	Wildlife Wonders
Notes: One mark each. Responses must be indicated clearly.						
Task Two						
6. swimming/swim						
7. noodles						
8. 45/forty-five						
9. boots						
10. bus(es)						
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*						

LISTENING 2 (10 mks)
Task One
11. Nigeria **12.** (His) grandfather/granddad/a trader/a businessman **13.** Business **14.** Rice **15.** Cement (industry) **16.** 10/ten
Task Two
17. Gates **18.** Sports **19.** 2022/twenty twenty-two/two thousand twenty-two **20.** Sugar
Notes: *One mark each.* *Qs 11-16: (i) Notes: 1)* ***Grammatical mistakes*** (e.g. etc)**:** *These should be ignored, as long as it is clear that the substance of the answer is correct.* *2)* ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:* *(a) Certain key letters* ***must*** *be included: No. : No. :* *(b) In cases where letters are 'optional', the mis-spelling must be* ***close to*** *the correct spelling. (e.g. accept nigenia but not algeria)* *(c) Above all, the mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1 (12 mks)

Task One

21. Nick Pelling/ a (British) programmer

22. $30 billion (U.S. dollars)

23. Duolingo/Kahoot

24. Math/language

25. improve its software translations

26. The United States/US/USA/America

27. 2015

Task Two

	True	False
28.	○	●
29.	○	●
30.	●	○
31.	●	○
32.	●	○

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

*1) **Grammatical mistakes** should be ignored.*

*2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.*

3) As stated in the instructions, answers should be short.
(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.
Responses must be indicated clearly.

READING 2 (13 mks)			
Task One			
33. ● cave	○ open water	○ wreck
34. ○ rough	● underwater	○ ancient
35. ● twin tanks	○ guideline reels	○ wetsuits
36. ○ falling rocks	● extreme currents	○ complex passages
37. ○ tension	○ fear	● exhaustion
38. ● 1966	○ 1994	○ 1998
39. ○ Florida	○ Mexico	● Hawaii
40. ○ connect	● start	○ control
Task Two		
41. D		
42. G		
43. E		
44. H		
45. A		
Notes: One mark each. Responses must be indicated clearly.		

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>*No attempt at the task*</u>: <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English. OR Complete nonsense.

Note 1: The task is to write a Formal ***letter/e-mail****, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the e-mail according to the Rating Scale* **—** *then, if either the greeting or the closing are missing,* ***deduct two marks*** *from the content-score.*

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.

ARRIVING AT FINAL SCORES

LST1a/ RDG1a/RDG2b: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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.]

سلطنة عمان
وزارة التربية والتعليم

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

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

تنبيه:
- المادة: English Language 'Elective'
- الأسئلة في (١٢) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

▬ مسقط ▭ أبوظبي

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

صحيح ▬ **غير صحيح** ▭ ◉ ◒ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

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Listening 1 (Items 1 – 10) (10 marks)

You're going to hear an interview between ***a journalist and Marc Ahmed.***

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

1. Scarlet Company is based in _____.

⬭ Ireland ⬭ Belgium ⬭ Britain

2. Marc Ahmed's first job was _____.

⬭ an event planner ⬭ a photographer ⬭ a designer

3. Scarlet is different to other event planners because of its wedding _____.

⬭ souvenirs ⬭ invitations ⬭ arrangements

4. The average price for a Scarlet wedding arrangement is _____.

⬭ $7,000 ⬭ $10,000 ⬭ $14,000

5. Last year, the majority of Scarlet customers were _____.

⬭ Italian ⬭ French ⬭ Chinese

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

Headings	Key Information
Skills	- Excellent (6) _____ skills and work under pressure.
Challenges	- Balancing customers' requests with their (7) _____.
Rewards	- Establish a strong (8) _____ with clients.
Future Plans	- Arrange more (9) _____ weddings.
Advice	- Attend a professional (10) _____ course.

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

You're going to hear a talk about a police dog called ***Kiah****.*

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

11. How old was Kiah when she was found in Texas?

_____

12. Who invited Brad Croft to meet Kiah?

_____

13. Which police department did Kiah join in 2016?

_____

14. Where did Kiah find guns and drugs on her first day at work?

_____

15. Why did adults and children gather around Kiah during public visits?

_____

16. How many hours did it take Kiah to find the missing woman?

_____

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

17. The *Paw of* _____ *Award* was given to Kiah for her bravery.

18. Kiah's story was shown on CNN, _____ , and National Geographic.

19. Kiah died in March _____ due to lung cancer. (Year)

20. A new _____ about Kiah's life will be available soon.

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Reading 1 (Items 21 – 32) (12 marks)

Read the following text. Then complete the tasks.

Cashless Society

The idea of a cashless society, where physical money is replaced by digital transactions, is not new. It was first imagined by Edward Bellamy in his novel *Looking Backward*. The shift towards digital payments began in 1990 with the rise of electronic banking. Today, digital wallets are the most popular online payment method worldwide. While a cashless system offers speed and convenience, it also raises concerns about privacy, security, and accessibility. The key question is whether a fully cashless society is truly a positive step, or whether the risk is too high.

The country that uses digital payments the most is Sweden. This is because Swedes prefer to use mobile apps like Swish to pay for their daily needs. Furthermore, there are very few ATMs in the country because 98% of the people have a digital wallet. The Netherlands is also moving in the same direction. For example, last year, Dutch people made about 6 million cashless shopping transactions.

Switching to a cashless system offers several advantages. For instance, cashless payments help users manage their budget, track their spending and save money. Many digital payment services help users monitor their spending by setting a limit and receiving alerts when they are close to reaching it. Using debit cards or secure credit cards is safer than carrying cash which can be lost or stolen. Being cashless can save time because there is no need for ATMs or banks. In addition, a cashless society may experience lower crime rates because there is less cash to steal. Digital records make it harder for criminals to hide money, which helps reduce illegal activities like trading on the black-market and funding terrorism.

It is true that a cashless society is fast and easy, but it also has some issues. Digital payments are not always safe because hackers can steal personal or bank information. In 2020, banks in many countries reported a rise in online scams and identity theft. Also, if there is a power cut or the phone battery is dead, people may not be able to pay, even if they have money in their accounts. This is a major challenge in countries with poor internet or electricity connection like Bolivia and Niger, making them unprepared to adopt a cashless system. People on a low income, may not own smartphones or know how to use banking apps. A 2021 study by the European Central Bank showed that many elderly people in Europe still prefer cash because they do not have bank accounts.

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Reading 1 (continued)

In summary, while digital payments are becoming more common, a completely cashless society may not be good for everyone. Some people, especially older people or those without bank accounts, still need to use cash in their daily life. Personally, I am not a big supporter of a fully cashless society because it can make life harder for quite a number of people.

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

21. Who first introduced the idea of a cashless economy?

_____

22. When did people start to use digital payments?

_____

23. Which online payment method is the most popular globally today?

_____

24. Which app do Swedish people prefer to use when paying their bills?

_____

25. How many cashless payments were made in the Netherlands last year?

_____

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Reading 1 (continued)

26. How do digital payment services help users control their spending?

_____

27. Why can being cashless save time? (List one)

Because there is _____

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

	Statements	True	False
28.	Digital transaction records help increase illegal activities.	○	○
29.	Online scams and identity theft increased in 2020.	○	○
30.	According to the text, countries like Bolivia and Niger are not ready to go cashless.	○	○
31.	A 2021 study found that most young people in Europe prefer to use cash.	○	○
32.	The writer supports the idea of a total cashless society.	○	○

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Mushroom Foraging

1 Foraging is the practice of collecting wild foods such as mushrooms, nuts, and berries directly from nature rather than buying them from markets or farms. It dates back to about 2.5 million years ago when early humans depended entirely on hunting and food gathering. The transition to agriculture around 9000 BC led to a gradual decline in foraging, though it continued among some communities. However, in the late 20th century, foraging became popular again because of concerns over health issues, sustainability, and an increased interest in organic food.

2 By the early 21st century, foraging tourism had **evolved** into a type of eco-tourism. Travellers join guided foraging tours led by experts who teach them how to identify edible plants, mushrooms, and other food like seaweed and shellfish. These experiences also highlight the risks of poisonous species, especially mushrooms and the need for proper identification and responsible harvesting to protect the environment.

3 Collecting wild mushrooms is an important tradition in many parts of the world. For hundreds of years, people have gone into forests to collect mushrooms, not just for food but also for medicinal and educational uses. For many villagers in countries like Poland, Russia and China, mushroom foraging is more than a seasonal activity. It is a **revered** tradition that is passed down through generations.

4 However, the most popular destination for mushroom foraging is the United States. Large mushroom-rich forests can be found in states like Arizona and Washington, where many different types of mushrooms grow. Scotland is also a famous place for foraging, especially in the Highlands. Italy used to be a favourite place for this activity. But today, strict government rules have limited foraging in many areas due to environmental concerns.

5 Foragers look for a variety of mushroom types. These types include the chanterelle mushrooms which are recognised for their fruity aroma and flavour. Foragers collect chanterelle mushrooms in temperate forests, particularly in the Pacific Northwest of the United States. They also look for porcini mushrooms which are prized for their meaty texture and are found in Spain. Morels, with their unique appearance and distinctive flavour, are typically found in Asia. Oyster mushrooms are usually harvested from September to December and grow in regions that have humid forests like South America.

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Reading 2 (continued)

6 Mushroom foraging tours in these areas vary in duration and price. Half-day tours offering a brief introduction to foraging, typically last around 3 to 4 hours and cost between $50 to $100 per person. Full-day tours, lasting 6 to 8 hours, cost around $200 per person. These provide a deeper dive into mushroom identification and harvesting techniques. For those seeking a more comprehensive experience, multi-day tours, which can range from $300 to $800 or more, offer immersive foraging experiences in remote locations. Many of these tours also include a **culinary** experience, where participants can prepare and taste dishes made from the mushrooms they have foraged.

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

33. Foraging is the act of collecting food from _____.

⬭ farms ⬭ nature ⬭ markets

34. A decline in foraging occurred about 9000 BC due to new _____.

⬭ agricultural techniques ⬭ sustainability concerns ⬭ health issues

35. The word **evolved** in paragraph **2** means _____.

⬭ stayed ⬭ stopped ⬭ developed

36. The word **revered** in paragraph **3** means _____.

⬭ dedicated ⬭ respected ⬭ ignored

37. The top country for mushroom foraging in the world is _____.

⬭ the United States ⬭ Scotland ⬭ Italy

38. Porcini mushrooms are valued for their _____.

⬭ fruity flavour ⬭ meaty texture ⬭ unique appearance

Do not write in this space

Reading 2 (continued)

39. A full-day mushroom foraging tour costs around _____ per person.

- ☐ $50
- ☐ $100
- ☐ $200

40. The word **culinary** in paragraph **6** means _____.

- ☐ cooking
- ☐ farming
- ☐ gathering

Task Two: *Match the five paragraphs on the left with the sub-headings in the box. (There are **THREE** extra sub-headings in the box).*

Paragraphs

41. Paragraph **1** _____

42. Paragraph **3** _____

43. Paragraph **4** _____

44. Paragraph **5** _____

45. Paragraph **6** _____

Sub-headings

A.	21st century eco-tourism
B.	Various mushrooms types
C.	Traditional mushroom foraging
D.	Poisonous mushrooms
E.	The history of foraging
F.	Cost of mushroom foraging tours
G.	Tools used in mushroom foraging
H.	Mushroom foraging destinations

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Writing 1 (10 marks)

*Complete the following task. Write **at least 150 words.***

***Report**: Imagine that your English teacher has asked you to write a report about a recent travel experience. Your report should focus on the strengths and weaknesses of transportation, hotels, attractions, facilities and suggest recommendations.*

*Your writing should be **clear** and **well-organised**.*

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Writing 1 (continued)

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Writing 2 (15 marks)

*Complete the following task. Write **at least 150 words.***

***Situation**: Imagine that you are Salim/Salma. Your school has selected you to organise the end-of-year graduation party.*

***Task**: Write **a formal letter/an email** to your principal telling him /her about the:*

- Programme
- Equipment needed
- Food and drinks
- Gifts and certificates
- Cost

*Your writing should be **clear** and **well-organised**.*

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Writing 2 (continued)

[End of Examination]

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LISTENING 1 (10 mks)			
Task One			
1.	○ Ireland	○ Belgium	● Britain
2.	○ an event planner	● a photographer	○ a designer
3.	● souvenirs	○ invitations	○ arrangements
4.	○ $7000	● $10,000	○ $14,000
5.	○ Italian	○ French	● Chinese
Notes: One mark each. Responses must be indicated clearly.			
Task Two			
6. social			
7. budget/money/funds			
8. relationship			
9. outdoor			
10. training/business			
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*			

LISTENING 2 (10 mks)
Task One
11. 1/one year **12.** The animal shelter **13.** New York **14.** In a car **15.** To take photos **16.** Four/4
Task Two
17. Courage **18.** BBC **19.** 2023 **20.** book
Notes: *One mark each.* *Qs 11-16: (i) Notes: 1)* ***Grammatical mistakes*** (e.g. etc)**:** *These should be ignored, as long as it is clear that the substance of the answer is correct.* *2)* ***Genuine spelling mistakes*** *— i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as* ***ALL*** *of the following criteria are met:* *(a) Certain key letters* ***must*** *be included: No. : No. :* *(b) In cases where letters are 'optional', the mis-spelling must be* ***close to*** *the correct spelling. (e.g. accept but not)* *(c) Above all, the mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.* *As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.*

READING 1 (12 marks)

Task One

21. Edward Bellamy

22. In 1990

23. Digital wallets

24. Swish

25. 6 million

26. By setting a limit/receiving alerts/tracking

27. No need for ATMs/ banks

Task Two

	True	False
28.	○	●
29.	●	○
30.	●	○
31.	○	●
32.	○	●

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

1) ***Grammatical mistakes*** *should be ignored.*

2) *Complete accuracy in* ***spelling*** *is not required, but any mis-spelt word(s) must be* ***clearly and convincingly recognisable*** *as a correct answer to the question.*

3) As stated in the instructions, answers should be short.
(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.
Responses must be indicated clearly.

READING 2 (13 mks)						
Task One						
33.	○	farms	●	nature	○	markets
34.	●	agricultural techniques	○	sustainability concerns	○	health issues
35.	○	stayed	○	stopped	●	developed
36.	○	dedicated	●	respected	○	ignored
37.	●	the United States	○	Scotland	○	Italy
38.	○	fruity flavour	●	meaty texture	○	unique appearance
39.	○	$50	○	$100	●	$200
40.	●	cooking	○	farming	○	gathering

Task Two

41. E

42. C

43. H

44. B

45. F

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

WRITING (GENERAL NOTES)
• *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.* • *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.* • *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.* • *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (<u>not</u> zero) should be awarded.* • *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*<u>No</u> <u>attempt</u> <u>at</u> <u>the</u> <u>task</u>:* <u>EITHER</u> Irrelevant (Not related to the picture or to the information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.

WRITING 2 (15 mks)	
15	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
12	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
9	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
6	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
3	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense.

Note 1: The task is to write a Formal ***letter/e-mail****, so students must include a greeting at the start and a closing at the end. If they do not, they will lose marks.* PROCEDURE*: Each marker marks the content of the e-mail according to the Rating Scale* **—** *then, if either the greeting or the closing are missing,* ***deduct two marks*** *from the content-score.*

Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.

ARRIVING AT FINAL SCORES

LST1a/ RDG1a/RDG2b: In these three sections, all student responses are of the objectively marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

Action required: With 'short answer' items, there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

WRITING: In this section, student responses are independently marked by two markers using their judgement (based on the wording of the Rating Scale provided). As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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.]