

وزارة التربية والتعليم



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

امتحان دبلوم التعليم العام
الفصل الدراسي الأول - الدور الأول
للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ 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 are going to hear a conversation between James Oliver and a receptionist at the Sydney Opera House.

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

1. Mr. Oliver is going to visit the Sydney Opera House with his _____.

⬭ daughter ⬭ son ⬭ wife

2. The ticket office at the Sydney Opera House opens at _____ a.m.

⬭ 7:30 ⬭ 8:45 ⬭ 9:15

3. The Opera House offers a 30% discount for _____.

⬭ children ⬭ students ⬭ staff

4. The _____ tour is not available at the Opera House next week.

⬭ concert halls ⬭ theatre rooms ⬭ broadcast studios

5. Mr. Oliver decided to attend a _____ show at the Opera House.

⬭ musical ⬭ ballet ⬭ comedy

6. Mr. Oliver booked _____ seats for the Opera House performance.

⬭ Standard ⬭ Premium ⬭ VIP

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

Statements	True	False
7. Photography is not allowed during the Opera House shows.	⬭	⬭
8. The café is on the top floor of the Opera House.	⬭	⬭
9. It takes Mr. Oliver 5 minutes by taxi to reach the Opera House.	⬭	⬭
10. Heavy rain is expected in Sydney next week.	⬭	⬭

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

You are going to hear a podcast about the University of Munich.

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

Headings	Key Information
Background	- The University of Munich was established in (11) _____. (Year) - It is located near museums and the English (12) _____.
Architecture	- The front of the building is made of glass and (13) _____.
Programmes	- The most favourite major among students is (14) _____ . - Bachelor's degrees are taught in (15) _____ language.

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

16. Who pays the fees for disabled students at the University of Munich?

_____

17. How many graduates from Munich University have won Nobel Prizes?

_____

18. Where is the digital media section located in the university library?

_____

19. When is the University of Munich Summer Festival held each year? (Month)

_____

20. What activities are included at the University Summer Festival? (List one)

_____

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Reading 1 (Items 21 – 32) (12 marks)

Read the following email. Then complete the tasks.

Dear Editors of *The Economist*,

This email is in response to your kind invitation to submit an article about the economy of my home country, Rwanda. As the Minister of Finance, I am honored to share the story of Rwanda's great economic progress. Our country went through hard times in the past but managed to recover and grow. Today, Rwanda is often called the 'Singapore of Africa, which reflects its remarkable success.

By the time the four-year civil war ended in 1994, our economy was almost destroyed. Many people had lost their homes, jobs, and businesses during that tragic conflict. At that time, over 70% of Rwandans lived in poverty. Today, the poverty rate has dropped to 27%. Similarly, unemployment has decreased to less than 11% as of February 2025. A key reason for this success is the government's strong support for small businesses through low-interest loans which have encouraged many citizens to start their own businesses and support their families.

The agricultural sector plays a major role in Rwanda, serving as the primary source of employment for the country's population of over 14 million. It also contributes about 31% to the national economy. Farmers grow many different crops such as coffee, tea, potatoes, and beans. Coffee is mainly grown for export, while most of the other crops are sold locally. The government implemented the Crop Intensification Programme in 2007. This programme helped farmers to double food production through using advanced tools.

Rwanda has become a pioneer country for startups and digital innovation in East Africa. For instance, the Rwandan government established Kigali Innovation City in 2023 to attract global technology companies. Interestingly, more than 90% of public services are now accessible online as a result of the digitalisation progress we have achieved so far. Furthermore, Digital Skills and Artificial Intelligence (AI) have been added to school subjects to prepare young Rwandans for future opportunities in the tech industry.

Moreover, Rwanda had made great progress in improving public facilities. Since 2010, the country has built over 4,700 kilometers of paved roads. Improvements to public transportation include the introduction of water transport and new bus stops in areas such as Lake Kivu.The capacity of Kigali International Airport has also doubled to two million passengers every year. Furthermore, Rwanda's commitment to clean energy is

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Reading 1 (continued)

clear with around 60% of Kigali's electricity now generated from renewable sources such as hydropower and solar panels.

In 2024, the government launched a media campaign to promote tourism. It succeeded in attracting over 1.3 million tourists. Every year, our capital city, Kigali, hosts different international events, such as the Africa Green Forum, which focuses on the environment and climate change. Last year, The Commonwealth Forum discussed the future of education in East Africa. In 2027, Rwanda will also organise the Transform Africa Forum, which explores the prevention and management of diseases across the continent.

Today, we are proud of our country's achievements and continuously aim for greater progress. We warmly invite your respected magazine to visit Rwanda to experience its remarkable development.

Yours sincerely,

Yusuf Murangwa

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

21. What is Yusuf Murangwa's current position?

_____

22. When did the tragic civil war in Rwanda end?

_____

23. Which crop is produced only for export in Rwanda?

_____

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Reading 1 (continued)

24. How did the Crop Intensification Programme increase food production?

_____

25. Why did the Rwandan government build Kigali Innovation City?

_____

26. Where in Rwanda have more bus stops been added?

_____

27. How did the Rwandan government encourage tourism in 2024?

_____

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

28. Today, Rwanda is known as the _____ of Africa.

29. The poverty rate has decreased to _____ % in Rwanda.

30. Schools in Rwanda teach digital skills and _____.

31. Renewable energy sources in Kigali include _____ and solar panels.

32. Rwanda will host _____ Forum about health.

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

Rachel Carson

1 Rachel Carson was born on May 27, 1907, in Pennsylvania, USA, into a modest family. Unlike her brother and sister, she inherited the love of nature from her mother. Today, she is remembered as the woman who helped change and **reform** laws in the United States to protect the environment.

2 She joined Pennsylvania University to study biology and earned her bachelor's degree in 1929. Later, she completed a master's degree in zoology at Johns Hopkins University. Then, she began working for the U.S. Wildlife Service as a senior marine biologist. Over time, Rachel became worried about the careless use of chemical pesticides such as DDT, which was widely sprayed on farmland to protect crops from insects.

3 Rachel's concerns deepened when she received frequent government reports linking the use of DDT to mass bird deaths. DDT was originally produced in the 1940s to fight infectious diseases like malaria and typhus among soldiers in war zones. However, after World War II, people began to spray it on vegetable farms, cotton fields, and even near residential areas. In 1957, public health authority planes sprayed DDT in Massachusetts to kill mosquitoes but soon after, hundreds of birds were found dead.

4 Rachel decided to conduct research to prove how dangerous chemical pesticides are to the environment. Her research, which took three years, was very **extensive**, as it included 500 scientific papers, 20 government reports, and numerous interviews with experts and farmers. Rachel discovered that these pesticides pollute the water and soil, enter the food chain, and build up in the bodies of animals and humans. She argued that this could cause cancer and genetic problems in the population.

5 Rachel's work was turned into a book titled *Silent Spring* in 1962 which was widely read. However, some chemical companies were critical of Rachel's work because it threatened their business and huge profits. The Velsicol Company, for example, paid newspapers to attack her book and even called her a 'hysterical woman' who opposed efforts to improve farming. However, many people supported her, including President Kennedy, who asked experts to examine her claims, and their findings showed that most of her warnings were true.

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Reading 2 (continued)

6 Ten years after Rachel published her book, the U.S. government banned the use of DDT on farms. Her work led to the establishment of the U.S. Environmental Protection Agency to protect nature and public health. For many years, she served as a consultant at the National Centre of Environmental Health Sciences. She promoted better workplace safety and supported the introduction of **incentives**, such as bonuses and extra vacation days, for the centre's staff.

7 Unfortunately, Rachel died from breast cancer on April 14, 1964. Her home in Pennsylvania is now a small museum that showcases her life and contributions to society. Many films have also been made about her, including *The Power of One Voice* which was released in 2014. Her story was also brought to the stage in *A Sense of Wonder*, a one-woman play by Kaiulani Lee, in 1991. These works help to keep Rachel's message alive and, thus, continue to inspire environmentalists around the world.

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

33. The word **reform** in paragraph **1** means _____.

⬭ improve ⬭ worsen ⬭ follow

34. The connection between DDT and bird deaths was first documented in _____.

⬭ scientific papers ⬭ government reports ⬭ newspaper articles

35. The chemical DDT was first used in _____.

⬭ cotton fields ⬭ residential areas ⬭ war zones

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Reading 2 (continued)

36. The word **extensive** in paragraph **4** means _____.

- ⬭ difficult
- ⬭ expensive
- ⬭ detailed

37. President Kennedy was _____ of Rachel Carson's book *Silent Spring*.

- ⬭ supportive
- ⬭ critical
- ⬭ unaware

38. The use of DDT was banned in the USA in _____.

- ⬭ 1962
- ⬭ 1964
- ⬭ 1972

39. The word **incentives** in paragraph **6** means _____.

- ⬭ rewards
- ⬭ punishments
- ⬭ rules

40. *The Power of One Voice* is a _____ about Rachel Carson.

- ⬭ play
- ⬭ film
- ⬭ book

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Reading 2 (continued

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

Paragraphs	Sub-Headings
41. Paragraph **1** _____	**A.** Chemical companies react
42. Paragraph **2** _____	**B.** A Sense of Wonder play
43. Paragraph **4** _____	**C.** Rachel's marriage
44. Paragraph **5** _____	**D.** New environmental agency
45. Paragraph **7** _____	**E.** Rachel's family background
	F. Fighting infectious diseases
	G. Rachel's scientific research
	H. Rachel's first job

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Writing 1 (15 marks)

*Write **at least 150 words** on the following topic:*

"Some people believe that restaurant food is better than home-cooked food."

*Explain your argument for **both sides** and give your **conclusion**. Your writing should be **clear , convincing** and **well-organised**.*

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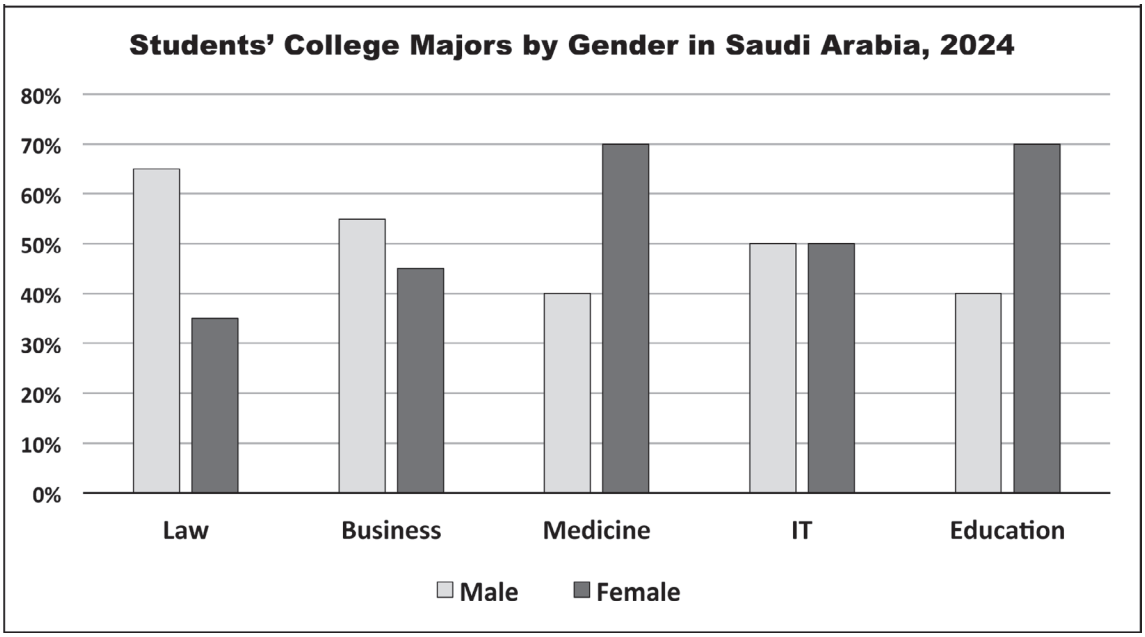
Writing 1 (continued)

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Writing 2 (10 marks)

The bar chart below shows the percentage of students' college majors by gender in Saudi Arabia in 2024. Summarise the information and make comparisons where relevant.

Write at ***least 150 words.*** *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.	●	daughter	○	son	○ wife
2.	○	7:30	○	8:45	● 9:15
3.	○	children	●	students	○ staff
4.	○	concert halls	○	theatre rooms	● broadcast studios
5.	○	musical	○	ballet	● comedy
6.	●	Standard	○	Premium	○ VIP

Task Two

	True	False
7.	●	○
8.	○	●
9.	○	●
10.	○	●

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



LISTENING 2
Task One (5 mks)
11. 1472 / fourteen seventy-two / one thousand four hundred and seventy-two
12. Garden
13. stone
14. Engineering
15. German
*Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*

LISTENING 2
Task Two (5 mks)
16. (German) government
17. 44 / forty-four
18. Second/2nd floor
19. July
20. Music / art
Notes: One mark each.
*Notes: 1) **Grammatical mistakes** 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.*   *(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	**Task Two**
21. The Minister of Finance	**28.** Singapore
22. 1994	**29.** 27%
23. Coffee	**30.** Artificial Intelligence (AI)
24. (Through using) advanced tools	**31.** hydropower
25. (To) attract global technology companies	**32.** Transform Africa
26. Lake Kivu	
27. (Through a) media campaign	
*Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 2 (13 mks)			
Task One			
33.	● improve	○ worsen	○ follow
34.	○ scientific papers	● government reports	○ newspaper articles
35.	○ cotton fields	○ residential areas	● war zones
36.	○ difficult	○ expensive	● detailed
37.	● supportive	○ critical	○ unaware
38.	○ 1962	○ 1964	● 1972
39.	● rewards	○ punishments	○ rules
40.	○ play	● film	○ book
Task Two			
41. E			
42. H			
43. G			
44. A			
45. B			
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 well be different individual ways of approaching a task or, 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 (not zero) should be awarded.*

WRITING 1 (15 mks)	
15	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
12	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
9	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
6	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
3	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
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



WRITING 2 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. – Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. – Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. – No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.

ARRIVING AT FINAL SCORES

READING/ LISTENING: In this section, 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', 'Matching' or 'True/False' items — — discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items, where the student has to write something down — 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 all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided.. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e., just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator must 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
15 / 12	13½	10/8	9
12 / 9	10½	8/6	7
9 / 6	7½	6/4	5
6 / 3	4½	4/2	3
3 / 0	1½	2/0	1

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

وزارة التعليم

امتحان دبلوم التعليم العام
الفصل الدراسي الأول - الدور الثاني
للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ 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 are going to hear a conversation about Mazoon College Art Festival.

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

1. Mazoon College Art Festival will take place on the _____ of March.

○ 14 ○ 15 ○ 16

2. _____ can participate in the art festival.

○ Only teachers ○ Only art club members ○ All students

3. Each student is allowed to display _____ pieces of artwork.

○ two ○ three ○ four

4. Omar will present a _____ workshop.

○ painting ○ photography ○ sculpture

5. Currently, there are _____ students registered for the art festival.

○ 21 ○ 31 ○ 41

6. The _____ is the art festival's top prize.

○ Mix and Match Colour ○ Most Creative Idea ○ Best Painting

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

Statements	True	False
7. The Mix and Match Colour prize is 75 Omani rials.	○	○
8. Omar offered to manage the social media for the event.	○	○
9. Only 6 volunteers are needed for the festival.	○	○
10. Omar's friend is a graphic designer.	○	○

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

You are going to hear a podcast about Minerva University.

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

Headings	Key Information
Background	- Minerva University has no physical (11) _____ .
Establishment	- It was founded by Ben Nelson in (12) _____ . (Year) - It became official in (13) _____ in 2021. (Country)
Programme	- Students stay in (14) _____ different cities. (Number) - Students receive a degree in Science, Business or (15) _____.

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

16. What type of community projects are students required to do? (List one)

_____

17. When does Minerva University open registration each year? (Month)

_____

18. What skill is tested during the online entrance exam?

_____

19. Which costs are not included in Minerva University's fee? (List one)

_____

20. Where do Minerva University students take their training?

_____

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Reading 1 (Items 21 – 32) (12 marks)

Read the following email. Then complete the tasks.

Dear Mr. Ali Salim,

Thank you for your email regarding the Esports World Cup (EWC). I am pleased to provide you with some background information about this famous event.

The EWC is a major global competition hosted by the Esports World Cup Foundation (EWCF), a non-profit organisation based in Riyadh, Saudi Arabia. It is funded by the Saudi Arabian government as part of its national strategy to encourage the growth of video gaming and the esports sector. The foundation's main goal is to make computer gaming as respected and famous as traditional sports. This is done by supporting gamers and building a strong community around the world.

The EWC is held once a year in July and August in Riyadh. This event is considered one of the biggest annual competitions in computer games. It brings together top professional clubs from all over the world, such as Team Liquid from the Netherlands, Team Falcons from Saudi Arabia and Team Victory from Spain. What makes the event special is that it does not feature just one type of video game. Instead, clubs must show their skills in many different games such as Rocket League, Street Fighter, and Star Craft. The club with the highest total points across all games wins the main prize.

The first Esports World Cup was held in 2024. It brought together 1,500 professional players and it had an impressive total prize of $62 million US dollars. The winner was Team Falcons, winning a prize of $7 million US dollars. The 2025 edition of the Esports World Cup was held in the same location from 7th July to 23rd August. It featured over 2,000 players from 200 clubs. The total prize for this event exceeded $70 million US dollars, making it the largest prize ever offered in esports. For the second time, Team Falcons won the main competition. The event attracted a large audience, with over 750 million viewers worldwide and more than 3 million visitors attending the competition in Boulevard City, Riyadh.

Participation in the EWC is only for professional esports clubs that have won through official competitions. Individual players cannot register for the main event because the EWC is mainly about teams collecting points. However, gamers and fans are invited to visit the Fan Zone, which offers interactive activities, mini esports competitions and cultural shows. There are also opportunities to connect with the top video game developers such as Sony and try out their latest technology. The Fan Zone also serves as a community hub where visitors can meet their favorite players, creators, and influencers.

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Reading 1 (continued)

Looking ahead, the Esports World Cup Foundation has announced a new competition called the Esports Nations Cup (ENC) which will take place in November 2026. In this event, top players will play for their countries, not for their clubs.

For all the latest news, please check out our website www.esportsworldcup.com.

Yours sincerely,

Abdulaziz Abdullah

EWC Marketing Manager

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

21. Who is funding the Esports World Cup?

_____

22. How frequently does the Esports World take place?

_____

23. When was the first Esports World Cup held? (Year)

_____

24. Which club won the 2025 Esports World Cup?

_____

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Reading 1 (continued)

25. Where in Riyadh did the 2025 Esports World Cup take place?

_____

26. Who can participate in Esports World Cup competitions?

_____

27. What competition will take place for the first time in 2026?

_____

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

28. Team Victory esports club is from _____ .

29. Video games played in the Esports World Cup include _____. (List one)

30. The 2024 Esports World Cup total prize was _____ million US dollars.

31. Gamers can enjoy interactive experiences in the _____ Zone .

32. Abdulaziz Abdullah works as the EWC _____ manager.

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Reading 2 (Items 33 – 45) (13 marks)

Read the following text. Then complete the tasks.

John Darley and Bibb Latané

1 It was a cold morning in March 1964 when the people of New York heard the tragic murder of Kitty Genovese. Sadly, the young woman had been stabbed with a knife and killed near her home. But, what was even more shocking, the fact that 38 witnesses saw the attack but did nothing to help or even call the police. The story was reported in newspapers all over the country and it became a subject of debate for many journalists. Two young psychologists, John Darley and Bibb Latané, became very interested in this case and decided to conduct a scientific study about it.

2 A few years later, in 1967, Darley and Latané made their first experiment. Students at New York University were invited to take part in what was described as a communication study. For the experiment, each student sat alone in a small room with a microphone. They were told that other students were in nearby rooms but, in fact, the conversations were managed by the researchers.

3 At the beginning of the experiment, the conversations were normal. Then, suddenly, one of the voices cried out, pretending to feel very sick and asking for help. The researchers observed how the students reacted. When a student thought they were the only one listening, they usually stood up quickly and went to find help. But when they believed that other people were also listening, they often stayed **still** and did nothing, thinking that someone else would help.

4 The numerical results were surprising. Darley and Latané found that when the students believed they were alone, 85% offered help right away. However, in groups of two this response rate dropped to 65% but with four other students, they became more aware and **cautious** and their responding fell to only 35%. They called this phenomenon the *Bystander Effect*. In 1968, they explained it with a new theory called *Diffusion of Responsibility*, which suggests that when there are more people present in a dangerous situation, each person feels less responsible to take action.

5 To determine the accuracy of their data, the two psychologists carried out another experiment. This time, students were asked to fill out forms in a room and suddenly smoke started to appear. When students were alone, 75% reported the smoke immediately. But when four were together, only 10% reacted. The others just continued their work as if nothing was wrong. The same behaviour was noted several times.

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Reading 2 (continued)

6 Darley and Latané became famous when their study was published in 1968. Since then, the *Bystander Effect* has been discussed not only in psychology but also in areas such as law, education, and emergency services. Police departments use the findings in their training of officers and teachers use the story of Kitty to teach students the importance of taking action. Fire services also use the findings to remind people that you should never **hesitate** to call for help.

7 Today, the work of these two researchers is still important even after more than fifty years. Their experiments showed how much the presence of other people can influence our behaviour. The tragic death of a young woman is a good example of how a real event can lead to important scientific discoveries. It also reminds us that hesitating can be dangerous and, sometimes, one person's choice to act can save a life.

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

33. Darley and Latané were _____ when Kitty Genovese was murdered.

⬭ journalists ⬭ witnesses ⬭ psychologists

34. The students were given a _____ during the first experiment.

⬭ form ⬭ microphone ⬭ knife

35. The word **still** in paragraph **3** means _____.

⬭ active ⬭ busy ⬭ unmoving

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Reading 2 (continued)

36. About _____of people helped in emergencies when alone.

- ☐ 35%
- ☐ 65%
- ☐ 85%

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

- ☐ careful
- ☐ hopeful
- ☐ helpful

38. The *Bystander Effect* was explained by Darley and Latané in _____.

- ☐ 1964
- ☐ 1967
- ☐ 1968

39. The _____ departments used the experiment's results in training their officers.

- ☐ Emergency
- ☐ Police
- ☐ Fire

40. The word **hesitate** in paragraph **6** means to _____.

- ☐ delay
- ☐ hurry
- ☐ continue

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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	
41. Paragraph **3**	_____
42. Paragraph **4**	_____
43. Paragraph **5**	_____
44. Paragraph **6**	_____
45. Paragraph **7**	_____

Sub-headings	
A.	Kitty Genovese's family
B.	The shocking headlines
C.	The experiment's importance today
D.	Publishing the study
E.	Diffusion of Responsibility theory
F.	The smoke experiment
G.	The experiment's costs
H.	The sickness experiment

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Writing 1 (15 marks)

*Write at least **150 words** on the following topic:*

"Some people believe that robots can do restaurant jobs better than humans."

Explain your argument for **both sides** and give your **conclusion**. *Your writing should be **clear, convincing**, and **well-organised**.*

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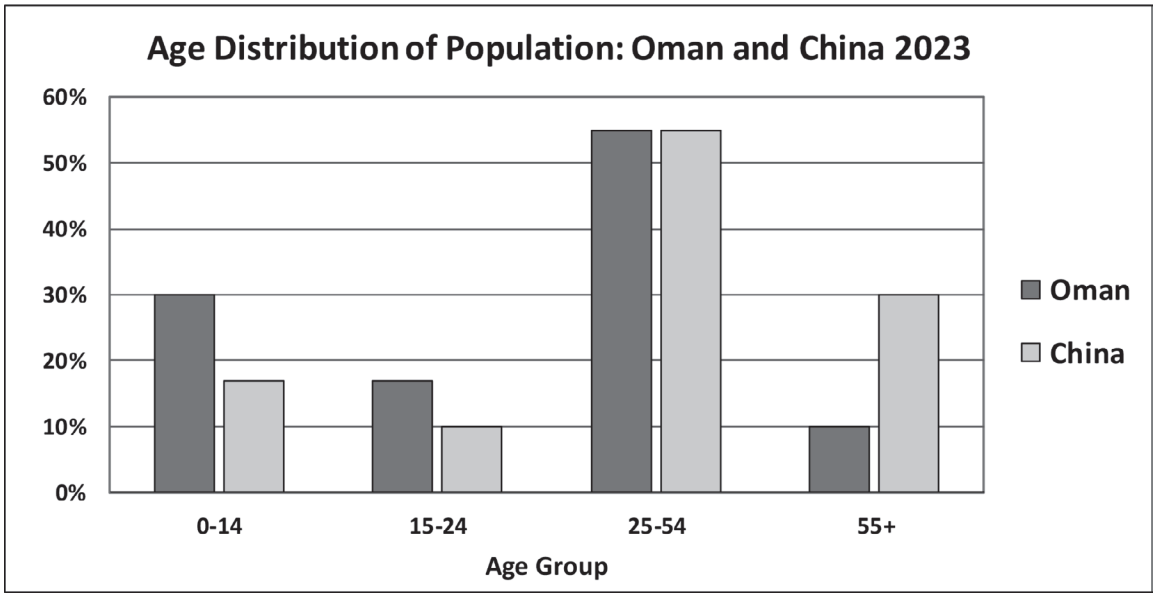
Writing 1 (continued)

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Writing 2 (10 marks)

The bar chart below shows the age distribution of the population of Oman and China in 2023. Summarise all the given information and make comparisons where relevant.

*Write **at least 150 words**. 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 (6 mks)

1.	○	14	○	15	● 16
2.	○	Only teachers	○	Only art club members	● All students
3.	○	two	●	three	○ four
4.	●	painting	○	photography	○ sculpture
5.	○	21	●	31	○ 41
6.	○	Mix and Match Colour	○	Most Creative Idea	● Best Painting

Task Two (4 mks)

	True	False
7.	○	●
8.	●	○
9.	○	●
10.	●	○

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

LISTENING 2
Task One (5 mks)
11. classrooms/classes **12.** 2012/two thousand and twelve/twenty twelve **13.** US/U.S./USA **14.** seven/ 7 **15.** Arts
*Note: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*

LISTENING 2
Task Two (5 mks)
16. Planting/ Recycling/ Fundraising **17.** November **18.** Thinking **19.** Flights/Visas **20.** Google
Notes: One mark each. *Notes: 1) **Grammatical mistakes** 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.* *(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 (7 mks)	**Task Two (5 mks)**
21. Saudi Arabian government	**28.** Spain
22. Annually / every year / yearly / once a year	**29.** Rocket League / Street Fighter / Star Craft
23. 2024	**30.** 62 / sixty-two
24. Team Falcons	**31.** Fan
25. Boulevard City.	**32.** marketing
26. Professional esports clubs	
27. (the) Esports Nations Cup / ENC	
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING 2 (13 mks)					
Task One (8 mks)					
33.	○	journalists	○ witnesses	●	psychologists
34.	○	form	● microphone	○	knife
35.	○	active	○ busy	●	unmoving
36.	○	35%	○ 65%	●	85%
37.	●	careful	○ hopeful	○	helpful
38.	○	1964	○ 1967	●	1968
39.	○	Emergency	● Police	○	Fire
40.	●	delay	○ hurry	○	continue
Task Two (5 mks)					
41. H					
42. E					
43. F					
44. D					
45. C					
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 well be different individual ways of approaching a task or, 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 (not zero) should be awarded.*

WRITING 1 (15 mks)	
15	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
12	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
9	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
6	– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
3	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
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

WRITING 2 (10 mks)	
10	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
8	– Presents relevant information with reasonable success. – Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Manages to present relevant information, but only in a somewhat limited way. – Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
2	– Presents very little relevant information indeed. – No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.

ARRIVING AT FINAL SCORES

READING/ LISTENING: In this section, 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', 'Matching' or 'True/False' items — — discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items, where the student has to write something down — 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 all four tasks, student responses are independently marked by two markers using their judgement, according to the wording of the Rating Scales provided.. As a result, differences may sometimes occur between the two scores awarded.

In such cases, there are two possible procedures:

1) Acceptable differences: If – as in most cases – the difference between the two scores is small, i.e., just ***one level***, the Supervisor/Adjudicator is not required to read the student's response. The system will automatically produce the mathematical average of the two scores [Note: However, if, for some reason, this has not happened, the Supervisor/Adjudicator should do the relevant calculation (See below*)].
2) Unacceptable differences: However, if the difference between the two scores is substantial, i.e., ***more than one level,*** the Supervisor/Adjudicator must 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
15 / 12	13½	10/8	9
12 / 9	10½	8/6	7
9 / 6	7½	6/4	5
6 / 3	4½	4/2	3
3 / 0	1½	2/0	1

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