

وزارة التربية والتعليم



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

امتحان دبلوم التعليم العام
لكلية الحرس السلطاني العماني التقنية (ثنائية اللغة)
الفصل الدراسي الأول - الدور الأول - للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ م

تنبيه:
- المادة: English Language
- الأسئلة في (١٤) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة
■ مسقط ▭ أبوظبي

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

صحيح ■ **غير صحيح** ▭ ◉ ◒ ✗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Listening 1 (Items 1 – 10) (10 marks)

*You are going to hear an interview with Dr. William Henry, about **Cloud Seeding**. Listen, and for each item shade in the bubble (⬭) next to the correct option.*

1. Cloud seeding is used to _____ in emergencies.

- ⬭ enhance rainfall
- ⬭ clear fog
- ⬭ control weather

2. Particles are added into clouds effectively by using _____ .

- ⬭ aircrafts
- ⬭ drones
- ⬭ rockets

3. Cloud seeding was first successfully used in _____ .

- ⬭ 1891
- ⬭ 1940
- ⬭ 1946

4. Recently, cloud seeding has been used in _____ to reduce air pollution.

- ⬭ Oman
- ⬭ India
- ⬭ the US

5. The process of cloud seeding is significantly affected by _____ .

- ⬭ humidity level
- ⬭ thin clouds
- ⬭ clear skies

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Listening 1 (continued)

6. Dr. Henry uses _____ to measure cloud seeding success.

- written reports
- radar images
- visual observations

7. Cloud seeding is _____ compared to building dams.

- more affordable
- very expensive
- very cheap

8. Cloud seeding can increase rainfall up to _____ % in mountainous regions.

- 12
- 20
- 35

9. A major environmental concern about cloud seeding is _____ .

- shifting rain
- challenging ethics
- using chemicals

10. According to Dr. Henry, _____ should be a priority in cloud seeding field.

- using AI
- international collaboration
- eco-friendly seeding agents

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

*You are going to hear a talk about **The Hadza People**. Listen, and make notes in the table below.*

Location and population	– Live in northern (11) _____. (Country) – About (12) _____ tribe members.
Lifestyle	– Shelters: grass and (13) _____. – Belongings: • A water container, (14) _____ and an axe. • Carried over (15) _____.
Food and Hunting	– Men: collect honey and hunt animals such as birds and (16) _____. – Women: gather baobab fruit and (17) _____.
Hazdane Language	– Unique with (18) _____ sounds. – Has no (19) _____ system.
Threats	Settlements and (20) _____ practices.

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Reading 1 (Items 21 – 30) (10 marks)

Read the following email. Then complete the task.

Dear Parents,

Thank you for your interest in the annual school ski trip. After a hugely successful trip last year, we are delighted to announce that the school is planning to run another school ski trip this time to the Italian Alps, one of the most renowned ski destinations in the world. This incredible opportunity is currently open for grades 11 and 12 students, who are eager to experience the thrill of skiing and enjoy the great outdoors in a unique and exhilarating way. We are also pleased to share that, starting from next year, grade 10 students will be welcomed to join this exciting adventure.

The ski season in the Italian Alps typically runs for six months from late November to early April, with peak conditions occurring between December and March. Most school ski trips take place during February. Our trip will be during half term holidays and will last for a week. However, next time we are planning to make it during the term as we will find lower prices, greater choice and availability, and much quieter slopes.

We will be staying in the 'Hotel 3 Residence Signori', which is a cozy, 4 stars modern family-run hotel in the heart of the Italian Alps, offering a very high standard of accommodation. Students stay in two- to six-bed rooms and enjoy a range of fantastic Italian food. Unlike previous years, when the trip cost covered half board or breakfast only, this time it will include a full-board accommodation.

In terms of the location, the Saint Caterina and Bormio ski areas offer a wide range of skiing and have among the largest snow making facilities in the Alps. We plan to ski the Saint Caterina ski area for three days and drive to Bormio for the other two. Although the nearby Livigno ski area is also very popular, we will not have time to ski there during this trip. Beginners and intermediate skiers will also be catered for in the trip; however, the programme will primarily target advanced-level skiers.

Due to the high demand for places on this trip, and acting on parental feedback of their dissatisfaction on the first come first served selection criterion, we will be asking parents to enter their child's name into a draw from which 80 students will be offered a place. Please click on the online form via the link provided on the school website to register in the draw. The form will remain open for one week and then 80 places will be assigned randomly from all those who have applied. Be informed that registration through phone calls or SMS will not be accepted.

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Reading 1 (continued)

The total cost of this trip will be 1000 Omani rials. Those given a place will be required to pay a OMR 500 deposit, of which OMR 250 is non-refundable. Students who are unsuccessful in the first selection, will be placed on a waiting list for a second selection. However, priority, this time, will not be given to students who perform well in their studies or maintain regular attendance only, but more importantly to those who consistently follow the school code of conduct.

For inquiries and any further details about the trip we hope to see you at the orientation session which will be held in the school hall on 30th May. Upon your arrival, please make sure that you register your attendance at reception.

Yours sincerely,

Mr. Darcey

Ski Trip Leader

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

21. The school organises the ski trip every _____ .

⬭ week ⬭ six months ⬭ year

22. Currently grade _____ students are excluded from the school ski trip.

⬭ 10 ⬭ 11 ⬭ 12

23. Most school ski trips are held in _____ .

⬭ February ⬭ April ⬭ December

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Reading 1 (continued)

24. This time, the cost of the trip will cover accommodation with _____ .

- ⬭ breakfast only
- ⬭ half board
- ⬭ full board

25. Students will ski for two days in _____ .

- ⬭ Saint Caterina
- ⬭ Bormio
- ⬭ Livigno

26. The school ski programme will be designed mainly for _____ skiers.

- ⬭ beginners
- ⬭ intermediate
- ⬭ advanced

27. To register for the trip, parents must _____ .

- ⬭ call the school
- ⬭ fill an online form
- ⬭ send an SMS

28. The 80 places will be assigned to students based on _____ .

- ⬭ first come first served
- ⬭ random selection
- ⬭ parental feedback

29. Selected students have to pay OMR _____ as a non-refundable deposit.

- ⬭ 250
- ⬭ 500
- ⬭ 1000

30. Priority in the second selection will be given to students who _____ .

- ⬭ maintain regular attendance
- ⬭ perform well in their studies
- ⬭ follow the school code of conduct

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Reading 2 (Items 31 – 40) (10 marks)

Read the following article. Then complete the task.

The Proust Effect

The Proust Effect clearly describes the fascinating psychological phenomenon where certain distinctive scents can unexpectedly evoke powerful, deeply emotional, and strongly charged personal memories. It is named after the famous French author Marcel Proust, who vividly described how the familiar scent of a simple madeleine cake dipped in tea suddenly transported his narrator back to cherished moments of childhood. Over the past decade, scientific interest in this effect has steadily increased and expanded significantly, largely because of its widely recognized therapeutic and commercial uses.

Smell is processed in the human brain in a uniquely different way from other common senses. Vision and hearing typically send neural signals through the central thalamus first before eventually reaching various memory-related areas. However, scent signals immediately travel directly from the specialized olfactory bulb straight to memory-related areas such as the amygdala and the hippocampus.

Research shows that odor-evoked memories are frequently developed before the age of ten. About 5% of our DNA is devoted to the sense of smell, highlighting its biological significance. Despite this, a global survey of 7,000 people aged 16 to 30 found that nearly half would rather lose their sense of smell than give up access to technology. Interestingly, older adults recall scent-related memories 30% more often than younger people.

Applications of the Proust Effect extend across several fields. In clinical contexts, therapists use odors as tools for stimulating memory in patients with Alzheimer's disease and other types of dementia. Older adults and patients with early-stage dementia may benefit from controlled scent exposure, as it can help retrieve autobiographical memories and improve emotional well-being. However, not all individuals benefit equally: people with severe allergies may experience adverse reactions.

Scent-based therapy is also being explored for conditions like anxiety and post-traumatic stress disorder (PTSD) where therapy sessions usually last for an hour. The main goal is to gradually reduce the emotional intensity of traumatic memories by exposing them to positive scents. Researchers are therefore working on establishing standardized scent exposure protocols. In addition, long-term studies are being conducted to determine whether the therapeutic effects of scent-based interventions can be sustained over extended periods of time.

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Reading 2 (continued)

In educational settings, the integration of specific fragrances has shown promising results. For example, some schools have used the same scents during lessons and exams, leading to measurable improvements in student recall. The benefit of this approach is that it can enhance memory retention without relying solely on traditional study techniques. However, precautions should be taken when introducing scents into classrooms to ensure that the chosen aromas are safe for students.

Technological innovation has also contributed to the growing popularity of scent-based applications. Advances in digital scent devices have made it possible to create immersive environments for training and entertainment. As these devices continue to improve in quality while simultaneously becoming more affordable and widely accessible, their integration into virtual reality systems has grown considerably, making scent-enhanced digital experiences more common than ever before.

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

31. What food scent stimulated Marcel Proust's childhood memories?

_____

32. Why has interest in the Proust effect grown in recent years?

_____

33. When are odor-evoked memories formed?

_____

34. Which age group has shown stronger scent-related memories?

_____

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Reading 2 (continued)

35. Who could get adverse reactions form scent-based therapy?

36. How long do scent-based therapy sessions last?

37. How can scent-based therapy reduce the intensity of traumatic memories?

38. Why do schools use the same scents in lessons and exams? (List one)

39. What precaution should be considered when introducing scents into classrooms?

40. What can advances in digital scent devices create?

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

Read the following article. Then complete the task.

Oman's Hidden Industrial Gem

Known for its rugged mountains and vast deserts, Oman is gaining recognition for a less visible yet highly valuable resource: silica sand. Found in Mahout in Al Wusta Governorate, this fine, white sand is composed primarily of silicon dioxide. Oman's silica sand is distinguished from other countries' sand due to its exceptionally low level of impurities, a quality that has made it a cornerstone of the nation's industrial and environmental development.

With a purity level reaching up to 98%, Omani silica sand is ideally suited for high-quality industrial markets. It serves as a vital raw material in glassmaking, particularly for the production of construction glass. Additionally, it plays a key role in manufacturing silicon chips for electronics and in the creation of solar panels that support Oman's growing emphasis on renewable energy.

The extraction of silica sand in Oman is carefully controlled. It begins with geological mapping to locate high-purity deposits. Once a site is approved, the sand is removed through quarrying methods to access the surface layers. The raw material is then transported to processing facilities, where it undergoes washing and screening to eliminate impurities such as clay. After processing, the refined silica sand is sorted according to grain size and purity to meet the requirements of different industrial applications. The processed material is subsequently shipped from industrial ports to regional and global markets.

The export of silica sand contributes significantly to Oman's economy and supports its economic diversification goals. However, extraction poses environmental challenges, including habitat disruption and dust pollution. To ensure the protection of the country's environment for future generations, Oman has implemented strict environmental regulations and promoted research on recycling industrial sand waste.

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Reading/Writing (continued)

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

Main Component	(41) _____
Special Characteristic	(42) _____
Uses	– Construction: (43) _____ – Electronics: (44) _____ – Renewable energy: solar panels
Environmental Harm	(45) _____ (List one)
Solution	(46) _____ (List one)

Silica Extraction

Starts with (47) _____.

⇒

Using (48) _____ techniques to remove sand from surface.

(49) _____ is transferred to separate impurities.

The purified silica is (50) _____ for industrial uses.

⇐

Shipped to markets.

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Writing (20 marks)

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

EITHER:

A. ***"Using children in advertisements in social media should be banned."***

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

OR:

B. ***"For future jobs, practical skills are more important than academic qualifications."***

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

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

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Writing (continued)

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Writing (continued)

[End of Examination]

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LISTENING 1 (10 mks)	
1. ○ enhance rainfall ● clear fog ○ control weather	**6.** ○ written reports ● radar images ○ visual observations
2. ● aircrafts ○ drones ○ rockets	**7.** ● more affordable ○ very expensive ○ very cheap
3. ○ 1891 ○ 1940 ● 1946	**8.** ○ 12 ○ 20 ● 35
4. ○ Oman ● India ○ US	**9.** ● shifting rain ○ challenging ethics ○ using chemicals
5. ● humidity level ○ thin clouds ○ clear skies	**10.** ○ using AI ○ international collaboration ● eco-friendly seeding agents
Notes: *One mark each. Responses must be indicated clearly.*	

LISTENING 2 (10 mks)	
Location and population	– **(11)** Tanzania. – **(12)** 1300
Lifestyle	– **(13)** branches – **(14)** **(**a cooking) pot **(15)** (their) shoulders.
Food and Hunting	– **(16)** zebras – **(17)** berries
Hazdane Language	– **(18)** clicking/ click – **(19)** writing
Threats	- **(20)** farming

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

READING 1 (10 mks)	
21. ○ week ○ six months ● year	**26.** ○ beginners ○ intermediate ● advanced
22. ● 10 ○ 11 ○ 12	**27.** ○ call the school ● fill an online form ○ send an SMS
23. ● February ○ April ○ December	**28.** ○ first come first served ● random selection ○ parental feedback
24. ○ Breakfast only ○ Half board ● Full board	**29.** ● 250 ○ 500 ○ 1000
25. ○ Saint Caterina ● Bormio ○ Livigno	**30.** ○ maintain regular attendance ○ Perform well in their studies ● follow school code of conduct
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (10 mks)	
31. cake/ (a madeleine) cake/ (a madeleine) cake (dipped in tea)	**36.** an hour/one hour/ 1 hour
32. Because of its therapeutic and commercial uses.	**37.** by exposing them to positive scents
33. before the age of ten/10	**38.** Because of its promising results/ lead to measurable improvements in student recall/ can enhance memory retention
34. older adults	**39.** (choosing) safe aromas/safe scents /safety
35. people with (severe) allergies	**40.** (immersive) environments for training and entertainment/ training and entertainment
Notes: *One mark each. Complete accuracy in grammar & spelling is not required, but answers must be **clearly** and **convincingly** correct.*	

READING & WRITING (10 mks)

41. silicon dioxide

42. low level of impurities / a purity level reaching up to 98%/ high purity

43. glass / glassmaking

44. (silicon) chips

45. habitat disruption / dust pollution

46. (strict environmental) regulations / (promoted) research (on recycling)

47. (geological) mapping /(site) mapping / locate high-purity deposits

48. quarrying

49. raw material

50. sorted

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

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
0	*No attempt at the task*: EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.	

ARRIVING AT FINAL SCORES

LISTENING 1; READING 1: In these sections, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

1) No action required: With (machine-marked) 'multiple choice' items (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/ Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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

وزارة التعليم

امتحان دبلوم التعليم العام

لكلية الحرس السلطاني العماني التقنية (ثنائية اللغة)

الفصل الدراسي الأول - الدور الثاني - للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ م

تنبيه:
- المادة: English Language
- الأسئلة في (١٥) 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 a host and Dr. Lena Strauss talking about ***the Welwitschia plant****. Listen, and for each item shade in the bubble (🖵) next to the correct option.*

1. The research on the Welwitschia was conducted in _____.

- 🖵 2000
- 🖵 2022
- 🖵 2024

2. The Welwitschia plant can be found in _____.

- 🖵 Australia
- 🖵 Namibia
- 🖵 Austria

3. The Welwitschia is called the "living fossil" because it can live up to _____ years.

- 🖵 ten thousand
- 🖵 a thousand
- 🖵 a hundred

4. Dr. Strauss research on the Welwitschia plant mainly focused on _____.

- 🖵 water absorption
- 🖵 productive strategies
- 🖵 growth patterns

5. The Welwitschia is a unique desert plant because it has _____ leaves.

- 🖵 two
- 🖵 four
- 🖵 dozens

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Listening 1 (continued)

6. Most of the water the Welwitschia absorbs comes from _____.

- ▢ rainfall
- ▢ fog
- ▢ ground

7. The _____ protects the Welwitschia from being moved by strong wind.

- ▢ air root
- ▢ fibrous root
- ▢ taproot

8. The reproduction in the Welwitschia happens largely through _____.

- ▢ birds
- ▢ insects
- ▢ wind

9. The threat the Welwitschia plant faces is _____.

- ▢ human activities
- ▢ overwatering
- ▢ climate change

10. Scientists are interested in the Welwitschia due to its _____value.

- ▢ symbolic
- ▢ genetic
- ▢ medical

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

*You are going to hear a talk about **The Lyrebird**. Listen, and make notes in the table below.*

Habitat	(11) _____ of southeastern Australia.
Features	– Males: lyre-shaped (12) _____ feathers. – Wings: suitable for short (13) _____ or gliding.
Species	– The (14) _____ lyrebird. – The Albert's lyrebird.
Mimicking Sounds	– Copies around (15) _____ bird calls. – Mimic (16) _____ sounds like chainsaws near construction areas.
Breeding	Males perform a display to: – (17) _____ females. – (18) _____ other males.
Threats	Need dense habitat to survive during (19) _____ period.
Symbolism	Australia's National (20) _____ and wildlife.

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Reading 1 (Items 21 – 30) (10 marks)

Read the following email. Then complete the task.

Dear students,

Following the faculty meeting held on September 3rd in the university's main hall, the Department of Events and Welfare is pleased to announce the upcoming Drone Photography Workshop and Drone Competition, which will be hosted and organised by the Department of Innovation. Last year's event was organised by the Department of Art and Media. This time, we are offering a free three-day workshop followed by a one-day competition with an entry fee, an exclusive new experience for participants. In previous years, the changes were limited to venues and presenters.

The Drone Photography Workshop will take place from September 16 to September 18, at the Innovation Lab. Over the course of three intensive sessions, participants will engage in hands-on training covering drone repair and maintenance, aerial composition, and post-processing techniques. While earlier editions included a focused introduction to night photography with drones and applications in journalism, conservation, and urban planning, these topics will not be part of this year's programme. Above all, this initiative offers a distinctive opportunity for students to discover the interaction between creativity and technology.

This event is open to all university students, regardless of academic background or prior experience. Whether enrolled in engineering, media, or environmental science, every student is welcome to participate in the Drone Photography Workshop. However, eligibility for the Drone Photography Competition is limited to students who have taken part in the workshop. The competition will be held on September 21, at Al Jabal Nature Reserve, a venue selected for its breathtaking landscapes and rich biodiversity. The theme of the workshop is to examine the role of innovation through technology and consider approaches to exploring nature through media; however, competitors will be tasked with capturing a compelling aerial image that embodies the theme 'Seeing the World from Above.' Entries will be evaluated by a panel of professional photographers, drone specialists, and faculty members, with judging criteria focused on creativity, technical execution, and thematic relevance.

The event will conclude on the day of the competition with a brief awards ceremony and refreshments at the reserve's visitor centre. Prizes include a DJI Mini 4 Pro drone for the first-place winner, gift vouchers and certificates of excellence for second and third place, and the opportunity to be featured in the university's online gallery. Cash prizes or free tickets to photography exhibitions will not be awarded this year. All participants will receive a certificate of completion for both the workshop and competition.

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Reading 1 (continued)

Spaces are limited, so students are encouraged to register by Friday, September 13, using the link provided. Simply showing up without registering or submitting previous drone portfolios will not guarantee participation. This represents a valuable opportunity to develop practical skills, connect with fellow creatives, and experience the excitement of aerial photography in a supportive and inspiring environment. For any questions or further details, please contact us at droneworkshop@university.edu.

We look forward to seeing your creativity take flight!

Warm regards,

Event Coordinator

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

21. The Drone Photography Workshop and Competition will be organised by the Department of _____.

- ⬭ Events and Welfare
- ⬭ Art and Media
- ⬭ Innovation

22. The new experience for this year's event is having _____.

- ⬭ new venues
- ⬭ a competition
- ⬭ new presenters

23. This year, the workshop will focus on topics such as _____.

- ⬭ post-processing techniques
- ⬭ urban planning applications
- ⬭ night photography using drones

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Reading 1 (continued)

24. The main goal of the Drone Photography Workshop is _____.

- ☐ using drones in journalism
- ☐ linking creativity and technology
- ☐ limiting access for selected participants

25. Participation in the competition will be open to _____.

- ☐ student workshop participants
- ☐ all university students
- ☐ experienced students only

26. The venue of the competition will be in _____.

- ☐ The University Innovation Lab
- ☐ The Faculty Main Hall
- ☐ Al Jabal Nature Reserve

27. The theme of the competition is _____.

- ☐ Exploring Nature through Media
- ☐ Seeing the World from Above
- ☐ Innovation through Technology

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Reading 1 (continued)

28. The closing ceremony of the Drone Workshop and Competition will be on September _____.

- ▢ 13
- ▢ 16
- ▢ 21

29. The rewards for the competition include _____.

- ▢ gift vouchers
- ▢ free tickets
- ▢ a cash prize

30. To secure a spot in the workshop and competition, students must _____.

- ▢ register three days prior to the event
- ▢ show up on the first day
- ▢ submit drone portfolios

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Reading 2 (Items 31 – 40) (10 marks)

Read the following text. Then complete the task.

The Planet Ceres

Ceres, a ball of rock and ice, is a dwarf planet located in the asteroid belt between Mars and Jupiter. Since its discovery in 1801 by Italian astronomer Giuseppe Piazzi, Ceres has had multiple identities. At first, it was thought to be a planet due to its unique orbit and alignment with Bode's Law. Then, when it became apparent that it was too small, it was reclassified as an asteroid. In 2006, in recognition of its planet-like qualities, Ceres was designated a dwarf planet along with Pluto and Eris.

Ceres formed along with the rest of the solar system about 4.5 billion years ago when gravity pulled swirling gas and dust in to become a small dwarf planet. Scientists describe Ceres as an "embryonic planet," which means it started to form but did not finish. This was mainly due to the strong gravitational influence of nearby Jupiter, which prevented Ceres from becoming a fully formed planet. Later, Ceres settled into its current location among the leftover pieces of planetary formation in the asteroid belt.

With a diameter of about 930 kilometres, Ceres is the largest object in the asteroid belt. Despite its size, it is only about one quarter the diameter of Earth's Moon. For centuries, Ceres was known only as a faint, blurry dot through telescopes, offering little insight into its composition or surface features. That changed dramatically in 2015, when NASA's Dawn spacecraft arrived and made Ceres the first dwarf planet ever visited by a spacecraft. During its mission, which lasted until 2018, Dawn orbited, photographed, and mapped Ceres in remarkable detail.

Dawn spacecraft changed everything we knew about Ceres. The inner Solar System's only dwarf planet is now not only thought to be the second-wettest world after Earth, but possibly geologically active and hospitable to life. Ceres is characterised by a low density, suggesting the presence of water and ice. Observations from the Dawn spacecraft revealed that its surface may contain water-bearing minerals, and some scientists speculate it might harbour conditions suitable for primitive life. If anything does live on Ceres, it is likely to be very small microbes.

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Reading 2 (continued)

A recent study by NASA concluded that for a long time, ancient Ceres had the three key ingredients for life as we know it: water, the right chemical building blocks, and a confirmed energy source. This is not evidence that life ever existed on Ceres, but it confirms that a potentially habitable environment with all the necessary conditions was present deep beneath its surface. Ceres has a very thin atmosphere, and there is evidence it contains water vapour. The vapour may be produced by ice volcanoes or by ice near the surface.

Ceres takes 1,682 Earth days, or 4.6 Earth years, to make one trip around the Sun. As Ceres orbits the Sun, it completes one rotation every 9 hours, making its day length one of the shortest in the solar system. Ceres' axis of rotation is tilted just 4 degrees with respect to the plane of its orbit around the Sun. That means it does not experience seasons like other more tilted planets do because it spins nearly perfectly upright.

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

31. Where can Ceres be found?

_____

32. Why was Ceres initially considered a planet? (List one)

_____

33. What stopped Ceres from becoming a full planet?

_____

34. How does the size of Ceres compare to the Moon?

_____

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Reading 2 (continued)

35. When did the first spacecraft land on Ceres?

_____

36. What kind of primitive life might exist on Ceres?

_____

37. What factors made Ceres a potentially habitable environment? (List one)

_____

38. What are the possible sources of water vapour in Ceres? (List one)

_____

39. How long is the day in Ceres?

_____

40. What effect does the rotation of Ceres' axis have?

_____

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

Read the following article. Then complete the task.

Hunger vs. Cravings: The Real Difference

Hunger and cravings may feel alike, yet they come from very different causes. Hunger is a natural body signal that appears when energy is low. It is triggered by low blood sugar and hormones such as ghrelin, and it usually builds gradually. Common signs include a growling stomach or tiredness. In this state, the body becomes more open to any type of foods that can restore energy levels. Cravings, by contrast, are emotional. They often appear suddenly, usually in response to stress, boredom, or sadness, and they tend to focus on specific foods like sweets or salty snacks. That is why they are usually accompanied by salivation.

The Body responds differently to hunger and cravings. When you eat because you are hungry, your body gains the fuel it needs and feels balanced again, keeping you stable for a longer period. Cravings, however, activate the brain's reward system, releasing dopamine. This chemical is linked to pleasure, so it creates a short burst of satisfaction. However, it fades quickly and may leave feelings of guilt or regret, especially if the foods chosen do not match health goals.

While cravings may feel comforting in the moment, they do not solve hidden emotional struggles and, if unmanaged, may harm both physical health and emotional well-being. If someone gives in to cravings often, they may develop emotional eating. Over time, this can weaken self-control around food. Hunger, on the other hand, when responded to with balanced and nutritious meals, supports the immune system.

Managing cravings is not always easy. At first, it can bring mild headaches, but this feeling usually passes. The key is to practice mindful eating by pausing to ask why you are eating and what your body really needs. By choosing balanced meals when truly hungry, you protect your body and help it function at its best.

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Reading / Writing (continued)

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

Aspect	Hunger	Cravings
Features	(41) _____ by low blood sugar or hormones.	Emotional response to stress, boredom or sadness.
	Builds gradually	(42) _____
	Growling stomach or tiredness	Often comes with (43) _____
	(44) _____	Sweet or salty food
Response	– Restores energy – Feels (45) _____ – Stay stable	Releases (46) _____ giving pleasure.
Impact	Supports (47) _____	Reduces (48) _____ around food.
Management	Choosing (49) _____	Practicing (50) _____

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Writing (20 marks)

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

EITHER:

A. ***"Young people should be encouraged to start their own businesses."***

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

OR:

B. ***"Having a healthy lifestyle is too difficult in today's world."***

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

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

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Writing (continued)

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Writing (continued)

[End of Examination]

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LISTENING 1 (10 mks)	
1. ● 2000 ○ 2022 ○ 2024	**6.** ○ rainfall ● fog ○ ground
2. ○ Australia ● Namibia ○ Austria	**7.** ○ air root ○ fibrous root ● taproot
3. ○ ten thousand ● a thousand ○ a hundred	**8.** ○ birds ● insects ○ wind
4. ● water absorption ○ productive strategies ○ growth patterns	**9.** ○ human activities ○ overwatering ● climate change
5. ● two ○ four ○ dozens	**10.** ○ symbolic ● genetic ○ medical
Notes: *One mark each. Responses must be indicated clearly.*	

	LISTENING 2 (10 mks)
Habitat	– **(11)** (The) forests/ Forests
Features	– **(12)** tail – **(13)** flights –
Species	– – **(14)** superb
Mimicking Sounds	– – **(15)** twenty/20 – **(16)** machine
Breeding	– **(17)** attract/ impress – **(18)** warn (away) –
Threats	– **(19)** nesting
Symbolism	– **(20)** identity

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

READING 1 (10 mks)	
21. ○ Events and Welfare ○ Art and Media ● Innovation	26. ○ The University Innovation Lab ○ The Faculty Main Hall ● Al Jabal Nature Reserve
22. ○ new venues ● a competition ○ new presenters	27. ○ Exploring Nature through Media ● Seeing the World from Above ○ Innovation through Technology
23. ● post-processing techniques ○ urban planning applications ○ night photography using drones	28. ○ 13 ○ 16 ● 21
24. ○ using drones in journalism ● linking creativity and technology ○ limiting access for selected participants	29. ● gift vouchers ○ free tickets ○ a cash prize
25. ● student workshop participants ○ all university students ○ experienced students only	30. ● register three days prior to the event ○ show up on the first day ○ submit drone portfolios
Notes: One mark each. Responses must be indicated clearly.	

READING 2 (10 mks)	
31. In the asteroid belt/ between Mars and Jupiter/ (in the asteroid belt) between Mars and Jupiter	36. (small) microbes
32. (unique) orbit / alignment with Bode's Law	37. water/ (the right) chemical building blocks/ / a (confirmed) energy source
33. (the strong) gravitational influence of (nearby) Jupiter /Jupiter gravitational influence/ Jupiter gravity.	38. ice volcanoes / ice (near the surface)
34. one quarter the diameter /1/4 / 25%	39. 9 hours/ nine hours
35. 2015	40. doesn't experience seasons/ no seasons
Notes: One mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.	

READING & WRITING (10 mks)

41. trigged

42. (appears) suddenly/sudden

43. salivation

44. any food

45. balanced

46. dopamine

47. immune system

48. self-control

49. balanced meals

50. mindful eating

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

WRITING (20 mks)		
	LANGUAGE (10 mks)	**TASK ACHIEVEMENT (10 mks)**
10	– Uses a good range of structures, with few grammatical errors. – Makes appropriate and correct use of a good range of vocabulary.	– Writing clearly succeeds in achieving its intended purpose. – Discusses the topic in a lively, interesting way, making effective use of supporting arguments. – The points made by the writer are logically organised and very clear.
8	– Grammar is reasonably correct, but rather limited in range. – Uses a reasonable range of vocabulary, mostly in an appropriate way.	– Writing has reasonable success in achieving its intended purpose. – Discusses the topic reasonably well, but use of supporting arguments is not fully effective. – The points made by the writer are reasonably well organized and mostly clear.
6	– There are quite frequent grammatical inaccuracies. – Vocabulary is generally used appropriately, but is limited in range.	– Writing has partly achieved its intended purpose. – Expresses opinions with some use of supporting arguments, but only in a limited way. – The writer makes an attempt to organise his/her points, but this is only partly effective.
4	– There are frequent serious grammatical errors, which sometimes obscure meaning. – Vocabulary is very limited in range and some words are wrongly used.	– Writing only has very limited success in achieving its intended purpose. – Makes an attempt to discuss the topic, but the result is unconvincing and clearly inadequate. – Weak organization makes it difficult to follow the points being made by the writer.
2	– The grammar used is extremely limited and/or distorted. – Vocabulary is extremely limited and many words are wrongly used.	– Writing clearly fails to achieve its intended purpose. – A very feeble attempt to discuss the topic. Very little relevant content. – The points made by the writer are confused and disjointed.
0	*No attempt at the task:* EITHER Irrelevant. (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English. OR Complete nonsense.	

ARRIVING AT FINAL SCORES

LISTENING 1; READING 1: In these sections, all student responses are of the objectively-marked, right-or-wrong type. So there should never be any discrepancies in the marks awarded.

There are two different procedures for ensuring that no such discrepancies occur:

1) No action required: With (machine-marked) 'multiple choice' items (LST 1, RDG 1), discrepancies are automatically excluded by the *ePen* marking system.
2) Action required: With 'short answer' items (LST 2, RDG 2, RDG/WRT), there may be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/ Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

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

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