

وزارة التربية والتعليم



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

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الأول - الدور الأول

للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ م

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

▭ القاهرة ▭ الدوحة

■ مسقط ▭ أبوظبي

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

صحيح ■ **غير صحيح** ▭ ◉ ◒ ☒ ☑

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.
Reading 1: Read the text and complete the task.
Reading 2: Read the text and complete the task.
Literature 1: Read the extract and answer the question.
Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write **at least 200 words**.*
Write in the space provided on pages 2 - 4.

OPTION 1. For healthy adults, medical guidelines suggest at least seven hours of sleep a night. However, about 20% of people have a sleep disorder which prevents them from getting enough good quality sleep.

Write an article for your local newspaper in which you outline how a sleep disorder could negatively impact a person's life and what they could do to remedy the problem. Give specific examples to support your points.

OPTION 2. You are interested in studying at a university in the UK. Read the advertisement below from Cloverhill University.

Cloverhill University

Admissions now open for 2026-2027
Graduate Courses: Mechanical Engineering, Information Technology, Pharmacy, Environmental Science
- Highly qualified, experienced teachers
- Reasonable fees
- Accommodation with host families
- Extensive social programme

For further information, contact Jane Black: j.black@cloverhill.co.uk

Write an email to Jane Black in which you give some background information about yourself, state which course you are interested in and explain why you would like to attend this learning institution. Ask for more details on the fees, accommodation and social programme. Include details of any special requirements you have.

Start your email: Dear Jane Black,
End your email: Yours faithfully,
Muneer Al Alawi/Muneera Al Alawi

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Writing (continued)

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

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Writing (continued)

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Reading 1 (Items 1 – 12) (12 marks)

Read the following article. Then complete the task.

Venus Exploration: A History of Discovery and Challenges

Throughout human history, Venus has captivated astronomers and civilizations alike. The Maya, Egyptians, Babylonians, and Greeks all documented its movements in the sky. It wasn't until the 13th century that the Romans named the planet "Venus." In 1610, Galileo provided a major breakthrough by observing Venus through a telescope, discovering that it exhibited phases similar to those of the Moon. This finding significantly challenged the geocentric idea that the Earth is the centre of the universe and it offered support to the heliocentric view that Earth and other planets orbit the sun.

Often referred to as Earth's "evil twin," Venus resemblances our planet in terms of size, composition, and the presence of an atmosphere. However, the similarities end there. Surface conditions on Venus are extraordinarily hostile: extreme heat, toxic gases, and crushing atmospheric pressure make it uninhabitable. Moreover, the planet rotates in the opposite direction to most others in the solar system, causing the sun to rise in the west and set in the east. A single day on Venus—measured from one sunrise to the next—lasts over 120 Earth days.

Efforts to explore Venus began during the 1960s, when space agencies launched a variety of robotic missions. These included orbiters designed to study the planet from above and landers intended to transmit data directly from its surface. However, Venus's dense cloud cover initially prevented visual observation of the terrain. Landing on Venus has proven especially challenging. The planet's thick atmosphere, composed mainly of carbon dioxide and clouds of sulfuric acid, traps heat and creates surface temperatures of approximately 475°C. Atmospheric pressure is around 90 times that of Earth's, comparable to the pressure found 1,000 meters underwater. In addition, Venus has a very weak magnetic field compared to Earth, offering little protection from solar radiation. These extreme conditions interpreting long-term surface missions nearly impossible.

The first attempt to land a probe on Venus occurred in 1966 with the Soviet Venera 3 mission, which ultimately failed due to loss of contact. Over the following decades, both the Soviet Union and the United States launched dozens of missions—many of which failed due to various complications, such as launch malfunctions, orbital failures, or communication breakdowns. A significant breakthrough came in 1972 with the Soviet Venera 9 mission, which succeeded in capturing the first images of Venus's surface. The probe was able to transmit data for 53 minutes after landing due to improvements in

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Reading 1 (continued)

thermal protection and a more efficient aerobraking system. The panoramic image it sent remains one of the few visual records we have of the Venusian landscape.

The United States managed to land a probe on Venus in 1978 as part of the Pioneer Venus 2 mission, which included four entry probes. Only one functioned long enough to return useful data on the planet's extreme heat. The spacecraft passed by Venus, taking measurements of its atmosphere and surface temperatures, and confirmed that the planet was hot enough to melt lead. The data also suggested that Venus might have had a more Earth-like climate in the distant past, with evidence of volcanic activity and possibly even water. The vast majority of successful missions to Venus—particularly landers— were carried out by the Soviet space program. The last probe to land on the surface was the Soviet probe Vega 2 in 1984.

One of the most notable missions to Venus was NASA's Magellan mission, launched in 1989. Magellan orbited Venus for nearly four years, using a synthetic aperture radar (SAR) to map the planet's surface in exceptional detail. The mission provided comprehensive data that showed the surface of Venus is shaped by massive volcanic activity, vast plains of lava, and large mountain ranges. However, the mission was cut short after Magellan's fuel supply ran out, underscoring the difficulties of maintaining spacecraft on Venus.

In recent years, the Akatsuki mission, launched by the Japan Aerospace Exploration Agency (JAXA) in 2010, was a distinguished success. Akatsuki entered Venus' orbit in December 2015, after a long and difficult journey. Its instruments, including cameras and spectrometers, have provided detailed observations of Venus' atmosphere, revealing dynamic weather systems, including mysterious "super-rotational" winds that travel much faster than the planet's rotation.

Despite the challenges, both NASA and the European Space Agency (ESA) plan to launch new probes in the 2030s aimed at studying the planet's atmosphere, geological activity, and potential evidence of ancient water. Scientists hope these missions will shed light on how Venus evolved into such a hostile environment—and whether similar processes could threaten Earth in the future. Could Earth suffer a similar fate if we do not control global warming? In the meantime, however, planetary exploration remains heavily focused on Mars, which presents fewer technical obstacles and offers the tantalizing possibility of human exploration.

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Reading 1 (continued)

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

1. In 1610, Galileo noticed that Venus _____.

- ⬭ had moons similar to Earth
- ⬭ orbited the Earth
- ⬭ went through phases like the Moon

2. Venus is often called 'Earth's evil twin' because it _____.

- ⬭ spins in the opposite direction
- ⬭ has longer days than Earth
- ⬭ has a similar size and composition

3. Space agencies started to launch missions to Venus in the _____.

- ⬭ 1940s
- ⬭ 1960s
- ⬭ 1980s

4. The high temperature on the surface of Venus was caused by the _____.

- ⬭ high pressure
- ⬭ dense atmosphere
- ⬭ weak magnetic field

5. Long term missions to Venus's surface are so difficult because of _____.

- ⬭ extreme heat and high pressure
- ⬭ strong magnetic field
- ⬭ frequent asteroid impacts

6. The Soviet Venera 3 mission _____.

- ⬭ successfully mapped the surface
- ⬭ orbited Venus for four years
- ⬭ failed due to loss of communication

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Reading 1 (continued)

7. The first successful spacecraft to land on Venus and transmit data was _____.

- ⬭ Vega 2
- ⬭ Venera 9
- ⬭ Pioneer Venus 2

8. Pioneer Venus 2 mission in 1978 confirmed that Venus has _____.

- ⬭ very high surface temperature
- ⬭ similar weather to Earth
- ⬭ water in the distant past

9. The primary purpose of NASA's Magellan mission to Venus was to _____.

- ⬭ collect samples from the planet's surface
- ⬭ map Venus using radar technology
- ⬭ study the planet's volcanic features

10. The Akatsuki mission in 2010 studied Venus's _____.

- ⬭ geological activity
- ⬭ atmospheric weather
- ⬭ evidence of life on Venus

11. In the future, space agencies around the world plan to send _____.

- ⬭ missions only to study Mars
- ⬭ humans to the surface of Venus
- ⬭ probes to study Venus' s volcanoes

12. In the future missions, scientists hope to learn how _____.

- ⬭ Venus's atmosphere became so harsh
- ⬭ humans could land on Venus
- ⬭ Venus got super-rotational winds

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Reading 2 (Items 13 – 25) (13 marks)

Read the following article. Then complete the task.

Is Nuclear Power a Safe Energy Option?

In recent decades, the global discussions around energy have intensified, especially as the world grapples with climate change and the need to reduce carbon emissions. Among the many options available, nuclear power remains one of the most debated. While it offers a low-carbon alternative to fossil fuels, concerns about safety, radioactive waste, and nuclear accidents continue to influence public opinion.

Uranium, a material that releases radiation, was first discovered by German scientist Martin Klaproth in 1789. Scientists figured out how to harness energy from radioactive substances and use them to create powerful bombs by 1945. During World War II, Japan witnessed the devastating impact of an atomic explosion firsthand. Since then, the use of nuclear weapons has been largely avoided due to their huge destructive power and lethal consequences for living beings. However, can nuclear materials be safely used as a source of energy?

One of the main arguments in favor of nuclear power is its ability to generate a large amount of electricity without emitting greenhouse gases. Unlike coal, oil, or gas, nuclear power plants do not release carbon dioxide, making them an attractive option in the fight against global warming. Countries like France, which generates around 70% of its electricity from nuclear energy, have some of the lowest per capita emissions in the industrialized world. Similarly, Sweden and Switzerland have successfully used nuclear energy to support their clean energy goals. Moreover, nuclear energy provides a stable and reliable source of power. Unlike solar or wind, which depend on weather conditions, nuclear power plants can operate continuously, making them a valuable component of any energy mix that requires consistent output.

The question remains: is it safe? To decide that, accidents that have occurred at nuclear plants need to be studied. Amazingly, there have only been three major nuclear accidents in the world in the 65 years since nuclear power production began: Three Mile Island in the US, Chernobyl in Russia, and Fukushima in Japan. The Three Mile Island accident in 1979 happened because of faulty equipment. A pressure relief valve did not operate correctly. This caused events that the plant operators were not trained well enough to handle. While this accident only released a small amount of radiation, the accident scared the people living nearby enough that reforms were put in place shortly afterward. In 1986, in Chernobyl, the nuclear power plant was not properly designed to shut down in case of a power failure, and the employees were not trained to handle the runaway nuclear reaction that polluted the entire surrounding area for 150,000 square kilometers.

The most recent nuclear accident occurred in Fukushima in 2011. There was a strong earthquake that cut power to the nuclear plant, and it lost the ability to control the conditions inside the reactors. The resulting tsunami flooded the area where the

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Reading 2 (continued)

emergency power sources were kept. As a result, three reactors melted down, and there were three explosions. Radioactive materials were released into the environment during the accident. The disaster led to the evacuation of over 150,000 people and severely damaged public trust in nuclear energy.

Another major drawback of nuclear energy is the issue of radioactive waste, which remains hazardous for thousands of years. Managing this waste safely is both technically complex and politically sensitive. Most nuclear waste is currently stored in temporary facilities. However, many experts argue that nuclear waste is a smaller problem compared to the waste and pollution caused by fossil fuels. For example, all of the waste produced by the United States over the past 60 years could fit in a single football field stacked 10 meters high. Technological advancements are also making nuclear power safer. New reactor designs such as Small Modular Reactors (SMRs) and Generation IV reactors are being developed with enhanced safety features. SMRs, for instance, are designed to shut down automatically in case of a malfunction and can be built in remote areas with less environmental risk.

Several countries are investing heavily in nuclear power as part of their national energy strategies. China, for example, is leading the world in new nuclear construction, with more than 20 reactors under development as of 2025. In the Middle East, the United Arab Emirates became the first Arab nation to operate a nuclear power plant with the Barakah Nuclear Energy Plant, which began operations in 2020. Meanwhile, countries such as Canada and the UK are investing in Small Modular Reactor (SMR) technologies, aiming to deploy safer and more flexible nuclear solutions by the early 2030s.

While nuclear power does involve certain risks, these are manageable when compared to the far greater dangers posed by climate change and continued reliance on fossil fuels. With continued advancements in reactor technology, stricter safety protocols, and improved waste management solutions, nuclear power can offer a stable, low-carbon energy source capable of supporting long-term sustainability and energy security.

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

13. What is one major advantage of nuclear power over fossil fuels?

_____

14. What was the major discovery in the field of nuclear power in 1945?

_____

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Reading 2 (continued)

15. What caused the accident at the Three Mile Island nuclear plant in 1979?

_____

16. How big was the area of land affected by the Chernobyl accident?

_____

17. How did the tsunami contribute to the Fukushima nuclear disaster in 2011?

_____

18. Why is managing nuclear waste considered a major challenge?

_____

19. Which country is leading in the building of nuclear energy reactors?

_____

20. How do Small Modular Reactors (SMRs) improve nuclear safety?

_____

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

Statements	True	False
21. France has one of the lowest carbon footprints among industrialized nations.	⬭	⬭
22. The Fukushima disaster led to the evacuation of more than 150,000 people.	⬭	⬭
23. In many nations, SMRs are built in crowded urban areas.	⬭	⬭
24. The Barakah Nuclear Energy Plant is located in the United Arab Emirates.	⬭	⬭
25. The writer is completely against the use of nuclear energy in the future.	⬭	⬭

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Literature 1 – Drama (10 marks)

*Read this extract from **'The Elephant Man'**, a play by Christopher de Vore and Eric Bergren based on the book 'The Elephant Man: A Study in Human Dignity' by Ashley Montagu. Then complete the task.*

'The Elephant Man' tells the moving true story of a man named Joseph Merrick who lived in London in the late 19th century. Joseph was very intelligent and articulate. However, life was challenging for him as he had severe physical deformities due to a rare disease. Many people were fascinated by his appearance and paid money to see him in what was known at the time as a 'freak show'. The extract opens with one of these curious individuals, Mr Treves, arranging to have a private viewing of Joseph.

Boy Excuse me, Mr Treves, sir.

Treves Yes?

Boy I found it.

Treves Did you see it?

Boy No.

Treves I'll come with you now …

Treves follows the boy through the streets to the front of a small, dingy shop. The door of the shop is windowless and padlocked. The shopkeeper appears.

Treves Are you the proprietor?

Owner And who might you be, sir?

Treves Just one of the curious. I'd like to see it.

Owner I don't think so. No sir, we're closed.

Treves (*holding out a coin*) I'd pay handsomely for a private showing. Are you the proprietor?

Owner Yes, I'm the owner. (*He snatches the money and proceeds to unlock the shop door*)

INSIDE THE SHOP. Total darkness. The door opens and the light streams in as they enter. The shop is empty, grey with dust, cold and dank. In the corner we see a bent figure crouching on a stool. Treves steps closer. The owner, watching his every move, turns and smiles at him. He bangs his riding whip on the wall and yells to the crouched figure, as if speaking to a dog.

Owner Stand up!

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Literature 1 – Drama (continued)

The figure comes forward and we see the Elephant Man himself. Treves, his eyes wide with horror and wonder, his mouth frozen open, steps back. The owner laughs. The Elephant Man has an enormous and misshapen head, at the back of which hangs a mass of spongy skin, resembling cauliflower. The owner harshly raps his whip again.

Owner Turn around!

The Elephant Man begins to turn. The boy filled with malicious glee screams at him.

Boy Turn around! Turn around!

The Elephant Man completes his turn and comes to rest. He closes his eyes. Treves produces his purse. The owner, smelling money, smiles. Treves hands him several coins.

Treves Bring him to me tomorrow morning.

Owner (*The owner, greasy and dirty, shakes Treves' hand.*) It's a deal.

GLOSSARY

dingy: gloomy and drab; dismal; dirty.

proprietor: owner of a business.

dank: unpleasantly damp and cold.

riding whip: a piece of leather or rope that is tied to a stick and used for hitting horses.

malicious: cruel; having a desire to cause harm to someone.

glee: extreme happiness.

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

One of the main themes of 'The Elephant Man' is the inhumanity with which people often treat others who are different. Outline how the writers effectively convey this message in the extract. (Develop at least three points and support your answer with evidence from the extract.)

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Literature 1 (continued)

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Literature 1 (continued)

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Literature 2 – Short Story (15 marks)

*Read this extract from **'A Family Supper'**, a short story by the Japanese-British writer Kazuo Ishiguro. Then complete the **two** tasks.*

'A family Supper' centres around an unnamed narrator who has returned to his native Japan from the United States two years after learning of his mother's death. The story explores themes of family, memory, and the lingering effects of loss. The extract opens with the narrator sitting down for an evening meal with his father and sister Kikuko.

"Supper should be ready by now," he said. "You must be hungry."

Supper was waiting in a dimly lit room next to the kitchen. The only source of light was a big lantern that hung over the table, casting the rest of the room into shadow. We bowed to each other before starting the meal.

There was little conversation. When I made some polite comment about the food, Kikuko giggled a little. Her earlier nervousness seemed to have returned to her. My father did not speak for several minutes. Finally he said:

"It must feel strange for you, being back in Japan."

"Yes, it is a little strange".

"Already, perhaps, you regret leaving America."

"A little. Not so much. I didn't leave behind much. Just some empty rooms."

"I see."

I glanced across the table. My father's face looked stony and forbidding in the half-light. We ate on in silence.

Then my eye caught something at the back of the room. At first I continued eating, then my hands became still. The others noticed and looked at me. I went on gazing into the darkness past my father's shoulder.

"Who is that? In that photograph there?"

"Which photograph?" My father turned slightly, trying to follow my gaze.

"The lowest one. The old woman in the white kimono."

My father put down his chopsticks. He looked first at the photograph, then at me.

"Your mother." His voice had become very hard. "Can't you recognize your own mother?"

"My mother. You see, it's dark. I can't see very well."

No one spoke for a few seconds, then Kikuko rose to her feet. She took the photograph down from the wall, came back to the table and gave it to me.

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Literature 2 (continued)

"She looks a lot older," I said.

"It was taken shortly before her death," said my father.

"It was the dark. I couldn't see very well."

I looked up and noticed my father holding out a hand. I gave him the photograph. He looked at it intently, then held it towards Kikuko. Obediently, my sister rose to her feet once more and returned the picture to the wall.

There was a large pot left unopened at the centre of the table. My father reached forward and lifted the lid. He pushed the pot a little towards me.

"You must be very hungry," he said. One side of his face had fallen into shadow.

GLOSSARY

kimono: a long, loose robe with wide sleeves and a broad sash, traditionally worn by the Japanese.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. Why did the father get angry with his son? What two excuses did the son give in reply to his father?

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

B. Sharing meals gives family members an opportunity to connect with each other and strengthen emotional ties. However, at this supper, there was an atmosphere of tension and unease. How did the writer create this mood? (Develop at least three points and support your answer with evidence from the extract.)

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

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Literature 2 (continued)

A.

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Literature 2 (continued)

B.

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Literature 2 (continued)

[End of Examination]

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WRITING (INFORMATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– Presents 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.
10	*Between the descriptor above and the descriptor below.*
8	-Presents 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.
6	*Between the descriptor above and the descriptor below.*
4	-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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (INTERACTIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:*
20	– Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)	
1. ○ had moons similar to Earth ○ orbited the Earth ● went through phases like the Moon	**7.** ○ Vega 2 ● Venera 9 ○ Pioneeer Venus 2
2. ○ spins in the opposite direction ○ has longer days than Earth ● has a similar size and composition	**8.** ● very high surface temperature ○ similar weather to Earth ○ water in the distant past
3. ○ 1940s ● 1960s ○ 1980s	**9.** ○ collect samples from the planet's surface ● map Venus using radar technology ○ study the planet's volcanic features
4. ○ high pressure ● dense atmosphere ○ weak magnetic field	**10.** ○ geological activity ● atmospheric weather ○ evidence of life on Venus
5. ● extreme heat and high pressure ○ strong magnetic field ○ frequent asteroid impacts	**11.** ○ missions only to study Mars ○ humans to the surface of Venus ● probes to study Venus' s volcanoes
6. ○ successfully mapped the surface ○ orbited Venus for four years ● failed due to loss of communication	**12.** ● Venus's atmosphere became so harsh ○ humans could land on Venus ○ Venus got super-rotational winds
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)					
Task 1			**Task 2**		
				True	**False**
13.	low carbon emissions/ low greenhouse gasses/less CO2/less waste		**21.**	●	○
14.	how to harness energy from radioactive substance/the use of the atom bomb/how to create powerful bombs/bombs		**22.**	●	○
15.	a pressure -release valve did not work/operate/faulty equipment		**23.**	○	●
16.	150,000 square ks		**24.**	●	○
17.	tsunami deactivated the emergency power supply/flooded emergency power sources		**25.**	○	●
18.	dealing with waste is not safe / technically complex				
19.	China				
20.	they shut down automatically in case of malfunction /built in remote areas				
Note: one mark each. Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (longer answers will normally be marked wrong, especially if they are simply copied from the text. HOWEVER, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.			*Note: One mark each. Responses must be indicated clearly.*		

(LITERATURE 1) (10 mks)	
• Individual markers should only award the marks mentioned in the Rating Scales:	
10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

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

(A)	(LITERATURE 2) (5+10 mks)	(B)
• Individual markers should only award the marks mentioned in the Rating Scales:		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	10
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	8
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	6
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	4
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	2
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	0

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

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type. This consists of 12 multiple-choice items, each with 3 options. So, there should never be any discrep-ancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section, students' responses to eight WH-questions each with a short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

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

1) Acceptable differences: If – as in most cases – the difference between the two scores is ***small***, i.e. 1 out of 5, 2 out 10, or 4 out of 20, the Supervisor/Adjudicator is ***not*** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
2) Unacceptable differences: However, if the difference between the two scores is ***substantial —*** i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

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

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

وزارة التعليم

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الأول - الدور الثاني

للعام الدراسي ١٤٤٨/١٤٤٧ هـ - ٢٠٢٥ / ٢٠٢٦ م

تنبيه:
- المادة: English Language
- الأسئلة في (٢٠) صفحة.
- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

تعليمات مهمة:

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

س - عاصمة سلطنة عمان هي:

○ القاهرة ○ الدوحة

● مسقط ○ أبوظبي

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

صحيح ● **غير صحيح** ⊖ ◉ ◔ ⊗ ✓

مُسَوَّدَة، لا يتم تصحيحها

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Overview of exam paper

The paper consists of FIVE sections:

Writing: Choose **ONLY ONE** of the options.
Reading 1: Read the text and complete the task.
Reading 2: Read the text and complete the task.
Literature 1: Read the extract and answer the question.
Literature 2: Read the extract and answer the two questions.

In each section, write your answers in the space provided.

Writing (20 marks)

*Choose **ONLY ONE** of the following options. Write* **at least 200 words.**

Write in the space provided on pages 2 - 4.

OPTION 1. The car industry is undergoing a radical transformation as automakers prepare to phase out cars powered solely by internal combustion engines (ICEs). It is predicted that by 2026, electric vehicles (EVs) will account for 30% of all new vehicle sales

Write an article for your local newspaper in which you outline the advantages and disadvantages of electric cars. Give specific examples to support your points.

OPTION 2. You are interested in enrolling on an 'Advanced English' course in the UK. Read the advertisement below from the Central School of English.

Central School of English

Come and study English at our school!
- Two-week courses for all levels
- Highly qualified, experienced teachers
- Reasonable fees
- Accommodation with host families
- Extensive social programme

For further information, contact Jane Black: j.black@central-school.co.uk

Write a letter to Jane Black in which you give some background information about yourself and explain why you would like to attend this learning institution. Ask for more details about the fees, accommodation and social programme. Include details of any special requirements you have.

Start your letter: Dear Jane Black,

End your letter: Yours faithfully,

Muneer Al Alawi/Muneera Al Alawi

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Writing (continued)

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

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Writing (continued)

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Writing (continued)

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Reading 1 (items 1–12) (12 marks)

Read the following article. Then complete the task.

Greta Thunberg: The Voice of a Generation

Greta Thunberg, born in Stockholm, Sweden in 2003, has become one of the most influential environmental activists of the 21st century. Her mother was an opera singer and her father was an actor. Despite her young age, she has played a critical role in raising global awareness about the climate crisis and has inspired a generation of young people to take action.

Greta first learned about climate change in school when she was just eight years old. While many of her classmates moved on from the topic, Greta found herself deeply disturbed by the science she had discovered. The idea that human actions were causing the planet's temperature to rise, leading to extreme weather, melting ice caps, and disappearing ecosystems, was something she simply could not ignore. Diagnosed with Asperger's syndrome—a form of autism—Greta has described it as a "superpower" that helps her focus on the issues that matter to her, without being distracted by social pressures or expectations.

In August 2018, at the age of 15, Greta began her famous school strike for climate. Instead of attending classes, she sat outside the Swedish Parliament every Friday with a handmade sign reading "*School Strike for Climate*". Her message was simple: the adults in power were not doing enough to protect her future, so she would not return to school until they took meaningful climate action. Her protest quickly attracted the attention of the media and other students, sparking what would soon become the global "*Fridays for Future*" movement—a global campaign led by young people demanding serious climate action from political leaders, inspired by the "*Save the Planet*" movement.

Later that year, Greta spoke at the United Nations Climate Change Conference in Poland. In her speech, she made a powerful statement: world leaders were failing to protect future generations by ignoring the science on climate change. Greta's words were clear, honest and direct, and many people praised her for speaking with such courage.

In 2019, Greta continued her activism by travelling to different countries and speaking at major international events. In a memorable speech to the European Parliament, she declared that "*our house is on fire*," urging politicians to act as if the climate crisis were an emergency—because it is. That same year, she decided to take a break from school to focus full-time on environmental campaigning. She travelled across the Atlantic Ocean on a zero-emissions sailing boat to attend the UN Climate Action Summit in New York. She had refused to fly because of the high carbon emissions produced by air travel. Her speech at the Summit became one of her most widely shared moments, particularly the line: "*How dare you*?"

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Reading 1 (continued)

Her speeches quickly went viral, and she became a symbol of youth-led climate activism. Greta was invited to speak in many countries, including Canada, Chile, and Switzerland. She criticised governments and industries for making promises they never kept and for continuing to support fossil fuels, despite knowing the damage they cause.

Greta's strong message and fearless attitude earned her global recognition. In 2019, she was named *Time Magazine's Person* of the Year, the youngest person ever to receive this honour. In the same year, she also appeared on Forbes Magazine's list of the 100 most powerful women. Additionally, and most importantly, she and the Fridays for Future movement received the Ambassador of Conscience Award from Amnesty International, one of the highest human rights awards in the world.

One of Greta's most significant contributions to public education on the climate crisis came in the form of a book. In 2022, she published *The Climate Book*, a comprehensive and accessible guide to the science and politics of climate change. Rather than writing it alone, Greta invited more than 100 experts—including scientists, historians, activists, and indigenous voices—to contribute. The book offers a wide range of perspectives and aims to equip readers with the knowledge they need to understand the crisis and push for change. Greta's goal was not just to inform but to empower people to act.

Of course, not everyone has welcomed Greta's message. She has faced criticism from political leaders and media commentators who question her age, experience, or scientific understanding. Some accuse her of offering strong opinions without practical solutions. Greta, however, has consistently stated that she does not pretend to be an expert or policymaker. Instead, she sees her role as a messenger—someone who amplifies the findings of climate scientists and urges others to take them seriously.

Greta Thunberg's story shows how one determined voice can inspire millions. Through her courage and commitment, she has helped bring climate change to the center of global discussion. She reminds us that we all have a responsibility to protect the planet—for ourselves, and for future generations.

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Reading 1 (continued)

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

1. Greta was concerned about climate change because of the _____.

- ⬭ influence of her parents' careers
- ⬭ ideas of her classmates
- ⬭ science she learned at school

2. Greta Thunberg started her school strike for climate in _____.

- ⬭ 2003
- ⬭ 2018
- ⬭ 2019

3. The movement started by Greta and other students was called _____.

- ⬭ *School Strike for Climate*
- ⬭ *Fridays for Future*
- ⬭ *Save the Planet*

4. Greta's main criticism of politicians in Poland was that they _____.

- ⬭ care less about climate change Science
- ⬭ focus mainly on climate change issues
- ⬭ spend more money to protect the environment

5. When Greta said '*our house is on fire*', she meant that _____.

- ⬭ we are destroying our environment
- ⬭ fire is very dangerous
- ⬭ houses are being destroyed

6. Greta's message to the European Parliament in 2019 was _____.

- ⬭ Europe should stop economic growth
- ⬭ climate change is a long-term issue for scientists
- ⬭ climate crisis must be treated like an emergency

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Reading 1 (continued)

7. Greta refused to travel by airplane because she _____.

- ▢ suffered from a flying related health problem
- ▢ believed air travel causes high carbon emissions
- ▢ wanted to promote train travel

8. Greta gave her famous "*How dare you*?" speech at the _____.

- ▢ 2018 UN Climate Conference in Poland
- ▢ 2019 UN Climate Action Summit in New York
- ▢ 2019 European Parliament

9. The major recognition Greta received in 2019 was _____.

- ▢ The Ambassador of Conscience Award
- ▢ Time Magazine's Person of the Year
- ▢ Forbes Magazine's list

10. *The Climate Book* Greta published considered unique because it _____.

- ▢ was written by Greta Thunberg alone
- ▢ included contributions from many experts
- ▢ was the first guidebook to climate change

11. Greta described her role in the climate movement as a _____.

- ▢ scientist
- ▢ leader
- ▢ messenger

12. Greta inspired the young generations to _____.

- ▢ study the science of climate change
- ▢ make a difference in the world
- ▢ argue with world leaders

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Reading 2 (items 13 – 25) (13 marks)

Read the following article. Then complete the tasks.

Can Artificial Intelligence Change the Future of Science?

Artificial Intelligence (AI) has been a popular topic of discussion since the 1950s. For many years, people have focused mostly on the possible dangers of AI. These concerns include unfair bias in AI systems, job loss due to automation, and the fear that humans will become too dependent on machines. Many people worry that, since AI is created by humans, it might reflect the same problems that exist in society, such as racism or discrimination. Others are afraid that machines will take over many jobs, leaving fewer opportunities for people. There is also concern that if we rely too much on AI, we may lose important human skills, like creativity and critical thinking.

Despite these concerns, interest in the positive potential of AI is growing. More scientists now believe that AI can be used as a powerful tool to help us solve big global challenges. In particular, AI is already showing great promise in two important fields: medicine and climate science. In both areas, AI is helping researchers work faster, understand complex problems better, and make new discoveries more easily.

One of the most exciting examples of this is in the area of drug discovery. In 2019, scientists discovered a new antibiotic called Halicin. Then, in 2023, they found another one called Abaucin. What makes these discoveries special is that they were not found using traditional methods. Instead, scientists used AI to study the chemical structure of thousands of molecules to see which ones might be able to fight dangerous bacteria that are resistant to current antibiotics. The AI was trained to find patterns in the data and suggest possible new drugs. Scientists then tested the AI's suggestions in a laboratory and confirmed that some of the compounds worked. These discoveries are still going through testing before they can be used in hospitals, but AI has already saved years of research time as well as millions of dollars.

AI is also helping scientists understand how diseases act at the cellular level. For example, AI has been used to study malaria and other illnesses by creating detailed images of how cells change over time. These images help researchers to see how diseases grow and spread, which parts of the cell are responsible for causing illness, and how medicines can be designed to stop them. In one case, scientists used AI to identify the part of the cell that helps liver cancer spread. Thanks to this knowledge, doctors can now work on treatments that target that specific part of the cell, which could lead to faster and more effective therapies for cancer patients.

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Reading 2 (continued)

In climate science, AI is also making a big difference. In the past, weather and climate predictions were created using very powerful and expensive supercomputers. These computers used huge amounts of global data to calculate what the weather might be like in the future. This process was slow and costly. Today, AI can do the same work much more quickly and cheaply. For example, a Chinese AI system can create a full week's weather forecast thousands of times faster than a supercomputer. An American AI tool can make detailed weather predictions in just two seconds. These systems can also predict where and when rain will fall, which is helpful for identifying possible natural disasters like floods.

In addition to short-term forecasts, AI is now being used to predict long-term climate changes. Scientists are using AI to model how global warming might affect different regions of the world over the next 10, 20, or even 50 years. These models are useful for governments and environmental groups as they plan how to respond to climate change and protect people and ecosystems.

The idea that AI will solve the world's problems is unreasonable. However, AI is able to increase the speed and accuracy with which scientists can predict and solve global problems. By using AI generators, similar to ChatGPT, scientists can more easily solve problems. AI generators can quickly and logically find the next best option. Just as ChatGPT writes sentences by using the most statistically likely word combinations, other AI generators similarly identify chemical structures and weather patterns. In medicine and climate science, the world is already seeing the possibilities. Though there are good and logical critiques of AI, it can be used to help enhance scientific discovery and innovation.

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

13. What is one common concern people have about the use of AI?

_____

14. Why do some scientists believe AI can help solve medical challenges?

_____

15. How does AI assist in understanding diseases at the cellular level?

_____

Do not write in this space

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Reading 2 (continued)

16. Which disease has AI helped researchers study at the cellular level?

_____

17. How has AI improved weather forecasting in China?

_____

18. What is one example of natural disaster that AI can help predict?

_____

19. How are long-term climate models using AI beneficial for society?

_____

20. What is one of the main messages in the conclusion of the text?

_____

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

Statements	True	False
21. AI can suggest potential scientific solutions by identifying patterns in data.	⬭	⬭
22. AI is already being used in hospitals to treat diseases with new drugs it discovered.	⬭	⬭
23. The use of AI in scientific research has already resulted in cost and time savings.	⬭	⬭
24. AI can develop solutions to medical problems without needing human scientists.	⬭	⬭
25. The writer believes that AI can play a powerful and positive role in the future of science.	⬭	⬭

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Literature 1 – Drama (10 marks)

*Read this extract from **'The Life and Adventures of Nick Nickleby'**, a play by the dramatist Joy Wilkinson based on the novel 'Nicholas Nickleby' by Charles Dickens. Then complete the task*

'The Life and Adventures of Nick Nickleby' tells the moving story of a young man named Nick who is left to support his mother and sister after his father, Nicholas Nickleby, dies. The extract opens on the day of Mr Nickleby's burial, with the narrator of the play giving some background information about the deceased.

Narrator: *There once lived a man called Nicholas Nickleby. He was a good man. A family man and a farmer, with a loving wife, two loving children and a modest property in the county of Devonshire. Nicholas Nickleby had it all. Then he lost it.*

In a meadow close by the farmhouse is an open grave. On the headstone, freshly carved: 'Nicholas Nickleby. Beloved husband and father.' Nick stands at the graveside with his mother, Mrs Nickleby, and his sister, Kat.

Narrator: Nick thought he was ready to step up and guide the family through their loss. But he didn't yet know just how much they had lost.

One of the mourners, Doctor Godfrey, muses to Mrs Nickleby.

Doctor: He was a good man, Mrs Nickleby.

Mrs Nickleby: He was a saint, doctor. A saint. But he worked too hard. I kept telling him. Stress is a killer. I kept on and on at him, but he wouldn't listen and now look. The stubborn old fool. What am I going to do without him?

Mrs Nickleby dissolves into fresh tears.

Nick: It's all right, Mum. Everything's going to be all right.

A grubby van screeches past. It swerves to stop by the farmhouse door. Written on the side of the van: Swift Recovery Bailiff Services. The bailiff takes everything from the house. Nick remonstrates with the bailiff.

Do not write in this space

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Do not write in this space

Literature 1 (continued)

Nick: He says it's too late. They're putting the farm up for sale. We have to pay up or get out. Today.

Mrs Nickleby: It must be some terrible mistake. Can't we talk to the bank?

Nick: They're not going to help us. Dad was in debt. Something about the stock market. He's lost everything.

Mrs Nickleby: How could he have done that? He couldn't use the hole-in-the-wall without getting his card eaten. He was a good man but he was clueless. Clueless.

GLOSSARY

modest: not large or expensive.
meadow: field.
mourners: people who attend a funeral.
muses: says something in a thoughtful way.
saint: a very virtuous, kind, or patient person.
bailiff: an official who is authorised to take someone's property when they cannot pay their debts. A bailiff is usually appointed by the court to enforce its orders.
remonstrates: complains; protests.
hole-in-the-wall: an ATM (Automated Teller Machine) on the outside wall of a building for withdrawing cash from a bank account.

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

Human beings are fascinating due to their layered personalities and behaviours. What insights does this scene offer into the complexity of Nicholas Nickleby's character? (Develop at least three points and support your answer with evidence from the extract.)

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Literature 1 (continued) (10 marks)

Do not write in this space

Do not write in this space

Do not write in this space

Literature 1 (continued)

Do not write in this space

Literature 2 – Short Story (15 marks)

*Read this extract from **'Zero Hour"**, a short story by the American writer Ray Bradbury. Then complete the **two** tasks.*

'Zero Hour' is set in a quiet American suburb and centres around a young girl called Mink and her group of friends. The extract opens with the youngsters getting ready to take part in an exciting new game in the gardens of their neighbourhood.

Oh, it was to be so jolly! What a game! Such excitement they hadn't known in years. The children catapulted this way and that across the green lawns, shouting at each other, holding hands, flying in circles, climbing trees, laughing. Such fun, such tremulous joy, such tumbling and hearty screaming.

Mink ran into the house, all dirty and sweat. For her seven years she was loud and strong and definite. Her mother, Mrs. Morris, hardly saw her as she yanked out drawers and rattled pans and tools into a large sack.

"Mink, what's going on?"

"The most exciting game ever!" gasped Mink, pink-faced.

"Stop and get your breath," said the mother.

"No, I'm alright," gasped Mink. "Okay I take these things, Mom?"

"But don't dent them," said Mrs. Morris.

"Thank you, thank you!" cried Mink, and boom! She was gone, like a rocket.

Mrs. Morris surveyed the fleeing tot. "What's the name of the game?"

"Invasion!" said Mink. The door slammed.

In every yard on the street children brought out knives and forks and pokers and can-openers.

It was an interesting fact that this fury and bustle occurred only among the younger children. The older ones, those ten years and more, disdained the affair and marched scornfully off on hikes or played a more dignified version of hide-and-seek on their own.

Meanwhile, parents came and went. They passed and repassed the busy youngsters, jealous of the fierce energy of the wild tots, longing to join in themselves.

"This and this and this," said Mink, instructing the others with their assorted spoons and wrenches. "Do that, and bring that over here. No! Here! Right. Now, get back while I fix "This and this and this," said Mink, instructing the others with their assorted spoons and wrenches. "Do that, and bring that over here. No! Here! Right. Now, get back while I fix this." Tongue in teeth, face wrinkled in thought. "Like that. See?"

"Yayyy!" shouted the kids.

Do not write in this space

Do not write in this space

Do not write in this space

Literature 2 (continued)

GLOSSARY

catapulted: thrown, launched, or propelled suddenly and forcefully.

tremulous: shaking or quivering.

pokers: metal rods used to move wood or coal in a fireplace or stove.

bustle: busy and noisy activity.

Task: *Answer the following **two** questions. Support your answer with evidence from the extract.*

A. Mink and other young children were playing 'Invasion' in the gardens outside their homes. What did the older children think of this game? What view did the parents have of this activity?

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

B. When children play an exciting game, the atmosphere can be lively and unruly. How did the writer create a sense of playtime energy and chaos in this extract? (Develop at least three points and support your answer with evidence from the extract.)

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

Literature 2

A.

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Literature 2 (continued)

Do not write in this space

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Do not write in this space

Literature 2 (continued)

B.

Do not write in this space

Literature 2 (continued)

[End of Examination]

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WRITING (INFORMATIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales.*
20	– 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.
18	*Between the descriptor above and the descriptor below.*
16	– 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.
14	*Between the descriptor above and the descriptor below.*
12	– Presents 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.
10	*Between the descriptor above and the descriptor below.*
8	-Presents 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.
6	*Between the descriptor above and the descriptor below.*
4	-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.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

WRITING (INTERACTIVE) (20 mks)	
	• *Individual markers should only award the marks mentioned in the Rating Scales:*
20	– Message to intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
18	*Between the descriptor above and the descriptor below.*
16	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
14	*Between the descriptor above and the descriptor below.*
12	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
10	*Between the descriptor above and the descriptor below.*
8	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses of language is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
6	*Between the descriptor above and the descriptor below.*
4	– Impact on intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – No use of appropriate language. – Extremely limited range of grammar and vocabulary with frequent serious errors.
2	*Between the descriptor above and the descriptor below.*
0	*Student's response is completely irrelevant to the question asked.*

READING 1(12 marks)	
1. ○ influence of her parents' careers ○ ideas of her classmates ● science she learned at school	**7.** ○ suffered from a flying related health problem ● believed air travel causes high carbon emissions ○ wanted to promote train travel
2. ○ 2003 ● 2018 ○ 2019	**8.** ○ 2018 UN Climate Conference in Poland ● 2019 UN Climate Action Summit in New York ○ 2019 European Parliament
3. ● *School Strike for Climate* ○ *Fridays for Future* ○ *Save the Planet*	**9.** ● The Ambassador of Conscience Award ○ Time Magazine's Person of the Year ○ Forbes Magazine's list
4. ● care less about climate change science ○ focus mainly on climate change issues ○ spend more money to protect the environment	**10.** ○ was written by Greta Thunberg alone ● included contributions from many experts ○ was the first guidebook to climate change
5. ● we are destroying our environment ○ fire is very dangerous ○ houses are being destroyed	**11.** ○ scientist ○ leader ● messenger
6. ○ Europe should stop economic growth ○ climate change is a long-term issue for scientists ● climate crisis must be treated like an emergency	**12.** ○ study the science of climate change ● make a difference in the world ○ argue with world leaders
Notes: *One mark each. Responses must be indicated clearly.*	

READING 2 (13 marks)

Task 1

13.	might be racist or discriminatory/ may take human jobs/may lose important human skills, like creativity and critical thinking / make us rely on its answers
14.	help scientists make new discoveries a lot faster /understand complex problems better/make new discoveries more easily
15.	create images of cells to show which parts must be targeted to stop diseases/help identify which parts of the cell are responsible for causing illness
16.	malaria / liver cancer
17.	It is far quicker and cheaper than using supercomputers
18.	floods
19.	help environmental groups plan how to respond to climate change/ can create models for the next 50 years/help protect people and ecosystems
20.	AI can be used to help enhance scientific discovery and innovation/there are some good and logical critiques of AI

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

Task 2

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

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

WRITING (LITERATURE 1) (10 mks)	
• Individual markers should only award the marks mentioned in the Rating Scales:	
10	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
8	– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
6	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
4	– Responses are attempted but are incomplete and at times irrelevant*. – Generally fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
2	– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.
0	*Student's response is completely irrelevant to the question asked.*

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

(A)	**RATING SCALE (LITERATURE 2) (5+10 mks)**	(B)
• Individual markers should only award the marks mentioned in the Rating Scales.		
5	– Response is relevant, well-developed and insightful. – Makes effective use of supporting arguments and references. – Shows an excellent knowledge and understanding of the set texts. – Shows very good appreciation of literary devices and effects. – Uses language which is lively, clear and largely accurate.	**10**
4	– Response is relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows a good knowledge and understanding of the set texts. – Shows good appreciation of literary devices and effects. – Uses language which is usually clear, despite a number of inaccuracies.	**8**
3	– Response is mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Has a moderate knowledge and understanding of the set texts. – Shows reasonable appreciation of literary devices and effects. – Uses language which is sometimes unclear and often inaccurate.	**6**
2	– Response is attempted, but is incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only a limited knowledge and understanding of the set texts. – Shows only limited appreciation of literary devices and effects. – Uses language which is very limited and/or contains many serious errors.	**4**
1	– Response is feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows very little knowledge or understanding of the set texts. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed and frequently difficult to understand.	**2**
0	*No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.*	**0**

ARRIVING AT FINAL SCORES

READING 1: In this section, all student responses are of the objectively-marked, right-or-wrong type. This consists of 12 multiple-choice items, each with 3 options. So, there should never be any discrep-ancies in the marks awarded. Any such errors are automatically excluded by the *ePen* marking system.
READING 2: In this section**,** students' responses to eight WH-questions each with a short answer are independently marked by two markers using the marking guide. There should never be any discrepancies in the marks awarded.

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

1) Acceptable differences: If – as in most cases – the difference between the two scores is ***small***, i.e. 1 out of 5, 2 out 10, or 4 out of 20, the Supervisor/Adjudicator is ***not*** required to read the student's response. He/She should simply use the mathematical average of the two scores. (*See below.)
2) Unacceptable differences: However, if the difference between the two scores is ***substantial —*** i.e. more than the figures just mentioned — the Supervisor/Adjudicator should read the student's response and, after due consideration, decide on an appropriate mark, based on the Rating Scales provided.

***CALCULATION OF AVERAGES:**

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

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