

أسئلة ونموذج إجابة امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة) الدور الثاني



تم تحميل هذا الملف من موقع المناهج العمانية

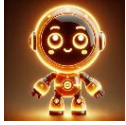
موقع فايلاتي ← المناهج العمانية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 11:19:39 2025-10-08

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج
العمانية على
فيسبوك

المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الأول

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امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

الفصل الدراسي الأول - الدور الثاني

للعام الدراسي ١٤٤٦ / ١٤٤٧ هـ - ٢٠٢٤ / ٢٠٢٥ م

- زمن الإجابة: ثلاث ساعات.
- الإجابة في الورقة نفسها.

- تنبيه: المادة: English Language
• الأسئلة في (٢٠) صفحة.

تعليمات مهمة:

- 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 الذاكرة التخزينية والمجلات والصحف والكتب الدراسية والدفاتر والمذكرات والحقائب اليدوية والآلات الحادة أو الأسلحة أيّاً 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 بخلاف 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



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 tasks.

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.** With computer technology advancing more rapidly than ever, an individual's personal information such as location, shopping habits, medical history etc. can be gathered online by third parties. As a result, privacy in the digital age is an increasingly pressing issue.

Write an article for your local newspaper in which you outline why online data privacy is important. Give specific examples.

- OPTION 2.** Earth Day is an annual event on April 22nd to demonstrate support for environmental protection. Through various events and initiatives, it aims to raise awareness of the need to preserve Earth's natural resources for future generations.

You are in charge of organising events in your school for Earth Day 2025. Write an email to the principal outlining what you have planned for the day and why you have chosen these activities.

Start your email: Dear Principal

End your email: Yours faithfully,

Muneer Al Alawi/Muneera Al Alawi

Do not write in this space

Writing (continued)

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

Do not write in this space



Do not write in this space

Do not write in this space

Writing (continued)



Do not write in this space

Writing (continued)

Do not write in this space



Do not write in this space

Reading 1 (items 1–12)**(12 marks)**

Read the following article about Banksy. Then complete the task.

Banksy: The Secret Street Artist

In the early 1990s, in the English city of Bristol, groups of young people would paint graffiti on the walls of buildings around the city. Usually, people dislike graffiti because this kind of painting is illegal, and cities spend a lot of money cleaning and painting over it. However, some paintings became popular because they were skilfully painted with strong images and interesting messages. Such paintings became known as street art, and the young people who created these pictures were called street artists. They almost all used fake names, because they did not want the police to know their real names. One of these street artists called himself Banksy. Born in the 1970s, Banksy grew up during a time when graffiti was evolving into a significant form of artistic expression.

Banksy began his journey as an artist in the vibrant Bristol graffiti scene, which was known for its creativity and rebellious spirit. Initially, Banksy used traditional spray painting, but he later adopted stenciling, a technique that allowed him to create complex designs quickly. A stencil is a piece of thick paper or cardboard with pictures and shapes cut out of it; when you paint over a stencil, it leaves a painting on the wall behind it. This method was particularly useful for making bold statements in public spaces while avoiding capture by law enforcement. Over time, stenciling became a symbol of his unique style, distinguishing him from other street artists.

Despite his pictures becoming famous and well-loved in Bristol, it was not until Banksy moved to London in 1999 that his art became more widely known. As Banksy's pictures began to appear on walls around the city, the artistic community noticed them. His street art grew in popularity and fame, and many people started to copy his style. Even big companies in New York started using street art and imitating Banksy's style in their advertising. This was ironic, as Banksy was not interested in helping or selling his works to big companies. He felt everybody, not only the rich, should enjoy art. This is why he continued to paint his pictures in public places. He does sell some of his pictures; however, he makes prints of his work available online at affordable prices so ordinary people can enjoy them.

Banksy's artwork often addresses serious social and political issues, tackling themes such as peace, war, poverty, and environmental concerns. One of his most iconic pieces, "Girl with a Balloon," shows a young girl reaching out toward a red heart-shaped balloon. This image symbolises innocence and hope, prompting viewers to reflect on their own dreams and the fragility of human emotions.

Do not write in this space

Reading 1 (continued)

Another notable work, "Flower Thrower," illustrates a protester throwing a bouquet of flowers instead of a violent weapon. This powerful image highlights Banksy's belief in the power of love and peace over violence. By using flowers, a universal symbol of beauty and love, Banksy challenges viewers to think about alternative responses to conflict. His art encourages the importance of empathy in addressing social problems.

The public response to Banksy's work is a testament to its impact. His pieces often provoke strong reactions, ranging from admiration to controversy. While some critics argue that his messages are too simplistic, many others appreciate his ability to communicate complex ideas through visual art. Regardless of differing opinions, it is clear that Banksy has ignited important discussions about the role of art in society and its potential for inspiring change.

In addition to his street art, Banksy has ventured into installation art and film. His 2010 documentary, "Exit Through the Gift Shop," offers a unique perspective on the world of street art, blurring the lines between artist and subject. The film received critical acclaim and provided insight into the complexities of artistic expression in contemporary culture, further establishing Banksy's significance in the art world.

Today, you can see Banksy's pictures on posters and t-shirts. People love his style, social messages and humour. Despite his fame, the identity of Banksy remains a mystery, adding an intriguing layer to his art that continues to fascinate both fans and critics.

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

1. Banksy first started creating street art in _____.
☐ Bristol
☐ London
☐ New York
2. Banksy's art is different from other street arts because he _____.
☐ used only traditional graffiti techniques
☐ incorporated stenciling into his artwork
☐ painted exclusively on canvases rather than walls

Do not write in this space

Reading 1 (continued)

3. Banksy's art gained widespread recognition through his _____.
☐ exhibitions in art galleries
☐ collaboration with well-known artists
☐ popularity of his street art in London
4. Banksy decided to sell prints of his work online because he _____.
☐ wants to make art available to everyone
☐ is only interested in making money
☐ is not concerned with art in public spaces
5. The central theme in many of Banksy's artworks is _____.
☐ nature and wildlife
☐ social and political issues
☐ portraits of famous people
6. The image of the "Girl with a Balloon" symbolises the _____.
☐ commercialization of childhood innocence
☐ fleeting nature of hope of human emotions
☐ desire for power and wealth
7. The message that the artwork "Flower Thrower" conveys is the _____.
☐ power of peace over violence
☐ importance of flowers in art
☐ destruction caused by war

Do not write in this space

Reading 1 (continued)

8. The public reactions that Banksy's art typically cause are _____.
☐ controversy only
☐ admiration only
☐ mixed reactions, including admiration and controversy
9. Banksy explored the film industry in _____.
☐ 1970
☐ 1999
☐ 2010
10. Banksy's documentary *Exit Through the Gift Shop* explores the _____.
☐ history of graffiti art in Bristol
☐ dynamics within the world of street art
☐ relationship between artists and their audience
11. Many people find Banksy's art so attractive because _____.
☐ it follows traditional art styles
☐ of its social messages and humor
☐ of its focus on abstract forms
12. Banksy's identity is considered an exciting aspect of his art because it _____.
☐ helps to create a sense of mystery around his work
☐ makes him a more marketable artist
☐ reduces the public's interest in his art

Do not write in this space

Reading 2 (items 13 – 25)**(13 marks)**

Read the following article about The Dark Side of Fast Fashion. Then complete the task.

The Dark Side of Fast Fashion

How many items of clothing did you buy in the last year? How much do you think you spent? Well, if you're anything like the average American, you bought almost 70 items of clothing on which you spent about 3% of your annual income. This may sound like a lot, but forty years ago, the average American bought 12 items on which they spent 7% of their income. These days we buy clothes in much greater quantities at much lower cost. This is fast fashion where the latest trends are always available and generally affordable. However, fast fashion comes at a heavy cost.

In the past, companies released new clothes every six months. The ranges were prepared over several months. They were cut and tailored to fit well and quality materials were used. However, in the 21st century that has all changed. Production cycles are much shorter. For most high street stores, design to production only takes about fifteen days; some online fashion retailers can produce new designs in three days by shipping clothes directly from the factories to the consumers. This means we can buy the latest styles at lower prices, but this trend is having huge negative effects on consumers, workers and the environment.

For consumers, the greatest downside of fast fashion is lower quality clothes. Fast fashion designs have to be quick and simple to sew, and they have to fit as many people as possible. Companies now use a lot more cheap synthetic fabrics. For example, in the past, jeans were often 100% cotton, while now cheap plastics are added that make the jeans cheaper to produce. While they look good and fit well the first few times you wear them, after a few washes the fabrics weaken; the jeans end up looking baggy, and they often tear more easily.

Because fast fashion requires clothing to be produced at very low cost, manufacturing is outsourced to countries where clothing can be produced cheaply. This is usually achieved by paying the workers less and cutting costs at the factories. Workers often get very low wages and work very long hours to make a living. This often happens in unsafe environments. The retailers who sell the clothes rarely visit the factories but there are independent reports of widespread issues in these factories regarding worker safety. This was tragically illustrated in 2013 in Bangladesh where the Rana Plaza building collapsed. Even though the building was unsafe it contained five clothing factories. After it suddenly collapsed, rescue crews saved 2,500 injured people but there were over one thousand deaths.

Do not write in this space

Reading 2 (continued)

Another issue is that fast fashion causes environmental damage when it is being made, and when we throw it away. The fashion and clothing industry is one of the biggest producers of carbon dioxide, causing 10% of global CO₂ emissions, and its factories are the second largest consumer of clean water. In addition, the billions of items that are now produced every year are very hard to recycle because of the increase in the use of synthetic fibres. For instance, in the UK, clothing is the fastest growing category of rubbish, and Britons dispose of 300,000 items of clothing every year with only a quarter of this waste being recycled. A lot of textile waste is sent to Eastern Europe, and there are reports of poor people in Bulgaria purchasing textile waste to burn as a cheap fuel. This contributes to local and global air pollution.

As customers, we can play a big role in changing how the fashion industry works. We must do some research to find out which shops and brands are the worst offenders, and we need to find out which companies have better standards. You should also read the labels to know which materials are used. Natural materials like linen or bamboo are easier to recycle than synthetics, causing fewer issues if they are buried in landfills or incinerated. You can also support campaign groups like the Clean Clothes campaign which raises awareness of labour issues in the fashion industry and pushes for changes in company policies. But most of all, we should be happy to buy fewer clothes and pay more for higher ethical and environmental standards. If we did, we would again have clothes that fit well, last longer, and respect the planet and its people.

So, next time you decide to go shopping for some cheap clothes, stop and think about the impacts of fast fashion.

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

13. What is the average number of clothing items an American buy in a year?

14. How long does it take for fast fashion to go from design to store?

15. Why are fast fashion clothes often of lower quality? (List one)

Do not write in this space

Reading 2 (continued)

16. Where is clothing production often outsourced to?
- _____
17. How does fast fashion negatively impact workers in the industry? (List one)
- _____
18. What role does clothing production play in global carbon emissions?
- _____
19. According to the text, where is most of the textile waste sent?
- _____
20. How can consumers help reduce the negative impact of fast fashion? (List one)
- _____

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

Statements	True	False
21. Fast fashion is known for producing durable clothing that can last for many years.	☐	☐
22. The Rana Plaza collapse in 2013 drew attention to the importance of workers' safety in factories.	☐	☐
23. According to the text, in the UK, 15% of textile waste is not recycled.	☐	☐
24. Some Bulgarians buy old clothes and fabric to use as fuel.	☐	☐
25. The use of natural fibers like linen and bamboo in fast fashion has increased in recent years.	☐	☐

Do not write in this space

Literature 1 – Drama**(10 marks)**

Read this extract from *‘Hobson’s Choice’*, a play by the dramatist Harold Brighouse.
Then complete the task.

This famous play is set in the city of Manchester, England, in 1880. The drama centres around a shopkeeper, Mr. Henry Hobson, who has a business making and selling footwear. Mr. Hobson deals with the customers while his shoemaker, Willie, works in the basement directly under the store. The extract opens as one of his best customers, the wealthy Mrs. Hepworth, enters his shop carrying a pair of new boots.

Mrs. Hepworth Morning, Hobson. I’ve come about those boots you sold me.

Mr. Hobson Yes, Mrs. Hepworth. They look very nice.

Mrs. Hepworth Who made these boots?

Mr. Hobson We did. Our own make.

Mrs. Hepworth Will you answer a plain question? *Who* made these boots?

Mr. Hobson They were made on the premises. I am responsible for all work turned out here.

Mrs. Hepworth I never said you weren’t. But *Who* made them?

Mr. Hobson Willie made those. But if there is anything wrong I assure you I’m capable of making the man suffer for it. I’ll -

Mrs. Hepworth Tell Willie that I want him.
(*Hobson calls Willie and he comes up through a trapdoor on the floor. He is a lanky fellow about thirty, in dingy clothes.*)
You made these boots?

Willie (*peering at them.*) Yes, I made them last week.

Mrs. Hepworth Take that.
(*Willie, bending down, rather expects “that” to be a blow. Then he raises his head and finds she is holding out a visiting card.*)
See what’s on it?

Do not write in this space

Do not write in this space

Literature 1 – Drama

Willie Writing?

Mrs. Hepworth Read it.

Willie I'm trying. (*His lips move as he tries to spell it out.*)

Mrs. Hepworth Bless the man. Can't you read?

Willie Only a bit.

Mrs. Hepworth Willie, I've tried every shop in Manchester, and these are the best-made pair of boots I've ever had. Now, you'll make all my boots in future. You hear that, Hobson?

Mr. Hobson Yes, madam, of course he shall.

Mrs. Hepworth You'll keep that card, Willie, and you won't dare leave here to go to work at another shop without letting me know where you are.

Mr. Hobson Oh, he won't make a change.

Mrs. Hepworth How do you know? The man's a treasure, and I expect you underpay him.

Mr. Hobson That'll do, Willie. You can go.

Willie Yes, sir. (*He dives down through the trapdoor.*)

Mrs. Hepworth He's like a rabbit.

GLOSSARY

trapdoor: small door on the floor which covers the steps to the basement workshop.

lanky: tall and thin, and tending to move awkwardly as a result.

dingy: dark, dirty, unclean.

a blow: a slap or smack usually given with an open hand.

visiting card: a card bearing a person's name and address.

Do not write in this space

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

Even though the scene is short, Harold Brighthouse was able to create an impression of three very distinct people – Mrs. Hepworth, Mr. Hobson and Willie. Outline what we learn about each of these characters in the extract.

(Develop at least one point about each character and support your answer with evidence from the extract.)

Literature 1

(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 *‘The Birds’*, a short story by the English writer Daphne du Maurier. Then complete the **two** tasks.

This famous horror story is set in England during the 1950s. The chilling tale revolves around a farmworker, Nat Hocken, and his family who come under vicious attack from a flock of birds. The extract opens with Nat in his bed one cold December night.

Nat woke and heard the east wind, cold and dry. The air in the bedroom had turned chill. He drew the blanket round him and stayed wakeful, watchful.

Then he heard the tapping on the window. He listened, and the tapping continued until, irritated by the sound, Nat got out of bed and went to the window. He opened it, and as he did so something brushed his hand, jabbing at his knuckles, grazing the skin. Then he saw the flutter of the wings and it was gone over the roof. It was a bird; what kind of bird he could not tell.

He shut the window and went back to bed but, feeling his knuckles wet, put his mouth to the scratch. The bird had drawn blood. Frightened, he supposed, and bewildered, the bird, seeking shelter, had stabbed him in the darkness.

Presently the tapping came again, this time more forceful, more insistent. He went to the window for the second time, and now when he opened it, there was not one bird but half a dozen; they flew straight into his face, attacking him. He shouted, striking out at them with his arms, scattering them; like the first one, they flew over the roof and disappeared. Quickly he closed the window.

Suddenly a frightened cry came from the room across the passage where the children slept. Nat ran towards the room. Stumbling into the room, he felt the beating of wings about him in the darkness. The window was wide open. Through it came the birds, hitting first the ceiling and the walls, then swerving in midflight, turning to the children in their beds.

“It’s all right, I’m here,” shouted Nat, and the children flung themselves, screaming, upon him, while in the darkness the birds rose and dived and came for him again. Swiftly, he pushed the children into the hallway so that he was alone now in their bedroom with the birds.

He seized a blanket from the nearest bed and, using it as a weapon, flung it to right and left about him in the air. He felt the thud of bodies, heard the fluttering of wings, but they were not yet defeated, for again they returned to the assault, jabbing his hands, his head, the little stabbing beaks sharp as pointed forks. The blanket became a weapon of defense; he wound it about his head, and then in greater darkness beat at the birds with his bare hands.

.....

GLOSSARY

thud: dull, heavy sound.

Do not write in this space

Do not write in this space

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

- A. As the extract progresses, it becomes increasingly obvious that the birds are an enemy that Nat must go to war against. Outline how the writer creates an impression of a violent battle in the last paragraph. (Develop at least three points.)

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

(5 marks)

- B. A gradual build up of sound effects can increase a sense of anticipation and tension in a story. Outline how Daphne du Maurier uses sound in the extract to highlight the increasing sense of fear that is felt in the household. (Develop at least three points.)

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

(10 marks)

Literature 2

A.



Do not write in this space

Do not write in this space

A.

18

Do not write in this space

Literature 2 (continued)

B.



Do not write in this space

Literature 2 (continued)

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[End of Examination]

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مُسَوِّدَة



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مُسَوِّدَة



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DIPLOMA EXAM — BILINGUAL PRIVATE SCHOOLS
ENGLISH LANGUAGE
SEMESTER ONE, SESSION TWO, 2024/2025



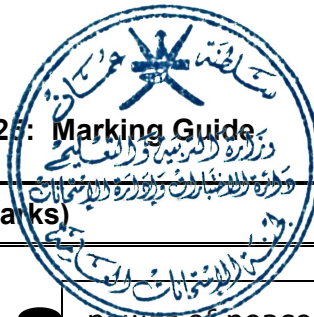
MARKING GUIDE
TOTAL MARKS: 70
page 1 of 7

WRITING (INFORMATIVE) (20 mks)	
	<i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>

WRITING (INTERACTIVE) (20 marks)

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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
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	<i>Between the descriptor above and the descriptor below.</i>
0	<i>Student's response is completely irrelevant to the question asked.</i>



READING 1(12 marks)

1.	☒ Bristol	7.	☒ power of peace over violence
	☐ London		☐ importance of flowers in art
	☐ New York		☐ destruction caused by war
2.	☐ used only traditional graffiti techniques	8.	☐ controversy only
	☒ incorporated stenciling into his artwork		☐ admiration only
	☐ painted exclusively on canvases rather than walls		☒ mixed reactions, including admiration and controversy
3.	☐ exhibitions in art galleries	9.	☐ 1970
	☐ collaboration with well-known artists		☐ 1999
	☒ popularity of his street art in London		☒ 2010
4.	☒ wants to make art available to everyone	10.	☐ history of graffiti art in Bristol
	☐ is only interested in making money		☒ dynamics within the world of street art
	☐ is not concerned with art in public spaces		☐ relationship between artists and their audience
5.	☐ nature and wildlife	11.	☐ it follows traditional art styles
	☒ social and political issues		☒ of its social messages and humor
	☐ portraits of famous people		☐ of its focus on abstract forms
6.	☐ commercialization of childhood innocence	12.	☒ helps to create a sense of mystery around his work
	☒ fleeting nature of hope of human emotions		☐ makes him a more marketable artist
	☐ desire for power and wealth		☐ reduces the public's interest in his art

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

**READING 2 (13 marks)****Task 1**

13. 70/seventy
14. 15 days/fifteen
15. simple to sew/ fit as many people as possible/ more synthetic fabrics
16. countries where clothing can be produced cheaper/ poor countries
17. Low wages/ long hours/ safety/low pay/unsafe conditions
18. 10% of all CO2/ a significant amount-10% of global emissions
19. Eastern Europe
- research stores and brands/ read labels/support campaign groups/ buy
20. fewer clothes/ buy natural fabrics

Task 2

True False

- | | | |
|-----|----------------------------------|----------------------------------|
| 21. | ☐ | ☒ |
| 22. | ☒ | ☐ |
| 23. | ☐ | ☒ |
| 24. | ☒ | ☐ |
| 25. | ☐ | ☒ |

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.

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	<i>Student's response is completely irrelevant to the question asked.</i>



(A)	RATING SCALE (LITERATURE 2) (5+10 mks)	(B)
<u>Individual</u> markers should <u>only</u> 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	<i>No real attempt at the task. Writing is minimal/ nonsensical or completely irrelevant.</i>	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 10 multiple-choice items, each with 3 options. So, there should never be any discrepancies in the marks awarded. Any such errors are automatically excluded by the ePen marking system.

READING 2: In this section, students' responses to ten 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 of 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.]