

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



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: 11:16:21 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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نماذج الأسئلة المعتمدة لامتحان دبلوم التعليم العام	2
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- 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 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 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 ()

مُسَوِّدَة، لَا يَتَمَّ تَصْحِيحُهَا



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. In the early years of life, the most important relationships for children are with their parents and caregivers. However, at around the age of four years and up, children are developmentally able to form friendships.

Write an article for your local newspaper in which you outline the benefits of early childhood friendships. Give specific examples.

OPTION 2. World Art Day is an annual event on April 15th to honour the contributions of artists and to promote the importance of art in our lives.

You are in charge of organising events in your school for World Art 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

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موقع فايلاتي

2

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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 about **Rachel Carson**. Then complete the task.

Rachel Carson: The Woman Who Sparked the Environmental Movement

In the mid-20th century, a remarkable shift began to take place in the global understanding of the environment, and at the heart of this transformation was Rachel Carson, a scientist and writer. Born in Pennsylvania in 1907, she developed a deep love for the environment through exploring the outdoors as a child. She earned a bachelor's degree in biology from Pennsylvania College for Women in 1929, followed by a master's degree in zoology from Johns Hopkins University in 1932. Her education laid a solid foundation for her career as a writer and scientist. After completing her studies, she joined the U.S. Fish and Wildlife Service (FWS), where she worked as a senior aquatic biologist. This role exposed her to the new field of conservation and the detrimental impacts of human activity on wildlife.

In the 1940s, in addition to her government work, Carson began writing books. Her first three books described life in the ocean and were praised for Carson's thorough research and beautiful prose. The *Sea Around Us* won a National Book Award in 1952 and sold more than 200,000 copies. The *Edge of the Sea*, published in 1955, was also a bestseller. It is her fourth and final book that Carson is most remembered for. *Silent Spring*, published in 1962, described the effects and dangers of pesticide use, including the most widely used chemical DDT. Used to eliminate disease-carrying insects, DDT was credited with ending a typhus epidemic during World War II, and wiping out mosquitoes that carried malaria in the Southern United States. On farms, DDT appeared to kill crop-damaging pests without harming humans. Other, more powerful chemicals, such as Chlorine and Pesticide1 that had come into widespread use as well, raised crop yields and stopped outbreaks of diseases by killing off insects that carried them. In *Silent Spring*, Carson reported the negative effects of those powerful chemicals, such as incidents in which hundreds of birds and other wildlife died. Carson also highlighted how the indiscriminate use of these chemicals could indirectly lead to food shortages by disrupting ecosystems and impacting food production.

However, Carson's groundbreaking revelations were met with fierce opposition. The chemical industry, threatened by her findings, launched a campaign to discredit her. Critics labeled her a "hysterical woman," attempting to undermine her credibility and portray her concerns as unfounded. Despite the backlash directed at her, Carson's determination and commitment to her cause only strengthened her resolve.

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Reading 1 (continued)

Moreover, public support for her message rose, prompting widespread discussions about the consequences of pesticide use.

In a significant turning point, President John F. Kennedy took notice of Carson's work and ordered an investigation into her claims. The subsequent findings largely validated her warnings, further solidifying her position as a credible voice in environmental discussions. Carson's relentless advocacy ultimately bore fruit: in 1972, a decade after *Silent Spring* was published, the US government banned DDT for agricultural purposes, marking an important moment in environmental policy.

Carson's influence extended beyond the ban on DDT; she played a crucial role in the establishment of the Environmental Protection Agency (EPA) in 1970. This agency was tasked with safeguarding public health and the environment, reflecting the growing recognition of the interconnectedness of human and ecological well-being. Moreover, her work inspired the formation of the Occupational Safety and Health Administration (OSHA), which aimed to ensure safe working conditions in industries in which employees were exposed to hazardous chemicals.

Tragically, Rachel Carson did not live to witness the full impact of her contributions; she passed away from breast cancer on April 14, 1964, at the age of 56. Yet her legacy endures, not only in the policies that emerged from her advocacy but also in the cultural memory of her work. The Rachel Carson Homestead in Pennsylvania has been transformed into a museum, celebrating her life and achievements. Documentaries, such as *The Power of One Voice: A 50-Year Perspective on the Life of Rachel Carson*, have been produced to honor her contributions, ensuring that her message continues to inspire new generations of environmentalists to continue researching contemporary issues such as global climate change. Let us all follow in her footsteps and do our part to protect the environment.

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

1. Carson's first educational focus was _____.
- ☐ Biology
- ☐ Public health
- ☐ Zoology

Do not write in this space

Reading 1 (continued)

2. Carson's book _____ won a National Book Award in 1952.
- ☐ *The Edge of the Sea*
- ☐ *Silent Spring*
- ☐ *The Sea Around Us*
3. The main subject of *Silent Spring* is the _____.
- ☐ effects of diseases.
- ☐ dangers of pesticide use
- ☐ conservation of ocean ecosystems
4. The chemical _____ was used during World War II to eliminate insects.
- ☐ Chlorine
- ☐ DDT
- ☐ Pesticide 1
5. According to *Silent Spring*, the main issue with the chemicals was that they _____.
- ☐ protected crops
- ☐ damaged wildlife
- ☐ stopped disease outbreaks
6. The opposition to Carson's work came mainly from the _____.
- ☐ conservationists
- ☐ environmentalists
- ☐ chemical companies
7. The public's reaction to *Silent Spring* was _____.
- ☐ widespread support
- ☐ Critical of Carson's credibility
- ☐ fierce opposition

Do not write in this space

Reading 1 (continued)

8. The chemical DDT was banned by the US government in _____.
☐ 1964
☐ 1970
☐ 1972
9. The major goal of the Environmental Protection Agency (EPA) is to _____.
☐ regulate industrial production
☐ safeguard public health
☐ promote economic growth
10. Carson's writings about working conditions inspired the establishment of the _____.
☐ US Fish and Wildlife Service (FWS)
☐ Environmental Protection Agency (EPA)
☐ Occupational Safety and Health Administration (OSHA)
11. Currently, Carson's home is _____.
☐ a museum dedicated to her life and work
☐ an educational institute
☐ a research facility for environmental science
12. The present issue that is still relevant to Carson's message is global _____.
☐ climate change
☐ food crisis
☐ understanding of oceanography

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

Read the following article about “*Mars Exploration*”. Then complete the task..

Mars Exploration

The thought of traveling to Mars is thrilling. Throughout history, humanity has pondered the fiery red planet as it crosses the night sky, imagining what it would be like for men and women to walk upon its surface and make groundbreaking discoveries about geology, the solar system’s history, or even the possibility of extraterrestrial life on Mars. Many of us have stared up at the red-tinted light and speculated about living in such a distinctive environment.

Dozens of unmanned missions have been launched to better understand Mars and assess its potential for human habitation. In 1965, Mariner 4 became the first spacecraft to reach Mars, revealing an environment far less promising than humanity had imagined. Hopes of finding intelligent life were dashed when the investigation discovered that Mars is an infertile place with a thin atmosphere and temperatures often plunging to -80 degrees Fahrenheit. While Mariner 4 captured images of the Red Planet, subsequent missions like Mars 1 and Mars 2 touched down on its surface, and the Viking Lander 1, launched in 1976, was the first spacecraft to successfully land on a planet other than Earth. Since then, scientists have learned that while Mars is of significant scientific interest, the extreme costs of expeditions and the potential for contamination—where human arrival could pollute or harm the Martian environment—form a strong argument against sending human crews.

The financial implications of manned missions to Mars are shocking. While precise projections are difficult, estimates suggest huge costs. In 2012, NASA’s Jet Propulsion Laboratory estimated that exploring Mars could cost up to \$100 billion over 40 years. More recently, the Mars Institute, a NASA-funded research group, calculated that human exploration could reach as high as \$1 trillion over the same period. These projections indicate that sending humans to Mars would be a substantial financial burden, likely resting on taxpayers and diverting funds from critical areas like healthcare, education, and defense.

In addition to the financial burden, space travel poses significant dangers. Aron Ridley, a professor of Atmospheric and Space Sciences at the University of Michigan, has emphasised that “establishing a colony on Mars is incredibly technically challenging.” The unknowns in space and the risks involved in planetary exploration could be life threatening. For instance, any astronaut who lands on Mars would carry countless microbes, such as bacteria, fungi, and viruses. While these may be harmless to humans, we do not know how they would interact with the Martian ecosystem. The introduction

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Reading 2 (continued)

of just one infectious bacterium could destroy any existing life forms on the planet. The pursuit of discovering life beyond Earth is a major reason for space exploration, making it crucial to avoid damaging Martian ecosystems.

While the challenges of sending humans to Mars are worrying, recent research and technological innovations suggest that we are closer than ever to achieving this goal. Space agencies like NASA, along with private entities such as SpaceX, are actively developing the technologies necessary for manned missions. SpaceX's Starship designed for deep-space travel, aims to facilitate crewed missions to Mars within the next decade. This vision is echoed by NASA's Artemis programme, which aims to return humans to the Moon as a precursor to Martian exploration.

However, not everyone agrees that Mars exploration should be a priority. Critics argue that resources should be focused on addressing pressing issues on Earth. The trillions required for manned missions could instead fund renewable energy initiatives to combat climate change or efforts to clean up toxic waste. If we have not learned to manage our problems on Earth, there is no guarantee we would not repeat those mistakes on Mars.

Why did Christopher Columbus travel west? Why did Marco Polo head east? It is the human spirit of adventure and the allure of the unknown that compel us to seek new frontiers. Yet, sending people to Mars is not only costly but also technically risky, with high chances of injury or death. More time and research are necessary before starting on such a dangerous venture. While the desire to explore Mars is appealing, there is still much we can learn while our feet remain firmly on Earth.

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

13. What kinds of discoveries did people imagine making on Mars? (List one)

14. What was one discovery made by Mariner 4 regarding Mars?

15. When was the first successful landing of a spacecraft on Mars?

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Reading 2 (continued)

16. What are the main challenges associated with sending people to Mars? (List one)

17. How long would it take for the cost of human exploration to reach \$1trillion?

18. How will governments cover the expense of sending crews to Mars?

19. What technology has been invented that might help allow manned missions?

20. How does the author suggest money could be used instead of sending people to Mars? (List one)

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

Statements	True	False
21. Unmanned missions have been launched to Mars for many years to better understand the planet.	☐	☐
22. Mars 1 and Mars 2 were the first spacecrafts to reach Mars and provided images of its surface.	☐	☐
23. According to Aron Ridley, establishing a settlement on Mars is considered technically easy.	☐	☐
24. The introduction of Earth microbes to Mars could potentially harm existing Martian life forms.	☐	☐
25. The possibility of finding extraterrestrial life on Mars is a key motivator for exploration.	☐	☐

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Literature 1 – Drama**(10 marks)**

Read this extract from *'The Mousetrap'*, a play by the English author Agatha Christie. Then complete the task.

This famous play is set in the 1950s in England during a winter snowstorm. The main action takes place in Monkswell Manor, a guesthouse newly opened by a young married couple, Mollie and Giles Ralston. As the extract opens, their first guest arrives to check in.

	<i>The door bell peals. There is a pause and then it peals several times impatiently. Giles hurries to open the front door.</i>
Mrs. Boyle	This is Monkswell Manor, I presume?
Giles	Yes ...
	<i>Mrs. Boyle enters carrying a suitcase. She is a large, imposing woman in a very bad temper.</i>
Mrs. Boyle	I am Mrs. Boyle. <i>(She puts down the suitcase.)</i>
Giles	I'm Giles Ralston. Come in to the fire, Mrs. Boyle, and get warm. <i>(Mrs. Boyle moves to the fire.)</i> Awful weather, isn't it?
Mrs. Boyle	The taxi wouldn't risk coming up the driveway. It stopped at the gate. I had to share a taxi from the train station – and there was great difficulty in getting that. <i>(Accusingly)</i> Nothing ordered to meet me, it seems.
Giles	I'm so sorry. We didn't know what train you would be coming by, you see, otherwise of course, we'd have seen that someone was – er – standing by.
Mrs. Boyle	All trains should have been met. And the driveway might at least have been cleared of snow. Most offhand and casual, I must say. <i>(She looks round her disapprovingly.)</i> <i>Mollie hurries in, a little breathless.</i>
Mollie	I'm so sorry I ...
Mrs. Boyle	Mrs. Ralston?

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Literature 1 – Drama (continued)

- Mollie** Yes, I ... *(She crosses to Mrs. Boyle, half puts out her hand, then draws it back.)*
(Mrs. Boyle surveys Mollie with displeasure.)
- Mrs. Boyle** You're very young.
- Mollie** Young?
- Mrs. Boyle** To be running an establishment of this kind. You can't have had much experience.
- Mollie** *(backing away)* There has to be a beginning for everything, hasn't there?
- Mrs. Boyle** I see. Quite inexperienced. *(She looks round.)* An old house. I hope you haven't got dry rot. *(She sniffs suspiciously.)*
- Mollie** *(Indignantly)* Certainly not! The house is in perfect condition.
- Mrs. Boyle** H'm – it could do with a lick of paint.

GLOSSARY

peals: rings loudly.

imposing: grand and impressive in appearance.

offhand: without previous thought/consideration/preparation.

dry rot: a condition in which wood is destroyed by a type of fungus.

Indignantly: in an angry way because of something that is wrong or unfair.

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, Agatha Christie was able to create an impression of three very distinct people – Mrs. Boyle, Giles and Mollie.

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.)

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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 *'Spider the Artist'*, a short story by the Nigerian-American writer Nnedi Okorafor. Then complete the **two** tasks.

This science-fiction story centres around Eme, a woman in Nigeria, who encounters an Artificial Intelligence robot. The robot is used by an oil company to protect a pipeline running through the region from theft and damage. The extract opens with the narrator, Eme, discussing a guitar that she possesses.

My greatest, my only true possession was my father's guitar. It was made of fine polished Abura timber. Excellent craftsmanship. My father said that the timber used to create the guitar came from one of the last timber trees in the delta. If you held it to your nose, you could believe it. The guitar was decades old but still smelled like fresh cut wood, like it wanted to tell you its story because only it could.

I used to stare at my father's fast long-fingered hands when he played. Oh, the harmonies. He could weave anything with music - rainbows, sunrises, spider webs sparkling with morning dew. My older brothers weren't interested in learning how to play. But I was, so my father taught me everything he knew. And now it was my long fingers that graced the strings. I'd always been able to hear music and my fingers moved even faster than my father's. I was good. Really good.

Whenever I was feeling blue, I'd take my guitar, walk away from my village and sit right in front of the pipeline and watch the sun go down. On one such evening, it was warmer and more humid than normal. The mosquitoes didn't even bother me much. It was dark, there were small trees and bushes here and even our closest neighbor was not very close, so I was hidden.

I sighed and placed my hands on the guitar strings. I plucked out a tune my father used to play. I sighed and closed my eyes. I would always miss my father. The feel of the strings vibrating under my fingers was exquisite. I fell deep into the zone of my music, weaving it, then floating on a glorious sunset that lit the palm tree tops and ...

Click!

I froze. My hands still on the strings, the vibration dying. I didn't dare move. I kept my eyes closed.

Click! This time the sound was closer. Click! Closer. Click! Closer.

My heart pounded and I felt nauseous with fear. My hands started to shake, but still I kept my eyes shut. I wanted to scream.

Very slowly, I opened my eyes. My heart skipped. The thing making the noise stood about three feet tall, which meant I was eye-to-eye with it. It looked like a giant shiny metal spider. It moved like one too. All smooth-shifting joints and legs. It crept closer and leaned in to inspect my guitar strings. As it did so, all I could hear was Click! Click! Click!

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Literature 2 (continued)

GLOSSARY

Abura: a tree from Central Africa.

delta: a wetland area that forms as river waters empty into a larger body of water.

harmonies: combinations of musical notes to produce a pleasing effect.

dew: small drops of water that form on the ground and other surfaces outside, especially during the night and early morning.

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

- A.** Writers often use movement in their stories to bring scenes to life. Outline how Nnedi Okorafor creates a sense of movement from "I froze" to the end of the extract.

(Develop at least three points.)

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

(5 marks)

- B.** Prized possessions are more than just material objects; they hold significant value and are cherished by their owners. Outline what makes the guitar so special for Eme.

(Develop at least three points.)

(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)

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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 mks)	
	<i>Individual markers should <u>only</u> award the marks mentioned in the Rating Scales:</i>
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. ☒ Biology ☐ Public health ☐ Zoology	7. ☒ widespread support ☐ critical of Carson's credibility ☐ fierce opposition
2. ☐ <i>The Edge of the Sea</i> ☐ <i>Silent Spring</i> ☒ <i>The Sea Around Us</i>	8. ☐ 1964 ☐ 1970 ☒ 1972
3. ☐ effects of diseases ☒ dangers of pesticide use ☐ conservation of ocean ecosystems	9. ☐ regulate industrial production ☒ safeguard public health ☐ promote economic growth
4. ☐ Chlorine ☒ DDT ☐ Pesticide 1	10. ☐ US Fish and Wildlife Service (FWS) ☐ Environmental Protection Agency (EPA) ☒ Occupational Safety and Health Administration (OSHA)
5. ☐ protected crops ☒ damaged wildlife ☐ stopped disease outbreaks	11. ☒ a museum dedicated to her life and work ☐ an educational institute ☐ a research facility for environmental science
6. ☐ conservationists ☐ environmentalists ☒ chemical companies	12. ☒ climate change ☐ food crisis ☐ understanding of oceanography

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



READING 2 (13 marks)

Task 1

13. Geology/solar system history/ possibility of extraterrestrial life
14. infertile place/ thin atmosphere/ temperatures often plunging to - 80 degrees/ low temperatures/ less promising
15. 1976
16. funding/ safety/ huge costs / Life-threatening to humans /introduction of contamination to Mars
17. 40 years
18. Taxes / taxpayers will cover the cost/ government funds diverted from healthcare, education and defense
19. Starship/ SpaceX's Starship/NASA's Artemis program
20. Renewable forms of energy / deal with negative consequences of climate change / cleaning up toxic waste /

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	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 <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	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 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.]