
LISTENING 1 (5 mks)						
	smart TV	electric car	plane	fridge	smart watch	printer
1.	☐	☐	☐	☐	☒	☐
2.	☐	☒	☐	☐	☐	☐
3.	☐	☐	☐	☐	☐	☒
4.	☒	☐	☐	☐	☐	☐
5.	☐	☐	☐	☒	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

LISTENING 2 (5 mks)	VCB (2.5 mks)
6. A (coastal) village / in Oman 7. To find/search for/ seashells 8. Ahmed/ Ali's uncle 9. A rope 10. (The) Wali	1. ext <u>inct</u> 2. qu <u>ickly</u> 3. in <u>vent</u> 4. teen <u>ager</u> 5. ci <u>ty</u>
<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>

GRM (2.5 mks)										
	too	best	many	because	keeping	eaten	better	so	kept	eating
6.	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐
7.	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
8.	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐
9.	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
10.	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>										

GRM/ VCB (5 mks)				
11.	☐ invention	☒ environment	☐ problem	☐ people
12.	☐ is	☐ do	☐ done	☒ are
13.	☒ our	☐ us	☐ we	☐ mine
14.	☐ reasons	☒ diseases	☐ solutions	☐ creatures
15.	☐ destroy	☐ damage	☐ harm	☒ protect
16.	☒ warn	☐ watch	☐ ask	☐ see
17.	☐ small	☐ good	☐ healthy	☒ dangerous
18.	☐ were	☒ has	☐ have	☐ was
19.	☒ However	☐ Although	☐ Because	☐ As
20.	☐ works	☐ working	☒ work	☐ worked
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>				

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	☐	☐	☐	☐	☒	☐
2.	☐	☒	☐	☐	☐	☐
3.	☐	☐	☐	☒	☐	☐
4.	☐	☐	☒	☐	☐	☐
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>						

READING 2 (6 mks)			
5.	☐ babies	☒ teens	☐ women
6.	☒ problem-solving	☐ eyesight	☐ sport
7.	☐ joy	☐ entertainment	☒ study
8.	☐ happiness	☒ violence	☐ education
9.	☒ balance	☐ challenge	☐ skill
10.	☐ weight	☐ school	☒ age
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

WRITING 1 (4 mks)	
4	– Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	– Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	– Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	– A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the topic/ information provided) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense

WRITING 2 (6 mks)	
6	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	– Message to the intended reader(s) is <u>fairly clear</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	– Message to the intended reader(s) is <u>partially clear</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	– Message to the intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose. – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	– Message to the intended reader(s) is <u>mostly unclear</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	– Message to the intended readers(s) is <u>unclear</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, <u>OR</u> Not written in English <u>OR</u> Complete nonsense
Note 1: The task is to write an e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. PROCEDURE: Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct one mark from the content-score. Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.	