****

LISTENING 1 (7mks)					

1.	● samsung galaxy	○ iPhone	○ google pixel
2.	○ iPhone	● android	○ blackberry
3.	● More customization option	○ a better camera	○ longer battery life
4.	● a better camera	○ a better colour	○ a better size
5.	○ a macro lens	○ a telephoto lens	● a wide-angle lens
6.	○ terrible	○ very short	● great
7.	○ go home	● go to mobile shop	○ ask a friend

Notes:One mark each. Responses must be indicated <u>clearly</u>.

LISTENING 2 (8mks)
Part One

   8.   A (famous) volleyball player

   9.   In Muscat.

   10.   The age of 14.

   11.   A bronze medal

Part Two

12.	● AlSuwaiq	○ Al Nahda	○ Fanja
13.	○ 2015	● 2018	○ 2021
14.	● Asian volleyball	○ African volleyball	○ American Volleyball
15.	○ Best setter	○ Best attacker	● Best blocker

Notes: One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.(ii) In general,apply the'<u>notmorethanfourwords</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviouslycorrect</u> answers.

Qs 12-15: Responses must be indicated <u>clearly</u>.

VCB (2.5 mks)							
acne	peers	moody	hangingout	angst	critical	teens	children
1. ⬭	⬭	⬭	⬭	●	⬭	⬭	⬭
2. ⬭	●	⬭	⬭	⬭	⬭	⬭	⬭
3. ●	⬭	⬭	⬭	⬭	⬭	⬭	⬭
4. ⬭	⬭	⬭	●	⬭	⬭	⬭	⬭
5. ⬭	⬭	⬭	⬭	⬭	⬭	●	⬭

Notes:Half-a-markeach. Responses must be indicated <u>clearly</u>.

GRM/ (2.5mks)
6. is
7. for
8. the
9. were/ was
10. can

Notes:Half-a-mark each. Responses must be indicated <u>clearly</u>.

GRM/ VCB (5 mks)							
11. ⬭	cards	●	goals	⬭	bags	⬭	gaps
12. ⬭	need	⬭	hate	●	inspire	⬭	waste
13. ●	time	⬭	toys	⬭	tail	⬭	team
14. ⬭	could	⬭	has	⬭	must	●	have
15. ⬭	live	⬭	leave	⬭	sent	●	achieve
16. ⬭	dance	●	debate	⬭	call	⬭	truth
17. ⬭	pleasure	⬭	light	●	success	⬭	fault
18. ⬭	doesn't	⬭	did	●	don't	⬭	doing
19. ⬭	but	⬭	of	⬭	this	●	and
20. ●	have to	⬭	have	⬭	has	⬭	had

Notes:Half-a-mark each. Responses must be indicated <u>clearly</u>.

READING 1 (5 mks)	READING 2 (7mks)				
True False	**6.**	⚪ *standard room*	⚪ *deluxe suite*	⚫ *private suite*	
1. ⚫ ⚪	**7.**	⚫ nine	⚪ eight	⚪ even	
2. ⚪ ⚫	**8.**	⚪ from a newspaper	⚫ through a search engine	⚪ from a friend	
3. ⚪ ⚫	**9.**	⚪ June 21st	⚫ June 23rd	⚪ June 30th	
4. ⚫ ⚪	**10.**	⚫ room availability and fees	⚪ tourist attractions	⚪ hotel policies	
5. ⚪ ⚫	**11.**	⚪ *attractions around hotel*	⚪ restaurant options	⚫ discounts and promotions	
	12.	⚪ via phone call	⚪ in-person at the hotel	⚫ via email	

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

READING 3 (8mks)			
13.	Gary / Indiana / in the United States		
14.	Two, Solange and Nixon		
15.	Grammy Awards		
16.	Trained himself / by himself		
17.	⚫ '"Off the Wall" and "Danger"	⚪ "Thriller" and "Bad"	⚪ "Bad " and "Invincible"
18.	⚫ Beyonce	⚪ Whitney Houston	⚪ Adele
19.	⚪ Adele	⚪ Beyonce	⚫ Whitney Houston
20.	⚪ created new genres of music	⚫ continued to be enjoyed by fans	⚪ didn't have any effects on music

Notes: Onemark each.

Qs 13-16: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct.(ii) In general,apply the'notmorethanfourwords'. HOWEVER, use common sense for any slightly longer, but obviouslycorrect answers.

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)
*The **wording of the descriptors**in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.*   *There may be different individual ways of approaching a task but a basic requirement for all answers is that they are **relevant**.*   *If answers are **clearly not relevant** and thestudent has clearly not attempted the task that was set, **nomarks** should be awarded.*   *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.*   *If markers are in any doubt, they should consult with other markers and with the Table Head.*

WRITING 1 (5 mks)	
5	-Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
4	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
3	– expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organisedbut are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
2	_Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
1	-Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequentserious errors.
0	*No attempt at the task:* EITHER Irrelevant(Completely unrelated to the topic) ORHardly any writing at all, or not written in EnglishOR Complete nonsense

	WRITING 2 (10 mks)
10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	-Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	*No attempt at the task:* EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Complete nonsense

ARRIVING AT FINAL SCORES

LST/ RDG: In these two sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should <u>never</u> be any discrepancies in the marks awarded.

<u>Action required</u>:   With 'short answer' items, there <u>may</u> be (accidental) discrepancies in the scores awarded by the two markers. The Supervisor/Adjudicator should be on the lookout for any such discrepancies, and if they occur, should read the students' response and award the correct mark.

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

In such cases, there are two possible procedures:

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

CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	2 / 0	1

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