

**Second Semester**

**English Language**  
**(اللغة الانجليزية)**

**(Questions)**





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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 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.

1. Nelson Mandela once said, "I learned that courage was not the absence of fear, but the triumph over it." Write a story about a time when you were frightened but, yet, you had the bravery to deal successfully with the situation.

*Your story is entitled: "I conquered my fear." Be sure to include specific details so that the reader can follow your story.*

2. Very often, intelligent people such as university professors, lawyers, doctors and business people leave their home countries to pursue their dreams abroad. This is sometimes called a 'brain drain'. Is it right for these brilliant individuals to seek a better life for themselves or should they stay in their own country and contribute to making it a better place?

*Write an article for your school website in which you give your viewpoint. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your opinion.*

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**Reading 1 (Items 1 – 12)****(12 marks)**

Read the following talk by a student. Then complete the task.

### Using Origami in Industrial Design

Good afternoon everyone, and thank you for coming to my presentation on the application of origami in modern design. I am excited to explain how this ancient art is being used as a way to solve design problems in a number of fields, including aerospace, medicine, transportation, and architecture. Perhaps I will motivate you to think about other ways that origami can be used in the modern world.

Of course, most people know of origami as the Japanese art of folding paper. How many of you enjoyed learning how to fold paper to make simple figures like stars and frogs as schoolchildren? I know I did. Memories of these creations have inspired people later in life when they have been faced with one of the most common challenges in design: saving space. Just as origami artists have used folding to create an unlimited number of shapes, designers have learnt to fold objects to fit into limited spaces.

While traditional origami artists rely on trial and error to make their creations, modern designers incorporate another discipline that allows them to greatly expand the use of the art form: mathematics. Since it was discovered in the 1980s that mathematical principles could be applied to the practice of origami, designers and engineers have been able to calculate the folds and crease patterns needed to produce the designs they want. Let's take a look at some examples.

One of the first fields to turn to origami was the aerospace industry. Some parts of space satellites, like the solar panels that power them or telescope lenses, need to be very large, but to get them into orbit, they must be small and compact enough to fit inside a rocket. Since these objects are basically flat like a piece of paper, it is easy to see how they can be folded into smaller sizes and then opened when they are deployed in space. The first folded solar panel was made for a Japanese satellite that was launched more than 30 years ago. It was designed by the astrophysicist Koryo Miura. More recently, an American team released plans for an origami telescope lens that is 100 meters across unfolded! Other space projects include compact folding robots for exploring distant planets such as Mars.

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## Reading 1 (continued)

As big as these projects are, origami can also be employed on a very small scale. In the field of medicine, a metal heart stent has the same folding design as an origami paper "water bomb." During heart surgery it is inserted into a blocked artery and then opened to allow blood to flow. Origami is also being used to fold tiny robots into pills that we can swallow. Once inside the body, they can be unfolded and directed by magnets to perform non-invasive surgery such as removing a battery swallowed by a child.

In my opinion, the most significant application of origami is in the automobile industry. Have you ever considered how a huge airbag can fit inside a car's steering wheel? This is because designers use the mathematical principles of origami to figure out the best way of folding the airbag to both fit into a tight space and to inflate rapidly in an accident, helping to save the lives of many people. Amazing!

One industry that uses origami for multiple purposes is architecture. Architects cleverly incorporate origami into their designs to make things smaller. For example, creating "tiny houses" that can be folded up and transported. They can also create 3D representations of completed buildings. The ancient art has also been used to develop the structure and shape of many buildings such as the Nestle Chocolate Museum in Mexico City and the Estacao Oriente, a transport hub in Lisbon, Portugal. These buildings and many others highlight the aesthetic quality of origami design, as do the famous "Helios House" gas station in Los Angeles and the facade of the Barclays Bank Headquarters in Paris. Another beautiful as well as functional facade is the dynamic sun shading system on the Al Bahar Towers in Abu Dhabi. These mechanical shades automatically fold open and close like origami flowers as the sunlight moves across them during the day, cooling the buildings and saving energy.

I hope you have found this information on origami in design educational. We can see how this art form can be beautiful and functional and it can even save lives. It is so exciting to consider what the future holds for origami design. The best is yet to come!

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

1. The purpose of the talk is to \_\_\_\_\_.  
 inspire people to do origami  
 discuss how origami is used in design  
 promote origami as an art form

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## Reading 1 (continued)

2. The speaker \_\_\_\_\_.
- practised origami as a child
  - has designed products using origami
  - recently discovered origami
3. A frequent problem designers face is how to \_\_\_\_\_.
- fold objects
  - modernise industries
  - save space
4. Traditional origami artists perfect their designs by \_\_\_\_\_.
- chance
  - trying them out until they succeed
  - using mathematical formulas
5. For modern designers, origami is a combination of art and \_\_\_\_\_.
- traditional designs
  - mathematical principles
  - trial and error methods
6. It was discovered that mathematical principles could be applied to origami \_\_\_\_\_.
- in ancient times
  - over a hundred years ago
  - in recent years
7. Origami is useful in the aerospace industry because some large parts of space satellites \_\_\_\_\_.
- need to be flat
  - cannot be easily folded
  - have to fit inside rockets

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## Reading 1 (continued)

8. In medicine, origami has been used in the design of \_\_\_\_\_.
- magnets
  - heart stents
  - batteries
9. For the speaker, the most important aspect about origami is that it can be used to \_\_\_\_\_.
- prevent deaths in car accidents
  - help doctors during surgery
  - solve mathematical problems
10. Origami can be used in architecture to produce \_\_\_\_\_.
- 3D representations
  - ancient art
  - sunlight
11. A building that uses origami to reduce energy consumption is \_\_\_\_\_.
- Helios House
  - Barclays Bank Headquarters
  - Al Bahar Towers
12. The speaker believes that \_\_\_\_\_.
- the limits of origami in design have already been reached
  - the best aspect of origami is that it is educational
  - there will be superior origami-inspired designs in the future

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

Read the following article. Then complete the tasks.

### **Kola Superdeep Borehole**

Humans love to explore and most recently exploration has focused above and beyond this sphere which we call home. However, in spite of the fact that we are exploring space, there is much that is still unknown and unexplored on our very own planet. One as-yet-unreachable location for exploration is the centre of Earth itself. In the 1960's and 70's, scientists set out to dig as deep as possible to learn more about Earth. One successful project was a Soviet project called the Kola Superdeep Borehole. This project was credited with several unexpected findings related to the Earth's crust before finally being halted in the early 1990s with the fall of the Soviet Union. Since then, other holes have been drilled, but none have reached the depth of the Kola Superdeep Borehole. This means that to date this is the most unique borehole.

One aim of the Kola Superdeep Borehole project was to dig as deep as possible into the Earth's crust. The Earth is believed to be composed of three layers. The outermost layer, quite thin in relation to the size of the earth, is the crust. The crust is about 30-50 kilometres thick and is comprised of light rocks such as basalt and granite. This thin outer layer essentially 'floats' on the mantle which is the middle layer. The mantle makes up the most of the planet and is believed to be about 3,000kms deep. Much of the mantle consists of molten rocks and, therefore, it is only semi-solid. Finally, there is the core of the Earth which is made mostly of iron. The Kola Superdeep Borehole project succeeded in drilling further than anyone had before. One central hole was dug with several holes branching from it, one of which was labelled SG-3. At only 23 centimetres in diameter, SG-3 managed to extend to 12,262 metres vertically, or about 1/3 of the way through the Earth's mantle. It is still the deepest artificial point on Earth.

The purpose of drilling so deep was to learn more about this yet-untouched part of our planet. While researchers had long assumed that there was a boundary of granite to basalt at an approximate depth of 7kms, the Kola Superdeep Borehole proved this to be incorrect. In fact, drillers discovered that instead, there was an area of fractured rock that had been previously saturated with water in liquid form. They were surprised to find this at such a low depth. In addition, microscopic ocean fossils were found at a depth of 6kms. Another surprising discovery was the large amount of hydrogen gas. There was so much gas expelled while drilling, that the mud flowing from the hole was said to be 'boiling' with hydrogen.

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## Reading 2 (continued)

There was another surprising discovery that eventually led to the end of the drilling. Project coordinators had initially planned to dig to a depth of 15 km. However, when the drilling reached 12,262 metres in depth, unexpectedly high temperatures were experienced. Scientists had predicted high temperatures of 100°C but instead found them to be up to 180°C. It was also difficult drilling through the solid rock but this was nothing compared to the arduous task of cutting through the porous rock which they discovered at this depth. Thus the extreme temperatures and porous rock made the digging almost impossible. As a result, drilling was stopped in 1992 and the whole project was shut down in 1995 when the Soviet Union dissolved.

Other attempts have been made to dig deep into the Earth's crust, but none have succeeded in reaching the depth of the Kola Superdeep Borehole project. One project in Bavaria, Germany, reached a vertical depth of 9,101 metres, but experienced temperatures up to 260°C. At this temperature the rock became fluid and this made it impossible to keep the hole open. Tourists and researchers can still view it and occasionally researchers use it to conduct experiments.

The Kola Superdeep Borehole has taught us a lot about the nature of the Earth's mantle, but there is still more to be learnt. Currently, a drilling project is being planned by the Japanese Agency for Marine-Earth Science. One scientist involved in the new project says these types of drills are exciting because 'they are pure scientific undertakings and you never quite know what you are going to find.'

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

13. Why is the Kola Superdeep Borehole so special?

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14. How many layers is the Earth composed of?

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15. Why is the crust said to 'float' on the mantle?

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## Reading 2 (continued)

16. How far did the Kola Superdeep Borehole reach into the earth's mantle?

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17. What did the drillers expect to find at a depth of 7 km?

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18. What evidence of life from the sea was found in the mantle?

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19. Which gas was discovered deep in the crust?

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20. What depth had drillers hoped to reach in the Kola Superdeep Borehole?

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

Statements	True	False
21. All the aims of the Kola Superdeep Borehole project were achieved.	<input type="checkbox"/>	<input type="checkbox"/>
22. Drilling was stopped on the Kola Superdeep Borehole partly due to the intense heat.	<input type="checkbox"/>	<input type="checkbox"/>
23. According to the article, drilling into solid rock is easier than drilling into porous rock.	<input type="checkbox"/>	<input type="checkbox"/>
24. The borehole in Bavaria was closed in order to turn it into a tourist attraction.	<input type="checkbox"/>	<input type="checkbox"/>
25. According to the article, future drilling projects will not provide any more information about the Earth's layers.	<input type="checkbox"/>	<input type="checkbox"/>

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**Literature 1 – Poem****(10 marks)**

Read this extract from *'The Miracle of Morning'*, a poem by the acclaimed American poet Amanda Gorman. Then complete the task.

The poem was written in the spring of 2020 during the early stages of the Covid-19 pandemic when a period of lockdown was lifted in the city of Los Angeles.

***The Miracle of Morning***

I thought I'd awaken to a world in mourning.  
Heavy clouds crowding, a society storming.  
But there's something different on this golden morning.  
Something magical in the sunlight, wide and warming.

I see a dad with a stroller taking a jog.  
Across the street, a bright-eyed girl chases her dog.  
A grandma on a porch fingers her rosaries.  
She grins as her young neighbor brings her groceries.

While we might feel small, separate, and all alone,  
Our people have never been more closely tethered.  
The question isn't if we can weather this unknown,  
But how we will weather this unknown together.

So on this meaningful morn, we mourn and we mend.  
Like light, we can't be broken, even when we bend.

As one, we will defeat both despair and disease.  
We stand with healthcare heroes and all employees;  
With families, libraries, waiters, schools, artists;  
Businesses, restaurants, and hospitals hit hardest.

We ignite not in the light, but in the lack thereof,  
For it is in loss that we truly learn to love.  
In this chaos, we will discover clarity.  
In suffering, we must find solidarity

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## Literature 1 (continued)

### GLOSSARY

**mourning:** the act of showing sadness; a period of time during which signs of grief are shown.

**stroller:** pushchair/pram in which a baby or young child can be pushed along.

**rosaries:** a string of beads for keeping count of the number of prayers said.

**tethered:** tied/attached to.

**mend:** repair/fix.

**ignite:** catch fire/ to arouse or excite feelings.

**thereof:** of the thing just mentioned/of that.

**clarity:** the quality of being clear and easy to understand.

**solidarity:** unity and mutual support within a group.

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

'The Miracle of Morning' is a hopeful poem, presenting a message of optimism while acknowledging pain and suffering. Outline how the poet uses imagery to convey this theme. Give at least three examples.

### Literature 1

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**Literature 2 – Novel****(15 marks)**

Read this extract from *'A Dangerous Crossing'*, a novel by the English writer Jane Mitchell. Then complete the **two** tasks.

*'A Dangerous Crossing'* tells the story of a thirteen-year-old boy and his family who are living in a country in the midst of a civil war. As the fighting intensifies, they realise that it is time to flee their country and to seek refuge in another land. Together (the boy, his parents and his older sister) start out on a journey that leads them through dark and dangerous places. In this extract, they face the dangers of a voyage on a rough sea in a boat that is far from seaworthy.

We are the only humans in a dark and salty world. We pitch and dip on a heaving sea. We cling to each other and the slippery rubber. I never thought a sea held so much movement. I never thought a sea held so much fear. All I can think of are the bones of drowned refugees, of our brothers and sisters who went before us, lifting and turning on the sea bed below, drifting like bleached ghosts pulled by moon and tide. Fish and octopus and coral make watery homes in their empty eye sockets and tooth cavities. Up above them, our little boat rolls and plunges.

"We are all going to drown!" my sister says.

"Be quiet," I say. Her words make me more frightened than I already am.

Black waves loom over us and roll beneath us, dark and shining. We lurch between cloud and water. Every wash over the side adds more to the water sloshing in the boat. Men with sea-water streaming from their hair scoop up handfuls to toss over the side, but their efforts make no difference: the water still rises. It is past my ankles now. The man steering the boat fights to keep the engine in the water.

"Turn into the waves," one man says.

"Keep sidelong to the wind," another man says.

"Head straight across the water," a woman says.

But nobody knows for certain. Nobody knows anything about steering boats across open sea in the middle of the night. The engine splutters and coughs and whines.

"It won't hold up," a man says.

Men with paddles sweep them through the water. It changes nothing. We were told we would see the lights of a town as soon as we rounded the headland. We have been plunging and rising a long time. There are no lights. I don't know if we have rounded the headland. I see nothing of land or sea. The water, the sky and the air are all made of the one blackness. It seeps into my heart and crawls through my blood. Only this dark wet world exists now.

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## Literature 2 (continued)

### GLOSSARY

**pitch:** throw roughly or casually.

**dip:** to let something down quickly or briefly into a liquid.

**heaving:** moving in large movements up and down; crowded.

**refugees:** people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.

**plunges:** moves or falls suddenly forward, down or into something.

**loom:** to appear as a large, often frightening or unclear shape or object.

**lurch:** make an abrupt, uncontrolled movement; stagger.

**sloshing:** move irregularly with a splashing sound.

**whines:** makes a long, high-pitched complaining cry or sound.

**headland:** a narrow piece of land that juts out from a coastline into the sea.

**seeps:** to move or spread slowly out of a hole or through something.

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

- A. How does Mitchell engage our senses of taste, sight and touch in the opening paragraph?

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

(5 marks)

- B. Outline how the writer creates a mood of despair from "We are all going to drown!" to the end of the extract.

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

(10 marks)

### Literature 2

A.

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**Literature 2 (continued)**

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



سَلْطَنَةُ عَمَانَ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

## امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٤ هـ - ٢٠٢٢ / ٢٠٢٣ م

الدور الثاني - الفصل الدراسي الثاني

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

- تنبيه: المادة: English Language
- الأسئلة في (١٩) صفحة.

### تعليمات مهمة:

- 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.
- يجب على الممتحن اصطحب الهواتف النقالة وأجهزة النداء الآلي وألات 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 الامتنال لإجراءات التفطيش داخل المركز طوال أيام الامتحان.

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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 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.** Many experiences in our lives are memorable because they force us to examine our basic beliefs and values. As the writer Rodman Philbrick once said, "The only real treasure is in your head. Memories are better than diamonds".  
Write a story about a time when a life experience changed you for the better. Your story is entitled: 'My unforgettable life experience'. Be sure to include specific details so that the reader can follow your story.
- OPTION 2.** In many countries, when someone gets old, they often go to live with other old people in a care home where there are nurses to look after them. This may be paid for by the government or by the family of the elderly person. Is it right for senior citizens to live in care homes? Who is responsible for their care?  
Write an article for your school website in which you give your opinion. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your viewpoint.

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**Reading 1 (items 1 - 12)****(12 marks)**

*Read the following email from Salim to his friend Ahmed in which he tells him about a holiday he is enjoying in Russia. Then complete the task.*

## Travels to the Russian Far East

Dear Ahmed,

Firstly, let me thank you for your email last week. It was wonderful to get all the news from home. My time here has passed so quickly, and my three week holiday is almost over. Everything has been so magnificent in Russia that I haven't been homesick at all. In fact, I am already planning a second trip to travel north to the volcanic areas with their geysers and hot water pools. You asked about my experiences here, so I will try to describe the highlights to you as best I can.

I have been most impressed with the cities of Vladivostok and Khabarovsk, which are in the far eastern part of Russia. Vladivostok sits on Golden Horn Bay, with the Sea of Japan just beyond it. It is the home port of the Russian Pacific Fleet with 50 warships and 23 submarines stationed there. It will probably surprise you to learn that Vladivostok is near the borders of North Korea and China and the culture of the city has been influenced by both of its neighbouring countries. In fact, both cities were under Chinese control until 1859. Vladivostok had been called Yongmingcheng but was renamed by Nikolay Muravyov-Amursky, the Russian general most responsible for the expansion of the Russian Empire eastwards. My tour guide was highly amused by my attempts to pronounce the general's name but I finally mastered it.

One of the major cultural attractions in Vladivostok is the Zarya Centre for Contemporary Art. The centre used to be a clothing factory but was converted in 2013 into a huge facility with offices, studios, cafes and exhibition halls for art and design. I spent a wonderful afternoon there enjoying its unique architecture and breathtaking gallery spaces. Another cultural attraction is Hermitage Vladivostok, a branch of the State Hermitage Museum of Saint Petersburg that was founded in 1764. Opened in October 2018 in the centre of Vladivostok, Hermitage Vladivostok exhibits both masterpieces and the work of local artists. As you are an art enthusiast, Ahmed, if you ever venture to Russia, make a point of visiting this centre.

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## Reading 1 (continued)

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Khabarovsk is another large city with a population of over 600,000 people and is only 30 kilometres from the Chinese border. It is the second largest city in the Russian Far East, after Vladivostok. A quick Google search revealed that until 1893 it was called Khabarovka. Of course, I couldn't resist a visit to the Khabarovsk Regional Lore Museum which is the oldest and most important museum in the city. Founded in 1894, its collections comprise over 328,000 pieces, some of which have been exhibited in museums as far away as Chicago and Paris. Of particular interest to me were the exhibits related to the tribes that inhabit the area. While nearly 180,000 patrons visit annually, I feel the admission price of R.O.5 for foreigners is excessive.

Khabarovsk is like Vladivostok in that it is very green and sits alongside a river. However, it's a lot better for shopping, especially since it has the huge Vyborg Market on Vyborgskaya Boulevard. This indoor market is such a lively place where you can catch glimpses of the local culture as you stroll through its narrow lanes. These lanes are filled with local and Chinese merchants selling everything from local art to children's toys to domestic appliances. Even if there isn't a single thing you need to buy, you can pick up mementos such as key-chains and fridge magnets, like I did to bring back to Oman. Khabarovsk is so colourful, and this beauty can really be appreciated if you travel by train from Siberia. There are also numerous parks and roadside cafes. I suppose the reason is that the city was always open to foreigners, unlike Vladivostok which was closed during the Soviet years of 1920 to 1991.

That's all for now Ahmed. I hope I have managed to give you a glimpse of these fascinating Russian cities. I'm about to catch a train to the city of Yakutsk in east Siberia. I'm pretty exhausted from all the traveling but I don't want to leave Russia without seeing this city's world-famous Mammoth Museum which houses a life-size mammoth skeleton. Let's meet up on my return to Oman and I'll show you all my photos.

Warmest regards,

Salim

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## Reading 1 (continued)

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

1. In this email, Salim is writing about his \_\_\_\_\_ visit to Russia.  
 first  
 second  
 third
2. The two cities Salim described in the email are \_\_\_\_\_.  
 eastern cities ruled by China  
 former Chinese cities ruled by Russia  
 former North Korean cities
3. Vladivostok is situated \_\_\_\_\_.  
 on the border with Japan  
 on the coast  
 inland
4. Vladivostok was once known as \_\_\_\_\_.  
 Golden Horn Bay  
 Yongmingcheng  
 Muravyou-Amursky
5. Features of the Zarya Centre for Contemporary Art include a \_\_\_\_\_.  
 clothing factory  
 studio  
 museum
6. Hermitage Vladivostok was established in \_\_\_\_\_.  
 1764  
 2013  
 2018

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## Reading 1 (continued)

7. Khabarovsk \_\_\_\_\_.
- is the largest city in the Russian Far East
  - is 30 km from China
  - has a population of 180,000
8. At the Khabarovsk Regional Lore Museum, Salim was fascinated by the displays about the people of \_\_\_\_\_.
- Chicago
  - Paris
  - Khabarovsk
9. In Salim's opinion, the entrance fee for the Khabarovsk Regional Lore Museum was \_\_\_\_\_.
- too little
  - too much
  - good value
10. Salim informs Ahmed that \_\_\_\_\_.
- Vladivostok is better than Khabarovsk for shopping
  - Khabarovsk was closed to foreigners from 1920 to 1991
  - Khabarovsk is located beside a river
11. At the Vyborg Market, Salim bought \_\_\_\_\_.
- nothing
  - toys from the Chinese stalls
  - souvenirs to bring home
12. After visiting Vladivostok and Khabarovsk, Salim is \_\_\_\_\_.
- too tired to continue sightseeing
  - travelling back to Oman
  - going to another location in Russia

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

*Read the following article. Then complete the tasks.*

### **Animal Intelligence and the Corvid Bird Family**

Much has been made of and studied regarding intelligence in the animal kingdom. Observations and research have identified quite a few species, including well-known ones such as dolphins and chimpanzees, as having much higher than average intelligence, but one of the cleverest is rather surprising; the group of birds known as corvids. This corvid bird family, which includes crows, ravens, and jays, is known for its remarkable problem solving abilities which are thought to be related to the birds' high level of intelligence. These birds have been observed exhibiting high levels of cognitive flexibility, which is the ability to switch between different mental strategies in order to solve problems. Physiologically speaking, this cognitive flexibility is thought to be related to the large size of the bird's brain relative to its body size, as well as the high level of connectivity between different brain regions.

One of the best known examples of these birds' remarkable problem solving abilities is their use of tools to navigate obstacles and obtain food. Jays and crows, for example, have been documented using tools in a variety of ways, including using sticks to extract food from hard-to-reach places, using leaves to scoop up water, and even using wire to bend and shape objects. Examples of this include New Caledonian crows, which have been known to use sticks to extract insects from trees, and Hawaiian crows, which have been observed using similar natural tools to dig for insects in the ground. Crows have even been known to drop hard-to-open shells or nuts onto busy roads, waiting for cars to run over them so that they may access the contents inside. Another example of the problem-solving capabilities of the corvid family is their ability to solve puzzles. Ravens, in particular, have been spotted solving puzzles that require them to lift a lever or pull a string to receive a reward, demonstrating an ability to both understand cause and effect and to develop strategies to reach a desired outcome.

The corvid family is also known for its complex social behavior, which is thought to be related to the problem-solving abilities of the birds. For example, ravens have been seen exhibiting behaviors such as cooperative hunting, where multiple birds work together to catch prey. This includes herding type behaviors and even presenting false threats to 'fake out' their intended prey. They have also been observed exhibiting sophisticated communication behaviors, such as the ability to recognize and imitate the calls of other birds in order to hide their presence in a particular area. These behaviors suggest that the corvid family's abilities extend beyond the individual level and that they are capable of making decisions, and even negotiating as a group, which are key components of problem-solving skills.

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## Reading 2 (continued)

No study of a species' intellectual capabilities would be complete without considering their ability to remember information. In this area the corvid family is, again and unsurprisingly, incredibly skilled. Jays and crows both have excellent memories. They have shown that they can remember the faces and behaviors of people who threaten them or are kind to them for extended periods of time, even up to the point of recognizing individuals who are wearing masks. Jays even have the ability to remember the location of thousands of hiding places for food over the course of several years, and can even remember which of them contain the most desirable food. They have even been observed pretending to bury food in one location while actually burying it somewhere else. Furthermore, all corvid species have the ability to transfer information between individuals, and even generations. This behavior is known as "social learning" and is a sign of advanced cognitive abilities.

In conclusion, the corvid family, including crows, ravens and jays, are among the most intelligent birds in the world. Their remarkable memory, problem-solving abilities, and complex social behaviors have made them the subject of intense research. Scientists continue to uncover new information about these fascinating birds and their cognitive abilities, making them one of the most fascinating groups of birds to study.

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

13. What birds are mentioned as being part of the corvid family?( List one)

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14. Why do corvids have high levels of cognitive flexibility?

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15. What tools have corvids been documented using?(List one)

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16. How do Hawaiian crows use their tools to find food?

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## Reading 2 (continued)

17. What term is used to describe birds working together to catch other animals?

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18. What do ravens do to pretend that they are not in a specific location?

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19. How do corvids display advanced memory? (Give one example)

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20. What is "social learning" in relation to corvids?

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

Statements	True	False
21. Corvids use tools to extract food from hard to reach places and to solve puzzles.	<input type="checkbox"/>	<input type="checkbox"/>
22. Ravens have been seen dropping hard nuts onto busy roads.	<input type="checkbox"/>	<input type="checkbox"/>
23. Corvids are not capable of making decisions as a group.	<input type="checkbox"/>	<input type="checkbox"/>
24. Jays can remember the location of desirable food places for several years.	<input type="checkbox"/>	<input type="checkbox"/>
25. Scientists do not research corvids anymore.	<input type="checkbox"/>	<input type="checkbox"/>

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**Literature 1 – POEM****(10 marks)**

Read this poem by the acclaimed American poet Billy Collins. Then complete the task.

In **‘Introduction to Poetry’**, the speaker assumes the role of a teacher who is tasked with teaching poetry to unwilling students.

***Introduction to Poetry***

*I ask them to take a poem  
and hold it up to the light  
like a color slide.*

*or press an ear against its hive.*

*I say drop a mouse into a poem  
and watch him probe his way out,*

*or walk inside the poem’s room  
and feel the walls for a light switch.*

*I want them to waterski  
across the surface of a poem  
waving at the author’s name on the shore.*

*But all they want to do  
is tie the poem to a chair with rope  
and torture a confession out of it.*

*They begin beating it with a hose  
to find out what it really means.*

**GLOSSARY**

**probe:** physically examine/explore.

**torture:** inflict pain or suffering.

**hose:** a flexible tube through which water is carried in order to water gardens and to put out fires.

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## Literature 1 (continued)

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

'Introduction to Poetry' presents the message that readers should enjoy poetry instead of over-analyzing it in an attempt to find its meaning. Outline how the poet uses imagery to convey this theme. (Give at least three examples).

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**Literature 2 – NOVEL****(15 marks)**

Read this extract from *'The Apple Tart of Hope'*, a novel by the Irish writer Sarah Moore Fitzgerald. Then complete the **two** tasks.

The novel centres round two teenagers - Oscar and Meg - who are best friends and next-door neighbours. Oscar has a great love of baking and his apple tarts are loved by everyone in the locality. Meg is unadventurous and when her parents decide to take the family on a six-month holiday from their home in Ireland to New Zealand which is nearly 19,000km away, she is reluctant to go. The extract opens in the family home on the day Meg and her parents are set to begin their trip.

Our departure date got even closer of course, and then because you can't hold things back, our departure day arrived. It was very early and I was still in bed, hoping for some disaster to happen that would mean we didn't have to go, when Oscar's familiar tap tapping came at the window.

I rolled out of bed with a thump and hobbled over to the window, getting ready to say the goodbye that I didn't want to say. Oscar wasn't there. Instead, when I pulled the window open the first thing I noticed was a tiny familiar gust of cinnamon sweet-smelling warm air rising into my face. Then I saw one of Oscar's apple tarts and it had a golden baked letter M right in the middle, and a tiny pastry aeroplane with pastry clouds around it and a little pastry smiley face.

I could hear my mum storming around the house. I could hear my dad's voice, tense and grouchy. The phone kept ringing and my parents kept roaring at each other to answer it. The air fizzed with a kind of prickly energy that happens when people are filled with uncertainty about a big decision they've made that's too late to back out of.

I pulled the tart indoors and took it to the kitchen table and in a series of slow-motion movements, the three of us got ready to eat the tart. My dad lifted three plates out of the cupboard, I put the kettle on for tea and mum rummaged around for a knife. Carefully, she placed a crumbly appley sweet slice in front of each of us.

A new feeling settled on the room - a feeling that didn't have any anger or stress in it. And as the pastry melted in our mouths, other things seemed to melt too, like misgivings and doubts and the things that had made us grumpy and withdrawn. The shadows of our uncertainty seemed to disappear.

I know that sounds a bit peculiar, but after each of us had taken a few bites, all of a sudden, everything looked different. Something good and open-minded started waking up inside my head and I even surprised myself by making a short speech about how much I admired my parents' adventurous spirits and how I was determined to make this a worthwhile trip for all of us and how I was going to try to be much nicer about the whole plan.

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## Literature 2 (continued)

### GLOSSARY

**cinnamon:** a sweet spice used for flavouring food.

**tart:** pie.

**grouchy:** irritable and bad-tempered; grumpy; complaining.

**fizzed:** made a buzzing/crackling/hissing sound; moved with excitement/exuberance/liveliness.

**prickly:** unfriendly and easily offended or annoyed.

**apple:** smelling or tasting of apples.

**misgivings:** feelings of doubt or apprehension about the outcome or consequences of something.

**Task:** Answer the following **two** questions. Make sure you support your answers with evidence from the extract.

- A. There is a lot of stress in Meg's household as the family prepares for the trip abroad. Outline how the writer uses sound in the second and third paragraphs to emphasize this tension.

(Write at least 50 words.)

(5 marks)

- B. In the third paragraph the writer describes the "prickly energy" within the house. Describe how the energy changes in the second half of the extract and explain how the writer conveys this.

(Write at least 120 words.)

(10 marks)

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**Literature 2**

**A.**

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



سُلْطَنَةُ عُومَانِ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

## امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م

الدور الأول - الفصل الدراسي الثاني

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

- تنبيه: المادة: English Language
- الأسئلة في ( ١٩ ) صفحة.

### تعليمات مهمة:

- 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.
- يجب على الممتحن الامتنال لإجراءات التفتيش داخل المركز طوال أيام 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 المتقدمين 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.

صحيح  غير صحيح

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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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.

1. Write a story that involves a race against time to prevent a disaster. Be sure to include details so that the reader can follow your story. Include suspense and tension to keep the reader engaged and eager to know the ending.

Your story is entitled: 'Time is running out.'

2. The rising levels of congestion and air pollution found in most of the world cities can be attributed directly to the rapidly increasing number of private cars in use. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use public transport more often.

Write an article for your school website in which you give your opinion. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your point of view.

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**Writing (continued)**

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**Reading 1 (Items 1 – 12)****(12 marks)**

Read the following talk by a tour guide. Then complete the task.

**A Visit to a Vertical Farm**

Hello everyone, and welcome to this tour of our state-of-the-art vertical farm here in the city of Abu Dhabi. I am excited to show you around our facilities today and to explain some of the technologies we are using to help feed our local community and develop urban agriculture. Are you ready to begin?

It is no secret that our planet is rapidly changing. Did you know that the human population on earth will exceed nine billion by 2050? In fact, most of those people will be living in large cities like this one. At the same time, the amount of suitable farmland is steadily shrinking, and the environmental and financial costs of importing food from agricultural areas into urban centres continues to rise. In the United Arab Emirates, more than 80% of what we eat is imported, which means any disruption to our food supply chain could have drastic consequences. This is why companies such as ours are exploring new ways to sustainably feed our population.

We call this a “vertical” farm because our crops are grown in rows or stacked layers such as the shelves of basil and clover seedlings you can see behind me. The main advantage of this technique is that we can increase the amount of food that is produced in a specific area. Moreover, the controlled, indoor environment allows us to grow all kinds of plants faster and harvest year-round, so we can maximize crop yields. We are also able to eliminate pests and reduce the amount of soil and water typically required for plants to grow. At our farm, we are using a number of technologies that help make all of this possible. Now, please follow me, and I will show you how this is achieved.

The first technology required for successful indoor farming is of course artificial lighting. Without it, those plants nearest the windows would be exposed to more sunlight and grow more quickly than the plants in the multi-stacked layers. Growing indoors means we can control the amount of artificial light our plants receive each day, and, with modern LED lighting, we can also control the spectra of light that is produced, which means omitting dark colors that negatively affect plant growth.

Moreover, by changing the light cycle, we can, for example, induce plants to flower and by manipulating the type of light that is emitted, we can greatly increase a plant’s biomass and growth rate. That is why you will notice a purplish glow coming from our lights here. Plants mostly absorb the blue and red parts of the color spectrum to enable them to grow, so our LEDs are optimized to generate this type of light. This also has the effect of greatly reducing overall energy consumption.

**Do not write in this space**

## Reading 1 (continued)

This next room is over 1000 m<sup>2</sup> and is the largest section in our facility. It is where we produce most of our leafy, green vegetables such as kale and spinach with the help of hydroponics. Have you heard of hydroponics? No! Well, as the name suggests, this involves growing plants in water instead of soil. Of course, plants need nutrients, so a special solution is added to the water. Irrigation and filtering are monitored by computer, which reduces wastewater. Other factors including temperature and humidity are also carefully controlled, and this means that many of our crops can go from seedlings to your table in as little as a month!

Now, we have arrived in the newest section, where we are experimenting with another method called aeroponics. Believe it or not, the roots of the strawberry and tomato plants you see here are being supplied nutrients through a fine mist. Using this technique allows us to reduce water consumption by as much as 90% compared to hydroponics, and our initial research has indicated that aeroponically grown crops contain more vitamins and minerals compared to those grown by other methods. While our current aeroponics system is rather costly, we are working to make these products more commercially competitive.

Well, thank you for joining me on this tour of our vertical farm. I hope you will enjoy some of our beautiful produce in our restaurant which is right beside us. Just like our plants, we look forward to seeing this industry grow bigger and brighter in the future.

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

1. The tour guide is enthusiastic about \_\_\_\_\_.  
 being in Abu Dhabi  
 the technologies used on the farm  
 helping people in the future
2. By 2050, the world's human population will \_\_\_\_\_.  
 have decreased  
 be almost 9 billion  
 mostly live in big cities

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## Reading 1 (continued)

3. The large amount of food that the UAE imports means that \_\_\_\_\_.
- it is vulnerable to problems with food supply
  - many people there do not have enough food to eat
  - a lot of food is not properly distributed
4. The main advantage of the vertical design is that \_\_\_\_\_.
- plants can grow faster
  - the environment can be controlled
  - more food can be grown in less space
5. Indoor vertical farming reduces the use of \_\_\_\_\_.
- pests
  - soil and water
  - technology
6. Indoor vertical farming requires greater use of \_\_\_\_\_.
- artificial lighting
  - sunlight
  - dark colours
7. The LED lights emit specific colors because this \_\_\_\_\_.
- promotes plant growth
  - makes plants flower more
  - changes the plants' colours

## Reading 1 (continued)

8. Growing hydroponically eliminates the need for \_\_\_\_\_.
- light
  - water
  - soil
9. The farm can harvest its leafy vegetables about \_\_\_\_\_ a year.
- once
  - 12 times
  - 1000 times
10. Aeroponics uses less \_\_\_\_\_ than hydroponics.
- mist
  - soil
  - water
11. The farm grows \_\_\_\_\_ in a nutrient-rich solution.
- tomatoes
  - clover
  - kale
12. The use of aeroponics at the farm is \_\_\_\_\_.
- unpromising
  - cheap
  - experimental

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

*Read the following article. Then complete the tasks.*

### **Clothes Made from Wood Fibres**

We all know that most of our clothes are made from a variety of fabrics such as cotton, linen, wool, silk and polyester. However, few of us are aware that a large number of textiles used to produce clothing are now made from wood-based raw materials. Among the fabrics derived from wood fibres are viscose, rayon, and lyocell. Though not new, plant-based textiles such as lyocell are growing in popularity as they are more sustainable and environmentally friendly than the more traditional forms of textile production.

Fabric derived from cellulose, a plant-based fibre, was first developed in the mid-1800s, and by 1889 was being produced commercially. This new 'artificial silk' was called rayon and Hilaire Chardonnet, the French chemist and industrialist, manufactured it on a large scale. However, the rayon that was first developed was extremely flammable due to a chemical change that occurred in the cellulose during the manufacturing process. This led chemists to seek other methods of production. What emerged was an innovative manufacturing technique in which bleached wood pulp was dried through a spinning technique so that the cellulose underwent no significant chemical change. This produced a safer product called lyocell.

According to academics at Finland's Aalto University, the process used to create lyocell is better for the environment than other textile processes like polyester which uses approximately 70 million barrels of oil every year. Furthermore, the manufacture of polyester involves the use of harmful chemicals, including carcinogens, that if emitted untreated to air and water, can cause significant environmental damage. Conventional cotton production, likewise, has negative effects as it requires huge amounts of water and the high use of pesticides involved in the process has a severe impact on ecosystems. On the other hand, producing wood-based raw materials requires far less water and also frees up land for growing crops. Wood fibres are also renewable and sustainable. Lyocell producers in Finland note that they are able to utilise the wood in forests and then replant fast-growing trees. Furthermore, there are no harmful by products resulting from the lyocell production process. Lyocell textiles are biodegradable, unlike plastic microfibres from synthetic fabrics which pollute the world's oceans.

So, what is the environmentally friendly process through which lyocell is produced? The main raw material is cellulose, which comes from hardwood trees such as oak and birch.

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## Reading 2 (continued)

One great advantage is that land which is unfit for agriculture can be used for growing trees. Large scale tree farming involves the process of planting a large number of young trees. Mature trees can be used in the production of cellulose while any remaining saplings can be used to grow another generation of trees. This can be repeated indefinitely, yielding a regular supply of trees and, thus, creating a renewable resource. After the mature trees are chopped down, the wood chips are softened using digesters that turn them into a wet pulp. The mixture is then rinsed with water, spread out on sheets and dried. After drying, the sheets are rolled up and sent to the lyocell mill.

At the mill, the sheets are broken into small squares and mixed with amino acid which dissolves cellulose into a clear liquid. This liquid is then pumped through a device with small holes that resembles a showerhead. The long, thin strands that emerge from this 'showerhead' are hardened in a solution that can be reused for later batches. Finally, the thin, hardened strands are washed with water and then dried before having soap or silicone applied to detangle them so they can be pressed into thicker strands. These strands are then separated, cut to a smaller size and bundled into bales for shipment to a fabric mill. Remarkably, from the time it arrives at the mill until it is baled, the process only takes about two hours.

Recently, scientists in Finland have further developed fabric producing technology so that they now not only use the cellulose from trees but also other materials such as newspapers, cardboard and worn cotton textiles. This new process can create various items of clothing as well as non-clothing items like iPad cases. Fashion designers are now encouraging world leaders and celebrities to wear these "green" designs to boost the fabric's popularity. Scientists hope that by making this renewable, sustainable material desirable, they will be able to mitigate the negative effects the garment industry has had on the environment.

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

13. Which fabrics are produced from wood fibres?

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14. When were plant based textiles first produced commercially?

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## Reading 2 (continued)

15. What caused early 'artificial silk' to be flammable?
- 
16. Why has the production of cotton been so harmful for the environment?
- 
17. How do producers of lincell in Finland ensure that the wood they use is renewable?
- 
18. What characteristic of lyocell ensures that it does not add to ocean pollution?
- 
19. How many times can tree farms be replanted?
- 
20. What is the role of amino acid in the lyocell manufacturing process?
- 

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

Statements	True	False
21. Rayon is considered safer than lyocell.	<input type="checkbox"/>	<input type="checkbox"/>
22. Polyester can cause damage to the environment.	<input type="checkbox"/>	<input type="checkbox"/>
23. The process by which lyocell is produced takes several hours.	<input type="checkbox"/>	<input type="checkbox"/>
24. Cardboard boxes are also a source of cellulose.	<input type="checkbox"/>	<input type="checkbox"/>
25. Wood-based textiles have become popular with fashion designers.	<input type="checkbox"/>	<input type="checkbox"/>

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**Literature 1 – Poem****(10 marks)**

*Read this poem by the American poet Edwin Romond. Then complete the task.*

'Edwin Romond worked for 32 years as a teacher and his poetry is not only influenced by his past students and classroom observations, but also by his own experiences as a boy in school. In **'Seeing and Believing'**, he describes a child's heartbreak as his teacher ridicules his eight grade project.

**Seeing and Believing**

The girls giggled  
but the boys laughed right out loud  
when Mrs. Stone raged crimson  
holding my eight grade project:  
"The Map of New Jersey."  
"Get up here, boy!"  
and I had no choice  
but to walk the gangplank to her desk  
where my map choked in her fist.  
"What's this jazz? Huh?  
The ocean is not green, Bub, it's blue.  
Ya' get it? Blue, blue, blue blue!"  
punching my map with each new word into my chest.  
My classmates roared a chorus  
of "Green ocean! Green ocean!"  
their voices rising in waves of laughter  
as I carried the wrinkled and ripped map  
back to my seat through their sneers.  
Soon, all their maps perimetered the room  
leaving me adrift in the memory of a Sunday  
when, in the October air,  
my father and I walked over seashells  
and I, only nine,  
remarked that the ocean looked green.  
My father, peering out from beneath his cap,  
said, "Yes, it does" and his fingers swam  
through my hair.

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# Literature 1 (continued)

## GLOSSARY

**ridicule:** to make fun of someone/something

**crimson:** a rich deep red colour that is almost purple

**to walk the gangplank:** to be forced to accept the consequences of something. The phrase refers to pirates who forced prisoners to walk off a plank on a ship into the ocean.

**What's this jazz?:** an idiom that can mean 'What's all this nonsense?'

**Bub:** an aggressive or rude way of addressing a boy or man

**sneers:** mocking and cruel smiles, words or tones of voice

**perimetered:** formed a continuous line around/surrounded

**adrift:** moving without any purpose, drifting; floating on the sea.

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

The young boy used the memory of a lovely day that he had spent with his father at the beach, as inspiration for his school project. However, the teacher and the other children in his class made fun of his efforts. Outline how the poet effectively creates this sense of ridicule through the use of literary techniques (imagery, repetition, etc.).

## Literature 1

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**Literature 2 – Novel****(10 marks)**

Read this extract from *'Fly, Cherokee, Fly'*, a novel written by the English writer Chris d'Lacey. Then complete the **two** tasks.

*'Fly, Cherokee, Fly'* is based on the author's own childhood experience of nursing an injured bird back to health. In the novel, it is Dazza who finds a wounded bird, names her Cherokee and cares for her until she is well enough to fly again. In this extract, we witness the occasion in which Dazza finds the bird lying injured in the park.

It started like this: me and Garry Taylor were playing football in the park. I was in goal. I'm always in goal. Garry thinks he's going to be a striker for Arsenal. He likes to prove it by blasting in his 'break the net' shots, which means I have to run miles to fetch the ball. On the night I found Cherokee, the ball had rolled up to the hedgerows near the bowling greens. And there she was, my special pigeon, hiding in the leaf mould under a hedge.

'What are you looking at, Dazza?' Garry shouted, practising his goal-scoring celebration wiggle. I waved him to be quiet. He pounded up beside me, as usual. I pointed to the huddled shape among the leaves. He went white with fear and grabbed the ball from me.

'Is it a rat?' he hissed, backing off.

'A rat with feathers?' I tutted at him.

Garry let out a defensive sniff. He turned his collar up just in case.

I crouched down slowly. Cherokee was sitting like a nesting bird, but I couldn't see any sign of eggs. She didn't look well. Her breast was puffed out as if she was cold and her feathers looked dull and broken in places. I pushed my hands forward to pick her up. She made a wooing noise and cocked her head. Her copper eye blinked and she tried to stand. 'I won't hurt you,' I whispered, and closed my hands around her. She stretched a pink foot out, but she didn't struggle.

'If you get bitten and die,' said Garry, 'can I have those trainers with the ticks on the ankles?' 'Quiet,' I shushed him, easing Cherokee out into the open. She blinked again as the light fell on her. Cherokee wasn't like the normal grey pigeons you see. Her wings were a shiny blue-black colour. But her head and breast and tail were white. 'What you gonna do with it, then?' asked Garry. I ran my thumb down the side of her neck. Her feathers felt soft and warm and waxy. I'd never really held a bird before. She weighed about as much as a tennis ball. There was only one thing I could do, really.

"Fly!" I said, and threw her up into the pale blue sky. I knew it was wrong as soon as I'd done it. Cherokee hadn't got the strength to fly. She flapped like mad and nose-dived to earth. Groggily, she picked herself up and settled in the dirt in a miserable ball.

'What am I going to do now?' I said, as Cherokee huddled back under the leaves.

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## Literature 2 (continued)

### GLOSSARY

**hedgerows:** a row of bushes or trees usually bordering a road or field

**pounded:** moved heavily and with force

**bowling greens:** stretches of grass on which the game of bowls is played

**mould:** a furry growth of fungi

**tutted:** made an exclamation expressing disapproval or annoyance

**groggily:** in a dazed, weakened, or unsteady manner

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

- A. In the extract, Dazza makes a mistake. What is this error and what effect does it have on those involved?

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

(5 marks)

- B. In this extract, what insight does the writer give us into the personality traits of Dazza and Garry?

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

(10 marks)

### Literature 2

A.

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



سَلْطَنَةُ عُمَانِ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

## امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٣ هـ - ٢٠٢١ / ٢٠٢٢ م

الدور الثاني - الفصل الدراسي الثاني

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

- تنبيه: المادة: English Language
- الأسئلة في ( ١٩ ) صفحة.

### تعليمات مهمة:

- 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
- 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 المتقدمين 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.

مُسَوِّدَةٌ، لَا يَتَمُّ تَصْحِيحُهَا

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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.

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## Writing

(20 marks)

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

Write in the space provided on pages 2-4.

1. How do people you know show appreciation for another person's act of kindness? Write a story titled "Gratitude" in which a character offers a sincere gesture or expression of thanks to someone.
2. The idea of going overseas for university study is an exciting prospect for many young people. But while it may offer some advantages, it is probably better to stay at home because of the difficulties a student inevitably encounters living and studying in a different culture. Do you agree or disagree?

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**Reading 1 (Items 1 – 12)****(12 marks)**

Read the following text. Then complete the task.

**Saving Endangered Languages**

Dear Editor,

I read with great interest your recent article in your newspaper about the continuing growth of English as a world language. I agree that there are some advantages to having a universal means of communication. However, as a university linguistics student I would also like to bring to your attention a very important issue: the dominance of English and its expanding influence is one of the main reasons that many of the 7,000 languages spoken on our planet are rapidly dying. As the social and economic power of English grows because of the world wide web, the ability of minority groups to preserve their native languages decreases. This is happening in every part of the world.

In fact, languages are currently becoming extinct at the rate of one every two weeks! Experts estimate that by 2100, we will have lost approximately 3,500 of the world's languages. Here in Australia, about 100 aboriginal languages have already disappeared, and right now all but 13 of the nearly 200 that remain are considered "highly endangered." Many of the most critical have less than 10 elderly speakers, and none of the younger generation are learning them. Most of these languages are unwritten, so when these speakers die, their languages will be lost forever.

Language is something that makes humans special, and the stories, poems, and songs of our diverse languages reflect unique cultural heritages and perspectives. For example, Guugu Yimithirr, which is spoken by about 800 people in Queensland, does not use "ego-centric" words to denote position, meaning it has no words such as "right" and "left." Instead, it only uses compass points like north, south, east, and west. Moreover, we are just beginning to recognise languages as a source of scientific discovery. Recently aboriginal oral histories have helped experts learn about meteor strikes and tsunamis that occurred hundreds and even thousands of years ago.

Individual languages contain knowledge about all kinds of things from astronomy to zoology that the rest of the world may never learn if these languages die. It makes sense to compare language loss to the extinction of plant and animal species. For many people it is easy to understand why we spend a lot of energy and resources trying to protect plants and animals considered to be at risk. I agree that this is important, but is it not also imperative that we protect the unique and diverse languages of the world as well?

This is why I urge your readers to support efforts by linguists to document and archive unwritten languages in Australia such as Warriyanga, Yeeman, and Byelle that have hardly any chance of surviving in the spoken form. These and seventeen other languages are currently being studied and recorded by the Priority Languages Support Project at First Languages Australia, a non-profit organisation dedicated to preserving indigenous languages.

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## Reading 1 (continued)

But what is most important is that we help our minority communities keep their languages and cultural heritage alive. All around the world there have been efforts to revive and maintain languages such as Irish in Ireland, Maori in New Zealand, and Ainu in Japan. These languages are now thriving thanks to the support from the larger community and governments as well as caring individuals. What is most critical to their success is that the cultures behind these languages are maintained, and the languages themselves are taught to children as part of public education programmes. Without young learners, many languages in the world have little chance of survival.

One recent example of a language undergoing revival is that of Cherokee, a Native American language spoken in the southern United States. Although it is still threatened, it is making a comeback thanks to recent efforts. Not long ago, there were only around 400 speakers of the language. Today more than 60 children are speaking it in a special immersion school, and classes are also being taught at a local university. Technology is also helping. A Cherokee version of Microsoft Windows has been developed, as well as a texting app that uses its unique alphabet.

This example demonstrates that with some effort, languages, like species, can be protected and preserved for future generations. In Australia we must make similar attempts with our vulnerable aboriginal languages. Languages and cultures are interconnected, and we should all support efforts to protect the cultural diversity of our country. Preserving languages also means that we will improve the health and well-being of the people who speak them. I would beg anyone reading this to please help me in letting our politicians and leaders know about this serious issue.

Regards,

Mike Smith

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

1. This letter was most likely published \_\_\_\_\_.  
 in a local newspaper  
 in a linguistics journal  
 as a blog post on a website
2. The expanding use of English in the world is the main cause of \_\_\_\_\_ of many native languages.  
 extinction  
 preservation  
 Increase use

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## Reading 1 (continued)

3. According to the writer, we will lose approximately \_\_\_\_\_ languages in the world in 2100.
- 7000
- 3500
- 200
4. The majority of aboriginal languages in Australia \_\_\_\_\_.
- are spoken by young people
- only exist in oral form
- are already extinct
5. According to the writer, languages will become extinct if they \_\_\_\_\_.
- exist in written form
- taught at schools
- are not spoken by native speakers
6. Guugu Yimithirr is a unique language because it does not \_\_\_\_\_.
- contain specialised knowledge
- express different cultural perspectives
- use "ego-centric" vocabulary
7. The writer compares losing languages to losing plant and animal species in order to \_\_\_\_\_.
- illustrate the seriousness of the problem
- complain that we do not spend a lot of money protecting languages
- explain that losing languages also affects biodiversity

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## Reading 1 (continued)

8. The writer suggests that languages like Warriyanga and Byelle \_\_\_\_\_.
- cannot be preserved in the written form
  - will probably survive in spoken form
  - should be added to the Priority Languages Support Project
9. Irish and Maori are considered languages that \_\_\_\_\_.
- are now spoken widely around the world
  - have survived through the preservation of their cultural heritage
  - do not have younger learners to ensure their survival
10. The writer uses Cherokee as an example of a language that \_\_\_\_\_.
- has benefited from being taught in a school and a university
  - will soon be extinct
  - can only survive with the help of technology
11. We can infer from the letter that the writer \_\_\_\_\_.
- is a professional linguist
  - is fluent in more than one language
  - resides in Australia
12. The writer wants Australians to \_\_\_\_\_.
- start learning aboriginal languages
  - join demonstrations for the preservation of languages
  - contact elected officials to warn them about the issue of dying languages



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

Read the following text. Then complete the task.

### Why Zebras Have Stripes

How and why zebras evolved to sport black and white stripes are questions that have tested scientists for over a century.

There are three living species of zebras that roam eastern and southern Africa with their coat of dark hair broken by stripes of white, pigmented hair. Striping patterns and intensity vary across species as well as location. These striping differences, coupled with the challenges that zebras face in their environment, have guided our understanding of how the stripes might work. While scientists still debate the exact origins and functions of zebra stripes, their recent efforts have focused more closely on three theories: protection from predators, thermoregulation and protection from biting flies

The first theory claims that zebra stripes act as a camouflage to protect them against predators. Zoologists believe a zebra's stripes should help it blend in with its surroundings when in grass or forests, making it harder to see by predators. However, Tim Caro, a researcher from the University of California, USA, who has studied zebra stripes for nearly 20 years, disagrees. He points out that the places where zebras spend most of their time, open grasslands, are actually places where their stripes make them more visible rather than more disguised. In addition, zebras tend to run from danger rather than hide, which is what animals who do not have the ability to camouflage do when threatened. Finally, Caro notes that lions, the main predators of zebras, have poor eyesight. A lion would have smelled and heard a zebra long before it could see the stripes on its hide.

Thermoregulation has long been suggested by scientists as the function of zebra stripes that helps to keep zebras cool. A simple explanation would be that the white stripes do not absorb the heat like black stripes, thus keeping the animal cooler than if it were all black. According to researcher Alison Cobb, however, the colour of the stripes is not the only factor involved. When she tested zebra skins draped over a clothes-horse compared to live zebras, she found that the zebra skins got hotter by as much as 16°C. To explain this, she noted that zebras can raise the hair on their black stripes, while the white stripes stay flat. As the black stripes get warmer and are raised, this creates small vortexes where hot and cold air meet. This in turn acts as a fan to cool the body. In addition, the raising of the black hairs transfers heat from the hide of the animal to the surface which can aid sweat evaporation. Cobb also concedes that it is possible the vortexes where hot and cold air meet could also confirm the hypothesis that the purpose of zebra stripes is to protect them against biting insects.

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## Reading 2 (continued)

Over a century ago, people started noticing that blood-sucking parasites such as tsetse flies tend not to land on striped objects. Zebras are no exception. In a 2019 study, Cobb dressed horses in striped coats and used real zebras as well. She and her team video-taped the activity of tsetse flies and found that while many flies flew around both the horses and the zebras, they landed far more frequently on the horses than on the zebras. According to Cobb, when analyzing the video slowly, they could see that the flies flew around the zebras, but did not slow down to land on them like they did when near brown or black horses. Instead, they would go straight past or actually bump into the zebra and then bounce off it. It was as if they had decided that the striped animals were not a good landing zone.

While it seems clear that evading predators is not the primary reason for zebra stripes, both the theory about thermoregulation and the theory about protection from blood-sucking parasites are supported by recent research. In fact, since flies are most commonly found in warm and humid locations, which is also, of course, where zebras are most likely to get hot, it is very difficult to differentiate between the two theories and say unilaterally that one is correct and the other is incorrect.

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

13. How do the zebra's stripes differ between the living species of zebra?

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14. How does the fact that zebras spend time in open grasslands affect the camouflage theory?

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15. What characteristic of lions makes it easy for them to attack Zebras?

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16. According to Cobb, how do zebra's stripes help them to keep cool?

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## Reading 2 (continued)

17. According to Cobb, which got hotter in the sun, zebra skins or live zebras?
- \_\_\_\_\_
18. What ability do zebras have that helps create vortexes where hot and cold air can meet?
- \_\_\_\_\_
19. How long ago did people start noticing that biting flies did not land on zebras?
- \_\_\_\_\_
20. How did Cobb set up her experiment in 2019?
- \_\_\_\_\_

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

Statements	True	False
21. Flies did not come near the horses in Cobb's experiment.	<input type="checkbox"/>	<input type="checkbox"/>
22. Sometimes flies would actually touch but not land on the zebras.	<input type="checkbox"/>	<input type="checkbox"/>
23. Cobb's research supports the theory that the function of the stripes is to protect zebras from biting flies.	<input type="checkbox"/>	<input type="checkbox"/>
24. The theory about stripes being for protection is only one of three theories that is supported by recent research.	<input type="checkbox"/>	<input type="checkbox"/>
25. It is hard to know if thermoregulation or protection from flies is the primary reason for the zebras' stripes since flies and heat usually occur together.	<input type="checkbox"/>	<input type="checkbox"/>

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**Literature 1 – Poem****(10 marks)**

*Read this poem by the American poet Linda Pastan. Then complete the task.*

The poem describes the memory of a parent teaching his/her daughter to ride a bicycle. The title suggests that the daughter is now old enough to leave home, yet the poem concentrates on the past, when the child was very young.

**A Daughter Leaving Home**

When I taught you  
at eight to ride  
a bicycle, loping along  
beside you  
as you wobbled away  
on two round wheels,  
my own mouth rounding  
in surprise when you pulled  
ahead down the curved  
path of the park,  
I kept waiting  
for the thud  
of your crash as I  
sprinted to catch up,  
while you grew  
smaller, more breakable  
with distance,  
pumping, pumping  
for your life, screaming  
with laughter,  
the hair flapping  
behind you like a  
handkerchief waving  
goodbye.

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# Literature 1 (continued)

## GLOSSARY

**loping:** moving with a long easy strides / taking long, relaxed steps.

**thud:** a dull, heavy sound.

**sprinted:** ran very fast

**pumping:** moving vigorously up and down.

**handkerchief:** a small piece of fabric, usually square, that is used for wiping one’s nose, eyes, face, etc.

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

**‘A Daughter Leaving Home’** represents the journey from childhood innocence to adult independence as seen through the eyes of a rather anxious parent. Choose any two literary techniques (metaphor, simile, etc.) and outline how the poet has used these to enhance the theme of the cycle of life.

(10 marks)

## Literature 1

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**Literature 2 – Novel****(10 marks)**

Read this extract from *‘My Name Is Not Angelica’*, a novel written by Scott O’Dell. Then complete the **two** tasks.

This piece of historical fiction is set in Africa and on the island of St. Thomas in 1733. The novel tells the story of slavery through the eyes of sixteen-year-old Raisha, the daughter of the leader of an African tribe, who is engaged to be married to a young man called Konje. Raisha is captured by slave traders and transported to the Caribbean where she is sold to a wealthy landowner’s wife. At the start of this extract, we witness the terrifying scene in which Raisha, Konje and other tribe members are taken from their village at night.

Night came. The moon rose. Distant voices sounded through the latticed door. I felt uncomfortable. Something was wrong. I was right, horribly right, something was wrong. At a moment when the moon was hidden by dark clouds, I was awakened roughly by a hand clenched tight on my mouth. Another hand gripped my throat. A voice said gruffly, ‘Quiet! And you will not be harmed.’

Sounds suddenly came from everywhere in the curtained room where we girls were asleep. The sound of feet moving stealthily in the dark, gasps, curses, a wild scream. I was pulled to my feet and a length of silk scarf wound about my head. In the grasp of two men who lifted me in the air every few steps to hurry me along, I was taken to the river. Where was Konje? I couldn’t see until we reached the river and were lying in a boat.

In the first grey streaks of dawn I made out Konje, bound hand and foot, with something stuffed in his mouth. A gash on his cheeks hadn’t stopped bleeding. Beside him was his friend Dondo, also bound. In front of me was my friend Lenta and her two brothers. Other boats behind us were filled with people from our village. But I didn’t see my family, my father and mother and my sister. I was never to see them again.

We went down the river fast, passing our sleeping village. Konje tried to shout out but only croaks came from his mouth. Dondo pointed toward the sea. ‘Slave ships,’ he said. ‘They’re waiting for us.’ Where the river met the sea, three ships that needed paint were anchored a good distance from each other. All had tattered flags flying from their masts. When we reached the third slave ship, we were hauled on deck in a net. At the last minute, Konje struggled to get free. But he was still chained to Dondo. His struggles were ended when a sneering sailor gave him a blow on the head.

For days, our ship coasted slowly north and then sailed west into the setting sun. Our ship took six months to sail from Africa to the Caribbean Islands. There on the island of St. Thomas, I – Raisha, the daughter of an African chief – was sold into slavery. That first day, my mistress looked at me from under the rim of her pink hat. ‘You have a pretty smile, like an angel from heaven,’ she said. ‘I’m going to call you Angelica.’

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## Literature 2 (continued)

### GLOSSARY

**latticed:** decorated with a geometric design.

**stealthily:** quietly and carefully in order not to be seen or heard.

**bound:** tied up.

**croaks:** deep harsh sounds.

**tattered:** old and torn; in poor condition.

**Task:** Answer the following **two** questions. Make sure you support your answers with evidence from the extract.

- A. What is the significance of the title of this novel? How does it relate to what happens to Raisha in the extract?

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

(5 marks)

- B. In this extract, we see how the villagers are unable to stop what is happening to them. Discuss how the writer creates this sense of powerlessness and explain how it makes the reader feel.

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

(10 marks)

### Literature 2

A.

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



سَلْطَنَةُ عَمَانَ  
وَزَارَةُ التَّربِيَةِ وَالتَّعْلِيمِ

امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)  
للعام الدراسي ١٤٤٢ هـ - ٢٠٢٠ / ٢٠٢١ م  
الدور الأول

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

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

تعليمات مهمة:

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  - 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.
  - يجب على الممتحن الامتنال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.
- صحيح ( ) غير صحيح ( )  
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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 question.

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

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## Writing

(20 marks)

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

Write in the space provided on pages 2-4.

1. The transition from secondary school to college or work can be an exciting time for teenagers, with much anticipation of the opportunities ahead. However, as with any major life transition, it can also be stressful and challenging.

Write an email to your cousin in which you explain to him/her what your future plans are, what you are particularly looking forward to, and what you have concerns about.

Start your email: Hi Ahmed/Alia

End your email: Regards,

Salim/Salima

2. Many people volunteer their time and money to help others, either through non-profit organisations, mosques or other charitable institutions.

Write an essay convincing readers to volunteer their time for this kind of work. Indicate the importance of this voluntary work and its impact on society and the world.

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**Reading 1 (Items 1 – 10)****(10 marks)**

Read the following article. Then complete the task.

### **A Disease that Changed the Path of Human Civilisation**

As human civilisations developed and flourished, so did infectious diseases. Large numbers of people living in close proximity to each other and to animals, often with poor sanitation and nutrition, provided fertile breeding grounds for the spread of diseases. Moreover, as new overseas trading routes were created these infections spread far and wide, creating the first global pandemics. Three of the deadliest pandemics in recorded history were caused by a single bacterium, *Yersinia pestis*, a fatal infection otherwise known as the plague.

The Plague of Justinian was the first great plague pandemic to be reliably reported. It occurred during the reign of the Byzantine emperor Justinian in the 6th century. According to the historian Procopius, who was born in Palestine around 490 AD, the outbreak began in Egypt in 541 AD, and moved across the Mediterranean Sea on ships carrying grain, striking Constantinople, the capital of the Byzantine Empire, in 542 AD. The emperor Justinian received the shipments of grain as a tribute from Egypt, a land he had recently conquered. Historians believe that the emperor demanded grain because wheat was the main provider of nutrients for most of the inhabitants of his capital. It is thought that on average the capital's citizens each consumed around 200 kg of grain annually and this was supplemented with smaller amounts of pulses, fruits, vegetables, and meat. The plague was carried by fleas which lived on rats. These rats thrived by eating the grain that was stored in large warehouses at the ports.

When the ships arrived in port, the infected rats scurried off the ships and then transmitted the plague to human beings and animals. The plague decimated Constantinople and then spread like wildfire across Europe, Asia, North Africa and Arabia killing an estimated 30 to 50 million people, perhaps half of the world's population at that time. "People had no real understanding of how to fight the plague other than trying to avoid sick people," said Thomas Mockaitis, a history professor at DePaul University in Chicago. "As to how the plague ended, the best guess is that the majority of people in a pandemic somehow survive, and those who survive have immunity."

Unfortunately, the plague never really went away, and when it returned 800 years later, it killed with reckless abandonment. The ominously named 'Black Death', which hit Europe in 1347 AD, claimed an estimated 200 million lives in just four years. As to how

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## Reading 1 (continued)

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to stop the disease, people still had no scientific understanding of contagion, said Professor Mockaitis, but they knew that it had something to do with proximity. That is why forward-thinking officials in the Venetian-controlled port city of Ragusa decided to keep newly arrived sailors in isolation until they could prove they were not infected with the deadly disease. At first, sailors were held on their ships for 30 days, which became known in Venetian law as a *trentino*. As time went on, the Venetians increased the enforced isolation to 40 days or a *quarantino*, the origin of the word 'quarantine' and the start of its practice in the Western world. "That definitely had a very positive effect," said Professor Mockaitis.

The city of London in the UK was not free of the plague for many years after the 'Black Death'. In fact, it resurfaced roughly every 10 years from 1348 to 1665 AD with 40 outbreaks in just over 300 years. And with each new plague epidemic, 20 percent of the men, women and children living in the British capital died. By the early 1500s, England imposed the first laws to separate and isolate anyone who became infected. Homes stricken by the plague were marked with a bale of hay strung to a pole outside. If you had infected family members, you had to carry a white pole when you went out in public. Cats and dogs were inaccurately believed to carry the disease, so there was a wholesale massacre of hundreds of thousands of animals.

The Great Plague of London of 1665 AD was the last as well as one of the worst outbreaks. At the peak of the disease, 100,000 Londoners died in just seven months, out of a total population estimated to be around 460,000. The dead were buried in mass graves. The city authorities also imposed a lockdown. All public entertainment was banned and victims were forcibly shut inside their homes to prevent the spread of the disease. Red crosses were painted on their doors along with a plea for forgiveness: "God have mercy upon us." As cruel as it was to shut up those infected in their homes, and bury the dead in mass graves, scientists recently proved that this lockdown was how the last great plague outbreak came to an end.

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## Reading 1 (continued)

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

1. 'The Plague of Justinian' is believed to have originated in \_\_\_\_\_.  
 Constantinople  
 Egypt  
 Palestine
  
2. 'The Plague of Justinian' reached Constantinople in \_\_\_\_\_ AD.  
 490  
 541  
 542
  
3. The diet of those living in Constantinople mostly consisted of \_\_\_\_\_.  
 meat  
 wheat  
 fruit and vegetables
  
4. 'The Plague of Justinian' was transmitted by fleas on \_\_\_\_\_.  
 rats  
 people  
 pulses
  
5. The Venetians \_\_\_\_\_ to prevent the spread of 'The Plague of Justinian'.  
 avoided contact with rats  
 developed an understanding of how to fight it  
 kept a distance from those who were infected

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## Reading 1 (continued)

6. 'The Black Death' killed about \_\_\_\_\_ million people.
- 30 to 50
- 200
- 300
7. The Western practice of isolating infected people can be traced back to \_\_\_\_\_.
- Venice
- Constantinople
- London
8. In England, a false understanding of how the plague spread led to \_\_\_\_\_.
- the first laws to separate and isolate those infected
- the unnecessary slaughter of animals
- people being forced to carry a white pole
9. At its worst point, 'The Great Plague of London' killed around \_\_\_\_\_ thousand people in seven months.
- seven
- one hundred
- four hundred and sixty
10. According to scientists, the main reason 'The Great Plague of London' ended was because \_\_\_\_\_.
- a strict lockdown was enforced
- public entertainment was banned
- red crosses were painted on the doors of those infected

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**Reading 2 (Items 11 – 20)****(10 marks)**

Read the following article. Then complete the task.

### **Kulning - Traditional Nordic Herding Songs**

The singing tradition of *kulning* was created by women as a way to herd their animals on the summer farms or *fäbods* up in the mountains and forests of Sweden. These days, *kulning* is especially seen as celebrating the *fäbod* or summer farm culture of women, who through the centuries have used these herding songs to bring their animals home at the end of each day. Not only do their songs mimic animal calls, the women also had to learn how to control their voices across the natural landscapes of the mountains and forests.

The herding songs of *kulning* are often high-pitched melodies, but they also include low-pitched singing and guttural sounds from the throat that are harsh and rough. Different songs bring back different animals. For cows, the songs are a long type of chanting. For goats and sheep, the *kulning* songs are shorter and more rhythmical.

These days, the herding calls of the women can be heard in ceremonial performances and at outdoor concerts as well as on radio and TV. *Kulning* is unique, difficult to learn and difficult to master. However, students can learn *kulning* at The Royal College of Music in Stockholm as well as from several carriers of the tradition who offer their own courses. Elsewhere in the world, children have been introduced to *kulning* in films. When Elsa discovers her inner strength and the true power of her ice magic in the movie '*Frozen*', it is *kulning* that we hear.

But why did *kulning* and the *fäbod* system exist at all in Sweden? In earlier times, the fertile farmland of the south was not enough to feed both people and animals, so the farm-women moved their herds up to the mountains and forests for summer grazing. A family *fäbod* consisted of cottages, a small dairy, fire houses and sheds for cows, goats, and sheep. When several households settled in together, this was called a *fäbodvall*. The women grazed their animals freely in the miles of unfenced pastures. In other words, the *fäbod* culture was a survival strategy for farming communities.

Herding cultures exist all over the world, but what was different about the Nordic *fäbod* culture is that the shepherds were women. They had to protect their herds from wolves and bears, milk the cows and goats, make cheese and other milk products, keep up the household and repair the buildings. They could not make mistakes. The death of an animal or an error in the production of butter, cheese, and whey products could mean that their families would go hungry in winter.

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## Reading 2 (continued)

Life for the fäbod women meant developing their own customs that were passed down from mother to daughter. They developed the tradition of kulning which in its original context, was a group of labour songs that developed out of needs. Women used these calls on their cattle as well as with other shepherds to tell them about wolves, forest fires, or other dangers.

These women told stories of their early experiences of working on a fäbod or summer farm usually from the age of twelve, helping with herding and cheese making, living without electricity or running water and walking through wetlands in broken shoes. Despite the hard work, they found great comfort in their independence. They could decide themselves how to organise their work and how to use their voices in kulning. In this way, the village women spent every summer on their own.

With the agricultural reforms of the early 1900s, the need to move herds to the mountains was not so important but there were farmers who still continued the tradition. Today, there are only about 250 fäbods in Sweden (operating with modern methods) compared to the 3,000 or more that existed in the eighteenth century.

Evidence of the work and music of the fäbod women are found in many contemporary contexts. Their methods for making cheese and other products from cows and goats are still used today. The music they developed to keep their herds safe was adapted for traditional dancing. Generations have deep respect for the fäbod women who carried such a heavy workload in support of their families.

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

11. What are kulning songs based on?

---

12. How is the tradition of kulning kept alive? (give 2 examples)

---

13. Why were the fäbods or summer farms a form of survival?

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## Reading 2 (continued)

14. How was the fäbod system unique?

---

15. Which fäbod practice is still used today?

---

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

Statement	True	False
16. The provisions from the summer farms kept families alive through winter.	<input type="radio"/>	<input type="radio"/>
17. Herders could not use kulning songs to send warnings.	<input type="radio"/>	<input type="radio"/>
18. Fäbod herders accepted the harsh conditions on their mountain farms.	<input type="radio"/>	<input type="radio"/>
19. The agricultural reforms insisted on moving animals to the mountains.	<input type="radio"/>	<input type="radio"/>
20. Today, Swedish people deeply respect the fäbod herders.	<input type="radio"/>	<input type="radio"/>

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**Literature 1 – Drama****(10 marks)**

Read this extract from *'Nobody here but us Chickens and the Grey Angel'*, a play by the writer **Stephanie Miller**. Then complete the task.

The play is set in Germany during World War II. Three young girls - Monika, Maria and Heidi - find an injured British airman. Instead of handing this enemy over to the German army, the girls take pity on him and hide him in a barn. In this extract, the girls disguise the airman as a scarecrow to avoid him being discovered by the approaching German troops.

**Scene: A Disused Barn**

**SET:** Bales of straw, sacking, a pile of boxes and crates, overturned chairs, and a 'scarecrow' dressed in a very large coat and a huge hat.

**ACTION:** Voices offstage. Marching feet. Monika runs to the door.

Monika: Oh hurry! Hurry! They're here!

Sergeant: (offstage) Squad halt! (Marching stops.)  
Cover this door. I'll search inside.

Maria: Quickly! Make a circle.  
The girls join hands round the 'scarecrow'.  
Now then, look HAPPY. Sing and dance.  
They dance round the 'scarecrow' in a circle, singing.

The sergeant enters noisily, with rifle and fixed bayonet at the ready.  
The singing stops. The sergeant advances slowly, looking threatening.

Sergeant: You there! Have you girls seen anyone here today?

Maria: No one! Only us! Us and the chickens!

Sergeant: Just you three?

Monika: Why? Are you... Are you looking for someone?

Sergeant: Yes! And I'll find him. An enemy. Hiding out.

He prowls round, searching. Jabs bayonet savagely into bales. And into sacks.  
Crosses to crates, kicking them over. Sees 'scarecrow'.

Sergeant: So. A scarecrow! You made him?

Maria: Yes! Yes! We did.

Sergeant stares at the 'scarecrow'. The three girls hold their breath. Then the sergeant smiles, speaking in a softer tone.

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## Literature 1 – Drama (continued)

Sergeant: When we were small we used to make scarecrows.  
*He walks round the 'scarecrow' inspecting it.*  
 Not bad. Not bad at all - but we made better ones.  
*His mood changes back to the hard soldier.*  
 Shall I tell you what the Army uses a scarecrow for?

Heidi: *(Fearfully)* What?

Sergeant: Bayonet practice! *(The girls gasp.)*

*The sergeant holding the bayonet in position prepares to jab the 'scarecrow'.*

Sergeant: Would you like a demonstration... like this!

### GLOSSARY

barn: a large building on a farm in which animals and/or hay and grain are kept.

sacking: coarse material for making sacks/ bags to hold grain.

bales: large bundles.

scarecrow: a model of a person dressed in old clothes and put in a field of crops to frighten away the birds.

squad: a small number of soldiers.

halt: come to an abrupt stop.

bayonet: a long sharp blade that is fixed onto a gun. It is used to stab an opponent.

jabs: pushes or hits something forcefully and quickly.

gasp: take a short, quick breath through the mouth.







**Literature 2 – Poem****(10 marks)**

Read this poem, '*Mother to Son*', by the American poet *Langston Hughes*.  
Then complete the task.

*Langston Hughes is particularly known for his insightful portrayal of black life in America from the 1920s to the 1960s. This poem describes the difficulties that black people face in a racist society but also encourages them to overcome these difficulties through persistence, resilience and mutual support.*

**Mother to Son**

Well, son, I'll tell you:  
Life for me ain't been no crystal stair.  
It's had tacks in it.  
And splinters,  
And boards torn up,  
And places with no carpet on the floor --  
Bare.  
But all the time  
I'se been a-climbin' on,  
  
And reachin' landin's,  
And turnin' corners,  
And sometimes goin' in the dark  
Where there ain't been no light.  
So boy, don't you turn back.  
Don't you set down on the steps  
'Cause you finds it's kinder hard.  
Don't you fall now --  
For I'se still goin', honey,  
I'se still climbin',  
And life for me ain't been no crystal stair.

**GLOSSARY**

tacks: small, sharp nails.

splinters: small, thin, sharp pieces of wood, glass or similar material broken off from a larger piece.

boards: long, thin, flat pieces of wood used for floors.

landin's: level areas at the top of staircases or between one flight of stairs and another.

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



سَلْطَنَةُ عُومَانِ  
وَزَارَةُ التَّرْبِيَةِ وَالتَّعْلِيمِ

## امتحان دبلوم التعليم العام للمدارس الخاصة (ثنائية اللغة)

للعام الدراسي ١٤٤٢ هـ - ٢٠٢٠ / ٢٠٢١ م

### الدور الثاني

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

- تنبيه: المادة: English Language
- الأسئلة في (١٩) صفحة.

#### تعليمات مهمة:

- 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.
- يجب على الممتحن الامتنال لإجراءات التفتيش داخل المركز طوال أيام 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 المتقدمين 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 الامتنال لإجراءات التفتيش داخل المركز طوال أيام الامتحان.

صحيح ■ غير صحيح □



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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 question.

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

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### Writing

(20 marks)

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

Write in the space provided on pages 2-4.

- Many countries are promoting their traditional arts and crafts. Their purpose is two-fold: to keep the crafts industry alive and to encourage visitors to buy locally.

Write an email to the editor of 'Arts & Crafts in Oman' magazine. In your email: Outline the importance of traditional arts and crafts in Oman. Suggest ideas on how the magazine can promote it more effectively.

Start your email: Dear Sir/Madam,

End your email: Regards,

Salim/Salima

- The Covid-19 pandemic has triggered new ways of learning. All around the world, educational institutions are looking towards online learning platforms to continue the process of educating students. However, many students would prefer to return to the more traditional forms of learning within the classroom.

What is your opinion about this? Write an article for your school website in which you give your opinion. Try to persuade the readers that you are right. Be sure to include convincing reasons and details to support your point of view.

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**Reading 1 (Items 1 – 10)****(10 marks)**

*Read the following article. Then complete the task.*

### **An Influential Inventor**

Printing started in China after the invention of paper in this country in 105 AD. The Chinese printed their first newspaper, 'Jing Bao', in 713 AD and, in the opinion of historians, printed the earliest book in existence in 868 AD. These two publications were printed using xylography (woodblock printing). This method of printing was adopted by the Koreans in 1403 AD and they improved it by developing moveable woodblock printing. Later, the world witnessed the invention of the first method of mass printing by the German goldsmith, Johannes Gutenberg, in 1450 AD. Gutenberg and his mechanical moveable-type printing press is considered a milestone in improving printing not only in Europe but throughout the world.

Johannes Gutenberg was born in Mainz, Germany, in about 1400 AD. His father, Friele, was a goldsmith, whose work included stamping designs on gold coins, and this may have given the boy the idea of printing from metal. Some historians believe that Gutenberg attended the University of Erfurt in 1418 AD in Central Germany to study metal work but this is disputed by others. What is clear is that, after his father's death, he moved to Strasbourg, in northeastern France, in about 1430 AD.

In Strasbourg, Gutenberg was involved in an unsuccessful business venture producing polished metal mirrors for a religious festival. The event was postponed in 1439 AD for almost a year because of a flood. As a result, he became heavily indebted because he could not cover his production expenses. Later, however, Gutenberg worked on developing the business idea that would change his life. It is believed that in 1440 AD Gutenberg conducted research into a new version of a printing press to which he gave the title "Aventur und Kunst". This translates into English as 'Enterprise and Art'.

In 1448, Gutenberg returned to his birthplace and opened a small printing shop. His main idea was based on shifting the woodblock printing press from being manually processed to being operated mechanically with individual metal letters. He borrowed 800 Dutch Florins from a moneylender, called Johann Fust, on two different occasions to start a printing business in 1450 AD. The first amount of 800 Florins was used to make printing equipment. He adapted and integrated a screw-mechanism process from papermakers, and developed a technique for transferring ink from a moveable type set to paper. He also paid companies to produce oil-based ink that would stay on the paper

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## Reading 1 (continued)

used in books for a long time. In addition, Gutenberg upgraded his printer to print 42 lines at one time with coloured illustrations. According to his business vision, these processes were expected to reduce the cost of printing written works and the time needed for production.

Gutenberg went into partnership with Fust, who had offered an additional 800 Florins, and began printing a religious book, which is now known as the 'Gutenberg Bible'. Currently, 49 incomplete copies of the 'Gutenberg Bible' are in existence. Two copies out of twenty fully completed versions are displayed in the Gutenberg Museum in Mainz, while the Library of Congress and the National Libraries of Britain and France also have perfect copies. Fust, who was looking for a quick profit, sued his partner for wasting his money and Gutenberg had to declare bankruptcy because he was not able to refund him the amount of money he owed plus the interest calculated at 6%. Fust won the lawsuit and became the sole owner of the printing press. Consequently, a very disheartened Gutenberg left Mainz.

Gutenberg moved to Bamberg around 1459 AD and set up a smaller printing shop. In 1465 AD, he was honoured with the title Hofmann that means 'Gentleman of the Court' and died in 1468 AD in Mainz. The city of Strasbourg recognised Gutenberg's work in 1840 AD by constructing a memorial statue for the 400<sup>th</sup> anniversary of his invention. Later, in 1998 AD, 'Time Life' magazine declared his invention the most important innovation of the second millennium.

Gutenberg's work influenced the intellectual and philosophical movement in Europe. Due to his innovation, handwritten works such as books, literacy resources, and information pamphlets became cheaper. Furthermore, it led to the wide-spread publication of knowledge, thoughts and ideas that had been accessible to only a few people for centuries. Moreover, the improvement of printing machines eventually led to the creation of user-friendly portable devices with advanced printing, copying, and scanning features that are currently in use. Gutenberg is recognised as one of the most influential inventors in history.

## Reading 1 (continued)

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

1. Historians believe that the first book was printed in \_\_\_\_\_ AD.  
 105  
 868  
 713
  
2. At the University of Erfurt, it is possible that Gutenberg specialised in \_\_\_\_\_.  
 metal work  
 printing  
 business
  
3. 'Enterprise and Art' provides us with information concerning Gutenberg's \_\_\_\_\_.  
 unsuccessful business  
 business partners  
 vision for printing
  
4. When he first took a loan, Gutenberg used the money to \_\_\_\_\_.  
 manufacture paper  
 produce equipment for printing  
 stamp designs on gold coins
  
5. The oil-based ink technique in Gutenberg's printing press was introduced to \_\_\_\_\_.  
 improve the screw-mechanism process  
 make it easier to use individual metal letters  
 ensure the words in the books did not fade

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## Reading 1 (continued)

6. Gutenberg hoped the changes made possible by his first loan would \_\_\_\_\_.
- quickly increase the number of books available in Europe
  - help him to start a new printing business
  - allow him to take a new loan from Johann Fust
7. Fust gave Gutenberg the second loan because he \_\_\_\_\_.
- expected to receive a quick profit
  - wanted the Gutenberg Bibles to be printed
  - hoped to produce books with colour illustrations
8. As a result of the court case, \_\_\_\_\_ lost ownership of the company.
- Gutenberg
  - Fust
  - both Gutenberg and Fust
9. In appreciation of Gutenberg's achievements, he was \_\_\_\_\_ in 1840.
- given the title 'Gentleman of the Court'
  - honoured by a memorial statue in Strasbourg
  - named the 'Man of the Millennium' by Time Life magazine
10. Gutenberg's printing method ultimately resulted in \_\_\_\_\_.
- an increase in the number of handwritten books
  - the wide-spread publication of knowledge
  - thoughts and ideas being available for only a select few

**Reading 2 (Items 11 – 20)****(10 marks)**

Read the following article. Then complete the task.

### **Blue Whales in the Arabian Sea**

*(December 22, 2020, Oman Observer, Newspaper)* An international team of researchers has discovered what is believed to be a new population of blue whales in the Western Indian Ocean, including the Arabian Sea and the coast of Oman. This came as part of a research effort initially focussed on the highly endangered Arabian Sea humpback whale, with ongoing collaboration between several local and international organisations. The work was mainly funded by Shell Development Oman, with support from the International Whaling Commission, Renaissance Services and NOAA Fisheries.

Blue whales are the largest animals that have ever lived on our planet, and they are found around the globe in all oceans. All blue whales sing very low-pitched and recognisable songs, and conveniently for researchers, every population has its own unique song. In a recently published paper in the journal *Endangered Species Research*, the researchers describe a new blue whale song which is heard from the coast of Oman to as far south as Madagascar (in the southwest Indian Ocean).

Dr. Salvatore Cerchio, led the analysis of the recordings of the whales from three locations in the western Indian Ocean. He first recorded the novel song in 2017 when he was working with a team of scientists collecting data off the coast of Oman. While analysing this data, the team recognised the same unusual song. This new song has its own signature anthem: a slow, bellowing song that is distinct from any other whale song ever recorded. This novel, blue whale song likely belonged to a previously unrecognised population of blue whales in the western Indian Ocean. "It was quite remarkable," said Dr. Cerchio, "to find a whale song in your data that was completely unique, never before reported, and recognise it as a blue whale."

In 2018, the research team reported their findings to the Scientific Committee of the International Whaling Commission (IWC), which was in the process of evaluating the status of blue whale populations in the Indian Ocean. The findings created quite a bit of excitement at the meeting, and raised many new questions about the blue whale population in the Indian Ocean.

Dr Thuraya al Sariri, Deputy General Director of Nature Conservation, Oman's Environment Authority (OEA), said, "Our objective is to always contribute to preserving the environment and its resources. The finding of blue whales off Oman's coast is quite extraordinary. We look forward to continue collaborating with all our partners to boost

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## Reading 2 (continued)

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research showing evidence on how these endangered species can be conserved in the Arabian Sea.”

Upon reading the (IWC) report on the new song, researchers from the University of New South Wales recognised that the song had also been recorded off the Chagos Islands in the central Indian Ocean. The analysis of data from three sites suggested that the population may spend most of its time in the Northwestern Indian Ocean, in the Arabian Sea and to the west of the Chagos. It has long been recognised that a unique population of blue whales exist in the Northern Indian Ocean, but it was assumed that whales in the Arabian Sea belonged to the same population that has been studied off Sri Lanka. However, the songs tell a different story.

Walid Hadi, Oman Shell Country Chairman, said, “Oman Shell is always working towards building collaborations with key partners like the Environment Society of Oman. This research provides a significant step to help scientists in formulating a new understanding of the world of the endangered blue whales’ population. Despite their incredible size, this species often depends on conservation efforts in order to keep them protected.”

Blue whales were hunted to near extinction around the globe during the 20th century, and populations have only started to recover very slowly over the past several decades following the global ban on commercial whaling. The Arabian Sea was targeted by illegal Soviet whaling in the 1960’s, an activity that nearly wiped-out what were already likely to be small populations of humpback whales, blue whales, sperm whales and Bryde’s whales.

Some researchers consider both the northern Indian Ocean blue whales and the Arabian Sea humpback whales to comprise a unique subspecies, not simply populations, making them particularly special and vitally important for biodiversity.

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## Reading 2 (continued)

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

11. Who mostly paid for the research about the Arabian sea humpback whales?

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12. What kind of song do blue whales sing?

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13. Where was the new blue whale song first heard?

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14. When was the new blue whale song recorded?

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15. Which organisation studied the blue whale populations in the Indian Ocean in 2018?

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

Statement	True	False
16. Data analysis included listening to recordings of whale songs.	<input type="checkbox"/>	<input type="checkbox"/>
17. According to the IWC report, the new song was only recorded off Oman's coast.	<input type="checkbox"/>	<input type="checkbox"/>
18. According to Walid Hadi, Oman is committed to preserving the endangered blue whales.	<input type="checkbox"/>	<input type="checkbox"/>
19. In the 1960s, the Soviet Union had a trade agreement with Oman to kill whales for meat.	<input type="checkbox"/>	<input type="checkbox"/>
20. According to this article, whales are essential for biodiversity.	<input type="checkbox"/>	<input type="checkbox"/>

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**Literature 1 – Drama****(10 marks)**

Read this extract from *'Master Harold and the boys'*, a play by the South African writer *'Athol Fugard'*. Then complete the task.

This semi-autobiographical play is set in South Africa. In this extract we meet two characters, Hally and Sam. Hally is a typical seventeen-year-old high school kid while Sam is in his mid-forties and works in a café owned by Hally's mother. Sam treats Hally like a son and hopes to guide him through the difficult passage from childhood to manhood. Sam also knows that Hally has a difficult life at home. Hally's favourite memory is of the time Sam made him a kite and in this scene they fondly recall the events of that special day.

- Hally: It started off like another of those useless nothing-to-do afternoons. You were on the floor. You had two thin pieces of wood and you were smoothing them down with a knife. It didn't look particularly interesting, but when I asked you what you were doing, you just said, "Wait and see, Hally. Wait... and see"... in that secret way of yours. It was only when you tied the two pieces of wood together in a cross and put that down on the brown paper that I realised what you were doing. "Sam is making a kite," I said.
- Sam: Yes.
- Hally: I'll be honest with you Sam, I had no hopes for it. In fact, I was scared that we were going to make fools of ourselves if we tried to fly it from the hill.
- Sam: *(Enjoying the memory as much as Hally)*. Yea, I could see that. You refused to carry it.
- Hally: Do you blame me? Can you remember what the poor thing looked like? Tomato-box, wood and brown paper! Flour and water for glue! Two of my mother's old stockings for a tail and all those bits and pieces of string you made me tie together so that we could fly it! It was like asking for a miracle to happen.
- Sam: *(Knowing what's coming)*. So, what happened?  
*(Hally pauses. He wants to be as accurate as possible)*.
- Hally: You went a little distance from me down the hill, you held it up ready to let go... "This is it," I thought. "Like everything else in my life, here comes another fiasco." Then you shouted, "Go, Hally!" and I started to run. *(Another pause)* I don't know how to describe it, Sam. Yes! The miracle happened. I was running, waiting for it to crash to the ground, but instead, there was something alive at the end of the string, tugging at it as if it wanted to be free. You came up and joined me.
- Sam: And you were shouting, "It works, Sam! We've done it!"

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**Literature 2 – Poem****(10 marks)**

Read this poem by the poet, **Howard Simon**. Then complete the task.

Howard Simon is a poet, life coach and motivational speaker. The most striking feature of his poetry is that it is highly inspirational. In this poem, he describes a path in life that he must select carefully.

**I Choose the Mountain**

The low lands call  
I am tempted to answer  
They are offering me a free dwelling  
Without having to conquer

The massive mountain makes its move  
Beckoning me to ascend  
A much more difficult path  
To get up the slippery bend

I cannot choose both  
I have a choice to make  
I must be wise  
This will determine my fate

I choose, I choose the mountain  
With all its stress and strain  
Because only by climbing  
Can I rise above the plain

I choose the mountain  
And I will never stop climbing  
I choose the mountain  
And I shall forever be ascending

I choose the mountain.

**GLOSSARY**

dwelling: a shelter in which people live.

conquer: to overcome/climb.

beckoning: moving your head or hand in a way that tells someone to come nearer.

ascend: to go up/climb.

fate: final outcome.

plain: a large area of flat land with few trees.

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