

Diploma, English, Semester One - First Session

Academic Year: 2026/2027

(Practice Exam - Exam Two)

MARKING GUIDE

TOTAL MARKS: 70

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LISTENING 1

(Items 1-7) (7 marks)

1. The final round of the competition was held in _____.
 - Muscat
 - Sohar
 - Nizwa
2. Salma's school team first learned about robotics from _____.
 - online videos
 - a training course
 - university students
3. This year, the robots had to _____.
 - clean a model beach
 - build recycling bins
 - swim underwater
4. The judges chose the winning design because it was _____.
 - fast and modern
 - clever and cheap
 - small and light
5. Before the final, the team repaired their robot with _____.
 - new wheels
 - special tools
 - tape and plastic
6. The team's prize included _____.
 - laptops and a trip
 - money and a trophy
 - a trip to Europe
7. Salma's advice to students is to _____.
 - buy good equipment
 - start small
 - watch experts

Notes:

One mark each. Responses must be indicated clearly.

LISTENING 2

(Items 8-15) (8 marks)

Part One

8. (in) 1304
9. (in) Tangier, Morocco
10. about 120,000 kilometres
11. a key source about that period

Part Two

12. Ibn Battuta left home at the age of _____.
 - twenty-one
 - twenty-four
 - thirty
13. Ibn Battuta worked as a judge in _____.
 - Egypt and Syria
 - Delhi and the Maldives
 - Turkey and India
14. "The Rihla" was written down by _____.

- Ibn Battuta himself
- the ruler of Morocco
- Ibn Juzayy

15. Ibn Battuta died in _____.

- Morocco
- India
- China

Notes:

One mark each.

Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words' rule. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 12-15: Responses must be indicated clearly.

Do not write in this space

Vocabulary

(Items 16-20) (2½ marks)

16.

- | | | | |
|-------------------------------|------------------------------|---|-------------------------------|
| ☐ survive | ☐ revive | ☒ rescue | ☐ shelter |
|-------------------------------|------------------------------|---|-------------------------------|

17.

- | | | | |
|---|----------------------------------|----------------------------------|--------------------------------|
| ☒ impression | ☐ expression | ☐ permission | ☐ decision |
|---|----------------------------------|----------------------------------|--------------------------------|

18.

- | | | | |
|---------------------------------|---------------------------------|--|--------------------------------|
| ☐ destroyed | ☐ decorated | ☒ transformed | ☐ invented |
|---------------------------------|---------------------------------|--|--------------------------------|

19.

- | | | | |
|---------------------------------|---|------------------------------|-----------------------------|
| ☐ worthless | ☒ precious | ☐ common | ☐ minor |
|---------------------------------|---|------------------------------|-----------------------------|

20.

- | | | | |
|----------------------------------|------------------------------------|-----------------------------------|---|
| ☐ specifying | ☐ generalising | ☐ advertising | ☒ specialising |
|----------------------------------|------------------------------------|-----------------------------------|---|

Notes:

Half-a-mark each. Responses must be indicated clearly.

Grammar

(Items 21-25) (2½ marks)

21.

- | | |
|---------------------------------------|---------------------------|
| ☒ Have | ☐ Has |
|---------------------------------------|---------------------------|

22.

- | | |
|--------------------------------|--|
| ☐ has been | ☒ have been |
|--------------------------------|--|

23.

- | | |
|--|----------------------------------|
| ☒ would | ☐ would have |
|--|----------------------------------|

24.

- | | |
|---------------------------|---------------------------------------|
| ☐ was | ☒ were |
|---------------------------|---------------------------------------|

25.

- | | |
|---------------------------------------|---------------------------------|
| ☒ must | ☐ must have |
|---------------------------------------|---------------------------------|

Notes:

Half-a-mark each. Responses must be indicated clearly.

Grammar / Vocabulary

(Items 26-30) (5 marks)

26.

- | | | | |
|-------|--------|---------|--------|
| ○ who | ● that | ○ whose | ○ whom |
|-------|--------|---------|--------|

27.

- | | | | |
|-----------|------------|------------|-------------|
| ● achieve | ○ achieves | ○ achieved | ○ achieving |
|-----------|------------|------------|-------------|

28.

- | | | | |
|-----------|-----------|------------|------------|
| ○ because | ● instead | ○ in spite | ○ in front |
|-----------|-----------|------------|------------|

29.

- | | | | |
|----------------|---------------|----------------|--------------|
| ● competitions | ○ attractions | ○ examinations | ○ inventions |
|----------------|---------------|----------------|--------------|

30.

- | | | | |
|-----------|---------|---------|-------|
| ○ holiday | ● habit | ○ hobby | ○ job |
|-----------|---------|---------|-------|

Notes:

One mark each. Responses must be indicated clearly.

Do not write in this space

Reading 1**(Items 31-37) (7 marks)**

31. *The trip is on the day first planned.*
☐ True ☒ False
32. *The bookshop will send the dictionary later.*
☒ True ☐ False
33. *The gym closes at twelve at night.*
☒ True ☐ False
34. *The flight will leave earlier than planned.*
☐ True ☒ False
35. *Fake chargers can be dangerous.*
☒ True ☐ False
36. *Visitors must pay to enter the exhibition.*
☐ True ☒ False
37. *Lifeguards work for ten hours a day.*
☒ True ☐ False

Notes:

One mark each. Responses must be indicated clearly.

Reading 2**(Items 38-45) (8 marks)**

38. The camping trip lasted _____.
☐ two days ☒ four days ☐ one week
39. At first, Nabil felt _____ about the trip.
☒ nervous ☐ bored ☐ angry
40. On the first night, Nabil was amazed by _____.
☐ the food ☒ the stars ☐ the silence
41. Nabil learned about astronomy from _____.
☐ Yousuf ☐ Mazin ☒ his uncle
42. Climbing the highest dune took almost _____.
☒ two hours ☐ four hours ☐ six hours

43. The Bedouin family welcomed the visitors with _____.

- coffee and cake
- dates and camel milk
- tea and bread

44. Nabil was impressed by the family's _____.

- modern house
- way of life
- expensive cars

45. At the end of the letter, Nabil invites Majid to _____.

- join the next trip
- visit his house
- meet his uncle

Notes:

One mark each. Responses must be indicated clearly.

Do not write in this space

Reading 3**(Items 46-55) (10 marks)****Task One**

- 46. falaj
- 47. (in) 2006
- 48. more than 3,000
- 49. a (special) chosen official
- 50. daoudi (aflaj)
- 51. 40 metres or more

Task Two

52. "Ghaili" aflaj collect water from _____.
 ○ natural springs ● wadis after rain ○ deep wells
53. Water moves through the tunnels by _____.
 ○ pumps ● gravity ○ wind power
54. Each farmer's share of water depends on _____.
 ● his farm's size ○ his family's size ○ the season of the year
55. Today, the aflaj are threatened by _____.
 ○ heavy rainfall ○ new building projects ● falling groundwater levels

Notes:

One mark each.

Qs 46-51: (i) Complete accuracy in grammar & spelling is not required, but answers must be clearly and convincingly correct. (ii) In general, apply the 'not more than four words' rule. HOWEVER, use common sense for any slightly longer, but obviously correct answers.

Qs 52-55: Responses must be indicated clearly.

WRITING**(GENERAL NOTES)**

- The wording of the descriptors in the relevant Rating Scale should form the basis of all decisions.
- Different approaches to the tasks are acceptable, as long as they are relevant to the task.
- If an answer is clearly not relevant to the task, no marks are awarded.
- If a task has been genuinely attempted, but is only partly relevant, the mark should be reduced, but not to zero.
- If in doubt, consult other markers and the Table Head.

Do not write in this space

Writing 1

(10 marks)

Rating Scale:

10: Message to the intended reader(s) is very clear. Writing clearly succeeds in achieving its intended purpose. Writing is very well-organised, clear and coherent. A varied range of grammar and vocabulary, with a very good level of accuracy.

8: Message to the intended reader(s) is fairly clear. Writing has reasonable success in achieving its intended purpose. Writing is generally well-organised, and mostly clear and coherent. A fair range of grammar and vocabulary, with a good level of accuracy.

6: Message to the intended reader(s) is partially clear. Writing has only partially achieved its intended purpose. Writing is not well-organised, but is still reasonably clear and coherent. A limited range of grammar and vocabulary with a reasonable level of accuracy.

4: Message to the intended reader(s) is mostly unclear. Writing has only very limited success in achieving its intended purpose. Writing is poorly-organised, and often unclear. A very limited range of grammar and vocabulary, and frequent errors.

2: Message to the intended reader(s) is unclear. Writing clearly fails to achieve its intended purpose. Writing is incoherent and confusing. Extremely limited range of grammar and vocabulary, and frequent serious errors.

0: No attempt at the task: EITHER Irrelevant (completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense.

Writing 2

(10 marks)

Rating Scale:

10: Message to the intended reader(s) is very clear. Writing clearly succeeds in achieving its intended purpose. Writing is very well-organised, clear and coherent. A varied range of grammar and vocabulary, with a very good level of accuracy.

8: Message to the intended reader(s) is fairly clear. Writing has reasonable success in achieving its intended purpose. Writing is generally well-organised, and mostly clear and coherent. A fair range of grammar and vocabulary, with a good level of accuracy.

6: Message to the intended reader(s) is partially clear. Writing has only partially achieved its intended purpose. Writing is not well-organised, but is still reasonably clear and coherent. A limited range of grammar and vocabulary with a reasonable level of accuracy.

4: Message to the intended reader(s) is mostly unclear. Writing has only very limited success in achieving its intended purpose. Writing is poorly-organised, and often unclear. A very limited range of grammar and vocabulary, and frequent errors.

2: Message to the intended reader(s) is unclear. Writing clearly fails to achieve its intended purpose. Writing is incoherent and confusing. Extremely limited range of grammar and vocabulary, and frequent serious errors.

0: No attempt at the task: EITHER Irrelevant (completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR Complete nonsense.

Do not write in this space