



Diploma Examination for General Education

Semester Two – Mock Exam
English Language ‘Core’
Bilad Bani Bu Ali School (9-12)

ELEMENT	Marks		Red Marker	Green Marker	Blue Checker
			Name	Name	Name
LISTENING	15				
VOCABULARY/ GRAMMAR	10				
READING	25				
WRITING 1	10				
WRITING 2	10				
TOTAL					

Final Total in Numbers

Final Total in Words

Signature

LISTENING 1 (Items 1-7)**(7 marks)**

You are going to hear a conversation between a husband and a wife.
Listen, and shade in the bubble ☐ next to the correct option.



1. Ali met Tom and Anne in _____
☐ America ☐ England ☐ Oman
2. Tom and Anne visit Oman for _____
☐ Holiday trip ☐ Conference trip ☐ Business deal
3. Ali can't meet Tom and Anne because he has _____
☐ a career mision ☐ an eye operation ☐ an appointment
4. Tom has booked a hotel in Muscat for _____
☐ three days ☐ one week ☐ two months
5. Ali decided to _____ for Tom and Ann.
☐ arrange a tour of Muscat ☐ Buy some Omani presents ☐ Organise a self-drive car
6. Tom can't drive because he has _____.
☐ no license ☐ accident trauma ☐ no interest
7. Ali contacts Tom's family by _____
☐ SMS ☐ Phone ☐ E-mail



LISTENING 2 (Items 8-15)**(8 marks)**

You are going to hear a talk about *an inspiring women*.

Part One: For each item, write a short answer (**not more than FOUR WORDS**).

8. Who had the idea of the Great Wall marathon?

9. When was the first Great Wall Marathon held?

10. how many participants joined the event in 2021?

11. What is the weather usually like during the marathon?

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

12. Participants are advised to wear clothes that are _____

☐ dark colored and heavy

☐ light colored and dry

☐ not specified

13. Participants' training should begin _____ before the event.

☐ two weeks

☐ nine months

☐ a month

14. Participants must get a fitness certificate from _____ before registering.

☐ A doctor

☐ a health worker

☐ the organisers

15. The Marathon must be completed within _____ hours.

☐ ten

☐ six

☐ ten

--

(_____)

15

VOCABULARY (Items 16–20)**(2½ marks)**

For each item, shade in the bubble ☐ next to the correct option.

- 16.** The _____ of the article grabbed my attention immediately.

☐ headline ☐ deadline ☐ career ☐ Obsession

- 17.** She has _____ schedule that allows her to work at different times during the week.

☐ literate ☐ creative ☐ flexible ☐ stressful

- 18.** The company plans to _____ its services to more countries next year in order to reach a wider audience.

☐ protect ☐ reduce ☐ shift ☐ expand

- 19.** The strong winds caused severe _____ to the rooftops and power lines throughout the town.

☐ damage ☐ progress ☐ rescue ☐ Warning

- 20.** The new health campaign aims to _____ malaria from the country within the next ten years.

☐ hesitate ☐ eradicate ☐ tolerate ☐ celebrate



GRAMMAR (Items 21–25)**(2½ marks)**

For each item, shade in the bubble ☐ under the correct option.

Speaker A: You seem more active these days!

Yes, I'm working on my health. The doctor said I

Speaker B: (21) ☐ **must** / ☐ **should** eat less junk food.

Speaker A: That's smart. I also decide (22) ☐ **to make** / ☐ **making** healthy snacks

Speaker B: And I (23) ☐ **walk** / ☐ **walking** every evening now..

Speaker A: Do you feel any different?

Speaker B: Definitely. I (24) ☐ **feel** / ☐ **feels** more energetic.

Speaker A: That's great! Are you drinking more water too?

Speaker B: Certainly. Before, (25) I ☐ **never** / ☐ **didn't** use to drink more water. But now I drink more than eight glasses a day.



GRAMMAR/VOCABULARY (Items 26–30)**(5 marks)**

For each item, shade in the bubble ☐ next to the correct option.

Many parents today are worried about the amount of time their children spend on mobile phones. Experts say that children who use mobile devices for long hours are more⁽²⁶⁾ _____ to develop health and attention problems. In addition, they may not always ⁽²⁷⁾ _____ to rules about screen time set by their parents or schools. This can create problems not only at home but also in the school and wider ⁽²⁸⁾ _____. To help solve this issue, parents should teach children the correct way to use technology and encourage more outdoor and group activities. Some teachers believe students ⁽²⁹⁾ _____ avoid mobile phones during class to stay focused. Also, schools are working on programs made ⁽³⁰⁾ _____ students' age and needs, so they can balance learning and device use.

26. ☐ need ☐ prone ☐ able ☐ ready

27. ☐ follow ☐ respect ☐ adhere ☐ ignore

28. ☐ class ☐ community ☐ group ☐ team

29. ☐ have ☐ can ☐ should ☐ might

30. ☐ for ☐ of ☐ in ☐ at

(_____)

10

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

Read the texts. Are the statements which follow each text **True** or **False**?

For each item, shade in the bubble ☐ under the correct option.

- 31.** I was walking along the beach in Thailand when the tsunami hit. I saw people running and screaming, and I rushed to higher ground. The waves destroyed everything in their path, and many tourists were missing for days.

Statement

True	False
------	-------

The writer managed to escape the tsunami by climbing to a higher area.

☐ ☐

- 32.** Ahmed spent six months volunteering in a refugee camp in Jordan. He taught English and math to children who had fled from Syria. He described the experience as emotional and rewarding, although the living conditions were very basic.

Statement

True	False
------	-------

Ahmed volunteered in Syria for six months

☐ ☐

- 33.** A small team of doctors flew to a remote village in Nepal to provide free medical checkups. They had to walk two hours from the nearest road to reach the village. Villagers were extremely grateful, as many had never seen a doctor before.

Statement

True	False
------	-------

The village was difficult to access by vehicle

☐ ☐

- 34.** Laila took part in an environmental project in Indonesia. Her team planted over 2,000 trees in just one week. They also organized workshops for local schools to raise awareness about deforestation.

Statement

True	False
------	-------

Laila's team planted fewer than a thousand trees

☐ ☐

READING 1 (continued)**35.**

In 2019, a group of students in Oman raised money to build a library in a rural school. They collected donations and worked with local builders. Today, the library has hundreds of books and internet access.

Statement

True	False
------	-------

The library was built entirely with government support.

☐ ☐

36.

Amer was chosen to attend a youth summit in Geneva where he gave a speech on climate change. He spoke in front of students from 30 different countries. After his speech, he was interviewed by a major news channel.

Statement

True	False
------	-------

Amer attended the summit and spoke about local issues.

☐ ☐

37.

During summer vacation, Omar and his friends cleaned the beaches of their hometown in Tunisia. They collected plastic waste and talked to visitors about keeping the environment clean. They continued the campaign for three weekends.

Statement

True	False
------	-------

Omar's group ran the beach cleanup campaign for several weekends.

☐ ☐

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

Read the text. Then for each item, shade in the bubble ☐ next to the correct option.

In today's fast and ever-changing job market, employers are constantly looking for the best candidates to fill key positions. One of the ongoing debates in hiring decisions is whether to prioritize academic qualifications or hands-on experience. Both have their strengths, but many employers seem to support experience over educational achievements.

In the competitive job market, many employers prefer hiring experienced employees over those who simply hold academic qualifications. This preference is often driven by the immediate value that experienced individuals bring to the workplace. Unlike newly qualified graduates, experienced candidates are usually ready to take on responsibilities with little supervision or extra training. They have already developed the essential skills and practical knowledge needed for the role, saving the employer both time and resources.

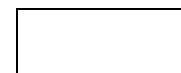
Moreover, experience often means the employee has learned how to handle workplace pressure, solve real-life problems, and communicate effectively with colleagues and clients. These soft skills are rarely taught in universities but are highly valued by employers. In contrast, qualifications represent a person's theoretical understanding and ability to pass exams, which may not always translate into strong performance in the real world.

That said, qualifications still play a vital role in many professions. Fields such as medicine, law, and engineering demand strong academic backgrounds to ensure safety, accuracy, and compliance with regulations. In such cases, qualifications are not just desirable—they are essential. However, even in these fields, experience is often the deciding factor when selecting candidates for higher-level or more sensitive positions.

Additionally, from a business perspective, hiring someone with experience can reduce long-term costs. While a qualified candidate might require months of training, an experienced employee can deliver results from day one. This practical efficiency is what many companies seek, especially in fast industries where time is a critical factor.

In conclusion, although qualifications are important and reflect a person's academic effort and dedication, experience provides the tools and confidence to perform effectively in a real work environment. Therefore, in many cases, it is understandable why employers lean towards experience when making hiring decisions.

38. Employers often choose experienced workers because they need less _____ and supervision.
- ☐ stress ☐ training ☐ equipment
39. The ability to -----workplace pressure is something that comes from real-life experience.
- ☐ handle ☐ avoid ☐ practice
40. Experienced employees are usually able to ____ problems effectively and quickly.
- ☐ ignore ☐ solve ☐ create
41. Employees with experience are better at managing ____ with colleagues and clients.
- ☐ competition ☐ communication ☐ orders
42. Qualified candidates may have strong theory but lack practical _____.
- ☐ tests ☐ examples ☐ experience
43. In some careers, such as medicine or law, academic _____ are absolutely necessary.
- ☐ ideas ☐ qualifications ☐ jobs
44. Experience helps -----to start contributing to the company from the first day.
- ☐ employees ☐ employers ☐ manager
45. The author believes that _____ is often more valuable in most jobs.
- ☐ appearance ☐ qualifications ☐ experience



READING 3 (Items 46–55)**(10 marks)***Read the text. Then complete the task.***A Spark in the Darkness**

Thomas Edison had always been a curious child. He was Born in 1847 in Ohio. He asked endless questions and often took apart gadgets just to see how they worked. With only a few months of formal schooling, most of his knowledge came from reading and experimenting on his own. Even as a young man, Edison believed that success didn't require genius—just hard work and determination. That mindset would shape the rest of his life because he understood that persistence was the key to innovation.

By the time Edison moved to Menlo Park, New Jersey, he had already invented the phonograph, a machine that could record sound. But his dream was even bigger because he wanted to create something that could change everyday life—an electric light bulb that was safe, affordable, and long-lasting. At the time, people still used candles and gas lamps, which were dim and dangerous.

It was a chilly evening in 1879. The air in Edison's small workshop smelled of hot metal and oil. Tools and wires lay scattered across the wooden tables. Inside, Edison stared at the glowing filament inside a glass bulb. Fortunately , he had finally done it because the filament now glowed steadily for hours. For the first time, a steady electric light shone brightly in the darkness.

The journey hadn't been easy. Edison and his team had tested more than 6,000 different materials for the filament—the thin wire that glows when electricity passes through it. Bamboo, cardboard, even cotton thread, none had lasted long enough. Many people would have given up, but not Edison. "I haven't failed," he famously said. "I've just found 10,000 ways that won't work." He kept trying because he was determined to succeed.

One night in October, he used carbonised cotton thread inside a closed glass bulb. This time, the light stayed on for more than 13 hours. It was the breakthrough he had been chasing because it proved that the electric light bulb could last long enough for everyday use. Within a year, homes and streets began to light up across the country.

Edison went on to invent over a thousand devices, including improvements to the telephone, motion picture cameras, and electric generators. Still, the the invention of the electric light bulb is one of his greatest inventions because it changed how people lived and worked.

As he stood in his lab, watching the light glow, Edison didn't pause to celebrate. He simply picked up his notebook and started writing down his next idea. For him, invention wasn't about fame. It was about lighting up the world—one idea at a time.

Task One: For each item, write a short answer (**not more than FOUR WORDS**).

46. Where was Edison born?

47. What is a phonograph?

48. How were the candles and gas lamps before Edison invented the light bulb?

49. How old was Thomas Edison when he invented the the first electric light?

50. How many failed attempts did Edison make before inventing the electric light bulb?

51. Why is Edison's invention considered one of the greatest inventions?

52. Most of Edison's knowledge came from _____

☐ Self study

☐ school

☐ Higher education

53. The thin wire that glows when electricity passes through it is called _____

☐ cardboard

☐ filament

☐ thread

54. The material that finally worked as the filament in Edison's light bulb was _____

☐ Bamboo stick

☐ Copper wire

☐ Carbonized cotton

55. After his invention had succeeded, Edison _____

☐ celebrated his achievement

☐ took a long break

☐ thought about another idea

--

(_____)

25

WRITING 1

(10 marks)

Write at least **80 words** on the following topic:

"How to be an active member in your community"

Your writing should be **well organized** and **clear**.

[illegible]

[illegible]

(_____)

10

WRITING 2

(10 marks)

Complete the following task. Write at least **100 words**.

Situation: Imagine you are Nasser/Nasra Al Ajmi. You are looking for a job for one year. During that period, you have joined many courses.

Task: Write an email / letter to the manager of Al-watan journalism, asking him to apply for a job as a reporter. It is better to :

- include all the requirements that the reporter needs.
- express what makes you a good candidate for the position.
- Mention attaching your CV and two of referees.

Your writing should be clear and interesting.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Marker A	Marker B	Average

(_____)

	10

Marking Guide

ENGLISH LANGUAGE 'CORE'

Bilad Bani Bu Ali School(9_12)

TOTAL MARKS: 70

SEMESTER ONE, 2024/2025

(Mock Exam)

page 1 of 6

*

LISTENING 1 (7 mks)

- | | | |
|--|--|---|
| <input type="radio"/> America | <input checked="" type="radio"/> England | <input type="radio"/> Oman |
| 2. <input type="radio"/> Holiday trip | <input checked="" type="radio"/> Conference trip | <input type="radio"/> Business deal |
| 3. <input checked="" type="radio"/> a career mission | <input type="radio"/> an eye operation | <input type="radio"/> an appointment |
| 4. <input checked="" type="radio"/> three days | <input type="radio"/> one week | <input type="radio"/> two months |
| 5. <input type="radio"/> arrange a tour of Muscat | <input checked="" type="radio"/> Buy some Omani presents | <input type="radio"/> Organise a self-drive car |
| 6. <input type="radio"/> no license | <input checked="" type="radio"/> accident trauma | <input type="radio"/> no interest |
| 7. <input type="radio"/> SMS | <input type="radio"/> Phone | <input checked="" type="radio"/> Email |

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

LISTENING 2 (8 mks)

8. Soren Rassmussen / a german man
 9. 1999
 10. 2500 runners
 11. Hot and humid
12. ☐ dark colored and heavy ☒ light colored and dry ☐ not specific
 13. ☐ a health worker ☐ the organisers ☒ a doctor
 14. ☐ six ☐ eight ☒ ten
 15. ☐ two weeks ☒ nine months ☐ a month

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'. HOWEVER, use common sense for any slightly longer, but obviously correct answers. Qs 12-15: Responses must be indicated clearly

VCB (2.5 mks)	GRM (2.5 mks)
16. headline 17. flexible 18. expand 19. damage 20. eradicate	21. should 22. to make 23. walk 24. feel 25. didn't
<u>Notes:</u> Half-a-mark each. Spelling <u>must</u> be correct.	<u>Notes:</u> Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.

GRM/ VCB (5 mks)

26. ☐ need ☒ prone ☐ able ☐ ready
 27. ☐ follow ☐ respect ☒ adhere ☐ ignore
 28. ☐ class ☒ community ☐ group ☐ team
 29. ☐ have ☐ can ☒ should ☐ might
 30. ☒ for ☐ of ☐ in ☐ at

READING 1 7 mks)		READING 2 (7 mks)		
	True	False		
			38 <input type="radio"/> stress <input checked="" type="radio"/> training <input type="radio"/> equipment	
31.	<input checked="" type="radio"/>	<input type="radio"/>	39 <input checked="" type="radio"/> handle <input type="radio"/> avoid <input type="radio"/> practice	
32.	<input type="radio"/>	<input checked="" type="radio"/>	40 <input type="radio"/> ignore <input checked="" type="radio"/> solve <input type="radio"/> create	
33.	<input checked="" type="radio"/>	<input type="radio"/>	41 <input type="radio"/> competition <input checked="" type="radio"/> communication <input type="radio"/> orders	
34.	<input type="radio"/>	<input checked="" type="radio"/>	42 <input type="radio"/> tests <input type="radio"/> examples <input checked="" type="radio"/> experience	
35.	<input type="radio"/>	<input checked="" type="radio"/>	43 <input type="radio"/> ideas <input checked="" type="radio"/> qualifications <input type="radio"/> jobs	
36.	<input type="radio"/>	<input checked="" type="radio"/>	44 <input checked="" type="radio"/> employees <input type="radio"/> employers <input type="radio"/> manager	
37.	<input checked="" type="radio"/>	<input type="radio"/>	45 <input type="radio"/> appearance <input type="radio"/> qualifications <input checked="" type="radio"/> experience	
<i>Note: One mark each. Responses must be indicated clearly.</i>				

READING 3 (8 mks)

46. Ohio

47. a machine for recording sound.

48. dim and dangerous

49. 32 years

50. 10000

51. Because it changed people's life.

- | | | | |
|-----|--|---|---|
| 52. | <input checked="" type="radio"/> self study | <input type="radio"/> school | <input type="radio"/> higher education |
| 53. | <input type="radio"/> cardboard | <input checked="" type="radio"/> filament | <input type="radio"/> thread |
| 54. | <input type="radio"/> bamboo stick | <input type="radio"/> copper wire | <input checked="" type="radio"/> carbonised cotton |
| 55. | <input type="radio"/> celebrated his achievement | <input type="radio"/> took a long break | <input checked="" type="radio"/> thought about another idea |

Notes: One mark each.

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

Qs 17-20: Responses must be indicated clearly.

WRITING (GENERAL NOTES)

- *The **wording of the descriptors** in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.*
- *There may be different individual ways of approaching a task or interpreting a picture (or set of pictures), but a basic requirement for all answers is that they are **relevant**.*
- *If answers are **clearly not relevant** and the student has clearly not attempted the task that was set, **no marks** should be awarded.*
- *However, if a student has **genuinely attempted the task**, but their answer is only **partly** relevant, then a **reduced** mark (not zero) should be awarded.*
- *If markers are in any doubt, they should consult with other markers and with the Table Head*

WRITING 1 (10 mks)

10	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
8	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> -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	<p>Message to the intended reader(s) is unclear.</p> <ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>
<p><i><u>Note 1:</u> The task is to write a letter/ an e-mail, so students <u>must</u> include a greeting at the start <u>and</u> a closing at the end. If they do not, they will lose marks. <u>PROCEDURE:</u> Each marker marks the <u>content</u> of the e-mail according to the Rating Scale — then, if either the greeting or the closing are <u>missing</u>, deduct two marks from the content-score.</i></p> <p><i><u>Note 2:</u> No marks should be awarded or deducted for the address. Any addresses should be ignored.</i></p>	

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
8	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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	<p>Message to the intended reader(s) is unclear.</p> <ul style="list-style-type: none"> – 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	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>
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