

# English Language Test- Marking Guide Grade Eleven Core 2025/2026



تم تحميل هذا الملف من موقع المناهج العمانية

موقع فايلاتي ← المناهج العمانية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-06-02 11:39:44

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج  
العمانية على  
فيسبوك

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الثاني

برزنتيشنات متنوعة الخداع البصري والعمل التطوعي والفضاء والتنمر وجزر المالديف وأهمية القانون

1

نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

2

كتاب الطالب english with Engage الطبعة الثانية

3

كتاب النشاط english with Engage الطبعة الثانية

4

نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

5



**English Language Test- Marking Guide**  
**Grade Eleven “Core”**  
**Academic Year -2025/2026**  
**Semester Two-First Session**

**Notice:** • **Number of Pages: 7** • **Total Marks: 60**

**LISTENING 1 (7 mks)**

- |  |   |   |
|--|---|---|
| 1. <input type="radio"/> two                   | <input type="radio"/> three                   | <input checked="" type="radio"/> four         |
| 2. <input checked="" type="radio"/> creativity | <input type="radio"/> peace                   | <input type="radio"/> unity                   |
| 3. <input type="radio"/> kids                  | <input type="radio"/> teenagers               | <input checked="" type="radio"/> young adults |
| 4. <input type="radio"/> street                | <input type="radio"/> park                    | <input checked="" type="radio"/> school       |
| 5. <input type="radio"/> morning               | <input checked="" type="radio"/> afternoon    | <input type="radio"/> evening                 |
| 6. <input type="radio"/> singing performance   | <input checked="" type="radio"/> comedy plays | <input type="radio"/> fashion show            |
| 7. <input type="radio"/> 10                    | <input type="radio"/> 25                      | <input checked="" type="radio"/> 35           |

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

## LISTENING 2 (8 mks)

## Part One

8. Nepal
9. At the age of four / 4 / four (years old)
10. growing crops
11. 54 cm / fifty-four cm

## Part Two

12.  Nepal  Italy  India
13.  Sultan Kosen  Lee Redmon  Nesta Carter
14.  newspaper  TV show  website
15.  2013  2014  2015

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)

	summit	champion	challenges	inspiring	gradual	proposes	altitude	encouraged
1.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

## GRM (2.5 mks)

6. does
7. the
8. for
9. to
10. has

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

GRM/ VCB (5 mks)								
11.	<input type="radio"/>	herb	<input checked="" type="radio"/>	community	<input type="radio"/>	deadline	<input type="radio"/>	speech
12.	<input type="radio"/>	compete	<input type="radio"/>	affirm	<input type="radio"/>	reduce	<input checked="" type="radio"/>	motivate
13.	<input type="radio"/>	are	<input type="radio"/>	has	<input type="radio"/>	have	<input checked="" type="radio"/>	can
14.	<input type="radio"/>	data	<input checked="" type="radio"/>	litter	<input type="radio"/>	donations	<input type="radio"/>	souvenirs
15.	<input checked="" type="radio"/>	volunteer	<input type="radio"/>	navigate	<input type="radio"/>	attack	<input type="radio"/>	celebrate
16.	<input checked="" type="radio"/>	help	<input type="radio"/>	helps	<input type="radio"/>	helped	<input type="radio"/>	helping
17.	<input type="radio"/>	toast	<input checked="" type="radio"/>	vote	<input type="radio"/>	review	<input type="radio"/>	forget
18.	<input type="radio"/>	spectacular	<input checked="" type="radio"/>	legal	<input type="radio"/>	middle	<input type="radio"/>	memorable
19.	<input type="radio"/>	leads	<input type="radio"/>	leading	<input checked="" type="radio"/>	lead	<input type="radio"/>	led
20.	<input type="radio"/>	good	<input checked="" type="radio"/>	better	<input type="radio"/>	best	<input type="radio"/>	bad

*Notes: Half-a-mark each. Responses must be indicated clearly.*

READING 1 (5 mks)			READING 2 (7 mks)						
	<b>True</b>	<b>False</b>	6.	<input type="radio"/>	Canada	<input checked="" type="radio"/>	Jordan	<input type="radio"/>	Spain
1.	<input type="radio"/>	<input checked="" type="radio"/>	7.	<input type="radio"/>	train	<input type="radio"/>	bus	<input checked="" type="radio"/>	plane
2.	<input type="radio"/>	<input checked="" type="radio"/>	8.	<input type="radio"/>	two	<input type="radio"/>	three	<input checked="" type="radio"/>	four
3.	<input checked="" type="radio"/>	<input type="radio"/>	9.	<input checked="" type="radio"/>	keep the city safe	<input type="radio"/>	be home for sultans	<input type="radio"/>	attract tourists
4.	<input type="radio"/>	<input checked="" type="radio"/>	10.	<input checked="" type="radio"/>	Nasrid Palaces	<input type="radio"/>	Alcazaba Fort	<input type="radio"/>	Generalife Gardens
5.	<input checked="" type="radio"/>	<input type="radio"/>	11.	<input type="radio"/>	take a walk	<input checked="" type="radio"/>	watch the city	<input type="radio"/>	rest and relax
			12.	<input type="radio"/>	read a story	<input type="radio"/>	watch a film	<input checked="" type="radio"/>	see a documentary

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

### READING 3 (8 mks)

13. Netherland

14. to save the environment/ to protect the environment

15. local people

16. woodwork

17.  2009

2011

2025

18.  1000

2000

3800

19.  Europe

America

Asia

20.  simple

electronic

large

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 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.

<b>WRITING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organisation, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	<p><i>No attempt at the task:</i> <u>EITHER</u> Irrelevant (Completely unrelated to the topic)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense.</p>

## ARRIVING AT FINAL SCORES

## WRITING 2 (10 mks)

<b>10</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is well-structured, but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>
<b>0</b>	No attempt at the task: EITHER Irrelevant (Completely unrelated to the pictures/ task/ instructions) OR Hardly any writing at all, or not written in English OR Completely nonsense.

**Multiple-choice items:** In these sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

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

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

In such cases, there are two possible procedures:

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

#### CALCULATION OF AVERAGES:

WRT 1		WRT 2	
Pair of scores	Final score	Pair of scores	Final score
5 / 4	4.5	10 / 8	9
4 / 3	3.5	8 / 6	7
3 / 2	2.5	6 / 4	5
2 / 1	1.5	4 / 2	3
1 / 0	0.5	2 / 0	1

**IMPORTANT NOTE:** As in previous years, **individual** markers should **only** award the marks specified in the relevant Rating Scale\* (as in 'pair of scores' above). 'In-between marks' (as in 'final score' above) can **only** be awarded when two (differing) individual marks are combined by the Supervisor/ Adjudicator.