

تم تحميل هذا الملف من موقع المناهج العُمانية



\*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/om>

\* للحصول على أوراق عمل لجميع مواد الصف الحادي عشر اضغط هنا

<https://almanahj.com/om/11>

\* للحصول على جميع أوراق الصف الحادي عشر في مادة لغة انجليزية ولجميع الفصول, اضغط هنا

<https://almanahj.com/om/11english>

\* للحصول على أوراق عمل لجميع مواد الصف الحادي عشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

<https://almanahj.com/om/11english1>

\* لتحميل كتب جميع المواد في جميع الفصول للـ الصف الحادي عشر اضغط هنا

<https://almanahj.com/om/grade11>

للتحدث إلى بوت على تلغرام: اضغط هنا

[https://t.me/omcourse\\_bot](https://t.me/omcourse_bot)

**GRADE ELEVEN**  
**ENGLISH LANGUAGE 'CORE'**  
**SEMESTER ONE, 2019/2020, FIRST SESSION**

**MARKING GUIDE**  
**TOTAL MARKS: 60**  
 page 1 of 5

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<b>LISTENING 1 (7 mks)</b>		
1. <input type="radio"/> 13	<input checked="" type="radio"/> 18	<input type="radio"/> 22
2. <input type="radio"/> children find their bags	<input checked="" type="radio"/> parents locate their children	<input type="radio"/> schools track students
3. <input type="radio"/> one	<input type="radio"/> two	<input checked="" type="radio"/> three
4. <input checked="" type="radio"/> watch	<input type="radio"/> hand-held device	<input type="radio"/> device attached to a school bag
5. <input checked="" type="radio"/> tracking system	<input type="radio"/> colour	<input type="radio"/> camera
6. <input type="radio"/> parents	<input checked="" type="radio"/> principals	<input type="radio"/> friends
7. <input checked="" type="radio"/> secure financial support	<input type="radio"/> sell his device	<input type="radio"/> complete his studies
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

<b>LISTENING 2 (8 mks)</b>		
8. Fifteen /15		
9. Two hundred thousand/200,000		
10. fishing		
11. French		
12. <input type="radio"/> 300	<input type="radio"/> 5,000	<input checked="" type="radio"/> 50,000
13. <input checked="" type="radio"/> volcano boarding	<input type="radio"/> surfing	<input type="radio"/> scuba diving
14. <input type="radio"/> high mountains	<input checked="" type="radio"/> beautiful beaches	<input type="radio"/> steep cliffs
15. <input checked="" type="radio"/> Saturday	<input type="radio"/> Monday	<input type="radio"/> Tuesday
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

VCB (2.5 mks)								
	advantages	contribution	evidence	opinion	pressure	relationships	reply	study
1.	<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"/>
2.	<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"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<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"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM (2.5 mks)				
6.	<input type="radio"/> gone	<input type="radio"/> goes	<input checked="" type="radio"/> go	<input type="radio"/> going
7.	<input type="radio"/> sell	<input checked="" type="radio"/> sold	<input type="radio"/> selling	<input type="radio"/> sells
8.	<input type="radio"/> is	<input type="radio"/> are	<input checked="" type="radio"/> was	<input type="radio"/> were
9.	<input checked="" type="radio"/> What	<input type="radio"/> When	<input type="radio"/> Where	<input type="radio"/> Why
10.	<input type="radio"/> am	<input type="radio"/> had	<input type="radio"/> have	<input checked="" type="radio"/> will

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

GRM/ VCB (5 mks)				
11.	<input checked="" type="radio"/> fun	<input type="radio"/> sadness	<input type="radio"/> trouble	<input type="radio"/> pain
12.	<input type="radio"/> captured	<input checked="" type="radio"/> excited	<input type="radio"/> damaged	<input type="radio"/> dissatisfied
13.	<input checked="" type="radio"/> a	<input type="radio"/> an	<input type="radio"/> in	<input type="radio"/> on
14.	<input type="radio"/> good	<input type="radio"/> lesser	<input checked="" type="radio"/> best	<input type="radio"/> less
15.	<input checked="" type="radio"/> places	<input type="radio"/> plains	<input type="radio"/> ports	<input type="radio"/> pools
16.	<input type="radio"/> frighten	<input checked="" type="radio"/> frightened	<input type="radio"/> frightening	<input type="radio"/> frightens
17.	<input type="radio"/> confused	<input type="radio"/> disappeared	<input type="radio"/> threatened	<input checked="" type="radio"/> managed
18.	<input type="radio"/> fought	<input checked="" type="radio"/> tried	<input type="radio"/> increased	<input type="radio"/> caught
19.	<input type="radio"/> nothing	<input checked="" type="radio"/> anything	<input type="radio"/> everything	<input type="radio"/> nowhere
20.	<input type="radio"/> than	<input checked="" type="radio"/> as	<input type="radio"/> that	<input type="radio"/> then

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

READING 1 (5 mks)		READING 2 (6 mks)					
	<b>True</b>	<b>False</b>					
1.	<input type="radio"/>	<input checked="" type="radio"/>	6.	<input type="radio"/> children	<input type="radio"/> women	<input checked="" type="radio"/> animals	
2.	<input checked="" type="radio"/>	<input type="radio"/>	7.	<input checked="" type="radio"/> 25 minutes	<input type="radio"/> 2 hours	<input type="radio"/> 2.5 hours	
3.	<input checked="" type="radio"/>	<input type="radio"/>	8.	<input type="radio"/> alone	<input type="radio"/> with his pet	<input checked="" type="radio"/> with another pilot	
4.	<input checked="" type="radio"/>	<input type="radio"/>	9.	<input checked="" type="radio"/> expensive	<input type="radio"/> windy	<input type="radio"/> cold	
5.	<input type="radio"/>	<input checked="" type="radio"/>	10.	<input type="radio"/> oil	<input type="radio"/> steam	<input checked="" type="radio"/> helium	
			11.	<input type="radio"/> 1930s	<input type="radio"/> 1970s	<input checked="" type="radio"/> 1980s	
			12.	<input checked="" type="radio"/> three weeks	<input type="radio"/> less than three weeks	<input type="radio"/> more than three weeks	
<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>			<p><u>Notes:</u> One mark each. Responses must be indicated <u>clearly</u>.</p>				

READING 3 (8 mks)		
13.	Duke University/USA.	
14.	(Their) Smartphone/The students' smartphones/(Volunteers') phones.	
15.	Between 11 and 15/From eleven to fifteen (years of age).	
16.	Two to three hours a day/2 to 3 hours (every day).	
17.	<input type="radio"/> 'Digital Technology'	<input checked="" type="radio"/> 'Child Development'
	<input checked="" type="radio"/> 'Mental Health'	<input type="radio"/>
18.	<input type="radio"/> 15	<input type="radio"/> 41
	<input checked="" type="radio"/> 151	<input type="radio"/>
19.	<input checked="" type="radio"/> a month	<input type="radio"/> 11 months
	<input type="radio"/> 18 months	<input type="radio"/>
20.	<input type="radio"/> inattentive	<input type="radio"/> hyperactive
	<input checked="" type="radio"/> depressed	<input type="radio"/>
<p><u>Notes:</u> One mark each.</p> <p><u>Qs 13-16:</u> (i) Complete accuracy in grammar &amp; spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</p> <p><u>Qs 17-20:</u> Responses must be indicated <u>clearly</u>.</p>		

**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.

**WRITING 1 (5 mks)**

<b>5</b>	<ul style="list-style-type: none"> <li>- Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</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>4</b>	<ul style="list-style-type: none"> <li>- Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</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>3</b>	<ul style="list-style-type: none"> <li>- Manages to present relevant information, but only in a somewhat limited way.</li> <li>- Minimal use of details and examples.</li> <li>- Writing is not 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>2</b>	<ul style="list-style-type: none"> <li>- Attempts to present information, but the results are obviously inadequate.</li> <li>_ Poor use of details and examples.</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>1</b>	<ul style="list-style-type: none"> <li>- Presents very little relevant information indeed.</li> <li>_ No use of details and examples.</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>	<p><u>No attempt at the task</u>: <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>

<b>WRITING 2 (10 mks)</b>	
<b>10</b>	<ul style="list-style-type: none"> <li>- Message to the intended reader(s) is <u>very clear</u>.</li> <li>- Writing clearly succeeds in achieving its intended purpose.</li> <li>- Writing 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>8</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is fairly clear.</li> <li>- Writing has reasonable success in achieving its intended purpose.</li> <li>- Writing is generally well-organised, 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>-Message to the intended reader(s) is partially clear.</li> <li>- Writing has only partially achieved its intended purpose.</li> <li>-Writing is not well-organised, 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>-Message to the intended reader(s) is mostly unclear.</li> <li>- Writing has only very limited success in achieving its intended purpose.</li> <li>- Writing is poorly-organised, and often unclear.</li> <li>- A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Message to the intended reader(s) is unclear.</li> <li>- Writing clearly fails to achieve its intended purpose.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary, and frequent serious errors.</li> </ul>
<b>0</b>	<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><b>Note 1:</b> The task is to write a <b>letter/ an e-mail</b>, 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. <b>PROCEDURE:</b> 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>, <b>deduct two marks</b> from the content-score.</p> <p><b>Note 2:</b> No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	