

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الرسمي الفترة الصباحية

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

تاريخ نشر الملف على موقع المناهج: 09:14:02 2023-05-17

التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

[نموذج إجابة الامتحان النهائي الرسمي الفترة الصباحية](#)

1

[مراجعة شاملة للمادة](#)

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[اختبارات وتدريبات على الكلمات والقواعد Vocabulary & Grammar Exercises](#)

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[امتحان تجريبي جديد exam mock](#)

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LISTENING 1 (7 mks)

- | | | | |
|----|--|---|---|
| 1. | <input type="radio"/> a school | <input type="radio"/> a house | <input checked="" type="radio"/> an airport |
| 2. | <input type="radio"/> friend | <input checked="" type="radio"/> mother | <input type="radio"/> father |
| 3. | <input type="radio"/> sisters | <input checked="" type="radio"/> friends | <input type="radio"/> brothers |
| 4. | <input checked="" type="radio"/> trust | <input type="radio"/> talk with | <input type="radio"/> study with |
| 5. | <input checked="" type="radio"/> 12 | <input type="radio"/> 1 | <input type="radio"/> 2 |
| 6. | <input type="radio"/> harmful | <input checked="" type="radio"/> unreliable | <input type="radio"/> funny |
| 7. | <input type="radio"/> four | <input type="radio"/> three | <input checked="" type="radio"/> two |

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

LISTENING 2 (8 mks)

Part One

8. Al Rahma
9. 1924
10. India
11. 31

Part Two

- | | | | |
|-----|---|--|---------------------------------------|
| 12. | <input checked="" type="radio"/> flames | <input type="radio"/> clothes | <input type="radio"/> voices |
| 13. | <input checked="" type="radio"/> two | <input type="radio"/> three | <input type="radio"/> four |
| 14. | <input type="radio"/> an Omani | <input checked="" type="radio"/> a British | <input type="radio"/> a Pakistani |
| 15. | <input type="radio"/> three | <input type="radio"/> four | <input checked="" type="radio"/> five |

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)								
	compete	experience	entire	suggest	completely	powerful	flock	connect
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<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"/>

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

GRM/ (2.5 mks)	
6.	as
7.	for
8.	still
9.	did
10.	to

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

GRM/ VCB (5 mks)				
11.	<input checked="" type="radio"/> ago	<input type="radio"/> yet	<input type="radio"/> since	<input type="radio"/> already
12.	<input type="radio"/> than	<input type="radio"/> must	<input checked="" type="radio"/> most	<input type="radio"/> more
13.	<input type="radio"/> had	<input checked="" type="radio"/> have	<input type="radio"/> has	<input type="radio"/> having
14.	<input type="radio"/> succeed	<input type="radio"/> debate	<input checked="" type="radio"/> promote	<input type="radio"/> borrow
15.	<input checked="" type="radio"/> Since	<input type="radio"/> Already	<input type="radio"/> In	<input type="radio"/> Yet
16.	<input type="radio"/> forgot	<input type="radio"/> apologized	<input type="radio"/> cut	<input checked="" type="radio"/> achieved
17.	<input checked="" type="radio"/> can	<input type="radio"/> are	<input type="radio"/> have	<input type="radio"/> is
18.	<input type="radio"/> the	<input checked="" type="radio"/> than	<input type="radio"/> most	<input type="radio"/> more
19.	<input type="radio"/> deal	<input type="radio"/> harm	<input checked="" type="radio"/> inspire	<input type="radio"/> learn
20.	<input type="radio"/> projects	<input type="radio"/> bodies	<input type="radio"/> features	<input checked="" type="radio"/> societies

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



READING 1 (5 mks)		READING 2 (7 mks)		
True	False			
		6. <input checked="" type="radio"/> the Buenos Aires Tango Festival	<input type="radio"/> the tango World festival	<input type="radio"/> the Luna Park festival
1.	<input type="radio"/>	<input checked="" type="radio"/> culture	<input type="radio"/> music	<input checked="" type="radio"/> music and culture
2.	<input checked="" type="radio"/>	<input type="radio"/> one time	<input type="radio"/> two times	<input type="radio"/> three times
3.	<input type="radio"/>	<input type="radio"/> food celebration	<input checked="" type="radio"/> tango concerts	<input type="radio"/> football matches
4.	<input type="radio"/>	<input checked="" type="radio"/> Luna Park stadium	<input type="radio"/> fort	<input type="radio"/> theatre
5.	<input checked="" type="radio"/>	<input type="radio"/> tango concerts	<input type="radio"/> tango workshops	<input checked="" type="radio"/> tango markets
		11. <input type="radio"/> texting	<input type="radio"/> calling	<input checked="" type="radio"/> sending an email
		12. <input type="radio"/>		

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

READING 3 (8 mks)		
13.	3,133 meters	
14.	(Its) summit	
15.	steep	
16.	can see many birds	
17.	<input checked="" type="radio"/> picnic areas	<input type="radio"/> the summit
		<input type="radio"/> hiking areas
18.	<input type="radio"/> hotels	<input type="radio"/> houses
		<input checked="" type="radio"/> camping areas
19.	<input checked="" type="radio"/> take it slow	<input type="radio"/> drinking water
		<input type="radio"/> camping
20.	<input type="radio"/> use your bike	<input checked="" type="radio"/> take a guided trip
		<input type="radio"/> ride camels

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.

WRITING 1 (5 mks)

5	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
3	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy
2	<ul style="list-style-type: none"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<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>



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



ARRIVING AT FINAL SCORES

LST/ RDG: In these two 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
10 / 8	9	10 / 8	9
8 / 6	7	8 / 6	7
6 / 4	5	6 / 4	5
4 / 2	3	4 / 2	3
2 / 0	1	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. [* Note: This means that, even though the computer screen shows all the possible final scores, **individual** markers should **only** use those scores which are mentioned in the scale.]