

تم تحميل هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

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

تاريخ إضافة الملف على موقع المناهج: 08:45:03 2024-06-06

التواصل الاجتماعي بحسب الصف الحادي عشر



اضغط هنا للحصول على جميع روابط "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

[الامتحان النهائي الرسمي الدور الأول الفترة الصباحية في محافظة مسقط](#)

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[مواضيع Presentation متنوعة](#)

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

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**LISTENING 1 (7 mks)**

- |    |                                            |                                         |                                            |
|----|--------------------------------------------|-----------------------------------------|--------------------------------------------|
| 1. | <input type="radio"/> springs              | <input type="radio"/> lakes             | <input checked="" type="radio"/> mountains |
| 2. | <input checked="" type="radio"/> six hours | <input type="radio"/> half an hour      | <input type="radio"/> three hours          |
| 3. | <input type="radio"/> Indian               | <input type="radio"/> Chinese           | <input checked="" type="radio"/> Italian   |
| 4. | <input type="radio"/> resort               | <input checked="" type="radio"/> tent   | <input type="radio"/> hotel                |
| 5. | <input type="radio"/> mountain biking      | <input type="radio"/> rock climbing     | <input checked="" type="radio"/> hiking    |
| 6. | <input type="radio"/> before               | <input checked="" type="radio"/> during | <input type="radio"/> after                |
| 7. | <input checked="" type="radio"/> forest    | <input type="radio"/> desert            | <input type="radio"/> cave                 |

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

**LISTENING 2 (8 mks)**

**Part One**

- 8. England
- 9. her mother
- 10. (first) jacket
- 11. to pay the college fees

**Part Two**

- |     |                                             |                                         |                                         |
|-----|---------------------------------------------|-----------------------------------------|-----------------------------------------|
| 12. | <input type="radio"/> 1995                  | <input type="radio"/> 1997              | <input checked="" type="radio"/> 2001   |
| 13. | <input type="radio"/> leather               | <input checked="" type="radio"/> cotton | <input type="radio"/> fur               |
| 14. | <input checked="" type="radio"/> earn money | <input type="radio"/> save animals      | <input type="radio"/> buy bags          |
| 15. | <input type="radio"/> London                | <input type="radio"/> Paris             | <input checked="" type="radio"/> Millan |

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)								
	connect	inspire	obesity	online	private	promote	protect	voyage
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 type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<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"/>
5.	<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"/>

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

GRM (2.5 mks)	
6.	yet
7.	shall
8.	has / had
9.	ago
10.	were

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

GRM/ VCB (5 mks)				
11.	<input type="radio"/> a	<input checked="" type="radio"/> the	<input type="radio"/> an	<input type="radio"/> some
12.	<input type="radio"/> since	<input type="radio"/> already	<input checked="" type="radio"/> for	<input type="radio"/> still
13.	<input type="radio"/> reward	<input type="radio"/> symbol	<input type="radio"/> prodigy	<input checked="" type="radio"/> herb
14.	<input checked="" type="radio"/> illnesses	<input type="radio"/> connections	<input type="radio"/> occasions	<input type="radio"/> customs
15.	<input type="radio"/> of	<input checked="" type="radio"/> to	<input type="radio"/> on	<input type="radio"/> at
16.	<input type="radio"/> title	<input type="radio"/> feature	<input checked="" type="radio"/> scent	<input type="radio"/> feather
17.	<input checked="" type="radio"/> review	<input type="radio"/> documentary	<input type="radio"/> show	<input type="radio"/> drama
18.	<input type="radio"/> have	<input type="radio"/> has	<input type="radio"/> need	<input checked="" type="radio"/> can
19.	<input type="radio"/> community	<input type="radio"/> obesity	<input checked="" type="radio"/> memory	<input type="radio"/> corpse
20.	<input checked="" type="radio"/> have	<input type="radio"/> has	<input type="radio"/> is	<input type="radio"/> are

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

READING 1 (5 mks)		READING 2 (7 mks)		
True	False			
		6. <input type="radio"/> two	<input checked="" type="radio"/> three	<input type="radio"/> four
1. <input type="radio"/>	<input checked="" type="radio"/>	7. <input checked="" type="radio"/> his own	<input type="radio"/> local people	<input type="radio"/> tour companies
2. <input checked="" type="radio"/>	<input type="radio"/>	8. <input type="radio"/> high school	<input checked="" type="radio"/> summer club	<input type="radio"/> social club
3. <input type="radio"/>	<input checked="" type="radio"/>	9. <input checked="" type="radio"/> 2016	<input type="radio"/> 2017	<input type="radio"/> 2018
4. <input type="radio"/>	<input checked="" type="radio"/>	10. <input type="radio"/> organized	<input type="radio"/> independent	<input checked="" type="radio"/> patient
5. <input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> dealing with old people	<input checked="" type="radio"/> fixing vehicles	<input type="radio"/> learning a language
		12. <input type="radio"/> Tanzania	<input type="radio"/> England	<input checked="" type="radio"/> Scotland

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

READING 3 (8 mks)		
13.	600 records	
14.	to be in the Guinness Book	
15.	bike race	
16.	1980	
17.	<input type="radio"/> cycling	<input checked="" type="radio"/> jumping jacks <input type="radio"/> lighting candles
18.	<input type="radio"/> bike on his chin	<input type="radio"/> bottle on his head <input checked="" type="radio"/> pogo stick
19.	<input type="radio"/> 6 and half an hour	<input checked="" type="radio"/> 10 and half an hour <input type="radio"/> 11 and half an hour
20.	<input checked="" type="radio"/> enjoyable	<input type="radio"/> impossible <input type="radio"/> difficult

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.

<b>WRITING (GENERAL NOTES)</b>
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- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The <b>wording of the descriptors</b> in the relevant Rating Scale should form the basis of all decisions (and discussions) on the marks to be awarded.</li> <li>• There may be different individual ways of approaching a task but a basic requirement for all answers is that they are <b>relevant</b>.</li> <li>• If answers are <b>clearly not relevant</b> and the student has clearly not attempted the task that was set, <b>no marks</b> should be awarded.</li> <li>• However, if a student has <b>genuinely attempted the task</b>, but their answer is only <b>partly</b> relevant, then a <b>reduced</b> mark (<u>not</u> zero) should be awarded.</li> <li>• If markers are in any doubt, they should consult with other markers and with the Table Head.</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>WRITING 1 (5 mks)</b>
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<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>_Express opinions on topics, but the results are clearly inadequate.</li> <li>- Is generally weak in supporting points with relevant evidence.</li> <li>- Essays lack organization, 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><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>– 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>	<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>