

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية

[موقع المناهج](#) ← [المناهج العمانية](#) ← [الصف الحادي عشر](#) ← [لغة انجليزية](#) ← [الفصل الأول](#) ← [الملف](#)

تاريخ نشر الملف على موقع المناهج: 05:22:57 2024-01-04

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 الأول

[مذكرة شاملة لكافة محتوى المادة](#)

1

[تذكير نحوي recall grammar مع الإجابات](#)

2

[نموذج اختبار قصير في Grammar مع الإجابات](#)

3

[مراجعة القسم الرابع Innovation مع الإجابات](#)

4

[مراجعة القسم الثاني Things Teenage Those مع الإجابات](#)

5

LISTENING 1 (10 mks)

Task one

- | | | | |
|----|---|---|---|
| 1. | <input type="radio"/> Candian | <input type="radio"/> Ameican | <input checked="" type="radio"/> Japanese |
| 2. | <input checked="" type="radio"/> four | <input type="radio"/> six | <input type="radio"/> ten |
| 3. | <input type="radio"/> City Hall Park | <input checked="" type="radio"/> Central Park | <input type="radio"/> Shawangunk Ridge |
| 4. | <input checked="" type="radio"/> Brooklyn | <input type="radio"/> Albany | <input type="radio"/> Buffalo |
| 5. | <input type="radio"/> 2006 | <input type="radio"/> 2007 | <input checked="" type="radio"/> 2008 |
| 6. | <input type="radio"/> V10 | <input checked="" type="radio"/> V13 | <input type="radio"/> V12 |

Task Two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> |

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

LISTENING 2 (10 mks)

LISTENING 2 Part One

- 11. Virginia
- 12. 19 years old
- 13. wasted both time and money
- 14. 1902
- 15. Piggly Wiggly
- 16. second section

LISTENING 2 Part Two

- 17. clerk
- 18. Impulse
- 19. nine
- 20. self-service

Notes: One mark each.

Qs 11-20: (i) Notes: 1) **Grammatical mistakes** (e.g. etc): These should be ignored, as long as it is clear that the substance of the answer is correct.

2) **Genuine spelling mistakes** — i.e. when the student obviously knew what the word was and understood what it meant, but could not spell it correctly — should also be ignored, as long as **ALL** of the following criteria are met:

- (a) Certain key letters **must** be included: No. : No. :
- (b) In cases where letters are 'optional', the mis-spelling must be **close to** the correct spelling. (e.g. accept but not)
- (c) Above all, the mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

As stated in the instructions, answers should consist of not more than four words. (Note: When counting the words, do not include any words provided by the exam-writers.) Longer answers will normally be marked wrong. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis.

READING 1 (10 mks)

Task one

1. *China*, India, Japan and Korea
- 2- through Chinese culture
- 3- the 19th century
4. students found it hard to go for another course / law force students to study medicine first
- 5- kidney failure and liver damage/ contain toxic chemicals or heavy metals
6. needs warning label

Task two

- | | True | False |
|-----|----------------------------------|----------------------------------|
| 7. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input checked="" type="radio"/> |
| 9. | <input type="radio"/> | <input checked="" type="radio"/> |
| 10. | <input type="radio"/> | <input checked="" type="radio"/> |

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

1) **Grammatical mistakes** should be ignored.

2) Complete accuracy in **spelling** is not required, but any mis-spelt word(s) must be **clearly and convincingly recognisable** as a correct answer to the question.

3) As stated in the instructions, answers should be short. (longer answers will normally be marked wrong, especially if they are simply copied from the text. **HOWEVER**, if a student has written one (or even two) extra words and the answer is convincing and clearly correct, common sense should be applied and marks awarded, on a case-by-case basis. Responses must be indicated clearly.

READING 2 (10 mks)

Task one

- | | | | |
|-----|--|---|---|
| 11. | <input type="radio"/> forest | <input type="radio"/> grassland | <input checked="" type="radio"/> beach |
| 12. | <input type="radio"/> short wings | <input checked="" type="radio"/> turquoise feet | <input type="radio"/> funny face |
| 13. | <input type="radio"/> Inability | <input type="radio"/> feature | <input checked="" type="radio"/> skill |
| 14. | <input type="radio"/> the mother | <input type="radio"/> the father | <input checked="" type="radio"/> both of them |
| 15. | <input checked="" type="radio"/> fish | <input type="radio"/> iguana | <input type="radio"/> turtle |
| 16. | <input checked="" type="radio"/> observe | <input type="radio"/> increase | <input type="radio"/> count |

One mark each. Responses must be indicated clearly.

Task two

17.B
18.E
19.G
20.A

One mark each. 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"> - Presents relevant information clearly and in an interesting way. - Very good use of details and examples. - Language used is fully appropriate to the type of text. - A varied range of grammar and vocabulary with a very good level of accuracy.
8	<ul style="list-style-type: none"> - Presents relevant information with reasonable success. - Good use of details and examples. - Language used is mostly appropriate to the type of text. - A fair range of grammar and vocabulary with a good level of accuracy.
6	<ul style="list-style-type: none"> - Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. - Language used is reasonably appropriate to the type of text. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
4	<ul style="list-style-type: none"> - Attempts to present information, but the results are obviously inadequate. - Poor use of details and examples. - Language used is often inappropriate to the type of text. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> - Presents very little relevant information indeed. - No use of details and examples. - Language used is wholly inappropriate to the type of text. - Extremely limited range of grammar and vocabulary with frequent serious errors
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Not related to the picture or to the information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense.</p>
<p>* See <u>both</u> the picture <u>and</u> the information points provided.</p>	

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> - Message to the intended reader is <u>very clear</u>. - Writing clearly succeeds in achieving its purpose. - Writing is well-organised, clear and coherent. - A fair range of grammatical structures and vocabulary, with a good level of accuracy.
8	<ul style="list-style-type: none"> - Message to the intended reader is <u>fairly clear</u>. - Writing has reasonable success in achieving its purpose. - Writing is generally organised, and for the most part clear and coherent. - Grammar and vocabulary are reasonably correct, though limited in range.
6	<ul style="list-style-type: none"> - Message to the intended reader is <u>mixed</u>. - Writing has partially achieved its main purpose, but: - Writing is poorly organised but are still reasonably clear. - There is a noticeable lack of accuracy in the use of grammar and vocabulary.
4	<ul style="list-style-type: none"> - Message to the intended reader is <u>partially clear</u>. - Writing only has very limited success in achieving its purpose. - Writing lacks organization, lacking on coherence and not clear. - Grammar and vocabulary contain frequent serious errors.
2	<ul style="list-style-type: none"> - Message to the intended reader is <u>mostly unclear</u>. - Writing clearly fails to achieve its intended purpose. - Writing is incoherent and confusing. - The grammar and vocabulary used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: EITHER Irrelevant (Completely unrelated to the task/ instructions) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</p>
<p><i>Note 1: The task is to write a formal letter/ an e-mail, so students <u>must</u> include a greeting at the start and a closing at the end. If they do not, they will lose marks. PROCEDURE: 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>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</i></p>	

ARRIVING AT FINAL SCORES

LST/ RDG: In these four sections, all student responses are of the objectively-marked, right-or-wrong type. So, there should never be any discrepancies in the marks awarded.

For ensuring that no such discrepancies occur:

Action required: With 'short answer' items (LST 2, RDG 1), 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.]