

شكراً لتحميلك هذا الملف من موقع المناهج العمانية



نموذج إجابة الامتحان النهائي الدور الأول الفترة الصباحية

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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

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

[مذكرة شاملة لكافة محتوى المادة](#)

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[تذكير نحوي recall grammar مع الإجابات](#)

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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>Note 1: The task is to write a formal letter/ an e-mail, so students must 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 content of the e-mail according to the Rating Scale — then, if either the greeting or the closing are missing, deduct two marks from the content-score.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be ignored.</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.]