

تم تحميل هذا الملف من موقع المناهج العمانية



## نموذج إجابة الامتحان النهائي الرسمي الدور الأول الفترة الصباحية

موقع فايلاتي ← المناهج العمانية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الأول ← الامتحان النهائي ← الملف

تاريخ إضافة الملف على موقع المناهج: 12:06:13 2025-01-16

ملفات اكتب للمعلم اكتب للطالب الاختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات و تقارير | مذكرات و بنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

## التواصل الاجتماعي بحسب الصف الحادي عشر



الرياضيات



اللغة الانجليزية



اللغة العربية



التربية الاسلامية



المواد على تلغرام

صفحة المناهج  
العمانية على  
فيسبوك

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

ملخص شرح قاعدة الماضي البسيط المبني للمجهول passive simple Past

1

ملخص شرح قاعدة زمن الماضي البسيط Tense Past Simple

2

ملخص شرح قاعدة زمن المستقبل Tense Future

3

ملخص شرح قاعدة المضارع البسيط simple present

4

ملخص شرح قاعدة Tenses Past The

5



GRADE ELEVEN  
ENGLISH LANGUAGE 'CORE'  
SEMESTER ONE, 2024/2025, FIRST SESSION

MARKING GUIDE  
TOTAL MARKS: 60  
page 1 of 5

\*\*\*\*\*

LISTENING 1 (7 mks)		
1. <input type="radio"/> grade	<input type="radio"/> behaviour	<input checked="" type="radio"/> blog
2. <input type="radio"/> teacher	<input checked="" type="radio"/> father	<input type="radio"/> friend
3. <input type="radio"/> games	<input type="radio"/> cars	<input checked="" type="radio"/> gardens
4. <input checked="" type="radio"/> solar	<input type="radio"/> electrical	<input type="radio"/> chemical
5. <input type="radio"/> robots	<input type="radio"/> students	<input checked="" type="radio"/> phones
6. <input checked="" type="radio"/> December	<input type="radio"/> January	<input type="radio"/> February
7. <input type="radio"/> accommodation	<input type="radio"/> transport	<input checked="" type="radio"/> flight

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

LISTENING 2 (8 mks)		
<b>Part One</b>		
8. Indonesia		
9. fishing		
10. four		
11. 2009		
<b>Part Two</b>		
12. <input checked="" type="radio"/> boat	<input type="radio"/> bus	<input type="radio"/> car
13. <input type="radio"/> sunfish	<input checked="" type="radio"/> jellyfish	<input type="radio"/> lizard
14. <input type="radio"/> birds	<input type="radio"/> trees	<input checked="" type="radio"/> handprints
15. <input type="radio"/> vegetables	<input type="radio"/> seafood	<input checked="" type="radio"/> meat

*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)	GRM (2.5 mks)
1. connect 2. harmful 3. message 4. repair 5. liar	6. are\aren't 7. to 8. Do\Don't 9. by 10. was
<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i>	<i>Notes: Half-a-mark each. Spelling <u>must</u> be correct, including grammatical endings.</i>

GRM/ VCB (5 mks)			
11. <input checked="" type="radio"/> who	<input type="radio"/> which	<input type="radio"/> where	<input type="radio"/> how
12. <input type="radio"/> have	<input type="radio"/> had	<input checked="" type="radio"/> having	<input type="radio"/> has
13. <input type="radio"/> classes	<input checked="" type="radio"/> grades	<input type="radio"/> behaviours	<input type="radio"/> plans
14. <input checked="" type="radio"/> tried	<input type="radio"/> tries	<input type="radio"/> try	<input type="radio"/> trying
15. <input type="radio"/> bored	<input type="radio"/> excited	<input type="radio"/> amused	<input checked="" type="radio"/> scared
16. <input type="radio"/> its	<input checked="" type="radio"/> him	<input type="radio"/> his	<input type="radio"/> it
17. <input type="radio"/> closed	<input type="radio"/> helped	<input checked="" type="radio"/> noticed	<input type="radio"/> decided
18. <input type="radio"/> pleasure	<input checked="" type="radio"/> pressure	<input type="radio"/> freedom	<input type="radio"/> wisdom
19. <input type="radio"/> accidentally	<input type="radio"/> systematically	<input checked="" type="radio"/> definitely	<input type="radio"/> confidently
20. <input type="radio"/> wasn't	<input type="radio"/> hadn't	<input type="radio"/> weren't	<input checked="" type="radio"/> didn't
<i>Notes: Half-a-mark each. Responses must be indicated <u>clearly</u>.</i>			



READING 1 (5 mks)		READING 2 (7 mks)		
True	False			
1. <input type="radio"/>	<input checked="" type="radio"/>	6. <input checked="" type="radio"/> Japanese	<input type="radio"/> Americans	<input type="radio"/> Koreans
2. <input type="radio"/>	<input checked="" type="radio"/>	7. <input type="radio"/> convenience	<input type="radio"/> activity	<input checked="" type="radio"/> focus
3. <input checked="" type="radio"/>	<input type="radio"/>	8. <input type="radio"/> effective	<input checked="" type="radio"/> noisy	<input type="radio"/> clear
4. <input checked="" type="radio"/>	<input type="radio"/>	9. <input type="radio"/> 2016	<input checked="" type="radio"/> 2017	<input type="radio"/> 2018
5. <input checked="" type="radio"/>	<input type="radio"/>	10. <input checked="" type="radio"/> reasonable price	<input type="radio"/> sound quality	<input type="radio"/> free navigation
		11. <input type="radio"/> 85	<input checked="" type="radio"/> 90	<input type="radio"/> 100
		12. <input type="radio"/> competitive	<input type="radio"/> communicative	<input checked="" type="radio"/> listening

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

READING 3 (8 mks)		
<b>Task One</b>		
13.	Italy	
14.	glassmaker\ making vase, glass and window	
15.	16\sixteen years old	
16.	His grandmother	
<b>Task Two</b>		
17.	<input type="radio"/> smaller	<input type="radio"/> unclear <input checked="" type="radio"/> bigger
18.	<input type="radio"/> 10	<input checked="" type="radio"/> 23 <input type="radio"/> 35
19.	<input type="radio"/> 1923	<input type="radio"/> 1924 <input checked="" type="radio"/> 1925
20.	<input checked="" type="radio"/> friend	<input type="radio"/> father <input type="radio"/> old people
<i>Notes: One mark each.</i>		
<i>Qs 13-16: (i) Complete accuracy in grammar &amp; 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.</i>		
<i>Qs 17-20: Responses must be indicated clearly.</i>		



<b>WRITING (GENERAL NOTES)</b>	
	<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 relevant.</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 zero</u>) 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>	
<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>: EITHER Irrelevant (Completely unrelated to the topic) OR Hardly any writing at all, or not written in English OR 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>: 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><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 one mark</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>	