

تم تحميل هذا الملف من موقع المناهج العُمانية



*للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/om>

* للحصول على أوراق عمل لجميع مواد الصف الحادي عشر اضغط هنا

<https://almanahj.com/om/11>

* للحصول على جميع أوراق الصف الحادي عشر في مادة لغة انجليزية ولجميع الفصول, اضغط هنا

<https://almanahj.com/om/11english>

* للحصول على أوراق عمل لجميع مواد الصف الحادي عشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

<https://almanahj.com/om/11english1>

* لتحميل كتب جميع المواد في جميع الفصول للـ الصف الحادي عشر اضغط هنا

<https://almanahj.com/om/grade11>

للتحدث إلى بوت على تلغرام: اضغط هنا

https://t.me/omcourse_bot

GRADE ELEVEN
ENGLISH LANGUAGE 'CORE'
SEMESTER ONE, 2019/2020, FIRST SESSION

MARKING GUIDE
TOTAL MARKS: 60
page 1 of 5

LISTENING 1 (7 mks)		
1. <input checked="" type="radio"/> ten	<input type="radio"/> twenty	<input type="radio"/> thirty
2. <input type="radio"/> simpler than	<input type="radio"/> the same level as	<input checked="" type="radio"/> more advanced than
3. <input type="radio"/> 23%	<input checked="" type="radio"/> 47%	<input type="radio"/> 74%
4. <input checked="" type="radio"/> develop his multi-tasking skills	<input type="radio"/> solve problems	<input type="radio"/> learn how to cope with failure
5. <input checked="" type="radio"/> mood	<input type="radio"/> presentation skills	<input type="radio"/> performance
6. <input type="radio"/> list video games that are harmful	<input checked="" type="radio"/> include more recommendations	<input type="radio"/> add more findings.
7. <input checked="" type="radio"/> send an email	<input type="radio"/> help his son	<input type="radio"/> Conduct a survey
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>		

LISTENING 2 (8 mks)		
8. have an adventure/ for adventure/ adventure		
9. 59/ fifty nine (years old)		
10. In her backpack/ in her bag/ her bag		
11. No one		
12. <input checked="" type="radio"/> very cold	<input type="radio"/> warm	<input type="radio"/> hot
13. <input type="radio"/> preserve	<input type="radio"/> discover	<input checked="" type="radio"/> survive in
14. <input type="radio"/> second	<input type="radio"/> third	<input checked="" type="radio"/> fourth
15. <input type="radio"/> stick and jacket	<input checked="" type="radio"/> scarf and stick	<input type="radio"/> jacket and scarf
<i>Notes: One mark each.</i>		
<i>Qs 8-11: (i) Complete accuracy in grammar & spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct. (ii) In general, apply the '<u>not more than four words</u>'. HOWEVER, use common sense for any slightly longer, but <u>obviously correct</u> answers.</i>		
<i>Qs 12-15: Responses must be indicated <u>clearly</u>.</i>		

VCB (2.5 mks)								
	conflict	emotional	consists	glued	disappears	depressed	hormones	constructs
1.	<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"/>
2.	<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"/>
3.	<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"/>
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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

GRM (2.5 mks)	
6.	were killed
7.	takes
8.	will hurt
9.	were playing
10.	is visiting

Note: Half-a-mark each. Spelling must be correct, including grammatical endings.

GRM/ VCB (5 mks)								
11.	<input type="radio"/>	scientist	<input checked="" type="radio"/>	tourist	<input type="radio"/>	artist	<input type="radio"/>	student
12.	<input type="radio"/>	about	<input type="radio"/>	with	<input type="radio"/>	for	<input checked="" type="radio"/>	by
13.	<input checked="" type="radio"/>	it	<input type="radio"/>	which	<input type="radio"/>	her	<input type="radio"/>	the
14.	<input type="radio"/>	tourist	<input type="radio"/>	explorer	<input checked="" type="radio"/>	journalist	<input type="radio"/>	organiser
15.	<input checked="" type="radio"/>	and	<input type="radio"/>	an	<input type="radio"/>	or	<input type="radio"/>	the
16.	<input type="radio"/>	holiday	<input type="radio"/>	couple	<input type="radio"/>	profession	<input checked="" type="radio"/>	destination
17.	<input checked="" type="radio"/>	visited	<input type="radio"/>	relaxed	<input type="radio"/>	edited	<input type="radio"/>	complained
18.	<input type="radio"/>	who	<input type="radio"/>	whom	<input checked="" type="radio"/>	which	<input type="radio"/>	whose
19.	<input type="radio"/>	In	<input checked="" type="radio"/>	For	<input type="radio"/>	Of	<input type="radio"/>	At
20.	<input type="radio"/>	connected	<input type="radio"/>	interviewed	<input checked="" type="radio"/>	discovered	<input type="radio"/>	repaired

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

READING 1 (5 mks)		READING 2 (7 mks)			
True	False				
		6. <input type="radio"/> for adventure	<input checked="" type="radio"/> for their honeymoon	<input type="radio"/> because her husband was working there	
1.	<input type="radio"/>	<input checked="" type="radio"/>	7. <input checked="" type="radio"/> learned the Chinese language	<input type="radio"/> talked to Chinese people	<input type="radio"/> didn't bother to do anything
2.	<input type="radio"/>	<input checked="" type="radio"/>	8. <input type="radio"/> she was obsessed with cleanliness	<input type="radio"/> she likes cleaning	<input checked="" type="radio"/> they were staying in a guest house
3.	<input checked="" type="radio"/>	<input type="radio"/>	9. <input checked="" type="radio"/> was sleeping	<input type="radio"/> was helping her	<input type="radio"/> was giving a lecture
4.	<input type="radio"/>	<input checked="" type="radio"/>	10. <input type="radio"/> darkness	<input checked="" type="radio"/> cockroaches	<input type="radio"/> dirt
5.	<input checked="" type="radio"/>	<input type="radio"/>	11. <input type="radio"/> thought she was joking	<input type="radio"/> didn't get up	<input checked="" type="radio"/> was almost blind
		12. <input type="radio"/> an alive cockroach	<input checked="" type="radio"/> a bamboo cockroach	<input type="radio"/> a dead cockroach	

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

READING 3 (8 mks)		
13.	weaken social communication (negative effect)	
14.	videos (music/documentaries/movies)	
15.	cyber bullying , unwanted exposure	
16.	ease of access	
17.	<input type="radio"/> only now	<input type="radio"/> long time ago
		<input checked="" type="radio"/> ten years back
18.	<input checked="" type="radio"/> enhanced	<input type="radio"/> reduced
		<input type="radio"/> decreased
19.	<input type="radio"/> verbal	<input checked="" type="radio"/> written
		<input type="radio"/> no
20.	<input type="radio"/> against	<input checked="" type="radio"/> with
		<input type="radio"/> not sure about

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 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 (5 mks)

5	<ul style="list-style-type: none"> - Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
4	<ul style="list-style-type: none"> - Presents relevant information with reasonable success. _ Good use of details and examples. - Writing is generally well-structured, and mostly clear and coherent - A fair range of grammar and vocabulary with a good level of accuracy.
3	<ul style="list-style-type: none"> - Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. - Writing is not well-structured but is 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"> - Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. - Writing is poorly-structured, and often unclear - A very limited range of grammar and vocabulary with frequent errors.
1	<ul style="list-style-type: none"> - Presents very little relevant information indeed. _ No use of details and examples. - 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 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"> - Message to the intended reader(s) is <u>very clear</u>. - Writing clearly succeeds in achieving its intended purpose. - Writing are very well-organised, clear and coherent - A varied range of grammar and vocabulary, with a very good level of accuracy.
8	<ul style="list-style-type: none"> -Message to the intended reader(s) is fairly clear. - Writing has reasonable success in achieving its intended purpose. - Writing is generally well-organised, 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"> -Message to the intended reader(s) is partially clear. - Writing has only partially achieved its intended purpose. -Writing is not well-organised, 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"> -Message to the intended reader(s) is mostly unclear. - Writing has only very limited success in achieving its intended purpose. - Writing is poorly-organised, and often unclear. - A very limited range of grammar and vocabulary, and frequent errors.
2	<ul style="list-style-type: none"> Message to the intended reader(s) is unclear. - Writing clearly fails to achieve its intended purpose. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary, and frequent serious errors.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>
<p>Note 1: The task is to write a letter/ an e-mail, 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. 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.</p> <p>Note 2: No marks should be awarded or deducted for the address. Any addresses should be <u>ignored</u>.</p>	