

تم تحميل هذا الملف من موقع المناهج العمانية



الملف نموذج الإجابة للامتحان التجريبي للدور الأول بمحافظة الداخلية

موقع المناهج ← المناهج العمانية ← الصف الثاني عشر ← لغة انجليزية ← الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب الصف الثاني عشر



روابط مواد الصف الثاني عشر على تلغرام

الرياضيات	اللغة الانجليزية	اللغة العربية	التربية الاسلامية
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المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الأول

أسئلة وإجابة الامتحان التجريبي الدور الأول والثاني (Mock exam)	1
ملف تحميل أسئلة الامتحانات الرسمية والأجوبة للسنوات السابقة (A English)	2
ملف تحميل أسئلة الامتحانات الرسمية والأجوبة للسنوات السابقة (التربية الخاصة)	3
أسئلة الامتحان الرسمي الدور الأول للعام الدراسي (Mock exam) و (Core)	4
أسئلة الامتحان التجريبي في محافظة شمال الباطنة الدور الأول (Core)	5

LISTENING 1 (7mks)

- | | | | |
|----|---|--|--|
| 1. | <input type="radio"/> Australia | <input type="radio"/> Oman | <input checked="" type="radio"/> the UK |
| 2. | <input checked="" type="radio"/> brother | <input type="radio"/> father | <input type="radio"/> mother |
| 3. | <input type="radio"/> loneliness | <input checked="" type="radio"/> stress | <input type="radio"/> A lack of food |
| 4. | <input type="radio"/> Closed down | <input type="radio"/> Shifted to distance learning | <input checked="" type="radio"/> Moved to online learning |
| 5. | <input type="radio"/> keeping focused during online lectures | <input type="radio"/> Submitting work on time | <input checked="" type="radio"/> Using a new architecture software |
| 6. | <input type="radio"/> Call back | <input checked="" type="radio"/> Send money | <input type="radio"/> Visit her |
| 7. | <input checked="" type="radio"/> She is busy with her project | <input type="radio"/> She can't afford it | <input type="radio"/> The airport are closed |

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

LISTENING 2 (8mks)

8. Her farther

9. Six years old

10. Horse riding lesson

11. Videos of cooking – cooking videos

12. parents adults students13. Expand her business Help her father Produce films14. Launch more websites Get a job Join a college15. Setting up a business Healthy cooking Communication skills

Notes: One mark each.

Qs 8-11: (i) Notes: 1) **Grammatical mistakes** 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 **closeto** the correct spelling.

(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 notmorethanfourwords. (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 clearlycorrect, common sense should be applied and marks awarded, on a case-by-case basis.

Qs 12-15: Responses must be indicated clearly.

VOCABULARY 1 (2.5mks)

- | | | | |
|-----------------------------------|---------------------------------|---------------------------------|-------------------------------|
| 16. <input type="radio"/> crazy | <input type="radio"/> tiny | <input type="radio"/> cozy | <input type="radio"/> costly |
| 17. <input type="radio"/> active | <input type="radio"/> massive | <input type="radio"/> effective | <input type="radio"/> restive |
| 18. <input type="radio"/> mislead | <input type="radio"/> Cheerlead | <input type="radio"/> out lead | <input type="radio"/> repeat |
| 19. <input type="radio"/> imports | <input type="radio"/> exports | <input type="radio"/> sorts | <input type="radio"/> treads |
| 20. <input type="radio"/> noisy | <input type="radio"/> calm | <input type="radio"/> quit | <input type="radio"/> strong |

Notes: Half-a-markeach. Responses must be indicated clearly.

GRAMMAR(2.5mks)

- | | |
|-------------|----------|
| 21. is | 24. as |
| 22. checked | 25. were |
| 23. since | |

Notes: Half-a-markeach. Spelling must be correct.

GRAMMAR/Vocabulary (5mks)

- | | | | |
|---|--|--|--|
| 26. <input checked="" type="radio"/> active | <input type="radio"/> passive | <input type="radio"/> unhealthy | <input type="radio"/> wrong |
| 27. <input checked="" type="radio"/> online | <input type="radio"/> impossible | <input type="radio"/> offline | <input type="radio"/> unimportant |
| 28. <input type="radio"/> get | <input checked="" type="radio"/> avoid | <input type="radio"/> study | <input type="radio"/> work |
| 29. <input type="radio"/> exams | <input type="radio"/> diet | <input type="radio"/> advice | <input checked="" type="radio"/> exercises |
| 30. <input type="radio"/> medicine | <input type="radio"/> drugs | <input checked="" type="radio"/> sleep | <input type="radio"/> food |

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

READING 1 (7mks)		READING 2 (8mks)			
	True	False	38. <input type="radio"/> Working	<input checked="" type="radio"/> eating	<input type="radio"/> travelling
31.	<input type="radio"/>	<input checked="" type="radio"/>	39. <input type="radio"/> Party	<input checked="" type="radio"/> Tennis yard	<input type="radio"/> gym
32.	<input type="radio"/>	<input checked="" type="radio"/>	40. <input type="radio"/> Pizza	<input type="radio"/> Sochi	<input checked="" type="radio"/> Donut
33.	<input type="radio"/>	<input checked="" type="radio"/>	41. <input type="radio"/> Sleeping	<input type="radio"/> Fighting	<input checked="" type="radio"/> Studying
34.	<input type="radio"/>	<input checked="" type="radio"/>	42. <input checked="" type="radio"/> 82	<input type="radio"/> 88	<input type="radio"/> 80
35.	<input checked="" type="radio"/>	<input type="radio"/>	43. <input type="radio"/> red	<input checked="" type="radio"/> pink	<input type="radio"/> Purple
36.	<input type="radio"/>	<input checked="" type="radio"/>	44. <input type="radio"/> shoes	<input type="radio"/> blanket	<input checked="" type="radio"/> Cloth
37.	<input checked="" type="radio"/>	<input type="radio"/>	45. <input type="radio"/> amazing	<input type="radio"/> boring	<input checked="" type="radio"/> Awful
<p><u>Note:</u> One mark each. Responses must be indicated clearly.</p>					

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READING 3 (10mks)

46. Scotland
 47. twenty / 20
 48. adventure stories
 49. 1891
 50. to 'die' in an accident
 51. his wife died of tuberculosis

52. Russian Irish Canadians
 53. 4years 5years 6years
 54. Funny crazy scary
 55. 55 56 60

Notes: Onemark each.

Qs 46-51: 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 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, 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.

Qs 52-55: 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 well 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.

WRITING 1 (10 mks)	
10	<ul style="list-style-type: none"> -Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays 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"> - Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy
6	<ul style="list-style-type: none"> - expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organised, but are 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"> - Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lacking in coherence and sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> -Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<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>

WRITING 2 (10 mks)	
10	<ul style="list-style-type: none"> – Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
8	<ul style="list-style-type: none"> – Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, 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"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured, 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"> – Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
2	<ul style="list-style-type: none"> – Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
0	<u>No attempt at the task</u> : EITHER Irrelevant(Completely unrelated to the pictures/ task/ instructions)ORHardly any writing at all, or not written in EnglishOR Complete nonsense

ARRIVING AT FINAL SCORES

LST/ VCB/ GRM/ 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.

There are two different procedures for ensuring that no such discrepancies occur:

- 1) Noactionrequired: With (machine-marked) 'multiple choice' items, discrepancies are automatically excluded by the *ePen* marking system.
- 2) Actionrequired: With 'short answer' items (LST 2a, VCB 2, GRM 2, RDG 3a), 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) Acceptabledifferences: 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) Unacceptabledifferences: 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.]