

Governorate:

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LISTENING 1 (5 mks)

1. *E*
2. *D*
3. *B*
4. *C*
5. *F*

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

LISTENING 2 (5 mks)

- | | | | |
|-----|---|-------------------------------------|--|
| 6. | <input checked="" type="checkbox"/> family | <input type="checkbox"/> cousins | <input type="checkbox"/> friends |
| 7. | <input type="checkbox"/> in the garden | <input type="checkbox"/> in the zoo | <input checked="" type="checkbox"/> on the beach |
| 8. | <input checked="" type="checkbox"/> morning | <input type="checkbox"/> afternoon | <input type="checkbox"/> evening |
| 9. | <input type="checkbox"/> birds | <input type="checkbox"/> lions | <input checked="" type="checkbox"/> monkeys |
| 10. | <input checked="" type="checkbox"/> a bag | <input type="checkbox"/> a watch | <input type="checkbox"/> shoes |

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

READING 1 (5 mks)		READING 2 (5 mks)
Yes	No	
1.	√	6. Hassan.
2.	√	7. Last year.
3.	√	8. 10 hours.
4. √		9. Uncle's house.
5. √		10. Eiffel Tower.
<i>Notes: One mark each. Responses must be indicated clearly.</i>		<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>

WRITING 1 (5 mks)	
5	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Handwriting is very clear.
4	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Handwriting is usually clear.
3	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Handwriting is reasonably clear.
2	<ul style="list-style-type: none"> – Meaning is sometimes clear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Handwriting is often unclear.
1	<ul style="list-style-type: none"> – Meaning is rarely clear. – Grammar, vocabulary, spelling and punctuation are almost always incorrect. – Handwriting is always unclear.
0	<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

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
4	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
3	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
2	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
1	<ul style="list-style-type: none"> – Meaning is rarely clear. – Grammar, vocabulary, spelling and punctuation are almost always incorrect. – Organisation/ layout are almost always inappropriate to the text.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant. (Completely unrelated to the picture) <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

SPEAKING 1 (5 mks)	
5	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.
4	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.
3	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.
2	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.
1	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand.

SPEAKING 2 (5 mks)	
5	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
4	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting interactions. – Pronunciation is usually easy to understand.
3	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
2	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
1	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

At the end of the test, the various marks awarded to each student are added together to produce a total mark representing his/her overall achievement in English. This mark is then converted into a corresponding level of performance, as follows:

LEVEL	Descriptor	Mark Range	Remedial Plan
1	Outcome was completely achieved	4-5	No need for remedial plan
2	Outcome was partially achieved	2-3	Needs partial remedial plan
3	Outcome was not achieved	0-1	Needs full remedial plan

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