



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority

# English – Grade 9

## Writing

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Practice Items

### Sample 1 - Letter

In your email:

- Do NOT write any addresses.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Sample 2 - Letter

- where your birthday party will be
- who you will invite
- what activities you will have

[illegible]

## Sample 1 – Report

[illegible]

## Sample 1 – Story

Last winter, my school organised a camping trip to Sakhir.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Sample 2 – Story

One morning, I woke up and heard something happening in the neighbourhood.

[illegible]

## Sample 1 – Essay

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Sample 2 – Essay

[illegible]



### Question 1 – Letter

The mark scheme is divided into bands; there are 2 marks available within each band. Markers should first decide which band the piece of writing fits into best, and then refine and adjust the mark further by deciding whether the performance merits the top mark within the band. It is essential that students communicate the required information presented in the task appropriately and effectively. Therefore, addressing content points is an important element as well as the successful communication of the message.

There is no penalty for over-length responses, but failure to address the content points is penalised according to the mark scheme.

Marks	Content	Communication
7 - 8	<ul style="list-style-type: none"><li>3 points addressed with expansion.</li><li>Target reader would be fully informed.</li></ul>	Message is communicated effectively at Grade 9 level (B1) with few or no errors of spelling, punctuation, vocabulary or grammar.
5 - 6	<ul style="list-style-type: none"><li>3 points addressed.</li><li>Target reader would be simply informed.</li></ul>	Message is generally communicated effectively at Grade 9 level (B1) but with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication.
3 - 4	<ul style="list-style-type: none"><li>2 - 3 points addressed.</li><li>Target reader would be partially informed.</li></ul>	Message is partially communicated but errors of spelling, punctuation, vocabulary or grammar hinder communication.
1 - 2	<ul style="list-style-type: none"><li>1 - 2 points addressed OR little relevant content.</li><li>Target reader would be inadequately informed.</li></ul>	Message is inadequate, and many errors of spelling, punctuation, vocabulary or grammar hinder communication.
0	<ul style="list-style-type: none"><li>No relevant content.</li><li>Target reader is uninformed.</li></ul>	Message is incomprehensible and possibly illegible.

## Question 2 – Report

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no penalty for over-length responses, but failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
<b>Task Achievement</b>	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> <li>Fails to address the requirements of the task.</li> <li>Fails to present required information clearly and concisely.</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the requirements of the task but does not wholly succeed.</li> <li>Attempts to present the required information but does not fully succeed.</li> </ul>	<ul style="list-style-type: none"> <li>All requirements of the task are addressed.</li> <li>All required information is presented clearly and concisely.</li> </ul>
<b>Lexical Range</b>		<ul style="list-style-type: none"> <li>Very limited evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is used inappropriately.</li> <li>Little attention paid to spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is appropriate for the task with occasional errors.</li> <li>There are some spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of vocabulary appropriate at Grade 9 level.</li> <li>Vocabulary is fully appropriate to the task.</li> <li>Spelling is mostly accurate throughout.</li> </ul>
<b>Grammatical Range</b>		<ul style="list-style-type: none"> <li>Repetitive, simplistic structures marred by basic, frequent errors.</li> <li>Lack of control impedes communication.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory range of structures at Grade 9 level is present with some noticeable errors.</li> <li>The report is comprehensible despite errors</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of structures at Grade 9 level with few or no errors.</li> <li>The report is communicated successfully through effective use of structures.</li> </ul>
<b>Organisation and Coherence</b>		<ul style="list-style-type: none"> <li>Writing is lacking in organisation.</li> <li>Little attention paid to punctuation.</li> <li>Incoherent in places.</li> <li>Requires effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is generally well organised and coherent.</li> <li>There are some punctuation errors.</li> <li>Basic linking devices used.</li> <li>Requires some effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is effectively organised and coherent.</li> <li>Punctuation is mostly accurate throughout.</li> <li>Linking devices used to effect for Grade 9 level.</li> <li>Requires no effort from the reader.</li> </ul>

## Question 2 – Story

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no penalty for over-length responses, but failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
<b>Task Achievement</b>	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> <li>Fails to gain reader's interest.</li> <li>Fails to address storyline prompted by initial sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's interest sustained despite occasional strain.</li> <li>Attempts to address the prompted storyline but does not wholly succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's interest sustained throughout.</li> <li>Fully addresses the prompted storyline.</li> </ul>
<b>Lexical Range</b>		<ul style="list-style-type: none"> <li>Very limited evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is used inappropriately.</li> <li>Little attention paid to spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is appropriate for the task with occasional errors.</li> <li>There are some spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of vocabulary appropriate at Grade 9 level.</li> <li>Vocabulary is fully appropriate to the task.</li> <li>Spelling is mostly accurate throughout.</li> </ul>
<b>Grammatical Range</b>		<ul style="list-style-type: none"> <li>Repetitive, simplistic structures marred by basic, frequent errors.</li> <li>Lack of control impedes communication.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory range of structures at Grade 9 level is present with some noticeable errors.</li> <li>The story is communicated despite errors.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of structures at Grade 9 level with few or no errors.</li> <li>The story is communicated successfully through effective use of structures.</li> </ul>
<b>Organisation and Coherence</b>		<ul style="list-style-type: none"> <li>Writing is lacking in organisation.</li> <li>Little attention paid to punctuation.</li> <li>Incoherent in places.</li> <li>Requires effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is generally well organised and coherent.</li> <li>There are some spelling and punctuation errors.</li> <li>Basic linking devices used.</li> <li>Requires some effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is effectively organised and coherent.</li> <li>Spelling and punctuation are mostly accurate throughout.</li> <li>Linking devices used to effect for Grade 9 level.</li> <li>Requires no effort from the reader.</li> </ul>

## Question 2 – Essay

Markers should begin by looking at the Task Achievement criterion first and decide on a mark for this before considering the other three criteria. A mark should be given for each of the four criteria, which are then added up to get the complete mark for each candidate. Students may have a very flat profile, scoring 2 marks for each of the criteria for example, or may have a more uneven profile, scoring higher marks for some criteria and lower marks for others.

There is no penalty for over-length responses, but failure to address the content points is penalised according to the mark scheme.

Band	0	1	2	3
<b>Task Achievement</b>	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	<ul style="list-style-type: none"> <li>Fails to address the requirements of the task clearly and concisely.</li> <li>Fails to present a clear discussion and the conclusions reached are unsatisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the requirements of the task but confused in some places and does not fully succeed.</li> <li>Discussion may be confused in places and/or the conclusion is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>All requirements of the task are addressed and presented clearly and concisely.</li> <li>Discussion is clear and concise and there is a comprehensible conclusion reached.</li> </ul>
<b>Lexical Range</b>		<ul style="list-style-type: none"> <li>Very limited evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is used inappropriately.</li> <li>Little attention paid to spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory evidence of vocabulary at Grade 9 level.</li> <li>Vocabulary is appropriate for the task with occasional errors.</li> <li>There are some spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of vocabulary appropriate at Grade 9 level.</li> <li>Vocabulary is fully appropriate to the task.</li> <li>Spelling is mostly accurate throughout.</li> </ul>
<b>Grammatical Range</b>		<ul style="list-style-type: none"> <li>Repetitive, simplistic structures marred by basic, frequent errors.</li> <li>Lack of control impedes communication.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory range of structures at Grade 9 level is present with some noticeable errors.</li> <li>The report is comprehensible despite errors</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of structures at Grade 9 level with few or no errors.</li> <li>The report is communicated successfully through effective use of structures.</li> </ul>
<b>Organisation and Coherence</b>		<ul style="list-style-type: none"> <li>Writing is lacking in organisation.</li> <li>Little attention paid to punctuation.</li> <li>Incoherent in places.</li> <li>Requires effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is generally well organised and coherent.</li> <li>There are some punctuation errors.</li> <li>Basic linking devices used.</li> <li>Requires some effort from the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is effectively organised and coherent.</li> <li>Punctuation is mostly accurate throughout.</li> <li>Linking devices used to effect for Grade 9 level.</li> <li>Requires no effort from the reader.</li> </ul>