

English – Grade 9 Writing

Practice Items

Sample 1 - Letter

You recently visited a historical place. Write an email (80 – 100 words) to your English-speaking friend.

In your email:

- say what the historical place is
- describe the historical place
- explain what you liked most about it.

Do NOT write any addresses.	
Yours,	
A. Mohammed	

[8 marks]

Sample 1 - Report

Write a report (100 -120 words) for your teacher about a book you have read recently saying where you got it from, what it is about, and why you liked it.				

[12 marks]

Question 2 Sample 2 - Story Write a story (100-120 words) beginning with the sentence below: Last winter, my school organised a camping trip to Sakhir.

[12 marks]

Sam	ple	3 –	Essay
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Write an essay (100–120 words) discussing the advantages and disadvantages				
of having a pet at home and give your opinion.				

[12 marks]

Sample 4 – Essay

Write an essay (100 – 120 words) for your teacher discussing the advantages and disadvantages of fast food and give your own opinion.				

@BQA – Writing 6

[12 marks]

Question 1 – Letter

The mark scheme is divided into bands. There are 2 marks available within each band. Markers should first decide which band applies to a response, and then consider where to place a response within the band. Strong responses score at the top of the band. Weak responses score at the bottom of the band.

Band	Content and Communication					
_	A very good response for the level.					
7 - 8	 All 3 content points addressed with expansion. Target reader is fully informed. Message is communicated effectively with few or no errors of spelling, punctuation, vocabulary or grammar. 					
	A good response for the level.					
5 - 6	 All 3 content points addressed. Target reader is simply informed. Message is communicated clearly with some errors of spelling, punctuation, vocabulary or grammar. 					
	An adequate response for the level.					
3 - 4	 3 or 2 content points may be addressed. Target reader is partially informed. Message is partially communicated with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication. 					
	A weak response for the level.					
2 - 1	 2 or 1 content point may be addressed OR little relevant content. Target reader is inadequately informed. Message is inadequate with many errors of spelling, punctuation, vocabulary or grammar which hinder communication. 					
0	 No relevant content. Target reader is not informed. Message is incomprehensible in relation to the task. 					

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.

Band	0	1	2	3
Task Achievement	or illegible/irrelevant	 Fails to address the requirements of the task clearly and concisely. Fails to present a clear discussion and the conclusions reached are unsatisfactory. 	 Attempts to address the requirements of the task but confused in some places and does not fully succeed. Discussion may be confused in places and/or the conclusion is unclear. 	 All requirements of the task are addressed and presented clearly and concisely. Discussion is clear and concise and there is a comprehensible conclusion reached
Lexical Range	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	 Very limited evidence of vocabulary at Grade 9 level. Vocabulary is used inappropriately. Little attention paid to spelling. 	 Satisfactory evidence of vocabulary at Grade 9 level. Vocabulary is appropriate for the task with occasional errors. There are some spelling errors. 	 Wide range of vocabulary appropriate at Grade 9 level. Vocabulary is fully appropriate to the task. Spelling is mostly accurate throughout.
Grammatical Range	Grade 9 level/completel	 Repetitive, simplistic structures marred by basic, frequent errors. Lack of control impedes communication. 	 Satisfactory range of structures at Grade 9 level is present with some noticeable errors. The argument is comprehensible despite errors 	 Wide range of structures at Grade 9 level with few or no errors. The argument is communiceted successfully through effective use of structures.
Organisation and Coherence	Insufficient sample at (Writing is lacking in organisation. Little attention paid to punctuation. Incoherent in places. Requires effort from the reader. 	 Writing is generally well organised and coherent. There are some punctuation errors. Basic linking devices used. Requires some effort from the reader. 	 Writing is effectively organised and coherent. Punctuation is mostly accurate throughout. Linking devices used to effect for Grade 9 level. Requires no effort from the reader.

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.

Band	0	1	2	3
Task Achievement	ible/irrelevant	 Fails to gain reader's interest. Fails to address storyline prompted by initial sentence. 	 Reader's interest sustained despite occasional strain. Attempts to address the prompted storyline but does not wholly succeed. 	 Reader's interest sustained throughout. Fully addresses the prompted storyline.
Lexical Range	nprehensible and/or illeg	 Very limited evidence of vocabulary at Grade 9 level. Vocabulary is used inappropriately. Little attention paid to spelling. 	 Satisfactory evidence of vocabulary at Grade 9 level. Vocabulary is appropriate for the task with occasional errors. There are some spelling errors. 	 Wide range of vocabulary appropriate at Grade 9 level. Vocabulary is fully appropriate to the task. Spelling is mostly accurate throughout.
Grammatical Range	9 level/completely incor	 Repetitive, simplistic structures marred by basic, frequent errors. Lack of control impedes communication. 	 Satisfactory range of structures at Grade 9 level is present with some noticeable errors. The story is communicated despite errors. 	 Wide range of structures at Grade 9 level with few or no errors. The story is communicated successfully through effective use of structures.
Organisation and Coherence	Insufficient sample at Grade 9 level/completely incomprehensible and/or illegible/irrelevant	 Writing is lacking in organisation. Little attention paid to punctuation. Incoherent in places. Requires effort from the reader. 	 Writing is generally well organised and coherent. There are some spelling and punctuation errors. Basic linking devices used. Requires some effort from the reader. 	 Writing is effectively organised and coherent. Spelling and punctuation are mostly accurate throughout. Linking devices used to effect for Grade 9 level. Requires no effort from the reader.

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.

Band	0	1	2	3
Task Achievement		 Fails to address the requirements of the task clearly and concisely. Fails to present a clear discussion and the conclusion reached is unsatisfactory. 	 Attempts to address the requirements of the task but confused in some places and does not fully succeed. Discussion may be confused in places and/or the conclusion is unclear. 	 All requirements of the task are addressed and presented clearly and concisely. Discussion is clear and concise and there is a comprehensible conclusion reached.
Lexical Range	9 level/completely incomprehensible and/or illegible/irrelevant	 Very limited evidence of vocabulary at Grade 9 level. Vocabulary is used inappropriately. Little attention paid to spelling. 	 Satisfactory evidence of vocabulary at Grade 9 level. Vocabulary is appropriate for the task with occasional errors. There are some spelling errors. 	 Wide range of vocabulary appropriate at Grade 9 level. Vocabulary is fully appropriate to the task. Spelling is mostly accurate throughout.
Grammatical Range	Grade 9 level/completely	 Repetitive, simplistic structures marred by basic, frequent errors. Lack of control impedes communication. 	 Satisfactory range of structures at Grade 9 level is present with some noticeable errors. The argument is comprehensible despite errors. 	 Wide range of structures at Grade 9 level with few or no errors. The argument is communicated successfully through effective use of structures.
Organisation and Coherence	Insufficient sample at G	 Writing is lacking in organisation. Little attention paid to punctuation. Incoherent in places. Requires effort from the reader. 	 Writing is generally well organised and coherent. There are some punctuation errors. Basic linking devices used. Requires some effort from the reader. 	 Writing is effectively organised and coherent. Punctuation is mostly accurate throughout. Linking devices used to effect for Grade 9 level. Requires no effort from the reader.