هيئة جودة التعليم والتدريب
Education & Training Quality Authority

Marking Report Summary

English Language Examination

Grade 12

Introduction

The Grade 12 English language examination consists of two question papers: a Writing Paper, and a Listening and Reading Paper. Each paper is divided into parts, each testing a specific competency.

> **Writing Competencies**
>
> - Writing a formal transactional letter or email to cover functions specified according to the context.
> - Writing a discursive essay in order to present an argument for and/or against a point of view.

Summary of Performance in Writing

Positive Areas

- Comprehending and accurately addressing the rubric.
- Providing relevant reasons for writing.
- Addressing opposing viewpoints and presenting relevant arguments in essay writing.
- Adhering to the given word limit.

Areas for Improvement

- Addressing the required content points in an email while developing relevant answers by generating innovative ideas from those points.
- Elaborating and expanding on the different viewpoints on a particular issue or situation.
- Presenting clear and relevant introductions and conclusions in an essay while expressing opinions and taking a stance in an argument.

Recommendations

It is recommended that students are trained in the following areas:

- Addressing the tasks' requirements and producing organised writing structure.
- Presenting relevant and strong arguments with balanced opposing views supported by elaborated and justified ideas.
- Generating introductions and conclusions with stated personal opinions.
- Practicing writing coherent and concise ideas using effective linkers and correct grammar, punctuation and style and appropriate Grade 12 vocabulary.

Areas for Improvement

- Writing in full sentences with coherent ideas and parallel grammatical structure, using correct linkers, punctuation, spelling, and diverse vocabulary at the Grade 12 level.

Listening Competencies

- Identifying gist, detail, function, purpose, attitude, etc. in a series of short monologues on everyday topics.
- Identifying main points and specific information (including attitude or opinion) in an extended conversation/interview on a general topic.

Summary of Performance in Listening

Positive Areas

- Identifying main points and specific information, including attitude or opinion, when listening to extended or short listening scripts on general topics.

Areas for Improvement

- Distinguishing between the correct answer and the plausible but paraphrased distractor(s).
- Comprehending the scripts and matching the information to the paraphrased expressions in the questions.

Recommendations

It is recommended that students are trained in the following areas:

- Understanding the listening script to match words and phrases to their paraphrased equivalents in the questions.
- Eliminating plausible distractors and avoiding word spotting.

- Locating specific information.
- Focusing on organisation, cohesion and coherence of paragraphs.
- Demonstrating comprehension of detailed information.

Summary of Performance in Reading

Positive Areas

- Locating specific information and demonstrating general comprehension when reading texts.

Areas for Improvement

- Comprehending the texts and matching the information to the paraphrased expressions in the questions while avoiding direct word spotting.
- Focusing on organisation, cohesion and coherence of the reading text structure and how the ideas connect.
- Locating the correct information in long texts by critically analysing details, understanding inferences and reading intensively.

Recommendations

It is recommended that students are trained in the following areas:

- Identifying the structure and organisation of the reading text to follow the development of ideas and processes, using text coherence and cohesive devices instead of focusing on individual sentences.
- Intensively reading long texts to understand inferences and analyse details while developing higher-order thinking skills through close analysis of implied information.
- Understanding the reading text to match words and phrases to their paraphrased equivalents in the questions.
- Eliminating plausible distractors and avoiding word spotting.

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