

<b>MARK SCHEME</b>	<b>نموذج التصحيح وتوزيع الدرجات</b>
<b>KINGDOM OF BAHRAIN</b>	<b>مملكة البحرين</b>
<b>EDUCATION &amp; TRAINING QUALITY AUTHORITY</b>	<b>هيئة جودة التعليم والتدريب</b>
Grade 9 National Examinations	الامتحانات الوطنية للصف التاسع
<b>ENGLISH 2025</b>	<b>امتحان اللغة الإنجليزية ٢٠٢٥</b>
<b>Paper 1 Writing</b>	<b>الورقة ١ الكتابة</b>

The mark scheme is published to inform teachers and students about the national examinations requirements and clarify the criteria of mark distribution.

The mark scheme must be reviewed in conjunction with the question paper and the marking report.

### Question 1:

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.

In Question 1, 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.

<b>Marks</b>	<b>Content</b>	<b>Communication</b>
<b>7 - 8</b>	<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.
<b>5 - 6</b>	<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.
<b>3 - 4</b>	<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.
<b>1 - 2</b>	<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.
<b>0</b>	<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:

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
<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>