

|  |                                    |
|--|------------------------------------|
| MARK SCHEME                            | نموذج التصحيح وتوزيع الدرجات       |
| KINGDOM OF BAHRAIN                     | مملكة البحرين                      |
| EDUCATION & TRAINING QUALITY AUTHORITY | هيئة جودة التعليم والتدريب         |
| Grade 12 National Examinations         | الامتحانات الوطنية للصف الثاني عشر |
| ENGLISH 2025                           | اللغة الإنجليزية ٢٠٢٥              |
| Paper 1 Writing                        | الورقة ١ الكتابة                   |

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: Mark Scheme

The mark scheme is divided into bands; there are 2 marks available within each band. Examiners 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.

| <b>Marks</b> | <b>Content</b>  | <b>Communication</b>  |
|--------------|---|---|
| <b>7 - 8</b> | 3 points addressed with expansion.<br><br>Target reader would be fully informed.                        | Message is communicated effectively at Grade 12 level (B2) with few or no errors of spelling, punctuation, vocabulary or grammar.   |
| <b>5 - 6</b> | 3 points addressed.<br><br>Target reader would be simply informed.                                      | Message is generally communicated effectively at Grade 12 level (B2) but with some errors of spelling, punctuation, vocabulary or grammar which may hinder communication. |
| <b>3 - 4</b> | 2 - 3 points addressed.<br><br>Target reader would be partially informed.                               | Message is partially communicated but errors of spelling, punctuation, vocabulary or grammar hinder communication.  |
| <b>1 - 2</b> | 1 - 2 points addressed OR little relevant content.<br><br>Target reader would be inadequately informed. | Message is inadequate, and many errors of spelling, punctuation, vocabulary or grammar hinder communication.  |
| <b>0</b>     | No relevant content.<br><br>Target reader is not informed.  | Message is incomprehensible and possibly illegible.   |

## Question 2: Mark Scheme

Examiners should begin by looking at the Task Achievement criterion and decide on a mark for this before considering the other 3 criteria. A mark should be given for each of the 4 criteria, which are then added up to get the complete mark for each student. 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 12 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 a clear discussion and the conclusion reached is unsatisfactory.</li> </ul>                   | <ul style="list-style-type: none"> <li>Attempts to address the requirements of the task but 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.</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 12 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 12 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 12 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 12 level is present with some noticeable errors.</li> <li>The argument is communicated despite errors.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Wide range of structures at Grade 12 level with few or no errors.</li> <li>The argument 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>Incoherent in places.</li> <li>Little attention paid to punctuation.</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>Basic linking devices used.</li> <li>There are some punctuation errors.</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>Linking devices used to effect for Grade 12 level.</li> <li>Punctuation is mostly accurate throughout.</li> <li>Requires no effort from the reader.</li> </ul> |