



هيئة جودة التعليم والتدريب
Education & Training Quality Authority

Marking Report Summary

English Language Examination Grade 12



June 2026

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

- Understanding and responding to the task requirements.
- Applying the correct writing format and organising ideas using appropriate paragraphing.
- Adhering to the specified word limit.

Areas for Improvement

- Addressing the required content points in email writing by generating relevant ideas.
- Addressing opposing viewpoints and supporting ideas with relevant arguments in essay writing.
- Elaborating on and expanding different viewpoints related to the given issue.
- Producing well-structured and focused introductions and conclusions while clearly expressing opinions and taking a stance in argumentative essays.

Recommendations

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

- Identifying all required content points and generating relevant, well-developed ideas to fully address each point.
- Presenting relevant and well-developed arguments supported by balanced opposing views, elaboration, and justification.
- Writing effective introductions and conclusions that clearly express personal opinions.
- Producing coherent and concise writing using appropriate linkers, accurate grammar, punctuation, style, and a wide range of Grade 12 vocabulary.
- Developing the ability to distinguish between different essay types by identifying their features and purposes.

Areas for Improvement

- Writing complete and coherent sentences with parallel grammatical structures, accurate linkers, punctuation, spelling, and varied Grade 12-level vocabulary.
- Distinguishing between different essay types, such as discursive, opinion, and persuasive essays.



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 ideas and specific details in both short and extended listening scripts, including the speaker's attitude and opinion within a general topic.

Areas for Improvement

- Distinguishing correct responses from plausible distractors.
- Comprehending the listening scripts to match the recorded information with paraphrased expressions in the questions.

Recommendations

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

- Understanding the listening scripts and matching spoken ideas to written expressions that convey the same meaning.
- Improving comprehension of listening scripts through focusing on meaning rather than word spotting and eliminating plausible distractors.



Reading Competencies

- 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 overall comprehension across different text types.

Areas for Improvement

- Focusing on the overall structure, cohesion, and coherence of the text rather than individual sentences.
- Comprehending long texts closely to identify implied meaning and analyse complex details.
- Matching textual information with paraphrased questions to prevent reliance on word spotting.

Recommendations

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

- Using cohesive devices and text structures to follow how ideas and processes develop.
- Applying close analysis of long texts to strengthen inferential skills and the ability to identify implied meaning.
- Recognising synonyms and paraphrased expressions to identify and eliminate plausible distractors.



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