

نموذج مهمة كتابة Task Writing Sample للاختبار النهائي المسار المتقدم



تم تحميل هذا الملف من موقع المناهج الإماراتية

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تاريخ إضافة الملف على موقع المناهج: 12:06:07 2025-10-14

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الأول

شرح النظام الجديد للهيكل الوزاري المسار المتقدم

1

نموذج مراجعة نهائية وفق الهيكل الوزاري الجديد المسار المتقدم

2

أسئلة اختبار تدريبي exam Mock وفق الهيكل الوزاري

3

نموذج تدريبي لمفردات الاختبار النهائي متبوع بالإجابات المسار المتقدم

4

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار المتقدم

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

25
2026
العام الدراسي
Academic Year



Sample Writing Task

End-of-Term 1

Stage 8

Grade 11 Advanced

Grade 12 General

1.1 Read the text. What is the writer's opinion about their dream job? Do you agree with their point of view? Explain in your own words. Write at least 4-5 sentences.

Total/40

Everyone dreams of finding a job that truly matches their interests and values. For me, becoming a teacher has always been my goal because it combines knowledge, creativity, and service. Teaching allows me to help others grow, share ideas, and discover their strengths. Some people say teaching is stressful and demanding, but I believe the rewards go far beyond salary. When a student finally understands a difficult lesson, that sense of achievement feels priceless.

I also value the opportunity to keep learning. Teachers must update their skills, explore new technology, and adapt to social changes, which keeps the job dynamic and meaningful. Of course, there are challenges—long hours, heavy preparation, and high responsibility—yet these make the work more rewarding.

In my opinion, a dream job should offer purpose, growth, and connection, not only financial success. It should inspire you to learn, to guide others, and to contribute something positive to society. Although teaching is not easy, it proves that meaningful work can bring both personal and professional satisfaction. Everyone deserves a career that challenges them and makes them proud every single day. For me, teaching is exactly that.

1.2 Read the text again. Now write a response to the text in which you:

- Share your own opinion about what makes a job meaningful.
- Give at least two reasons and an example from the text to support your opinion.
- Include what you've heard other people say about dream jobs.

Write at least 200 words.

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2026 2025

موقع الأمانة العامة

Writing Grading Guidelines / موجّهات التصحيح

Question 1.1

1. Task Completion

- Check if the student accurately **understands the main message** (the opinion of the writer) of the text.
- Award higher marks when the response captures the **core idea in original language** without copying.
- Deduct marks if key meaning is **omitted, distorted, or lifted directly** from the text.

2. Language Use

- Look for clear and accurate **grammar, sentence structure, and vocabulary**.
- Give credit for using **simple but correct language** that shows understanding.
- Penalise frequent or serious errors that make the meaning unclear.

3. Organisation & Clarity

- Responses should show **logical flow** and **cohesion** — even in short answers.
- Higher bands show **clear structure and readability**; lower bands may be fragmented or confusing.
- Ignore minor spelling or punctuation slips if meaning remains clear.

Main Idea Writing Rubric

| | Task completion | Language Use | Organisation and Clarity |
|---|--|---|---|
| 5 | Accurately identifies the main idea in own words, fully capturing the meaning of the text. | Uses clear and precise language; minimal errors that do not affect meaning. | Response is well-organised, cohesive, and easy to follow. |
| 4 | Identifies the main idea mostly in own words, with minor copying or omission of small details. | Mostly accurate use of simple language; minor grammar or spelling errors. | Generally clear; ideas follow a logical order. |
| 3 | Partially identifies the main idea; shows some understanding but lacks full accuracy. | Uses basic language with some repetition or errors affecting clarity. | Some organisation present but may lack cohesion or clarity. |
| 2 | Attempts to state the main idea but misunderstands or only partly conveys it. | Limited language control; frequent errors may obscure meaning. | Response lacks clear organisation; meaning is hard to follow. |
| 1 | Does not identify the main idea; response is mostly copied or irrelevant. | Very limited or inaccurate language; meaning unclear. | Disorganised or incoherent. |
| 0 | No response, or entirety of response plagiarised. | | |

Question 1.2

1. Task Completion

- Judge how effectively the response addresses all elements of the prompt.
- A Band 5 response fully develops all required aspects with clarity and detail.
- Mid bands (3–4) may show coverage of most aspects but lack depth or elaboration.
- Bands 1–2 indicate incomplete, off-topic, or superficial coverage.
- Consider depth, focus, and relevance — not just length — when awarding marks.

2. Structure

- Evaluate how well the student organises ideas logically into paragraphs.
- High-band responses show clear structure with introduction, main body, and conclusion, and use cohesive devices appropriately.
- Band 3 may show partial structure or limited paragraph control.
- Bands 1–2 often lack paragraphing or cohesion.
- At this level, students should demonstrate awareness of audience and academic tone.

3. Grammar

- Assess range and control of grammatical forms.
- Band 5 demonstrates consistent accuracy with both simple and complex structures.
- Bands 3–4 show good command of basic forms, though errors may occur with complex ones.
- Bands 1–2 rely on very limited grammar, often affecting readability.
- Do not penalise occasional slips that do not interfere with meaning.

4. Vocabulary

- Evaluate the range, precision, and appropriacy of word choice.
- Higher bands (4–5) use topic-specific, technical, or sophisticated vocabulary appropriately.
- Band 3 may depend on common vocabulary with limited variety.
- Bands 1–2 show restricted or inaccurate use of vocabulary.
- Reward appropriate word selection, even if spelling is imperfect.

5. Spelling and Punctuation

- Focus on how spelling and punctuation contribute to clarity and accuracy.
- High-band responses show consistent accuracy in complex forms.
- Band 3 may contain frequent but minor errors that do not obscure meaning.
- Bands 1–2 include serious or frequent errors that make text difficult to read.
- Always consider whether errors impact readability before deducting marks.

G9-12 Writing Rubric

| | Task completion | Structure | Grammar | Vocabulary | Spelling and punctuation |
|---|---|---|--|--|--|
| 5 | Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail. | Entire response is appropriately structured with awareness of style and audience. | Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any. | Response uses a range of technical and sophisticated vocabulary for the specific topic of the task. | Spelling and punctuation are consistently accurate, even within complex words and sentences. |
| 4 | Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt. | Response is clearly structured appropriately in paragraphs with evident attempt at an introduction, main body and conclusion. | Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability. | Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task | There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability. |
| 3 | Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed). | Response is written using a paragraph or more which contain a topic sentence and supporting ideas. | Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability. | Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary. | Common vocabulary is mostly spelt accurately and sentences contain basic punctuation. There may be frequent spelling errors with more complex words. |
| 2 | Student expresses several ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail. | Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph. | Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent. | Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt. | There are examples of accurate spelling and punctuation throughout, but also frequent errors. |
| 1 | Student's writing does not cover any aspect of the prompt. | Response does not appear to be structured in any conventional sense, even in terms of sentences. | No attempt at grammatical structures is identifiable. | Response contains very little that can be identified as appropriate vocabulary for the task. | Response contains little to no punctuation and/or almost every word is spelt so as to be barely decipherable. |
| 0 | No response, or entirety of response plagiarised. | | | | |