

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل المسار المتقدم



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منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل

1

ملخص محتوى مفردات وقواعد ومواضيع الهيكل الوزاري الجديد

2

عرض بوربوينت الدرس العاشر من الوحدة الرابعة structures and Buildings

3

عرض بوربوينت الدرس التاسع من الوحدة الرابعة structures and Buildings

4

عرض بوربوينت الدرس الثامن من الوحدة الرابعة structures and Buildings

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

25
2026
العام الدراسي
Academic Year



Sample Writing Task

End-of-Term 1

Stage 5

Grade 8 Advanced

1.1 Read the text. Write the main idea of the text in your own words.

Total/40

Write at least 3-4 sentences.

In the year 2045, I finally arrived at my new home — a scientific research base on the Moon. Life here is completely different from life on Earth. When I look out the window, I don't see trees, cars, or people — only mountains of grey rock and a sky that is always black. There is no air, no wind, and no sound outside. The Sun rises and sets very slowly, and the temperature changes from boiling hot to freezing cold in just a few hours.

Our base is built deep underground to protect us from radiation and meteor dust. We live in small rooms connected by long tunnels. Every morning, we check our oxygen levels, clean the filters, and water the plants in our greenhouse. The vegetables grow under special lights that copy sunlight. We recycle everything, including water and air, to survive.

Even though life on the Moon is quiet and lonely, I know this work is important. Each day brings new discoveries that will help humans travel even further — maybe one day, to Mars.

amanahj.com/ae

2026 2025

موقع المنهاج

الامارات

Task Completion	Language Use	Organisation and Clarity	Total
/5	/5	/5	/15

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

- what you think life on another planet would be like
- what homes and schools might look like
- what problems you might face living there

Write at least 110 words.



Writing Grading Guidelines / موجّهات التصحيح

Question 1.1

1. Task Completion

- Check if the student accurately **understands the main message** 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.

G8 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes a clearly developed and mostly extended response, addressing all parts of the prompt in sufficient detail. Ideas are relevant, connected, and show clear understanding of the task.	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 that meets the expected length. Most parts of the prompt are addressed, though some ideas may be less developed or lack supporting detail.	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 a partly extended response, approximating the expected length. Most aspects of the prompt are covered, but some areas are missed or not fully explained.	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 relevant ideas, but more than one part of the prompt is missing, underdeveloped, or unclear. The response may be short or uneven in coverage.	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.				