



Sample 1 (Page 1 of 2)

Sample Grade 12 General and AEP unified Writing

Part 1

Write about the most eco-friendly device that you have.

Write a **paragraph** containing at least 40 words.

Eco-friendly devices are really important for our Eco-system. My family own an Electric car that doesn't use fuel and doesn't produce CO₂. Carbon oxyed has a bad influence on the environment and that's why I love our Electronic smart car.



Sample 1 (Page 2 of 2)

Sample Grade 12 General and AEP unified Writing

Part 2

Write an article about the environment.

You should include:

- compare different environmental problems and their impacts
- suggest ways government reduce the problems
- examples of what is likely to happen if no action is taken

Write at least 150 words.

Fossil fuels are dangerous. They release dangerous gas into the atmosphere. Many people who are healthy can pick up health problems just by being exposed to toxic gases that come from fossil fuels. Another problem is urbanization of natural areas. When we build malls, apartments and other buildings we are destroying habits of animals that live there.

To improve these problems we should invest into more eco-friendly technology like solar-power and everyone should drive electric cars. We should also care for nature when we build.

If no changes occur, more people will become ill because of increased CO₂ exposure and animals will disappearing from our world.

It is important to not just think about ourselves but also our future.

Marker 2			
Task Completion	Vocabulary	Grammar	Organisation
/5	/5	/5	/5



Sample 2 (Page 1 of 2)

Sample Grade 12 General and AEP unified Writing

Part 1

Write about the most eco-friendly device that you have.

Write a **paragraph** containing at least 40 words.

The Samsung is an eco-friendly device you can save money and it ~~is~~ has best battery it last for two days and it has big space for memory you can add more memory if you want to also when you charge it very fast and it doesn't take a lot of electricity it saves the electricity and it's not that expensive to buy and Samsung you can use it for a long time without any problem and the Samsung phone got the best eco-friendly phone for 2018.



Sample 2 (Page 2 of 2)

Part 2

Write an article about the environment.

You should include:

- compare different environmental problems and their impacts
- suggest ways government reduce the problems
- examples of what is likely to happen if no action is taken

Write at least 150 words.

Our environment is very important for our life. I help sometimes to reduce the impact I make on the environment by throwing away trash that people leave on the beach or walking to my friends house instead of drive when they live close.

We have two big problems in the Environment. Fossil fuels are helpful but very dangerous to our body. Next thing is big problem plastic, because it takes a long time to go away and kills animals. Both problems are killing our Environment, but Fossil fuels killing people more because people dont eat plastic by mistake but animal do.

I think we should stop using plastic bag for everything. Also my government should give everyone Electric car and say no more Fossil fuel cars.

Marker 2				
Task Completion	Vocabulary	Grammar	Organisation	
/5	/5	/5	/5	



Sample 3 (Page 1 of 2)

Sample Grade 12 General and AEP unified Writing

Part 1

Write about the most eco-friendly device that you have.

Write a **paragraph** containing **at least 40 words**.

I learn drive with my father and. I go to Ba Alheesa for licenc. I was franing there ~~for~~ for 2 years. MY car colour is red and the engien power is 2200ss inside the car is 2 seats.



Sample 3 (Page 2 of 2)

Sample Grade 12 General and AEP unified Writing

Part 2

Write an article about the environment.

You should include:

- compare different environmental problems and their impacts
- suggest ways government reduce the problems
- examples of what is likely to happen if no action is taken

Write at least 150 words.

In my country it is hot and rain only 2 time a year. This big problem because very hot for me. My car have strong AC because it have big engien.

Another problem no water for grow plant. and then we have to bring fod and water from other countries.

To make less problem my country need more rain and. I don't need use AC there.

If no change wil be hot and live on AC. I be okay MY father teach me be strong.



Marker 1: Marks and Discussion Notes

Sample 1:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

Sample 2:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

Sample 3:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

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Marker 2: Marks and Discussion Notes

Sample 1:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

Sample 2:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

Sample 3:

Task Completion	Vocabulary	Grammar	Organisation	Total
/ 5	/ 5	/ 5	/ 5	/ 20

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ADU Suggested Marks and Reasoning

Sample 1

Task Completion	Vocabulary	Grammar	Organisation	Total
5 / 5	5 / 5	5 / 5	5 / 5	20 / 20

Task Completion

- Both written responses meet the requirements of the task.
- Both responses are written in a tone suitable for the task, including personal feelings in Part 1 and opinions in Part 2 (*It is important not to just think ...*)

Vocabulary

- Topic specific vocabulary, that reflects the curriculum, is used appropriately in both parts. (Part 1: *fuel, eco-system*; Part 2: *fossil fuels, toxic, urbanisation*).
- Some technical terms confused (Part 1: *electronic – electric*; Part 2: *habits – habitats*), however this is only occasional and spelling is generally correct.

Grammar

- Throughout the two texts, complex structures (“*by being exposed*”) and frequent use of subordination to make complex sentences are demonstrated consistently and accurately.

Organisation

- Part 2 organised into logical, adequately linked paragraphs.
- Though specific linking words are not used, all sentences flow coherently from one to the next.
- Punctuation is accurate throughout.



ADU Suggested Marks and Reasoning

Sample 2

Task Completion	Vocabulary	Grammar	Organisation	Total
4 / 5	4 / 5	4 / 5	3 / 5	15 / 20

Task Completion

- Part 1 addresses the prompt.
- Prompts 1 and 2 are addressed but prompt 3 is not (Part 2).
- The style employed for Part 2 is generally informative in nature and suitable for the task.

Vocabulary

- Some use of topic-appropriate vocabulary is demonstrated throughout (*reduce the impact, fossil fuels*) and is clearly sufficient for the task; however, in Part 2 a degree of repetition shows that they do not have the range of topic-specific vocabulary to more comprehensively address this task.
- The few spelling errors in difficult words do not impact the understanding of the text.

Grammar

- There are examples of subordination and attempts at complex structures (*...by throwing away trash that people...*) through both texts and the grammar is largely accurate (though slips occur in both basic and complex structures), the repetition of verb forms – particularly in Part 1 – brings it just below the top mark.

Organisation

- Ability to organise writing into paragraphs demonstrated in Part 2.
- There is almost no punctuation in Part 1 creating a run-on sentence with repetition of linking with 'and'.
- Links and signposts are evident but not used sufficiently throughout. This makes some sentences difficult to understand at first read (Part 2: *...plastic, because it takes a long time to go away and kills animals; ...fossils fuels killing people more because people don't eat plastic by mistake but animals do*)



ADU Suggested Marks and Reasoning

Sample 3

Task Completion	Vocabulary	Grammar	Organisation	Total
2 / 5	2 / 5	3 / 5	2 / 5	9 / 20

Task Completion

- Only tenuous understanding of either task shown.
- A lot of the content is irrelevant or only loosely relevant to the tasks.
- Little evidence of appropriate style, perhaps due to the lack of relevant vocabulary and grammar knowledge.

Vocabulary

- Limited awareness of relevant vocabulary.
- A number of spelling errors, even in basic words (*coulur; becuse, contry*)

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Grammar

- Mostly basic structures used, though with attempts to use other structures (*If no change will be hot; we have to bring food*).
- Grammatical inaccuracies are frequent but generally do not impede understanding through the two tasks.

Organisation

- Some ability to form paragraphs demonstrated in Part 2.
- Some cohesive devices used to introduce paragraphs in Part 2.
- Little ability to structure paragraphs or link sentences within paragraphs. This results in the text in Part 1, for example, being a series of unconnected statements.
- Conspicuous punctuation errors evident.