

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف العاشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

1 اختبار قراءة يركز على قواعد اللغة باستخدام النفي والأزمنة الماضية في نص عن الحياة في الإمارات قبل اكتشاف النفط

2 كتاب دليل المعلم Interactions الاستماع والمحادثة المسار العام

3 مفردات جميع الوحدات وترجمتها من كتاب interactions قراءة وكتابة المسار المتقدم

4 مفردات جميع الوحدات وترجمتها من كتاب interactions محادثة واستماع المسار المتقدم

5 مفردات الفصل الأول pdf



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Test Specifications English Language End of Term Exam – Cycle 3

GRADES
9-12

Overview

The Cycle 3 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams focus on reading fluency, comprehension, grammar and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and Functional Language are embedded within reading tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the exams provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary/Grammar:** Assesses skills at Grade Level Goal.
- **Part 2 - Reading:** Targets working towards and at Grade Level Goal.
- **Part 3 – Reading:** Targets working at Grade Level Goal and Beyond Grade Level Goal.
- **Writing Task:** Assesses student writing ability at Grade Level Goal.

	Part 1: Vocabulary/ Grammar	Part 2: Reading	Part 3: Reading	Part 3: Writing
Working toward Grade Level Goal		✓		
Working at Grade Level Goal	✓	✓	✓	✓
Working beyond Grade Level Goal			✓	

Text Types

This reference outlines the text types that may appear in the curriculum and in the end-of-term assessments. It provides an overview of each type's communicative purpose, along with authentic and classroom-based source examples. Teachers can use this reference to familiarise students with a range of text types and prepare them for the formats they are likely to encounter in the exam.

Text Type Group Name	Overview	Sources
Description	Provide explanations for what a person, place or thing is like	Travelogue or diary, Catalogue, Geographical map, Online flight schedule, Description of a feature, function, or process in a technical manual, Signs and notices, Maps, tourist leaflets, posters, Timetables, Reference lists, Webpages, catalogues, Factual descriptions, Personal descriptions, Brochures and leaflets, Guides, Annotated Bibliography, Book Review, Technical Report
Narration	Provides a sequence and description of events; tells a story	Novels, Short stories, Plays, Biographies, Comic strips, Newspaper reports of events, Anecdotes, jokes, Narratives, Fiction, Literature, Recorded passages and audio materials, Shows, drama, TV news reports, TV documentaries, Radio documentaries, Autobiography, Memoir, Case Study
Exposition	Provide an explanation of how different elements interrelate and form a meaningful whole	Scholarly essays, Diagrams showing a model of how a system functions, Graphs of population trends, Concept maps, Entries in an online encyclopaedia, Definitions, summaries, text interpretations, Factual texts, articles, and reports, Lengthy complex texts, Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper
Argumentation	Provide viewpoints about a topic	Letters to the editor, Poster advertisements, Posts in an online forum, Web-based reviews of books or films, Argumentative texts, Reviews, editorials, commentaries, Discussions and debates, TV current affairs and talk shows, Position Paper, Editorial, Critique
Instruction	Provide directions on what to do	Recipes, Diagrams showing a first-aid procedure, Guidelines for operating digital software, Directions, Technical instructions, Warnings on hazards, Regulations, Conditions, Instructions, User Guide, Laboratory Manual, Policy Manual
Transaction	Aim to achieve a specific purpose	Everyday e-mail and text message exchanges between colleagues or friends that request and confirm arrangements, Forms, Conversations, invoices, Correspondence: formal and informal letters, Official documents, Messages on postcards, Short text messages / Twitter, Recorded audio materials, Meeting Minutes, Memorandum

Curriculum Alignment

The Cycle 3 English Language assessments are fully aligned with the curriculum, which is structured around the domains of Reading and Viewing and Writing and Representing. Grammar, Functional Language, and Vocabulary—are embedded throughout the assessments to support progression across both domains and to reflect real-world communication. The assessments are mapped to CEFR proficiency levels, mirroring the curriculum’s emphasis on inclusion, differentiation, and learner autonomy within a structured continuum of learning. In line with the curriculum, assessment tasks also integrate global competencies, providing opportunities for students to demonstrate critical and creative thinking, well-being, ethical and intercultural understanding, as well as digital and financial literacy and sustainability awareness. This alignment ensures that assessments not only measure literacy skills but also reinforce the broader aims of the curriculum.

Grade	Stage	Grade Level Goal	Resource	CEFR	IELTS
9 General	Stage 5	Grade 9 Grade Level Goal	New Interactions Grade 9 General	B1.1	4.5
9 Advanced	Stage 6	Working beyond Grade 9 Level Goal	New Interactions Grade 9 Advanced	B1.2	5
10 General	Stage 6	Grade 10 Grade Level Goal	New Interactions Grade 10 General	B1.2	5
10 Advanced	Stage 7	Working beyond Grade 10 Level Goal	New Interactions Grade 10 Advanced	B1.2-B2.1	5-5.5
11 General	Stage 7	Grade 11 Grade Level Goal	New Interactions Grade 11 General	B1.2-B2.1	5-5.5
11 Advanced	Stage 8	Working beyond Grade 11 Level Goal	New Interactions Grade 11 Advanced	B2.1	5.5
12 General	Stage 8	Grade 12 Grade Level Goal	New Interactions Grade 12 General	B2.1	5.5
12 Advanced	Stage 9	Working beyond Grade 12 Level Goal	New Interactions Grade 12 Advanced	B2.2	6

Timeline for Academic Term 1



15-19 SEP
DIAGNOSTIC ASSESSMENTS

20-28 NOV
END-OF-TERM EXAMS

04-05 DEC
END-OF-TERM EXAMS

08-12 DEC
MAKE-UP EXAMS



Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

Cycle 1		
Grade	Assessment	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 2		
Grade	Assessment	
Grades 5 - 8	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 3		
Grade	Assessment	
Grades 9 - 12	School-based (formal) – 10%	EOT1 (centralized) – 30%



Grade Level Goal

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Academic Year 2025-2026: End of Term 1 Exam Test Specifications:

Grade 10 GLG - Grade 9 Advanced/10 General – Stage 6 – B1.2

Grade Level Goal	Grade 10 GLG	Learning Continuum Stage	6
Class	9 Advanced / 10 General	CEFR	B1.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.	Meeting New People, Learning New Things Unique Housing for Three College Students	off campus, graduate degree, dormitory, graduate student, nature reserve, eliminate, inexpensive, privacy		
		Come Rain or Shine Feeling Under the Weather?	humidity, biometeorologists, affect, depressed, headaches, irritable, atmosphere, temperature		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 text of 160 words (10% either way) with 6 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 12)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	Come Rain or Shine Writing a Description of Wild Weather	blizzard, cumulus cloud, gust, phenomena, gale- force, hazardous, severe, soaked, weather forecast, chance of, pouring (rain), freezing, sick of, winter break, prefer, snowboarding	Parts of Speech Comparatives and Superlatives Modal Verbs (should/could) Collocations – do, make, take, have
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 160 words (10% either way) with 6 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 12)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	Towards Grade Level Goal Identify specific information. At Grade Level Goal Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify the overall meaning.	Meeting New People, Learning New Things Sharing Things	dockless bike, bike- sharing program, smartphone app, traffic, pollution, noise, litter bikes, public-transport authority, damage, theft, incentives, cooperating.	Expressing purpose.: in order to / to + verb (infinitive) Modals for Opinion/Possibility - <i>should, must, and have to</i>	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 2 x ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Strategies Text features 1 x ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Comprehension Skills Inference 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.		▪ 1 expository text of 250-270 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. Identify the overall meaning.	Come Rain or Shine Feeling Under the Weather?	hurricanes, damage, flooding, injuries, blood pressure, blocking (roads), pneumonia, asthma, flu (influenza), temperature, moods	Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive)
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific information: ENG.06.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Strategies Text features ENG.06.RV.S.2.1: Identify and interpret conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Comprehension Skills Overall Meaning ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	Construct Limits ▪ 1 expository text of 250-270 words (10% either way) ▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Use a range of cohesive devices, and referencing or substitution to connect ideas in texts that are generally coherent. Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate. Produce simple and some extended written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.	Meeting New People, Learning New Things Sharing Things	Term 1 Vocabulary	Prompts to elicit: Zero Conditional Modals for Opinion/Possibility Expressing purpose.: in order to / to + verb (infinitive) Present Simple Tense - Used for stating facts and identity Cohesive devices	Describing advantages and disadvantages Comparing and Contrasting Language development for essay writing
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text. Write the main idea in your own words. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 150 words.	Coherence and cohesion ENG.06.WR.S.5.1: Use an increasing range of cohesive devices, and referencing or substitution to connect ideas in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are generally coherent, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Fluency in text production ENG.06.WR.P.1.1 : Produce simple, extended and detailed written or multimodal texts on familiar and some unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures. Text structure ENG.06.WR.P.4.1 : Produce simple and extended written or multimodal texts on familiar and some unfamiliar concrete topics that show increasing awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.		4.1 One text of 160 words related to theme One question asking for the main idea of the text, using their own words. 4.2 - One question with three prompts to elicit an argumentative text asking them to reply to the email by presenting a position and supporting it with reasons. - Word count: 150 words 40 marks (based on rubric)