

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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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

مفردات جميع الوحدات وترجمتها من كتاب interactions قراءة وكتابة المسار العام	1
مفردات جميع الوحدات وترجمتها من كتاب interactions محادثة واستماع المسار العام	2
حل نموذج اختبار تجريبي المسار المتقدم	3
نموذج اختبار تجريبي المسار المتقدم	4
حل نموذج اختبار تجريبي المسار العام	5



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

11

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

Grade 11 GLG - Grade 10 Advanced/11 General/11 Applied – Stage 7 - B1.2-B2.1

Grade Level Goal	Grade 11 GLG	Learning Continuum Stage	7
Class	10 Advanced / 11 General / 11 Applied	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, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	A Picture of Health Handling stress, Overcoming adversity	admirable, breakthrough, gradually, unidentified, obstacle, overcome, positive, handling (stress), evaluate, coping strategies, dealing with, perspective, circumstances		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Correct the correct word(s) to complete the sentences.	Reading Strategies ENG.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	1 text of 160 words (10% either way) with 7 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 14)	

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.	Infotainment Staring at a screen, Infotainment	remote control, couch potato, channel surf, commercials, turn down, volume, gaming, gamers, streaming, blogging, vlogging, spare time,	Question tags Wh-questions Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)
		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.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and 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 7 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify details At Grade Level Goal Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.). Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world. Identify the overall meaning.	A Picture of Health Longevity, Medical advice and the internet	inhabitants, preservatives, longevity. altitude, unpolluted, long-lived, prevent, accurate, dishonest, patient, remedy, validity, take advantage of, attitude, fraudulent	Stage 7 grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 3 x ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference 2 x ENG.03.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 extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections 2 x ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning 1 x ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 narrative text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify details Beyond Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Interpret and analyse explicit and implicit connections between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world to support conclusions. Identify the overall meaning	Infotainment Commercials, Visual Media and language	commercial, slogan, noticeable, original, memorable, informative , visual media, infant, passively, sense, development, limited	Stage 7 grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: ENG.07.RV.CS.5.1: Read and identify details in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Inference ENG.03.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 extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Connections ENG.07.RV.CS.3.1: Interpret and explain connections that may require some inference between ideas, perspectives or themes and own experience, background knowledge, other texts or the wider world when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. Overall Meaning ENG.07.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	▪ 1 expository text of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce extended and detailed written or multimodal texts, expressing comparisons and justifications where appropriate. Produce extended written or multimodal texts that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience. Express ideas, information, opinions, feelings, emotions and personal perspectives, giving reasons and explanations. Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts, giving details where needed.	A picture of Health Health Clubs, Talking about Stress	Term 1 Grammar	Historic present - used to narrate past events in a livelier manner as if we were there, witnessing what was happening (p. 39)	Summarising and retelling
		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 170 words.	Fluency in text production ENG.07.WR.P.1.1: Produce extended and detailed written or multimodal texts on familiar and 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 some repetition of language and structures. Text structure ENG.07.WR.P.4.1: Produce extended written or multimodal texts on familiar and unfamiliar concrete topics that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. Presentation and development of ideas ENG.07.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and unfamiliar concrete topics, giving reasons and explanations using simple and a wide range of complex language and expressions in extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and some repetition of language and structures. Processing text in writing ENG.07.WR.S.6.1: Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts on familiar and unfamiliar concrete topics, giving details where needed using simple and a wide range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and some 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 about the text with three prompts to elicit an argumentative text asking them for their opinion with evidence to support their view. ▪ Word count: 170 words ▪ 40 marks (based on rubric)