

## مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار العام



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المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثاني عشر



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار المتقدم والنخبة

1

مفردات الوحدات الثلاث الأولى مع الترجمة وأمثلة عليها المسار المتقدم

2

كتاب الطالب Workbook منهج بريدج المسار العام

3

كتاب الطالب Coursebook منهج بريدج المسار العام

4

حل نموذج اختبار تجريبي القسم الالكتروني المسار المتقدم

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
<b>Description</b>	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
<b>Narration</b>	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
<b>Exposition</b>	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
<b>Argumentation</b>	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
<b>Instruction</b>	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
<b>Transaction</b>	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.

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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%

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# Grade Level Goal

12

**Academic Year 2025-2026: End of Term 1 Exam Test Specifications:**  
**Grade 12 GLG - Grade 11 Advanced/12 General/12 Applied – Stage 8 – B2.1**

Grade Level Goal	Grade 12 GLG	Learning Continuum Stage	8
Class	11 Advanced / 12 General / 12 Applied	CEFR	B2.1
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, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret texts.	<b>Money Talks</b>   Making a profit and helping people, Entrepreneurs	determined, independently, motivate, pride, primarily, reward, successfully, surprising, found, highly, hire, identify, in common, quantity, raise capital, remarkable, take risks, vision		
		Task Description	Learning Outcomes		Construct Limits
		<p align="center">Multiple-Choice Gap Fill</p> <hr/> <p>Choose the correct words to complete the sentences.</p>	<b>Reading Strategies</b> ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.		<ul style="list-style-type: none"> <li>▪ 1 text of 170 words (10% either way) with 7 gaps focusing on the target vocabulary.</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total: 14)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	<b>At Grade Level Goal</b> 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 texts.	<b>Nail that job</b>   Career trends in a changing world	distract, overworked, worldwide, drawback, livelihood, secure, upgrade, workaholism, gridlock, overcrowding, background, overwork, overdo, overdue, overcrowded, overestimate, overpopulated	G.1.6 Adjectives (compound adjectives) Using Participles as Adjectives – interest -> interesting/interested, bore -> boring/bored. E.g. Contestants on fear Factor have to complete many _____ frightened/frightening tasks. G.9.7 Nouns (compound nouns)
		<b>Task Description</b>  Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	<b>Learning Outcomes</b>  <b>Reading Strategies</b> ENG.04.RV.S.3.3: 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 simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	<b>Construct Limits</b>  <ul style="list-style-type: none"> <li>▪ 1 expository text of 160 words (10% either way) with 7 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total 14)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	<p><b>Towards Grade Level Goal</b> Identify specific information</p> <p><b>At Grade Level Goal</b> Identify and analyse mood, tone or attitude.</p> <p>Identify the main points.</p> <p>Identify the overall meaning.</p>	<p><b>Money Talks  </b> Consumerism and the human brain, Does money talk?</p>	<p>access, consume, consumers, economy, identical, items, victim, sustainably, consumerism, motivation, accomplishment, autonomy, creativity, critical thinking, mastery, purpose</p>	Stage 8 vocab	
		Task Description	Learning Outcomes		Construct Limits
		<p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p>	<p><b>Comprehension Skills</b> Specific Information: ENG.08.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.</p> <p>Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.</p> <p>Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.</p> <p>Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.</p>		<ul style="list-style-type: none"> <li>▪ 1 expository text of 300-330 words (10% either way)</li> <li>▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	
Part 3: Reading	<b>At Grade Level Goal</b> Identify details  <b>Beyond Grade Level Goal</b> Analyse and evaluate mood, tone or attitude, whether implicit or explicit.  Identify the main points.  Identify the overall meaning.	<b>Nail that job</b>   Creating a vision for your career	job-hunting, unique, long-term career, approach, encourage, evaluate, accomplishment, uncover, motivated, distracted, leisure time, powerful	Future tense (going to) Modal verbs (can, should)	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice  <hr/> Read the text. Choose the correct answer.	<b>Comprehension Skills</b> Details: ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.  Mood, tone and attitude: ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.  Main points ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.  Overall Meaning ENG.04.RV.CS.1.1: Read and identify the overall meaning of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.		<ul style="list-style-type: none"><li>▪ 1 expository text of 300-330 words (10% either way)</li><li>▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</li></ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	<b>At Grade Level Goal</b> Produce clear, extended and detailed written or multimodal texts, expressing comparisons, justifications and conditions where appropriate.  Express ideas, information, opinions, feelings, emotions and personal perspectives, giving  Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources of extended and some complex texts, giving details where needed.	<b>Nail that job</b>   My dream job and how I plan to get there	Term 1 Vocabulary	Prompts to elicit: G.18 Reported speech	FL.32 Expressing agreement and disagreement  FL.16 Expressing opinion
		<b>Task Description</b>	<b>Learning Outcomes</b>		<b>Construct Limits</b>
		Guided constructed response  <hr/> 4.1 Read the text. Was the writer's opinion in the text, and do you agree with it? Give a reason for your answer.  4.2 Read the text again. Main writing prompt. <ul style="list-style-type: none"> <li>• prompt 1</li> <li>• prompt 2</li> <li>• prompt 3</li> </ul> Write at least 200 words.	<b>Fluency in text production</b> ENG.08.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons and justifications where appropriate, where meaning is clear, although there may be some repetition of language and structures, and some inaccuracies with more complex language.  <b>Presentation and development of ideas</b> ENG.08.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations using simple and complex language and expressions in extended written or multimodal texts, although there may be some repetition of language and structures, and some inaccuracies with more complex language.  <b>Processing text in Writing</b> ENG.08.WR.S.6.1 : Summarise, paraphrase and synthesise information and arguments from a variety of sources of extended written, spoken or multimodal texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be some repetition of language and structures, and some inaccuracies with more complex language.		4.1 One text of 180 words related to theme that expresses opinion, states facts and presents arguments.  One question asking what writer's opinion was and if they agree with the writer.  4.2 ▪ One question asking about their own opinion on the issue raised in the text with clear reasons to support their opinion and examples from the text with three prompts to elicit an argumentative text.  ▪ Word count: 200 words ▪ 40 marks (based on rubric)