

## مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار المتقدم



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثاني عشر ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-01-17 21:28:07

ملفات اكتب للمعلم اكتب للطالب اختبارات الكترونية اختبارات احلول اعروض بوربوينت اوراق عمل  
منهج انجليزي املخصات وتقديرات امذكرة وبنوك الامتحان النهائي للدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثاني عشر



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الاسلامية



المواد على تلغرام

صفحة المناهج  
الإماراتية على  
فيسبوك

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

كتيب جمیع قواعد اللغة الانجليزية

1

ملخص بسيط شرح قواعد الهيكل المسار العام

2

مراجعة Maze عامة محلولة

3

مراجعة قواعد عامة محلولة

4

حل مراجعة نهائية Revision Final المسار المتقدم

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# Stage 9

Grade 12 Advanced

Grade 12 Elite

## Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Sample Test Specifications

Grade	Grade 12 Advanced / 12 Elite	CEFR	B2.2
Stage	9		
Language Domains	Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	Furnishing the Globe	retailer, chairman, distribution, diversify, market demands, manufacturers, sales revenues, net profits	Stage 9 Language Focus <a href="#">G.10.1 Passives (present simple passive)</a> <a href="#">G.1.6 Adjectives (compound adjectives)</a> <a href="#">G.11.3 Phrasal Verbs (three-part phrasal verbs)</a> <a href="#">G.2.6 Adverbs (comparative adverbs)</a> <a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a> <a href="#">G.5.3 Conditionals (Second)</a> <a href="#">G.6.2 Conjunctions (subordinating)</a>
		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	<b>Reading Strategies</b> ENG.09.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 and language choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret, evaluate and critically analyse extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	<ul style="list-style-type: none"> <li>▪ 1 text of 180 words (10% either way) with 6 gaps focusing on the target vocabulary.</li> <li>▪ 3 options, one of which is the correct answer</li> </ul> 3 marks each (total: 18)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal	I Never Made it to the NFL	<i>perseverance, self-esteem, criticism, adversity, head fake, reflection, motivation, fundamentals, ambition, aspiration, passion, adapt, persist, overcome, influenced, impacted</i>	Stage 9 Grammar <a href="#">G.14.1 Past Time (past simple(including verb 'to be'))</a> <a href="#">G.1.4 Adjectives (participle adjectives)</a>
		Task Description	Learning Outcomes (LOs)	Construct Limits
	At Grade Level Goal	Multiple-Choice Questions	<p>3 x <b>ENG.09.RV.CS.2.1</b>: Read and identify details in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.</p> <p>1 x <b>ENG.09.RV.CS.4.1</b>: Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.</p> <p>1 x <b>ENG.09.RV.CS.3.1</b> Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading.</p> <p>1 x <b>ENG.09.RV.CS.7.1</b> Analyse and evaluate mood, tone or attitude, whether implicit or explicit, when reading.</p> <p>1 x <b>ENG.09.RV.CS.1.1</b> Read and identify the overall meaning.</p>	<ul style="list-style-type: none"> <li>▪ 1 narrative text of 330-350 words (10% either way)</li> <li>▪ 6 questions with 3 options (3 marks each, total: 18)</li> </ul>
		Read the text and choose the correct answer. Choose A, B or C.		

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	Towards Grade Level Goal	Who's Taking Care of the Children?  Cultural Comparisons of Family Relationships	<i>breadwinner, clerical, extended family, flexitime, glass ceiling, in touch, job sharing, portrayed, self-employed, trend</i>  <i>tradition, upbringing, bond, respect, responsibility, generation gap, values, roles</i>	Stage 9 Grammar <a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a> <a href="#">G.6.2 Conjunctions (subordinating)</a>
			<b>Task Description</b>	
	At Grade Level Goal	Multiple-Choice Questions  Read the text and choose the correct answer. Choose A, B or C.	<b>Learning Outcomes (LOs)</b>  2 x <b>ENG.09.RV.CS.2.1</b> : Read and identify details in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.  1 x <b>ENG.09.RV.CS.4.1</b> : Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.  2 x <b>ENG.09.RV.CS.3.1</b> Analyse and evaluate explicit and implicit connections between ideas, themes or perspectives and own experience, background knowledge, other texts or the wider world to support interpretation when reading.  1 x <b>ENG.09.RV.CS.7.1</b> Analyse and evaluate mood, tone or attitude, whether implicit or explicit, when reading.  1 x <b>ENG.09.RV.CS.1.1</b> Read and identify the overall meaning.	

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	A Difficult Balance of Work and Life / Dreams and Ambition	Elicit Term 2 vocabulary.	Elicit Term 2 Grammar.	<a href="#">FL.24 Asking for and giving advice</a> <a href="#">Writing emails and letters</a>
<b>Task Description</b>		<b>Learning Outcomes (LOs)</b>		<b>Construct Limits</b>	
<p>Guided constructed response</p> <hr/> <p>4.1 Read the text. Write the main ideas in your own words. Write at least 3-4 sentences.</p> <p>4.2 Read the text again. Main writing prompt.</p> <ul style="list-style-type: none"> <li>• prompt 1</li> <li>• prompt 2</li> <li>• prompt 3</li> </ul> <p>Write at least 220 words in paragraphs.</p>		ENG.01.WR.S.3.1 Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control. ENG.01.WR.P.3.1 Recount stories, past experiences and events in writing. ENG.01.WR.S.5.1 Use basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence. ENG.01.WR.P.2.1 Express simple ideas and information with developing coherence in writing. ENG.01.WR.S.2.2 Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.		<p>4.1 One text of 200 words related to theme. One question asking for the main ideas of the text, using their own words. (15 marks)</p> <p>4.2</p> <ul style="list-style-type: none"> <li>▪ One question about the text with three prompts to elicit an expository text asking them to compare and contrast / show cause and effect or defining and explaining information.</li> <li>▪ Each paragraph should focus on one general idea and must have a logical connection to the opening statement.</li> <li>▪ Word count: 220 words (25 marks)</li> </ul> <p>Total: 40 marks</p>	