مواصفات اختبار نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ مرحلة ثانوية ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-25 23:42:50	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب مرحلة ثانوية					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب مرحلة ثانوية والمادة لغة انجليزية في الفصل الأول	
1	مواصفات اختبار نهاية الفصل
2	دليل كتابة المقال – الدرس الأول: كتابة مقدمة قوية
3	مواصفات اختبار نهاية الفصل – الدورة الثالثة
4	امتحانات سابقة في نهاية الفصل للصفين الحادي عشر والثاني عشر مع الحل

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على Store App (آبل)	تطبيق المناهج على Play Google (أندرويد)

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year
2026
27

English Language Test Specifications

End-of-Term 1 Examinations

CYCLE
3

Overview

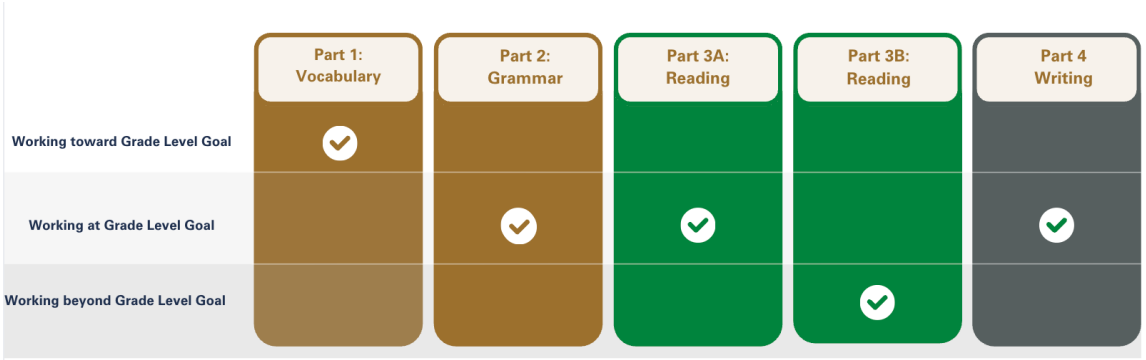
The Cycle 3 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams focus on reading comprehension, and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and functional language are embedded within 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 four parts:

- **Part 1 – Vocabulary**: Targets working towards Grade Level Goal.
- **Part 2 – Grammar**: Assesses skills at Grade Level Goal.
- **Part 3A - Reading**: Targets working at Grade Level Goal.
- **Part 3B – Reading**: Targets working Beyond Grade Level Goal.
- **Part 4 - Writing**: Assesses students' writing ability at Grade Level Goal.



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

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Text Types

TEXT TYPE	OVERVIEW	SOURCES	ADDITIONAL SOURCE
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	announcement Informational Speech Orientation Talk email (e.g., a travelogue can be written in an email format) blog, student report card, mind map pamphlet Poem Quiz
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	personal recount (personal narrative), factual recount, imaginative recount historical account (factual) Travel Journal Quotes Story plot Radio show Short factual recount Poem Podcast
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, reports, etc., Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper	tables, text with table, fact file informational Radio talks Series of short text (factual) Mind map Informational text Labelled Plan
ARGUMENTATION	Provide a 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 Pape	persuasive, opinion piece, opinions, presentation
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	giving directions on a map guidelines for training animals
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	dialogue, interview, questionnaire, survey,

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Test Specifications

End-of-Term 1 Examinations

Cycle 3

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Grade Level Goal



Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 9GLG - Grade 9 General– Stage 5 – B1.1

Grade Level Goal	Grade 9 GLG	Learning Continuum Stage	5
Class	9 General	CEFR	B1.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Living together, learning together**	urban, residential, commercial, industrial, convenient, comfortable, route, destination, professor, tutor, facilities, services	
		Shop till you drop!	browse, search, exchange, refund, receipt, credit card, profit, fee, brand, quality, survey, prediction	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.05.RV.S.2.1 : 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 simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 text of 150 words (10% either way) with 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th colspan="2">Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="4">Part 2: Grammar</td><td rowspan="4">At Grade Level Goal</td><td rowspan="2">Living together, learning together |
Getting there, Talking about places in a city</td><td rowspan="2">block
bus station
car park
directions
hotel
Internet
road
shopping mall
situation
strangers
street map
traffic lights</td><td rowspan="2">apartment
business area
central
commercial
convenient
industrial
neighborhood
peaceful
residential
suburban
traffic
transportation</td><td rowspan="2">G.19.2 Verb forms (verb + to + infinitive / verb + infinitive / verb + -ing)

G.15.2 Future Time (going to)

G.6.1 Conjunctions (coordinating)

G.2.5 Adverbs (adverbial linkers)

G.17.4 Questions (indirect questions)

G.12.1 Prepositions (place)

G.12.4 Prepositions (dependent)</td></tr>
<tr><td>Task Description</td><td colspan="2">Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td colspan="2">Reading Strategies
ENG.05.RV.S.2.1 : 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 simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 transactional text of 150 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Shop till you drop! | Returns and Refunds</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 x ENG.05.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 expressed and structured.

Details:
2 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Inference:
1 x ENG.05.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 expressed and structured.

Overall Meaning:
1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 descriptive text (B1.1) of 230-250 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Living together, learning together | Success in college</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Details:
4 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Inference:
2 x ENG.05.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 expressed and structured.

Connections:
1 x ENG.05.RV.CS.3.1: Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.

Overall Meaning:
1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</td><td>▪ 1 expository text (B1.2) of 230-250 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="4">Part 4: Writing</td><td rowspan="4">At Grade Level Goal</td><td colspan="2">Writing task will be based around one of these themes:

Living Together, Learning Together | An email from college</td><td rowspan="2">FL.44. Writing emails and letters</td></tr>
<tr><td colspan="2">Shop till you drop! | Online shopping</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response

1.1 Read the email. Write the main ideas of the email in your own words. Write 2-3 sentences.

1.2 Read the email again. Now write a reply to the sender in which you:
• prompt 1
• prompt 2
• prompt 3

Write at least 130 words in paragraphs.</td><td>Fluency in text production
ENG.05.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and some unfamiliar concrete topics, expressing some detail with comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Recounts
ENG.05.WR.P.3.1: Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Presentation and development of ideas
ENG.05.WR.P.2.1 : Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving some simple reasons and explanations using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.

Processing text in writing
ENG.05.WR.S.6.1: Summarise the main points and information in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics using simple and a limited range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.</td><td>1.1 (15 marks)
One text of 160 words (10% either way) related to theme (an email).
One question asking for the main ideas of the text, using their own words.

1.2 (25 marks)
▪ One question with three prompts asking them to reply to the email, sharing personal experiences and opinions with reasons.

▪ Word count: 130 words
▪ 40 marks total</td></tr>
</table>

Grade Level Goal

10

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Academic Year 2026-2027: 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	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Meeting New People, Learning New Things**	roommate, colleague, privacy, community, deadline, schedule, authority, regulation, manage, cope	
		Come Rain or Shine	humidity, temperature, climate, season, absorb, reflect, hazardous, severe, ability, skill, rescue, safety, textile, fabric	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**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 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>Come Rain or Shine | Writing a Description of Wild Weather</td><td>cumulus cloud, thunderstorm, warning, severe, hazardous, impact, gale-force, weather phenomena, protection, damage</td><td>G.14.3 Past Time (past continuous)

G.4.1 Clauses and phrases : defining relative clauses

G.19.2 Verb forms (verb + to + infinitive; verb + infinitive; verb + ‘-ing’)

G.17.4 Questions (indirect questions)

G.8.1 Modals (present): Expressing ability

G.2.5 Adverbs (adverbial linkers)

G.1.2 Adjectives (comparatives)
For comparing data and making evaluations"</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>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.</td><td>▪ 1 narrative text of 160 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Meeting New People, Learning New Things | Sharing Things</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice
_____

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 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.

Details:
2 x ENG.06.RV.CS.5.1: Read and identify details 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:
1 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.06.RV.CS.1.1: Read and identify the overall meaning of 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.</td><td>▪ 1 expository text (B1.2) of 250-270 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3B: Reading</td><td rowspan="3">Beyond Grade Level Goal</td><td colspan="3">Come Rain or Shine | Feeling Under the Weather?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers. Choose A, B or C.</td><td>Comprehension Skills
Details:
4 x ENG.06.RV.CS.5.1: Read and identify details 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:
1 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.

Connections:
1 x ENG.06.RV.CS.3.1: Make logical connections between ideas, perspectives or themes and own experience, background knowledge, other familiar texts or the wider world and explain how the connections influence meaning 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.

Predictions:
1 x ENG.06.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation 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.06.RV.CS.1.1: Read and identify the overall meaning of 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.</td><td>▪ 1 expository text (B2.1) of 250-270 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">Writing Task will be based around one of these themes:

Talking About Seasons</td><td>FL.31 Describing past experiences and events

FL.16 Expressing opinion</td></tr>
<tr><td colspan="2">Ready for a Shared-Living Experience?</td><td>FL.20 Expressing necessity and obligation

FL.16 Expressing opinion</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Guided constructed response

1.1 Read the text. Write the main ideas in your own words. Write 3-4 sentences.

1.2 Write about whether you think _____. Include:
• prompt 1
• prompt 2
• prompt 3

Write at least 150 words in paragraphs.</td><td>ENG.06.WR.S.6.1: Summarise and paraphrase information and arguments in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics, giving details where needed using simple and an increasing range of complex language and expressions in writing.

ENG.06.WR.P.3.1: Recount detailed stories, past experiences and events that are clearly sequenced, and clearly express feelings and reasons for those feelings in response to the event or experience using simple and an increasing range of complex language and expressions in simple and extended written or multimodal texts.

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.

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.

ENG.06.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving simple reasons and explanations using simple and an increasing range of complex language and expressions in simple and extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.</td><td>1.1 (15 marks)
One text of 170 words related to theme

One question asking for the main ideas of the text, using their own words.

1.2 (25 marks)
▪ One question with three prompts to elicit an argumentative text.

▪ Word count: 150 words
▪ 40 marks total</td></tr>
</table>

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Grade Level Goal

11

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications:
Grade 11 GLG - Grade 10 Advanced/11 General – Stage 7 - B1.2-B2.1

Grade Level Goal	Grade 11 GLG	Learning Continuum Stage	7
Class	10 Advanced / 11 General	CEFR	B1.2-B2.1

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**A Picture of Health**	symptoms, prescription, fraudulent, dishonest, syndrome, remedy, nervous, stress, toothache, upset stomach	
		Infotainment	connectivity, productivity, slogan, commercial, memorable, informative, witness, investigation, injuries, scene	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Read the text and choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**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 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>Infotainment | News Report: An Airplane Crash</td><td>injuries, witness, scene, suffered, investigation, fortunately</td><td>G.10.1 Passives (present simple passive)
G.13.4 Present time (present perfect continuous)
G.4.5 Clauses and phrases (participle clauses)
G.7.4 Determiners (demonstratives)
G.6.2 Conjunctions (subordinating)
G.17.3 Questions (question tags)
G.2.8 Adverbs (degree)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x 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.</td><td>▪ 1 narrative text of 160 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3A: Reading</td><td rowspan="2">At Grade Level Goal</td><td colspan="3">A Picture of Health | Longevity, Medical advice and the Internet</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
3 x ENG.07.RV.CS.2.1 Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.

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:
1 x ENG.07.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.

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.</td><td>▪ 1 expository text (B1.2 – 2.1) of 270-300 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer 3 marks each, total: 24)</td></tr>
</table>

Part	Level	Theme		
Part 3B: Reading	**Beyond Grade Level Goal**	**Infotainment |** Commercials, Visual Media and language		
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Read the text and choose the correct answers. Choose **A**, **B** or **C**.	**Comprehension Skills** Details: 4 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: 1 x ENG.07.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. 1 x ENG.07.RV.CS.4.2 Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation 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: 1 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 expository text (B2.2) of 270-300 words (10% either way) ▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

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<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="4">Part 4: Writing</td><td rowspan="4">At Grade Level Goal</td><td colspan="2">Writing Task will be based around one of these themes:

A picture of Health | Health Clubs, Talking about Stress</td><td rowspan="2">FL.24 Asking for and giving advice

FL.26 Comparing and contrasting</td></tr>
<tr><td colspan="2">Infotainment | Screens Everywhere!</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response

1.1 Read the text. Write the main ideas in your own words. Write 3-4 sentences.

1.2 Main writing prompt. Write an opinion essay in which you _____:
• prompt 1
• prompt 2
• prompt 3

Write at least 170 words in paragraphs.</td><td>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.</td><td>1.1
One text of 170 words related to theme.

One question asking for the main ideas of the text, using their own words.
15 marks (based on rubric)

1.2
▪ One prompt about the text with three prompts to elicit an opinion essay.

▪ Word count: 170 words
▪ 25 marks (based on rubric)</td></tr>
</table>

Grade Level Goal

12

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Academic Year 2026-2027: 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	Writing: 40
		Platform: G11 Adv	SwiftAssess	Paper-based
		Platform: G12 Gen/App	SwiftAssess	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Money Talks**	broke, income, make ends meet, raise capital, student loan, scholarship, put aside, withdrawal, take risks, risk-taker, influence, persuade	
		Nail That Job!	career, occupation, labor, internship, adaptability, communication, experience, shortlisted, background, flexible, rigid	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** 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.	▪ 1 text of 170 words (10% either way) with 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>Nail that Job! | Career trends in a changing world</td><td>job security, outsourcing, workforce, telecommuting, flexible / rigid, globalization, upgrade (skills), drawback</td><td>G.19.2 Verb forms (verb + to + infinitive; verb + infinitive; verb + ‘-ing’)

G.10.3 Passives (present continuous passive)

G.4.2 Clauses and phrases: non-defining relative clauses

G.18 Reported speech

G.2.8 Adverbs (degree)

G.6.2 Conjunctions (subordinating)

G.10.1 Passives (present simple passive)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill
_____

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x 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.</td><td>▪ 1 expository text of 170 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Money Talks | Consumerism and the human brain, Does money talk?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
2 x 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.

3 x 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.

1 x 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.

1 x ENG.08.RV.CS.4.1 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 written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.

1 x ENG.08.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.</td><td>▪ 1 expository text (B2.1) of 300-330 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Nail that job | A Man's or a Woman's Job?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Details:
3 x 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:
1 x 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.

Inference:
2 x ENG.08.RV.CS.4.1 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 written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.

1 x ENG.08.RV.CS.3.1 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 when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.

Overall Meaning:
1 x ENG.08.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.</td><td>▪ 1 expository text (B2.2) of 300-330 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="2">Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td colspan="2">Writing Task will be based around one of these themes:

Nail that job | Essential Skills for Your Future Career</td><td rowspan="2">FL.46 Developing an evidence-based argument

FL.16 Expressing opinion

FL.24 Asking for and giving advice</td></tr>
<tr><td colspan="2">Money Talks | The effects of advertising (see Week 4)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response

1.1 Read the text. Write the main ideas in your own words. Write 4-5 sentences.

1.2 Main writing prompt. Write an opinion essay in which you:
• prompt 1
• prompt 2
• prompt 3

Write at least 200 words in paragraphs.</td><td>Fluency in text production
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.

Text Structure
ENG.08.WR.P.4.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show an increasing awareness of audience, although there may be some repetition of language and structures, and some inaccuracies with more complex language.

Presentation and development of ideas
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.

Processing text in writing
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.</td><td>1.1 (15 marks)
One text of 180 words related to theme that states facts and presents arguments.

One question asking what the main ideas of the text are.

1.2 (25 marks)
▪ One sentence introducing the topic.
▪ One question asking them to write an opinion essay with 3 prompts.
▪ Word count: 200 words

▪ 40 marks total</td></tr>
</table>

Beyond Grade Level Goal

12

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications:
Beyond Grade 12 GLG - Grade 12 Advanced – Stage 9 – B2.2

Grade Level Goal	Beyond Grade 12 GLG	Learning Continuum Stage	9
Class	12 Advanced	CEFR	B2.2

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	**Towards Grade Level Goal**	**Pushing Boundaries**	privacy, freedom, automation, cost-effective, interruptions, distractions, voyage, destination, heritable, significant, consequence, database	
		Rise to the Challenge!	megacity, urbanisation, congestion, pollution, infrastructure, innovative, kinaesthetic, auditory, insulation, drainage, biodiversity, vegetation	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** 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.	▪ 1 text of 180 words (10% either way) with 5 gaps focusing on the target vocabulary. ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>Rise to the Challege!| My roof is alive!</td><td>living roof, rooftop, vegetation, insulation, drainage, absorb, urban heat, biodiversity, habitat, sustainable</td><td>G.5.1 Conditionals (Zero)

G.1.2 Adjectives (comparatives)

G.2.9 Adverbs (quantity)

G.10.1 Passives (present simple passive)

G.17.4 Indirect questions

G.2.5 Adverbial linkers

G.2.2 Adverbs (sequencing)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
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.</td><td>▪ 1 expository text of 180 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total: 10)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3A: Reading</td><td rowspan="2">At Grade Level Goal</td><td colspan="3">Pushing Boundaries | Personality: Nature or Nurture?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
1 x ENG.09.RV.CS.2.1: Read and identify specific information in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.

4 x ENG.09.RV.CS.5.1 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 ENG.09.RV.CS.6.1 Read and identify the main points of extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.

1 x ENG.09.RV.CS.4.1: 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.

1 x ENG.09.RV.CS.1.1 Read and identify the overall meaning of extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.</td><td>▪ 1 argumentative text (B2.2) of 330-350 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Rise to the Challenge! | Megacities and Small Towns</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td></td><td>Multiple-Choice

Read the text and choose the correct answer.
Choose A, B or C.</td><td>Comprehension Skills
Details:
3 x ENG.09.RV.CS.5.1 Read and identify details in extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.

Inference:
2 x ENG.09.RV.CS.4.1: 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.

Mood and Tone:
1 x ENG.09.RV.CS.7.1 Analyse and evaluate mood, tone or attitude, whether implicit or explicit, when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.

Connections
1 x ENG.09.RV.CS.3.1: 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 extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.

Overall Meaning:
1 x ENG.09.RV.CS.1.1 Read and identify the overall meaning of extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.</td><td>▪ 1 expository text (C1.1) of 330-350 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th colspan="3">THEME</th><th>Functional Language</th></tr>
<tr><td rowspan="4">Part 4: Writing</td><td rowspan="4">At Grade Level Goal</td><td colspan="3">Writing Task will be based around one of these themes:</td><td rowspan="2">FL.26 Comparing and contrasting</td></tr>
<tr><td colspan="2">Rise to the Challenge | Smart Homes</td><td>Rise to the Challenge | Comparing Places: A Critical Response</td></tr>
<tr><td>Task Description</td><td colspan="2">Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Guided constructed response
_____

1.1 Read the text. Compare and contrast the two points of view presented. Summarize the main ideas in your own words. Write 4-5 sentences.

1.2 Write an essay about _____ in which you compare _____.
• prompt 1
• prompt 2
• prompt 3

Write at least 220 words in paragraphs.</td><td colspan="2">Processing text in Writing
ENG.09.WR.S.6.1 Summarise, paraphrase, synthesise, compare, contrast and explain information and arguments from a variety of sources of extended and some complex texts on concrete and some abstract topics, giving details where needed using simple and complex language and expressions in writing, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.

Fluency in text production
ENG.09.WR.P.1.1: Produce clear, extended and detailed written or multimodal texts on concrete and some abstract topics, expressing comparisons, justifications and conditions where appropriate, where meaning is clear, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.

Presentation and development of ideas
ENG.09.WR.P.2.1: Express ideas, information, opinions, feelings, emotions and personal perspectives on concrete and some abstract topics, giving detailed reasons and explanations at some length using simple and complex language and expressions in extended written or multimodal texts, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.

Text structure
ENG.09.WR.P.4.1: Produce extended, structured written or multimodal texts on concrete and some abstract topics that clearly follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a clear awareness of audience, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.

Coherence and cohesion
ENG.09.WR.S.5.1 : Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in extended, structured written or multimodal texts on concrete and some abstract topics, ensuring coherence throughout, although there may be repetition of language and structures at times, and more complex language may result in occasional inaccuracies.</td><td>1.1 (15 marks)
One text of 200 words (10% either way) related to the theme, presenting two different points of view, each in a separate paragraph.

One question asking what the two points of view presented in the text are, in their own words (the main ideas of the text).

1.2 (25 marks)
▪ One question asking them to write a comparative essay based on ideas similar, but not identical, to the text
▪ Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices

▪ Word count: 220 words
▪ 40 marks total</td></tr>
</table>