

## الهيكل الوزاري 2026



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الثالث

اختبار مهارة القراءة عن العادات الصحية والغير صحية

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كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026 المسار المتقدم

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كتاب الطالب المجلد الثالث منهج أكسس نسخة 2026

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نموذج اختبار وفق الهيكل الوزاري منهج بريدج

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حل نموذج اختبار تدريبي Mock وفق الهيكل الوزاري منهج أكسس

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UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Academic Year

**2025**  
**26**

# English Language Test Specifications

## End of Term 3 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, in addition to Writing & Representing for Grade 12. The exams focus on reading fluency, 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 also 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

**Grades 9-11:** The assessment is divided into three parts:

- **Part 1 – Vocabulary:** Assesses skills toward Grade Level Goal.
- **Part 2 - Grammar** Targets working at Grade Level Goal.
- **Part 3A – Reading:** Targets working toward Grade Level Goal
- **Part 3B – Reading:** Targets working at Grade Level Goal
- **Part 3C – Reading:** Targets working beyond Grade Level Goal

	Part 1: Vocabulary	Part 2: Grammar	Part 3A: Reading	Part 3B: Reading	Part 3C: Reading
Working toward Grade Level Goal	✓		✓		
Working at Grade Level Goal		✓		✓	
Working beyond Grade Level Goal					✓

**Grade 12:** The assessment is divided into four parts:

- **Part 1 – Vocabulary:** Assesses skills toward Grade Level Goal.
- **Part 2 - Grammar** Targets working 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:** Targets working at Grade Level Goal

	Part 1: Vocabulary	Part 2: Grammar	Part 3A: Reading	Part 3B: Reading	Part 4 Writing
Working toward Grade Level Goal	✓				
Working at Grade Level Goal		✓	✓		✓
Working beyond Grade Level Goal				✓	

# Curriculum Alignment



The Cycle 3 English Language assessments are fully aligned with the curriculum, which is structured around the domain of Reading and Viewing. 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		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		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		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

# Question Types

## SENTENCE CLOZE (VOCAB)

Students are given a bank of words and must select the correct ones to complete a set of sentences. The word bank contains more words than there are gaps, so students must read carefully and use their understanding of meaning, collocation, and context to choose appropriately — and to rule out the distractors they do not need.

early late silent noisy hungry tired

1. She went to bed \_\_\_\_\_ because she had school the next morning.
2. The library was very \_\_\_\_\_, so everyone was able to study easily.
3. After playing football for two hours, the children were very \_\_\_\_\_.

## MULTIPLE-CHOICE GAP FILL (VOCAB)

Students read a series of sentences, each containing a gap, and choose the correct word from three options (A, B, or C). Options are carefully selected to test precise vocabulary knowledge, often featuring words that look or sound similar, making it essential that students understand exact meaning and usage rather than guessing from recognition alone.

1. The company's new strategy proved highly \_\_\_\_\_, attracting investors from around the world.

- A effective
- B affective
- C infected

## MULTIPLE-CHOICE GAP FILL (GRAMMAR)

Students read a short text with several gaps and select the correct word or phrase from three options (A, B, or C) to complete each one. This task requires students to apply their grammatical knowledge in context — understanding how tense, form, and structure function within connected, meaningful text rather than in isolated sentences.

Urban farming **1** \_\_\_\_\_ increasingly popular over the past decade. Many city dwellers now grow their own vegetables on rooftops or in community gardens. If more people **2** \_\_\_\_\_ this approach, local food supplies would become far more resilient.

1.  
A becomes B has become C had become
2.  
A would adopt B adopted C have adopted

# Question Types

## TRUE, FALSE, NOT GIVEN

Students read a text and assess a series of statements, deciding whether each one is confirmed by the text (True), contradicted by it (False), or simply not addressed (Not Given).

The blue whale is the biggest animal ever known to have lived on Earth. An adult can reach up to 30 metres in length and weigh as much as 200 tonnes. Despite their immense size, blue whales feed almost exclusively on tiny shrimp-like animals called krill. A single whale can consume up to four tonnes of krill per day during feeding season. Blue whale populations declined sharply due to commercial whaling in the twentieth century, and the species remains endangered today.

1. No animal in history has grown as big as the blue whale.  
**True**            **False**            **Not Given**
2. An adult blue whale can weigh more than 200 tonnes.  
**True**            **False**            **Not Given**
3. The word "immense" in the text suggests that blue whales are very large.  
**True**            **False**            **Not Given**

## MULTIPLE-CHOICE

Students read a text and answer a set of comprehension questions, selecting the correct answer from three options (A, B, or C). Distractors are plausible and often drawn from language used in the text itself, so students must read closely and critically rather than relying on keyword matching alone.

Sara has always loved cooking, but she never had time to practise because of her busy job. Last year, she decided to sign up for an evening cooking class at a local college. At first, she found it difficult to keep up with the other students, who had more experience. However, her teacher encouraged her to be patient and to focus on the basics. By the end of the course, Sara had learned to prepare several dishes and felt much more confident in the kitchen. She now cooks dinner for her family every weekend.

1. Why had Sara not cooked much before joining the class?  
**A** She did not enjoy cooking.  
**B** She did not have enough free time.  
**C** She could not find a suitable class.
2. The phrase "keep up with" in the text most likely means ...  
**A** to stay at the same level as others.  
**B** to become better than the other students.  
**C** to get to know the other students.
3. What is the main message of the text?  
**A** Evening classes are a good way to meet new people.  
**B** With patience and practice, people can learn new skills.  
**C** Cooking is an important skill for everyday life.

# Question Types

## READ AND IDENTIFY SPECIFIC INFORMATION

These questions assess students' ability to locate and recognise explicitly stated information in a simple, clearly structured text. Students are not required to interpret or infer meaning; the correct answer can be found directly in the text using basic scanning skills.

Where are pangolins found, according to the text?  
A. Africa and Asia  
B. Europe and Africa  
C. Asia and Australia

What are pangolin scales made of?  
A. bone  
B. keratin  
C. shell

## READ AND IDENTIFY DETAILS

These questions assess students' ability to recognize supporting or descriptive details that add information to the text. Unlike specific-information questions, these items focus on smaller pieces of information that contribute to understanding but are not the main idea.

Why do pangolins use their claws?  
A. to dig into insect nests  
B. to climb trees quickly  
C. to fight other animals

Why is curling into a ball useful for pangolins?  
A. it keeps them warm  
B. it protects them from predators  
C. it helps them sleep

## READ AND IDENTIFY THE OVERALL MEANING

These questions assess students' ability to understand the overall message or general meaning of a simple text. Students must consider the text as a whole rather than focusing on individual details or sentences.

What is the main focus of the text?  
A. how pangolins hunt insects  
B. why pangolins are unusual and endangered  
C. how animals use scales

Which is the best title for the text?  
A. Animals That Eat Insects  
B. The Pangolin: A Protected and Unusual Mammal  
C. Night Animals of Africa and Asia

## INFER THE MEANING OF UNKNOWN WORDS

These questions assess students' ability to work out the meaning of unfamiliar words related to concrete actions or objects by using contextual clues. Students are not expected to know dictionary definitions but to infer meaning from how the word is used in a familiar situation.

What does 'cover' in paragraph 3 mean?  
A. hide completely  
B. put something on top  
C. protect from rain

In paragraph 4, protected refers to being \_\_\_\_\_.  
A. kept safe by laws  
B. hidden from predators  
C. covered with scales

## MAKE CONNECTIONS

These questions assess students' ability to make simple connections between the text and their own experience, background knowledge, or the world around them. The connection supports understanding of the topic or why the information is important.

Which problem in the text is similar to challenges faced by other endangered animals?  
A. losing protection from predators  
B. being hunted by humans  
C. difficulty finding food at night

Which idea from the text helps explain why animal protection laws exist?  
A. animals need food to survive  
B. human activity can threaten species  
C. insects are part of nature

## MAKE INFERENCES OR PREDICTIONS

These questions assess ability to use information across the text to infer or predict what may happen next or how ideas are likely to develop. It follows the logical sequence of events or arguments, using cause-and-effect relationships, time markers, and connectors. The focus is on reasoned prediction and inference, not recall of stated facts.

What is most likely to happen next if plant-eaters increase but predators do not?  
A. plants may be eaten too quickly  
B. decomposers disappear  
C. producers make more sunlight

Based on the sequence described, what would happen first if decomposers disappeared?  
A. dead matter would build up  
B. predators would increase  
C. food chains would stop immediately

# Text Types

Text Type	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 how a system functions, Graphs of 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, Literature Review, Research Article, Conference Paper
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 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

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Beyond Grade Level Goal

12

**Academic Year 2025-2026: End of Term 3 Exam Test Specifications:  
Beyond Grade 12 GLG - Grade 12 Advanced/ 12 Elite – Stage 9 – B2.2**

<b>Grade Level Goal</b>	<b>Beyond Grade 12 GLG</b>	<b>Learning Continuum Stage</b>	<b>9</b>
<b>Class</b>	<b>12 Advanced / 12 Elite</b>	<b>CEFR</b>	<b>B2.2</b>
<b>Language Domain</b>	Reading & Viewing and Writing & Representing	<b>Total Marks</b>	Reading: 60
		<b>Platform</b>	Writing: 40 SwiftAssess

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	Let's Get to the Heart of the Matter	cardiac muscles, chamber, contract, hollow, lean, peel, pump, strip, tick tock, vary, have a change of heart, have a heart-to-heart talk, take something to heart, follow one's heart, have one's heart set on	
		Presentation : Avian Flu - A Potential Pandemic?	contagious, outbreak, susceptible, virus, vaccination, strain, unprecedented, transmit, mutation, hybrid virus, orthodontist, pharmacist, psychiatrist, pediatrician, therapist, ophthalmologist, anesthesiologist, dermatologist, geriatrician, neurologist, osteopath	
		Home Remedies, Is Alternative Therapy Right for You?	adventure-prone, bruises, soothing, mixture, remedy, effectiveness, allergic reaction, treatment, relieve, treat, effectiveness, symptoms, natural, alternative, side effects	
		<b>Task Description</b>	<b>Learning Outcomes</b>	<b>Construct Limits</b>
		<p align="center">Multiple-Choice Gap Fill</p> <hr/> <p>Choose the correct word(s) to complete the sentences. Choose <b>A</b>, <b>B</b> or <b>C</b>.</p>	<p><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.</p>	<ul style="list-style-type: none"> <li>▪ 7 sentences with a gap</li> <li>▪ 3 options, one of which is the correct answer, two are distractors</li> <li>▪ 2 marks each (total: 14)</li> </ul>

Part	Level	Theme	Grammar		
Part 2: Grammar	At Grade Level Goal	Fun? It'll Cost Ya	G.8.3 Modals (Passive) G.15.6 Future Time (future perfect continuous) G.18.1/2/3 Reported Speech G.4.1 Clauses and phrases (defining relative clauses) G.8.1 Modals of Possibility G.1.2 Adjectives (comparatives)		
			<b>Task Description</b>	<b>Learning Outcomes</b>	<b>Construct Limits</b>
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences. Choose <b>A, B</b> or <b>C</b> .	<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 expository text (B2.2) of 180 words (10% either way) with 7 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ Items require: Multiple words (e.g., <i>is going, has been playing, if it were me, if they had left earlier</i>)</li> <li>▪ 2 marks each (total 14)</li> </ul>	

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Delicious Food, Deadly Stoves		
		Task Description	Learning Outcomes	Construct Limits
		<p data-bbox="645 667 831 699">Multiple-Choice</p> <hr data-bbox="589 724 882 727"/> <p data-bbox="577 762 882 847">Read the text. Choose the correct answer. Choose <b>A</b>, <b>B</b> or <b>C</b>.</p>	<p data-bbox="913 360 1173 384"><b>Comprehension Skills</b></p> <p data-bbox="913 389 1151 413">Specific Information</p> <p data-bbox="913 418 1765 502">2 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.</p> <p data-bbox="913 539 1003 563">Details</p> <p data-bbox="913 568 1765 652">2 xENG.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.</p> <p data-bbox="913 689 1025 713">Inference</p> <p data-bbox="913 718 1765 863">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.</p> <p data-bbox="913 900 1106 924">Mood and Tone</p> <p data-bbox="913 928 1765 1042">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.</p> <p data-bbox="913 1078 1106 1102">Overall Meaning</p> <p data-bbox="913 1107 1765 1192">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.</p>	<ul data-bbox="1809 657 2175 863" style="list-style-type: none"> <li>▪ 1 argumentative text (B2.2) of 330-350 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		
Part 3B: Reading	Beyond Grade Level Goal	What's the Diagnosis?		
		Task Description	Learning Outcomes	Construct Limits
		<p data-bbox="524 320 842 373">Multiple-Choice</p> <hr data-bbox="524 762 842 766"/> <p data-bbox="524 799 842 887">Read the text. Choose the correct answer. Choose <b>A, B</b> or <b>C</b>.</p>	<p data-bbox="842 352 1886 379"><b>Comprehension Skills</b></p> <p data-bbox="842 379 1886 499">Specific Information 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.</p> <p data-bbox="842 531 1886 651">Details: 2 xENG.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.</p> <p data-bbox="842 683 1886 826">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.</p> <p data-bbox="842 858 1886 1034">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.</p> <p data-bbox="842 1066 1886 1185">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.</p> <p data-bbox="842 1217 1886 1331">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.</p>	<ul data-bbox="1886 683 2197 946" style="list-style-type: none"> <li>▪ 1 expository text (B2.2-C1.1) of 330-350 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	Functional Language	
Part 4: Writing	At Grade Level Goal	Habits of Happiness or Describing Trends: Stress Levels and Wellness Habits or combine thematical areas as per the CCG.	Prompts to elicit: Vocabulary related to task and theme	<a href="#">FL.16 Expressing opinion</a> <a href="#">FL.41 Describing causes and consequences</a>	
		Task Description	Learning Outcomes		Construct Limits
		<p>Guided constructed response</p> <hr/> <p>4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. Write at least 4-5 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>	<p><b>Presentation and development of ideas</b> 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.</p> <p><b>Text Structure</b> 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.</p> <p><b>Presentation and development of ideas</b> 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.</p> <p><b>Processing text in writing</b> 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.</p>	<p>4.1</p> <ul style="list-style-type: none"> <li>One text (B2.2) of 200 words related to theme that is structured on two thoughts.</li> <li>One question asking what the two points of view presented in the text are, in their own words.</li> <li>15 marks (based on rubric)</li> </ul> <p>4.2</p> <ul style="list-style-type: none"> <li>One question asking them to write an opinion essay in response to the text asking for reasons, examples or evidence to support their opinion.</li> <li>Three prompts</li> <li>Word count: 220 words</li> <li>25 marks (based on rubric)</li> </ul>	