



مدرسة المنيرة الخاصة

Al Muneera Private School

Beyond Grade Level Goal

12

Test Specifications
English Language
End of Term Exam -

Cycle 3		
Grade	Assessment	
Grades 9 - 12	School-based (formal) – 10%	EOT1 (centralized) – 30%

By: Mrs. Heba Fathi

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

Test Specifications – English Language – End of Term Exam

المعلومات العامة | General Information

البند	التفاصيل
Subject / المادة	اللغة الإنجليزية – Cycle 3
Grade / الصف	الثاني عشر – Advanced / Elite
CEFR Level / المستوى	B2.2
Sections / الأقسام	القراءة + Reading الكتابة Writing
Marks / توزيع الدرجات Distribution	القراءة: ٦٠ درجة – الكتابة: ٤٠ درجة
Exam Mode / نمط الامتحان	ورقي Paper-based عبر منصة Swift Assess

الجزء الأول: المفردات (Vocabulary) – Section A

- Unit Topics: Pushing Boundaries | Nature or Nurture

Skill Focus: استخدام استراتيجيات القراءة لفهم النصوص وتحليلها.

Target Vocabulary: identity, personality, behavior, genetics, insight ...

- Task Type: Gap Fill (أسئلة اختيار من متعدد)

Text Length: حوالي ١٨٠ كلمة – تحتوي على ٧ فراغات.

Marks: 14 (٢ درجة لكل فراغ).

Grammar – Section B الجزء الثاني: القواعد

- **Unit Topics: Rise to the Challenge | My Roof is Alive!**
Related Vocabulary: insulation, conservation, wildlife, drawbacks, planet-friendly ...
 - **Target Grammar:**
 - **Zero & First Conditional**
 - الشرطية الصفريّة والأولى
 - **Modals (can, could, might, may, should, have to)**
 - **Compound Nouns**
 - (الأسماء المركبة)
 - **Task Type: Gap Fill – Multiple Choice**
Text Length: حوالي ١٨٠ كلمة – ٧ فراغات.
Marks: 14 درجة.

الجزء الثالث: القراءة

Reading) – Section 2Part

1Unit:

Vocabulary: Pushing Boundaries | The Truth about Multi-tasking •
multitask, concentration, research, inefficient, stressful

...Skills Assessed: •

• Finding Specific Information – إيجاد معلومات محددة

• Making Inferences الاستنتاج والتنبؤ

• Making Connections الربط مع الخبرات والمعرفة السابقة

• Identifying Text Features – تحليل ملامح النص Understanding

• Argumentative Texts – فهم النصوص الحجاجية

• Task Type: Multiple Choice نص حجاجي

• Text Length: 330–350

• كلمة 16 Marks: 8 Questions: 8 درجة (٢ درجة لكل سؤال)

Part 2

Unit: *Rise to the Challenge / Overpopulation Fuels Megacities* •
Vocabulary: urbanization, migrate, dwellers, thriving, emissions ...

Skills Assessed: •

• نفس المهارات السابقة (معلومات محددة، استنتاج، ربط، تحليل النص).

Task Type:

Multiple Choice

نص تفسيري – (Expository)

Text Length:

• 330–350 كلمة

Questions: 8

Marks:

• 16 درجة

الجزء الرابع: الكتابة

Writing – Section 4

Unit: *Rise to the Challenge / Two Different Ways of Living: A Personal Viewpoint*

Skills Focus:

المقارنة والتباين Comparing and Contrasting

التعبير عن الرأي Expressing Opinions

مناقشة المزايا والعيوب Discussing Pros and Cons

الاتفاق والاختلاف Agreeing and Disagreeing

Tasks:

Summarising: تلخيص وجهتي النظر الواردتين في النص.

Main Task: لا يقل عن (Compare-and-Contrast Essay) كتابة مقال مقارنة ()

٢٢٠ كلمة، يتضمن:

مقارنة بين وجهتي النظر.

تحديد وجهة النظر التي يتفق معها الطالب مع توضيح الأسباب والأدلة.

Marks: 40 التقييم المعتمد. **Rubric** درجة وفق

الخلاصة النهائية | Summary

الدرجات	المجال
٢٨ درجة	المفردات والقواعد (Vocabulary & Grammar)
٣٢ درجة	مهارات القراءة المتقدمة (Advanced Reading Skills)
٤٠ درجة	الكتابة الأكاديمية والمقارنة (Academic Writing)

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

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

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal 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 texts.	Pushing Boundaries Nature or Nurture	roots, identical, be reunited, significant, due to, heritable, thrill, powerful, brain, mind, memory, identity, personality, behavior, insight, knowledge, colleague, peer, attitude, chemicals, natural trait, personality trait, genetics		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	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 7 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 2 marks each (total: 14)	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply a wide range of reading strategies, including, using context, first language, culture, experiences, 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 texts.	Rise to the Challenge! My roof is alive!	insulation, conservation, original, creation, structural, layer, reduction, overflow, additions, historical, drawbacks, lightweight, wildlife, rainwater, outweigh, overconfident, cost-cutting, fastest-growing, low-priced, planet-friendly, long-term	Zero conditional First conditional G.8.1 Modals (present) G.9.7 Nouns (compound nouns)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.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 expository text of 180 words (10% either way) with 7 gaps 3 options, one of which is the correct answer 2 marks each (total 14)

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. 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.	Pushing Boundaries The truth about multi-tasking	Multitask, rare exception, impression, memorize, solve, concentration, competent, computer-based, participants, memory skills, research, inefficient, stressful	Stage 9 Grammar	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 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. Inference 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. Connections ENG.09.RV.CS.3.1Analyse 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. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.		1 argumentative text of 330-350 words (10% either way) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal Identify specific information Beyond Grade Level Goal Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types. 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.	Rise to the Challenge Overpopulation Fuels Megacities, for Better or worse	urbanization, rural, migrate, manufacturing, dwellers, thriving, infrastructure, incorporate, optimal, emissions	Stage 9 Grammar
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 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. Inference 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. Connections 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. Text features ENG.09.RV.S.2.1: Identify, interpret, critically analyse and evaluate conventional features of text, including, format, appearance, organisation, structure and language, in a wide range of text types when reading extended and some complex written or multimodal texts on concrete and some abstract topics that may use nonstandard language.	1 expository text of 330-350 words (10% either way) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Produce 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 detailed reasons and explanations at some length. Produce extended, structured written or multimodal texts 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. Use a wide range of cohesive devices, and referencing or substitution to connect ideas clearly in texts, ensuring coherence throughout.	Rise to the Challenge Two Different Ways of Living: A Personal Viewpoint (Resource 05, 06)	Term 1 Vocabulary	Stage 9 grammar	FL.26 Comparing and contrasting FL.16 Expressing opinion Describing advantages and disadvantages Expressing agreement and disagreement
		Task Description	Learning Outcomes		Construct Limits
		Guided constructed response 4.1 Read the text carefully. What are the two different points of view presented in the text? Summarise them in your own words. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 220 words.	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.9.1: 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.		4.1 One text of 200 words related to theme that is structured on two thoughts. Organise the discussion of each aspect into separate paragraphs. One question asking what the two points of view presented in the text are, in their own words. 4.2 - One question asking them to write a comparative essay in response to the text. - Three prompts comparing the points of view, explaining which point of view they agree with (giving reasons) and supporting their choices with evidence from the text. - Word count: 220 words 40 marks (based on rubric)