



وزارة التعليم

Student Assessment Handbook

Bilingual Private Schools

ENGLISH LANGUAGE

Grades 11-12



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September 2026

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BACKGROUND

This '**Student Assessment Handbook' (SAH)** for **Bilingual Private Schools (11 - 12)** is based on the official guidelines for assessment issued by the Directorate General of Educational Evaluation (DGEE) at the Ministry of Education. Its purpose is to provide information and guidance for English teachers, supervisors, and exam-writers on the assessment of students in **Grades 11-12**. It was prepared by a **joint committee** consisting of Assessment Officers from (DGEE), teachers from schools, and representatives from the Directorate-General of Private Schools (Program and Curricula Department and Supervision). It replaces all previously issued student assessment documents and will be applied **from September 2026 onwards**.

The learning outcomes are benchmarked to the Council of Europe Common European Framework of Reference for Languages (**CEFR**). The reasons for this are to ensure that the outcomes meet agreed and recognized levels at certain stages and to enable assessment to be standardized across the education system. It remains possible for external examinations to be used to validate results and levels. With reference to the Council of Europe Common European Framework of Reference for Languages the syllabus is benchmarked as follows:

Grades	CEFR Level	GSE	IELTS Exam	TOEFL
1-4	A1 to A2	25 – 30	-	-
5-6	A2 to Exit A2	30 - 43	-	-
7 – 8	B1 to Exit B1	43 – 64	4.0	42+
9 – 10	B1 to Entry B2	64 – 75	4.5-5.0	57-86
11 - 12	B2 to C1	75 – 83	5.0 – 6.0	86 -

INTRODUCTION

A. FUTURE SKILLS ASSESSMENT

In today's rapidly evolving world, equipping students with **future skills** is crucial for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem-solving, are vital for navigating constant change.

The **National Framework for Future Skills** stresses the need to embed these crucial skills into education. This means creating an assessment system that can precisely measure student skill acquisition. It requires specific assessment tools with clear indicators and the use of **E-Assessment** for accurate and effective measurement.

The framework categorizes these skills into three main areas:

- **Core Skills:** Reading and writing in Arabic and English, and numeracy.
- **Applied Skills:** Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- **Technical Skills:** Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly integrated into current assessment tools, while others are explicitly stated in student learning assessment documents across subjects. This approach aims to unify assessment practices among teachers and foster a shared understanding among all stakeholders. By building precise indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

B. E-ASSESSMENT

Effective **E-Assessment** plays a crucial role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists, utilize digital tools, software, and diverse learning materials to gather and analyze student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments through approved platforms, according to the summative assessment standards outlined in the official document. While some tools, such as quizzes, can be administered either online (depending on school resources) or in print, others, such as homework and projects, may be completed remotely. If online submission is not possible, students can submit paper copies to their teachers.

C. CONTINUOUS ASSESSMENT PRINCIPLES

- The aim of assessment is to provide ***useful information about students' learning.***
- Assessment therefore focuses on the ***learning outcomes*** which students are expected to achieve.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic ***gathering of information.***
- A wide variety of ***sources of information*** are available. Each of these sources has its own strengths and weaknesses, so to arrive at a properly balanced picture, teachers should make use of as many ***different*** sources as possible.
- Teachers can ***use*** the assessment information which has been gathered for ***two*** main purposes:
 - ***Summatively:*** to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents, and other stakeholders.
 - ***Formatively:*** to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are ***necessary*** and ***important***; neither should be neglected.

D. LEARNING OUTCOMES

- Learning Outcomes are statements which describe what students should know, understand and be able to do.

When assessing learning outcomes, three important considerations are:

- (i) To focus on ***what the student learns***, not what the teacher does.
- (ii) To assess whether students can ***transfer*** learning. This is 'an important quality of learning, i.e., a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances.' (Gipps, 1994)

- (iii) To view language learning as a **cumulative** process: to be useful, recently learnt skills must be combined and integrated with previously learnt skills.

- The Learning Outcomes for Grades 11 & 12 are grouped into **four** elements:

Speaking

Reading

Writing

Literature

- A total of **ten** key outcomes have been identified:

Elements	Key Learning Outcomes
SPK	(1) Can give presentations.
RDG	(2) Can understand a variety of written texts.
WRT	(3) Can write and respond to letters and e-mails. (<i>Interactive</i>)
	(4) Can write texts with the purpose of providing information. (<i>Informative</i>)
	(5) Can write stories and narrate events in the past. (<i>Narrative</i>)
	(6) Can write texts which express and justify opinions. (<i>Persuasive</i>)
LIT	Can engage with and write about literary texts:
	(7) Poetry (8) Drama (9) Short Stories (10) Novels

- Marks are awarded for these outcomes on the basis of **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in different ways: some using only CA, some using only SMTs, others using a combination of both methods. The weightings for each element in Grade 12 are as follows:

Elements	Grade 11			Grade 12		
	CA	SMTs	Total	CA	SMTs	Total
Speaking	10%	—	10%	10%	—	10%
Reading	10%	20%	30%	5%	25%	30%
Writing	10%	20%	30%	10%	20%	30%
Literature	10%	20%	30%	5%	25%	30%
TOTAL	40%	60%	100%	30%	70%	100%

1. CONTINUOUS ASSESSMENT TOOLS

This section outlines the main tools used for conducting continuous assessment both formative and summative.

1.1 HOMEWORK

Homework is an activity assigned by the teacher to be completed outside of regular class time. It is typically a short activity designed to reinforce the learning of a particular learning outcome. Depending on the skill being focused on, homework may include reading, writing, or other related tasks.

Homework is mainly used for **formative assessment** by commenting and giving feedback to students using the rating scales (for any targeted skill) without necessarily awarding marks. For example, the homework might focus on grammar accuracy, vocabulary use, reading comprehension, etc.

- Teachers must ensure that homework is completed independently by students and should not accept any work that is not genuinely their own.
- Students may also submit homework online; however, teachers should strongly encourage them to write in their own handwriting, then either scan and upload it as a file, or use handwriting applications to submit directly.

1.2 PROJECTS

A project is an activity which, within a given timeframe, aims at producing some *end-product*, e.g., a piece of writing, a spoken performance, a poster, a collection of words and/or pictures, etc.

- Projects can be carried out by individuals or by groups of students.
- They may be either an integral part of the course materials or a supplementary task set by the teacher.
- The scope of the project should be **realistic** in terms of:
 - (a) the language (and cognitive) level of the student(s).
 - (b) the amount of time required.
 - (c) the availability (and cost) of the physical resources required.

1.3 OBSERVATION

To 'observe' is '**to watch (and listen to) someone or something carefully**'.

Teachers should continually observe, and record observations of their students in the classroom.

- Daily observation involves paying close attention to:
 - what students say, write and do
 - which strategies students use to carry out tasks
 - how students react to new input
 - how students interact with each other

- Observation should be conducted **throughout the semester**.
- Observation, when used for formative assessment, should take the form of comments and feedback to students, and **no marks** should be awarded.
- For each student, the teacher must keep a record to track progress and performance before awarding marks for the semester.
- The teacher uses the speaking Interactions Rating Scale to award the marks.
- The teacher should observe students throughout the semester and keep a provisional mark **in pencil**. Before the semester ends, this mark must be finalized—based on observation notes—and then recorded **in pen** in the summary of marks awarded.

1.4 PRESENTATION

- Presentation is conducted **once each semester**.
- Marks are awarded to students using the special **Rating Scale** to be found in the relevant Appendices.
- The duration of these presentations has been gradually increasing since Grade 5. In Grades 11&12, it is **about five minutes** (not including the questions from audience)
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes but should **not** be allowed to read out from a prepared text.

1.5 QUIZZES

Quizzes are short, focused assessment tools designed to measure students' knowledge, skills, or understanding of specific content. Quizzes are usually limited in scope and administered within a brief period, often not exceeding 30 minutes.

They can be used as formative and summative assessment.

Quizzes as **formative assessment** should be used during lessons to check students' understanding of a specific skill or learning outcome, with the focus on feedback rather than grades.

Key Notes:

- Teachers must ensure that students are given **sufficient practice** before taking any summative quizzes.
- All quizzes should follow the **format and layout of the End-of-Semester Examination**, and teachers are strongly encouraged to refer to the End-of-Semester Examination specifications when preparing quizzes.

1.6 SEMESTER TESTS (SMTs)

- The Semester Test is a formal examination given at the end of each semester. It covers three of the four elements of the Grade 11 & 12 course: **Reading, Writing & Literature**. (Note: Speaking is not included in the test, for reasons of time and practicality.)

- In Grade 11, **60 marks** will be awarded for the Semester Test.
In Grade 12, **70 marks** will be awarded for the Semester Test.
- The duration of each Semester Test for Grades 11 and 12 is **three hours (180 minutes)**.
- Students who fail to achieve the overall pass-mark for a semester's work (CA and SMT combined) will have the opportunity to take a **Second Session** exam.

2. FORMATIVE ASSESSMENT:

The following sections are about different formative *assessment* strategies:

- Giving Feedback to Students
- Student Self-Assessment
- Peer-Assessment

2.1 GIVING FEEDBACK to STUDENTS

Feedback is comments given to students about the quality of their work to help improve it. Written feedback includes comments, corrections, and notes on students' work. Rather than only providing correct answers, teachers can encourage self-correction by pointing out where errors occur, identifying the type of mistake, or giving general comments on areas needing improvement.

2.2 STUDENT SELF-ASSESSMENT

One of the central goals of Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. This is encouraged by various **self-assessment activities**, found at the end of each unit. In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

- whether they found an activity easy or difficult
- what they have learnt from the unit (i.e., their recent progress in learning English)

2.3 PEER-ASSESSMENT

Peer-assessment is a useful step toward self-assessment because it helps students focus on learning goals and success criteria while aiming to improve their work. It is particularly effective in writing activities, where students review each other's drafts and provide feedback using simple agreed criteria such as relevance, clarity, interest, and friendliness.

2.4 PORTFOLIOS

A portfolio is an on-going collection of work done by the student. It provides concrete evidence of a student's learning and of the type and level of work that he/she has done.

- A portfolio should contain a varied selection of work and all four skills (SPK, RDG, WRT, LIT) should be systematically included.
- Portfolios should be available for viewing and comments by visitors, other teachers, and parents.

APPENDIX ONE

Awarding Marks in Grades 11 & 12

BILINGUAL GRADES 11&12 - OUTCOME & RATING SCALE for SPEAKING

OUTCOME # 1	RATING SCALE # 1	
Can give presentations.		
– Presenters should be able to speak on a topic for <i>four to five minutes</i>. – The audience will consist of the rest of the class. – Topics should be approved in advance by the teacher. – These topics should be culturally appropriate and of interest to the audience. – Presentations should be supported by digital technology (images, sounds, etc.). – Students may use brief notes (either on paper or on-screen) but should <i>not</i> read out from a prepared text. – Presentations will usually be given individually but can also be given in pairs. (<u>Note</u>: In paired presentations, marks should be awarded individually.) – After the presentation, there should be an opportunity for the audience to ask Qs.	10	– Presentations are easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing.
	9	Between the descriptors above and below
	8	– Presentations are mostly clear, as well as quite interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies but meaning is only rarely obscured. – Supporting visuals are quite good. – Answers to Qs are mostly adequate.
	7	Between the descriptors above and below
	6	– Presentations are reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are adequate. – Answers to Qs are only partly effective.
	5	Between the descriptors above and below
	4	– Manages to convey <i>some</i> information, but generally ineffective/uninteresting. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear. – Use of supporting visuals is limited. – Answers to Qs are limited and/or unclear.
	3	Between the descriptors above and below
	2	– Presentations are unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or obviously inadequate. – Answers to Qs are very inadequate indeed.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALES for WRITING ⁽¹⁾

OUTCOME # 2	RATING SCALE # 2	
Can write and respond to letters and e-mails. Students should be able to write letters and e-mails of up to 250 words. These 'Interactive' texts come under two main categories: – informal: to friends and relatives – formal: to employers, officials, school principals, etc These texts cover a wide range of everyday types and topics, including: – latest news – requests for information/advice – giving information/advice – letters of complaint – application letters, etc	5	– Message to the intended reader(s) is very clear. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is fully appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
	4	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
	3	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
	2	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
	1	– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALES for WRITING ⁽²⁾

OUTCOME # 3	RATING SCALE: # 3	
Can write texts with the purpose of providing information.	5	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
		– Presents relevant information with reasonable success. _ Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
		– Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
		– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
		– Presents very little relevant information indeed. _ No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.
Students should be able to write texts of up to 250 words . These ' Informative ' texts may include: – reports – articles – summaries – descriptions – processes, etc	4	– Presents relevant information with reasonable success. _ Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
	1	– Presents very little relevant information indeed. _ No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALES for WRITING ⁽³⁾

OUTCOME # 4	RATING SCALE # 4	
Can write stories and narrate events in the past. Students should be able to write texts of up to 250 words. These 'Narrative' texts may include: – descriptions of real-life events set in the past – accounts of personal experiences, – (non-literary) fictional narratives, – biographies, – historical texts, – diary entries, etc.	5	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
		– Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
		– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
		– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALES for WRITING ⁽⁴⁾

OUTCOME # 5	RATING SCALE # 5	
Can write texts which express and justify opinions. Students should be able to write texts of up to 250 words. These 'Persuasive' texts will consist of essays of a range of different types, including: – advice/ recommendations – feedback/ praise/ criticism – 'pros and cons' – comments on social/cultural/ethical issues – opinions concerning on public or institutional policy	5	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
		– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	– Expresses opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
	1	– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALE for LITERATURE

OUTCOME # 6	RATING SCALE # 6	
Can engage with and write about literary texts. These 'literary texts' cover <u>four</u> genres: Poetry, Drama and two types of fictional prose: Short Stories and Novels. Within these categories, a wide variety of texts are to be included: – both classic and contemporary – a wide range of authors in terms of place of origin, background, gender, etc. <u>Note:</u> Translations into English from other languages are acceptable, <u>except</u> in the following two cases: (i) poetry (ii) texts which were originally in Arabic (the students' mother tongue)	5	– Responses are relevant*, well-developed and insightful. – Effectively relates texts to personal and/or social values and themes. – Shows very good understanding of literary elements and figures of speech. – Writing is varied, clear and mostly accurate.
		– Responses are relevant* and reasonably well-developed and insightful. – Has reasonable success in relating texts to personal and/or social values and themes. – Shows good understanding of literary elements and figures of speech. – Writing is somewhat varied and mostly clear, despite some inaccuracies.
	3	– Responses are mostly relevant*, but only developed on a superficial level. – Has only partial success in relating texts to personal and/or social values and themes. – Shows reasonable understanding of literary elements and figures of speech. – Writing is reasonably clear but lacks variety and contains frequent inaccuracies.
		– Responses are attempted but are incomplete and at times irrelevant*. – Generally, fails to relate texts to personal and/or social values and themes. – Shows only limited understanding of literary elements and figures of speech. – Writing is limited and sometimes unclear and contains serious errors.
		– Responses are feeble: largely irrelevant* and/or seriously inadequate. – Little or no attempt to relate texts to personal and/or social values and themes. – Shows little or no understanding of literary elements and figures of speech. – Writing is very limited, frequently unclear, and contains many serious errors.

OUTCOME # 6 (cont'd)	
Students should be able to engage with these texts and show the ability to: – analyse – interpret – evaluate – address relevant moral/ ethical/ social issues – relate literary texts to their own lives and cultural backgrounds As part of this, they will need to be familiar with a wide range of literary elements (e.g., <i>style, character, setting, point-of-view, conflict, etc.</i>) and figures of speech (e.g., <i>metaphors, puns, symbols, images, etc.</i>) used in and across the four genres. Students should be able to express their insights and opinions during discussion, and <u>especially</u> in the form of written essays. A list of approved texts for each genre is provided by the Directorate-General of Private Schools for use in the classroom, and as a basis for Continuous Assessment. However, all the literary texts which will appear in the Ministry exams will be <u>unseen</u>.	DEFINITION of <i>*relevant</i>: <i>'The student's response fully addresses the topic of the question.'</i> <u>Note</u>: This is an essential requirement for all essays written in relation to this Learning Outcome.

BILINGUAL GRADES 11&12 - OUTCOMES & RATING SCALE for READING

OUTCOME # 7

Can understand a variety of written texts.

Students should be able to read and understand texts of ***up to 700 words***.

Covers the ability to understand four general categories of text:

Interactive: (i) Informal *letters/ emails* (ii) *More formal letters/ emails, covering a range of everyday topics*

Informative: Descriptions; sets of instructions; tables/ graphs; newspaper/magazine articles; factual texts; reports; scientific texts.
encyclopedia entries; leaflets/ brochures/ adverts, etc.

Narrative: *News reports; biographies; historical texts; accounts of personal experiences etc.*

Persuasive: *Articles expressing opinions ; reviews ; essays ; editorials ; 'Letters to the Editor', etc.*

NOTE: Literary texts are ***not*** included here. (See Outcome # 6).

APPENDIX TWO

Mark Sheets for Continuous Assessment

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 11 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																		
SPK	Can give presentations.	(10)																
RDG	Can understand a variety of written texts.	(10)																
WRT	Can write letters and e-mails	(5)																
	Can write texts with the purpose of providing information	(5)																
LIT	Can engage with & write about literary texts: <i>Short Stories</i> .	(5)																
	Can engage with & write about literary texts: Drama.	(5)																
TOTAL	CONTINUOUS ASSESSMENT	40																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 11 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																		
SPK	Can give presentations.	(10)																
RDG	Can understand a variety of written texts.	(10)																
WRT	Can narrate events in the past.	(5)																
	Can write texts which express and justify opinions.	(5)																
LIT	Can engage with & write about literary texts: <i>Poetry</i> .	(5)																
	Can engage with & write about literary texts: <i>Novels</i> .	(5)																
TOTAL	CONTINUOUS ASSESSMENT	40																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 12 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(10)															
RDG	Can understand a variety of written texts.	(5)															
WRT	Can write letters and e-mails.	(5)															
	Can write texts with the purpose of providing information.	(5)															
LIT	Can engage with & write about literary texts: <i>Short Stories & Drama.</i>	(5)															
TOTAL	CONTINUOUS ASSESSMENT	30															

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 12 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(10)															
RDG	Can understand a variety of written texts.	(5)															
WRT	Can narrate events in the past.	(5)															
	Can write texts which express and justify opinions.	(5)															
LIT	Can engage with & write about literary texts: <i>Poetry & Novels</i> .	(5)															
TOTAL	CONTINUOUS ASSESSMENT	30															

APPENDIX THREE

SPECIFICATIONS for SEMESTER TESTS

DETAILED SPECIFICATIONS (Grade11)**SEMESTER ONE** [180 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
READING 1	One NARRATIVE and one PERSUASIVE text, between 500 and 600 words.	10 Multiple Choice items (each with 3 options).	For each item, indicate which of the three options is correct.	One mark per item: <u>Total:</u> 10 marks
READING 2	One PERSUASIVE text, between 500 and 600 words.	<u>Task one:</u> 5 Wh- items. <u>Task Two:</u> 5 True or false items.	<u>Task One:</u> For each question, write a <u>short</u> answer. <u>Task Two:</u> Indicate whether the statement is TRUE or FALSE.	One mark per item: <u>Total:</u> 10 marks
WRITING	Instructions for 2 tasks, one requiring the writing of an INFORMATIVE text, the other of an INTERACTIVE text.	(No other materials)	Choose ONE of the options and complete the task writing at least 200 words.	Award a <i>global</i> score using the appropriate Rating Scale. <u>Total:</u> 20 marks
LITERATURE ONE	Extract from an unseen DRAMA Length: 200-300 words.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a <i>global</i> score using the appropriate Rating Scale. <u>Total:</u> 10 marks
LITERATURE TWO	Extract from an unseen SHORT STORY Length: 300-400 words.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a <i>global</i> score using the appropriate Rating Scale. <u>Total:</u> 10 marks

[Bilingual Exam Specifications: Grade 11, Sem. One]

DETAILED SPECIFICATIONS (Grade11)**SEMESTER TWO** [180 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
READING 1	One INFORMATIVE text, between 500 and 600 words.	10 Multiple Choice items (each with 3 options).	For each item, indicate which of the three options is correct.	One mark per item: <u>Total:</u> 10 marks
READING 2	One INTERACTIVE text, between 500 and 600 words.	<u>Task one:</u> 5 Wh- items. <u>Task Two:</u> 5 True or false items.	<u>Task One:</u> For each question, write a <u>short</u> answer. <u>Task Two:</u> Indicate whether the statement is TRUE or FALSE.	One mark per item: <u>Total:</u> 10 marks
WRITING	Instructions for 2 tasks, one requiring the writing of a NARRATIVE text, the other of a PERSUASIVE text.	(No other materials)	Choose ONE of the options and complete the task writing at least 200 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 20 marks
LITERATURE ONE	A complete unseen POEM (or extract from a poem): Length: 15-30 lines.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks
LITERATURE TWO	Extract from an unseen NOVEL. Length: 300-400 words. One INTERACTIVE and one INFORMATIVE text, each of between 600 and 700 words.	One question requiring discussion, analysis, interpretation, etc.	Answer the question , writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks

[Bilingual Exam Specifications: Grade 11, Sem. Two]

DETAILED SPECIFICATIONS (Grade12)**SEMESTER ONE** [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
READING 1	One NARRATIVE between 600 and 700 words.	12 Multiple Choice items (each with 3 options).	For each item, indicate which of the three options is correct.	One mark per item: <u>Total: 12 marks</u>
READING 2	One PERSUASIVE text, between 600 and 700 words.	Task one: 8 Wh- items. Task Two: 5 True/False items.	Task One: For each question, write a short answer. Task Two: Indicate whether the statement is TRUE or FALSE.	One mark per item: <u>Total: 13 marks</u>
WRITING	Instructions for 2 tasks, one requiring the writing of an INFORMATIVE text, the other of an INTERACTIVE text.	(No other materials)	Choose ONE of the options and complete the task writing at least 250 words.	Award a score based on a five-level Rating Scale. <u>Total: 20 marks</u>
LITERATURE ONE	Extract from an unseen DRAMA Length: 200-300 words.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
LITERATURE TWO	Extract from an unseen SHORT STORY Length: 300-400 words.	Two questions requiring discussion, analysis, interpretation, etc.	Answer question 1, writing at least 50 words. Answer question 2, writing at least 120 words.	Award a score based on a five-level Rating Scale. Question one: 5 marks Question two : 10 marks <u>Total: 15 marks</u>

[Bilingual Exam Specifications: Grade 12, Sem. One]

DETAILED SPECIFICATIONS (Grade12)**SEMESTER TWO** [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
READING 1	One INTERACTIVE text, between 600 and 700 words.	12 Multiple Choice items (each with 3 options).	For each item, indicate which of the three options is correct.	One mark per item: <u>Total: 12 marks</u>
READING 2	One INFORMATIVE text, between 600 and 700 words.	Task one: 8 Wh- items. Task Two: 5 True/False items. items.	Task One: For each question, write a short answer. Task Two: Indicate whether the statement is TRUE or FALSE.	One mark per item: <u>Total: 13 marks</u>
WRITING	Instructions for 2 tasks, one requiring the writing of a NARRATIVE text, the other of a PERSUASIVE text.	<i>(No other materials)</i>	Choose ONE of the options and complete the task writing at least 250 words.	Award a score based on a five-level Rating Scale. <u>Total: 20 marks</u>
LITERATURE ONE	A complete POEM (or extract from a poem): Length: 15-30 lines.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
LITERATURE TWO	Extract from an unseen NOVEL. Length: 300-400 words.	Two questions requiring discussion, analysis, interpretation, etc.	Answer question 1, writing at least 50 words. Answer question 2, writing at least 120 words.	Award a score based on a five-level Rating Scale. Question one: 5 marks Question two : 10 marks <u>Total: 15 marks</u>

[Bilingual Exam Specifications: Grade 12, Sem. Two]

