

# Stage 5

Grade 8 Advanced

**Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 8 Advanced– Sample Test Specifications**

<b>Grade</b>	<b>Grade 8 – Stage 5</b>	<b>CEFR</b>	<b>B1.1</b>
<b>Class</b>	<b>8 Advanced</b>		
<b>Language Domains</b>	Reading and Writing	<b>Total Marks</b>	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR	
Part 1: Grammar	Working at Grade Level Goal	What have you done to help your community?	contribution, donate, fast, food parcels, generosity, project, charities, reflection, attention, volunteers, manage, locations, refill, several, feed, participate, provide	<a href="#">G.13.3 Present Time (present perfect simple)</a> <a href="#">G.18.1/2/3 Reported Speech</a> <a href="#">G.5.2 Conditionals (First)</a> <a href="#">G.8.1 Modals (present)</a> <a href="#">G.10.2 Passives (past simple passive)</a>	
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>		<b>Construct Limits</b>
		<p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences.</p>	<p>ENG.05.RV.S.3.3: 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.</p>		<ul style="list-style-type: none"> <li>▪ 1 descriptive text of 150 words (10% either way) with 6 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 4 marks each (total 24)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	<p style="text-align: center;"><b>At Grade Level Goal</b></p> <hr/> <p style="text-align: center;"><b>Working at Grade Level Goal</b></p>	<p>Why do fireflies use light in the dark?, Which animals hunt in the dark?, How does darkness affect the way plants grow?</p>	<p>fireflies, safe, pet, scare off, predators, nearby, confused, tasty, interesting, hunt, owl, cat, bat, expert, nocturnal, parents, teacher, sister, nature expert, doctor, soil, seed, pots, sunlight, sprout, photosynthesis, process, chloroplast, oxygen, carbon dioxide, survive, cacti, aloes, store, shade</p>	<p><a href="#">G.18.1/2/3 Reported Speech</a></p> <p><a href="#">G.13.1 Present Time (present simple (including verb 'to be'))</a></p> <p>Cause and effect</p>
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>	<b>Construct Limits</b>
		<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C.</p>	<p>1 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>▪ 1 expository text of 230-250 words (10% either way)</li> <li>▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	<p><b>Working at Grade Level Goal</b></p> <hr/> <p><b>Working Beyond Grade Level Goal</b></p>	How important is your method in achieving a team goal?, Why is the team leader so important?	task, tower, objective, challenge, discuss, role, method, results, important, guides, decisions, succeed, imagine, confident, unite, leader, knowledge, vision, qualities, achieve, debate, interview, care, values	<a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a> <a href="#">G.5.3 Conditionals (Second)</a>
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>	<b>Construct Limits</b>
		<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C.</p>	<p>1 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.</p> <p>1 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.</p> <p>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.</p> <p>1 x ENG.05.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>▪ 1 expository text of 230-250 words (10% either way)</li> <li>▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Video Games	compare, creator, special effects, graphics, chess pieces, respond, author, admire, digital models, exhibition, steady, development, arguments, conclusion, imagination, forms, competition	Elicit Stage 5 Grammar	Stage 5 FL
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>		<b>Construct Limits</b>
		<p>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts</p> <p>Write at least 120 words.</p>	<p>ENG.05.WR.P.4.1 Produce written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.</p> <p>ENG.05.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations in writing.</p> <p>ENG.05.WR.S.5.1 Use a range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts that are generally coherent.</p>	<ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit an expository text.</li> <li>▪ Word count: 120 words</li> <li>▪ 40 marks (based on rubric)</li> </ul>	