Supporting Document

Learning Outcomes Framework

Year 9

2022 – 2023

UPDATED

ENGLISH LANGUAGE & LITERATURE

A SUPPORTING DOCUMENT FOR YEAR 9: TABLE OF CONTENTS

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

PREFACE

This document is a result of the consultation process conducted in 2019. It serves as a pedagogical tool intended to help teachers of English meet the different needs of their learners. Apart from this supporting document, there is another document which contains all the Learning Outcomes for Year 9 which bind all sectors. This binding document may be accessed through this link: http://www.schoolslearningoutcomes.edu.mt/en/subjects/english/level/8. *The SEC document on which this syllabus is based may be accessed via this link:* https://www.um.edu.mt/__data/assets/pdf_file/0004/470290/SEC11.pdf

According to the new LOF approach, each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 9 and Year 10 students will attain the learning outcome statements in attainment level 8.

The content of the first part of this document contains the Learning Outcomes which were then unpacked into assessment criteria at three different EXIT levels, MQF 1, MQF 2 and MQF 3. Assessment Criteria (AC) are statements that provide learners and teachers with information about the qualities, characteristics, and aspects of a given learning outcome and task. Well-defined assessment criteria allow teachers to evaluate learners' work more openly, consistently and objectively. A spiral, progressive approach is to be adopted with skills introduced at simpler levels and then revisited and reinforced at more sophisticated levels. In fact, these criteria start from the simplest for MQF 1 and become more challenging as you go across from one level to another. Therefore, all AC are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at MQF 3 would have attained the assessment criteria of the two levels preceding it.

Learning Charts are set out at the beginning of this document giving all the necessary details which should help teachers plan their schemes of work. Each table specifies the strand, the learning outcomes, the focus areas, and the assessment criteria. These charts are explained in detail below.

Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation – the LOs of which can be found in Appendix 2 and which are to be taught inductively and integrated within all the strands.

We would like to extend our gratitude to the following Heads of Department for their contribution throughout the process of compiling this document: Ms Suzanne Camilleri, Ms Giselle Desira, Ms Marika Sammut Dimech, Ms Melanie Fenech Ishmael, Ms Therese Frey, Ms Lilian Oliva Mifsud, Ms Heather May Richard, Ms Claudine Sciberras, Ms Caroline Sciriha, Ms Miriam Theuma Xerri, and Mr Stefan Zammit. We hope that you find this document helpful whilst implementing the LOF approach. Any queries or suggestions should be sent to the Education Officers for English (Secondary): **Clarissa Padovani:** *clarissa.padovani@ilearn.edu.mt, Marika Vella: marika.vella@ilearn.edu.mt and Pamela Zerafa: pamela.zerafa@ilearn.edu.mt.*

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Learning Outcomes: The Learning Outcomes are the expected attainment targets to be achieved as a result of teacher instruction. There are 15 broad Learning Outcomes for language and 12 broad Learning Outcomes for literature which need to be addressed throughout in the 3-year course from Year 9 to Year 11.

Strand - The Language Skills and Literature

The Focus Areas – The information within the charts for the language skills

The Shading indicates the progression in the teaching of skills and strategies. Teachers teaching Tracks 1 and a weak Track 2 might wish to plan their material by focussing on MQF 1 and MQF 2. Teachers teaching a stronger Track 2 class and Track 3 classes might use the assessment criteria set at MQF 2 and MQF 3 to plan their lessons and material.

Each **language** criterion is summed up in the column on the far right for ease of reference. These terms explain the **focus areas** identified in the title bar.

Strand: LISTENING
TEXT TYPES

Learning Outcome 7: I can understand what people say to me in various situations.
Learning Outcome 8: I can understand and take notes of continuous speech while listening for gist and subsidiary ideas.
Learning Outcome 9: I can listen to a conversation, presentation or dramatic performance and summarise the overt messages as well as the sub-text of motivation and bias.

Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	MQF 2	MQF 3	
			TEXT TYPE
7.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible by providing suitable evidence.	7.2a I can follow spoken language when it is clearly articulated and intelligible by providing suitable evidence.	7.3a I can follow intelligible spoken language even when it is not clearly articulated by providing suitable evidence.	Spoken utterances

The Codes: The first number refers to the Broad Learning Outcome number. The second number refers to the MQF Level. The Letter that follows indicates the assessment criteria in chronological order. Please note that they are not organised according to levels of difficulty and teachers may wish to teach them in any order they deem fit.

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

LISTENING

Learning Outcomes

Strand: LISTENING
TEXT TYPES

Learning Outcome 7: I can understand what people say to me in various situations.
Learning Outcome 8: I can understand and take notes of continuous speech while listening for gist and subsidiary ideas.
Learning Outcome 9: I can listen to a conversation, presentation or dramatic performance and summarise the overt messages as well as the sub-text of motivation and bias.

Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	
			TEXT TYPE
7.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible by providing suitable evidence.	7.2a I can follow spoken language when it is clearly articulated and intelligible by providing suitable evidence.	7.3a I can follow intelligible spoken language even when it is not clearly articulated by providing suitable evidence.	Spoken utterances
7.1b I can, with support, follow descriptions which are simple in terms of linguistic, thematic and lexical content.	7.2b I can follow descriptions which are moderately complex in terms of linguistic, thematic and lexical content.	7.3b I can follow descriptions which are complex in terms of linguistic, thematic and lexical content.	Description
7.1c I can, with support, follow a discussion which is simple in terms of linguistic, thematic and lexical content.	7.2c I can follow a debate which is moderately complex in terms of linguistic, thematic and lexical content.	7.3c I can follow a debate which is complex in terms of linguistic, thematic and lexical content.	Discussion/ Debate
8.1f I can, with support, follow a sequence of events/instructions/directions.	8.2f I can follow a sequence of events/instructions/directions.	8.3f I can follow a more detailed sequence of events/instructions/directions.	Sequence of events / instructions / directions
9.1a I can, with support, follow main ideas in a conversation/presentation/ performance.	9.2a I can follow main ideas in a conversation/presentation/ performance.	9.3a I can follow main and subsidiary ideas in a conversation/presentation/ performance.	Conversation / Presentation
9.1c I can, with support, follow narratives in a chronological sequence.	9.2c I can follow narratives in a chronological sequence.	9.3c I can follow narratives, including those which are non-chronological.	Narrative

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: LISTENING			
SUBSKILLS			
Learning Outcome 8: I can understand and take notes of continuous speech while listening for gist and subsidiary ideas. **Learning Outcome 9: I can listen to a conversation, presentation or dramatic performance and summarise the overt messages as well as the sub-text of motivation and bias.**			
Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	
			SUBSKILL
8.1a I can, with support, follow the general ideas in a talk/speech about a familiar topic.	8.2a I can follow general and subsidiary ideas in a talk/speech about a familiar topic.	8.3a I can follow general and subsidiary ideas in a talk/speech about a wide range of topics.	General & Subsidiary ideas
8.1c I can, with support, identify individual words in continuous speech and show understanding of their meaning in isolation.	8.2c I can show understanding of clusters of words in continuous speech.	8.3c I can show understanding of clusters of words in complex continuous speech.	Clusters of words
8.1d I can, with support, follow a spoken text that includes vocabulary which is frequent and familiar.	8.2d I can follow spoken texts that include a wide range of vocabulary and language structures.	8.3d I can follow spoken texts that include a wide range of vocabulary and complex language structures.	Specific vocab
8.1e I can, with support listen for specific information in a talk/speech/conversation about a familiar topic.	8.2e I can listen for specific information in a talk/speech/conversation about a familiar topic.	8.3e I can listen for specific information in a talk/speech/conversation about a wide range of familiar topics.	Specific information
8.1f I can, with support, follow a sequence of events/instructions/directions.	8.2f I can follow a sequence of events/instructions/directions.	8.3f I can follow a more detailed sequence of events/instructions/directions.	Sequencing
9.1g I can, with support, distinguish between fact and opinion in a simple text.	9.2g I can distinguish between fact and opinion in a simple text.	9.3g I can provide a reason to support the distinction between fact and opinion.	Distinguish fact and opinion

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

SPEAKING

Learning Outcomes

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: SPEAKING TASK TYPES			
Learning Outcome 10: I can adapt my style to all familiar situations, observing the appropriate use of register and vocabulary while stating what I think and giving my reasons. Learning Outcome 11: I can ask appropriate questions to clarify my understanding on areas which are unclear and relay information that I have obtained by adding brief related comments.			
Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	MQF 2	MQF 3	
			TASK TYPE
10.1c I can, with support, deliver a planned talk which I have prepared.	10.2c I can deliver a planned talk which I have prepared.	10.3c I can structure and sustain talk.	Planned talk / Speech
10.1g I can, with support, organise and structure a short presentation.	10.2g I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.	10.3g I can organise and structure a presentation using an effective range of strategies to engage the audience.	Presentation
10.1j I can, with support, take part in a role-playing exercise by taking on a character role.	10.2j I can take part in a role-playing exercise by adopting the appropriate communicative strategies.	10.3j I can create and sustain different roles from a range of real-life contexts.	Role Play
11.1c I can, with support, answer short questions about what I heard/read.	11.2c I can recount the main points of what I heard/read.	11.3c I can act as rapporteur in a situation where information is exchanged.	Rapporteur
11.1d I can, with support, give feedback by providing an appropriate response in a straightforward manner.	11.2d I can give feedback by providing an appropriate response in some detail.	11.3d I can give feedback by providing an appropriate response in detail.	Giving feedback
11.1e I can, with support, respond to other speakers in a brief dialogue.	11.2e I can participate in a dialogue and respect the rules of turn taking.	11.3e I can engage in a discussion by following the rules of turn management.	Discussion
11.1f I can, with support, respond orally to an input including visuals and graphics.	11.2f I can respond orally to an input including visuals and graphics.	11.3f I can respond orally to various inputs including visuals and graphics.	Responding to input

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: SPEAKING FUNCTIONS				
Learning Outcome 10: I can adapt my style to all familiar situations, observing the appropriate use of register and vocabulary while stating what I think and giving my reasons. **Learning Outcome 11: I can ask appropriate questions to clarify my understanding on areas which are unclear and relay information that I have obtained by adding brief related comments.**				
Tracks 1 - 2				
	Tracks 2 - 3			
MQF 1	**MQF 2**	**MQF 3**		**YEAR 9**
			FUNCTION	
10.1a I can, with support, express straightforward ideas/information/feelings using simple vocabulary.	10.2a I can express challenging ideas/information/feelings using a range of vocabulary.	10.3a I can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.	Express ideas / info / feelings	
10.1b I can, with support, speak about my point of view regarding a topic.	10.2b I can agree/disagree with a point of view presented by other speakers in a discussion.	10.3b I can summarise the points of view presented in a discussion.	Express point of view	
10.1e I can, with support, explain what I think when asked a simple question.	10.2e I can defend my point of view when asked a simple question.	10.3e I can defend my point of view against reasonable questioning.	Defend point of view	
10.1k I can, with support, produce simple utterances for a purpose including greeting, complaining, apologising, describing and narrating.	10.2k I can produce simple utterances for a purpose including greeting, complaining, apologising, describing, narrating and reporting.	Greet / Introduce oneself / complain / apologise / Describe (e.g., people, objects, weather, dreams and hopes) / narrate / leave a message / invite / accept or decline an invitation		
10.1l I can, with support, give simple instructions/directions using a logical sequence.	10.1l I can give simple instructions/directions using a logical sequence.		Give instructions / directions	
10.1m I can, with support, make a suggestion and give examples.	10.2m I can make a suggestion and give examples.		Make a suggestion	
11.1a I can, with support, ask a simple question to request clarification.	11.2a I can ask a number of simple questions to request clarification, using generally correct language.	11.3a I can probe fluently and accurately for more information and clarification through a series of questions.	Ask and answer questions	

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

TEACHING LANGUAGE AWARENESS THROUGH SPEAKING - ASSESSMENT CRITERIA

Learning Outcome 10: I can adapt my style to all familiar situations, observing the appropriate use of register and vocabulary while stating what I think and giving my reasons.

Learning Outcome 11: I can ask appropriate questions to clarify my understanding on areas which are unclear and relay information that I have obtained by adding brief related comments.

Learning Outcome 12: I can, while producing continuous speech, use appropriate, precise and correct language while focusing on intelligibility.

Learning Outcome 14: I can demonstrate my understanding of how words behave together by using these patterns in context.

Learning Outcome 15: I can produce various forms of discourse.

Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	
			CRITERIA
10.1h I can, with support, meet the needs of the audience.	10.2h I can achieve the purpose of my presentation.		PURPOSE / AUDIENCE
10.1i I can, with support, use informal register when communicating.	10.2i I can switch from informal to formal register.	10.3i I can choose and adapt language appropriately to an audience.	REGISTER
12.1a I can, with support, use language appropriate to a small number of limited contexts.	12.2a I can use language appropriate to a limited number of contexts.	12.3a I can use language appropriate to various contexts.	APPROPRIACY
12.1b I can, with support, be intelligible in my spoken production.			INTELLIGIBILITY
12.1d I can, with support, produce simple utterances, which may constitute features of spoken grammar (e.g., *ellipses*), are quite well controlled and show some evidence of fluency.	12.2d I can produce basic utterances, which may constitute features of spoken grammar (e.g., *chunks and ellipses*), are mostly well controlled and show some evidence of fluency.	12.3d I can produce utterances, which may constitute features of spoken grammar, are well controlled and show some evidence of fluency.	SPOKEN GRAMMAR / FLUENCY
12.1e I can, with support, use a simple range of grammatical structures which are quite well controlled.	12.2e I can use a limited range of grammatical structures which are mostly well controlled.	12.3e I can use varied grammatical structures dominated by chained clauses, and sentence patterns which are consistently well controlled.	STRUCTURES
14.1b I can, with support, use simple collocations.	14.2b I can use basic chunks of language and idiomatic expressions.	14.3b I can use complex chunks of language and idiomatic expressions.	VOCABULARY
15.1b I can, with support, identify the discourse markers in a given text.	15.2b I can determine the discourse markers that best fit the context in a given text.	15.3b I can use appropriate discourse markers consistently in speech and writing.	DISCOURSE MARKERS
11.1e I can, with support, respond to other speakers in a brief dialogue.	11.2e I can participate in a dialogue and respect the rules of turn taking.	11.3e I can engage in a discussion by following the rules of turn management.	TURN TAKING

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

READING

Learning Outcomes

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: READING			
TEXT TYPES			
Learning Outcome 4: I can show understanding, retrieve and select information when I react to a different range of genres and age-appropriate texts written for a different purpose and audience.			

Tracks 1 – 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	**Text Type**
4.1e I can, with support, read simple texts of different genres.	4.2e I can read more complex texts of different genres.	4.3e I can read long, complex texts of different genres.	Different genres
4.1j I can, with support, explain why I chose to read a particular genre e.g., *for enjoyment*.	4.2j I can explain why I chose to read at least two different genres e.g., *to gather information*.	4.3j I can explain why I chose to read a variety of genres e.g., *to research information*.	Reader's intention
4.1k I can, with support, identify the purpose of a simple text.	4.2k I can identify the different purposes of texts across genres.	4.3k I can comment about the different purposes of complex texts across genres.	Author's purpose
4.1l I can, with support, identify the audience of simple texts.	4.2l I can identify the audience of complex texts across genres.	4.3l I can comment about the audience of complex texts by giving supporting evidence.	Audience

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: READING SKILLS AND STRATEGIES			
Learning Outcome 4: I can show understanding, retrieve and select information when I react to a different range of genres and age-appropriate texts written for a different purpose and audience.			
Tracks 1 – 2			
	Tracks 2 - 3		
MQF 1	MQF 2	MQF 3	
			Skill & Strategies
4.1a I can, with support, select the correct meaning of a few high frequency words according to the context provided by the text.	4.2a I can work out the correct meaning of high frequency words according to the context provided by the text.	4.3a I can work out the correct meaning of low frequency words according to the context provided by the text.	Meaning from Context
4.1b I can, with support, select the main points from a simple text.	4.2b I can select the main points from a complex text.	4.3b I can select the main points from a long complex text.	Main Points
	4.2c I can summarise short texts.	4.3c I can summarise long texts.	Summarise
4.1f I can, with support, skim simple texts.	4.2f I can skim more complex texts.	4.3f I can skim long, complex texts.	Skim
4.1g I can, with support, scan simple texts.	4.2g I can scan more complex texts.	4.3g I can scan long, complex texts.	Scan
4.1h I can, with support, identify simple anaphoric references in texts.	4.2h I can identify cataphoric and anaphoric references in texts.		Referents
4.1i I can, with support, retrieve information from one or more sources.	4.2i I can retrieve information from one or more sources.	4.3i I can retrieve information from a range of sources.	Retrieve information
4.1n I can, with support, accurately decode a text to read for meaning.	4.2n I can, with support, use a range of strategies, including accurate decoding of a text, to read for meaning.	4.3n I can use a range of strategies including accurate decoding of a text, to read for meaning.	Decoding
4.1o I can, with support, identify the sub-topics of the paragraphs in simple text.	4.2o I can identify the sub-topics of the paragraphs in a simple text.	4.3o I can identify the sub-topics of the paragraphs in complex text.	Meaning at Paragraph Level

YEAR 9

Strand: READING

SKILLS AND STRATEGIES

(Continued)

Learning Outcome 5: I can make use of interpretation, inference and deduction.

Learning Outcome 6: I can understand text organisation and structure and recognise different techniques used by the writer/s.

Tracks 1 – 2				
		Tracks 2 - 3		
MQF 1	MQF 2	MQF 3		
5.1b I can, with support, make use of clues and prior knowledge to infer meaning from a text.	5.2b I can make use of text-to-text connections to infer meaning from a text.	5.3b I can make use of subtle clues to make inferences about the layers of meaning in a text.	Inference	
5.1e I can, with support, distinguish between positive and negative connotation in words used in a simple text.	5.2e I can identify the way connotation is used in a text to influence the reader.	5.3e I can comment about the way connotation is used in the text to influence the reader.	Connotation	**YEAR 9**
5.1g I can, with support, deduce meaning from context.	5.2g I can deduce meaning from context.	5.3g I can deduce meaning from complex contexts.	Deduction	
6.1c I can, with support, make a simple comment about the effect of the writer's choice of language in a text.	6.2c I can explain the effect of the writer's choice of language in a text.	6.3c I can analyse the effect of the writer's choice of language in a text.	Effect of writer's language	

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

WRITING

Learning Outcomes

Strand: WRITING
TEXT TYPES AND GENRES

Learning Outcome 1: I can write different text types coherently using cohesive devices when necessary.
Learning Outcome 2: I can write accurately and appropriately across genres for a different purpose and audience.

Tracks 1 – 2				
	Tracks 2 - 3			
MQF 1	**MQF 2**	**MQF 3**	**TEXT TYPE**	**Proposed pairing of genres (p.49)**
1.1c I can, with support, produce simple texts using different text types e.g., *narrative, descriptive and discursive*.	1.2c I can produce basic texts using different text types e.g., *narrative, descriptive and discursive*.	1.3c I can produce complex texts using different text types e.g., *narrative, descriptive and discursive*.	Text Types	Biography Short Story Comment /Post on social media
1.1d I can, with support, produce simple text structures e.g., *sequence, problem and solution*.	1.2d I can produce basic text structures e.g., *description, cause and effect, compare and contrast, sequence, problem and solution*.	1.3d I can produce complex text structures e.g., *description, cause and effect, compare and contrast, sequence, problem and solution*.	Text Structures	Argumentative Article Itinerary
1.1e I can, with support, fill in a simple form.	1.2e I can fill in a simple form.	1.3e I can fill in a more detailed form.	Form-filling	Form-Filling
1.1f I can, with support, respond in writing to an input including visuals and graphics.	1.2f I can respond in writing to an input including visuals and graphics.	1.3f I can respond in writing to various inputs including visuals and graphics.	Responding to input	Leaflet Caption
2.1i I can, with support, establish a purpose when I write.	2.2i I can write with a clear purpose generally using the appropriate style.	2.3i I can write with a clear purpose using the appropriate style throughout.	Writer's Purpose	Formal letter/email of request Informal letter/email of advice/suggestions Invitation Postcard
2.1j I can, with support, write with a specific reader in mind.	2.2j I can write with a specific reader in mind generally using the appropriate style.	2.3j I can write with a specific reader in mind using the appropriate style throughout.	Audience	Assessment Report Book/Play Review

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: WRITING			
MARKING CRITERIA			
Learning Outcome 1: I can write different text types coherently using cohesive devices when necessary. Learning Outcome 2: I can write accurately and appropriately across genres for a different purpose and audience.			
Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	MQF 2	MQF 3	
			SUBSKILL
1.1a I can, with support, write paragraphs by organising sentences which contain logical ideas.	1.2a I can organise information and ideas with clear, logical progression from one paragraph to another.	1.3a I can sequence information and ideas logically from one paragraph to another and in relation to the whole.	Paragraph organisation
1.1b I can, with support, use a limited range of grammatical cohesive devices.	1.2b I can use a basic range of lexical and grammatical cohesive devices.	1.3b I can use an extensive range of lexical and grammatical cohesive devices.	Cohesion
2.1a I can, with support, spell high frequency grammatical function words and common content words.	2.2a I can spell some grammatical function words and content words.	2.3a I can spell most grammatical function words and low frequency words.	Spelling
2.1b I can, with support, make use of a limited range of punctuation and sentence demarcation which allow for basic communication.	2.2b I can make use of a range of punctuation and sentence demarcation which allow for clear communication.	2.3b I can make use of a wide range of punctuation and sentence demarcation with a high level of accuracy.	Punctuation
2.1c I can, with support, make use of grammatical structures with some control of agreement.	2.2c I can make use of basic grammatical structures.	2.3c I can make use of complex grammatical structures.	Grammatical Structure
2.1d I can, with support, construct simple and basic compound sentences.	2.2d I can construct compound and basic complex sentences.	2.3d I can construct a variety of complex sentences.	Sentence Structure
2.1e I can, with support, write in an appropriate way with the right tone.	2.2e I can make use of words to create a particular mood or feeling.	2.3e I can make use of complex structures to create a particular mood or feeling e.g., *idiomatic language*.	Tone
2.1f I can, with support, use a limited range of vocabulary specific to the context.	2.2f I can use a good range of vocabulary specific to the context.	2.3f I can make use of a wide range of context specific lexical features to convey meaning in writing.	Lexical range
2.1g I can, with support, make use of informal register in my writing.	2.2g I can make use of formal register generally in my writing.	2.3g I can make use of formal register consistently in my writing.	Register

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: WRITING
PROCESS WRITING

Learning Outcome 3: I can plan, draft and revise my own writing.

Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	
			SUBSKILL
	2.2h I can, with support, reword/rephrase parts of a text.	2.3h I can reword/rephrase parts of a text.	Rewording/Rephrasing
3.1a I can, with support, complete a simple plan before I start writing.	3.2a I can produce a basic plan before I start writing.	3.3a I can produce an effective plan to help me structure my writing effectively.	Plan
3.1b I can, with support, make changes to words after analysing my first draft.	3.2b I can make changes to words and sentences after analysing my first draft.	3.3b I can make changes to words, sentences and paragraphs after analysing my first draft.	Draft
3.1c I can, with support, edit punctuation grammar and spelling in my own writing.	3.2c I can edit punctuation, grammar and spelling in my own writing.	3.3c I can revise coherence in my own writing.	Revise

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Literature

Learning Outcomes

Strand: Literature		
Learning Outcome 1: I can engage with and respond to a range of literary texts such as poetry, prose and drama written for a particular audience.		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	**MQF 2**	**MQF 3**
1.1a I can, with support, reply orally/in writing to lower order questions asked about a poem, prose or drama text.	1.2a I can reply orally/in writing to higher order questions about a poem, prose or drama text.	
1.1b I can, with support, speak/write about the basic plot in a poem, prose or drama text.	1.2b I can speak/write about characters and the main theme(s) in a poem, prose or drama text.	1.3b I can speak/write about some of the following features: character, main themes, structure and language in a poem, prose or drama text.
1.1c I can, with support, identify one reason why a poem, prose or drama text is suitable for a particular audience.	1.2c I can give at least two reasons why a poem, prose or drama text is suitable for a particular audience.	1.3c I can explain in detail why a poem, prose or drama text is suitable for a particular audience.
1.1d I can, with support, keep within a set timeframe in my oral/written response.		

LITERATURE - YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: Literature		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	MQF 2	MQF 3
Learning Outcome 2: I can respond to a range of literary devices adopted in texts such as poetry, prose and drama and explain how they might be linked to theme, setting or character.		
2.1a I can, with support, identify a number of literary devices in a text.	2.2a I can explain the effect of different literary devices in a text.	2.3a I can evaluate the effects and functions of literary devices in a text.
Learning Outcome 3: I can read literary texts such as poetry, prose and drama from the past and those which are more contemporary.		
3.1a I can, with support, identify literary devices used in a text written in the past.	3.2a I can analyse literary devices adopted in a text written in the past.	3.3a I can evaluate the effect(s) generated by literary devices adopted in a text written in the past.
3.1b I can, with support, identify literary devices used in a contemporary text.	3.2b I can analyse literary devices adopted in a contemporary text.	3.3b I can evaluate the effect(s) generated by literary devices adopted in a contemporary text.
3.1c I can, with support, identify **the difference(s) and similarity(ies)** between a text written in the past and one which is more contemporary.	3.2c I can describe **the difference(s) and similarity(ies)** between a text written in the past and one which is more contemporary.	3.3c I can analyse and discuss **the difference(s) and similarity(ies)** between a text written in the past and one which is more contemporary.

LITERATURE - YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: Literature		
Learning Outcome 4: I can recommend a literary text such as poetry, prose and drama to others and give reasons for this.		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	**MQF 2**	**MQF 3**
4.1a I can, with support, identify the point of view in my recommendation of the text.	4.2a I can discuss the main theme(s) in my recommendation of the text.	4.3a I can evaluate any distinctive literary attributes to explain my recommendation.
4.1b I can, with support, describe an important or interesting event in the text.	4.2b I can explain why a particular event in a text is important or interesting.	4.3b I can evaluate the significance of particular events in the text.
4.1c I can, with support, recommend a text to a particular audience by referring to one feature. e.g., plot, characters, etc.	4.2c I can recommend a text to a particular audience by referring to different features. e.g., genre, etc.	4.3c I can use rhetoric to persuade my audience to read a text or watch a play by referring to different features. e.g., setting, mood, etc.
4.1d I can, with support, write a short review about a literary text	4.2d I can write a short review about a literary text.	4.3d I can write a review about a literary text.

LITERATURE - YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: Literature		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	**MQF 2**	**MQF 3**
Learning Outcome 5: I can respond to different aspects of set texts.		
5.1b I can, with support, describe how the text might/might not relate to my own experience.	5.2b I can discuss how the text might/might not relate to my own experience.	5.3b I can evaluate ways in which the text might/might not relate to my own experiences.
5.1d I can, with support, identify the form used in a text.	5.2d I can describe the form and structure used in a text.	5.3d I can analyse form and structure used in a text
Learning Outcome 6: I can tackle unseen literary texts (poetry and prose) independently.		
6.1d I can identify the main theme of an unseen text.	6.2d I can describe how the different literary devices in an unseen text contribute to the main theme or character.	6.3d I can evaluate the overall function of the combined literary devices in an unseen text.
6.1e I can describe how I feel about the unseen text by referring closely to it.	6.2e I can give a reason for my own personal reaction to the unseen text by referring closely to it.	6.3e I can discuss my own personal reaction(s) to the unseen text by referring closely to it.

LITERATURE - YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: Literature		
Learning Outcome 9: I can interact with literary texts (poetry, prose and drama) I have read or listened to in a creative way.		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	**MQF 2**	**MQF 3**
9.1b I can, with support, use at least one literary device in a creative way.	9.2b I can use literary devices in a creative way. e.g., writing a poem, play script or short story.	9.3b I can use narrative techniques in creative ways in a short story.
9.1c I can, with support, create a short introduction to a prose passage.	9.2c I can provide an extension to the text by developing a prologue, thereby contributing a new insight to the original text.	9.3c I can provide an extension to the text by developing an epilogue or another chapter or scene, thereby contributing a new insight to the original text.
9.1d I can, with support, create a short, alternative ending to a prose passage.	9.2d I can change the ending of the original text, thereby contributing a new insight to the original text.	9.3d I can change the ending of the original text and explain how it relates to theme(s).
9.1e I can, with support, change into a complete sentence at least two lines from a poem.	9.2e I can rewrite the stanza of a poem into a short paragraph that resembles prose.	9.3e I can rewrite a whole poem into a prose form.
9.1f I can, with support, change part of a prose text into a short dialogue.	9.2f I can dramatise parts of a prose text.	9.3f I can dramatise parts of a prose text and discuss the effect this change may have on an audience.

LITERATURE - YEAR 9

Strand: Literature			
Learning Outcome 10: I can interact with a Shakespearean text.			
Tracks 1 - 2			
	Tracks 2 - 3		
MQF 1	**MQF 2**	**MQF 3**	
	10.2a I can, with support, use some examples from Shakespeare's language as it is used as everyday expressions (e.g. vocabulary, idiomatic expressions, etc).	10.3a I can use some examples from Shakespeare's language as it is used as everyday expressions (e.g. vocabulary, idiomatic expressions, etc).	
10.1b I can, with support, identify the main events that occur in a Shakespearean play.	10.2b I can describe the main events that occur in a Shakespearean play.	10.3b I can analyse the main events that occur in a Shakespearean play.	
10.1c I can, with support, identify the main characters in a Shakespearean play.	10.2c I can describe character roles in a Shakespearean play.	10.3c I can evaluate character development in a Shakespearean play.	
10.1d I can, with support, describe how I feel about a Shakespearean play by giving reasons.	10.2d I can make an informed personal response about the main themes in a Shakespearean play.	10.3d I can make an informed personal response about Shakespeare's choices of poetic language, dramatic structure and theatrical form.	
	10.2e I can explain how Shakespeare was reacting to the context of his time.	10.3e I can demonstrate a clear understanding of social, historical, and cultural context when analysing a Shakespearean play.	LITERATURE - YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Strand: Literature		
Tracks 1 - 2		
	Tracks 2 - 3	
MQF 1	MQF 2	MQF 3
Learning Outcome 11: I can write well organised literature essays and / or speak in an organised manner about poetry, prose and drama, using the appropriate conventions.		
11.1a I can, with support, complete a short essay/presentation about different aspects of a literary text.	11.2a I can structure an essay/presentation in a way that includes an introduction, paragraphs in the body and a conclusion.	
	11.2e I can organise my ideas logically in a short, coherent essay/presentation.	11.3e I can present well organised ideas that make my claims clear and effective using cohesive devices appropriately.
Learning Outcome 12: I can write / speak accurately using a range of vocabulary and sentence structures for clarity, purpose and effect.		
12.1a I can, with support, use fairly accurate language.	12.2a I can use language with reasonable accuracy.	12.3a I can use language with consistent accuracy.

YEAR 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Year 9 Core Curriculum Programme (CCP)

The Core Curriculum Programme (CCP) is underpinned by the learning outcomes of key competences at Level 1 as defined in the European Qualifications Framework. The Level Descriptors for Level 1 are presented in the document Descriptors of Key Competences in the National Qualifications Framework Levels 1 to 3 issued by Malta Qualifications Council which can be accessed at http://www.mqc.gov.mt/descriptors-key-competences?l=11.

Teachers are encouraged to use the **topics listed in Appendix 1** when planning their thematic scheme of work. Lessons should be pitched at the learners' level of attainment and carefully scaffolded, with a focus on functional language which is relevant and useful to students inside and outside the classroom. Therefore, stand-alone grammar lessons should be avoided. The language structures which students are to be exposed to are indicated in the learning outcomes for CCP and these are to be taught inductively and within relevant contexts.

With regard to literature, CCP students are equally entitled to literature lessons during which they are helped to appreciate age- and level-appropriate poetry, prose and drama texts. The primary focus should be on the enjoyment of literature. Here are some examples of where one can find Hi-Lo literary texts: *The Collins Big Cat Series, Real Reads, The Bluford Series, Saddleback Publishing, High Interest Publishing, High Noon Books, Stone Arch Books, Rapid Reading Scheme, Barrington Stoke, Wellington Square* as well as audiobooks such as *Learning Ally* and *DigitalBook.io*. Graphic novels and comics might also be appealing to struggling readers. This link might give some ideas: https://www.readingrockets.org/blogs/aiming-access/19-graphic-novels-engage-students-and-keep-them-reading

With students who struggle with literacy, time needs to be allocated to literacy teaching, paying particular attention to decoding, encoding and language comprehension which should lead to skilled reading and writing. Research on adolescent literacy highlights the importance of the behavioural, cognitive, emotional and sociocultural engagement (Eisenbach & Greathouse, 2020). These could be addressed by:
- activating students' schemata and going from the known to the unknown,
- making learning and tasks meaningful and relevant to their realities and contexts,
- setting literacy goals which are measurable and attainable, and
- fostering a positive sense of self-efficacy.

On a more practical level, teachers of adolescents who struggle with literacy are greatly encouraged to provide:
- explicit vocabulary instruction,
- direct and explicit comprehension strategy instruction,
- opportunities for extended discussion of text meaning and interpretation,
- students with a choice in text selection and text complexity,
- intensive and individualised interventions (e.g., Lexonik, Lexia PowerUp, Recision Teaching).

Continuous Assessment will account for **100% of the final mark**. The LOs which are to be reported on and on which the continuous assessment mark is based are listed on page 45. Teachers are encouraged to assess students on all components (i.e., listening, speaking, reading, writing and literature) throughout the year with relevant, meaningful, age- and level-appropriate tasks based on the LOs indicated below. Finally, it should be noted that the Learning Outcomes are exit points, and as such, are to be regarded as targets for students to work towards **with the help and support of the teacher**.

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

CCP LISTENING	CCP Speaking	CCP READING
CCPL9.1: I can listen to and understand simple instructions in class, e.g., work in pairs; listen and repeat.	CCPS9.1: I can talk about a picture using simple words/phrases, e.g. There is a cat….	CCPR9.1: I can read simple instructions e.g., recipes, notices, labels and packaging and follow short, simple written directions (to go from X to Y). Language focus: The imperative form of the verb
CCPL9.2: I can listen to and follow simple directions / instructions such as when following a simple recipe.	CCPS9.2: I can describe oneself/one's background by using simple words or phrases, e.g. I'm thirteen/thirteen years old. Brown eyes.	CCPR9.2: I can read with understanding very short texts about familiar topics such as sports, friends, personal details. Language focus: The present simple tense
CCPL9.3: I can listen to, with the support of repetition, basic dialogues on different media, such as radio, TV programmes, news.	CCPS9.3: I can ask others about their personal details/ greeting and meeting people, through simple questions, e.g. How are you? What's your name?	CCPR9.3: I can show a positive attitude towards reading and language by being able to gather some basic information about a book from the cover, such as the name of the author, the title and visuals, and predict the general topic.
CCPL9.4: I can identify speaker roles in a simple conversation such as between mother/daughter, shop assistant/ customer.	CCPS9.4: I can talk briefly about interests, likes and dislikes, e.g. I like football. I don't like netball.	CCPR9.4: I can access an online shopping site such as eBay and identify the main signs, e.g., add to basket and procedure to navigate the website. Language focus: The imperative form of the verb
CCPL9.5: I can listen to and follow orders and requests, e.g., in a restaurant or hotel.	CCPS9.5: I can use simple questions to ask others about their interests, likes and dislikes, e.g. Do you like computer games? Do you like pizza?	CCPR9.5: I can interpret simple timetables which have to do with travel e.g., transport schedules. Language focus: The present simple tense for future use
CCPL9.6: I can listen to simple communicative technology, e.g., YouTube, video clips/ phone.	CCPS9.6: I can make simple requests for basic needs in the classroom such as asking for permission, e.g. Can I drink please? What's this in English?	CCPR9.6: I can understand the key words and phrases, e.g., in adverts, on notices and posters or in catalogues, if they are repeated and supported by visuals and in the most common everyday situations. Language focus: Adjectives
	CCPS9.7: I can give simple directions following a request, such as when speaking to tourists, e.g., Turn left. Stop there. Go up….	CCPR9.7: I can select simple information from basic multimedia texts such as SMSs. Language focus: prepositions of place, e.g., SMS – meet you at school.
	CCPS9.8: I can use simple polite expressions in a basic conversation, e.g. Can I help you?	

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

CCP WRITING	CCP LITERATURE (Poetry, Prose, Drama)
CCPW9.1: I can identify main basic punctuation marks, e.g., full stop, question mark, comma, capital letters.	CCPLIT9.1: I can listen to / read literary texts for enjoyment.
CCPW9.2: I can write about personal details, likes and dislikes, as required in basic **form-filling**.	CCPLIT9.2: I can explain orally / in writing the plot of a story / short play.
CCPW9.3: I can write **key words** correctly when navigating online.	CCPLIT9.3: I can describe orally / in writing the characters in a literary text.
CCPW9.4: I can link groups of words into simple sentences to write a **caption** about familiar topics such as sports and friends, by using linear connectors such as *and* and *then*.	CCPLIT9.4: I can make self-to-text connections with a literary text.
CCPW9.5: I can write a **short message** such as an SMS, or a card, such as when one greets or thanks someone.	CCPLIT9.5: I can make text-to-world connections with a literary text.
CCPW9.6: I can write words/short phrases related to familiar items in a **simple list**, e.g., shopping list /taking orders.	CCPLIT9.6: I can identify the subject and / or theme of a literary text.
CCPW9.7: I can write an **informal email** to inform / describe / give directions.	CCPLIT9.7: I can express my opinion on the plot / character in a literary text.
CCPW9.8: I can fill in words on a map / diagram / **invitation**.	CCPLIT9.8: I can respond personally to a literary text.
CCPW9.9: I can write short, simple sentences indicating sequential outcomes of an incident / **story**, set in a familiar context, such as an accident at home.	CCPLIT9.9: I can identify the effect of some literary techniques (e.g., onomatopoeia, alliteration, simile, and rhyme).
CCPW9.10: I can write a number of words, such as adjectives to describe a familiar product/service/information received for a **post / comment online**.	CCPLIT9.10: I can identify the differences between poetry, prose and drama.

Appendix 1:

TOPICS

IT IS HIGHLY RECOMMENDED THAT A THEMATIC APPROACH TO PLANNING IS ADOPTED BOTH FOR INTEGRATING THE CURRICULUM AND FOR TEACHING SKILLS IN CONTEXT.

YEAR 9 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:

1. *Personal information*

2. *House and Home*

3. *Food and Drink*

4. *News and Media*

5. *Travel*

6. *Places*

7. *Shopping*

8. *Global Issues*

In addition to the above, teachers may wish to add their own topics.

However, the lexical areas in the examination papers will be from the ones listed above.

Appendix 2:

Language Awareness and Production (LAP)

MQF 1-2 / MQF 2-3 Learning Outcomes

STRAND:	Language Awareness
Learning Outcome: 13	I can be consistent in my use of tense, voice, mood, person and number.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
13.1a I can, with support, use simple and compound sentences.	13.2a I can use complex sentences.	
	13.2b I can identify a particular use of sentence structure tense, voice, mood, person and number e.g., *by giving quotations*.	13.3b I can comment on the particular use of sentence structure, tense, voice, mood, person and number.
13.1c I can, with support, use short utterances/sentences that are consistent tense, voice, mood, person and number.	13.2c I can use the correct tense, voice, mood, person and number consistently.	

STRAND:	Language Awareness
Learning Outcome: 14	I can demonstrate my understanding of how words behave together by using these patterns in context.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
14.1a I can, with support, identify words which are homonyms, homophones, homographs and heteronyms.	14.2a I can use the correct homonyms, homophones, homographs and heteronyms correctly when I write simple, compound and complex sentences.	
14.1b I can, with support, use simple collocations.	14.2b I can use basic chunks of language and idiomatic expressions.	14.3b I can use complex chunks of language and idiomatic expressions.
14.1c I can, with support, identify basic rhetorical devices e.g., *transitional expressions*.	14.2c I can use a limited range of rhetorical devices e.g., *signposting*.	14.3c I can use a wide range of rhetorical devices e.g., *parallelism, list of three, questions*.

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

STRAND:	Language Awareness
Learning Outcome: 15	I can produce various forms of discourse.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
15.1a I can, with support, identify the purpose and the target audience in a given text.	15.2a I can determine the purpose and the target audience in a given text.	15.3a I can clearly show the specific purpose and the target audience which relate to a social context.
15.1b I can, with support, identify the discourse markers in a given text.	15.2b I can determine the discourse markers that best fit the context in a given text.	15.3b I can use appropriate discourse markers consistently in speech and writing.
15.1c I can, with support, identify the meaning of a word.	15.2c I can, with support, describe the language used in a sentence/utterance.	15.3c I can discuss the language used in specific contexts e.g., *reference to sentence length, repetition*.
15.1d I can, with support, distinguish between fact and opinion.	15.2d I can provide information from at least one source to compile a short oral/written report.	15.3d I can provide information from different sources to compile a short oral/written report.
15.1e I can, with support, make use of informal register.	15.2e I can use formal or informal register appropriate to the task.	15.3e I can use register appropriate to the given context.
15.1f I can, with support, identify features of language which show comparison and contrast.	15.2f I can make use of language to compare and contrast.	
15.1g I can, with support, narrate and describe by using short sentences/utterances.	15.2g I can argue in a limited and controlled manner in writing/speaking.	15.3g I can make use of exposition in writing/speaking.

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Appendix 3:

Literature: Set Texts and Guidelines

The new *SEC English Literature syllabus* has a weighting of 30% coursework and 70% controlled assessment. The LOs assessed in the coursework are the same as the ones assessed in the Private Candidate's Paper. The controlled assessment at the end of Year 11 consists of a two-hour written examination.

In order to assess students on the Literature LOs selected for Year 9, there will be the following changes in the Year 9 English annual examination as from next scholastic year 2022-2023.

	Literature assessment in Year 9 Annual Examination (as from scholastic year 2022-2023)
MQF 1-2	A separate **one-hour** Literature examination (100% weighting) consisting of a: a. text review b. short appreciation of one set poem c. questions on one unseen prose text
MQF 2-3	A separate **two-hour** Literature examination (100% weighting) consisting of: a. a text review b. an appreciation of one set poem c. questions on one unseen prose text

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

POETRY

Track 1-3	*The Sea* by James Reeves
Track 1-3	*First Day at School* by Roger McGough
Track 1-3	*Fireworks* by James Reeves
Track 2-3	***The Nightmail* by W.H. Auden**

PROSE*

Option 1	Option 2
Introduction to the sociohistorical context of any ONE of the following set texts: *Animal Farm* by George Orwell *The Boy in the Striped Pyjamas* by John Boyne *A Christmas Carol* by Charles Dickens *Listen to the Moon* by Michael Morpurgo - Short Stories: a. *The Red Room* by H.G. Wells b. *Farthing House* by Susan Hill c. *The Whole Town's Sleeping* by Ray Bradbury d. *A Terribly Strange Bed* by Wilkie Collins e. *The Landlady* by Roald Dahl f. *Lamb to the Slaughter* by Roald Dahl g. *The Speckled Band* by Sir Arthur Conan Doyle *The Breadwinner* by Deborah Ellis (Track 1 only)	Any short story / abridged prose text selected by the school

DRAMA*

Option 1	Option 2
Abridged text of any play by Shakespeare chosen by the school	Introduction to the sociohistorical context of ONE of the following set plays by Shakespeare: *Macbeth* *The Merchant of Venice*

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

*Teachers are to follow **either** Option 1 for Prose and Drama **or** Option 2 for Prose and Drama according to their school's decision.*
Kindly note that schools cannot select Prose from Option 1 and Drama from Option 2 and vice versa.

Apart from reading set texts, learners are required to read and respond to a number of unseen poetry and prose texts.

In Year 9 learners will mainly focus on Assessment Criteria related to:

- the sociohistorical context of Shakespeare's plays.
- recommending a text and writing a review
- responding to set poems
- responding to unseen prose and poetry texts

LITERARY DEVICES

The table on the next page shows an overview of literary devices to be covered from Year 7 to Year 11.

It should be noted that each year incorporates the literary devices of the year/s preceding it. Thus, the literary devices for Year 11 are all the ones outlined from Year 7 to Year 10, with the addition of the literary devices specified for Year 11.

Teachers are reminded that any teaching and learning about literary devices is to be done as part of the understanding and appreciation of poetry, prose and drama texts. Many of the devices listed in the table below feature in the set literary texts. Students can be exposed to other listed devices through the appreciation of unseen texts. Moreover, teachers are free to expose students to any other literary devices they may come across while appreciating texts set at their level.

It is recommended that these literary devices are covered by students preparing for SEC English Literature MQF Level 2-3 exams. Nonetheless, teachers of students sitting for SEC English Literature Level 1-2 are encouraged to stretch their students' abilities to their true potential. Quite often, a watered-down explanation of a complex concept or technical term can be well assimilated by some students following the MQF Level 1-2 course.

**While all students are expected to be exposed to the sonnet form, it is suggested that at MQF Level 2-3 students will be conversant with the terms shown in brackets.*

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Year 7	Year 8	Year 9	Year 10	Year 11
		Literary elements		
theme			Style*	
subject				
character/s – main, secondary, minor	character development; compare & contrast characters	characterisation (flat/round)	protagonist, antagonist	
plot	changes in plot	plot line (rising action/climax/falling action/anti-climax); conflict, resolution		
		suspense		
mood				
		tone		
atmosphere	flashback		foreshadowing*	
setting	changes in setting; descriptive detail in setting			
staging (stage directions)				
dialogue (play script)	monologue		soliloquy*	
	different perspectives (point of view); empathy	third person limited narrative*		
	first/third person narrative	third person omniscient narrative*		

Literary techniques				
connotation	repetition	diction		allusion*
simile; metaphor; personification		imagery; extended metaphor*	symbolism; allegory; motif	pathetic fallacy
		contrast		
hyperbole	humour	black humour*	pun and wit*	
rhyme (end rhyme, internal rhyme)	rhyming couplet	dramatic irony*	irony*	
			oxymoron; paradox*	
intonation; rhyme pattern	run-on lines	enjambment	caesura*	
rhythm		iambic pentameter*		
alliteration		assonance*		
onomatopoeia				
Literary Genres				
prose (chapters)		fable	satire	
poetry (lines, stanza)		comedy		
drama (act, scene)		tragedy	tragic flaw; comic relief	
Poetic forms				
	free and formal verse	blank verse*		
		Sonnet ** (Shakespearean sonnet and Petrarchan sonnet; including terms such as: quatrain/sestet/octave/volta)	elegy	
		limerick		

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Appendix 4:

Assessment Plan for Year 9

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

CONTENTS	CONTINUOUS ASSESSMENT Number of LOs to be reported on (Please refer to page 44)	CONTINUOUS ASSESSMENT 30%	SUMMATIVE ASSESSMENT 70 %
LANGUAGE	2 READING LOs 2 WRITING LOs 2 LISTENING LOs 2 SPEAKING LOs	30% (3.75% per LO)	Language Paper 100 marks
LITERATURE	1 POETRY LO 1 PROSE LO 1 DRAMA LO 1 Literature LO	30% (7.5% per LO)	Literature Paper 100 marks
YEAR 9 MQF 1-2 / MQF 2-3			

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

In 2020, the half-yearly examination of Year 9 was replaced with continuous assessment. In light of this, teachers of Year 9 are kindly asked to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
Listening	9.2c I can follow narratives in a chronological sequence.		8.2c I can show understanding of clusters of words in continuous speech.
Speaking		12.2d I can produce basic utterances, which may constitute features of spoken grammar (e.g., *chunks and ellipses*), are mostly well controlled and show some evidence of fluency.	10.2g I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.
Reading	4.2h I can identify cataphoric and anaphoric references in texts.	6.2c I can explain the effect of the writer's choice of language in a text.	
Writing	1.2f I can respond in writing to an input including visuals and graphics.	1.2b I can use a basic range of lexical and grammatical cohesive devices.	
Literature	6.2d I can describe how the different literary devices in an unseen text contribute to the main theme or character.	10.2e I can explain how Shakespeare was reacting to the context of his time.	9.2d I can change the ending of the original text, thereby contributing a new insight to the original text.
			4.2c I can recommend a text to a particular audience by referring to different features. e.g., genre, etc.
TOTAL	**4**	**4**	**4**
ASSESSMENT PLAN FOR YEAR 9 MQF 1-2 / MQF 2-3			

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

In scholastic year 2022-2023, the annual examination for Year 9CCP was replaced with continuous assessment. In light of this, teachers of Year 9 CCP are kindly asked to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
Listening	CCPL9.2: I can listen to and follow simple directions / instructions such as when following a simple recipe.	CCPL9.3: I can listen to, with the support of repetition, basic dialogues on different media, such as radio, TV programmes, news.	CCPL9.5: I can listen to and follow orders and requests, e.g., in a restaurant or hotel.
Speaking	CCPS9.2: I can describe oneself/one's background by using simple words or phrases, e.g. I'm thirteen/thirteen years old. Brown eyes.	CCPS9.5: I can use simple questions to ask others about their interests, likes and dislikes, e.g. Do you like computer games? Do you like pizza?	CCPS9.7: I can give simple directions following a request, such as when speaking to tourists, e.g., Turn left. Stop there. Go up….
Reading	CCPR9.2: I can read with understanding very short texts about familiar topics such as sports, friends, personal details.	CCPR9.5: I can interpret simple timetables which have to do with travel e.g., transport schedules.	CCPR9.6: I can understand the key words and phrases, e.g., in adverts, on notices and posters or in catalogues, if they are repeated and supported by visuals and in the most common everyday situations.
Writing	CCPW9.2: I can write about personal details, likes and dislikes, as required in basic form-filling.	CCPW9.5: I can write a short message such as an SMS, or a card, such as when one greets or thanks someone.	CCPW9.7: I can write an informal email to inform / describe / give directions.
Literature	CCPLIT9.7: I can express my opinion on the plot / character in a literary text.	CCPLIT9.9: I can identify the effect of some literary techniques (e.g., onomatopoeia, alliteration, simile, and rhyme).	CCPLIT9.10: I can identify the differences between poetry, prose and drama.
TOTAL	**5**	**5**	**5**
ASSESSMENT PLAN FOR YEAR 9 CCP			

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

APART FROM THE 12 ASSESSMENT CRITERIA IDENTIFIED ON PAGE 44, LEARNERS WILL BE WORKING ON OTHER ASSESSMENT CRITERIA THROUGH TASKS WHICH NEED TO BE EQUALLY EFFECTIVE, MEANINGFUL AND PURPOSEFUL.

HERE IS A **WORKING DEFINITION** OF A TASK WHICH TEACHERS MIGHT WISH TO ADOPT:

A classroom task will have a clear beginning and end; it may be quite short, or it may last over several lessons. For the [learner], a classroom task should have a clear communicative purpose and meaning; for the teacher, the task should have clear language learning goals... Cameron (2001) in *Teaching Languages to Young Learners*

Tasks, as indicated in several official Letter Circulars (e.g., *DLAP054/2018, DLAP348/2018, DLAP493/2019, DCLE 02/2020*) **should not be tests** and **should not be done under examination conditions**. They are meant to offer an opportunity to assess in equally valid and reliable ways which might be different from those employed in examinations and which lend themselves better to classroom situations, such as a *Kahoot* quiz or other digital learning apps, presentations and so on. These tasks can be graded and pegged at the different levels of difficulty at the three different MQF levels. Every task should in itself help teach, consolidate or apply knowledge and skills taught. They are also meant to make judgments about students' learning process and provide all stakeholders with formative feedback about the learning and teaching process to ultimately improve learning.

An optional spreadsheet will be available to help teachers compute the marks. Please check our website for updates. **Here are some suggestions of how you can assess the Learning Outcomes for each strand.**

DIFFERENT MODES OF ASSESSMENT

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Some examples of **authentic text types** which can be used to assess the different listening subskills:

TV Documentaries, podcast, public announcements, school announcements, recorded messages, weather forecasts, traffic information, tourist information, publicity texts, news bulletins, songs, short story, instructions, radio reports and interviews, speeches, conversations, dramatic performances and dialogues.

Some examples of **task types** which can be used to assess the different listening subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling - chart completion, matching, short answer questions (word), short answer (phrase / sentence), sentence completion, ticking, sequencing, listing, ordering, information transfer.

Some examples of **authentic text types** which can be used to assess the different speaking subskills:

interview, long turn, role play, discussion (opinion-exchange or decision-making), conversation, information gap (e.g., problem-solving), storytelling / story completion, picture prompt (narrating), picture prompt (describing), presentation, and speech.

Some examples of **input / prompts** which can be used to assess the different speaking subskills:

textual e.g., advert / note, iconic e.g., graph / diagram, pictorial e.g., photo / sequence of pictures

Some examples of **authentic text types** which can be used to assess the different reading subskills:

*letters / emails – formal / informal, fiction and non-fiction books written for young adults, **newspaper article**, magazine article, notices, **advertisement**, excerpt from a novel, biography, message, **graphs**, meme, diagrams with language, captions, schedules (e.g., tv), instruction leaflet. Social blog, review, story, work of reference, timetables, poster, maps, recipes*

Some examples of **task types** which can be used to assess the different reading subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling - chart completion, matching, short answer (word), short answer (phrase / sentence), inferential open-ended questions, sentence completion, ticking, word attack, identify topic, linking / refer to (anaphoric (back) / cataphoric (forward) - reference devices), sequencing, listing, ordering, identify topic, information transfer.

Teachers are to ensure that students are given adequate practice in summary writing. Teachers are expected to set a summary task in continuous prose every two weeks.

The following authentic genres can be used to assess the text types as mentioned in LO W1C and the different writing subskills. These are **highly recommended** for Year 9 learners:

Year 9 (Short)		Year 9 (Long)
Form Filling (LO 1e)		**Biography** (LO 1c, 1 d, 2i, 2j)
Invitation (LO 1c, 1d, 1f)		**Leaflet** (LO 1c, 2i, 2j)
Itinerary (LO 1c, 1f, 2i, 2j)		**Formal letter/email of request for information** (LO 1c, 2i, 2j)
Caption (LO 1c, 1d, 1f)		**Assessment report** (LO 1c, 1f, 2i, 2j)
Postcard (LO 1c, 1d, 2i, 2j)		**Informal letter/email of advice/suggestions** (LO 1c, 1f, 2i, 2j)
Comment / Post on social media (LO 1c, 1f, 2i, 2j)		**Argumentative article** (LO 1c, 1 d, 2i, 2j)
		Book / Play review (LO 1c, 2i, 2j)
		Short Story (LO 1c, 1 d, 2i, 2j)

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Writing, like all the other strands, is a skill that can be learned and honed through practice. **Teachers are expected to set a guided or free writing exercise (long or short) every 2 weeks throughout the scholastic year.** Tasks set should be meaningful and relevant to students with a **Genre** (e.g., formal email), **Audience** (e.g., Head of School) and **Purpose** (e.g., to request information) in mind. All genres on page 49 are to be covered **at least once** during the scholastic year. Moreover, students should not be penalised for word length in their short and long writing tasks but should strictly adhere to the word count in the summary. Here is a *guideline* for word length:

Long writing task:	Short writing task:	Summary:
MQF 1-2: 160- 200 words	MQF 1-2: 50 – 60 words	MQF 1-2: 40-50 words
MQF 2-3: 240 - 290 words	MQF 2-3: 70 – 80 words	MQF 2-3: 60-70 words

Some examples of **task types** which can be used to assess the different writing subskills:

guided writing, free writing, written task with text input, short answer, sentence completion, gap filling, sentence transformation, information transfer and summary.

Some examples of **input / prompts** which can be used to assess the different writing subskills:

drawings, photographs, maps, diagrams, tables, graphs, letters (informal / formal), emails (informal / formal), title of story given, notes: words to use (word bank), messages, memos, advertisements, programmes, forms, excerpts from books / articles.

LITERATURE

LITERATURE Some examples of **task types** which can be used to assess the different genres (poetry, prose and drama) and literary subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling - chart completion, matching, short answer (word), short answer (phrase / sentence), inferential open-ended questions, sentence completion, ticking, word attack, identify topic, linking / refer to (anaphoric (back) / cataphoric (forward) - reference devices), sequencing, listing, ordering, cloze, identify topic, and information transfer.

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

Appendix 5:

The Year 9 Annual Exam

Please note that the language use component has been removed from the annual examination. Accuracy will be assessed through the productive skills of speaking and writing. Although students will be given an indication of word length in writing (as indicated on page 50), they will not be penalised for not adhering to the word limit in the short and long writing tasks. Students will be assessed on other criteria, including *relevance and task achievement*, *organisation and structure*, *cohesion and coherence*, *vocabulary*, *language use* and *spelling and punctuation* as indicated in the LOs in this document.

As from 2023, the Year 9 Annual Examination pegged at MQF 1-2 for Track 1 students, set and issued centrally, will include two separate papers, one for English Language and one for English Literature. The following changes will be implemented in the Year 9 English annual examination as from scholastic year 2022-2023:

English Language: MQF 1-2		Duration (2hrs 10 mins)	Marks (100)	Summative Exam (70%)
SPEAKING	Task 1: Warmer (Not assessed) Task 2: Visual Prompts (LO 11) Task 3: Role Play (LO 10 / LO 11) Task 4: Long Turn (LO 10)	10 mins	20	15%
Section A: LISTENING	Text A1 (Short – approx.. 1 minute) (audio / audio-visual) Text A2 (Long – approx... 3 minutes) (audio / audio-visual)	30 mins	20	15%
Section B: READING	Text B1 (non-continuous / continuous) Text B2 (non-continuous / continuous) & Summary Task B3 Compare and Contrast	45 mins	30	20%
Section C: WRITING	Task C1: Short Task C2: Long	45 mins	10 20	20%

English Literature: MQF 1-2	Duration (1 hr)	Marks (100)	Summative Exam (70%)
Task 1: Text review	20 mins	34	23.8%
Task 2: Short appreciation of one set poem	20 mins	34	23.8%
Task 3: Questions on one unseen prose text	20 mins	32	22.4%

Learning Outcomes Framework: A Supporting Document for Year 9 (ENGLISH LANGUAGE AND LITERATURE)

As from 2023, the Year 9 Annual Examination pegged at MQF 2-3 for students in Track 2 and Track 3 will include two separate papers, one for English Language and one for English Literature. The following changes will be implemented in the Year 9 English annual examination as from scholastic year 2022-2023:

English Language: MQF 2-3		Duration (2hrs 10 mins)	Marks (100)	Summative Exam (70%)
SPEAKING	Task 1: Warmer (Not assessed) Task 2: Visual Prompts (LO 11) Task 3: Role Play (LO 10 / LO 11) Task 4: Long Turn (LO 10)	10 mins	20	15%
Section A: LISTENING	Text A1 (Short – approx... 1 minute) (audio / audio-visual) Text A2 (Long – approx... 3 minutes) (audio / audio-visual)	30 mins	20	15%
Section B: READING	Text B1 (non-continuous / continuous) Text B2 (non-continuous / continuous) & Summary Task B3 Compare and Contrast	45 mins	30	20%
Section C: WRITING	Task C1: Short Task C2: Long	45 mins	10 20	20%

English Literature: MQF 2-3	Duration (2hrs)	Marks (100)	Summative Exam (70%)
Task 1: Text review	40 mins	34	23.8%
Task 2: Appreciation of one set poem	40 mins	34	23.8%
Task 3: Questions on one unseen prose text	40 mins	32	22.4%

Appendix 6:

Exemplar Scheme of Work and Resources

To access and download the **Scheme Of Work Helper Application** and an **Exemplar Scheme Of Work**, please visit our website via this link: https://taleinmalta.wixsite.com/elrc/sow-helper-application For other ideas on online and print resources, please access our website via this link: http://taleinmalta.wixsite.com/elrc/resources

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Should you wish to share any material, feedback or suggestions, please send them via email to any of the email addresses on page 3 of this document. It would be greatly appreciated.

END OF DOCUMENT