



Curriculum Management and eLearning Department

Guidelines for the Learning and Assessment Programme of English Language and Literature for Form 3 during 2013-14

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English in Malta

English has for many years enjoyed a privileged position among the range of languages that have exerted a powerful influence on Malta, on Maltese society and inevitably on the Maltese language in the course of history. All the same, English has established for itself a formidable linguistic position in the international arena.

English is recognised as the lingua franca among nations and their people. As a result, a working knowledge of English is essential for interaction with the outside world beyond Malta's shores. Indeed, English is the standard language of international communication, and competence in the language is necessary for the modern world citizen to follow everyday events and developments happening around the world.

In Malta, English enjoys the status of one of the two official languages and therefore it is a tool that enables the user to partake fully of the country's state services and social life. In education, English is a language of instruction, and knowledge of the language is indispensable if the user is to benefit fully from the teaching and learning experiences and facilities in school, college and university. Furthermore, it goes without saying that knowledge of English is a highly valued asset for the purposes of lifelong education and distance learning. As the second language of Malta, English features, sometimes dominantly, in many other spheres of life such as tourism, entertainment, commerce, ICT and mass media.

English is also a key to the literatures of the world. A knowledge of the language provides not only the obvious benefit of facilitating the reading of original English works of fiction and poetry but also enables access to works translated into English from other languages.

The development of English language skills in primary and secondary schools therefore empowers the learners to function in all these various scenarios effectively and profitably.

Rationale for the Form 3 English Language and Literature Syllabus 2013-2014

The rationale underlying the Form 3 syllabus is in line with the same principles underpinning the new Form 1 and Form 2 English Curricula and the National Curriculum Framework (NCF). These principles are based on the conviction that a student-centred approach to learning and teaching provides optimal conditions for learners to participate actively in their own learning, make sense of knowledge in interactive context, gain ownership of their learning and move forward towards becoming autonomous learners.

As in the aforementioned curricula, the integrated-skill approach to be adopted for the implementation of the Form 3 syllabus is a tried-and-tested method of teaching English in a motivating and meaningful context. This approach is underpinned by a sound acquisition of the basic language elements – grammar, vocabulary and pronunciation.

The Form 3 revised syllabus targets the attainment of learning outcomes for each of the four skills – listening, speaking (spoken production and spoken interaction), reading and writing together with the language items that scaffold and support these skills and the lexical domains that texts are based on.

The teaching of grammar, vocabulary, pronunciation and the language skills based on these elements is to be approached and presented in authentic and meaningful contexts. Contextualisation ensures that the search for and construction of meaning precedes the drilling of form and structure. Lessons need to revolve around a set of language functions such as greeting, and giving and asking opinion that can generate the target vocabulary, grammar items and structures. Linguistic responses are elicited by using appropriately challenging questioning techniques. Learning has to be planned around themes, and a variety of texts from print, non-print and electronic sources. These texts motivate students to generate the language exponents in spoken and written language in response to the purpose, audience and social context.

Differentiation

Students' needs, levels of ability, styles of learning and interests will be the starting point in teachers' choice of methodologies, materials, and level of conceptual and linguistic complexity that are targeted. The primacy of student-centred methodologies requires the implementation of differentiated teaching that provides the optimal conditions for giving individual attention to each student and ensuring that every learner is helped to succeed. Moreover, the use of the spiral curriculum concept accommodates different stages at which individual students learn a particular language item or sub-skill and gives scope to revisiting the same item, grasped by some but not by others. In this way, students who have grasped the learning point repeat the item at different grade levels, each time at a higher level of difficulty and greater depth, whereas those who have failed to understand the concept or item, revisit it in a different context and, if needs be, at a lower level of complexity. Differentiation and the spiral curriculum process are indeed twin aspects of the same search for a methodology that respects each student's individual needs, interest, learning curves and abilities and, above all levels of readiness.

Methodology

Learning will be consolidated by modelling when the teacher models how to apply a skill, strategy or process by demonstrating it and providing the language that students need if it cannot be elicited. Other ways of reinforcing learning is by explicit instruction and follow-up activities in which the learning points are presented in a fresh context as in personalization activities so that students can apply the skills and newly acquired knowledge of language in different and challenging contexts. This will maximise the promotion of learning-to-learn and entrepreneurial competences.

Teachers can differentiate instruction in many ways. For example, teachers can modify the difficulty level of the text in terms of its length, the density of the information it contains, the familiarity of the topic to the pupils and the organisational structure of the text. Teachers can also vary the extent of scaffolding, from giving explicit instruction and modelling of the target structures and skills, to creating opportunities for pupils to work autonomously. In addition, varying performance expectations in terms of the duration for task completion and type of assignments, i.e. written, or oral performance, will cater for the range of pupils' needs, abilities and interests. Differentiation can also be practised in assessment. Some students may be assessed orally, others may be assessed in a number of written texts.

Vocabulary

Effective language use depends heavily on having a good grasp of vocabulary and idiomatic expression drawn from an extensive range of lexical areas. Teachers will expose students to a variety of texts drawn from print, non-print and electronic sources. In this way students can broaden their knowledge and command of words and word collocation. Enhancing their command of vocabulary set in meaningful, motivating and appropriate contexts will help students in becoming more effective in their use and development of the four language skills, in distinguishing between formal and informal language, in acquiring confidence in accessing a wide gamut of texts, in making the right choice of words and expressions in meeting their personal, social, and academic needs and in expressing their creativity.

Introducing lexical items and structures in functional contexts and authentic situations such as a conversation revolving around complaining about a damaged suitcase at an airport or talking to your friend about the latest computer game, will make teaching and learning meaningful, motivating and memorable. New or revisited vocabulary will follow speaking and listening activities that generate the target vocabulary and structures. Once the basic words belonging to the target lexical set have been generated, challenging vocabulary extension exercises set in novel situations and contexts can elicit new words and collocations related to the initial oral activity. Follow-up activities in the form of personalisation activities in class and written work based on the target lexical set/s will reinforce learning.

The explicit and inductive teaching and brainstorming of vocabulary will be aimed at eliciting students' appropriate response and providing students with the lexical support needed to help them develop the four language skills and progress to more challenging texts and learning outcomes.

Exposing students to functional chunks of language, which are fixed expressions, phrases or words that students learn as a chunk without necessarily understanding the grammatical structure, such as *Can I borrow a biro, please? (Making a request) Or I'm afraid I cannot make it. (Refusing an invitation)* is a methodological strategy that can help promote vocabulary building. The use of substitution tables to complement the use of learning chunks of language will help recycle familiar vocabulary and give academically abler students the opportunity to produce a wider range of vocabulary.

The following list of thematic/lexical areas does not claim to be either exhaustive or prescriptive. If new, attention-grabbing lexical areas emerge during lessons, teachers will pursue these new lines of interest and give scope to each student's exposure to extensive reading, ability and readiness to extend his/her vocabulary bank.

Lexical Areas

personal details
life at home
daily activities

free time – entertainment and leisure, hobbies and interests, computer, Internet, sports
travel
books
health and body care
school life
shopping
food and drink
weather
natural and physical environment
social networking

Some of these lexical areas are taken from the Common European Framework of Reference for Languages. (Council of Europe, (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.)

Intercultural Awareness

As language and culture are inextricably intertwined, students are also to be exposed through appropriately chosen texts and images to a variety of English cultures in order to promote an awareness of the richness and multiplicity of cultures in the English-speaking world and to make students more sensitive to intercultural issues in an increasingly globalised and interconnected world.

Literature

The element of enjoyment should be a key objective of literature teaching. The use of audio/video clips, be they poetry, prose or drama, and the pedagogically sound use of digital tools and electronic sources will help students to engage critically and creatively with a variety of literary, non-literary and multimedia texts. They will be helped to develop the critical skills needed to independently appreciate the way writers and speakers use the linguistic, literary and stylistic features of the English language. Teachers' well-honed eliciting techniques will encourage students to explore and engage with texts in order to examine how writers use form, structure, imagery, diction, tone, rhythm and other linguistic devices.

Teachers will target four main aims in the teaching and learning of literature. Students will be helped to appreciate literature as a source of enjoyment, as a window to the world across cultures and epochs, as an art form and as a promoter of socially and individually desirable values in an increasingly globalised world.

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SYLLABUS STRUCTURE

The following are guidelines for teachers of English about the Syllabus to be implemented with Form 3 students during the scholastic year 2013-2014.

It is important to note that the following Syllabus is an **interim** one until the new Learning and Assessment Programme for English Form 3 is issued, in the context of the implementation of the National Curriculum Framework. The Attainment Levels in this interim Syllabus are not the Level Descriptors found in the Handbooks accompanying the new Form 1 and 2 curricula. The Attainment Levels (from Level 1 to Level 7) are those found in the English Language Revised Syllabus 2007 with which teachers of English are familiar.

The guidelines take into consideration different learning abilities. The syllabus is divided into seven (7) Attainment Levels, where each Attainment Level incorporates the level/s preceding it. For example, the learning outcomes for Attainment Level 5 are all the learning outcomes for Attainment Levels 1, 2, 3 and 4 with the addition of the learning outcomes specified for Attainment Level 5.

The seven **Attainment Levels** of the syllabus related to Form 3 are as follows:

	TRACK 1	TRACK 2	Track 3
FORM 3	Attainment Levels 1 – 3	Attainment Levels 3 – 4	Attainment Levels 3 – 5

Students in Form 3 are set in three Tracks: Track 1, Track 2 and Track 3. The table above explains which Attainment Levels each Track has to follow.

There are a number of students who will be following the Core Curriculum Programme. A separate syllabus has been designed for these students.

The teacher, preferably in consultation with the teacher of the previous year, will decide which Attainment Level is appropriate for a particular student. Decisions should be based on an analysis of students' previous work and other relevant records.

If teachers deem it fit to revisit areas of the Form 1 and Form 2 curricula that still need to be consolidated, they will cover these areas in novel, meaningful contexts at different levels to meet the individual needs of the students. These revised areas will be integrated with the learning outcomes of the Form 3 syllabus.

The seven Attainment Levels and their corresponding learning outcomes have been matched, where applicable, with the six-level scale (A1, A2, B1, B2, C1, C2) and corresponding descriptors embedded in the Common European Framework of Reference for Languages.

Assessment

Assessment will be both formative and summative. The aims of assessment will be to establish each student's level of proficiency as learners of English based on the objectives and learning outcomes set out in the syllabus, and to use this data on students' strengths and areas for improvement to promote and enhance students' learning.

Throughout the year the constant use of assessment for learning can help teachers in gauging the progress and identifying areas for improvement that will necessitate continual changes in and adaptations to the planned teaching objectives and learning outcomes. Feedback gathered from assessment for learning activities and observation will continually inform learning and teaching throughout the year. In this way teachers can make the learning programme relevant and meaningful to each student, and more in tune with students' needs.

Students will also be actively involved in self and peer assessment. Students will be supported to develop the skills to assess themselves and each other. To help students work on these skills, teachers will spell out clearly and explicitly the evaluation criteria that have to be adopted for the task at hand.

In Form 3 students will be assessed summatively in one paper that includes English Language and Literature. There will be three examination papers, one for each track, i.e. Track 1, Track 2 and Track 3. The following components: Listening, Reading, Writing, Language in Use and Literature will be assessed in each paper and will carry 90% of the global mark.

Speaking, which will carry 10% of global mark, will be assessed continuously throughout the year.

ATTAINMENT LEVELS

LISTENING	
CEFR	NOTE: Each attainment level incorporates any level or levels preceding it.
A2	<p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • match an oral description to a picture; • follow oral instructions given in familiar everyday situations, e.g. oral classroom instructions; • understand classmates when they exchange personal information and speak about familiar topics, e.g. self, family, school and leisure activities; • understand meaning denoted by discourse markers, e.g. <i>and / but / so / then</i>.
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • follow oral instructions given in wider contexts, e.g. public announcements at the airport; • follow a variety of short spoken discourse, e.g. story, short dialogue, talk, telephone conversation; • follow recorded spoken discourse, e.g. song, story; • distinguish between facts and opinions related to familiar, everyday topics.
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • identify intended audience and purpose of discourse; • distinguish between main and subsidiary ideas in discourse, e.g. short talks; • listen with understanding to longer discourse about familiar topics.
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • follow narratives, including those which do not follow a chronological sequence; • follow advertisements, weather forecasts, short news clips and public announcements; • distinguish between formal and informal registers in spoken English.
B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • listen to a number of related pieces of discourse, e.g. news bulletins, debates and television programmes in order to identify the main idea(s) and/or specific information; • distinguish tone in spoken discourse, e.g. irony and humour; • follow texts, e.g. television documentaries and news bulletins characterised by a wide range of vocabulary and language structures.
B2	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • follow extended dialogue in drama, television programmes, films and on the radio; • follow extended monologues; • recognise attitude of speaker; • distinguish different meanings marked by stress and intonation.

B2

Attainment Level 7

Students will be able to:

- understand inferential meaning in a variety of spoken discourse;
- recognise the speaker's intentions as revealed through the tone;
- follow descriptions which are complex in terms of linguistic, thematic and lexical content, e.g. television documentaries.

SPOKEN PRODUCTION	
CEFR	NOTE: Each Attainment Level incorporates any level or levels preceding it.
A2	<p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • talk in simple sentences with some support about a subject that they are interested in and familiar with, e.g. family, hobbies, friends, computer games; • present teamwork feedback related to classroom activities in a few simple sentences; • recite short texts that they have learnt by heart, e.g. rhymes, songs, play scripts or poems; • use simple utterances to describe the weather; • express figures as they occur in prices, dates, time and measurement; • describe their environment in terms of weight, texture, taste and smell; • read aloud texts, e.g. speeches, poems, announcements, drama.
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • rephrase information; • produce simple utterances related to personal and familiar topics and situations with attention to word stress, sentence stress and intonation; • describe people including themselves, familiar topics, places and objects in some detail; • tell a story in a simple sequence of events; • describe daily routines; • talk about their own skills and abilities; • give a short presentation on a familiar topic that they have prepared in advance; • describe personal events and activities; • express future plans; • describe possessions and everyday items.
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • talk briefly about and express their opinion about what they have heard, seen and read, e.g. a film, a book, a poem, a conversation, and a short article in a newspaper or magazine or online; • describe personal experiences, reactions, dreams, hopes and ambitions; • explain and give reasons for actions, plans, or intentions; • describe how to do something, e.g. preparing a meal or looking after a pet or mending a puncture.
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • answer intelligible questions about a topic of their own choice; • relay information that other speakers have given them; • make comparisons and draw contrasts between films they have watched and books they have read.

<p>B2</p>	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • give a talk with the aid of visuals about a topic of local interest, e.g. the advantages and disadvantages of tourism in learners' area; • describe and explain more complex processes; • explain a viewpoint on a topical issue, e.g. global warming, and elaborate on different aspects of the issue; • express feelings and attitudes about topics and situations in response to visual cues; • adopt a level of formality appropriate to the context.
<p>B2</p>	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • respond to hypothetical situations; • vary tone, volume and pace of delivery to indicate emotions and emphasise meaning; • report back to the class from group discussions about topical issues of general interest; • take an active part in informal discussion in familiar contexts, commenting, expressing a point of view clearly, evaluating proposals and suggestions, and making and responding to hypotheses.
<p>B2</p>	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • express with support and without much difficulty most of what they normally express in their own language; • give detailed presentations on a range of cultural, intercultural and social topics; • sum up something that has been said; • discuss and explain their attitude towards a topical issue; • develop a clear coherent argument, linking ideas logically, and expanding and supporting their points and stances with appropriate examples and arguments; • digress from a prepared plan in a presentation and follow up points raised by an audience or answer questions; • discuss values, attitudes and assumptions conveyed through language use and choice in spoken texts dealing with challenging themes and issues, e.g. on radio or television.

SPOKEN INTERACTION	
CEFR	NOTE: Each Attainment Level incorporates any level or levels preceding it.
A2	<p>It is important to note that in exposing learners to formulaic, fixed structures that convey the language functions listed in this section and other sections, teachers do not need to directly teach the grammar underpinning the ‘formulaic’ language structure. Teachers will expose learners to these structures as ‘chunks of language’ to be assimilated in a meaningful and motivating context.</p> <p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • exchange basic information on familiar and everyday matters; • respond appropriately to closed (Yes/No) questions about personal and familiar topics that require short-form answers, e.g. <i>Yes, I do, No, I don't</i>; • ask for repetition and/or clarification in the case of lack of understanding; • can initiate and respond to simple statements in areas of immediate need or on familiar topics; • ask and answer questions about what they do at home, at school and in their leisure time; • participate in normal classroom interaction; • express and respond to greetings, thanks, introductions and farewells.
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • participate in short, structured dialogues on familiar topics of interest in the classroom and in other situations where English is required; • apologise and politely accept another person’s apology; • invite a friend to a party; • accept and decline an invitation by a friend; • use basic interjections, e.g. <i>Wow! Hey! Oh dear! Cheers!</i> appropriately; • give simple directions and instructions, e.g. how to get somewhere by using a plan or a map.
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • use basic communication skills related to speaking on the phone; • initiate, continue and close a conversation on familiar topics or topics of personal interest, e.g. family, school subjects, hobbies, computer games, and music; • express preferences; • make suggestions in discussions, express objections and give reasons for agreeing or disagreeing on topics of personal and general interest; • ask about and narrate events in the past, e.g. a weekend trip; • make a complaint, e.g. about unsuitable accommodation on an exchange visit; • give advice, e.g. about books to read.

<p>B1</p>	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • ask about and express likes, dislikes, feelings and hopes; • ask for and give an opinion on familiar topics; • make, accept and refuse offers and requests; • express opinions; • pass and respond to a compliment; • express agreement and disagreement; • rephrase information.
<p>B2</p>	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • request permission to speak; • draw someone’s attention; • interrupt and contradict politely; • make suggestions in discussions, express objections and give reasons for agreeing or disagreeing on topics of personal and general interest.
<p>B2</p>	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • ask for and give detailed directions; • pass on detailed information on matters related to personal interests and current affairs; • demand explanations when something goes wrong; • exchange, check and confirm information.
<p>B2</p>	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • participate in lengthy conversations about a variety of topics of general interest and express their point of view; • clear up misunderstandings during conversations and formal discussions; • participate in group discussions, expressing opinions for and against in support of their opinion; • express points of view providing facts, reasons and examples; • communicate fluently about topics of personal and general interest; • express the personal significance of events and experiences; • use persuasive language to defend their position and to convince others.

READING	
CEFR	NOTE: all students will be able to read intensively a variety of texts (refer to Appendix 2 – <i>Reading: Source Material</i> for a list of possible text types and source material) whose content is linguistically and thematically accessible to and appropriate for learners at each level.
A2	NOTE: Each attainment level incorporates any level or levels preceding it. Attainment Level 1 Students will be able to: <ul style="list-style-type: none"> • derive information from timetables and posters; • display skimming and scanning skills when reading texts, e.g. adverts, articles and works of reference; • identify the referents of personal pronouns and demonstratives, e.g. <i>he, she, they, it</i> to build up meaning; • grasp main ideas in extended discourse, e.g. news items; • recognise paragraph organisation.
A2	Attainment Level 2 Students will be able to: <ul style="list-style-type: none"> • understand meaning denoted by discourse markers, e.g. <i>however, on the whole, in fact</i>; • deduce the meaning of words from the context; • distinguish between facts and opinions.
B1	Attainment Level 3 Students will be able to: <ul style="list-style-type: none"> • recognise the difference between factual and imaginative writing; • identify intended audience and purpose of text; • draw on different features of texts, including layout and presentation, e.g. font, caption, illustration, sequencing, framing in order to obtain meaning, and recognise broad categories of text type; • interpret information derived from graphs and maps.
B1	Attainment Level 4 Students will be able to: <ul style="list-style-type: none"> • recognise the attitude/s of author and character/s within the text; • evaluate and respond to texts which may include graphics and visuals.
B2	Attainment Level 5 Students will be able to : <ul style="list-style-type: none"> • understand connotation; • distinguish between contemporary and non-contemporary writing; • retrieve information from a range of sources.

<p>B2</p>	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • recognise how writers achieve their aims; • appreciate aspects of language, structure and themes in literary texts; • read with understanding articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
<p>B2</p>	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • identify and understand a wider range of text types in terms of literal meaning and inference; • identify different layers of meaning and understand their significance and effect; • make comparisons and draw contrasts between texts, including consideration of audience, purpose and form; • appreciate the cultural content of a text; • evaluate the ability of writers to achieve their effects through the use of linguistic, structural, stylistic and presentation devices; • understand contemporary literary prose and show appreciation of varieties of style.

WRITING	
CEFR	NOTE: Each Attainment Level incorporates any level or levels preceding it.
A2	<p>Attainment Level 1 Students will be able to:</p> <ul style="list-style-type: none"> • write short, syntactically correct sentences about familiar topics e.g. family, home, friends, leisure activities; • write with appropriacy and with a sense of audience short informal messages such as postcards and e-mails; • produce a short text about a particular topic mainly of a narrative and/or descriptive nature. <p><i>Note: Teachers are expected to set a writing task every two weeks (a minimum of 12 writing tasks in a scholastic year).</i></p>
A2	<p>Attainment Level 2 Students will be able to:</p> <ul style="list-style-type: none"> • write simple directions and instructions; • write a coherent and cohesive paragraph. <p><i>Note: Teachers are expected to set a guided or free writing exercise of about 100 words about a particular topic every two weeks (a minimum of 12 writing tasks in a scholastic year).</i></p>
B1	<p>Attainment Level 3 Students will be able to:</p> <ul style="list-style-type: none"> • write a variety of personal and informal letters e.g. invitation, acceptance, refusal, directions, apology; • edit their written work and that of their peers; • write extended prose texts in response to a variety of cues such as graphics, written and spoken prompts and reading texts (directed writing). <p><i>Note: Teachers are expected to set compositions of about 150 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
B1	<p>Attainment Level 4 Students will be able to:</p> <ul style="list-style-type: none"> • write a dialogue; • write a biography; • write coherent and generally accurate texts, which are varied in structure and vocabulary, about familiar topics e.g. self, home, friends and leisure. <p><i>Note: Teachers are expected to set compositions of about 200 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
B2	<p>Attainment Level 5 Students will be able to:</p> <ul style="list-style-type: none"> • write a book review; • write a film review; • write a play review; • use the appropriate style and register in different types of formal letters, e.g. letters of request, complaint, apology, explanation, application for a job and a curriculum vitae; • summarise in point form. <p><i>Note: Teachers are expected to set compositions of about 250 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>

<p>B2</p>	<p>Attainment Level 6 Students will be able to:</p> <ul style="list-style-type: none"> • write well-structured texts, expressing clear points of view in well-linked paragraphs; • use a wide range of vocabulary, language structures and correct punctuation to achieve emphasis, to make fine distinctions and to create imaginative effects in narratives; • write reflective essays; • write argumentative essays; • write reports for a school magazine/newspaper in an appropriate style and for different purposes, e.g. to persuade, argue, advise, suggest and recommend; • write a summary in continuous prose.** <p><i>Note: Teachers are expected to set compositions of about 300 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p>
<p>B2</p>	<p>Attainment Level 7 Students will be able to:</p> <ul style="list-style-type: none"> • write an article for a school magazine; • write formal letters to a newspaper; • write different types of reports, e.g. assessment, informative and proposal reports; • write a variety of texts that are continually focused on the task set, syntactically varied, consistently idiomatic, effectively structured, and largely free of spelling and punctuation errors. <p><i>Note: Teachers are expected to set compositions of about 350 words every 2 weeks (a minimum of 12 compositions in a scholastic year).</i></p> <p><i>*It is recommended that a letter of application and a CV be covered in Forms four/five.</i></p> <p><i>** Teachers of Forms four and five are to ensure that students are given adequate practice in summary writing. Teachers are expected to set a summary task at least every two weeks.</i></p>

APPENDIX 1

GRAMMAR AND KNOWLEDGE OF GRAMMAR

NOTE: Each Attainment Level incorporates any level or levels preceding it.

Attainment Level 1

Students will be able to:

- use punctuation correctly, in particular the capital letter, comma, full stop, question mark, apostrophe;
- use:
 - singular and plural nouns (regular and irregular);
 - personal pronouns;
 - adjectives;
- use the definite and indefinite article: *the, a, an*;
- identify and use the following tenses:
 - present simple;
 - present continuous;
 - past simple (regular and irregular verbs);
- form the interrogative with:
 - *to be, to have, to do*;
 - question words: *who, what, where, when, why, how*;
- write statements in the affirmative and negative (including contractions);
- use the possessive;
- use the affirmative and the negative form of the imperative.

Attainment Level 2

Students will be able to:

- use punctuation correctly, in particular speech marks and exclamation marks;
- identify and use the past continuous;
- use *going to* for future time;
- identify and use link words (conjunctions): *and, but, because, or*;
- use link words for listing and adding, e.g. *first, next*;
- use possessive, demonstrative, reflexive pronouns;
- use the determiners: *some, any*;
- use the interrogative with the auxiliary verbs *to do, to have, to be* in the negative form;
- use countable and uncountable nouns.

Attainment Level 3

Students will be able to:

- use *will / shall* + infinitive for future time reference;
- use the conditional (zero and first)
- use adverbs of frequency and manner;
- identify and use link words: *when, while, for, before, after, also, for example, such as*;
- form and use the comparative and superlative of adjectives;
- form the interrogative with: *whose, which*;
- use the Zero article;

- use prepositions of:
 - place e.g. *in, at, to, on, under, behind*;
 - direction e.g. *across, over*;
- use question tags;
- classify words in the following word classes: noun, pronoun, verb, adjective, adverb, preposition and interjection;
- use relative pronouns: *who / whom, which, where, when, whose*.

Attainment Level 4

Students will be able to:

- distinguish between compound and complex sentences;
- use adverbs of time and place;
- use punctuation correctly, in particular the semi-colon, colon, parenthesis, dash and hyphen;
- use quantifiers, e.g. *much, many, a lot of, plenty, a few, little, a little, several*;
- use prepositions of time, e.g. *until, since, for, during, after, before, while*;
- use nouns:
 - used only in the singular, e.g. *news, athletics, physics*;
 - used only in the plural, e.g. *jeans, trousers*;
- use link words in:
 - -summing up, e.g. *therefore, to conclude, to sum up*;
 - comparing and contrasting, e.g. *the same as, even more important, however, on the other hand*;
- identify the infinitive form;
- use:
 - the present perfect simple;
 - the past perfect simple;
 - the present simple and present continuous with future time reference;
- know when to use *make* and *do*.

Attainment Level 5

- use link words, e.g. *furthermore, not only...but also, for instance, however, yet, either...or, whether...or, one or the other, namely*;
- use modal verbs: *can, could, must (had to), shall, should, will, would, may, might* in the affirmative, negative and interrogative forms;
- use the conditional (zero, first and second);
- distinguish between the active and the passive voice;
- use the passive voice;
- use the following tenses:
 - present perfect continuous;
 - past perfect continuous;
- use *-ing* and *-ed* clauses as in e.g. *The girls talking to Tom* and *The man injured in the accident*;
- use affixes:
 - negative suffixes: *-less*;
 - negative prefixes: *il-, im-, in-, ir-, dis-, mis-, un-*;
- change from direct to indirect/reported speech and from indirect/reported to direct speech;
- use adverbs (in the comparative and superlative form);
- use adverbs of probability / degrees of certainty.

Attainment Level 6

- use semi-modal verbs: *dare*, *need*, *be used to*, *ought to* in the affirmative, negative and interrogative forms
- use the habitual past: *used to* and *would*;
- use the conditional (zero, first, second and third);
- use affixes:
 - adjective suffixes: *-y*, *-ly*, *-ish*, *-like*, *-some*, *-worthy*, *-able*, *-ible*, *-ive*, *-ful*, *-al*, *-ous*;
- practise word building using affixes to change grammatical class:
 - noun to adjective, e.g. *help* + *ful*, *context* / *contextual*;
 - verb to noun, e.g. *sing* + *er*, *demolish* / *demolition*;
 - adjective to adverb, e.g. *quiet* + *ly*, *vague* / *vaguely*;
 - noun to verb, e.g. *haste* + *n*, *gravity* / *gravitate*;
- use phrasal verbs.

Attainment Level 7

- be able to use the gerund and/or infinitive;
- be able to use these tenses:
 - future continuous;
 - future perfect simple.

Appendix 2

READING: SOURCE MATERIAL

The following are examples of likely sources for extracts teachers can avail themselves of for reading lessons:

- autobiography;
- biography;
- literary non-fiction, e.g. travel accounts;
- novels;
- on-line authors;
- science fiction;
- short story;
- text of a speech;
- transcript of a conversation, e.g. between school leavers;
- writers' diaries;
- writers' letters;
- advertising material;
- brochures, e.g. for a safari park;
- encyclopaedia articles (non-technical);
- instructions, e.g. sports training;
- leaflets, e.g. on animal experimentation;
- letters, e.g. job seeking;
- pamphlets;
- reports, e.g. world wildlife;
- summary accounts, e.g. historical event;
- textbooks, e.g. popular science;
- web page, giving specific information;
- newspaper background article;
- newspaper editorial;
- newspaper leading article;
- press advertisement;
- online information;
- radio script;
- television script;
- multimodal texts;
- hypertexts
- blogs

(Courtesy of Edexcel International)

APPENDIX 3

SUGGESTED LEARNING AND TEACHING STRATEGIES

LISTENING

- exposure of students to spoken English, including conversation at normal speed;
- exposure to casual listening on the radio, on TV, podcasts and other media;
- exposure to listening with a purpose, e.g. listening to instructions and explanations on how to operate machines, followed by answering of multiple choice questions or completing a table or a grid;
- breaking down of long texts into manageable units;
- reading aloud of texts by teachers and/or students;
- recording and playing of texts by teachers and/or students in pairs / groups;
- listening and taking notes.

SPOKEN PRODUCTION AND INTERACTION

- using role play in order to practise speaking with a sense of audience;
- using role play in order to practise speaking with a specific purpose as in exchanging greetings, giving thanks, making apologies, requesting information and performing other language functions;
- using prompts such as cue cards or words / phrases on blackboard / white board to encourage speaking;
- using formal or informal discussions simple descriptions, and small talk to stimulate students' use of the language;

Below are further practical suggested strategies adopted from Klippel, F. (1984) *Keep Talking CUP*, that can be adopted in the classroom.

Awards	creating awards and discussing candidates for them
Who is it?	describing appearance and clothing
Brainstorming	finding as many ideas as possible
Chain story	telling a story and extending it
Sequencing	putting pictures in order and giving reasons
Miming	guessing activities
Consequences	giving a situation and discussing consequences
Role play	preparing a role play in groups
Guess what?	describing an unseen object and guessing it
Desert Island	listing objects necessary for survival and giving reasons
Problem page	finding solutions to a problem
Everyday problems	sharing personal problems
Find someone who	questioning the other group members to find a specific person
Your house is on fire	listing objects you would rescue and why

Getting it together	co-operating in a task and discussing the shared experience
Interview	asking and answering questions
Advertisement	trying to sell a product
Famous people	talking about who you would like to be and why
Talk	delivering a prepared talk on a favourite topic
Looking for a job	choosing someone for a job
Debate	defending an argument
Radio programme	writing and recording a radio programme
Instructions	giving and following instructions for building something or finding the way
New rules	inventing and guessing rules for a new game
Outing	planning a day out such as a picnic or a school outing
Optimists / Pessimists	making optimistic and pessimistic statements
Our room	discussing how to furnish a room
Who lives there?	guessing from a picture who could live there
Colours	defending one's tastes in colours
Similar / Different	discussing similarities and differences
Spending money	agreeing on how to spend a sum of money
Phone call	telephoning with the help of cue cards

READING

Attainment Level 1

- the relation of information to a drawing;
- the reading and interpretation of information presented as a chart;
- the following of a linked series of written instructions;
- the arrangement of scrambled sentences in the correct order;
- the following of a narrative or description where the ideas and events are presented in sequence;
- the reading of a story and the stating of the main idea;
- the choice of the best title from a list of alternatives;
- the answering of questions ranging from factual to interpretative;
- skimming for general idea / gist.

Attainment Level 2 (Incorporates Suggested Strategies for Level 1)

- the differentiation between fact and opinion;
- the prediction of the subject of a text from the title;
- the writing of a title to fit the story;
- the highlighting of grammatical cohesion devices in a text;
- the understanding of the layout of texts, the use of headings, sub-headings...;
- the identification of logical relationships marked by conjunctions and link words and understanding the relationship between the different parts of the sentence(s).

Attainment Level 3 (Incorporates Suggested Strategies for Levels 1 and 2)

- the deduction of the meaning and cohesive use of unfamiliar lexical items;
- the recognition and ignoring of redundant lexical items in a text;

- the use of an index and table of contents;
- the reading of a passage and selection of what will happen next from a list of alternatives.

Attainment Level 4 (Incorporates Suggested Strategies for Levels 1-3)

- the use of reference words and sequence markers;
- the handling of complex sentences;
- the prediction of what will happen next in a story;
- the arrangement of scrambled paragraphs into the correct order;
- the ability to recognise topic sentences and key words.

Attainment Level 5 (Incorporates Suggested Strategies for Levels 1-4)

- the ability to extract salient points to summarise;
- the presentation of key information derived from a text in a visual form by completing a table, diagram or graph;
- the presentation of key information derived from a text in a visual form by completing a paragraph;
- the following of a narrative or description when the ideas and events are presented out of sequence;
- the identification of instances of bias.

Attainment Level 6 (Incorporates Suggested Strategies for Levels 1-5)

- the understanding of the underlying purposes / function of a text;
- the following of a text when the ideas are presented out of sequence;
- the presentation of key information derived from a text in a visual form by completing a pie-chart or flow-chart;
- the differentiation between relevant and irrelevant information;
- the recognition of the tone of a text (eg. satire, irony, humour...).

Attainment Level 7 (Incorporates Suggested Strategies for Levels 1-6).

WRITING

- presentation of a model and familiarisation/personalisation examples;
 - controlled exercises to practise skills;
 - guided (semi-controlled) work to lead pupils towards free writing;
 - discussion (class, small group, pair);
 - brainstorm / making notes / asking questions;
 - fast writing / selecting ideas / establishing a viewpoint;
 - rough draft;
 - preliminary self-evaluation;
 - arranging information / structuring the text;
 - first draft;
 - group /peer evaluation and responding;
 - second draft;
 - self-evaluation / editing / proof-reading;
 - finished draft;
- (Adapted from White, R. and Arndt, V. (1991) *Process Writing*. Longman)
- final responding to draft;
 - free-writing exercises;
 - collaborative writing
 - creative writing.

GRAMMAR AND KNOWLEDGE OF GRAMMAR

- focusing on only one grammatical structure at a time;
- making learners aware of three aspects of the grammar point:
 - meaning- the concept it expresses;
 - form-sequence of words expressed orally / in writing;
 - function- the situation it can be used in.
- stressing meaning and function of grammatical structures for communication;
- giving a clear model of the grammatical structure;
- establishing a situation and example to show meaning;
- providing a model of the spoken form of the grammatical item in focus;
- focusing on the written form;
- presenting grammar items in a context.

LEARNING TO LEARN

At every stage, students should be helped to become aware of the many resources that surround them. The use of **realia** is strongly recommended.

- Learning about the *learning climate* includes planning one's work, setting targets and deadlines, monitoring progress, evaluating work and keeping records. These can be learnt through questionnaires, quizzes, diary and other forms of record-keeping.
- Reference skills may include learning to use a dictionary, an encyclopaedia, a library catalogue, a telephone directory and other lists as well as their own class course book as reference. This in turn requires the ability to handle a table of contents, an index, headings and sub-headings.
- Memory training techniques may include mind maps, mnemonics, categorising, and association games.

APPENDIX 4

GLOSSARY

Adverbs of Probability / Degrees of Certainty

Example:

actually (in fact, really), apparently, certainly, clearly, evidently, obviously, presumably, probably, undoubtedly, definitely, perhaps, possibly, surely.

absolutely, almost, barely, completely, enough, even, extremely, fairly, far, hardly, just, much, nearly, only, pretty, quite, rather, really, scarcely, so, too, very.

(Thomson, A. J. and Martinet, A. V. (1986) *A Practical English Grammar* [4th edition p. 58-59]. Oxford: OUP)

Coherence

The relationships which link the meanings of utterances in a discourse or of the sentences in a text. These links may be based on the speakers' shared knowledge. An example is:

A: *Could you give me a lift home?*

B: *Sorry, I'm visiting my sister.*

There is no grammatical or lexical link between A's question and B's reply (see Cohesion) but the exchange has coherence because both A and B know that B's sister lives in the opposite direction to A's home.

Generally a paragraph has coherence if it is a series of sentences that develop a main idea (i.e. with a Topic Sentence and supporting sentences which relate to it).

Cohesion

The grammatical and/or lexical relationships between the different elements in a text. This may be the relationship between different sentences or between different parts of a sentence.

For example:

A: *Is Jenny going to the party?*

B: *Yes, she is.*

There is a link between 'Jenny' and 'she' and also between 'is ... coming' and 'is'.

In the sentence '*If you are going to London, I can give you the address of a good hotel there.*', the link is between 'London' and 'there'.

Connotation

The additional meanings that a word or phrase has beyond its central meaning. These meanings, be they positive or negative show people's emotions and attitudes towards what the word or phrase refers to. For example, 'child' could be defined as a 'young human being' but there are many other characteristics which different people associate with 'child', e.g. 'affectionate', 'amusing', 'lovable', 'sweet', 'mischievous', 'noisy', 'irritating', 'grubby'.

Contracted Forms

Students are encouraged to use the full form of the verb but they should not be penalised for the use of contracted forms of verbs in the following styles of writing: informal letters, essays, articles, summaries, diary entries, and informal notes. Contracted forms are not acceptable in formal letter writing and in reports and, therefore, should be penalised.

Dialogue Writing

– Students should be directed not to use speech marks when writing a dialogue. Format to be adopted should be – name of speaker, followed by colon, followed by the speaker's words. For example:

John: Good morning, Mary.

– Students can opt to set the scene at the beginning of the composition and/or indicate some physical movement undertaken by characters, by writing short phrases / sentences which are to be placed in brackets. There should only be a few such interventions and not

more than two sentences at any one point.

– Word count: speaker's name before each 'speech', introductory words and interventions (if any) should not be taken into account.

Discourse

A general term for examples of language use, i.e. language which has been produced as the result of an act of communication. It refers to larger units of language such as paragraphs, conversations and interviews.

Discourse Markers

Make clear the connection between what we are going to say and what came before (e.g. talking about..., anyway, however). Some of them show our attitude to the truth of what we are saying (e.g. I suppose, I think, Frankly). Other show what kind of commitment is going on (e.g. after all [in persuading], I'm afraid [in polite refusals]).

Genre

A particular style, especially of literature, art, music, etc. recognizable by its particular subject or form, and having distinctive characteristics. Examples of genres are poems, letters, novels, reports and drama.

Layout

The way a piece of writing appears on a page. The layout of a letter includes among other items the writer's address at the top right-hand corner, the date just below the writer's address and the salutation on the left-hand side one line below the date.

Register

A speech variety used by a particular group of people, usually sharing the same occupation (e.g. doctors, lawyers) or the same interests (e.g. football fans, stamp collectors). A particular register often distinguishes itself from other registers by having a number of distinctive words, by using words or phrases in a particular way (e.g. in tennis, dance...), and sometimes by special grammatical constructions (e.g. legal language...).

Typography

The style, size and arrangement of the letters in a piece of print.

APPENDIX 5

LIST OF RESOURCES

Listening

- Craven, M. (2004) *Listening Extra* Cambridge CUP
Harmer, J. (2004) *Just Listening and Speaking* Marshall Cavendish Education

Spoken Production and Interaction

- Gammidge, M. (2004) *Speaking Extra* Cambridge CUP
Harmer, J. (2004) *Just Listening and Speaking* Marshall Cavendish Education
Heathfield, D. (2005) *Spontaneous Speaking* Delta Publishing
Lowe, S. (2004) *Telephoning* Delta Publishing

Reading

- Bulbeck et al (2005) *Text Connections* Longman Pearson
Driscoll, L. (2004) *Reading Extra* Cambridge: CUP
Nuttall, C. (2000) *Teaching Reading Skills in a Foreign Language* Macmillan Heinemann

Writing

- Bulbeck et al (2005) *Writing Connections* Longman Pearson
Harmer, J. (2000) *How to teach Writing* Longman Pearson
Harmer, J. (2004) *Just Writing* Marshall Cavendish Education
King, G. (2004) *Good Writing Skills* Harper Collins
Palmer, G. (2004) *Writing Extra* Cambridge: CUP

Grammar and Knowledge of Grammar

- Carter, R. and Mc Carthy, M. (2006) *Cambridge Grammar of English* Cambridge University Press
Richards, J.C. (2000) *Functional English Grammar* Cambridge: CUP
Seller, D. (2002) *Grammar Goals* Black Cat
Swan, M. (2005) *Practical English Usage* OUP
Thornbury, S. (1999) *How to Teach Grammar* Pearson Education

Miscellaneous

- Council of Europe, (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.
Chapelle, C.A and Jamieson, J. (2008) *Tips for Teaching CALL: Practical Approaches to Computer-assisted Language Learning* Pearson Education
Duff, A. and Maley, A. (2007) *Literature* OUP
Dudney, G. (2007) *The Internet and Language Classroom: A Practical guide for teachers* OUP
Dudney, G. and Hockly, N. (2007) *How to ... teach English with technology* Longman Pearson
Griffiths, G. and Kechane, K. (2000) *Personalised Language Learning* CUP

- Harmer, J. (2007) *The Practice of English Language Teaching* Pearson
- Hedge, A. (2000) *Teaching and Learning in the Language Classroom* OUP
- Hutchinson, T. and Sherman, K. (2012) *Network Get Connected* OUP
- Kelly G, (2000) *How to teach Pronunciation* Pearson Longman
- Morrow, K. ed. (2007) *Insight from the Common European Framework* Oxford University Press
- Richardson, W. (2009) *Blogs, wikis, Podcasts and other powerful web tools for classrooms* Sage Ltd.
- Sharma, P. and Barney, B. (2007) *Using Technology in and Beyond the Language Classroom* Macmillan Education
- Thornbury, S. (2002) *How to teach Vocabulary* Pearson

APPENDIX 6

LIST OF ONLINE RESOURCES

USEFUL WEBSITES

www.tes.co.uk

www.teachit.co.uk

www.onestopenglish.co.uk

www.teachertools.londongt.org

www.teachingenglish.org.uk

<http://www.podcastsinenglish.com/>

<http://geoffbarton.co.uk>

www.morelearning.net

www.nate.org.uk

<http://setiteachers.ning.com/>

<http://teachingrecipes.com/>

<http://eflclassroom.com/>

<http://ddeubel.edublogs.org/>

<http://learnenglishkids.britishcouncil.org/en/>

VOCABULARY

<http://www.lex tutor.ca/tests/>

<http://iteslj.org/cw>

<http://www.lingonet.com/>

http://www.er.uqam.ca/nobel/r21270/cgi-bin/webfreqs/web_vp.html

GRAMMAR

<http://www.eslgold.com/grammar.html>

<http://www.pearsonlongman.com/ae/multimedia/programs/uuegi.htm>

<http://corpus.byu.edu.bnc/>

<http://www.eslcafe.com/forums/student>

READING

<http://www.cdlponline.org/index.cfm>

<http://www.eslreading.org/>

<http://readingenglish.net/students/>

<http://web2.uvcs.uvic.ca/elc/studyzone/>

WRITING

<http://www.writefix.com/argument/>

<http://.english-zone.com/writing/para-strctr.html>

<http://www.paragraphpunch.com/>

<http://www.tesol.net/penpals/penpal.cgi>

LISTENING

<http://www.esl-lab.com/>

<http://www.ello.org/english/Songs.htm>

<http://www.real-english.com>

<http://learningenglishkids.britishcouncil.org/en/>

<http://learningenglish.britishcouncil.org/en/elementary-podcasts>

SPEAKING

<http://www.browsealoud.com>

<http://www.naturalreaders.com>

COMMUNICATION SKILLS

<http://echatbox.com/>

<http://www.nicenet.org>

http://www.topics-mag.com/call/blogs/ESL_EFL.htm

<http://.www.usingenglish.com/forum/>

END OF ENGLISH LANGUAGE GUIDELINES

Literature Guidelines for Form 3

2013-2014

General Aims

The aim of these guidelines is to present English Literature as:

- a source of enjoyment
- a source leading to knowledge of the world
- an art form
- a promoter of worthwhile values

A source of enjoyment

Literary texts, aptly chosen to fit in with the intellectual, emotional and interpersonal development of the student, will be a source of enjoyment. Once instilled, this rewarding experience of and engagement with literary texts will lead to a lifelong interest in reading and intellectual development.

A source leading to knowledge of the world

Reading appropriate literature texts will enable students to learn about the 'world' in the widest sense of the term; that is, of people, places, cultures and values. This will cater for and help to promote students' intellectual curiosity and satisfy the yearning to explore their immediate and far-flung surroundings.

An art form

The writer is also an artist who makes use of language to create a work of art. Literary works, in their style, form and content, are characterised by artistic qualities which will provide the engaged reader with the opportunity to enhance critical thinking skills and to nurture aesthetic sensibilities in the student.

Teachers will use student-centred, innovative and motivating methodologies to promote active engagement with texts drawn from a wide range of print, non-print and electronic sources. This will lead to ever-evolving levels of independence in identifying, interpreting and expressing orally, in writing and in other graphic and plastic forms, the multiple ways in which writers use language, imagery, form, structure, rhythm, metre and tone to develop their themes.

The use of new technologies, be they digital or otherwise, will help make learning more meaningful, motivating and memorable to age groups made up largely of 'digital natives'.

Promoter of worthwhile values

Engagement with aptly selected literary works can help promote socially and individually desirable values such as solidarity, tolerance, justice, respect for diversity, creativity, honesty and peace in an increasingly multicultural, multiethnic and multireligious world in which the forces of globalisation and social media have challenged time-worn mind sets for good and evil.

Literature Syllabus Structure 2013-2014

Literature Attainment Levels

	Track 1	Track 2	Track 3
Poetry, Prose, Drama	Attainment level 1	Attainment levels 1-2	Attainment levels 1-3

Important Note:

Teachers are encouraged to choose texts (Poetry, Prose, Drama) which challenge and stretch the ability of their students in all three Tracks.

The emphasis should be laid on writers' use of language, structure and tone in order to develop themes. The aim is to elicit the maximum of student response and help them learn to support any comments or evaluations about the text by close and detailed reference to the text.

The pedagogically sound use of new technologies (e.g. online resources) can help to enhance learning, promote interaction and improve cognitive skills.

Teachers are also encouraged to differentiate the teaching and learning of poetry, prose and drama according to the abilities of their students. This can be done by choosing texts of the appropriate length and complexity. Differentiation in the teaching of poetry in particular, can be done by careful choice of genre, topic, structure, density of imagery and depth of interpretation.

Poetry

Attainment Level 1

Students will be able to

- understand and express in writing the subject of the text;
- recognise the difference between prose and verse;
- recognise stanza, rhyme, metaphor, personification and simile;
- respond personally to the text;
- give reasons orally for reacting to and engaging with particular texts on the level of content.

Attainment Level 2

Students will be able to

- recognise alliteration, assonance and onomatopoeia as they occur;
- recognise contrast on the level of choice of words and ideas within a poem;
- make comparisons and draw contrasts between poems on the level of subject, ideas and choice of words.

Attainment Level 3

Students will be able to

- understand and express the theme of the texts orally and in writing;
- become aware of rhythm;
- identify the use of iambic pentameter;
- identify poetic genres (e.g. sonnet, elegy, ballad) as they occur;
- distinguish between long and short vowels;
- become aware of long and short vowels and how the use of punctuation marks affects the rhythm of a poem;
- give reasons orally and in writing about the way poets use language and form to express feelings and develop themes.

<p>Note: Track 1 students will engage with a minimum of 6 poetry texts. Track 2 students will engage with a minimum of 9 poetry texts. Track 3 students will engage with a minimum of 9 poetry texts.</p>
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Prose

Attainment Level 1

Students will be able to

- understand and express in writing the plot of the text;
- distinguish between the main and minor incidents in the text;
- distinguish between the main and minor characters in the text;
- be aware of the division of a work of prose into chapters or sections.

Attainment Level 2

Students will be able to

- identify significant quality traits in the main characters in the text;
- identify different styles of speech as they occur;
- distinguish between the first and the third person narrative.

Attainment Level 3

Students will be able to

- understand and express the theme of the texts orally and in writing;
- compare and contrast important characters and events;
- identify ways in which novelists portray character such as the use of details of appearance, way of speaking and reactions to events;
- become aware of the way narrative structure such as the use of the first person in a work of prose is related to the writer's purpose;
- practise creative writing in prose.

Note

Track 1 students will engage with a minimum of 3 short prose texts or 2 longer texts.

Track 2 students will engage with a minimum of 4 short prose texts or 3 longer texts.

Track 3 students will engage with a minimum of 4 short prose texts or 3 longer texts.

Drama

Attainment Level 1

Students will be able to

- understand and express in writing the plot of the text;
- distinguish between the main and minor incidents in the text;
- distinguish between the main and minor characters in the text;
- recognise a drama script;
- be aware of the division of a play into acts and scenes as they occur.

Attainment Level 2

Students will be able to

- identify asides, monologues and stage directions as they occur;
- understand and express the plot and sub-plot as they occur;
- understand how writers develop characters;
- read in an appropriate way part of the script;
- identify the three basic phases in a play, namely exposition, complication and resolution;
- identify the setting of time and place in the play.

Attainment Level 3

Students will be able to

- understand and express the theme of the texts orally and in writing;
- compare and contrast important characters and events;
- distinguish between verse and prose in the play as they occur;
- identify how the language and imagery used reveal character;
- become aware of the possibility of open-ended plays in which resolution is missing;
- practise script writing.

<p>Note: Track 1, Track 2 and Track 3 students will engage with at least 1 drama text which may replace one of the prose texts.</p>

END OF LITERATURE GUIDELINES

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(2013)

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**ENGLISH SECTION CURRICULUM
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