

Supporting Document

Learning Outcomes Framework

Year 9

2026 – 2027

UPDATED

ENGLISH
LANGUAGE &
LITERATURE

A SUPPORTING DOCUMENT FOR YEAR 9: TABLE OF CONTENTS

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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, LEVEL 1, LEVEL 2 and LEVEL 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 LEVEL 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 LEVEL 3 would have attained the assessment criteria of the two levels preceding it. The table on the next page includes generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1,2 or 3 in English with Level 1 being the lowest and level 3 the highest.

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.

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The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in English. (Level 1 being the lowest and level 3 the highest).

Level 1 At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.
Level 2 At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.
Level 3 At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

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 LEVEL 1 and LEVEL 2. Teachers teaching a stronger Track 2 class and Track 3 classes might use the assessment criteria set at LEVEL 2 and LEVEL 3 to plan their lessons and material.

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

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		
LEVEL 1	LEVEL 2	LEVEL 3	TEXT TYPE
L7.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible by providing suitable evidence.	L7.2a I can follow spoken language when it is clearly articulated and intelligible by providing suitable evidence.	L7.3a I can follow intelligible spoken language even when it is not clearly articulated by providing suitable evidence.	Spoken utterances

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.

The Codes: The first letter indicates the skill e.g., L for Listening. The first number refers to the Broad Learning Outcome number. The second number refers to the LEVEL 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.

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		
LEVEL 1	LEVEL 2	LEVEL 3	
			TEXT TYPE
L7.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible by providing suitable evidence.	L7.2a I can follow spoken language when it is clearly articulated and intelligible by providing suitable evidence.	L7.3a I can follow intelligible spoken language even when it is not clearly articulated by providing suitable evidence.	Spoken utterances
L7.1b I can, with support, follow descriptions which are simple in terms of linguistic, thematic, and lexical content.	L7.2b I can follow descriptions which are moderately complex in terms of linguistic, thematic, and lexical content.	L7.3b I can follow descriptions which are complex in terms of linguistic, thematic, and lexical content.	Description
L7.1c I can, with support, follow a discussion which is simple in terms of linguistic, thematic, and lexical content.	L7.2c I can follow a debate which is moderately complex in terms of linguistic, thematic, and lexical content.	L7.3c I can follow a debate which is complex in terms of linguistic, thematic, and lexical content.	Discussion/ Debate
L8.1f I can, with support, follow a sequence of events/instructions/directions.	L8.2f I can follow a sequence of events/instructions/directions.	L8.3f I can follow a more detailed sequence of events/instructions/directions.	Sequence of events / instructions / directions
L9.1a I can, with support, follow main ideas in a conversation/presentation/ performance.	L9.2a I can follow main ideas in a conversation/presentation/ performance.	L9.3a I can follow main and subsidiary ideas in a conversation/presentation/ performance.	Conversation / Presentation /
L9.1c I can, with support, follow narratives in a chronological sequence.	L9.2c I can follow narratives in a chronological sequence.	L9.3c I can follow narratives, including those which are non-chronological.	Narrative

YEAR 9

**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		
LEVEL 1	LEVEL 2	LEVEL 3	
			SUBSKILL
L8.1a I can, with support, follow the general ideas in a talk/speech about a familiar topic.	L8.2a I can follow general and subsidiary ideas in a talk/speech about a familiar topic.	L8.3a I can follow general and subsidiary ideas in a talk/speech about a wide range of topics.	General & Subsidiary ideas
L8.1c I can, with support, identify individual words in continuous speech and show understanding of their meaning in isolation.	L8.2c I can show understanding of clusters of words in continuous speech.	L8.3c I can show understanding of clusters of words in complex continuous speech.	Clusters of words
L8.1d I can, with support, follow a spoken text that includes vocabulary which is frequent and familiar.	L8.2d I can follow spoken texts that include a wide range of vocabulary and language structures.	L8.3d I can follow spoken texts that include a wide range of vocabulary and complex language structures.	Specific vocab
L8.1e I can, with support listen for specific information in a talk/speech/conversation about a familiar topic.	L8.2e I can listen for specific information in a talk/speech/conversation about a familiar topic.	L8.3e I can listen for specific information in a talk/speech/conversation about a wide range of familiar topics.	Specific information
L8.1f I can, with support, follow a sequence of events/instructions/directions.	L8.2f I can follow a sequence of events/instructions/directions.	L8.3f I can follow a more detailed sequence of events/instructions/directions.	Sequencing
L9.1g I can, with support, distinguish between fact and opinion in a simple text.	L9.2g I can distinguish between fact and opinion in a simple text.	L9.3g I can provide a reason to support the distinction between fact and opinion.	Distinguish fact and opinion

YEAR 9

SPEAKING

Learning Outcomes

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		
LEVEL 1	LEVEL 2	LEVEL 3	
			TASK TYPE
S10.1c I can, with support, deliver a planned talk which I have prepared.	S10.2c I can deliver a planned talk which I have prepared.	S10.3c I can structure and sustain talk.	Planned talk / Speech
S10.1g I can, with support, organise and structure a short presentation.	S10.2g I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.	S10.3g I can organise and structure a presentation using an effective range of strategies to engage the audience.	Presentation
S10.1j I can, with support, take part in a role-playing exercise by taking on a character role.	S10.2j I can take part in a role-playing exercise by adopting the appropriate communicative strategies.	S10.3j I can create and sustain different roles from a range of real-life contexts.	Role Play
S11.1c I can, with support, answer short questions about what I heard/read.	S11.2c I can recount the main points of what I heard/read.	S11.3c I can act as rapporteur in a situation where information is exchanged.	Rapporteur
S11.1d I can, with support, give feedback by providing an appropriate response in a straightforward manner.	S11.2d I can give feedback by providing an appropriate response in some detail.	S11.3d I can give feedback by providing an appropriate response in detail.	Giving feedback
S11.1e I can, with support, respond to other speakers in a brief dialogue.	S11.2e I can participate in a dialogue and respect the rules of turn taking.	S11.3e I can engage in a discussion by following the rules of turn management.	Discussion
S11.1f I can, with support, respond orally to an input including visuals and graphics.	S11.2f I can respond orally to an input including visuals and graphics.	S11.3f I can respond orally to various inputs including visuals and graphics.	Responding to input

YEAR 9

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		
LEVEL 1	LEVEL 2	LEVEL 3	
			FUNCTION
S10.1a I can, with support, express straightforward ideas/information/feelings using simple vocabulary.	S10.2a I can express challenging ideas/information/feelings using a range of vocabulary.	S10.3a I can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.	Express ideas / info / feelings
S10.1b I can, with support, speak about my point of view regarding a topic.	S10.2b I can agree/disagree with a point of view presented by other speakers in a discussion.	S10.3b I can summarise the points of view presented in a discussion.	Express point of view
S10.1e I can, with support, explain what I think when asked a simple question.	S10.2e I can defend my point of view when asked a simple question.	S10.3e I can defend my point of view against reasonable questioning.	Defend point of view
S10.1k I can, with support, produce simple utterances for a purpose including greeting, complaining, apologising, describing and narrating.	S10.2k I can produce simple utterances for a purpose including greeting, complaining, apologising, describing, narrating and reporting.	S10.3k I can produce extended utterances for a purpose including greeting / introducing oneself / complaining / apologising/ describing / narrating / leaving a message / inviting / accepting or declining an invitation.	Greeting, complaining, apologising, describing, narrating and reporting
S10.1l I can, with support, give simple instructions/directions using a logical sequence.	S10.2l I can give simple instructions/directions using a logical sequence.	S10.3l I can give instructions/directions using a logical sequence.	Give instructions / directions
S10.1m I can, with support, make a suggestion and give examples.	S10.2m I can make a simple suggestion and give examples.	S10.3m I can make a suggestion and give examples.	Make a suggestion
S11.1a I can, with support, ask a simple question to request clarification.	S11.2a I can ask a number of simple questions to request clarification, using generally correct language.	S11.3a I can probe fluently and accurately for more information and clarification through a series of questions.	Ask and answer questions

YEAR 9

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		
LEVEL 1	LEVEL 2	LEVEL 3	
			CRITERIA
S10.1h I can, with support, meet the needs of the audience.	S10.2h I can achieve the purpose of my presentation.	S10.3h I can achieve the purpose of my presentation and meet the needs of the audience.	PURPOSE / AUDIENCE
S10.1i I can, with support, use informal register when communicating.	S10.2i I can switch from informal to formal register.	S10.3i I can choose and adapt language appropriately to an audience.	REGISTER
S12.1a I can, with support, use language appropriate to a small number of limited contexts.	S12.2a I can use language appropriate to a limited number of contexts.	S12.3a I can use language appropriate to various contexts.	APPROPRIACY
S12.1b I can, with support, be intelligible in my spoken production.	S12.2b I can be intelligible in most of my spoken production.	S12.3b I can be intelligible in my spoken production.	INTELLIGIBILITY
S12.1d I can, with support, produce simple utterances, which may constitute features of spoken grammar (e.g., <i>ellipses</i>), are quite well controlled and show some evidence of fluency.	S12.2d I can produce basic utterances, which may constitute features of spoken grammar (e.g., <i>chunks and ellipses</i>), are mostly well controlled and show some evidence of fluency.	S12.3d I can produce utterances, which may constitute features of spoken grammar, are well controlled and show some evidence of fluency.	SPOKEN GRAMMAR / FLUENCY
S12.1e I can, with support, use a simple range of grammatical structures which are quite well controlled.	S12.2e I can use a limited range of grammatical structures which are mostly well controlled.	S12.3e I can use varied grammatical structures dominated by chained clauses, and sentence patterns which are consistently well controlled.	STRUCTURES
S14.1b I can, with support, use simple collocations.	S14.2b I can use basic chunks of language and idiomatic expressions.	S14.3b I can use complex chunks of language and idiomatic expressions.	VOCABULARY
S15.1b I can, with support, identify the discourse markers in a given text.	S15.2b I can determine the discourse markers that best fit the context in a given text.	S15.3b I can use appropriate discourse markers consistently in speech and writing.	DISCOURSE MARKERS
S11.1e I can, with support, respond to other speakers in a brief dialogue.	S11.2e I can participate in a dialogue and respect the rules of turn taking.	S11.3e I can engage in a discussion by following the rules of turn management.	TURN TAKING

YEAR 9

READING

Learning Outcomes

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				YEAR 9
	Tracks 2 - 3			
LEVEL 1	LEVEL 2	LEVEL 3	Text Type	
R4.1e I can, with support, read simple texts of different genres.	R4.2e I can read more complex texts of different genres.	R4.3e I can read long, complex texts of different genres.	Different genres	
R4.1j I can, with support, explain why I chose to read a particular genre e.g., <i>for enjoyment</i> .	R4.2j I can explain why I chose to read at least two different genres e.g., <i>to gather information</i> .	R4.3j I can explain why I chose to read a variety of genres e.g., <i>to research information</i> .	Reader's intention	
R4.1k I can, with support, identify the purpose of a simple text.	R4.2k I can identify the different purposes of texts across genres.	R4.3k I can comment about the different purposes of complex texts across genres.	Author's purpose	
R4.1l I can, with support, identify the audience of simple texts.	R4.2l I can identify the audience of complex texts across genres.	R4.3l I can comment about the audience of complex texts by giving supporting evidence.	Audience	

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		
LEVEL 1	LEVEL 2	LEVEL 3	
			Skill & Strategies
R4.1a I can, with support, select the correct meaning of a few high frequency words according to the context provided by the text.	R4.2a I can work out the correct meaning of high frequency words according to the context provided by the text.	R4.3a I can work out the correct meaning of low frequency words according to the context provided by the text.	Meaning from Context
R4.1b I can, with support, select the main points from a simple text.	R4.2b I can select the main points from a complex text.	R4.3b I can select the main points from a long complex text.	Main Points
R4.1c I can, with support, summarise short texts.	R4.2c I can summarise short texts.	R4.3c I can summarise long texts.	Summarise
R4.1f I can, with support, skim simple texts.	R4.2f I can skim more complex texts.	R4.3f I can skim long, complex texts.	Skim
R4.1g I can, with support, scan simple texts.	R4.2g I can scan more complex texts.	R4.3g I can scan long, complex texts.	Scan
R4.1h I can, with support, identify simple anaphoric references in texts.	R4.2h I can, with support, identify cataphoric references in texts.	R4.3h I can identify cataphoric and anaphoric references in texts.	Referents
R4.1i I can, with support, retrieve information from one or more sources.	R4.2i I can retrieve information from one or more sources.	R4.3i I can retrieve information from a range of sources.	Retrieve information
R4.1n I can, with support, accurately decode a text to read for meaning.	R4.2n I can, with support, use a range of strategies, including accurate decoding of a text, to read for meaning.	R4.3n I can use a range of strategies including accurate decoding of a text, to read for meaning.	Decoding
R4.1o I can, with support, identify the sub-topics of the paragraphs in simple text.	R4.2o I can identify the sub-topics of the paragraphs in a simple text.	R4.3o 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				YEAR 9
	Tracks 2 - 3			
LEVEL 1	LEVEL 2	LEVEL 3		
R5.1b I can, with support, make use of clues and prior knowledge to infer meaning from a text.	R5.2b I can make use of text-to-text connections to infer meaning from a text.	R5.3b I can make use of subtle clues to make inferences about the layers of meaning in a text.	Inference	
R5.1e I can, with support, distinguish between positive and negative connotation in words used in a simple text.	R5.2e I can identify the way connotation is used in a text to influence the reader.	R5.3e I can comment about the way connotation is used in the text to influence the reader.	Connotation	
R5.1g I can, with support, deduce meaning from context.	R5.2g I can deduce meaning from context.	R5.3g I can deduce meaning from complex contexts.	Deduction	
R6.1c I can, with support, make a simple comment about the effect of the writer's choice of language in a text.	R6.2c I can explain the effect of the writer's choice of language in a text.	R6.3c I can analyse the effect of the writer's choice of language in a text.	Effect of writer's language	

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			
LEVEL 1	LEVEL 2	LEVEL 3		
			TEXT TYPE	Proposed pairing of genres (p.53)
W1.1c I can, with support, produce simple texts using different text types e.g., <i>narrative, descriptive and discursive</i> .	W1.2c I can produce basic texts using different text types e.g., <i>narrative, descriptive and discursive</i> .	W1.3c I can produce complex texts using different text types e.g., <i>narrative, descriptive and discursive</i> .	Text Types	Short Story Comment /Post on social media
W1.1d I can, with support, produce simple text structures e.g., <i>sequence, problem and solution</i> .	W1.2d I can produce basic text structures e.g., <i>description, cause and effect, compare and contrast, sequence, problem and solution</i> .	W1.3d I can produce complex text structures e.g., <i>description, cause and effect, compare and contrast, sequence, problem and solution</i> .	Text Structures	Argumentative Article Itinerary
W1.1e I can, with support, fill in a simple form.	W1.2e I can fill in a simple form.	W1.3e I can fill in a more detailed form.	Form-filling	Form-Filling
W1.1f I can, with support, respond in writing to an input including visuals and graphics.	W1.2f I can respond in writing to an input including visuals and graphics.	W1.3f I can respond in writing to various inputs including visuals and graphics.	Responding to input	Caption
W2.1i I can, with support, establish a purpose when I write.	W2.2i I can write with a clear purpose generally using the appropriate style.	W2.3i 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 Informal email / message Invitation /Travel Blog
W2.1j I can, with support, write with a specific reader in mind.	W2.2j I can write with a specific reader in mind generally using the appropriate style.	W2.3j I can write with a specific reader in mind using the appropriate style throughout.	Audience	Assessment Report Book/Play/Performance Review

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		
LEVEL 1	LEVEL 2	LEVEL 3	SUBSKILL
W1.1a I can, with support, write paragraphs by organising sentences which contain logical ideas.	W1.2a I can organise information and ideas with clear, logical progression from one paragraph to another.	W1.3a I can sequence information and ideas logically from one paragraph to another and in relation to the whole.	Paragraph organisation
W1.1b I can, with support, use a limited range of grammatical cohesive devices.	W1.2b I can use a basic range of lexical and grammatical cohesive devices.	W1.3b I can use an extensive range of lexical and grammatical cohesive devices.	Cohesion
W2.1a I can, with support, spell high frequency grammatical function words and common content words.	W2.2a I can spell some grammatical function words and content words.	W2.3a I can spell most grammatical function words and low frequency words.	Spelling
W2.1b I can, with support, make use of a limited range of punctuation and sentence demarcation which allow for basic communication.	W2.2b I can make use of a range of punctuation and sentence demarcation which allow for clear communication.	W2.3b I can make use of a wide range of punctuation and sentence demarcation with a high level of accuracy.	Punctuation
W2.1c I can, with support, make use of grammatical structures with some control of agreement.	W2.2c I can make use of basic grammatical structures.	W2.3c I can make use of complex grammatical structures.	Grammatical Structure
W2.1d I can, with support, construct simple and basic compound sentences.	W2.2d I can construct compound and basic complex sentences.	W2.3d I can construct a variety of complex sentences.	Sentence Structure
W2.1e I can, with support, write in an appropriate way with the right tone.	W2.2e I can make use of words to create a particular mood or feeling.	W2.3e I can make use of complex structures to create a particular mood or feeling <i>e.g., idiomatic language.</i>	Tone
W2.1f I can, with support, use a limited range of vocabulary specific to the context.	W2.2f I can use a good range of vocabulary specific to the context.	W2.3f I can make use of a wide range of context specific lexical features to convey meaning in writing.	Lexical range
W2.1g I can, with support, make use of informal register in my writing.	W2.2g I can make use of formal register generally in my writing.	W2.3g I can make use of formal register consistently in my writing.	Register

Strand: WRITING
PROCESS WRITING

Learning Outcome 2: I can write accurately and appropriately across genres for a different purpose and audience.

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

Tracks 1 - 2				YEAR 9
	Tracks 2 - 3			
LEVEL 1	LEVEL 2	LEVEL 3		
			SUBSKILL	
W2.1h I can, with support, reword/rephrase parts of a text.	W2.2h I can reword/rephrase parts of a text.	W2.3h I can reword/rephrase a text.	Rewording/Rephrasing	
W3.1a I can, with support, complete a simple plan before I start writing.	W3.2a I can produce a basic plan before I start writing.	W3.3a I can produce an effective plan to help me structure my writing effectively.	Plan	
W3.1b I can, with support, make changes to words after analysing my first draft.	W3.2b I can make changes to words and sentences after analysing my first draft.	W3.3b I can make changes to words, sentences, and paragraphs after analysing my first draft.	Draft	
W3.1c I can, with support, edit punctuation grammar and spelling in my own writing.	W3.2c I can edit punctuation, grammar and spelling in my own writing.	W3.3c I can revise coherence in my own writing.	Revise	

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	
LEVEL 1	LEVEL 2	LEVEL 3
LIT1.1a I can, with support, reply orally/in writing to lower order questions asked about a poem, prose or drama text.	LIT1.2a I can reply orally/in writing to higher order questions about a poem, prose or drama text.	LIT1.3a I can reply orally/in writing to lower and higher order questions about a poem, prose or drama text.
LIT1.1b I can, with support, speak/write about the basic plot in a poem, prose or drama text.	LIT1.2b I can speak/write about characters and the main theme(s) in a poem, prose or drama text.	LIT1.3b I can speak/write about some of the following features: character, main themes, structure and language in a poem, prose or drama text.
LIT1.1c I can, with support, identify one reason why a poem, prose or drama text is suitable for a particular audience.	LIT1.2c I can give at least two reasons why a poem, prose or drama text is suitable for a particular audience.	LIT1.3c I can explain in detail why a poem, prose or drama text is suitable for a particular audience.
LIT1.1d I can, with support, keep within a set timeframe in my oral/written guided response.	LIT1.2d I can keep within a set timeframe in my oral/written guided response.	LIT1.3d I can keep within a set timeframe in my oral/written response.

LITERATURE - YEAR 9

Strand: Literature		
Tracks 1 - 2		
	Tracks 2 - 3	
LEVEL 1	LEVEL 2	LEVEL 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.		
LIT2.1a I can, with support, identify a number of literary devices in a text.	LIT2.2a I can explain the effect of different literary devices in a text.	LIT2.3a 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.		
LIT3.1a I can, with support, identify literary devices used in a text written in the past.	LIT3.2a I can analyse literary devices adopted in a text written in the past.	LIT3.3a I can evaluate the effect(s) generated by literary devices adopted in a text written in the past.
LIT3.1b I can, with support, identify literary devices used in a contemporary text.	LIT3.2b I can analyse literary devices adopted in a contemporary text.	LIT3.3b I can evaluate the effect(s) generated by literary devices adopted in a contemporary text.
LIT3.1c I can, with support, identify the difference(s) and similarity(ies) between a text written in the past and one which is more contemporary.	LIT3.2c I can describe the difference(s) and similarity(ies) between a text written in the past and one which is more contemporary.	LIT3.3c 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

Strand: Literature			LITERATURE - YEAR 9
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		
LEVEL 1	LEVEL 2	LEVEL 3	
LIT4.1a I can, with support, identify the point of view in my recommendation of the text.	LIT 4.2a I can discuss the main theme(s) in my recommendation of the text.	LIT 4.3a I can evaluate any distinctive literary attributes to explain my recommendation.	
LIT4.1b I can, with support, describe an important or interesting event in the text.	LIT 4.2b I can explain why a particular event in a text is important or interesting.	LIT 4.3b I can evaluate the significance of particular events in the text.	
LIT4.1c I can, with support, recommend a text to a particular audience by referring to one feature. e.g., plot, characters, etc.	LIT 4.2c I can recommend a text to a particular audience by referring to different features. e.g., genre, etc.	LIT 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.	
LIT4.1d I can, with support, write a short review about a literary text	LIT 4.2d I can write a short review about a literary text.	LIT 4.3d I can write a review about a literary text.	

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

LITERATURE - YEAR 9

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	
LEVEL 1	LEVEL 2	LEVEL 3
LIT 9.1b I can, with support, use at least one literary device in a creative way.	LIT 9.2b I can use literary devices in a creative way. e.g., writing a poem, play script or short story.	LIT 9.3b I can use narrative techniques in creative ways. e.g., <i>in a short story</i>
LIT 9.1c I can, with support, reshape the base text to contribute new insight. e.g., <i>extension/change</i>	LIT 9.2c I can reshape the base text to contribute new insight. e.g., <i>extension/change</i>	LIT 9.3c I can reshape the base text to contribute new insight while keeping in mind appropriacy of style. e.g., <i>extension/change</i>
LIT 9.1d I can, with support, create a short, alternative ending to the original text.	LIT 9.2d I can change the ending of the original text, thereby contributing a new insight to the original text.	LIT 9.3d I can change the ending of the original text and explain how it relates to theme(s).
LIT 9.1e I can, with support, change into a complete sentence at least two lines from a poem.	LIT 9.2e I can rewrite the stanza of a poem into a short paragraph that resembles prose.	LIT 9.3e I can rewrite a whole poem into a prose form.
LIT 9.1f I can, with support, change part of a prose text into a short dialogue.	LIT 9.2f I can dramatise parts of a prose text.	LIT 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			LITERATURE - YEAR 9
Learning Outcome 10: I can interact with a Shakespearean text.			
Tracks 1 - 2			
	Tracks 2 - 3		
LEVEL 1	LEVEL 2	LEVEL 3	
LIT 10.1a I can, with support, understand some examples from Shakespeare’s language as it is used as everyday expressions (e.g., vocabulary, idiomatic expressions, etc).	LIT 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).	LIT 10.3a I can use some examples from Shakespeare’s language as it is used as everyday expressions (e.g. vocabulary, idiomatic expressions, etc).	
LIT 10.1b I can, with support, identify the main events that occur in a Shakespearean play.	LIT 10.2b I can describe the main events that occur in a Shakespearean play.	LIT 10.3b I can analyse the main events that occur in a Shakespearean play.	
LIT 10.1c I can, with support, identify the main characters in a Shakespearean play.	LIT 10.2c I can describe character roles in a Shakespearean play.	LIT 10.3c I can evaluate character development in a Shakespearean play.	
LIT 10.1d I can, with support, describe how I feel about a Shakespearean play by giving reasons.	LIT 10.2d I can make an informed personal response about the main themes in a Shakespearean play.	LIT 10.3d I can make an informed personal response about Shakespeare’s choices of poetic language, dramatic structure and theatrical form.	
LIT 10.1e I can , with support, explain how Shakespeare was reacting to the context of his time.	LIT 10.2e I can explain how Shakespeare was reacting to the context of his time.	LIT 10.3e I can demonstrate a clear understanding of social, historical, and cultural context when analysing a Shakespearean play.	

Strand: Literature			YEAR 9
Tracks 1 - 2			
	Tracks 2 - 3		
LEVEL 1	LEVEL 2	LEVEL 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.			
LIT 11.1a I can, with support, complete a short, guided essay/presentation about different aspects of a literary text.	LIT 11.2a I can structure a guided essay/presentation in a way that includes an introduction, paragraphs in the body and a conclusion.	LIT 11.3a I can structure an essay/presentation in a way that includes an introduction, paragraphs in the body and a conclusion.	
LIT 11.1e I can, with support, organise my ideas logically in a short, coherent essay/presentation.	LIT 11.2e I can organise my ideas logically in a short, coherent essay/presentation.	LIT 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.			
LIT 12.1a I can, with support, use fairly accurate language.	LIT 12.2a I can use language with reasonable accuracy.	LIT 12.3a I can use language with consistent accuracy.	

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*, *Moon Dogs Series*, *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>. We also suggest decodable books. The following links might help: <https://www.readingrockets.org/article/decodable-text-sources> , <https://www.sdlback.com/terl-phonics-decode-1-level-1-additional-book-set/saddleback-educational-publishing-hi-lo-books>, <http://www.focusontap.com/>.

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, Precision 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 48. 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**.

Inputting and Publishing of Results on MySchool

In Year 9, students do not have an official summative assessment for CCP subjects, but subject teachers are to conduct a task with their students during the same time other Year group students are sitting for the mainstream subject examination. When inputting the results of CCP subjects for Years 9 in MySchool, teachers are asked to work out the assessment marks as indicated in Letter Circular DCM 047/2017 and DLAP 111/2022.

- For Term 1, teachers are encouraged to write a comment about the student's progress.
- For Half-Yearly, teachers are encouraged to calculate the average mark of all tasks completed and listed for Term 1 and Term 2 on page 48 and convert it to a grade (see table below). Select the correct grade from the drop-down menu.
- For Term 3, calculate the average mark of the tasks listed for Term 1, 2 and 3 and convert it to a grade and select again accordingly.

All CCP marks need to be converted to CCP grades as follows:

Mark	Grade	Criteria
80 - 100	MO	Mastered expected learning outcomes
51 - 79	P	Partially achieved expected learning outcomes
31 - 50	S	Starting to work towards expected learning outcomes
1 - 30	WB	Working below the expected learning outcomes

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 text messages. Language focus: prepositions of place, e.g., Text message – meet you at school.
	CCPS9.8: I can use simple polite expressions in a basic conversation, e.g. Can I help you?	

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 <i>and</i> and <i>then</i> .	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 and / or combine topics.

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

Appendix 2:

Language Awareness and Production (LAP)

LEVEL 1-2 / LEVEL 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 (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
LAP 13.1a I can, with support, use simple and compound sentences.	LAP 13.2a I can use complex sentences.	LAP 13.3a I can use compound complex sentences.
LAP 13.2b I can, with support, identify a particular use of sentence structure tense, voice, mood, person and number e.g., <i>by giving quotations</i> .	LAP 13.2b I can identify a particular use of sentence structure tense, voice, mood, person and number e.g., <i>by giving quotations</i> .	LAP 13.3b I can comment on the particular use of sentence structure, tense, voice, mood, person and number.
LAP 13.1c I can, with support, use short utterances/sentences that are consistent in tense, voice, mood, person and number.	LAP 13.2c I can use the correct tense, voice, mood, person and number fairly consistently.	LAP 13.3c 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 (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
LAP 14.1a I can, with support, identify words which are homonyms, homophones, homographs and heteronyms.	LAP 14.2a I can use the correct homonyms, homophones, homographs and heteronyms correctly when I write simple, compound and complex sentences.	LAP 14.3a I can use the correct homonyms, homophones, homographs and heteronyms correctly when I write compound, complex and complex compound sentences.
LAP 14.1b I can, with support, use simple collocations.	LAP 14.2b I can use basic chunks of language and idiomatic expressions.	LAP 14.3b I can use complex chunks of language and idiomatic expressions.
LAP 14.1c I can, with support, identify basic rhetorical devices e.g., <i>transitional expressions</i> .	LAP 14.2c I can use a limited range of rhetorical devices e.g., <i>signposting</i> .	LAP 14.3c I can use a wide range of rhetorical devices e.g., <i>parallelism, list of three, questions</i> .

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

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

Appendix 3: Official Textbooks

Here is the list of textbooks teachers are to use with their respective classrooms. All students are entitled to textbooks, and they are indeed one of the many tools which should help teachers deliver the curriculum and ensure students' entitlement. Teachers are highly encouraged to use relevant, meaningful and age-appropriate supplementary material including authentic texts and realia in their classrooms.

	CCP	Level 1-2 (Track 1)	Level 2-3 (Track 2 & 3)
Year 7	Right On 1	On Screen 2	New Close-Up B1
Year 8	Right On 2	On Screen 3	New Close-Up B1+
Year 9	Right On 3	On Screen B1	New Close-Up B2
Year 10	Right On 4	On Screen B1+	New Close-Up B2+
Year 11	On Screen 3	On Screen B2	Close Up C1

Appendix 4:

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 Year 9, there are two Annual Literature exam papers – one set at LEVEL 1-2 and the other at LEVEL 2-3 as described in the table below:

Literature assessment in Year 9 Annual Examination (as from scholastic year 2022-2023)	
LEVEL 1-2	A separate one-and-a half 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
LEVEL 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

POETRY

LEVEL 1-2		
YEAR 9	YEAR 10	YEAR 11
<i>The Sea</i> by James Reeves	<i>We Refugees</i> by Benjamin Zephaniah	<i>Valentine</i> by Carol Ann Duffy
<i>First Day at School</i> by Roger McGough	<i>Slow Reader</i> by Vicki Feaver	<i>Caged Bird</i> by Maya Angelou
<i>Fireworks</i> by James Reeves		
<i>We are Going to See the Rabbit</i> by Alan Brownjohn		

LEVEL 2 - 3		
YEAR 9	YEAR 10	YEAR 11
<i>The Sea</i> by James Reeves	<i>We Refugees</i> by Benjamin Zephaniah	<i>Ozymandias</i> by Percy Bysshe Shelley
<i>First Day at School</i> by Roger McGough	<i>Slow Reader</i> by Vicki Feaver	<i>Sonnet LX</i> by William Shakespeare
<i>Fireworks</i> by James Reeves	<i>Valentine</i> by Carol Ann Duffy	<i>Dulce et Decorum Est</i> by Wilfred Owen
<i>Night mail</i> by W.H. Auden	<i>Caged Bird</i> by Maya Angelou	
<i>We are Going to See the Rabbit</i> by Alan Brownjohn		

PROSE*

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

*Teachers teaching Year 9 might wish to start two Short Stories (e.g. Murder Mysteries). However, these will not be assessed in the Year 9 annual literature exam.

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: • <i>Macbeth</i> • <i>The Merchant of Venice</i>

*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 following table shows an overview of literary devices to be covered from Year 7 to Year 11.

Devices introduced in a particular year are shaded in grey. 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 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 Level 1-2 course.*

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

Year 7	Year 8	Year 9	Year 10	Year 11
Literary elements				
theme	theme	theme	theme	theme
subject	subject	subject	subject	subject
			style*	style*
character/s – main, secondary, minor, protagonist, antagonist, flat, round	character/s – main, secondary, minor, protagonist, antagonist, flat, round	character/s – main, secondary, minor, protagonist, antagonist, flat, round	character/s – main, secondary, minor, protagonist, antagonist, flat, round	character/s – main, secondary, minor, protagonist, antagonist, flat, round
	character development; compare and contrast characters	character development; compare and contrast characters	character development; compare and contrast characters	character development; compare and contrast characters
plot elements (exposition, rising action, climax, resolution)	plot elements (exposition, rising action, climax, resolution)	plot elements (exposition, rising action, climax, resolution)	plot elements (exposition, rising action, climax, resolution)	plot elements (exposition, rising action, climax, resolution)
		plot elements (conflict, anti-climax)	plot elements (conflict, anti-climax)	plot elements (conflict, anti-climax)
	changes in plot; plot twist	changes in plot; plot twist	changes in plot; plot twist	changes in plot; plot twist
mood	mood	mood	mood	mood
tone	tone	tone	tone	tone
atmosphere	atmosphere	atmosphere	atmosphere	atmosphere
	foreshadowing; flashback; flashforward	foreshadowing; flashback, flashforward	foreshadowing; flashback; flashforward	foreshadowing; flashback; flashforward
		suspense	suspense	suspense

setting	changes in setting; descriptive detail in setting	changes in setting; descriptive detail in setting	changes in setting; descriptive detail in setting	changes in setting; descriptive detail in setting
staging (stage directions)	staging (stage directions)	staging (stage directions)	staging (stage directions)	staging (stage directions)
dialogue (play script)	dialogue (play script)	dialogue (play script)	dialogue (play script)	dialogue (play script)
	monologue	monologue	monologue	monologue
			soliloquy*	soliloquy*
	different perspectives (point of view); empathy	different perspectives (point of view); empathy	different perspectives (point of view); empathy	different perspectives (point of view); empathy
	first/third person narrative	first/third person narrative	first/third person narrative	first/third person narrative
		third person limited narrative*	third person limited narrative*	third person limited narrative*
		third person omniscient narrative*	third person omniscient narrative*	third person omniscient narrative*
Literary techniques				
connotation	connotation	connotation	connotation	connotation
		rhetorical question	rhetorical question	rhetorical question
	repetition, anaphora	repetition, anaphora	repetition, anaphora	repetition, anaphora
		diction	diction	diction
			allusion*	allusion*
			symbolism, allegory, motif	symbolism, allegory, motif
simile; metaphor; personification	simile; metaphor; personification	simile; metaphor; personification	simile; metaphor; personification	simile; metaphor; personification
imagery	imagery	imagery; extended metaphor*	imagery; extended metaphor*	imagery; extended metaphor*
			pathetic fallacy*	pathetic fallacy*
		contrast	contrast	contrast
hyperbole	hyperbole	hyperbole	hyperbole	hyperbole
	humour	humour	humour	humour
		black humour*	black humour*	black humour*
			pun and wit*	pun and wit*
		dramatic irony*	dramatic irony*	dramatic irony*
			irony*	irony*
			oxymoron; paradox*	oxymoron; paradox*
rhyme (end rhyme, internal rhyme)	rhyme (end rhyme, internal rhyme)	rhyme (end rhyme, internal rhyme)	rhyme (end rhyme, internal rhyme)	rhyme (end rhyme, internal rhyme)
intonation; rhyme pattern (e.g., couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))	intonation; rhyme pattern (e.g., couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))	intonation; rhyme pattern (e.g., couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))	intonation; rhyme pattern (couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))	intonation; rhyme pattern (couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))
	rhyming couplet	rhyming couplet	rhyming couplet	rhyming couplet
punctuation	punctuation	punctuation	punctuation	punctuation

	run-on line (enjambment), end-stopped line	run-on line (enjambment), end-stopped line*	run-on line (enjambment), end-stopped line *	run-on line (enjambment), end-stopped line*
			caesura*	caesura*
rhythm (fast/slow/regular)	rhythm (fast/slow/regular)	rhythm (fast/slow/regular)	rhythm (fast/slow/regular)	rhythm (fast/slow/regular)
		iambic pentameter*	iambic pentameter*	iambic pentameter*
alliteration	alliteration	alliteration	alliteration	alliteration
		assonance*	assonance*	assonance*
onomatopoeia	onomatopoeia	onomatopoeia	onomatopoeia	onomatopoeia
Literary Genres				
prose (chapters)	prose (chapters)	prose (chapters)	prose (chapters)	prose (chapters)
poetry (lines, stanza)	poetry (lines, stanza)	poetry (lines, stanza)	poetry (lines, stanza)	poetry (lines, stanza)
drama (act, scene)	drama (act, scene)	drama (act, scene)	drama (act, scene)	drama (act, scene)
		fable	fable	fable
		comedy	comedy	comedy
			comic relief	comic relief
		tragedy	tragedy	tragedy
			tragic flaw	tragic flaw
			satire	satire*
Poetic forms				
free and formal verse	free and formal verse	free and formal verse	free and formal verse	free and formal verse
		blank verse*	blank verse*	blank verse*
		Sonnet** (Shakespearean sonnet and Petrarchan sonnet; including terms such as quatrain/sestet/octave/volta)	Sonnet** (Shakespearean sonnet and Petrarchan sonnet; including terms such as quatrain/sestet/octave/volta)	Sonnet** (Shakespearean sonnet and Petrarchan sonnet; including terms such as quatrain/sestet/octave/volta)
		limerick	limerick	limerick
			elegy	elegy

Teachers play a crucial role in helping students develop both lower-order and higher-order analytical literary skills by guiding them through the study of poems, full prose texts, and drama texts. Literary texts studied in class are typically analysed with guidance and necessary scaffolding, focusing on understanding themes, settings, characterisation and development, plot, literary structures, and techniques as outlined on pages 43-45. The set texts should help address all of the aforementioned skills within the right context. These do not include any unseen text tasks teachers may assign throughout the year. Unprepared or unseen texts, which could be poems or extracts from prose or drama texts, are used to **evaluate** a student's ability to **independently apply** these analytical skills to new and unfamiliar material. Therefore, any literary text discussed in class cannot be considered as an unseen or unprepared text, as it would no longer remain so following classroom discussion.

Appendix 5:

Assessment Plan for Year 9

CONTENTS	CONTINUOUS ASSESSMENT Number of LOs to be reported on (Please refer to page 48)	CONTINUOUS ASSESSMENT 100 marks	SUMMATIVE ASSESSMENT 100 marks
LANGUAGE	1 READING LO 1 WRITING LO 1 LISTENING LO 1 SPEAKING LO	100 marks	Language Paper 100 marks
LITERATURE	2 LITERATURE LOs	100 marks	Literature Paper 100 marks
YEAR 9 LEVEL 1-2 / LEVEL 2-3			

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 AC codes which are to be reported on per term but not necessarily in this order. Please note that the Assessment Criteria selected to be **reported on** are at Level 2 so that they are common to all. This does not exclude the teacher from assessing students either at LEVEL 1 or LEVEL 3 as required.

	TERM 1	TERM 2	TERM 3
<i>Listening</i>	L9.2c I can follow narratives in a chronological sequence.		
<i>Speaking</i>		S10.2g I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.	
<i>Reading</i>			R6.2c I can explain the effect of the writer's choice of language in a text.
<i>Writing</i>		W1.2f I can respond in writing to an input including visuals and graphics.	
<i>Literature</i>	LIT6.2d I can describe how the different literary devices in an unseen text contribute to the main theme or character.		LIT4.2c I can recommend a text to a particular audience by referring to different features. e.g., genre, etc.
TOTAL	2	2	2

ASSESSMENT PLAN FOR YEAR 9 LEVEL 1-2 / LEVEL 2-3

In scholastic year 2022-2023, the annual examination for Year 9 CCP 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 AC codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
<i>Listening</i>		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.
<i>Speaking</i>	CCPS9.2: I can describe myself 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?	
<i>Reading</i>	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.	
<i>Writing</i>	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.
<i>Literature</i>	CCPLIT9.7: I can express my opinion on the plot / character in a literary text.		CCPLIT9.10: I can identify the differences between poetry, prose and drama.
TOTAL	4	3	3
ASSESSMENT PLAN FOR YEAR 9 CCP			

APART FROM THE 6 ASSESSMENT CRITERIA IDENTIFIED ON PAGE 48, 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 levels. Every task should in itself help teach, consolidate or apply knowledge and skills taught. They are also meant to make judgements about students' learning process and provide all stakeholders with formative feedback about the learning and teaching process to ultimately improve learning.

Here are some suggestions of how you can assess the Learning Outcomes for each strand.

DIFFERENT MODES OF ASSESSMENT

LISTENING

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.

SPEAKING

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)		Formal letter/email of request for information (LO 1c, 2i, 2j)
Email / Message of invitation (LO 1c, 1d, 1f)		Assessment report (LO 1c, 1f, 2i, 2j)
Itinerary (LO 1c, 1f, 2i, 2j)		Informal letter/email of advice/suggestions (LO 1c, 1f, 2i, 2j)
Caption (LO 1c, 1d, 1f)		Argumentative article (LO 1c, 1 d, 2i, 2j)
Comment / Post on social media (LO 1c, 1f, 2i, 2j)		Book / Play / Performance review (LO 1c, 2i, 2j) (done in literature)
		Short Story (LO 1c, 1 d, 2i, 2j)
		Travel Blog (LO 1C, 1D, 1F, 2I, 2J)

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 53 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:
LEVEL 1-2: 160- 180 words	LEVEL 1-2: 50 – 60 words	LEVEL 1-2: 40-50 words
LEVEL 2-3: 240 - 290 words	LEVEL 2-3: 70 – 80 words	LEVEL 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.

Appendix 6:

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 53), 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 LEVEL 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 tables below include the different components of each paper:

English Language: LEVEL 1-2		Duration (2hrs 30 mins)	Marks (100)	2 hours
SPEAKING	Task 1: Warmer (Not assessed) Task 2: Role Play (LO 10 / LO 11) Task 3: Long Turn (LO 10) (2 minutes)	10 mins	20	
Section A: LISTENING***	Text A1 (Long – approx... 3 minutes) (audio / audio-visual)	20 mins	20	
Section B: READING**	Text B1 (non-continuous / continuous) Text B2 (non-continuous / continuous) A summary (written in paragraph format) will be included with either Text B1 or Text B2 Task B3 Compare and Contrast	75 mins	30	
Section C: WRITING	Task C1: Short Task C2: Long (choice of 3 different text types)	45 mins	10 20	

English Literature**: LEVEL 1-2		Duration	Marks
		(1 hr 30 mins)	(100)
Task 1: Text review	30 mins	34	
Task 2: Short appreciation of one set poem	30 mins	34	
Task 3: Questions on one unseen prose text	30 mins	32	

** Texts are provided in a separate source booklet. *** The listening task will be on a separate sheet of paper and not attached to the main written paper. The Listening task will be done during the same session of the main paper (i.e., prior to or exactly following the main session).

As from 2023, the Year 9 Annual Examination pegged at LEVEL 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 tables below include the different components of each paper:

English Language: LEVEL 2-3		Duration (2hrs 30 mins)	Marks (100)	
2 hours SPEAKING Section A: LISTENING*** Section B: READING** Section C: WRITING	Task 1: Warmer (Not assessed) Task 2: Role Play (LO 10 / LO 11) Task 3: Long Turn (LO 10) (2 minutes)	10 mins	20	
	Text A1 (Long – approx... 3 minutes) (audio / audio-visual)	20 mins	20	
	Text B1 (non-continuous / continuous) Text B2 (non-continuous / continuous) A summary (written in paragraph format) will be included with either Text B1 or Text B2 Task B3 Compare and Contrast****	75 mins	30	
	Task C1: Short Task C2: Long (choice of 3 different text types)	45 mins	10 20	

English Literature**: LEVEL 2-3		Duration (2 hrs)	Marks (100)	
	Task 1: Text review	40 mins	34	
	Task 2: Appreciation of one set poem	40 mins	34	
	Task 3: Questions on one unseen prose text	40 mins	32	

** Texts are provided in a separate source booklet. *** The listening task will be on a separate sheet of paper and not attached to the main written paper. The Listening task will be done during the same session of the main paper (i.e., prior to or exactly following the main session). **** The C&C task will include a table for students to tick and a question in which students need to write a short (guided) paragraph on any of the elements i.e., purpose, audience, organisation & structure.

Appendix 7:

Exemplar Scheme of Work and Resources

To access and download the **Exemplar Scheme Of Work**, and a **Specimen Examination Paper**, please visit our website via these links: <https://taleinmalta.wixsite.com/elrc/specimen-papers>. 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.

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