

English

English

Years 9 – 13

SĀMOA SECONDARY SCHOOL CURRICULUM

Curriculum Materials and Assessment Division
Ministry of Education, Sports and Culture

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Funding provided by NZAID under the Sāmoa Official Development Assistance Programme.

Project Contractor: Auckland UniServices Ltd.

February 2004

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INTRODUCTION

CURRICULUM PRINCIPLES

This English curriculum is based on the Principles of the Sāmoa Secondary School Curriculum stated in the *Sāmoa Secondary School Curriculum: Overview Document*. The Principles are that the curriculum:

- provides a challenge for all students and allows for individual differences;
- fosters and enhances the self-concept of all learners, and encourages them to be self-directed in their learning;
- provides all learners with a broad and balanced general education;
- will be based on what is best in Sāmoan tradition: fa'a Sāmoa;
- will be responsive to change so that it is relevant to the needs of the individual learner, to the well-being of the community, and ultimately to national development;
- provides for flexibility taking into account the context in which schools operate and the resources available to them;
- establishes a direction for learning and ensures each learner's school experience progresses in a systematic and coherent way;
- promotes the presentation of essential knowledge by means of a systematic bilingualism only when it is necessary;
- promotes language learning in all areas of the curriculum;
- encourages the use of good assessment practice;
- reflects the need to be inclusive.

SCOPE OF THE CURRICULUM STATEMENT

The national curriculum is made up of:

- the Curriculum Overview Document which outlines the framework of underlying principles and required learning areas;
- a set of subject curriculum statements which defines the learning principles, specific aims, and achievement objectives which all Sāmoan schools are required to follow.

This English curriculum sets out progressions of skills and knowledge about language for students to achieve at school. This curriculum statement applies to:

- all secondary schools in Sāmoa;
- all students regardless of gender, ethnicity, belief, ability, social or cultural background;
- Years 9-13.



Each school provides programmes of learning which may be part, or all of the national curriculum, in response to local needs, priorities, and resources. Programmes developed by schools must provide learning experiences and opportunities that enable students to achieve the standards in the national curriculum. The English Curriculum Statement fits into the following curriculum and teaching hierarchy:

National Curriculum

Establishes the nation's goals and direction for the curriculum;

Subject Curriculum

Articulates the goals and standards for English at a national level;

School Programme

Ensures that the school has a programme that will see the English curriculum taught at all levels and to all students;

Classroom Programme

The plans of each teacher to teach and assess the programme in his or her classroom to the specific students for which they are responsible.

ORGANISATION OF THE ENGLISH CURRICULUM STATEMENT

The English curriculum statement provides information for teachers, students, parents, families and the wider world of work and study. The curriculum sets out what students are expected to be able to do in English classrooms from years 9 – 13.

The curriculum statement is organised to show the:

- 1 Aims of the curriculum;
- 2 Organising strands of the curriculum;
- 3 Specific aims within each strand;
- 4 Achievement objectives at each year level.

STRANDS

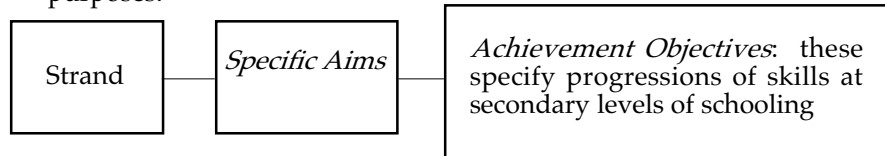
The curriculum statement is divided into three strands:

- a) speaking and listening;
- b) reading and writing; and
- c) viewing and presenting.



SPECIFIC AIMS

Each strand has specific aims. These aims group broad progressions of achievement objectives at each year level. Most language situations are a complex mix of activities. Therefore, a range of achievement objectives from some or all of the strands will be woven together into learning situations, activities and experiences. This integration helps enrich students' experiences and skills in English for both social and academic purposes.



GENERAL AIMS

Students should be able to:

- **Enjoy, appreciate and use** varieties of English competently and proficiently for both social and academic purposes;
- **Understand, respond to, engage with and use** oral, written and visual language effectively in a wide range of contexts.

To achieve these aims students will:

- Develop their knowledge about, and control of, language, its varieties, conventions and grammar. They will also develop skills in using language for a range of purposes, both academic and personal including responding to a variety of texts;
- Develop an understanding of the grammar and conventions of English for both social and academic purposes, in a range of contexts;
- Develop an understanding of how language varies according to the user, audience, setting and purpose;
- Respond personally to and think critically about a range of texts, including literary texts;
- Use a range of language skills to find, use and communicate information for a variety of purposes, settings and audiences;
- Understand and appreciate English through experiencing a broad range of texts.

THE THREE STRANDS AND SPECIFIC AIMS

The curriculum is divided into three strands: Speaking and Listening; Reading and Writing; Viewing and Presenting. Each strand has specific aims which interpret what it is to learn English. Each strand contains terms that are expanded in a glossary. This glossary also suggests some contexts or situations for learning. It is important that teachers are familiar with all sections of the curriculum statement.



STRAND 1: SPEAKING AND LISTENING

This strand focuses on the oral forms of language. It expects that students will have a range of opportunities to practise speaking and listening in order to develop proficiency in spoken forms of English. Such contexts will range from conversational uses (social purposes) to formal seminars (academic purposes). It is expected that both informal and formal language will overlap in the student's study of the social and academic purposes of the English language.

Specific Aims:

- Social Purposes: Interpersonal speaking and listening.
- Academic Purposes: Formal speaking and listening.

STRAND 2: READING AND WRITING

This strand focuses on written forms of English and aims to develop students' skills in reading, understanding, manipulating and creating written texts in English. It expects that teachers will provide opportunities for students to increase their proficiency in reading and writing across a range of written texts, both formal and imaginative.

Specific Aims

- Developing writing skills;
- Developing vocabulary and grammar;
- Paraphrasing to specify core meaning;
- Respond to text by investigating form and meaning;
- Understand genre by investigating form and meaning;
- Accessing and using information.

STRAND 3: VIEWING AND PRESENTING

This strand focuses on the ways meaning is expressed in visual ways, through combining words and images. It expects that students will have opportunities to investigate and create visual texts like dramatising scenes from plays, or creating static images (posters, advertisements, book covers, storyboards) or moving images like TV advertisements.

Specific Aims

- Understanding the conventions that convey meaning through the viewing of a variety of media;
- Conveying meaning by using conventions in the presenting of a variety of media.



APPROACHES TO TEACHING AND LEARNING

The national curriculum is aimed at enabling students to learn as effectively as possible. Learning is a process by which skills, knowledge and understanding are developed. Students learn best when they take action themselves to generate and create meaning, and to apply the new knowledge in meaningful situations. Teaching practices must aim for effective learning. This assumes that:

- language is learned best in settings that require students to use a variety of language;
- in the classroom this means an emphasis on discussion, working in groups, talking about the area of learning;
- the production aspect of English language is of high importance;
- the content must be relevant and appropriate to the students world.

Students are more likely to be involved in effective learning if teachers use activities such as discussion, investigation and reflection, problem solving and peer work. These types of activities help students to think deeply about, and work meaningfully with, the content they are learning.

LANGUAGE AND LEARNING

The language associated with learning is often abstract and demanding for learners. For students who must learn through the medium of their second language, English, learning is even more complex. Such students are required to develop English language for school learning while coping with the requirements of content learning.

They must use English to reason through to conclusions, read and understand expository texts, develop arguments, analyse, synthesise and evaluate ideas. Furthermore they are assessed in English on how well they express themselves in writing as well as orally and visually. English for second language learners may take at least 5 to 7 years to develop English language skills for academic learning compared to those students whose first language is English.

All students must develop the language associated with learning in English. The language students will need in order to:

- understand;
- talk about English; and
- participate effectively in learning activities;

should be identified and taught together with the appropriate content. In this way language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.



An effective English language programme will have these features:

- a planned integration of content and language learning in interesting contexts;
- the provision of opportunities for students to use language for both social and academic purposes;
- a range of activities which develop understanding by integrating listening and reading, speaking and writing, viewing and presenting;
- focused instruction on language structures from word forms and meanings to sentence patterns, to whole texts, and the structures and conventions that go with them;
- opportunities in learning activities for students to interact with each other in English;
- frequent opportunities for meaningful interaction between teachers and students, with teachers modelling the correct use of English in speech and writing.

ENGLISH AS A SECOND LANGUAGE

Most students in Sāmoa are learning English as their second language. Some points should therefore be made clear:

- being competent in a first language is an important basis for learning other languages. This means that the first language is a useful aid for understanding, making assumptions and deriving conclusions about English, especially in the early stages of acquisition;
- it takes about 2–3 years to develop competence in another language for social purposes, but 5–7 years to develop language skills for academic purposes;
- as students progress to higher levels of language learning and learning programmes become increasingly difficult, concepts become more abstract, and the academic uses of English become more pronounced. This means that the explicitness of the language teaching becomes more crucial and instruction must focus increasingly on meaning as well as on language forms or grammar;
- each period of English learning should introduce, develop, or reinforce a language learning focus. This will involve the teacher in planning his/her lessons to ensure that each lesson has structure, uses a range of teaching and learning strategies, and has an interactive role for students. The aim must be to foster an atmosphere of trust so that learners can take risks in trying out the new language;
- every school's English programme at each level should engage students in talking in English and in using new vocabulary, structures and skills, in a range of ways that should combine aspects of spoken, written, and visual forms of language;
- all teachers should be made aware of the importance of focusing on language learning in their particular subject area;



- a variety of relevant language sources should be used to stimulate learning and language development;
- Cultural differences and similarities need to be made explicit and valued as students develop understanding of the new language;
- assessment practices should be varied, and related to the requirements of the curriculum and the school programme.

GENDER ISSUES

The *Sāmoa Secondary School Curriculum: Overview Document* requires education to be gender-inclusive. This means that students should not be excluded from developing good self-esteem or from participating fully and successfully in learning because of narrow gender stereotypes.

Consequently, resources and materials used with this curriculum should not be gender-biased wherever possible. They must give learners the opportunities to understand how males and females can have a wide range of occupations, tasks and responsibilities and use gender-neutral language where appropriate.

School programmes and classroom learning tasks should reflect the diversity of roles available to women and men and girls and boys. Teachers need to ensure that gender is not an obstacle to learning, success, or individual value.

ASSESSMENT AND EVALUATION

Assessment is the process of gathering meaningful information which is used to make judgements on aspects of the learning cycle such as learners' performance against the achievement objectives and the quality and effectiveness of learning programmes. Assessment and evaluation of English teaching and learning must reflect the principles in the *Sāmoa Secondary School Curriculum: Overview Document*.

The national curriculum recognises the relationship between the principles and purposes of the curriculum and methods of assessment. Assessment methods are an important factor in influencing and constraining teaching methods. The aspects that are assessed in English are seen as the most important skills. The way assessment is conducted emphasises the need to gain the skills that are assessed. Written examinations focus on a narrow range of knowledge and skills that can be assessed in written forms. The domination of assessment by pen and paper examinations legitimises the focus on a narrow range of skills and as a result confirms a narrow range of teaching methods.



It is important therefore that:

- a range of assessment procedures is used to provide useful information on students' progress against the achievement objectives stated in the English strands;
- skills and knowledge such as independent inquiry, oral language, and many practical skills need to be assessed. These are not easily assessed by examination and need assessment through school-based activities;
- opportunities for retesting of students should be regularly provided;
- assessment and evaluation be ongoing and help improve the ways in which English programmes are meeting the students' needs;
- where appropriate, families and communities be involved as participants in the assessment and evaluation process;
- students be involved in the assessment of their own progress in English (including peer assessment).

Effective assessment in English seeks to:

- be valid, reliable and relevant;
- help students and teachers focus better on learning;
- criteria for assessment should be provided and explained in detail by the teacher for the students, before and after the task is undertaken;
- be rewarding - in terms of offering guidance about progress and skills;
- give feedback.

Teachers should evaluate their programmes and adjust their teaching strategies accordingly.

EVALUATION

Evaluation is used to measure the success or otherwise of programmes or units. It requires a teacher to judge what worked well, how well the teaching improved students' learning, and what needs changing to improve the unit or programme for next time. Teachers should involve colleagues and students in the process of evaluation by asking them for their feedback on how well their learning needs were met. Where possible the opinions of colleagues should be sought as to the effectiveness or otherwise of achieving learning objectives. Self evaluation is also critical in clarifying the achievement or non achievement of set objectives.

Evaluation is also important in ascertaining the degree to which the student or the learning programme has achieved the objectives established in the curriculum.



English

Strands, Aims and Achievement Objectives

for Years 9 - 13



SPEAKING AND LISTENING

AIM: Through SPEAKING AND LISTENING students will experience and learn about:

1. Social purposes of language,
2. Academic purpose of language.

Year 9

Year 10

Year 11

Achievement Objective 1: Social purposes of language.

Students will demonstrate knowledge and understanding of how to use the English language:

To convey and receive basic information in interpersonal speaking and listening when they:

- listen, respond to and ask simple questions in informal settings (e.g., over the telephone or in small group discussions);
- recognise and practise appropriate turn-taking cues to support conversations;
- use appropriate vocabulary, clear pronunciation and structures to express ideas, meaning and feelings in informal settings.

To convey and receive a range of detailed information in interpersonal speaking and listening when they:

- listen, respond to and ask detailed questions in order to gain and give information;
- use appropriate turn-taking cues to support conversations;
- apply appropriate vocabulary, structures, intonation and pronunciation to convey meaning, ideas and feelings;
- discuss ideas and responses informally in group discussions and record main points.

In both formal and informal settings to convey and receive complex information in interpersonal speaking and listening when they:

- listen to and respond to ideas, information and feelings of others, by using appropriate pronunciation, informal and formal language structures and intonation patterns to convey meaning, ideas and feelings;
- use appropriate turn-taking cues to support conversations or discussions.

| Year 12 | Year 13 |
|--|---|
| <p>Formally and informally to participate in complex social interaction involving both speaking and listening when they:</p> <ul style="list-style-type: none"> • identify and respond to key ideas and feelings in complex formal and informal interpersonal discussions, by expressing and interpreting appropriate language and turn-taking conventions; • analyse and record the main points from discussions. | <p>Formally and informally to show familiarity with a wide variety of speaking and listening techniques, when they:</p> <ul style="list-style-type: none"> • identify and respond to a variety of communication types, in both formal and informal social settings, such as greetings, interviews and workplace communications language, indicating clearly an understanding of key ideas, techniques and responses inherent in such spoken interchanges; • analyse and record accurately the key ideas, techniques and responses arising from various examples of both formal and informal spoken English. |

SPEAKING AND LISTENING

Year 9

Year 10

Year 11

Achievement Objective 2: Academic Purpose of English.

Students will demonstrate knowledge and understanding of how to use the English language:

To convey and receive simple information in academic situations using formal speaking and listening when they:

- prepare, deliver and respond to simple explanations or information using appropriate formal structures and language;
- understand, use and respond to oral instructions and questions;
- recognise and use appropriate speech and delivery techniques to convey simple explanations or information.

To convey and receive a range of detailed information in academic situations using formal speaking and listening when they:

- prepare, deliver and respond to a range of detailed explanations, descriptions, reports, instructions or questions, using appropriate speech and delivery techniques to convey meaning.

In both formal and informal settings to convey and receive complex information in academic discussion when they:

- prepare and deliver formal speeches, debates, or interviews using appropriate language conventions and speech and delivery techniques to convey meaning;
- participate in informal discussion about the manner in which the formal use of language affects an audience's understanding of the message being conveyed.

| Year 12 | Year 13 |
|--|--|
| | |
| <p>Formally and informally to participate in complex academic situations involving both speaking and listening when they:</p> <ul style="list-style-type: none"> • prepare and deliver speeches, debates, seminars or interviews using appropriate language conventions and speech and delivery techniques to convey meaning and hold an audience’s attention; • analyse and record main ideas from speeches, debates, seminars or interviews. | <p>Formally and informally to participate in the advanced skills of diverse situations involving both speaking and listening when they:</p> <ul style="list-style-type: none"> • prepare and deliver oral instructions, speeches, lectures, sermons, debates, reports and provide questions and suitable responses in interview situations, using appropriate language conventions for each type; • analyse and record accurately the main ideas inherent in instructions, speeches, lectures, sermons, debates, reports and interviews. |

READING AND WRITING

AIM: Through READING AND WRITING students will:

1. Develop writing skills;
2. Develop vocabulary and grammar;
3. Paraphrase to specify core meaning;
4. Respond to text by investigating form and meaning;
5. Understand genre by investigating form and meaning;
6. Access and use information.

Year 9

Year 10

Year 11

Achievement Objective 1. Develop writing skills.

Students will demonstrate knowledge and understanding of how to use the English language:

Appropriate paragraph structure and the stages of the writing process to write simple factual and imaginative paragraphs when they:

- understand and practise formal paragraphing style i.e., statement, explanation, example;
- write both factual and imaginative paragraphs that use a variety of sentence patterns and begin to sequence ideas;
- practise stages of the writing process e.g., pre-writing, drafting, editing.

Paragraph structure, linkage and the writing process to write accurate and informative paragraphs when they:

- use appropriate formal paragraphing style to convey information and detail;
- write both factual and imaginative paragraphs that convey meaning and use a variety of sentence patterns and sentence beginnings;
- write formal and imaginative paragraphs that link and sequence ideas appropriately;
- use stages of the writing process e.g., prewriting, drafting and use editing techniques to improve the accuracy and coherence of their own and others' written texts.

Writing process, paragraph and essay structure and linkage to write cohesive and imaginative texts when they:

- combine paragraphs into formal essay structures, using an introduction, body and conclusion for formal purposes;
- combine paragraphs into cohesive imaginative texts using a variety of sentence patterns, sentence beginnings and sequencing techniques;
- identify and understand specific exam language and instructions;
- use stages of the writing process e.g., prewriting and drafting and use editing techniques to improve the accuracy and coherence of their own and others' written texts.

| Year 12 | Year 13 |
|---|--|
| <p>Writing process, paragraph and essay structure to write a variety of accurate, cohesive and imaginative texts when they:</p> <ul style="list-style-type: none"> • combine effective paragraphs into writing for a variety of formal purposes using an introduction, body and conclusions; • combine paragraphs into cohesive imaginative texts, using a variety of sentence patterns and sequencing techniques; • understand exam language, and techniques and expectations of questions; • use stages of the writing process e.g., prewriting, drafting, editing, proof-reading - to enhance the quality of their writing; • present accurately written and logically structured work. | <p>Writing processes, paragraphing, essay structure and writing and comprehension, in a variety of different registers when they:</p> <ul style="list-style-type: none"> • develop a curiosity about English words and their meanings, origins and correct usage and use this interest to increase their own vocabulary range; • write in English fluently, accurately and coherently, in a variety of styles for a range of purposes, such as reports, letters, expository essays, work applications and workplace language; • identify all the grammatical rules of English and apply them correctly; • fully understand the language of examinations and practise techniques of answering examination questions; • be fully conversant with the different stages of the writing process, from prewriting through several drafts, to the proof-reading stage. |

READING AND WRITING

Year 9

Year 10

Year 11

Achievement Objective 2: Develop vocabulary and grammar.

Students will demonstrate knowledge and understanding of how to use the English language:

Identify word meanings and use grammatical conventions in a variety of simple contexts when they:

- identify specific meanings of words in formal and colloquial contexts, both spoken and written;
- identify examples of homonyms, synonyms and antonyms as used in specific texts;
- identify and use suffixes and prefixes and understand their functions in verbs, adjectives and nouns to convey meaning in specific factual (e.g., instructions) and imaginative texts, (e.g., myths);
- identify, label and use simple and compound sentences using appropriate punctuation and conjunctions in specific factual (e.g., instructions) and imaginative texts, (e.g., myths);
- identify, label and use dialogue effectively, incorporating appropriate punctuation;
- revise the 2000 basic word list, and add new vocabulary.

Identify and understand word meanings in context and use grammatical conventions in a variety of complex writing situations when they:

- understand words in context, and use language in formal and colloquial contexts;
- identify, and use in context homonyms, synonyms and antonyms, prepositional phrases and adverbs of time, place, manner;
- identify and use prefixes and suffixes in a variety of word classes including tense forms in context to convey meaning, including the passive voice;
- label and use simple and compound sentences, using appropriate punctuation accurately;
- label and begin to use complex sentences, with appropriate punctuation;
- use appropriate punctuation effectively to convey meaning in dialogue;
- revise the 2000 basic word list, and add new vocabulary.

Identify how words and punctuation shape and convey meaning; use tense and grammar to clarify meaning and provide impact to writing when they:

- identify how words can be used to shape meaning in both factual and imaginative, formal and colloquial contexts;
- use specific language techniques to play on words and meanings;
- identify and use a range of tense structures to convey time, number and agreement with a sentence's subject;
- combine a variety of sentence structures to convey meaning and have impact in both factual and imaginative writing;
- use dialogue in authentic contexts, using appropriate punctuation;
- revise the 2000 basic word list, and add new vocabulary from the academic word list.

| Year 12 | Year 13 |
|---|---|
| <p>Explain and demonstrate how meaning is shaped by a variety of techniques; use a range of grammatical conventions and forms of vocabulary to write and present complex and accurate work when they:</p> <ul style="list-style-type: none"> • explain how meaning is shaped in a range of texts, both spoken and written, formal and informal; • use a variety of techniques to shape meaning in their own texts; • securely use a range of tense structures, including the passive voice, to convey meaning for specific purposes; • securely understand and use forms and functions of most word classes; • increase and use a wide vocabulary (both formal and informal, technical and general) to express opinions and ideas; • revise the 2000 basic word list, and add new vocabulary from the academic word list. | <p>Show familiarity with the ways in which meaning is influenced by different literary techniques; show familiarity with correct English grammar and usage, and use suitable forms of English and vocabulary to present an advanced level of work when they:</p> <ul style="list-style-type: none"> • identify different registers of writing, their specific purposes and the way a text's purpose affects its tone, vocabulary and layout; • write confidently using a range of tense structures and differing viewpoints, including both first person and third person techniques; • demonstrate confident use of both the dictionary and the thesaurus to widen their vocabulary and use an advanced level of English words; • be able to recognise common errors of syntax, tense and vocabulary, and to remedy such errors of written expression. |

READING AND WRITING

Year 9

Year 10

Year 11

Achievement Objective 3: Paraphrase to specify core meaning.

Students will demonstrate knowledge and understanding of how to use the English language:

Ideas and cohesive devices convey information when they:

- identify main ideas in factual (e.g., instructions or explanations) and imaginative texts (e.g., ballads, myths);
- identify ways cohesive devices convey information in factual (e.g., instructions or explanations) and imaginative texts (e.g., ballads, myths).

To use ideas and cohesive devices to convey information when they:

- identify main and supporting ideas in factual (e.g., explanation, report, magazine article) and imaginative texts (e.g., short story, extracts from novel or drama text);
- use cohesive devices to convey information in factual and imaginative texts;
- explore the concept of structure in factual and imaginative texts.

To paraphrase textual ideas and express the development of ideas when they:

- identify main and supporting ideas in a range of texts, and begin to express such ideas in their own words;
- use cohesive devices of time and sequence to express the development of ideas and structure in factual and narrative texts.

| Year 12 | Year 13 |
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| | |
| <p>To paraphrase with confidence and accuracy when they:</p> <ul style="list-style-type: none"> • confidently identify and explain main and supporting ideas from a variety of written texts in their own words; • accurately use cohesive devices to enhance meaning and structures in their own writing. | <p>To paraphrase texts confidently and accurately when they:</p> <ul style="list-style-type: none"> • read for thorough understanding, extract the central ideas from paragraphs and express these ideas succinctly, using their own words; • use cohesive devices in their own transactional and imaginative writing to improve their own writing techniques. |

READING AND WRITING

Year 9

Year 10

Year 11

Achievement Objective 4: Respond to text by investigating form and meaning.

Students will demonstrate knowledge and understanding of how to use the English language:

Simple responses to text when they:

- write simple personal responses to a variety of texts and personal experiences in diary or note form;
- make notes that attempt to predict events or consequences as preparation for other kinds of writing.

And explain their responses to text when they:

- express relevant opinions and personal experiences in note form;
- use note form to make predictions and focus on meanings through using context and word analysis.

Personal responses to, and make predictions and inferences from a variety of texts when they:

- write personal responses and opinions about factual and imaginative texts;
- recount personal experiences relevant to other texts in note form or in journal form;
- make predictions and inferences from texts in note form.

| Year 12 | Year 13 |
|--|--|
| <p>Expanded responses to, and make predictions and inferences from and conclusions about, a variety of texts when they:</p> <ul style="list-style-type: none"> • write expanded personal responses to both factual and imaginative texts using examples from texts and personal experiences and to reinforce ideas in diary or note form, and as preparation for other kinds of writing for other purposes; • make predictions, inferences from, and draw conclusions about texts. | <p>Detailed responses to, and make deductions from, and draw different conclusions about, a wide diversity of texts when they:</p> <ul style="list-style-type: none"> • identify and demonstrate how meaning is influenced by different literary techniques; • read and fully comprehend a variety of transactional writing techniques; • demonstrate the ability to use a variety of different literary and transactional techniques in their own writing. |

READING AND WRITING

Year 9

Year 10

Year 11

Achievement Objective 5: Understand genre by investigating form and meaning.

Students will demonstrate knowledge and understanding of how to use the English language:

Identify narrative and factual text forms and common forms of imagery when they:

- develop awareness of narrative forms using both poetry (e.g., ballad) and prose (e.g., myth);
- develop awareness of factual forms of texts such as instructions or explanations;
- identify common forms of imagery and sound devices in texts such as advertisements, poetry, headlines, myths.

Identify and analyse simple narrative and imaginative text forms and use simple forms of imagery when they:

- develop understanding of a variety of narrative (e.g., short story, novel) and poetry forms (e.g., lyric, free verse), and identify elements of style;
- identify features of factual texts (e.g., newspaper articles, explanations, reports);
- identify and use simple forms of imagery and sound devices as used in texts such as headlines, short stories, drama texts.

Identify and analyse a range of genre and specific literary and language techniques when they:

- show understanding of a variety of genre and their forms, both poetry and prose, imaginative and factual, by analysing and presenting examples of different texts;
- identify specific meanings in context in a variety of texts from different genre;
- identify and explain specific literary and language techniques they use and which are used in a range of texts from a variety of genre.

| Year 12 | Year 13 |
|---|---|
| <p>Analyse and explain specific elements of genre and the use of literary techniques when they:</p> <ul style="list-style-type: none"> • explain and examine specific elements of a range of literary and factual genre including general elements of poetry and forms of prose; • explain specific meanings in a variety of genre and their forms; • describe effects of literary techniques using some relevant details from relevant texts from a variety of genre. | <p>Analyse and explain in detail specific elements of different literary genre and the techniques inherent in such genre when they:</p> <ul style="list-style-type: none"> • examine and explain specific characteristics of a wide range of literary and factual genre, including different forms of poetic expression and prose writing; • explain specific meanings in a wide variety of genre and forms, to show a full comprehension of the writers' styles and techniques; • describe effects of literary techniques using relevant details from texts drawn from a wide variety of genre. |

READING AND WRITING

Year 9

Year 10

Year 11

Achievement Objective 6: Access and use information.

Students will demonstrate knowledge and understanding of how to use the English language:

The formal structure of books and the use of a dictionary when they:

- understand how to find and identify words and appropriate meanings in a dictionary;
- understand the parts of books and their functions or purpose, in fiction, non-fiction and reference texts.

Basic research skills when they:

- understand basic research skills to find, select, arrange and present information;
- use a dictionary to identify parts of speech, pronunciation and appropriate meanings in context;
- conduct simple research using library and other community resources.

Complex research skills when they:

- use a dictionary and thesaurus to identify appropriate meanings in context;
- develop skills of note-making, skimming for gist and scanning text to identify key information;
- develop research methods in order to conduct and complete research, using referencing techniques and effective presentation forms;
- keep a log of steps and sources used.

| Year 12 | Year 13 |
|--|--|
| <p>The use of a range of research skills and sources when they:</p> <ul style="list-style-type: none"> • use a dictionary and thesaurus to identify word classes, meanings, synonyms and antonyms for specific contexts; • identify and use both primary and secondary sources in a research investigation using appropriate methods; • keep a log of steps taken and sources used. | <p>The use of a wide range of research skills and sources of information when they:</p> <ul style="list-style-type: none"> • are fully aware of the range of resources available when they are undertaking individual or group research; • can confidently obtain and interpret information from a wide variety of sources such as texts, libraries/ resource centres, the internet, newspapers, magazines, television and radio, videos and film; • maintain a log which fully documents the steps taken and the resources used in the course of their research. |

VIEWING AND PRESENTING

AIM: Through VIEWING students will be able to:

1. Understand conventions that convey meaning in a variety of media.
2. Convey meaning by using appropriate conventions in a variety of media.

Year 9

Year 10

Year 11

Achievement Objective 1. Understand conventions that convey meaning in a variety of media.

Students will demonstrate knowledge and understanding of how to use the English language:

Identify simple conventions that convey meaning when they:

- identify conventions that convey meaning in a display advertisement, poster or book cover;
- identify conventions that convey meaning in a ritual, ceremony or dramatic performance.

Identify and describe simple conventions conveying meaning in a range of visual texts when they:

- identify and describe conventions of a newspaper front page to convey meaning and impact;
- identify and describe conventions to convey meaning in a film, episode of a television programme, documentary or news programme.

Describe, analyse and explain conventions conveying meaning in a range of visual texts when they:

- describe and explain how specific conventions convey meaning in a range of visual texts (e.g., drama, advertisement, magazine, brochures, newspapers).

| Year 12 | Year 13 |
|---|--|
| <p>Analyse and explain complex conventions conveying meaning in a range of visual texts when they:</p> <ul style="list-style-type: none"> analyse conventions of a range of visual texts and explain how they convey meaning (e.g., advertisement, tv programme, newspaper, drama) for specific effects or purposes. | <p>Analyse and explain advanced conventions conveying meaning in a wide variety of visual texts when they:</p> <ul style="list-style-type: none"> interpret a range of visual texts in order to show a full understanding of the techniques they use; be able to judge the value and quality of the material viewed, using set criteria as the basis for their evaluation. |

VIEWING AND PRESENTING

Year 9

Year 10

Year 11

Achievement Objective 2: Convey meaning by using appropriate conventions in a variety of media.

Students will demonstrate knowledge and understanding of how to use the English language:

Use common conventions to convey meaning when they:

- use common conventions of advertisements or posters, and ceremonies or dramatic performances to convey a simple meaning.

Use conventions to create meaning in texts when they:

- use appropriate common conventions of newspapers, film, or television to create texts to convey meaning for a specific purpose.

Use conventions to convey meaning in a variety of visual texts when they:

- use a variety of conventions from a range of media to create texts which convey meaning (e.g., role play, advertisement, newspaper) to an audience.

| Year 12 | Year 13 |
|---|--|
| | |
| <p>Use conventions from a range of visual texts to convey meaning when they:</p> <ul style="list-style-type: none"> confidently use conventions from a range of visual media in texts of their own making to convey meaning (e.g., dramatic performance, storyboard for tv advertisement) for a specific audience. | <p>Use conventions from a wide range of visual texts to convey meaning when they:</p> <ul style="list-style-type: none"> confidently produce a variety of visual media forms of their own, to demonstrate a practical knowledge and understanding of these forms, including film story board, newspaper, radio transcript, television programme planning, posters and brochures, each intended for a specific audience. |

English

Achievement Objectives by Year Level

Year 9

SPEAKING AND LISTENING

SOCIAL PURPOSES OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language to convey and receive basic information in interpersonal speaking and listening when they:

- listen, respond to and ask simple questions in informal settings (e.g., over the telephone or in small group discussions);
- recognise and practise appropriate turn-taking cues to support conversations;
- use appropriate vocabulary, clear pronunciation and structures to express ideas, meaning and feelings in informal settings.

ACADEMIC PURPOSES OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language to convey and receive simple information in academic situations using formal speaking and listening when they:

- prepare, deliver and respond to simple explanations or information using appropriate formal structures and language;
- understand, use and respond to oral instructions and questions;
- recognise and use appropriate speech and delivery techniques to convey simple explanations or information.



READING AND WRITING

DEVELOPING WRITING SKILLS

Students will be able to use their understanding of appropriate paragraph structure and the stages of the writing process to write simple factual and imaginative paragraphs when they:

- understand and practise formal paragraphing style - ie, statement, explanation, example;
- write both factual and imaginative paragraphs that use a variety of sentence patterns and begin to sequence ideas;
- practise stages of the writing process - prewriting, drafting, editing.

DEVELOPING VOCABULARY AND GRAMMAR

Students will be able to identify word meanings and use grammatical conventions in a variety of simple contexts when they:

- identify specific meanings of words in formal and colloquial contexts, both spoken and written;
- identify examples of homonyms, synonyms and antonyms as used in specific texts;
- identify and use suffixes and prefixes and understand their functions in verbs, adjectives and nouns to convey meaning in specific factual (e.g., instructions) and narrative texts, (e.g., myths);
- identify, label and use simple and compound sentences, using appropriate punctuation and conjunctions in specific factual (e.g., instructions) and narrative texts, (e.g., myths);
- identify, label and use dialogue effectively, incorporating appropriate punctuation;
- revise the 2000 basic word list, and add new vocabulary.

PARAPHRASING IN INVESTIGATING FORM AND MEANING

Students will demonstrate knowledge and understanding of how ideas and cohesive devices convey information when they:

- identify main ideas in factual (e.g., instructions or explanations) and imaginative texts (e.g., ballads, myths);
- identify ways cohesive devices convey information in factual (e.g., instructions or explanations) and imaginative texts (e.g., ballads, myths).



Year 9

READING AND WRITING

RESPONDING TO TEXTS

Students will be able to write simple responses to text when they:

- write simple, personal responses to a variety of texts and personal experiences in diary or note form;
- make notes that attempt to predict events or consequences as preparation for other kinds of writing.

INVESTIGATING FORM AND MEANING

Students will demonstrate how to identify narrative and factual text forms and common forms of imagery when they:

- develop awareness of narrative forms, both poetry (e.g., ballad) and prose (e.g., myth);
- develop awareness of factual forms of texts such as instructions or explanations;
- identify common forms of imagery and sound devices in texts such as advertisements, poetry, headlines, myths.

ACCESSING AND USING INFORMATION

Students will demonstrate knowledge and understanding of the formal structure of books and the use of a dictionary when they:

- understand how to find and identify words and appropriate meanings in a dictionary;
- understand the parts of books and their functions or purpose in fiction, non-fiction and reference texts.



VIEWING AND PRESENTING

UNDERSTANDING CONVENTIONS THAT CONVEY MEANING

Students will be able to identify simple conventions that convey meaning when they:

- identify conventions used to convey meaning in a display advertisement, poster or book cover;
- identify conventions used to convey meaning in a ritual or ceremony or dramatic performance.

UNDERSTANDING PRESENTATION OF MEDIA

Students will be able to use common conventions to convey meaning when they:

- use conventions of advertisements or posters, and ceremonies or dramatic performances to convey meaning.



Year 10

SPEAKING AND LISTENING

SOCIAL PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language to convey and receive basic information in interpersonal speaking and listening when they:

- listen, respond to and ask detailed questions in order to gain and give information;
- use appropriate turn-taking cues to support conversations;
- apply appropriate vocabulary, structures, intonation and pronunciation to convey meaning, ideas and feelings;
- discuss ideas and responses informally in group discussions and record main points.

ACADEMIC PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language to convey and receive a range of detailed information in academic situations using formal speaking and listening when they:

- prepare, deliver and respond to a range of detailed explanations, descriptions, reports, instructions or questions, using appropriate speech and delivery techniques to convey meaning.



READING AND WRITING**WRITING SKILLS**

Students will be able to use their understanding of paragraph structure, linkage and the writing process to write accurate and informative paragraphs when they:

- use appropriate formal paragraphing style to convey information and detail;
- write both factual and imaginative paragraphs that convey meaning, and use a variety of sentence patterns and sentence beginnings;
- write formal and imaginative paragraphs that link and sequence ideas appropriately;
- use stages of the writing process (e.g., prewriting, drafting) and use editing techniques to improve the accuracy and coherence of their own and others' written text.

VOCABULARY AND GRAMMAR

Students will be able to identify and understand word meanings in context, and use grammatical conventions in a variety of complex writing situations when they:

- understand words in context and use language in formal and colloquial contexts;
- identify and use in context homonyms, synonyms and antonyms, prepositional phrases and adverbs of time, place, manner;
- identify and use prefixes and suffixes in a variety of word classes including tense forms in context to convey meaning, including the passive voice;
- label and use simple and compound sentences, using appropriate punctuation accurately;
- label and begin to use complex sentences, with appropriate punctuation;
- use appropriate punctuation effectively to convey meaning in dialogue;
- revise the 2000 basic word list, and add new vocabulary.



Year 10

READING AND WRITING

PARAPHRASING

Students will demonstrate knowledge and understanding of how to use ideas and cohesive devices to convey information when they:

- identify main and supporting ideas in factual (e.g., explanation, report, magazine article) and imaginative texts (e.g., short story, extracts from novel or drama text);
- use cohesive devices to convey information in factual and imaginative texts;
- explore the concept of structure in factual and imaginative texts.

RESPONDING TO TEXTS

Students will be able to explain their responses to text when they:

- express relevant opinions and personal experiences in note form;
- use note form to make predictions and focus on meanings through using context and word analysis.

UNDERSTANDING GENRE

Students will demonstrate how to identify and analyse simple narrative and imaginative text forms and use simple forms of imagery when they:

- develop understanding of a variety of narrative (e.g., short story, novel) and poetry forms (e.g., lyric, free verse), and identify elements of style;
- identify features of factual texts (e.g., newspaper articles, explanations, reports);
- identify and use simple forms of imagery and sound devices as used in texts such as headlines, short stories, drama texts.

ACCESS AND USE INFORMATION

Students will demonstrate knowledge and understanding basic research skills when they:

- understand basic research skills to find, select, arrange and present information;
- use a dictionary to identify parts of speech, pronunciation and appropriate meanings in context;
- conduct simple research using library and other community resources.



VIEWING AND PRESENTING

IDENTIFYING CONVENTIONS THAT CONVEY MEANING

Students will be able to identify and describe simple conventions conveying meaning in a range of visual text when they:

- identify and describe conventions of a newspaper front page to convey meaning and impact;
- identify and describe conventions to convey meaning in a film or episode of a television programme, documentary or news programme.

USING CONVENTIONS THAT CONVEY MEANING

Students will be able to use conventions to convey meaning in texts when they:

- use appropriate common conventions of newspaper, film or television to create texts to convey meaning for a specific purpose.



Year 11

SPEAKING AND LISTENING

SOCIAL PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language to convey and receive a range of detailed information in interpersonal speaking and listening when they:

- listen to and respond to ideas, information and feelings of others, by using appropriate pronunciation, informal and formal language structures and intonation patterns to convey meaning, ideas and feelings;
- use appropriate turn-taking cues to support conversations or discussions.

ACADEMIC PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language in both formal and informal settings to convey and receive complex information in academic discussion when they:

- prepare and deliver formal speeches, debates, or interviews using appropriate language conventions, speech and delivery techniques to convey meaning;
- participate in informal discussion about the manner in which the formal use of language affects an audience's understanding of the message being conveyed.



READING AND WRITING**WRITING SKILLS**

Students will be able to use their understanding of writing process, paragraph and essay structure and linkage to write cohesive and imaginative text when they:

- combine paragraphs into formal essay structures, using an introduction, body and conclusion for formal purposes;
- combine paragraphs into cohesive imaginative texts, using a variety of sentence patterns, sentence beginnings and sequencing techniques;
- identify and understand specific exam language and instructions;
- use stages of the writing process (e.g., prewriting and drafting), and use editing techniques to improve the accuracy and coherence of their own and others' written texts.

VOCABULARY AND WRITING

Students will be able to identify how words and punctuation shape and convey meaning; use tense and grammar to clarify meaning and provide impact to writing when they:

- identify how words can be used to shape meaning in both factual and imaginative, formal and colloquial contexts;
- use specific language techniques to play on words and meanings;
- identify and use a range of tense structures to convey time, number and agreement with a sentence's subject;
- combine a variety of sentence structures to convey meaning and have impact in both factual and imaginative writing;
- use dialogue in authentic contexts, using appropriate punctuation;
- revise the 2000 basic word list, and add new vocabulary from the academic word list.

PARAPHRASING

Students will demonstrate knowledge and understanding of how to paraphrase textual ideas and express the development of ideas when they:

- identify main and supporting ideas in a range of texts, and begin to express such ideas in their own words;
- use cohesive devices of time and sequence to express the development of ideas and structure in factual and narrative texts.



Year 11

READING AND WRITING

RESPONDING TO TEXTS

Students will be able to write personal responses to, and make predictions and inferences from a variety of texts when they:

- write personal responses and opinions about factual and imaginative texts;
- recount personal experiences relevant to other texts in note form or in journal form;
- make predictions and inferences from texts in note form.

UNDERSTANDING GENRE

Students will demonstrate how to identify and analyse a range of genre and specific literary and language techniques when they:

- show understanding of a variety of genre and their forms, both poetry and prose, imaginative and factual by analysing and presenting examples of different texts;
- identify specific meanings in context in a variety of texts from different genre;
- identify and explain specific literary and language techniques they use and which are used in a range of texts from a variety of genre.

ACCESS AND USE INFORMATION

Students will demonstrate knowledge and understanding of complex research skills when they:

- use a dictionary and thesaurus to identify appropriate meanings in context;
- develop skills of note-making, skimming for gist and scanning text to identify key information;
- develop research methods in order to conduct and complete research, using referencing techniques and effective presentation forms;
- keep a log of steps and sources used.



VIEWING AND PRESENTING

IDENTIFYING CONVENTIONS THAT CONVEY MEANING

Students will be able to describe, analyse and explain conventions conveying meaning in a range of visual texts when they:

- describe and explain how specific conventions convey meaning in a range of visual texts (e.g. drama, advertisement, magazine, brochures, newspapers).

USING CONVENTIONS THAT CONVEY MEANING

Students will be able to use conventions to convey meaning in a variety of visual texts when they:

- use a variety of conventions from a range of media to create texts which convey meaning (e.g., role play, advertisement, newspaper) to an audience.



Year 12

SPEAKING AND LISTENING

SOCIAL PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language formally and informally to participate in complex social interaction involving both speaking and listening when they:

- identify and respond to key ideas and feelings in complex formal and informal interpersonal discussions, by expressing and interpreting appropriate language and turn-taking conventions;
- analyse and record the main points from discussions.

ACADEMIC PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language formally and informally to participate in complex academic situations involving both speaking and listening when they:

- prepare, and deliver speeches, debates seminars or interviews using appropriate language conventions and speech and delivery techniques to convey meaning and hold an audience's attention;
- analyse and record main ideas from speeches, debates, seminars or interviews.



READING AND WRITING**WRITING SKILLS**

Students will be able to use their understanding of writing process, paragraph and essay structure to write a variety of accurate, cohesive and imaginative texts when they:

- combine effective paragraphs into writing for a variety of formal purposes using an introduction, body and conclusions;
- combine paragraphs into cohesive imaginative texts, using a variety of sentence patterns and sequencing techniques;
- understand exam language and techniques and expectations of questions;
- use stages of the writing process (e.g., prewriting, drafting, editing, proof-reading) to enhance the quality of their writing;
- present accurate work.

VOCABULARY AND GRAMMAR

Students will be able to explain and demonstrate how meaning is shaped by a variety of techniques, and use a range of grammatical conventions and forms of vocabulary to write and present complex and accurate work when they:

- explain how meaning is shaped in a range of texts, both spoken and written, formal and informal;
- use a variety of techniques to shape meaning in their own texts;
- securely use a range of tense structures, including the passive voice, to convey meaning for specific purposes;
- securely understand forms and functions of most word classes;
- increase and use a wide vocabulary (both formal and informal, technical and general) to express opinions and ideas;
- revise the 2000 basic word list, and add new vocabulary from the academic word list.



Year 12

READING AND WRITING

PARAPHRASING

Students will demonstrate knowledge and understanding of how to paraphrase with confidence and accuracy when they:

- confidently identify and explain main and supporting ideas from a variety of written texts, in their own words;
- accurately use cohesive devices to enhance meaning and structure in their own writing.

RESPONDING TO TEXTS

Students will be able to write expanded personal responses to, and make predictions and inferences from and conclusions about, a variety of texts when they:

- write expanded personal responses to both factual and imaginative texts using examples from texts and personal experiences and to reinforce ideas in diary or note form, and as preparation for other kinds of writing for other purposes;
- make predictions and inferences, and draw conclusions about texts.

UNDERSTANDING GENRE

Students will demonstrate how to analyse and explain specific elements of genre and the use of literacy techniques when they:

- explain and examine specific elements of a range of literary and factual genre including general elements of poetry and forms of prose;
- explain specific meanings in a variety of genre and their forms;
- describe effects of literary techniques using some relevant details from relevant texts from a variety of genre.

ACCESS AND USE INFORMATION

Students will demonstrate knowledge and understanding of the use of a range of research skills and sources when they:

- use a dictionary and thesaurus to identify word classes, meanings, synonyms and antonyms for specific contexts;
- identify and use both primary and secondary sources in a research investigation using appropriate methods;
- keep a log of steps taken and sources used.



VIEWING AND PRESENTING

IDENTIFYING CONVENTIONS THAT CONVEY MEANING

Students will be able to analyse and explain complex conventions conveying meaning in a range of visual texts when they:

- analyse conventions of a range of visual texts and explain how they convey meaning (e.g., advertisement, tv programme, newspaper, drama) for specific effects or purposes.

USING CONVENTIONS THAT CONVEY MEANING

Students will be able to use conventions from a range of visual texts to convey meaning when they:

- confidently use conventions from a range of visual media in texts of their own making to convey meaning (e.g. dramatic performance, storyboard for tv advertisement) for a specific audience.



Year 13

SPEAKING AND LISTENING

SOCIAL PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language Formally and informally to show familiarity with a wide variety of speaking and listening techniques, when they:

- identify and respond to a variety of communication types, in both formal and informal social settings, such as greetings, interviews and workplace communications language, indicating clearly an understanding of key ideas, techniques and responses inherent in such spoken interchanges;
- analyse and record accurately the key ideas, techniques and responses arising from various examples of both formal and informal spoken English.

ACADEMIC PURPOSE OF LANGUAGE

Students will demonstrate knowledge and understanding of how to use the English language formally and informally to participate in the advanced skills of diverse situations involving both speaking and listening when they:

- prepare and deliver oral instructions, speeches, lectures, sermons, debates, reports and provide questions and suitable responses in interview situations, using appropriate language conventions for each type;
- analyse and record accurately the main ideas inherent in instructions, speeches, lectures, sermons, debates, reports and interviews.



READING AND WRITING

WRITING SKILLS

Students will be able to use their understanding of writing processes, paragraphing, essay structure and writing and comprehension, in a variety of different registers when they:

- develop a curiosity about English words and their meanings, origins and correct usage and use this interest to increase their own vocabulary range;
- write in English fluently, accurately and coherently, in a variety of styles for a range of purposes, such as reports, letters, expository essays, work applications and workplace language;
- identify all the grammatical rules of English and apply them correctly;
- fully understand the language of examinations and practise techniques of answering examination questions;
- be fully conversant with the different stages of the writing process, from prewriting through several drafts, to the proof-reading stage.

VOCABULARY AND GRAMMAR

Students will be able to show familiarity with the ways in which meaning is influenced by different literary techniques; show familiarity with correct English grammar and usage, and suitable forms of English and vocabulary to present an advanced level of work when they:

- identify different registers of writing, their specific purposes and the way a text's purpose affects its tone, vocabulary and layout;
- write confidently using a range of tense structures and differing viewpoints, including both first person and third person techniques;
- demonstrate confident use of both the dictionary and the thesaurus to widen their vocabulary and use an advanced level of English words;
- be able to recognise common errors of syntax, tense and vocabulary, and to remedy such errors of written expression.



Year 13

READING AND WRITING

PARAPHRASING

Students will demonstrate knowledge and understanding of how to paraphrase texts confidently and accurately when they:

- read for thorough understanding, extract the central ideas from paragraphs and express these ideas succinctly, using their own words;
- use cohesive devices in their own transactional and imaginative writing to improve their own writing techniques.

RESPONDING TO TEXTS

Students will be able to write detailed responses to, and make deductions from, and draw different conclusions about, a wide diversity of texts when they:

- identify and demonstrate how meaning is influenced by different literary techniques;
- read and fully comprehend a variety of transactional writing techniques;
- demonstrate the ability to use a variety of different literary and transactional techniques in their own writing.

UNDERSTANDING GENRE

Students will demonstrate how to analyse and explain in detail specific elements of different literary genre and the techniques inherent in such genre when they:

- examine and explain specific characteristics of a wide range of literary and factual genre, including different forms of poetic expression and prose writing;
- explain specific meanings in a wide variety of genre and their different forms, to show a full comprehension of the writers' styles and techniques;
- describe effects of literary techniques using relevant details drawn from a wide variety of genre.



READING AND WRITING

ACCESS AND USE INFORMATION

Students will demonstrate knowledge and understanding of the use of a wide range of research skills and sources of information when they:

- are fully aware of the range of resources available when they are undertaking individual or group research;
- can confidently obtain and interpret information from a wide variety of sources such as texts, libraries/resource centres, the internet, newspapers, magazines, television and radio, videos and film;
- maintain a log which fully documents the steps taken and the resources used in the course of their research.



VIEWING AND PRESENTING

IDENTIFYING CONVENTIONS THAT CONVEY MEANING

Students will be able to analyse and explain advanced conventions conveying meaning in a wide variety of visual texts when they:

- interpret a range of visual texts in order to show a full understanding of the techniques they use;
- be able to judge the value and quality of the material viewed, using set criteria as the basis for their evaluation.

USING CONVENTIONS THAT CONVEY MEANING

Students will be able to use conventions from a wide range of visual texts to convey meaning when they:

- confidently produce a variety of visual media forms of their own, to demonstrate a practical knowledge and understanding of these forms, including film story board, newspaper, radio transcript, television programme planning, posters and brochures, each intended for a specific audience.



Glossary

GLOSSARY OF TERMS

GENERAL TERMS

Achievement Objectives

This term refers to the broad statements of what students are expected to learn, showing progression and continuity in learning across the years of schooling. In English they are grouped by particular aims like accessing and using information; developing writing skills.

Aims

The General Aims are the broad goals of the subject, while Specific Aims are related to each strand of the curriculum.

Diagnostic assessment

Refers to assessment undertaken to assess learning needs before teaching and learning sequences take place. It includes things like pre-tests, oral questioning and checking knowledge of key terms.

Formative assessment

Refers to assessment within the teaching and learning programme. It is used essentially to feed back into the teaching/learning process. Such assessment can take the form of a one-to-one interview, checking homework, discussions, observation of learning behaviours, checking writing drafts in progress, a midpoint short test (e.g. of new vocabulary).

Strands

This term refers to broad groupings of knowledge, skills and processes within a learning area. In English, this relates to the groupings of language skills like speaking and listening, reading and writing, viewing and presenting. The groupings represent the broad skill areas of language development.

Summative assessment

Refers to the kinds of assessments that occur at the end of specific units of work or terms or courses. It can take the form of things like an exam, or a test on a topic and lead to assigning grades about the performance. The purpose is to provide information about how much students have learned and how well a course has worked.

Conventions

This term refers to the usual ways of going about constructing a text for others to make meaning from. In language, it refers to things like punctuation, syntax, specific language techniques and idiom, as well as the form of the text – e.g., short story, play script, letter, poem etc. In a visual text, it refers to the way the elements are put together to make meaning – e.g., the parts expected of a poster or other static image; a drama performance (this includes aspects of staging).

Authentic contexts

This term refers to the concept of making each language learning situation as real (=authentic) as possible. It requires the teaching of conventions, rules and terminology to understand how specific texts and situations work (e.g., drama, novel, informal discussion, formal speech, movie...) so that students can create authentic language texts of their own.



SPECIFIC TERMS

SPEAKING AND LISTENING

Interpersonal speaking and listening

Interpersonal speaking and listening refers to language characterised by exchange among people in conversation - both face to face and over the telephone - or discussions about ideas in small groups. Such contexts tend to be informal, and tend to use more colloquial forms of language. In a classroom, such contexts can be arranged through group discussions and group tasks, which encourage students to share ideas and solve problems or complete tasks.

Turn-taking cues

Refers to the conversation signals and non-verbal cues that indicate who gets to talk next. These signals and cues include: greetings, openings to conversations, checking by the speaker or listener, using fillers (e.g., mmm, uhuh etc.) endings, shaking hands, moving posture, changing eye gaze, nodding.

Formal speaking and listening

Formal speaking and listening refers to more formal contexts for demonstrating learning in oral ways; e.g., giving and listening to speeches, debates, seminars, instructions, explanations. These sorts of contexts require skills in conveying information that are different from informal, conversational contexts.

Speech and delivery techniques

These refer to the mechanisms used to convey information effectively in oral contexts, especially formal ones (see above), i.e.;

Speech Techniques: Oratorical devices like rhetorical questions, direct address, personal and inclusive pronouns, antithesis, parallel structure, repetition, emotive language;

Delivery Techniques: Intonation, pause, stress/emphasis, changes in pitch, pace, volume; and the use of gesture, eye contact, body movement, visual aids etc.

Text

A piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit, like a speech, poem, poster, television advertisement, film, novel, or ceremony. A text may be considered in terms of its structure, context and function.

READING AND WRITING

ACCESSING AND USING INFORMATION

Basic library terms

Refers to students being able to describe meanings of terms such as: fiction, non-fiction, reference, catalogue, Dewey system.

Log

The dated description of what the student has done, the sources used, and the comments about progress during a research activity.



Parts of books

Refers to parts of a book that students should be able to describe spine, foreword, blurb, index, table of contents, publisher, chapters, footnotes etc.

Primary source

A person (e.g. expert opinion, survey/questionnaire, diary, oral history etc.) or particular environment (e.g. festival, courthouse, historical site) (see also secondary sources).

Research principles

These include skills such as: identifying key questions; selecting possible sources (primary/secondary), using indexes, tables of contents, skimming and scanning; selecting and analysing information; arranging and presenting information.

Secondary source

Refers to things like encyclopaedia, textbooks, magazine articles, newspaper articles, photographs (see also primary sources).

Text

A piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit, like a speech, poem, poster, television advertisement, film, novel, or ceremony. A text may be considered in terms of its structure, context and function.

INVESTIGATING FORM AND MEANING**Cohesive Devices**

Cohesive devices refers to the way texts link and develop ideas and show relationships e.g. through words or phrases such as: finally, next, later, firstly, on the other hand, however etc. Cohesive devices can relate to time, number, or cause and effect.

Factual text

Refers to texts which are intended to present information, give explanations or instructions. Includes opinion texts (e.g., magazine or news article, textbook, TV documentary, editorial, letter to the editor, TV news, radio news/interview).

Narrative text

Essentially texts that tell stories and which are imaginative and often fictional (e.g., ballad, short story, novel, drama text).

Paraphrasing

Refers to the process of summarising and note-making to extract main and supporting ideas.



GENRE

Drama

This refers to performances for the stage, and understanding specific terminology for them (e.g., apron stage, elements of conflict, dialogue, characterisation, upstage, wings, props, costume, vocal expression, gesture and movement).

Elements of narrative form

Refers to plot, style, character, setting (time, place, atmosphere), theme, literary techniques (e.g., alliteration, onomatopoeia, rhyme, metaphor, etc.).

Genre

Refers to particular types of text, having specific and distinctive characteristics arising from their purpose, function, and audience. Examples in written text include narratives, reports, instructions, journals, essays, poems, letters. Oral genre can include conversations, prayers, speeches, oral histories. Visual genre include documentaries, feature films, posters, plays, cartoons. There are also genre within genre. For instance, feature films can be westerns, thrillers, musicals, comedies, sci-fi.

Imagery

The term refers to literary devices like simile, metaphor, personification. See also literary techniques.

Literary techniques

See imagery. The term extends to devices a writer might use to create a specific, vivid scene or character.

Poetry forms

This refers to types of poems, e.g., ballad, lyric, free verse, sonnet; and the structure of poetry e.g., stanza form, narrative structure, metre, rhyme scheme etc.

Sound devices

Refers to techniques like assonance, consonance, onomatopoeia, rhyme.

Style

Refers to aspects used by a writer, such as imagery, vocabulary choices, character development, motifs, theme to create identifiable texts. Style often involves a writer repeating certain aspects across a range of works.

RESPONSE TO TEXT

Response to text

Refers to students being able to write about their thoughts, ideas, or views on other texts in forms like: jottings, notes, or diary-writing about personal experiences. In order to prepare students for such responses, small group/class discussions should take place first, and guidance given as to what the responses should focus on.



DEVELOPING WRITING SKILLS

Essay structure

Refers to a specific format for a formal essay: an introduction, which establishes the focus of the essay and the key ideas; a body, which consists of linked paragraphs that use appropriate paragraphing style; (with, usually, each paragraph beginning with one of the key ideas); and a conclusion, which rounds off the argument/ point of view.

Formal paragraphing style

Refers to the common shape/structure of factual paragraphs: A statement, as the topic sentence which expresses the key idea, followed by a combination of explanation and example, both of which give details about the key idea. Note: in some texts, the key idea (statement) is at the end of the paragraph. This may need explanation, especially at more sophisticated levels of learning. It is important for students to learn about these features to improve their own writing and to be able to speedily find key ideas in others' text.

Sentence patterns

Refers to developing the skills of using simple, compound, complex sentences, as well as loose or periodic sentences, and a variety of sentence beginnings. These need to be taught over a consistent period of time, with many opportunities for practice.

Syntax

Refers to the arrangement of words into meaningful structures, (like phrases, clauses and sentences) and the relationships and combinations of these structures.

Tense structures

The term generally refers to verbs and how they indicate agreement with a subject of a sentence, and also indicate time and number.

DEVELOPING VOCABULARY AND GRAMMAR

Grammar

The structure of a language, particularly the way words and phrases are formed and combined to produce coherent, accurate sentences. It takes into account the meanings, functions, and organisation of these sentences in the system of the language.

Word classes

The term covers all the categories of words and their functions e.g., noun, verb, conjunction, adverb, phrasal verb, preposition, adjective, adjunct, noun phrase, clause, post modification etc.

VIEWING AND PRESENTING

Presenting

The term to describe students actively making visual texts themselves (e.g., a poster, a dramatic scene, storyboard for a television advertisement). Presenting involves combining visual techniques important to the form of the text, as well as words.

Viewing

Refers to the processes of deducing information from visual texts (e.g., poster, film, dramatic performance, ceremony) where words and visual elements are combined.

