



Republic of Namibia

MINISTRY OF EDUCATION

JUNIOR SECONDARY PHASE

**ENGLISH SECOND LANGUAGE
SYLLABUS**

GRADES 8-10

2007

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English Second Language Syllabus Grades 8-10

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1. INTRODUCTION

One of the basic aims of the curriculum is the development of functional literacy and language skills in English and other Namibia languages. This implies:

- developing positive attitudes towards language learning
- enabling learners to acquire a functional vocabulary and pronunciation in the language through informal and formal learning to understand, speak, read and write fluently and correctly
- enabling learners to use the language with confidence for learning in school and in daily life

This syllabus describes the intended learning and assessment for English as a Second Language in the Junior Secondary phase. As a subject English Second Language falls within the Linguistic and Literacy area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

Under optimal circumstances this subject would require 4 periods of 40 minutes each per 5 day cycle.

2. RATIONALE AND AIMS

Language is the most important key to learning. Language literacy and communication are regarded as inherent facets of human development and forms the basis of lifelong learning. The overall aim of teaching English as a second language is the development of the learners' communicative skills for meaningful interaction in a multi-lingual and multi-cultural society.

English Second Language has the same potential as any other language to act as a catalyst for personal growth and to assist in the development of broad general knowledge, positive attitudes, critical thinking abilities, moral values and the aesthetic sensibilities.

The syllabus promotes the following general aims:

- to support creativity and intellectual development
- to help learners develop self-confidence and a better understanding of the world in which they live
- to develop positive attitudes, values and the understanding of local, social and cultural issues
- to develop greater awareness of health and population issues, information and communication technology, democracy and human rights, HIV and AIDS, the environment and individual responsibilities regarding these and to enable learners to talk, read and write about them

The syllabus promotes the following specific aims:

- to develop proficiency in English, in particular to enable learners to communicate effectively in speech and writing
- to enable learners to express thoughts, ideas, experiences and values as an essential part of personal development

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary phase all learners are expected to have developed the ability to use English Second Language effectively for communication, self-development and intellectual growth.

The competencies in this syllabus are basic language requirements and indicate the minimum level that should be attained by the learners at the end of each grade in the Junior Secondary phase.

They are not intended to limit the initiative of the teacher or the class, and teachers are encouraged to extend their learners beyond this level. On completing the Junior Secondary phase, all learners are expected to be able to interact meaningfully, express themselves clearly in a variety of genres and situations and read and critically interpret a variety of texts.

4. PARTICULAR FEATURES OF THIS PHASE

Through wide experience of and exposure to English, learners will become increasingly aware of correct and meaningful language and correct uses of grammatical structures. It is important that all the four language skills and language usage are integrated during teaching and learning, in order to maximize growth and development in the language. Language learning undergirds the entire curriculum: the texts that learners read and listen to, the topics they deliberate on, the language activities they engage in, should all have cross-curricular links and foster essential personal and social values and skills. These insure that learners will:

- learn to interact, co-operate, and collaborate;
- develop self, interpersonal and cross-cultural understanding and recognise the importance of social responsibility and personal integrity in the use of language, and develop the appropriate skills to foster it;
- respect cultural perspectives that may differ from their own.

Many of the competencies included in the Junior Secondary syllabus have been covered already in the Upper Primary phase. The reason for their inclusion in the Junior Secondary syllabus is to indicate to the teacher the importance of the progressive development of these competencies. In subsequent grades learners will be required to develop the competencies with growing levels of sophistication.

5. GENDER ISSUES

Teachers should be aware of gender issues, concerns and problems arising from the different roles played by men and women in society. Females and males use language differently. These differences can be used as a learning resource in the classroom by grouping girls and boys together. Teachers can use role plays to show gender stereotypes and teach learners to analyse materials to determine whether they are free of gender stereotype. Boys and girls can work in groups and reverse their typical gender roles to appreciate the unique roles they share in society. The language lessons should also include topics about human values and the different ways in which males and females think about those values. This will enrich their understanding of life issues they must face together. All teaching/learning materials should be analysed to ensure that they promote gender equity.

6. LOCAL CONTEXT AND CONTENT

Teaching English as a second language should draw on the cultural richness of, and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb a second language without being alienated from their own language and culture.

7. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The inclusion of the cross-curricular issues in language teaching contributes to the learner's self-image and promotes values such as co-operation, friendly competition and tolerance, including respect for others' culture and personal property. It also promotes new ways of understanding the crucial importance of sustaining our natural environment and shows the interdependence of environmental sustainability to Namibia's political, moral, social and economic.

The cross-curricular issues including Environmental Learning, Population Education, HIV and AIDS, Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level

- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges:

- the consequences of neglecting and abusing our natural resources
- the health hazards caused by pollution, poor sanitation and waste
- HIV and AIDS
- the weakening of democracy and social stability caused by inequity and governance that ignores citizens' rights and responsibilities
- globalisation

The suggestions that follow on the next pages are examples only and are intended to guide teachers towards integrating these cross-curricular topics in their everyday language teaching. Teachers may add their own topics and activities or adapt these depending on the level and interests of their class groups.

CROSS-CURRICULAR TABLE

CROSS-CURRICULAR ISSUE	TOPIC	ACTIVITIES FOR EACH SKILL	
		LISTENING & RESPONDING	READING & RESPONDING
Environmental Education	• Impact of human behaviour on the environment • Conflict between humans and animals • Pollution • Conservation	• Listen to radio, TV, guest speakers, songs, stories, poems, interviews and ordinary conversation about the environment (conservation, pollution) and respond to various tasks e.g. retelling a story. • Group/pair discussions, debates, role plays, drama, interviews relating to the environment	• Read texts such as stories, songs, posters, advertisements and dramas relating to the environment and answer a variety of questions based on these texts • Write poems, songs, posters, advertisements, instructions, summaries, plays about environmental issues (e.g. Arbor Day) • Project: How to care for your environment
Population Education	• Population growth and poverty • Rural and urban migration	• Listen to the proposals on strategies for managing population growth in different countries (Namibia, India) and answer a variety of questions. • Listen to texts on issues such as poverty, shelters, urban and rural migration and complete a range of tasks. • Discuss how high population growth cause poverty, how it can be solved, suggest solutions. • Debate: Rural/urban migration is good/bad • Discuss how population growth could be linked to squatter camps.	• Read a text on the population control in China and answer questions • Read texts on any issue related to poverty • Read texts on rural and urban migration, refugees and shelter • Read an article on different shelters in Namibia and write a summary • Write short proposals on strategies for managing population growth in Namibia • Write an essay on how to eradicate poverty in your community/country • Write an essay about life in a refugee camp • Draw different types of shelters and write down the advantages and disadvantages of living in each shelter (in groups)
Information Technology	• Communication and technological conventions • Advantages of the Internet	• Listen to texts on modern technology and answer questions, complete tables, etc. • Debate/Discuss: Information and technology can hamper socialisation	• Read a variety of texts and do various tasks, e.g. extract specific details; distinguish between fact and opinion; answer questions • Write different continuous writing tasks, e.g. write an article on how society can benefit from modern technology

CROSS-CURRICULAR ISSUE	TOPIC	ACTIVITIES FOR EACH SKILL	
		LISTENING & RESPONDING	READING & RESPONDING
HIV and AIDS	• Causes, symptoms and prevention of HIV and AIDS on adults, children, society, the world • Types of treatments available (access to treatment, challenges, etc) • Care giving (to those infected and affected)	• Listen to a song about HIV and AIDS and complete a table or answer questions • Listen to a story about HIV and AIDS and respond to True/False questions • Discuss a range of topics, i.e.: Learners can help fight discrimination and stigmatisation of HIV and AIDS victims • Negotiate positive standpoints on sexual relationships when challenged or coerced • Argue for positive, responsible male and female behaviours • Debate about treatments and care given	• Read a range of texts and respond to different types of questions e.g.: - myths about HIV and AIDS - how teenagers can fight the disease - poems about HIV and AIDS - Stories and newspaper/magazine articles • Write different continuous writing tasks, e.g.: - essay: The effects of HIV and AIDS, (A story about a young girl/boy living with HIV and AIDS) - letter to a friend: (share new/interesting facts about the disease that you have learnt/warn/sympathise) - a paragraph: an ending for a story - poem
Human Rights & Democracy	• Peace & conflict (types of peace and conflict and their importance; causes of conflicts)	• Listen to real life conflicts and respond to questions (Who are involved? What are their feelings?) • Prepared speaking: research newspaper and magazine articles about conflict situations, present own point of view and give solutions to resolve the conflict • Role play situations about tolerance in school	• Read a text and answer questions based on it, e.g. find examples or evidence of how peace is maintained in and between countries • Write different continuous writing tasks, e.g. an essay on the causes of conflict and suggest solutions • Draw pictures and illustrations

CROSS-CURRICULAR ISSUE	TOPIC	ACTIVITIES FOR EACH SKILL	
		LISTENING & RESPONDING	READING & RESPONDING
	• Culture & diversity (appreciate and value own culture and identity)	• Listen and respond to talks on different languages spoken, food, dress, rituals, beliefs, etc. • Dramatise/role play/discuss cultural differences (e.g. initiation ceremonies) • Tell stories and folktales	• Read different texts with visuals (maps, charts, etc.) and extract relevant information to answer questions (completing a table/form) • Write different continuous writing tasks, e.g. compile a calendar of cultural, historical or traditional events in Namibia
	• Equality, non-discrimination and democracy; causes and effects; • Duties and responsibilities	• Listen to examples of inequality, discrimination and democracy and respond to questions • Listen to expressions by positive citizens and answer true/false and longer questions • Role plays, discussions of problems caused by differences in religious beliefs, tribalism, racial discrimination, etc. • Discuss problems caused by different languages in communications, • Discuss learner involvement in policy making at school, choice of leaders in society, etc.	• Read texts (e.g. newspaper articles) on democracy, discrimination and inequality and answer comprehension questions • Write different directed writing tasks, e.g. a list of rules for schools to ensure equality and guard against discrimination • Write a letter of complaint about the undemocratic way in which class representatives are being elected
	• Violation of rights; • Protection of human rights	• Listen to a story/newspaper article about someone whose rights have been violated. Make a list of suggestions on how it can be stopped. • Study pictures showing violation of people's rights. Discuss how they have been violated, why it is wrong and how the situation can be changed.	• Read a text: Rights must be protected – then answer multiple choice questions • Write different continuous writing tasks, e.g. factual essay: What can we do when people's rights are violated?

Languages will enable learners to express their attitudes, perceptions and feelings about these topics and to develop strong communication skills, which will be strengthened in this phase. Texts addressing these issues should be used in the same way the teacher would utilise materials from textbooks when planning tasks such as:

- comprehension questions
- short answer questions
- questions on aspects of language
- role plays
- listening comprehension tasks
- continuous writing tasks

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education. This approach ensures optimal quality of learning when the following principles are put into practice.

The aim of learner-centred teaching is to develop the learner's understanding, skills and attitudes contribute to the development of society. It begins with the belief that learners bring to the school a wealth of knowledge, experience already gained from continuous interaction with their families and community. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons, preferably planned around themes linking various subject areas.

Teachers must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Therefore, working in groups, pairs, individually, or as a whole class must be organised for the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair- or group work is needed to complete it, otherwise, learners will not see the relevance in carrying out tasks together. As the learners in this phase already have developed personal, social and communication skills, they should be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

The function of second language teaching in the Junior Secondary phase is to further refine and develop articulation and fluency in the language. The subject should build on what learners already know and can do, and direct the learners to correct and appropriate use of language structures, and to develop their ability to handle the language in more complex and subtle ways. An important function of the subject in this phase is to widen the extensive vocabulary which the learners already have and deepen their understanding of meaning.

The classroom must be a language-rich environment, not only in terms of using the second language orally, but also by having a print-rich environment. Every classroom should have a reading corner with published readers, local stories, poetry and prose developed in conjunction with the local community, the learners' own creative writing, and annotated posters and displays which the learners produce. A wide variety of media should be used to trigger discussions: role-plays, creative writing, and broadcasts by local language radio stations, pictures without words, aspects of pop culture and children's literature.

Although few schools currently have computers available for the learners, teachers should develop an awareness of present-day information technologies amongst the Junior Secondary phase learners. Teachers can strengthen the learners' awareness of information technology by discussing where they will find computers and information technology in their local environment, and explain what it is used for. Teachers can also assign readings and discuss the content of pictures about information technology. Those who have access to computers should be encouraged to work with them and to share their experience with their peers.

9. SUMMARY OF THE LEARNING CONTENT

Language skills that should be acquired by all learners would usually include the following:

- Listening and Responding in Speech and Writing
- Reading and Responding in Speech and Writing
- Grammar and Usage
- Literature

The table below shows the areas of learning in each of the language skills that should be acquired: These skills are dealt with separately for reasons of convenience and clarity, but should be taught in an integrated and holistic way.

Skills Area	Area of Learning or Activities
Listening and Responding in Speech and Writing	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language; use appropriate vocabulary in different situations, showing a sense of audience and purpose.
Reading and Responding in Speech and Writing (including Literature)	Develop silent reading skills as well as skills for reading aloud; read for understanding and enjoyment; extract information from a variety of texts; use reference materials; use basic sentence structures, as well as correct spelling and punctuation; write a variety of text types; acquire knowledge and understanding of different genres; form and develop own ideas and opinions on aspects of different genres.
Grammar and Usage	Write progressively with more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

10. LEARNING CONTENT

10.1 Listening and Responding in Speech and Writing

In order to assess the development of listening skills, learners will have to respond either orally or in writing. The texts and questions/tasks used in the different

Grades will vary in length and difficulty according to the grade. Enjoyment and appreciation of texts should follow from the learners' listening to, discussing and understanding a variety of oral texts.

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
Learners will:	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. listen to and understand a range of texts	listen to a variety of text types such as stories, information texts, radio broadcasts, etc. in order to: • extract information • give oral responses / reports • comprehend facts and opinions	listen to a variety of text types such as stories, plays, dramatic texts, information texts, radio broadcasts, etc. in order to: • make decisions and choices • give oral responses / reports • comprehend facts and opinions	listen to a variety of text types such as stories, plays, dramatic texts, information texts, radio broadcasts, etc. in order to: • make decisions and choices • give oral responses / reports • comprehend facts and opinions
2. listen actively in order to respond in a variety of ways	• predict outcomes • identify main points • summarise information they have heard	• identify purpose • use information they have heard to write clear, brief responses • distinguish between fact and opinion	• distinguish cause and effect • use information they have heard to write clear, brief responses
3. understand intention, emotion and attitude in material they have heard	• recognise the way stress, intonation and pauses are used for emphasis and change of meaning	• recognise the way stress, intonation and pauses are used for conveying emotion	• recognise the way stress, intonation and pauses are used for conveying attitude, intention, emotion
4. demonstrate clear understanding of a variety of appropriate instructions	• interpret and appropriately act on oral instructions such as: discuss	• interpret and appropriately act on oral instructions such as: define	• interpret and appropriately act on oral instructions such as: compare, contrast, etc.

10.1 Listening and Responding in Speech and Writing (continued)

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
Learners will:	By the end of Grade 8 learners should be able to:	By the end of Grade 9 learners should be able to:	By the end of Grade 10 learners should be able to:
5. interact effectively and critically, using appropriate vocabulary in social, cultural and academic contexts	- show awareness of other's opinions, suggestions and/or feelings - participate in group discussions, conversations or debates related to social and cultural issues	participate in group discussions, conversations or debates related to social, cultural and academic issues	react critically, showing increasing critical ability
6. understand the literal meaning of a text	explain literal meanings in texts	demonstrate understanding of the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words	work out the meaning of unfamiliar words using contextual clues
7. listen for pleasure	predict endings of stories listened to	share their enjoyment of different types of texts (like stories, ballads, etc.) to which they have listened, with others	share their enjoyment of different types of texts (like stories, ballads, etc.) to which they have listened, with others
8. use correct language and appropriate vocabulary to request or pass on information and to accomplish transactions	- speak fluently and confidently, using appropriate vocabulary in a range of situations such as: - telephone conversations - making and cancelling appointments - placing orders - introducing people	- speak fluently and confidently, using appropriate vocabulary in a range of situations such as: - expressing sympathy or concern - participating in group discussions	- speak fluently and confidently, using appropriate vocabulary in a range of situations such as: - expressing and settling uncertainty - giving advice or warnings - giving and accepting compliments and congratulations
9. convey information, opinions and ideas through a variety of presentations and with a sense of audience	- speak fluently and confidently when making a range of presentations such as: - re-telling stories - reciting poems - presenting talks	speak fluently and confidently when participating in debating	speak fluently and confidently when making speeches or presentations

10.2 Reading and Responding in Speech and Writing (including literature)

The texts used in different grades will vary in length and difficulty according to the grade and should appeal to the interest of the learners. The use of other texts across the curriculum is highly encouraged and should include the following cross-curricular issues: HIV & AIDS, population education, environmental education, human rights and democracy. Enjoyment and appreciation of texts will follow from the learners' reading, discussing and understanding a variety of texts. As learners progress through the grades they should gain increased skill in silent reading techniques.

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. read aloud to convey understanding of the text and to entertain	• read with increasing fluency, speed and accuracy • effectively use improved pronunciation and rhythm	• read with increasing fluency, speed and accuracy • effectively use improved pronunciation and rhythm	• read with increasing fluency, speed and accuracy • demonstrate a personal interpretation of the text
2. read silently from a variety of prescribed and other available texts using appropriate reading strategies	• read a variety of texts in order to: - identify the topic of the text - extract information - skim for general information and convey understanding - scan for specific information and report details • demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries	• read a variety of texts in order to: - make notes - skim for general information and convey understanding - scan for specific information and report details • demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries	• read a variety of texts in order to: - provide a considered personal view - find, select and collate information from more than one source • demonstrate the ability to find information such as meaning, spelling, idiomatic usage in dictionaries
3. distinguish between different types of questions and respond appropriately	• respond appropriately to various types of questions to be expected in examination papers and tests, e.g. open-ended, objective, 'yes' or 'no', question tags, directed writing tasks	• respond appropriately to various types of questions to be expected in examination papers and tests, e.g. open-ended, objective, 'yes' or 'no', question tags, directed writing tasks	• respond appropriately to various types of questions to be expected in examination papers and tests, e.g. open-ended, objective, 'yes' or 'no', question tags, directed writing tasks

10.2 Reading and Responding in Speech and Writing (including literature) (continued)

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
Learners will:	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
4. read and respond to plays, novels and stories	- respond actively to key aspects of texts such as: - broad content - sequence of events - story line - characters	- respond actively to key aspects of texts such as: - actions and consequences - characters and relationships between characters	- respond appropriately and critically to key aspects of texts such as: - actions and consequences - plot - characterisation
5. read, enjoy and understand poems	- respond informally to aspects of poems such as: - content - personification - metaphor - simile	- respond to key aspects of poems such as: - emotions expressed in poems and aroused in the reader - language/diction - attitude of the poet - repetition - personification - metaphor - simile	- respond to key aspects of poems such as: - irony - rhythm - alliteration - personification - metaphor - simile - emotions expressed in poems and aroused in the reader
6. understand the literal meaning of a text	- explain literal meanings in texts - identify the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words	- work out the meaning of unfamiliar words using contextual clues - identify the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words	- work out the meaning of unfamiliar words using contextual clues - identify relationship between words, phrases and sentences as shown by the grammatical structure or connecting words

10.2 Reading and Responding in Speech and Writing (including literature) (continued)

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
7. read and review texts in order to explore attitude, values, issues	- explain subtleties in texts, including: - moral of the story	- explain subtleties in texts, including: - themes and symbols - identify and explore the following aspects: - dialogue - imagery	- explain subtleties in texts, including: - conflict - themes and symbols - identify and explore the following aspects: - dialogue - imagery
8. write a variety of well-structured paragraphs	- write different types of paragraphs (i.e. descriptive, narrative, factual) on a range of situations, using well-structured sentences - use introductory, developmental and concluding paragraphs effectively in writing	- write different types of paragraphs (i. e. descriptive, narrative, factual) on a range of situations, using well-structured sentences - use introductory, developmental and concluding paragraphs effectively in writing	- write different types of paragraphs (i. e. descriptive, narrative, factual) on a range of situations, using well-structured sentences - use introductory, developmental and concluding paragraphs effectively in writing
9. produce well organised, coherent pieces of writing	plan, structure, draft and edit written work before attempting a final piece of writing	- link and develop ideas in a logical, convincing manner - use appropriate diction in formal and informal writing	- show a sense of style and register in writing for a specific audience - use appropriate diction in formal and informal writing
10. write creatively a variety of formal and informal texts, showing a sense of audience and purpose	write shorter and longer texts on both formal and informal situations, such as letters, reports, articles, speeches, poems, cartoons, brochures (see p 20 for length of texts)	write shorter and longer texts on both formal and informal situations, such as letters, reports, articles, speeches, poems, cartoons, brochures (see p 20 for length of texts)	write shorter and longer texts on both formal and informal situations, such as letters, reports, articles, speeches, poems, cartoons, brochures (see p 20 for length of texts)
11. write different types of compositions / essays	- write the following compositions: - imaginative - narrative - descriptive	- write the following compositions: - imaginative - narrative - descriptive - argumentative	- write the following compositions: - imaginative - narrative - descriptive - argumentative - expository

10.2 Reading and Responding in Speech and Writing (including literature) (continued)

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
12. respond to passages in writing in a variety of ways	select relevant information from texts to respond effectively to directed writing tasks	select relevant information from texts to respond effectively to directed writing tasks	select relevant information from texts to respond effectively to directed writing tasks
13. make summaries	summarise ideas in a text in note form	paraphrase and rephrase ideas in a text when making summaries in note as well as paragraph form	present selected information in a summarised format, using either note or paragraph form

10.3 Grammar and Usage

As learners progress through the grades, they should be able to progressively exercise more accuracy in spelling, punctuation and grammar.

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
1. use spelling and punctuation correctly and appropriately	• exercise reasonable accuracy in phonics and spelling • use generalizations to spell difficult and unfamiliar words • use a variety of resources to confirm spelling • use basic punctuation marks effectively and correctly	• exercise increasing accuracy in phonics, spelling and punctuation • use generalizations to spell difficult and unfamiliar words • use a variety of resources to confirm spelling • use a wider variety of punctuation marks effectively and correctly	• exercise accuracy in phonics, spelling and punctuation • demonstrate an established confidence in using different resources to confirm spelling of difficult and less frequently used words • use most punctuation marks effectively and correctly
2. use appropriate vocabulary effectively in different contexts and situations	• use direct, unambiguous vocabulary • use appropriate vocabulary for a variety of personal and social purposes • recognize and use: - synonyms - antonyms - homonyms and homophones - common idioms and idiomatic expressions	• use direct, unambiguous vocabulary • use appropriate vocabulary for a variety of personal and social purposes • recognize and use: - synonyms - antonyms - homonyms and homophones - common idioms and idiomatic expressions	• use direct, unambiguous vocabulary • use appropriate vocabulary for a variety of personal, social and academic purposes • use rich and varied vocabulary to describe, explain and argue • recognize and use: - synonyms - antonyms - homonyms and homophones - common idioms and idiomatic expressions

10.3 Grammar and Usage (continued)

LEARNING OBJECTIVES	BASIC COMPETENCIES		
	Grade 8	Grade 9	Grade 10
<i>Learners will:</i>	<i>By the end of Grade 8 learners should be able to:</i>	<i>By the end of Grade 9 learners should be able to:</i>	<i>By the end of Grade 10 learners should be able to:</i>
3. use appropriate grammatical structures	• use the following grammatical structures in speech and writing: - common and proper nouns - pronouns - verbs - active and passive voice - prepositions - adjectives and adverbs - conjunctions and connectives - direct and indirect speech - degrees of comparison	• use the following grammatical structures in speech and writing: - common and proper nouns - pronouns - verbs - active and passive voice - prepositions - adjectives and adverbs - conjunctions and connectives - direct and indirect speech - degrees of comparison - relative clauses - modal verbs (such as can/could)	• use the following grammatical structures in speech and writing: - verbs - active and passive voice - prepositions - adjectives and adverbs - conjunctions and connectives - common and proper nouns - pronouns - direct and indirect speech - degrees of comparison - relative clauses - modal verbs (such as can/could)
4 progressively exercise more accuracy in referencing and use a wider variety of reference materials	• use dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech, etc. • use electronic resources (where available) for referencing	• use dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech, etc. • use electronic resources (where available) for referencing	• use dictionaries and other available resource books for spelling, meaning and additional information like abbreviations, idiomatic expressions, parts of speech, etc. • use electronic resources (where available) for referencing

11. ASSESSMENT

11.1 Introductory Remarks

In learner-centred education, assessing the progress and achievements of each learner continuously is an integral part of the teaching and learning process. The main purpose of assessment is to get a more reliable picture of learner progress achieving the competencies required by the syllabus and the accompanying general life skills. The assessment specified in this syllabus is linked to the Basic Competencies of the syllabus and measures how well each learner achieves the competencies. Continuous assessment is the most important form of assessment for following the learners' progress and for giving them feedback on an ongoing basis. Continuous assessment is also the only way to assess all the aims, objectives and competencies of the whole curriculum. In addition to informal continuous assessment, the number of structured English second language assessments per term for continuous assessment is nine.

11.2 Purpose of Assessment

- **Information to the learner**
The information gathered about learners' progress and achievements should be used to give them feedback about their strong and weak points, where and why they are doing well, and where, how and why they need to improve.
- **Information to the parents**
Parents should be regularly informed about the progress of their child, be encouraged to reward achievements and be given suggestions how they can support his/her learning activities.
- **Evaluating the teaching/learning process**
The progress and achievements of the learners can be used by the teacher to evaluate the content relevance, learner participation, appropriate teaching methods, optimal group work, individual work and teacher-directed learning.

11.3 Types of Assessment

- **Formative assessment**
In formative assessment the observations made and information collected are used both to guide learners and to help shape and direct the teaching and learning process. Assessment has a formative role for learners if and when:
 - it motivates them to extend their knowledge and skills, establish sound values
 - it promotes healthy study habits;
 - assessment tasks help learners to solve problems intelligently by using what they have learned;
 - teachers use the information to improve teaching methods and learning materials.
- **Continuous assessment**
Continuous assessment (CA) should be planned and scheduled at the beginning of the year, and be kept as simple as possible. Marks given for class activities, assignments, homework, or short tests on completion of a topic can be recorded for continuous assessment.

The grades obtained by learners through continuous assessment must be recorded systematically throughout the year and be used to inform the learner and parents about progress and achievements, and to initiate compensatory teaching when needed.

- **Summative assessment**

At the end of a school year, the progress and achievement of learners throughout the year is summed up. This is called summative assessment. In an end-of-year examination, the summative assessment will consist both of the continuous assessment and the final assessment. On the basis of this, decisions have to be made whether or not a learner moves to the next grade.

11.4 Methods of Assessment

- **Informal methods**

Teachers must assess how well each learner masters the basic competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation. Each learner's progress, in learning and practice situations and from class participation, should be observed while he/she is investigating, interpreting phenomena and data, applying knowledge, communicating, making value judgments.

- **Formal methods**

In a more formal assessment, teachers should use, as far as possible, the same setting as in ordinary learning and practice to assess the competency of learners. The use of normal written and oral tests can only assess a limited range of competencies and, therefore, should not take up too much time. Tests should be limited to one lesson or a part of a lesson.

- **Criterion-referenced Assessment**

When grades are awarded, it is essential that each learner's work reflects his or her actual level of achievement of the Basic Competencies and not in rank comparisons to how other learners performed in the same subject. Criterion referencing and rubrics should be used to assess learning as understanding. Criterion marking based on rubrics can be translated into normative marks to be recorded on the general cumulative recording sheet.

11.5 Assessment Objectives

Listening and responding in speech and writing

Learners should be able to:

1. listen to and comprehend information
2. recognise a speaker's main points and identify the supporting details and examples
3. use appropriate vocabulary to communicate effectively
4. participate effectively and critically in group discussions and debates

Reading and responding in speech and writing

Learners should be able to:

1. read aloud to convey understanding of the text and to entertain
2. read silently from a variety of texts to extract specific information
3. read and respond to a variety of texts, including prescribed literary texts
4. show a sense of audience and purpose

Continuous writing/creative writing

Learners should be able to: Learners

1. write simple, complex and compound sentences
2. write well-structured paragraphs
3. write creatively a variety of formal and informal texts show a sense of audience and purpose
4. show a sense of audience and purpose

Grammar and usage

The learner should be able to:

1. exercise accuracy in spelling, punctuation and grammar
2. use appropriate and imaginative vocabulary and idioms
3. use different parts of speech effectively
4. apply a variety of sentence structures

11.6 Continuous Assessment

Recording grades

The grades obtained by learners through continuous assessment must be systematically recorded throughout the year, and used to inform the learner and parents on progress and achievements, and to guide compensatory teaching when needed.

Guidelines

Assessment will consist of both informal and formal continuous assessment.

Internal tests are allowed as part of formal continuous assessment. Continuous assessment will count 50% towards the final year grade and an internal end of year examination (in Grades 8 and 9) or external examination (Grade 10) will count 50% [50 marks + 50 marks =100]. A variety of types of questions should be used to test a broad range of skills.

Listening and speaking

Learners' listening comprehension should be assessed formally at least twice per term. For this purpose teachers will have to set listening tests that should be answered in writing. The tests should be marked out of 20 and the marks divided by two (2) are recorded in the columns for Listening Comprehension on the CA Record Sheet.

Learners' speaking proficiency should be graded at least once per term. Teachers should ensure that the marks recorded during the course of a term, include the assessment of prepared as well as unprepared speeches. The marks should be recorded in the appropriate column on the CA Record Sheet.

Reading and Directed Writing

Reading (aloud) should be taught and assessed informally. The teacher may assess reading comprehension by asking a few questions which the learner could answer orally. The formal assessment of reading comprehension is done in the Reading and Directed Writing exercises.

At least one task (per term) is set containing a reading text with a variety of question types. It should be marked by the teacher and entered on the CA Record Sheet. The task should include comprehension questions and questions testing knowledge of grammar. It is important to note that knowledge of grammar should be assessed within context.

Literature

Learners' understanding of the prescribed literature texts should be assessed formally and the marks recorded in the appropriate column on the CA Record Sheet. At least two short tasks/tests on the prescribed literature should be marked per term. The formal assessments of literature should be planned in such a way that it includes all genres in the course of the three years of the Junior Secondary phase. The study of literature comprises mainly two components: **poetry and prose (including novels, short stories and drama)**.

Prose (either novel or short stories or short dramas)

The content should be studied informally as to characters and sequence of events, actions and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts.

Poetry (for full-time candidates only)

Learners should be taught to appreciate and enjoy poetry. To actualise this, the learners should

understand the content of the poem. Poems should not be memorised. Learners should rather be guided towards the ability to read with expression and interpretation of the emotions involved. “Sing-song” chorusing must never be encouraged or permitted. The love of poetry should be encouraged.

Prescribed reading per grade:

Grade 8: 5 poems (compulsory) **and one of the following:** a choice of 3 short stories **or** 1 short novel **or** 1 drama.

Grade 9: 8 poems (compulsory) **and one of the following:** a choice of 4 short stories **or** 1 short novel **or** 1 drama.

Grade 10: 10 poems (compulsory) **and one of the following:** a choice of 5 short stories **or** 1 short novel **or** 1 drama.

Continuous Writing

At least one essay and one shorter piece of writing should be marked per term and the marks recorded on the CA Record Sheet. Learners will be expected to write essays of approximately the following length:

Compositions/Essays

Grade 8: 120-150 words

Grade 9: 180-200 words

Grade 10: 200-250 words

Shorter tasks:

Grade 8: 100-120 words

Grade 9: 120-150 words

Grade 10: 150-180 words

Summary of continuous assessment:

Skills	Marks	Total
1. Listening & Speaking		
Listening Comprehension	10	
Listening Comprehension	10	
Total:		20
Everyday Interaction	10	
Prepared Speech	10	
Total:		20
2. Reading & Directed Writing		
Reading & Directed Writing Task	20	
Total:		20
3. Literature		
Task or Test	10	
Task or Test	10	
Total:		20
4. Continuous Writing		
Longer Piece	10	
Shorter Piece	10	
Total:		20
TOTAL		100

Relationship between continuous assessment and examination:

	CA	Examination	Total
Full-time candidates	100	100	200
Part-time candidates	80	120	200

11.7 End of year examination

11.7.1 Description of papers (Papers 1 – 3 apply to both full-time and part-time learners)

PAPER	DURATION	MARKS
Paper 1 (Reading and Directed Writing) This paper consists of two sections, which should have the same weighting. Questions should be relevant to the given topic. A variety of passages should be chosen from the following: descriptive, narrative, argumentative, factual, informative. Section 1 - Reading Skills Part 1: Reading text (approximately 450-500 words) requiring short answer questions/gap filling/matching items testing learners' ability to skim read the text. (6 marks) Part 2: Reading text (approximately 450-500 words) with six multiple-choice questions testing comprehension. (6 marks) Part 3: Reading text (500 words) with short comprehension questions requiring longer and shorter answers. (16÷2=8 marks) Part 4: Close test or text with questions testing language such as: rules of concord, direct and indirect speech, homonyms, homophones, conjunctions, punctuation, negatives, prepositions, inflection, idiomatic expressions. (10 marks) Section 2 - Directed Writing Three questions will be set with different kinds of passages Part 1: A text with 150-200 words; form filling exercise (10÷2=5 marks) Part 2: Reading text of 450 words; summary writing (paragraph or note form) of approximately 100 words (7 marks) Part 3: A reading text of 450 words; extended response of approximately 150 words e.g. letter, article, report, paragraph, dialogue, etc. (8 marks)	2 hours	30 20 Total: 50
Paper 2 (Continuous Writing) The learner will be expected to respond creatively, using his/her imagination, to a variety of tasks, using appropriate style i.e. writing essays, paragraphs, letters, reports, etc. There will be two sections: Section 1: longer piece of writing of 120-150 words (Gr. 8); 180 - 200 words (Gr. 9); 200-250 words (Gr. 10) from a choice of <u>six topics</u>, which should include descriptive, narrative and argumentative topics. (40 marks) Section 2: shorter piece of writing of 100 – 120 words in Grade 8; 120-150 words in Grade 9 and 150-180 words in Grade 10. There will be <u>four topics</u> to choose from. Topics should include four of the following types of writing: formal and informal letters, reports, reviews. (20 marks)	1 hour 30 minutes	40 20 (60÷2 =) Total: 30
Paper 3 (Listening Comprehension) The question paper consists of two sections. Texts read should be between 300 and 500 words long. The total number of words for Paper 3 should not exceed 1500. Section 1: Part 1: Five short statements with questions requiring one-word answers (180-200 words in total) (5 marks) Part 2: Text with 400 words. Five multiple-choice or true/false questions will be asked. (5 marks) Section 2: Part 1: Text with 400 words. Learners will respond to questions requiring short answers (5 marks) Part 2: Text with 400 words. Learners will respond to questions requiring sentence-length answers including some application (5 marks)	Approx. 30 minutes	10 10 Total: 20

PAPER	DURATION	MARKS
Paper 4 (Literature paper for Grade 10 part-time candidates only) This paper will consist of two sections set on two prescribed books. Each section will have two contextual questions of 20 marks each. Learners will be required to answer ONE question from each section/book. Learners will be evaluated on their general understanding of broad content, sequence of events, characters and their relationship, actions and consequences, main theme and plot.	1 hour	40÷2 = 20

Specification Grid

Assessment Objective	Continuous Assessment	Paper 1	Paper 2	Paper 3	Paper 4
Listening & Responding 1	√			√	
Listening & Responding 2	√			√	
Listening & Responding 3	√			√	
Listening & Responding 4	√			√	
Reading & Responding 1	√				
Reading & Responding 2	√	√			√
Reading & Responding 3	√	√			√
Writing 1	√	√			
Writing 2	√				
Writing 3	√		√		
Writing 4	√	√	√		
Grammar & Usage 1	√	√	√		√
Grammar & Usage 2	√	√	√		√
Grammar & Usage 3	√	√	√		√
Grammar & Usage 4	√	√	√		√

11.8 Grade Description

This grading scale shows the learner's level of achievement in relation to the Basic Competencies as outlined in the subject syllabuses.

The 7-point scale covers a wide ability range, using letters A-G where A is the highest and G the lowest grade. Candidates scoring below G grade, i.e. 0-19% will be ungraded.

GRADES	GRADE INTERVALS (%)	GRADE DESCRIPTIONS
A	80-100	Achieve Basic Competencies exceptionally well. Learner is outstanding in all areas of competency.
B	70-79	Achieved Basic Competencies very well. Learner is highly proficient in most of the areas of competency.
C	60-69	Achieved Basic Competencies well.
D	50-59	Achieved Basic Competencies satisfactorily.
E	40-49	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30-39	Achieved the minimum number of Basic Competencies to be considered competent.
G	20-29	Achieved the minimum number of Basic Competencies worthy of a grade. Learner needs compensatory teaching.
U	0-19	Ungraded

12. GLOSSARY

Categorising:	classification
Chronological Order:	the order in which events happened
Communicative:	exchanging information, news, ideas in an interactive way
Competencies:	the skills or knowledge learners should develop
Continuous Assessment Mark:	the total mark accumulated in all four skills over the three trimesters
Continuous Writing:	longer and shorter pieces of writing such as compositions, letters, reports, dialogues
Debate:	formal discussion
Directed Writing:	shorter pieces of writing, using a variety of sentence types based on stimulus material
Extensively:	widely
Final Examination Mark:	the mark obtained for the internal or external examination/test at the end of the year.
Formal Continuous Assessment:	takes place during structured assessment under controlled conditions
Humorous:	funny, amusing
Imaginary:	not real, something made up
Informal Continuous Assessment:	takes place during lessons and forms integral part of every day teaching
Internal Examination:	an examination set by the teacher and moderated by the Subject Head or a member of the school management
Mixed Ability Classes:	classes with less able and more able learners
Predict/Make Predictions:	to say/guess what is going to happen before reading or listening to text
Promotion Mark:	the average of the CA and the Final Examination Mark
Reading Strategies:	reading processes and skills
Scan:	to read a text quickly (to look for specific information)
Sequencing:	ordering a series of things to follow in a particular way
Skim:	read a text quickly looking for main points/general information
Summative Assessment:	when end-of-year test, together with the continuous assessment marks are used for the final assessment
Trimester Mark:	the grand total for all four skills for the trimester

CONTINUOUS ASSESSMENT RECORD SHEET: ENGLISH SECOND LANGUAGE

GRADE: 8 & 9

CLASS: _____

YEAR: _____

SCHOOL: _____

TEACHER: _____

NAME	TRIMESTER	Listening & Speaking						Reading & Dir. Writing		Literature			Continuous Writing			TRIMESTER MARK	TOTAL CA MARK	AVERAGE CA MARK (300÷3)	EXAMINATION MARK	SUB-TOTAL (200÷2)	PROMOTION MARK
		Listening Comprehension	Listening Comprehension	TOTAL	Everyday Interaction	Prepared Speaking	TOTAL	Task	TOTAL	Task 1	Task 2	TOTAL	Longer Piece	Shorter Piece	TOTAL						
		10	10	20	10	10	20	20	20	10	10	20	10	10	20	100	300	100	100	200	100
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				
	1																				
	2																				
	3																				

CONTINUOUS ASSESSMENT RECORD SHEET: ENGLISH SECOND LANGUAGE

GRADE: 10

CLASS: _____

YEAR: _____

SCHOOL: _____

TEACHER: _____

NAME	TRIMESTER	Listening & Speaking						Reading & Dir. Writing		Literature			Continuous Writing			TRIMESTER MARK	TOTAL CA MARK	AVERAGE CA MARK (200÷2)	EXAMINATION MARK	SUB-TOTAL (200÷2)	PROMOTION MARK
		Listening Comprehension	Listening Comprehension.	TOTAL	Everyday Interaction	Prepared Speaking	TOTAL	Task	TOTAL	Task 1	Task 2	TOTAL	Longer Piece	Shorter Piece	TOTAL						
		10	10	20	10	10	20	20	20	10	10	20	10	10	20	100	200	100	100	200	100
	1																				
	2																				
	1																				
	2																				
	1																				
	2																				
	1																				
	2																				
	1																				
	2																				
	1																				
	2																				

MARKING GRID FOR LONGER PIECES (COMPOSITIONS)

APPENDIX 2

LANGUAGE; STYLE AND ACCURACY	1	2	3	4	5
	Sentences show a variety of appropriate structures. Creative use of vocabulary, <i>idioms and syntax</i> . Fluent and appropriate style. Meaning is accurate and very clear.	Sentences quite well structured. Appropriate use of vocabulary and idioms. Some evidence of style. Meaning is clear. Some minor mistakes.	Simple sentences and linking structures used correctly. Occasional sense of register. At times meaning is clear. Some more serious errors do not impede understanding.	Errors of idioms and syntax can cause confusion. Vocabulary is limited and may be inappropriate. There is much inaccuracy which may <i>impede</i> communication.	Virtually no control of the language. Frequent and serious errors may force the reader to use deduction in order to glean meaning.
CONTENT AND ACCURACY STRUCTURE	1. Imaginative, creative, factually interesting. Mature thought and well structured paragraphs arranged in convincing order.	8	7	6	5
	17-20	15-16	13-14	11-12	9-10
2. Some interesting and effective content. Fairly imaginative, well structured with some detail and development.	8	7	6	5	4
	15-16	13-14	11-12	9-10	7-8
3. Content adequate but unimaginative. Ideas are partly developed and structure is apparent, with a recognisable beginning and end.	7	6	5	4	3
	13-14	11-12	9-10	7-8	5-6
4. Content is limited. Little attempt to develop ideas although main ideas are comprehensible; some examples of wrong order.	6	5	4	3	2
	11-12	9-10	7-8	5-6	3-4
5. Little understanding of the topic. Poor structure leads to some confusion. Random, simple ideas.	5	4	3	2	1
	9-10	7-8	5-6	3-4	1-2

Glossary:

- *glean* – get/work out the meaning
- *idioms* – fixed or common expressions e.g. It is raining cats and dogs/part and parcel of/to put up with
- *impeded* – interfere with
- *register* – appropriate level of formality or informality
- *syntax* – (use of) a variety of different types of sentences e.g. simple/complex and compound sentences

Example: CS 3 = 4 or 8
LS 4 10 or 20

MARKING GRID FOR SHORTER WRITING PIECES/TASKS

APPENDIX 3

SENSE OF AUDIENCE/REGISTER, STYLE, LANGUAGE AND ACCURACY TASK ACHIEVEMENT, COMMUNICATION, CONTENT AND LAYOUT/FORMAT	1	2	3	4	5
	Original and imaginative use of language and style; clear <i>sense of audience/register</i> . Few errors.	Appropriate selection of language for task; some <i>sense of audience/register and style</i> . Some minor mistakes.	Language ordinary but satisfactory; <i>a little sense of audience</i> . Some more serious errors to impede understanding.	Simple and not very effective language which is only rarely suited to task or audience. Errors of <i>idioms</i> and syntax may cause confusion.	Language insufficient for task though understandable in places. Frequent serious errors force the reader to use the deduction in order to glean meaning.
1. Task clearly achieved; good, perhaps detailed, selection of contents; layout appropriate and positively helpful to communication.	9-10	8	7	6	5
2. Task partially achieved; selection of content appropriate (but not adventurous); some understanding that layout can assist understanding.	17-20	15-16	13-14	11-12	9-10
3. Understanding of task shown; some use of simple but appropriate contents; a little evidence of appropriate layout .	8	7	6	5	4
4. Task not satisfactorily achieved; some content may be appropriate; layout plain and likely to communicate purpose.	15-16	13-14	11-12	9-10	7-8
5. Minimal effectiveness of task; very simple and very little content; sense of presentation lacking.	7	6	5	4	3
	13-14	11-12	9-10	7-8	5-6
	6	5	4	3	2
	11-12	9-10	7-8	5-6	3-4
	5	4	3	2	1
	9-10	7-8	5-6	3-4	1-2

Glossary:

- *glean* – get/work out the meaning
- *idioms* – fixed or common expressions e.g. It is raining cats and dogs/part and parcel of/to put up with
- *impeded* – interfere with
- *layout/format* – the way the information is presented or arranged e.g. where the address and salutation for a letter should be put; how well the writing and pictures on a poster have been placed
- *sense of audience/register* - being aware of who you are writing to and using an appropriate level of formality or informality
- *syntax* – (use of) a variety of different types of sentences e.g. simple/complex and compound sentences
- *task achievement* – to complete the task required; to successfully communicate a message.

Example: CS 3 = <u>4 or 8</u>
_____ LS 4 10 20