

THE CURRICULUM FRAMEWORK FOR ENGLISH

Introduction

The teaching of English should develop students' abilities to use language effectively, to communicate in speech and in writing and to respond with understanding and insight to a wide range of texts. Whilst speaking and listening are not tested at this level, their importance in language development is such that they should play a major part in the curriculum alongside reading and writing. An integrated curriculum is envisaged in which speaking and listening activities commonly support learning.

READING

Students should:

- read a wide range of narrative, non-fiction and media texts. These may include novels, short stories, drama scripts, poetry, journals, diaries, letters, leaflets, magazines, newspapers and advertising matter;
- recognise explicit meaning, select, collate and summarise facts and ideas, using their own words where appropriate to demonstrate understanding;
- recognise and comment on opinions expressed by a writer;
- understand vocabulary and comment on a writer's use of language, such as in an informal or a formal style, the choice of words to create an atmosphere or to persuade the reader;
- recognise implied meaning, such as the inference of character from what someone says or does in a text, or the meaning contained in an image;
- comment on the main features of narrative writing, such as character, setting, theme, and the way in which a plot is put together;
- demonstrate understanding of features of narrative, non-fiction and media texts by developing them in their own discussion and writing, for example, a further episode about a family portrayed in a book, or providing the wording for an advertisement.

WRITING

Students should:

- write for a variety of purposes, such as to inform, explain, describe, explore, imagine, entertain, argue, persuade, instruct, analyse, review and comment;
- write in a wide range of forms, such as stories, poems, play scripts, autobiographies, personal letters, diaries, formal letters, persuasive writing, advertising copy, newspaper reports and articles, reviews, arguments, information sheets, notes and leaflets;
- begin to develop a sense of audience and to engage the reader's attention;
- structure their writing, using paragraphs and sequencing events, details and ideas within paragraphs;
- use varying styles of writing appropriate to different forms.

USAGE

Students should:

- use full stops, capital letters, commas and question marks to make meaning clear, and show awareness of other forms of punctuation, including the presentation of dialogue;
- spell correctly most of the words they use;
- learn a range of vocabulary appropriate to their needs, and use vocabulary in speech and in writing to clarify meaning and to interest their audience;
- use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their speech and writing;
- use correct grammar, including tense, case and word order.

SPEAKING AND LISTENING *

Students should:

- speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade;
- participate in speaking and listening activities in order to discuss and prepare assignments;
- begin to make significant contributions to group discussions and help to plan and to give group presentations;
- hold conversations with others on familiar subjects;
- develop the ability to listen courteously to others and to be sensitive to turn-taking;
- practise speaking fluently at an appropriate pace;
- practise speaking clearly at an appropriate volume;
- use a range of vocabulary and sentence structure to make speech interesting and convincing.

* Speaking and listening will not be assessed in the tests.

TEST SPECIFICATION FOR ENGLISH

English will be assessed using two papers. Each paper will be taken in a one hour session with an additional 7 minutes for reading the paper.

Paper 1 will be split into two sections.

Section A will assess reading and will consist of a reading comprehension and a summary either set on one long passage or two separate, shorter passages. The passages will be short and have a factual content. The questions will be straightforward and explicit (16 marks).

Section B will assess writing and candidates will be given a short, focused task with a clear aim and audience. The content will be non-narrative (30 marks).

Paper 2 will also be split into two sections; Section A will assess reading and Section B writing.

Section A will consist of a long, narrative reading passage with three questions assessing complex reading skills, such as author's use of language, the development of character and inference (24 marks).

Section B will consist of one writing task. The task will be short and focused and will have a narrative content (30 marks).

Note: Listening and Speaking will not be assessed in the tests.