

**EDUCATIONAL QUALITY AND
ASSESSMENT PROGRAMME
[EQAP]**



Pacific
Community

Communauté
du Pacifique

**SOUTH PACIFIC FORM SEVEN
CERTIFICATE [SPFSC]**

**ENGLISH
PRESCRIPTION**

GENERAL INFORMATION

The Office of the Educational Quality and Assessment Programme (EQAP) is located at:

3 Luke Street, Nabua
Suva
Fiji

Tel: (679) 3315600
Email: eqap@spc.int
Web: www.spc.int / www.eqap.org.fj

Any correspondence regarding this prescription should be addressed to:

The Director EQAP
Pacific Community (SPC)
Private Mail Bag
Suva
Fiji

January 2004: 1st Edition
January 2011: 2nd Edition
April 2017: 3rd Edition
February 2019: 4th Edition

© Educational Quality and Assessment Programme, 2019
The Pacific Community (SPC)

All rights reserved. No part of this publication may be reproduced by any means without prior permission of the EQAP Director.

SOUTH PACIFIC FORM SEVEN CERTIFICATE

ENGLISH

Contents

Preamble and Rationale.....	4
Course Aim	4
Prerequisites	5
General Objectives	5
Content Components	6
Unpacking the Learning Outcomes.....	6
Learning Outcomes	7
Strand 1: Exploring language: close reading of text	7
Sub- strand 1.1 Prose	7
Sub- strand 1.2 Poetry	9
STRAND 2: Response to texts.....	11
Sub- strand 2.1 Shakespearean Drama	11
Sub- strand 2.2 Non-Shakespearean Drama	13
Sub- strand 2.3 Poetry	14
Sub- strand 2.4 Novel	16
Sub- strand 2.5 Short Story.....	17
Sub- strand 2.6 Non-Fiction	20
Sub- strand 2.7 Film	21
STRAND 3: Exploring Language: Language Research	23
Sub- strand 3.1 Literature Review	23
Sub- strand 3.2 Primary Research	24
Sub- strand 3.3 Produce a fluent and coherent writing.....	24
STRAND 4: Exploring language: Oral presentation.....	25
Sub- strand 4.1 Produce a fluent and coherent speech	25
ASSESSMENT	27
Suggested Teaching Time and Weightings	27
Assessment Blueprint.....	27
External Assessment	28
Section 1: Exploring language: close reading of text (30%).....	28
Section 2: Response to Texts (20% x 2 = 40%).....	28
Internal Assessment.....	29
TASK ONE: Research	29

TASK TWO: Oral Presentation	30
APPENDICES.....	32
Appendix 1: Sample Scoring Rubric - Literature Essays.....	32
Appendix 2: Scoring Rubric – Research Report	33
Appendix 3: Scoring Rubric - Oral Presentation	35
Appendix 4: IA Summary Form	36
ADVISORY SECTION	36
1. Sample Teaching Programme	37
2. Literature: Recommended texts	40
3. Resources and Teacher Reference.....	42

ENGLISH

Preamble and Rationale

This prescription provides the specifications for assessment for the South Pacific Form Seven Certificate [SPFSC] English Examination.

The review and subsequent revisions carried out in 2010 are to encourage the reporting of student achievement against learning outcomes and to provide more opportunity for student learning and achievement in English to be more fully recognised. There is a shift to a 40% internal assessment component. The oral presentation has been broadened to allow students to present seminars on either language or literature. In this way, students could integrate work completed from elsewhere in the English programme by presenting findings and examples from their language research topic, or on topics developed from literature studies, for example by presenting on other texts linked to the same theme. The oral presentation and research are now also weighted equally.

Fewer aspects are included in the examination. This reflects extensive recent international research into external assessment, which concluded that a maximum of three aspects should be examined in a three-hour examination in order for students to have sufficient time to show skills and understandings in externally assessed outcomes. Consequently, the literature component has been reduced from three to two genres examined. The section on exploring language where students answered questions on a selected language topic has also been removed, as this outcome is assessed more appropriately through the language research project.

The revisions to the prescription reflect major changes to curriculum and outcome based qualifications that have occurred since 2003. A major change incorporated in this prescription in 2017 is the inclusion of the unpacked learning outcomes for each strand and sub strand. The rationale for this change is to guide the classroom teachers as to what all their students need to learn and achieve by the end of the school year. Based on the needs of the students to better prepare them for tertiary education, two more Major Learning Outcomes have been included which will be assessed internally, and become part of the research project the students write. The outcomes are now increased from four to six to reflect current curriculum developments and the needs of the society and students, which altogether provide a balance of literature and language based studies. The outcomes have also been reordered into externally assessed and internally assessed groupings. The current revisions also open up opportunities to move in future revisions to a fully standards based assessment model.

The prescription includes support for teachers with indications of how teachers might approach each prescription outcome and plan a yearlong English programme. The prescription is particularly designed for students who may undertake further studies in a tertiary institution as well as for those students who will complete their formal education at the end of Form 7 and enter the job market.

Course Aim

Students will be able to:

- understand, use and create oral and written texts from a range of contexts
- become increasingly skilled speakers and listeners, readers and writers, presenters and viewers
- appreciate and enjoy texts in many forms
- be equipped to make appropriate language choices and apply them in a range of contexts.

Prerequisites

Students will be expected to have gained a Grade 5 or better in Pacific Senior Secondary Certificate English (PSSC).

General Objectives

Students should be able to:

- build skills in the interconnected strands of language by making meaning of ideas or information through listening, reading and viewing, speaking, writing and presenting
- use a set of underpinning processes and strategies to develop knowledge, skills and understandings related to purposes and audiences, ideas, language features, structure and organisation
- develop an understanding of and ability to use the conventions of spoken and written English
- develop an understanding and appreciation of how language varies according to the user, audience, and purpose
- respond to and think critically about a range of texts, including literary texts
- use skills to identify information needs, and find, use, and communicate information effectively
- understand and appreciate the heritages and values of the Pacific through experiencing a broad range of texts.

Content Components

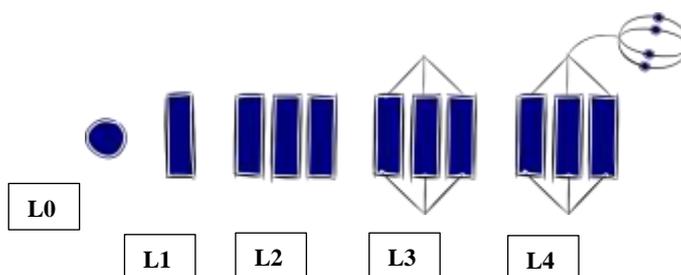
The content of the SPFSC English course is organised under four strands and a number of sub-strands under each strand. These are outlined below:

Strand Number	Strand Title	Sub strand number	Sub-strand title
1.	Exploring Language: Close Reading of Text	1.1	Prose
		1.2	Poetry
2.	Response to Texts	2.1	Shakespearean drama
		2.2	Non-Shakespearean drama
		2.3	Poetry
		2.4	Novel
		2.5	Short Story
		2.6	Non-fiction
		2.7	Film
		2.8	21 st Century Skills (critical thinking & reasoning)
		2.9	Structuring Ideas
		2.10	Expression and Style
		2.11	Writing/ Language Conventions
3.	Exploring Language: Language Research	3.1	Literature Review
		3.2	Primary Research
		3.3	Producing a fluent and coherent writing
4.	Exploring Language: Oral Presentation	4.1	Producing a fluent and coherent speech

Unpacking the Learning Outcomes

In this prescription, Learning Outcomes are stated at three levels of generality: Major Learning Outcomes (MLOs) are stated at the strand level, Key Learning Outcomes (KLOs) are stated at the sub-strand level, and Specific Learning Outcomes (SLOs) are unpacked from the Key Learning Outcomes. Each SLO is a combination of a cognitive skill and a specific content component. Each SLO is given a skill level, level 1 – 4, and this skill level results from the categorisation of the cognitive skill that is embedded in the SLO using the SOLO taxonomy¹.

The SOLO taxonomy provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982).



¹ Structure of Observed Learning Outcomes by Biggs and Collis (1982)

At the **prestructural** level (L0) of understanding, the task is inappropriately attacked, and the student has missed the point or needs help to start. The next two levels, unistructural and multistructural are associated with bringing in information (surface understanding). At the **unistructural** level (L1), one aspect of the task is picked up, and student understanding is disconnected and limited. The jump to the multistructural level is quantitative. At the **multistructural** level (L2), several aspects of the task are known but their relationships to each other and the whole are missed. The progression to relational and extended abstract outcomes is qualitative. At the **relational** level (L3), the aspects are linked and integrated, and contribute to a deeper and more coherent understanding of the whole. At the **extended abstract** level (L4), the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding (adapted from Hook and Mills 2011). [[http://pamhook.com/solo-taxonomy/..](http://pamhook.com/solo-taxonomy/)]

The progression from Level 1 to Level 4 is exemplified in the progression from *define* → *describe* → *explain* → *discuss* with each succeeding level indicating a *higher level of understanding*, as follows:

- **define** – to state a basic definition of a concept [Unistructural or L1]
- **describe** – to give the characteristics of, or give an account of, or provide annotated diagrams. [Multistructural or L2]
- **explain** – to provide a reason for a relationship – an event and its impact, a cause and an effect, as to *how* or *why* something occurs. [Relational or L3]
- **discuss** – this means *linking ideas* (descriptions, explanations) to make generalisations or predictions or evaluations. It may involve relating, comparing, analysing, and justifying.

Learning Outcomes

Strand 1: Exploring language: close reading of text

Major Learning Outcome 1

Respond critically to **significant aspects of unfamiliar written texts** through close reading, supported by evidence

Sub- strand 1.1 Prose

Key Learning Outcome: Respond critically and perceptively to significant aspect(s) of prose, supported by evidence

No.	Specific Learning Outcomes (SLO)	SLO Skill Level	SLO Code
1	State the theme of a given prose.	1	Eng1.1.1.1
2	Describe the features of the theme of a given prose, supported by an example from within the text.	2	Eng1.1.2.1
3	Explain how the events in the prose contribute to the theme.	3	Eng1.1.3.1

4	Extend the ideas in the theme of the prose to other situations in the real world context with justification.	4	Eng1.1.4.1
5	State a belief or attitude expressed or implied in a prose.	1	Eng1.1.1.2
6	Describe the features of the belief or attitude expressed or implied in a given prose, supported by an example from within the text.	2	Eng1.1.2.2
7	Explain how the events in the prose contribute to the expressed belief or attitude.	3	Eng1.1.3.2
8	Discuss/Evaluate the implications/relevance of the beliefs or attitudes in the prose to other situations in the real world context with justification.	4	Eng1.1.4.2
9	State a feeling or experience expressed or implied in a prose.	1	Eng1.1.1.3
10	Describe the features of the feeling or experience expressed or implied in a given prose, supported by an example from within the text.	2	Eng1.1.2.3
11	Explain how the events in the prose contribute to the expressed feeling or experience.	3	Eng1.1.3.3
12	Discuss/Evaluate the implications/relevance of the expressed feeling or experience in the prose to other situations in the real world context with justification.	4	Eng1.1.4.3
13	State a meaning or insight expressed or implied in a prose.	1	Eng1.1.1.4
14	Describe the features of meanings or insights expressed or implied in a given prose, supported by an example from within the text.	2	Eng1.1.2.4
15	Explain how the events in the prose contribute to the expressed meanings or insights	3	Eng1.1.3.4
16	Discuss/Evaluate the implications/relevance of the expressed meanings or insights in the prose to other situations in the real world context with justification.	4	Eng1.1.4.4
17	State an opinion or thought expressed or implied in a prose.	1	Eng1.1.1.5
18	Describe the features of opinion or thought expressed or implied in a given prose, supported by an example from within the text.	2	Eng1.1.2.5
19	Explain how the events in the prose contribute to the expressed opinion or thought	3	Eng1.1.3.5
20	Discuss/Evaluate the implications/relevance of the expressed opinion or thought in the prose to other situations in the real world context with justification.	4	Eng1.1.4.5
21	State/Identify a word choice or syntax or sound device in a prose	1	Eng1.1.1.6
22	Describe the features of word choice or syntax or sound device as used in a prose.	2	Eng1.1.2.6
23	Explain how the word choice or syntax or sound device in the prose contribute to the messages (or some other key feature) of the prose	3	Eng1.1.3.6
24	Discuss/Evaluate the impact of the use of the word choice or syntax or sound device in the prose to other situations in the real world context or to the quality of the prose itself or some other similar prose, with justification.	4	Eng1.1.4.6
25	State a figurative language device or symbolism used in a prose.	1	Eng1.1.1.7
26	Describe the features of the language device or symbolism as used in a prose.	2	Eng1.1.2.7
27	Explain how the language device or symbolism use in the prose contribute to the messages (or some other key feature) of the prose	3	Eng1.1.3.7
28	Discuss/Evaluate the impact of the use of the language device or symbolism in the prose to other situations in the real world context with justification, or to the quality of the prose itself or some other similar prose	4	Eng1.1.4.7

29	State/Identify the organisation of a prose	1	Eng1.1.1.8
30	Describe the features of the organisation of a prose.	2	Eng1.1.2.8
31	Explain how the organisation of the prose contribute to the messages (or some other key feature) of the prose	3	Eng1.1.3.8
32	State/Identify the narrative style of a prose	1	Eng1.1.1.9
33	Describe the features of the narrative style of the prose.	2	Eng1.1.2.9
34	Explain how the narrative style of the prose contribute to the messages (or some other key feature) of the prose	3	Eng1.1.3.9
35	Discuss/Evaluate the impact of the narrative style of the prose to other situations in the real world context or to the quality of the prose itself, or some other similar prose, with justification.	4	Eng1.1.4.8
36	State/Identify the author's or a character's point of view in a prose	1	Eng1.1.1.10
37	Outline the features of the different points of view expressed in the prose.	2	Eng1.1.2.10
38	Explain how the different points of views contribute to the messages (or some other key feature) of the prose	3	Eng1.1.3.10
39	Discuss/Evaluate the impact of the different points of view on the overall quality of the prose itself or some other similar prose	4	Eng1.1.4.9

Sub- strand 1.2 Poetry

Key Learning Outcome: Respond critically and perceptively to significant aspect(s) of poetry, supported by evidence

No.	Specific Learning Outcomes (SLO)	SLO Skill Level	SLO Code
1	State a theme of a given poem.	1	Eng1.2.1.1
2	Describe the features of the theme of a given poem, supported by an example from within the text.	2	Eng1.2.2.1
3	Explain how the events in the poem contribute to the theme.	3	Eng1.2.3.1
4	Extend the ideas in the theme of the poem to other situations in the real world context with justification.	4	Eng1.2.4.1
5	State a belief or attitude expressed or implied in a poem.	1	Eng1.2.1.2
6	Describe the features of the belief or attitude expressed or implied in a given poem, supported by an example from within the text.	2	Eng1.2.2.2
7	Explain how the events in the poem contribute to the expressed belief or attitude.	3	Eng1.2.3.2
8	Discuss/Evaluate the implications/relevance of the beliefs or attitudes in the poem to other situations in the real world context with justification.	4	Eng1.2.4.2
9	State a feeling or experience expressed or implied in a poem.	1	Eng1.2.1.3
10	Describe the features of the feeling or experience expressed or implied in a given poem, supported by an example from within the text.	2	Eng1.2.2.3
11	Explain how the events in the poem contribute to the expressed feeling or experience.	3	Eng1.2.3.3
12	Discuss/Evaluate the implications/relevance of the expressed feeling or experience in the poem to other situations in the real world context with justification.	4	Eng1.2.4.3

13	State a meaning or insight expressed or implied in a poem.	1	Eng1.2.1.4
14	Describe the features of meanings or insights expressed or implied in a given poem, supported by an example from within the text.	2	Eng1.2.2.4
15	Explain how the events in the poem contribute to the expressed meanings or insights	3	Eng1.2.3.4
16	Discuss/Evaluate the implications/relevance of the expressed meanings or insights in the poem to other situations in the real world context, with justification.	4	Eng1.2.4.4
17	State an opinion or thought expressed or implied in a poem.	1	Eng1.2.1.5
18	Describe the features of opinion or thought expressed or implied in a given poem, supported by an example from within the text.	2	Eng1.2.2.5
19	Explain how the events in the poem contribute to the expressed opinion or thought	3	Eng1.2.3.5
20	Discuss/Evaluate the implications/relevance of the expressed opinion or thought in the poem to other situations in the real world context, with justification.	4	Eng1.2.4.5
21	State/Identify a word choice or syntax or sound device in a poem	1	Eng1.2.1.6
22	Describe the features of word choice or syntax or sound device as used in a poem.	2	Eng1.2.2.6
23	Explain how the word choice or syntax or sound device in the poem contribute to the messages (or some other key feature) of the poem	3	Eng1.2.3.6
24	Discuss/Evaluate the impact of the use of the word choice or syntax or sound device in the poem to other situations in the real world context or to the quality of the poem itself or some other similar poem, with justification.	4	Eng1.2.4.6
25	State a figurative language device or symbolism used in the poem.	1	Eng1.2.1.7
26	Describe the features of the language device or symbolism as used in a poem.	2	Eng1.2.2.7
27	Explain how the language device or symbolism used in the poem contribute to the messages (or some other key feature) of the poem	3	Eng1.2.3.7
28	Discuss/Evaluate the impact of the use of the language device or symbolism in the poem to other situations in the real world context or to the quality of the poem itself or some other similar poem, with justification	4	Eng1.2.4.7
29	State/Identify the organisation of the poem	1	Eng1.2.1.8
30	Describe the features of the organisation of the poem.	2	Eng1.2.2.8
31	Explain how the organisation of the poem contribute to the messages (or some other key feature) of the poem	3	Eng1.2.3.8
32	State/Identify the narrative style of the poem	1	Eng1.2.1.9
33	Describe the features of the narrative style of the poem.	2	Eng1.2.2.9
34	Explain how the narrative style of the poem contribute to the messages (or some other key feature) of the poem	3	Eng1.2.3.9
35	Discuss/Evaluate the impact of the narrative style of the poem to other situations in the real world context or to the quality of the poem itself or some other similar poem, with justification.	4	Eng1.2.4.9
36	State/Identify the author's or a character's point of view in the poem	1	Eng1.2.1.10
37	Outline the features of the different points of view expressed in the poem.	2	Eng1.2.2.10
38	Explain how the different points of views contribute to the messages (or some other key feature) of the poem	3	Eng1.2.3.10

39	Discuss/Evaluate the impact of the different points of view expressed in the poem on the overall quality of the poem itself or some other similar poem using accurate and relevant evidence	4	Eng1.2.4.10
----	--	---	-------------

Explanatory notes:

- Significant aspects** will be selected from:
 - ideas** (e.g. (themes), (attitudes, beliefs), (experiences, feelings,) (insights, meanings), (opinions, thoughts), and understandings within the text)
 - language features** (e.g. (word choice, syntax, sound devices), (figurative language devices, symbolism)
 - structure** (e.g. organisation of text [including beginnings and endings, part or whole text], narrative style, point of view) as used for particular audiences and purposes, in terms of meanings and effects created, supported by accurate and relevant evidence
- One text must be a Pacific text. A Pacific text refers to a text with a significant connection to the Pacific such as through author, subject, setting, character.

STRAND 2: Response to texts

Major Learning Outcome B

Respond critically to **specified aspect(s)** of **studied written text(s)**, supported by evidence.

Sub- strand 2.1 Shakespearean Drama

Key Learning Outcome: Students are able to develop ideas when discussing specified aspects of Shakespearean drama using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of a Shakespearean drama	1	Eng2.1.1.1
2	State the title of the Shakespearean drama	1	Eng2.1.1.2
3	State the setting of the Shakespearean drama	1	Eng2.1.1.3
4	State a key event in the Shakespearean drama	1	Eng2.1.1.4
5	State the author of Shakespearean drama	1	Eng2.1.1.5
6	Describe an aspect (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) of the Shakespearean drama	2	Eng2.1.2.1
7	Explain how an aspect or aspects (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/	3	Eng2.1.3.1

	insights/ meanings/ opinions/ thoughts/ understandings) contribute to the main message or purpose of the Shakespearean drama		
8	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a Shakespearean drama (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message or purpose of the Shakespearean drama, using well selected examples from the real world context, with justification.	4	Eng2.1.4.1
9	Describe an aspect of the language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) used in the Shakespearean drama	2	Eng2.1.2.2
10	Explain how an aspect or aspects of language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) contribute to the main message or theme or purpose of the Shakespearean drama	3	Eng2.1.3.2
11	Discuss how the language features of a <u>Shakespearean drama</u> (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together in the Shakespearean drama to produce a powerful aspect (e.g. message, mood, feelings, atmosphere) for the readers, using well selected examples from the real world context, with justification.	4	Eng2.1.4.2
12	Describe an aspect of the structure (organisation i.e. beginning, middle & ending of text/ narrative style/ point of view) of the Shakespearean drama	2	Eng2.1.2.3
13	Explain how narrative style and/or point of view is used by the author to make the message in the Shakespearean drama	3	Eng2.1.3.3
14	Explain how organisation i.e. beginning, middle & ending of text is used by the author to make the message in the Shakespearean drama	3	Eng2.1.3.4
15	Discuss how the structure of a Shakespearean drama (e.g. organisation of text (including beginnings and endings, part or whole text), narrative style, point of view) work together to produce a powerful cohesive message for the readers, using accurate and relevant evidence.	4	Eng2.1.4.3
16	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a Shakespearean drama, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.1.4.4
17	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.1.2.4
18	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.1.3.5
19	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.1.3.6
20	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.1.3.7

21	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.1.2.5
22	Proof read and edit work/ self-correct errors in writing.	3	Eng2.1.3.8

Sub- strand 2.2 Non-Shakespearean Drama

Key Learning Outcome: Students are able to develop ideas when discussing specified aspects of Non-Shakespearean drama, using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of a non-Shakespearean drama	1	Eng2.2.1.1
2	State the title of the non-Shakespearean drama	1	Eng2.2.1.2
3	State the setting of the non-Shakespearean drama	1	Eng2.2.1.3
4	State a key event in the non-Shakespearean drama	1	Eng2.2.1.4
5	State the type (genre) of non-Shakespearean drama	1	Eng2.2.1.5
6	Describe an aspect (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) of a non-Shakespearean drama	2	Eng2.2.2.1
7	Explain how an aspect or aspects (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) contribute to the main message or purpose of the non-Shakespearean drama	3	Eng2.2.3.1
8	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a <u>Non-Shakespearean drama</u> (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message or purpose of the non-Shakespearean drama, using well selected examples from the real world context with justification.	4	Eng2.2.4.1
9	Describe an aspect of the language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) of the non-Shakespearean drama	2	Eng2.2.2.2
10	Explain how an aspect or aspects of language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) contribute to the main message or mood or atmosphere or feeling of the non-Shakespearean drama	3	Eng2.2.3.2
11	Discuss how the language features of a non-Shakespearean drama features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together in the non-Shakespearean drama to produce a powerful message or feelings or mood for the readers, using well selected examples from the real world context, with justification.	4	Eng2.2.4.2
12	Describe an aspect of the structure (beginning, middle & ending of text/ narrative style/ point of view) of the non-Shakespearean drama	2	Eng2.2.2.3

13	Explain how narrative style and/or point of view is used by the author to make the message in the non-Shakespearean drama	3	Eng2.2.3.3
14	Explain how organisation i.e. beginning, middle & ending of the non-Shakespearean drama is used by the author to make a cohesive, powerful message in the non-Shakespearean drama	3	Eng2.2.3.4
15	Discuss how the structure of a non-Shakespearean drama (e.g. organisation of text (including beginnings and endings, part or whole text), narrative style, point of view) work together to produce a powerful cohesive message for the readers, using accurate and relevant evidence.	4	Eng2.2.4.3
16	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a non-Shakespearean drama, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.2.4.4
17	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.2.2.4
18	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.2.3.5
19	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.2.3.6
20	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.2.3.7
21	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.2.2.5
22	Proof read and edit work/ self-correct errors in writing.	3	Eng2.2.3.8

Sub- strand 2.3 Poetry

Key Learning Outcome: Students are able to develop ideas when discussing specified aspects of a poem using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of a poem	1	Eng2.3.1.1
2	State the title of the poem	1	Eng2.3.1.2
3	State the setting of the poem	1	Eng2.3.1.3
4	State a key event in the poem	1	Eng2.3.1.4

5	State the type (genre) of the poem	1	Eng2.3.1.5
6	State the author of the poem	1	Eng2.3.1.6
7	Describe an aspect (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) of the poem	2	Eng2.3.2.1
8	Explain how an aspect or aspects (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) contribute to the main message or purpose of the poem	3	Eng2.3.3.1
9	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a poem (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message or purpose of the poem, using well selected examples from the real world context, with justification.	4	Eng2.3.4.1
10	Describe an aspect of the language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) of the poem	2	Eng2.3.2.2
11	Explain how an aspect or aspects of language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) contribute to the main message or mood, or feelings of the poem	3	Eng2.3.3.2
12	Discuss how the language features of a poem (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together in the poem to produce a powerful message or mood or feelings for the readers, using well selected examples from the real world context, with justification.	4	Eng2.3.4.2
13	Describe an aspect of the structure (beginning, middle & ending of text/ narrative style/ point of view) of the poem	2	Eng2.3.2.3
14	Explain how narrative style and/or point of view is used by the author to make the message in the poem	3	Eng2.3.3.3
15	Explain how organisation i.e. beginning, middle & ending of the poem is used by the author to make the message in the poem	3	Eng2.3.3.4
16	Discuss how the structure of a poem (e.g. organisation of text (including beginnings and endings, part or whole text), narrative style, point of view) work together to produce a powerful cohesive message for the readers, using accurate and relevant evidence.	4	Eng2.3.4.3
17	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a poem, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.3.4.4
18	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.3.2.4
19	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.3.3.5
20	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.3.3.6

21	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.3.3.7
22	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.3.2.5
23	Proof read and edit work/ self-correct errors in writing.	3	Eng2.3.3.8

Sub- strand 2.4 Novel

Key Learning Outcome: Students are able to develop ideas when discussing specified aspects of a novel using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of a novel	1	Eng2.4.1.1
2	State the title of the novel	1	Eng2.4.1.6
3	State the setting of the novel	1	Eng2.4.1.2
4	State a key event in the novel	1	Eng2.4.1.3
5	State the type (genre) of the novel	1	Eng2.4.1.4
6	State the author of the novel	1	Eng2.4.1.5
7	Describe an aspect (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) of the novel	2	Eng2.4.2.1
8	Explain how an aspect or aspects (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) contribute to the main message or theme or purpose of the novel	3	Eng2.4.3.1
9	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a <u>Novel</u> (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message or purpose of the novel, using well selected examples from the real world context, with justification.	4	Eng2.4.4.1
10	Describe an aspect of the language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) of the novel	2	Eng2.4.2.2
11	Explain how an aspect or aspects of language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) contribute to the main message or mood or feelings in the novel	3	Eng2.4.3.2

12	Discuss how the language features of a novel (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together in the novel to produce a powerful message for the readers, using well selected examples from the real world context with justification.	4	Eng2.4.4.2
13	Describe an aspect of the structure (beginning, middle & ending of text/ narrative style/ point of view) of the novel	2	Eng2.4.2.3
14	Explain how narrative style and/or point of view is used by the author to make the message in the novel	3	Eng2.4.3.3
15	Explain how organisation i.e. beginning, middle & ending of the novel is used by the author to make a powerful message in the novel	3	Eng2.4.3.4
16	Discuss how the structure of a novel (e.g. organisation of text (including beginnings and endings, part or whole text), narrative style, point of view) work together to produce a powerful cohesive message for the readers, using accurate and relevant evidence.	4	Eng2.4.4.3
17	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a novel, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.4.4.4
18	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.4.2.4
19	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.4.3.5
20	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.4.3.6
21	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.4.3.7
22	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.4.2.5
23	Proof read and edit work/ self-correct errors in writing.	3	Eng2.4.3.8

Sub- strand 2.5 Short Story

Key Learning Outcome: Students are able to develop ideas when discussing or evaluating specified aspects of a short story using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of the short story	1	Eng2.5.1.1
2	State the title of the short story	1	Eng2.5.1.2
3	State the setting of the short story	1	Eng2.5.1.3
4	State a key event in the short story	1	Eng2.5.1.4
5	State the type (genre) of the short story	1	Eng2.5.1.5
6	State the author of the short story	1	Eng2.5.1.6
7	Describe an aspect (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) of the short story	2	Eng2.5.2.1
8	Explain how an aspect or aspects (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) contribute to the main message or theme or purpose of the short story	3	Eng2.5.3.1
9	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a short story (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message or purpose of the short story, using well selected examples from the real world context, with justification.	4	Eng2.5.4.1
10	Describe an aspect of the language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) of the short story	2	Eng2.5.2.2
11	Explain how an aspect or aspects of language features (word choice/ syntax/ sound devices/ figurative language devices/ symbolism) contribute to the main message or theme or purpose of the short story	3	Eng2.5.3.2
12	Discuss how the language features of a short story features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together in the short story to produce a powerful message for the readers, using well selected examples from the real world context with justification.	4	Eng2.5.4.2
13	Describe an aspect of the structure (beginning, middle & ending of text/ narrative style/ point of view) of the short story	2	Eng2.5.2.3
14	Explain how narrative style and/or point of view is used by the author to make the message in the short story	3	Eng2.5.3.3
15	Explain how organisation i.e. beginning, middle & ending of the short story is used by the author to make the message in the short story	3	Eng2.5.3.4
16	Discuss how the structure of a short story (e.g. organisation of text (including beginnings and endings, part or whole text), narrative style, point of view) work together to produce a powerful cohesive message for the readers, using accurate and relevant evidence.	4	Eng2.5.4.3
17	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a short story, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.5.4.4
18	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.5.2.4

19	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.5.3.5
20	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.5.3.6
21	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.5.3.7
22	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.5.2.5
23	Proof read and edit work/ self-correct errors in writing.	3	Eng2.5.3.8

Sub- strand 2.6 Non-Fiction

Key Learning Outcome: Students are able to develop ideas when discussing or evaluating specified aspects of a non-fiction using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the purpose/intention of a non-fiction	1	Eng2.6.1.1
2	State the title of the non-fiction	1	Eng2.6.1.2
3	State the setting of the non-fiction	1	Eng2.6.1.3
4	State a key event in the non-fiction	1	Eng2.6.1.4
5	State the type (genre) of the non-fiction	1	Eng2.6.1.5
6	State the author of the non-fiction	1	Eng2.6.1.6
7	Outline/Describe the characterisations in the non-fiction	2	Eng2.6.2.1
8	Outline/Describe the insights offered in the non-fiction account	2	Eng2.6.2.2
9	Relate an aspect of the non-fiction (themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) to the overall purpose of the non-fiction	3	Eng2.6.3.1
10	Discuss how a number of aspect(s) of a Non-Fiction (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) work together to contribute to the message in the non-fiction, using well selected examples from the real world context with justification.	4	Eng2.6.4.1
11	Describe an aspect of language features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism). used in the non-fiction	2	Eng2.6.2.3
12	Relate an aspect of language features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) to the purpose or feelings or mood or key message in the non-fiction	3	Eng2.6.3.2
13	Describe an aspect of organisation (beginning, middle & ending of text) of the non-fiction	2	Eng2.6.2.4
14	Describe an aspect of the narrative style and/or point of view of the non-fiction	2	Eng2.6.2.5
15	Explain how narrative style and/or point of view is used by the author to make the message in the non-fiction	3	Eng2.6.3.4
16	Explain how organisation i.e. beginning, middle & ending of the story is used by the author to make the message in the non-fiction	3	Eng2.6.3.5
17	Discuss how a number of language features of a Non-Fiction such as language features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together to support the message or feelings or mood of the non-fiction, using selected examples.	4	Eng2.6.4.2
18	Discuss how the structure (e.g. beginning, middle & ending of text/ narrative style/ point of view) of a non-fiction are used to suit particular audiences and purposes, in terms of meanings and effects created, supported by accurate and relevant evidence.	4	Eng2.6.4.3

19	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a non-fiction, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.6.4.4
20	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.6.2.6
21	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.6.3.6
22	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.6.3.7
23	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.6.3.8
24	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.6.2.7
25	Proof read and edit work/ self-correct errors in writing.	3	Eng2.6.3.9

Sub- strand 2.7 Film

Key Learning Outcome: Students are able to develop ideas when discussing or evaluating specified aspects of a film using critical thinking and logical reasoning, structure ideas appropriately, use expression and style appropriately to express ideas, and use writing conventions appropriately.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State the theme of the film	1	Eng2.7.1.1
2	State the title of the film	1	Eng2.7.1.2
3	State the setting of the film	1	Eng2.7.1.3
4	State a key event in the film	1	Eng2.7.1.4
5	State the type (genre) of the film	1	Eng2.7.1.5
6	State the producer/director of the film	1	Eng2.7.1.6
7	Describe the key features of an aspect of a film (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) using examples.	2	Eng2.7.2.1
8	Explain how an aspect or various aspects of the film (characterisation, settings, beliefs, events) contribute to the theme in the film	3	Eng2.7.3.1

9	Evaluate/Discuss ways in which two or three aspects aspect(s) of a film (e.g. themes/ mood/ atmosphere/ characterisation/ setting/ attitudes/ beliefs/ experiences/ feelings/ insights/ meanings/ opinions/ thoughts/ understandings) interrelate to provide a positive or negative effect on the audience, using well selected examples from the real world context, with justification.	4	Eng2.7.4.1
10	Describe a key feature of a film in terms of cinematography, mise-en-scène, lighting, editing, production design, background music & sound, performance, rhetorical devices, using examples	2	Eng2.7.2.2
11	Explain how an aspect or various aspects of the film (cinematography, mise-en-scène, lighting, editing, production design, background music & sound, performance, rhetorical devices) contribute to the mood or feelings or theme in the film	3	Eng2.7.3.2
12	Evaluate/Discuss the ways in which two or three aspects aspect(s) of a film (e.g. cinematography, mise-en-scène, lighting, editing, production design, background music & sound, performance, rhetorical devices) interrelate to provide a positive or negative effect on the audience, using well selected examples from the real world context with justification.	4	Eng2.7.4.2
13	Reflect critically and use logical reasoning in composing a piece of response to a specified aspect(s) of a film, and is supported by well selected quotes/examples from the text and real world context, with justification.	4	Eng2.7.4.3
14	Use conventions of essay writing that is, introduction, body and conclusion and use a variety of sentence structure to effectively convey meanings such as simple, compound, complex, and compound complex sentence structures, in writing an essay in a selected genre.	2	Eng2.7.2.3
15	Use paragraphs that follow the conventions of paragraph writing such as one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.7.3.3
16	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.7.3.4
17	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.7.3.5
18	Use appropriate conventions of the English language such as spelling, grammar, punctuation, tense, prepositions, etc. in writing an essay addressing a given topic based on a selected genre	2	Eng2.7.2.4
19	Proof read and edit work/ self-correct errors in writing.	3	Eng2.7.3.6

Explanatory Notes

1. This MLO is derived from the NCEA Level 3 standard and related achievement objectives in the English Learning Area of The New Zealand Curriculum, Learning Media and Ministry of Education.
2. Responding critically involves developing the focus and scope of an argument when discussing specified aspect(s) of the text(s), and integrating a range of relevant points. The argument is communicated clearly and coherently, in a structured written answer that follows the conventions of an essay format.

3. Responding critically and convincingly involves making a discerning and informed argument relating to the specified aspect(s) of the text(s).
4. Responding critically and perceptively involves making a sophisticated and insightful and/or original argument relating to the specified aspect(s) of the text(s).
5. *Critical thinking* and *problem solving skills* can only be displayed in students' work if they are taught to use literature to better understand their society and people. Hence critically analysing their society through the literature. This whole exercise provides students more maturity in dealing with human nature.
6. *Problems solving skills* can be enhanced when the students are provided problems from the studied literature or new situations to come to a sound conclusion.
7. *Reasoning skills* can be taught very well if students are given practice to always provide valid reasons for all their thoughts, using causes and consequences. In addition, students need to be involved in metacognition to help them develop sound reasoning skills.
8. Specified aspect(s) of written text(s) are selected from:
 - a) purposes and audiences
 - b) ideas (eg character, theme, setting)
 - c) language features (eg figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
 - d) structures (eg narrative sequence, beginnings and endings).
9. *Studied* refers to a considered exploration of the specified aspects of text(s).
10. *Written text(s)* may include part or whole texts from the Pacific and world texts. Reference may be made to one or more texts within the chosen text types or a combination of those listed below (inter textual studies):
 - a) Shakespearean drama
 - b) Non-Shakespearean drama
 - c) Poetry
 - d) Short story
 - e) Novel
 - f) Non-fiction
 - g) Film
11. *Supported by evidence* refers to the use of specific and relevant details to support an argument. This may include examples, quotations, and/or references to the studied text(s) and/or other sources/ student's own society or global society.

STRAND 3: Exploring Language: Language Research

Major Learning Outcome:

Students are be able to complete independent research into an aspect of language use or a language issue in either the Pacific or global context and present conclusions in writing.

Sub- strand 3.1 Literature Review

Key Learning outcome: Students are able to produce a research report that is based on a completed **research process** that is inclusive of a critical review literature to gain understanding of the topic, building of **conclusions** on information and evidence gathered in the inquiry, present a **structured** report, and use of appropriate **writing conventions**.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	State a hypothesis about an aspect of language use or a language issue in the Pacific or global context.	1	Eng3.1.1.1
2	Formulate a research question/s to help direct the literature review into an aspect of language use or a language issue in the Pacific or global context.	2	Eng3.1.2.1
3	Critically review a literature on either language use or language issue in the Pacific or global context, of which two should be from actual research conducted by people in the similar field.	3	Eng3.1.3.1
4	Present a critical analysis of the reviewed literature in an academic voice.	3	Eng3.1.3.2
5	Use a variety of in-text referencing to achieve different purposes.	2	Eng3.1.2.2
6	Write proper bibliography using any approved style such as APA 6th edition, MLA, Harvard, etc.	2	Eng3.1.2.3

Sub- strand 3.2 Primary Research

Key Learning outcome: Students are able to carry out the **research process** that is guided by a research proposal/plan

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	List the research activities to carry out the investigation	2	Eng3.2.2.1
2	Formulate a research proposal to help carry out an inquiry or investigation into an aspect of language use or a language issue in the Pacific or global context.	3	Eng3.2.3.1
3	Use a variety of qualitative and quantitative data sources to achieve validity and reliability of the findings.	2	Eng3.2.2.2
4	List sources using proper bibliography style such as APA 6th edition, MLA, Harvard, etc.	2	Eng3.2.2.3
5	Document the different aspects of an independent research into an aspect of language use or a language issue in the Pacific or global context.	3	Eng3.2.3.2
6	Outline the methodology followed in the research process	2	Eng3.2.2.4
7	Tabulate data collected through primary research using appropriate data charts (e.g. bar graphs, pie charts, ring charts, tables, line graph, stacked area charts, scatter plots, bubble charts, etc.)	2	Eng3.2.2.5
8	Analyse data collected through primary research and present using appropriate data charts (e.g. bar graphs, pie charts, ring charts, tables, line graph, stacked area charts, scatter plots, bubble charts, etc.).	3	Eng3.2.3.3

Sub- strand 3.3 Produce a fluent and coherent writing

Key Learning outcome: Students are able to demonstrate understanding of and skills in research and produce a complete **research report** that meets the purpose and academic expectations of the research process.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Level	SLO Code
1	Present a critical analysis of the reviewed literature in an academic voice.	2	Eng3.3.2.1
2	Use a variety of in-text referencing to achieve different purposes.	2	Eng3.3.2.2
3	Write proper bibliography using any approved style such as APA 6th edition, MLA, Harvard, etc.	2	Eng3.3.2.3
4	Report on the methodology used to gather data/information during the research process	3	Eng3.3.3.1
5	Present the research findings in an appropriate format	2	Eng3.3.2.4
6	Explain the reasons for the findings of the research in a formal language using examples, facts or statistics and correct in-text referencing and make recommendations for future use of the same.	3	Eng3.3.3.2
7	Use appropriate language conventions.	2	Eng3.3.2.5
8	Use appropriate structure for the layout and format for the report.	2	Eng3.3.2.6
9	Discuss findings in relation to the hypothesis and the actual findings of the research.	4	Eng3.3.4.1
10	Provide appropriate conclusions and recommendations based on the findings of the primary and secondary research and the need to make a positive social change.	4	Eng3.3.4.2

Explanatory Notes:

1. *Carrying out the research process* involves proposing research questions that expand understandings of the topic and selecting relevant information from a range of referenced sources.
2. *Literature Review* refers to making an informed and perceptive understanding of the topic to be researched using other sources related to the research project. Literature review helps one to further refine one's research question by comparing and contrasting the findings of other researchers in the same field or topic. It also helps validate one's topic and research question as it is the first indication whether the research question chosen is worth investigating.
3. *Primary Research* involves field visit & observation, questionnaires, interviews, pre-test and post-test analysis, etc. which is the researcher's own findings.
4. *Building conclusions* requires expressing an opinion or judgement, reaching a decision, or suggesting a solution based on information gathered in the inquiry.
5. *Presenting a structured report* involves including an introduction, a body of accurate information set out in sections and a bibliography.
6. The report will be presented in English, but the selected information may be in the vernacular.
7. Students are encouraged to use technology. Therefore, the research projects may be word formatted and use data presentation tools such as charts, graphs, and tables.

STRAND 4: Exploring language: Oral presentation

Major Learning Outcome:

Students are be able to construct and deliver an effective oral presentation on a language or literature topic.

Sub- strand 4.1 Produce a fluent and coherent speech

Key Learning Outcome: Students are be able to develop and support **ideas**, use appropriate **presentation techniques, engage and communicate** with an audience.

No.	Specific Learning Outcomes (SLO) Students are able to:	SLO Skill Score	SLO Code
1	Use anecdotes, headlines, facts or statistics, etc. to make a captivating introduction.	1	Eng4.1.1.1
2	Provide a purpose for the speech	1	Eng4.1.1.2
3	Make relevant points on a language or a literature topic supported by appropriate examples.	3	Eng4.1.3.1
4	Make sound conclusion of all the points discussed.	3	Eng4.1.3.2
5	Use appropriate language conventions.	2	Eng4.1.2.1
6	Use appropriate body language such as eye contact, gestures.	2	Eng4.1.2.2
7	Use voice intonation to express a point or for emphasis.	2	Eng4.1.2.3
8	Use features of language of public speaking such as personal pronouns, repetitions, alliterations, repeated sentence structure, rhetorical questions, variety of sentence structure, etc.	2	Eng4.1.2.4
9	Engage the audience throughout so that they enjoy and appreciate the presentation.	3	Eng4.1.3.3

Explanatory Notes:

- 1 *Develop and support ideas* means to build on ideas by adding comments, explanations, details or examples, and to make connections between ideas.
- 2 *Presentation techniques* include the use of verbal language techniques (selection of language, rhetorical devices) body language (including stance, gesture, facial expression) voice (including tone, volume, pace, stress) props, costume, and ICT or demonstration materials or items.
- 3 *Engage and communicate* means to command the audience's attention through establishing an effective rapport.
- 4 *Audience* implies a number of people such as a class or a group of peers. The delivery situation should be formal.

ASSESSMENT

Assessment in this English course is in two parts - external assessment and internal assessment. The respective weightings are

1. External Assessment (EA) : 70%
2. Internal Assessment (IA) : 30%

The principal, or his/her nominee, will certify that the prescription requirements have been fulfilled.

Suggested Teaching Time and Weightings

	MLO	External / internal	Suggested Time	Overall weighting
1	Respond critically to unfamiliar written texts through close reading, using supporting evidence.	<i>External</i>	5 weeks	30%
2	Develop a critical response to specified aspect(s) of a text using supporting evidence.	<i>External</i>	12 weeks	40%
3	Complete independent research into an aspect of language use or a language issue in either a Pacific or a global context and present conclusions in writing.	<i>Internal</i>	6 weeks	20%
4	Construct and deliver an effective oral presentation on a language or literature topic.	<i>Internal</i>	2 weeks	10%

Assessment Blueprint

Content Area /Strand	SOLO Skill Levels				Weighting (%)
	Level 1 (Uni Structural) SS = 1	Level 2 (Multi Structural) SS = 2	Level 3 (Relational) SS = 3	Level 4 (Extended Abstract) SS = 4	
Strand 1: EA					30
Strand 2: EA					40
Strand 3: IA					20
Strand 4: IA					10
TOTAL # of Items	20	15	10	5	50
TOTAL Skill Scores	20	30	30	20	100%

External Assessment

Students will be assessed by a **three-hour written examination** (70% or worth 70 total scores).

The written examination will assess students' appreciation and understanding of language and students' responses to texts and use of written language.

The weightings given to each section in the written examination will be as follows:

Section 1: Response to unfamiliar text	30%
Section 2: Response to studied text	40%

Section 1: Exploring language: close reading of text (30%)

Students will write answers to open-ended questions exploring significant aspects of **TWO** unfamiliar texts. One text will be a poetry text, the other, prose. One will be a Pacific text.

Questions will be set on each text and there may also be a question involving the comparison of the two texts.

Refer to the SLOs for **Strand 1.1 and Strand 1.2** with skill levels aligned to suggest the possible scores that can be gained for different types of items at each skill level.

Section 2: Response to Texts (20% x 2 = 40%)

Students will be required to write **TWO** essays on topics chosen from **TWO** of the following genres. Each essay will be worth 20%.

Refer to marking schedule in *Appendix 1*.

A choice of **two** questions will be offered for each genre:

- (i) Shakespeare Drama
- (ii) Non-Shakespearean Drama
- (iii) Poetry
- (iv) Short story
- (v) Novel
- (vi) Non-Fiction
- (vii) Film

Candidates who select short texts (e.g. poetry, short story) must refer to at least two texts. The texts selected should be linked in a significant way, for example by theme or subject matter. Short texts could be by the same or different writers.

Teachers should refer to the 'Recommended Texts' lists when selecting texts for study.

In the selection of texts for study in relation to the literature topics teachers should ensure that there is a balance between the reading and study of local literature, including texts with significant connections to the Pacific such as through author, subject, setting, and character, as well as the wider heritage of English literature and world literature in English.

In the selection of visual texts for the Film section, teachers should note that students are required to write about aspects of feature length films, whether they are primarily for cinema, television or video. Questions will enable students to consider film as text, and consider production techniques.

Students may answer on the same work in different genres: for example, a film version of a novel under section (vii) Film; and the same novel under section (v) Novel. However, students should make sure that they focus specifically on each text as a separate and different entity and do not confuse the two.

Each essay should be at least 400 words long.

Internal Assessment

As part of the course, students are required to complete **TWO tasks**, which are assessed by teachers in schools based on an oral presentation and a research activity.

1. Research - 20 %
2. Oral Presentation - 10%

TASK ONE: Research

Students will complete an independent research into an aspect of language use or a language issue in either a Pacific or a global context, and present their findings in a written report of at least 1500 words. Students need to show evidence of undertaking their own personal research processes. Refer to Scoring criteria in [Appendix 2](#).

Although the report will be presented in English, the subject, process, sources, quotes and examples may be in the vernacular, as appropriate.

The research could focus on exploring language issues or the uses of language such as:

- *Changes in language over time*
- *Language barrier as a hindrance to academic excellence for non-English speaking students*
- *The impact of technology on language*
- *The influence of migration or immigration on language*
- *Using language to persuade or manipulate opinion: for example, through advertising*
- *The impact of media or tourism on language*
- *Exploring regional differences in language*
- *Exploring language use in traditional occasions*
- *Exploring different hierarchical variations in a language*
- *Exploring ways to develop literacy skills in the pacific countries*
- *Exploring ways to develop literacy skills for English Language Learners (ELLs)*

- *Exploring how speakers use language to promote a cause or to speak in a particular context: for example, how newly elected presidents or prime ministers describe their plans and visions in their inaugural speeches, to raising public awareness about a regional or global issue.*

Note: The learning outcomes that guide this research are listed under Strand 3 in the Learning Outcomes section.

TASK TWO: Oral Presentation

Students will construct and deliver an oral seminar of about 5-7 minutes, about an aspect or aspects of literature or language using a range of appropriate presentation techniques. Refer to scoring criteria in Appendix 5.

In their oral seminars, students could present findings and examples from their language research topic. They could also choose to present on topics developed from literature studies completed in class, for example by presenting on other texts linked to the same theme. If a literature topic is selected, it is expected that the ideas presented would be largely original and not repeat materials taught in class.

Although other languages may be included in the presentation as appropriate (eg, as an introduction or greeting) the presentation must be mainly in English and demonstrate command of spoken English.

The presentation should be primarily oral, but employ oral and visual communication techniques to enhance the presentation.

Note: The learning outcomes that guide this Oral Presentation are listed under Strand 4 in the Learning Outcomes section.

Weighting: With the 30% weighting of the total grade allocated for the internal assessment tasks, teachers have the responsibility of deciding how much time should be spent on each task in relation to their teaching programme.

Task	Weighting of total	Suggested % of the teaching programme	Suggested equivalent class time
1. Research Report	20 %	Approx 20%	6 weeks
2. Oral Presentation	10 %	Approx 10%	2 weeks *

* This time allocation is less than the research component as students are likely to have already developed much of the content for their presentations as part of either language research or literature studies.

General: Course work requirements, the assessment tasks and weightings given to each task should be clearly explained to students at the beginning of the year's course. Results must be clearly recorded and maintained by teachers so that accurate information on each student's progress is readily available.

At the beginning of each year, each school presenting candidates for the Regional Form 7 English assessment must complete an Internal Assessment Summary Form (**ENG-IA**) and forward to EQAP by the date set down by the Director.

At the start of the year, students should be given a copy of the assessment statement to be used. The assessment statement and copies of all assessment tasks and assessment schedules used, as well as a sample of candidate responses to all internal assessment work undertaken, must be available for verification on request until 30 November of the year of the examination.

The quality assurance of Internal Assessment will be done in accordance with EQAP's policy as specified from time to time.

APPENDICES

Appendix 1: Sample Scoring Rubric - Literature Essays

Provided below is a generic scoring rubric for scoring essays. Teachers are encouraged to use this rubric for scoring student essays within the year, as well as provide copies to students for their own reference.

Dimension/KL Os	Skill Level 1 Uni Structural	Skill Level 2 Multi Structural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
Develop and Support Ideas	Essay provides only basic knowledge about the topic. Essay is merely notes rewritten without own interpretation of it. Fails to provide examples or quotation from the text to support arguments.	Essay provides sufficient knowledge about the topic. Essay shows own interpretation of the question. Fails to provide examples or quotation from the text to support arguments.	Essay provides detailed knowledge about the topic. Provides examples and quotations from the texts to support arguments.	Essay provides deep knowledge about the topic, and relates knowledge to the real world. Apt use of examples and quotations (text and real word) to support arguments.
Demonstrates 21st century skills such as critical thinking and logical reasoning	Essay does not include any evidence of critical thinking or reasoning or problem solving skills.	Essay includes one of the following: evidence of critical thinking, or reasoning or problem solving skills.	Essay includes two of the following: evidence of critical thinking, or reasoning or problem solving skills.	Essay shows evidence of critical thinking, reasoning and problem solving skills.
Structure Ideas	Essay does not follow the conventions of paragraphing. The essay has just one paragraph. Ideas are not organised. Linking devices not used appropriately. Major errors in sentence structure.	Essay has few paragraphs. More than one idea is congested in a paragraph. Linking devices used occasionally. No variety in sentence structure. Usually simple sentences used. Errors in sentence structure.	Essay has several paragraphs. Each idea is presented in separate paragraphs. Some variety in sentence structure. Minor errors in sentence structure.	Essay is well organised, coherent and has a smooth flow of ideas. Each idea is presented in separate paragraphs. Apt use of linking device. Variety of sentence structure is used to effectively convey the message. Sentence structure mostly correct.
Expression and Style	Essay does not have a formal tone and style.	Essay has a mixture formal and informal tone and style	Essay has a formal tone and style with minor errors.	Essay maintains a formal tone and style throughout the essay.
Language Conventions	Essay is very difficult to understand. Many types of grammatical errors found and repeated throughout the essay.	Essay is difficult to understand. Several types of grammatical errors found and repeated throughout the essay.	Student is able to communicate using writing. Few types of grammatical errors are found.	Student is able to communicate effectively using writing. Use of LC is mostly free of errors.

Appendix 2: Scoring Rubric – Research Report

Total Skill Score = 20

Task item and SLO code	Skill Level 1	Skill Level 1 Uni Structural	Skill Level 2 Multi Structural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
Research Questions (Eng3.1.2.1)	2	The student's research question is stated but not fully correct	The student's research question is/are fully correct		
Literature Review (Eng3.1.3.2)	3	The student has presented a critical analysis of the reviewed literature. Has reviewed at least one literature in the same field.	The student has presented a critical analysis of the reviewed literature. Has reviewed at least 2 literature in the same field, of which one is a primary research.	The student has presented a critical analysis of the reviewed literature in an academic voice. Has reviewed at least 3 literature in the same field, of which one is a primary research.	
Research Methodology (Eng3.3.3.1)	3	Methodology is basic with some missing information	Methodology is a list of steps used but not in reported tone	Methodology is complete and tone of reporting is correct	
Research Findings (Eng3.3.4.1)	4	The student's work shows discussion on the findings of the primary research. Does not support findings with examples, data, facts, and statistics or in-text referencing. The student does not compare and contrast findings of the primary research with the reviewed literature.	The student's work shows discussion on the findings of the primary research in a formal language. Makes some use of examples, data, facts or statistics and in-text referencing. The student does not compare and contrast findings of the primary research with the reviewed literature.	The student's work shows discussion on the findings of the primary research in a formal language using examples, data, facts or statistics and in-text referencing. The student compares and contrasts some findings of the primary research with the reviewed literature.	The student's work shows discussion on the findings of the primary research in a formal language using examples, data, facts or statistics. The student compares and contrasts the major findings of the primary research with the reviewed literature.
Conclusion (Eng3.3.4.2)	4	Makes some conclusions based on the hypothesis and the actual findings of the research. The student is able to provide little judgement based on	Makes conclusions based on the hypothesis and the actual findings of the research. The student is able to provide some judgement based on the hypothesis, the	Makes sound conclusions based on the hypothesis and the actual findings of the research. The student is able to provide good judgement based on	Makes sound conclusions based on the hypothesis and the actual findings of the research. The student is able to provide good

		the hypothesis, the research questions, the findings from the literature review and the actual research that was conducted. Does not provide appropriate action steps for the group of people concerned.	research questions, the findings from the literature review and the actual research that was conducted. Does not provide appropriate action steps for the group of people concerned.	the hypothesis, the research questions, the findings from the literature review and the actual research that was conducted. Does not provides appropriate action steps for the group of people concerned.	judgement based on the hypothesis, the research questions, the findings from the literature review and the actual research that was conducted. Provides appropriate action steps for the group of people concerned.
Presentation (Eng3.3.2.6)	2	The student's report is not well organised and structured. Has errors in layout and format.	The student's report uses appropriate structure that is layout and format for the report.		
In text Referencing (Eng3.3.2.2)	2	The student's work has one correct use of in text referencing.	The student's work has a variety of correct in-text referencing to achieve different purposes. Free of errors.		
Bibliography (Eng3.3.2.3)	2	The student's work has one correct use of bibliography.	The student has proper bibliography using an approved style such as APA 6th edition, MLA, Harvard, etc. Free of errors.		

Note:

- It is expected that teachers provide these scoring rubrics to students, and continuously guide them to achieve these learning outcomes.

Appendix 3: Scoring Rubric - Oral Presentation

Total Skill Score = 10

Task items and SLO codes	Skill level	Skill Level 1 Uni Structural	Skill Level 2 Multi Structural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
Introduction (Eng4.1.1.1)	1	Presentation is appropriately introduced			
Purpose (Eng4.1.1.2)	1	Purpose is stated			
Language Conventions (Eng4.1.2.1)	2	Presentation is difficult to understand. Major errors in grammar.	Student is able to communicate effectively using speech. Free of errors.		
Make related points (Eng4.1.3.1)	3	One point is made with relevant details	More than one point is made with details	More than one point made and linkages between points are explicitly stated.	
Make sound conclusions (Eng4.1.3.2)	3	One simple point is made as the conclusion	More than one relevant points are made as the conclusion but not tied up well	More than one related and relevant points are made as conclusion, and well related to topic	
Audience Response (Eng4.1.3.3)	3	Audience found the information confusing, non-realistic, and not engaging. Not appreciated.	Audience found the presentation easy to understand and engaging. Some people appreciated the work.	Audience found the presentation very informative, interesting, realistic, relevant, and easy to understand. Audience appear to be highly appreciative of the presentation.	

Appendix 4: IA Summary Form

SOUTH PACIFIC FORM SEVEN CERTIFICATE Internal Assessment Summary Form: ENGLISH

Country: _____ School: _____

Task	Task Description/Focus	Start Date	End Date	Weighting
1. Research Report				20%
2. Oral Presentation (seminar)				10%
	Total			30%

Title list for research report

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Note:

1. Be specific about dates, not just Week 3 Term 1, etc.
2. Suggested scoring rubrics for the tasks are provided in the prescription. Teachers must use these.
3. IA Score Capture Sheets will be provided to schools by EQAP.

Teacher's Name and Signature: _____ Date: _____

Principal's name and signature: _____ Date: _____

A full IA program is to be submitted together with this IA Summary Form.

ADVISORY SECTION

1. Sample Teaching Programme

Time Scale	Topic	Skills	Resources	Assessment
TERM ONE				
Week 1	Introduction to Course	Listening Writing Questioning Speaking Reading	Handouts: Prescription Course outline Internal Assessment	
Weeks 2 - 4	Section A: Close reading of Text	Close reading Developing responses to significant aspects of texts. Refer to Appendix 2 sample scoring criteria.	Past paper questions focusing on questions exploring significant aspects of texts. Annotated exemplars developed from work from previous years [could be available from EQAP]. Appendix 2 scoring criteria.	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to appendix 2 sample scoring criteria.
Weeks 5 -10	Section B: Response to texts Lit. 1	Reading or viewing Thinking critically Writing Writing responses focusing on developing ideas, structure, expression and style, and writing conventions. Refer to appendix 3 Scoring Rubric for literature essay	Selected text Past papers Appendix scoring rubric. Annotated exemplars developed from student essays from previous years [could be available from EQAP], or from the English externals exemplars on the English resources page at www.nzqa.govt.nz . [refer to the url in the resources section of the appendix].	Class/group/individual analysis. Practice essays Common Test (Week 10) Refer to appendix 3 scoring rubric.
End of Term 1 [4 term year]				
Weeks 11 - 14	Section B: Response to texts Lit. 2	Reading or viewing Thinking critically Writing Writing responses focusing on developing ideas, structure, expression and style, and writing conventions. Refer to appendix 3 Scoring Rubric for literature essay	Selected text Past papers Appendix scoring rubric. Annotated exemplars developed from student essays from previous years [could be available from EQAP], or from the English externals exemplars on the English resources page at www.nzqa.govt.nz . [refer to the url in the resources section of the appendix].	Class/group/individual analysis. Practice essays Common Test (Week 10) revision; Refer to appendix 3 scoring rubric.
End of Term 1 [3 term year]				

Weeks 15 - 16	Section B: Lit. 2	As above	As above	As above
Week 17 -18	Revision of mid year exams: Section B: Lit. 1, 2			Scoring based on Scoring Guidelines
	Section A: Close reading of Text	Close reading Developing responses to significant aspects of texts. Refer to Appendix 2 sample scoring criteria.	Past paper questions focusing on questions exploring significant aspects of texts. Annotated exemplars developed from work from previous years [could be available from EQAP]. Appendix 2 sample scoring criteria.	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 2 sample scoring criteria.
Weeks 19 - 20	MID YEAR EXAMS - Section A: Close reading of Text - Section B: Lit. 1, Lit 2			Scoring based on Scoring Guidelines
End of Term 2 [4 term year]				
Week 21	Review of mid year exams: Section A, Section B: Lit. 1			Scoring based on Scoring Guidelines
	Section A: Close reading of Text	Close reading Developing responses to significant aspects of texts. Refer to Appendix 2 Scoring Criteria.	Past paper questions focusing on questions exploring significant aspects of texts. Annotated exemplars developed from work from previous years [could be available from EQAP]. Appendix 2 Scoring Criteria.	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 2 Scoring Criteria.
Weeks 22 - 27	Section C: Research	Planning and formulating questions Collecting and processing data Drawing conclusions Report writing Class work modelling and practising the research process, then individual research supported by the teacher. Refer to Appendix 4 Scoring Rubric.	Annotated exemplars developed from student reports from previous years [could be available from EQAP], or from the Level 3 English research activities at www.tki.org.nz . [refer to the url in the resources section of the appendix].	Collected information and research report. Refer to Appendix 4 Scoring Rubric.
End of Term 2 [3 term year]				

Weeks 28 - 30	Section D: Oral presentation	Developing content of presentation which could be based on language research or on a topic developed from literature studies. Developing presentation skills. Learning to communicate with an audience.	Annotated exemplars developed from oral presentations from previous years [could be available from SPBEA], or a level 3 oral presentation exemplars DVD is available from the NZ MOE at www.thechair.minedu.govt.nz [refer to the url in the resources section of the appendix]. Appendix 5 Scoring Rubric.	Class/group/individual preparation and rehearsal. Oral presentation in class. Refer to Appendix 5 Scoring Rubric.
End of term 3 [4 term year]				
Week 31	Section A: Close reading of Text	Close reading Developing responses to significant aspects of texts. Refer to Appendix 2 sample Scoring Rubric.	Past paper questions focusing on questions exploring significant aspects of texts. Annotated exemplars developed from work from previous years [could be available from EQAP]. Appendix 2 Scoring Rubric.	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 2 Scoring Rubric.
Week 32	Revision for end of year exams: Section B: Lit. 1, 2			Scoring based on Scoring Guidelines
Week 33 - 34	END OF YEAR EXAMS -Section A: Close reading of Text - Section B: Lit. 1, Lit 2			Scoring based on Scoring Guidelines
Week 35	Revision if needed Perhaps essay writing/time management seminars / exam techniques			
Week 36	Study Week			
Week 37 - 38	END OF YEAR EXAMS			
Week 39	End of year programme			

2. Literature: Recommended texts

Non-Fiction	Fiction	Poetry
<p><i>Black Boy</i>, by Richard Wright.</p> <p><i>I Know Why the Caged Bird Sings</i>, by Maya Angelou.</p> <p><i>Schindler's Ark</i>, by Thomas Keneally</p> <p><i>To the Island</i>, by Janet Frame.</p> <p><i>Voices of Gallipoli</i>, by Maurice Shadbolt. Creates a strong personal response, structurally interesting, humorous,</p> <p><i>Wild Swans</i> by Jung Chang</p> <p><i>Angela's Ashes</i> –by Frank McCourt</p>	<p>The Great Gatsby – F.S. Fitzgerald</p> <p>Pouliuli – Albert Wendt</p> <p>The Outsider – Albert Camus</p> <p>The River Between – James Ngugi</p> <p>A Bend In The River – V.S. Naipaul</p> <p>The Handmaid's Tale – Margaret Atwood</p> <p>The Heart of the Matter – Graham Greene</p> <p>Faces in the Water – Janet Frame</p> <p>Pride & Prejudice – Jane Austen</p> <p>Wuthering Heights – Emily Bronte</p> <p>Great Expectations – Charles Dickens</p> <p>Snow Falling on Cedars – David Guterson</p> <p>The Bone People – Keri Hulme</p> <p><u>Short Story</u></p> <p>Frank Sargeson Selected Patricia Grace</p> <p>Owen Marshall Katherine Mansfield</p> <p>E. A. Poe Albert Wendt</p> <p>'Eveli Hau'ofa</p>	<p>Gifts (Anthology). Harvey McQueen (ed)</p> <p>Touched with Fire, Jack Hydes CUP</p> <p>Target 7</p> <p>Langakali/Hingano, Konai Helu Thaman</p> <p>Nuanua – Albert Wendt (ed.)</p> <p>Selected poems by Albert Wendt, Konai Helu Thaman, 'Eveli Hau'ofa, Wilfred Owen, Robert Frost, Shakespeare's Sonnets, William Wordsworth, T.S. Eliot, Yeats, Hone Tuwhare, James K.Baxter, and Karl Samuel.</p>

Non Shakespearean Drama	Shakespeare	Film
Death of a Salesman – Arthur Miller The Crucible – Arthur Miller A Man For All Seasons- Robert Holt Pygmalion – George Bernard Shaw The Importance of Being Earnest – Oscar Wilde A Streetcar Named Desire – Tennessee Williams	<i>King Lear</i> <i>As You Like It</i> <i>Othello</i> <i>Much Ado About Nothing</i> <i>Twelfth Night</i> <i>Merchant of Venice</i> <i>Richard II</i> <i>Midsummer Nights Dream</i> <i>Richard III</i> <i>The Tempest</i> <i>Hamlet</i> <i>Measure for Measure</i> Cannot Use Macbeth Romeo & Juliet Julius Caesar	<i>All Quiet on the Western Front</i> Delbert Mann <i>Bladerunner</i> (dir Ridley Scott) Excellent resource for film noir genre study, <i>The Colour Purple</i> Stephen Spielberg dir. <i>Heavenly Creatures</i> , Peter Jackson. Thought provoking. Sensitive Excellent use of techniques. <i>Sense and Sensibility</i> Ang Lee <i>To the Island</i> Jane Campion.

The above texts are approved for use. Teachers are encouraged to use other texts, but will need to seek approval from EQAP. Once a text is approved, EQAP will add the title to the approved list and inform all schools of the addition.

3. Resources and Teacher Reference

EQAP:

Past exam papers and scoring rubrics: www.spc.int / www.eqap.org.fj

Information pack sent to schools annually.

NZQA subject resources for English. Includes previous NCEA exam papers, student exemplars as well as links to resources available on tki and English Online.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subjectresources/english>

Teacher resources:

From English Online: <http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Teacher-Resource-Exchanges> Also

<http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Units-andsequences/Archived-English-Online-units/> **From Te Kete Ipurangi [tki]:**

[http://www.tki.org.nz/e/search/results.php?1%3Aelem=DC.Subject.Classification&1%3Aval=NCEA%3BEnglish&1%3Avalop=AND&1%3Asearchtype=term&xsl_lang=en&xsl_path=/search/results_e.php]

<http://www.tki.org.nz/e/community/ncea/english.php>

Text suggestions: From

English Online:

<http://literacy-english-esol.wikispaces.com/Text+Suggestions> **From**

TVNZ:

<http://tvnz.co.nz/dvd/educational-titles-3383460>

From Ministry of Education:

http://www.thechair.minedu.govt.nz/servlet/Srv.Ecos_Process_HTML_File?P1=/graphics/moe/signon.htm

The level 3 oral presentation exemplars DVD is available to order: item 31667.

From Read Pacific:

<http://www.readpacific.co.nz>