

EDUCATIONAL QUALITY AND ASSESSMENT PROGRAMME [EQAP]



Pacific
Community
Communauté
du Pacifique

SOUTH PACIFIC FORM SEVEN CERTIFICATE [SPFSC]

**ENGLISH
SYLLABUS**

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ENGLISH

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ENGLISH

Preamble and Rationale

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

The review and subsequent revisions carried out in 2010, 2017 and 2019 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 30% 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 Research Report constitutes 20% and the Oral Presentation 10% of the IA Component.

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 syllabus reflect major changes to curriculum and outcome based qualifications that have occurred since 2003. A major change incorporated in this syllabus 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 syllabus includes support for teachers with indications of how teachers might approach each syllabus outcome and plan a yearlong English programme. The syllabus 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 successfully completed their National Year 12 Qualification or its equivalent.

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

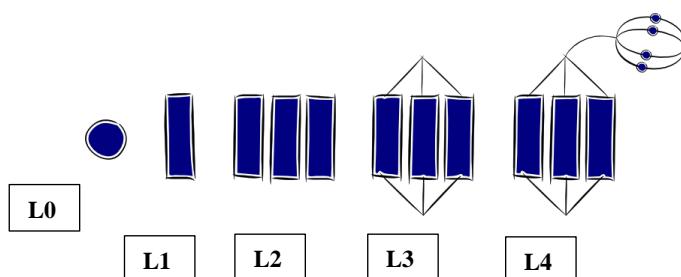
The content of the SPFSC English course is organised under four strands and a number of sub-strands under each strand. These are outlined below:

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 syllabus, 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 a theme of a given prose and support it with an example from 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 a belief or attitude, expressed or implied in a given prose, and support it with an example from 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 a feeling or experience, expressed or implied in a given prose and support it with an example from 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 meanings or insights expressed or implied in a given prose, supported by an example from 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 an opinion or thought expressed or implied in a given prose and support it with an example from 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 features) 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 used in the prose contribute to the messages (or some other key features) 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 features) 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 features) 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	Eng1.1.1.1 0
37	Outline a point of view expressed in the prose and support it with an example from the text.	2	Eng1.1.2.1 0
38	Explain how the different points of views contribute to the messages (or some other key features) of the prose.	3	Eng1.1.3.1 0
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 a theme of a given poem and support it with an example from 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 a belief or attitude, expressed or implied in a given poem, and support it with an example from 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 feeling or experience expressed or implied in a given poem and support with an example from 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 meanings or insights expressed or implied in a given poem, supported by an example from 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 opinion or thought expressed or implied in a given poem and support with an example from 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 features) 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 features) 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 features) 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	Eng1.2.1.1 0
37	Outline a point of view expressed in the poem and support it with an example from the text.	2	Eng1.2.2.1 0
38	Explain how the different points of views contribute to the messages (or some other key feature) of the poem.	3	Eng1.2.3.1 0
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	Eng1.2.4.1 0

Explanatory notes:

- 1 *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
- 2 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 type (genre) of the Shakespearean drama.	1	Eng2.1.1.5
6	State the playwright/dramatist of a Shakespearean drama.	1	Eng2.1.1.6
7	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
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 Shakespearean drama.	3	Eng2.1.3.1
9	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 using well selected examples from the real world context, with justification.	4	Eng2.1.4.1
10	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
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 Shakespearean drama.	3	Eng2.1.3.2
12	Discuss how the language features of a Shakespearean drama (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together 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
13	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
14	Explain how the narrative style and/or point of view is used by the playwright/dramatist to convey the message in the Shakespearean drama.	3	Eng2.1.3.3
15	Explain how the organisation i.e. beginning, middle & ending of text is used by the playwright/dramatist to convey the message in the Shakespearean drama.	3	Eng2.1.3.4

16	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
17	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
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	Eng2.1.2.4
19	Use paragraphs that follow the conventions of paragraph writing such as one idea per paragraph, topic sentence, argument, example to support argument and summarizing ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.1.3.5
20	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.1.3.6
21	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.1.3.7
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	Eng2.1.2.5
23	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 the non-Shakespearean drama.	1	Eng2.2.1.5

6	State the playwright/dramatist of the Non-Shakespearean drama.	1	Eng2.2.1.6
7	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
8	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
9	Discuss/Evaluate how a specified aspect(s) or a number of aspects of a Non-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 using well selected examples from the real world context with justification.	4	Eng2.2.4.1
10	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
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 atmosphere or feeling of the non-Shakespearean drama.	3	Eng2.2.3.2
12	Discuss how the language features of a non-Shakespearean drama (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together 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
13	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
14	Explain how the narrative style and/or point of view is used by the playwright/dramatist to impart the message in the non-Shakespearean drama.	3	Eng2.2.3.3
15	Explain how the organisation i.e. beginning, middle & ending of the non-Shakespearean drama is used by the playwright/dramatist to make a cohesive, powerful message in the non-Shakespearean drama.	3	Eng2.2.3.4
16	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
17	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

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	Eng2.2.2.4
19	Use paragraphs that follow the conventions of paragraph writing such as one idea per paragraph, topic sentence, argument, example to support argument and summarizing ideas, and use linking devices for coherence and flow, in a selected genre.	3	Eng2.2.3.5
20	Produce a fluent piece of writing which effectively communicates ideas across in a selected genre.	3	Eng2.2.3.6
21	Produce a formal expository tone in the essay addressing a selected genre by making appropriate use of formal vocabulary, expression and style .	3	Eng2.2.3.7
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	Eng2.2.2.5
23	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 poet 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 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 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 the narrative style and/or point of view is used by the poet to inform readers about the message in the poem.	3	Eng2.3.3.3
15	Explain how the organisation i.e. beginning, middle & ending of the poem is used by the poet to inform readers about 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 per paragraph, topic sentence, argument, example to support argument and summing up 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 the 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 Novel (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 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 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 the narrative style and/or point of view is used by the author to convey the message in the novel	3	Eng2.4.3.3
15	Explain how the organisation i.e. beginning, middle & ending of the novel is used by the author to convey 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 per paragraph, topic sentence, argument, example to support argument and summing up 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 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 (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together 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 the narrative style and/or point of view is used by the author to impart 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 impart 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 per paragraph, topic sentence, argument, example to support argument and summing up 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 the 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 its 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 using well selected examples from the real world context with justification.	4	Eng2.6.4.1
11	Describe an aspect of the language features (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) as used in the non-fiction prose.	2	Eng2.6.2.3
12	Relate an aspect of the 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 prose.	3	Eng2.6.3.2
13	Describe an aspect of organisation (beginning, middle & ending of text) of the non-fiction prose.	2	Eng2.6.2.4
14	Describe an aspect of the narrative style and/or point of view of the non-fiction prose.	2	Eng2.6.2.5
15	Explain how the narrative style and/or point of view is used by the author to convey the message in the non-fiction prose.	3	Eng2.6.3.4
16	Explain how the organisation i.e. beginning, middle & ending of the story is used by the author to convey the message in the non-fiction prose.	3	Eng2.6.3.5

17	Discuss how a number of language features of a non-fiction (e.g. word choice/ syntax/ sound devices/ figurative language devices/ symbolism) work together to support the message or feelings or mood 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 per paragraph, topic sentence, argument, example to support argument and summing up 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 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 per paragraph, topic sentence, argument, example to support argument and summing up 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 with 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 (e.g. character, theme, setting)
 - c) language features (e.g. figurative language, syntax, style, symbolism, diction, vocabulary, sound devices)
 - d) structures (e.g. 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 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 of literature to gain better understanding of the topic, building of **conclusions** on information and evidence gathered in the inquiry, presenting a **structured** report, and using 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 (journals, books, educational/scholarly websites) 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 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 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 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 Syllabus 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.	External	5 weeks	30%
2	Develop a critical response to specified aspect(s) of a text using supporting evidence.	External	12 weeks	40%
3	Complete independent research into an aspect of language use or a language issue or other suggested themes in either a Pacific or a global context and present conclusions in writing.	Internal	6 weeks	20%
4	Construct and deliver an effective Oral Presentation on a Language or Literature topic.	Internal	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	0	3	2	2	20
Strand 4: IA	2	1	2	0	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 Strand in the written Examination will be as follows:

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

Strand 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.

Strand 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 scoring rubric in *Appendix 2a*.

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

- (i) Shakespearean 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 Report - 20 %
2. Oral Presentation - 10%

TASK ONE: Research Report

Students will complete an independent research into an aspect of language use or a language issue OR any one of the suggested themes 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 Rubric in *Appendix 3a*.

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

Students can choose their research from the following themes, from which they are to produce a topic, which is local and very specific: (*Refer to Research Proposal Template in Appendix 3b*).

A) Themes on Language Use/Issues:

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

- i. *Changes in language over time*
- ii. *Language barrier as a hindrance to academic excellence for non-English speaking students*
- iii. *The impact of technology on language*
- iv. *The influence of migration or immigration on language*
- v. *Using language to persuade or manipulate opinion: for example, through advertising*
- vi. *The impact of media or tourism on language*
- vii. *Exploring regional differences in language*

- viii. *Exploring language use in traditional occasions*
- ix. *Exploring different hierarchical variations in a language*
- x. *Exploring ways to develop literacy skills in the Pacific countries*
- xi. *Exploring ways to develop literacy skills for English Language Learners (ELLs)*
- xii. *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.*

OR

B) Social Issues Themes:

The research could focus on exploring the following issues that are current and relevant to Pacific societies:

- i. *Climate Change*
- ii. *Health Awareness and Advocacy*
- iii. *Sports Development in the Pacific*
- iv. *Violence against Women and Girls*
- v. *Drug Trafficking in the Pacific*
- vi. *Youth Problems in the Pacific*

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 Presentation of about 3-5 minutes, about an aspect or aspects of literature or from their Research Report using a range of appropriate presentation techniques. Refer to Scoring Rubric in [Appendix 4](#).

In their Oral Presentation, students could present findings and examples from their 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 (e.g. 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 IA	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 a **Full Internal Assessment Programme**, which includes an Internal Assessment Summary Form (**ENG-IA**), and forward to EQAP by the date set down by the Director. (Refer to Appendices 5a and 5b.)

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 Questions on Close Reading of Text

STRAND 1: EXPLORING LANGUAGE: CLOSE READING OF TEXT

[Spend about 77 minutes on this Strand.]

<u>Question 1</u>	<u>Passage A</u>	<u>Prose</u>
	<p style="text-align: center;"><u>THE PURSUIT OF LOVE</u></p> <p>I have loved her for thirteen months and 5 days; it's just that she doesn't know about it.</p> <p>She works at the corner bakery where they sell those awesome cupcakes or so I am told, but I can't be sure of that even though I have purchased hundreds of them. The mere sight of her sends all my senses on a strike leaving me with a thunderous pounding of the heart that resonates loudly in my eardrums. I am sure we have a past connection but the thought that she will never know gnaws at my heart making me ill at ease.</p> <p>But today, I feel that something important is going to happen and all these thoughts buzzing around in my head is making me dizzy.</p> <p>But that could also be because I hadn't had anything to eat or drink – Or maybe because I haven't slept in the last forty eight hours. It has been raining heavily since then and the torment of the falling drops on the window pane is like a whip lashing for me as I sit by the window, delirious, hoping to catch a glimpse of her. It has been forty eight hours since the rain started, it's the heaviest in ten years I heard the chap say on the weather channel and it's likely to continue.</p> <p>And these hours have been the toughest – not being able to see my love –</p> <p>But wait – what is this that I see? A light – a faint one inside the bakery – It must be her; it has to be her...</p> <p>I stumble down the staircase, run through the alley, crossing the road; all wet by the rain but kept warm by the love burning inside me. I know what you are thinking – that it's such a cliché. But for some clichés are the closest to truth.</p> <p>I reach the door of the bakery; I can hardly see anything inside through the glass. I hesitate not sure what is it that I can do, the rain is soaking me through though I know my love cannot be washed away and she will know, yes she will know.</p> <p>And then the doors open and there she is – my love – she looks at me— then smiles and says in that melodious voice of hers, "sorry, we are closed".</p>	

	<p>I wait for the words to come from her mouth, even mine, but there's none – I smile in return, hiding my anguish, and I walk away slowly back in the rain.</p> <p>At the steps of the building, I pause – self ridicule makes me halt for a mere second, and I turn to look back in the direction of my love and watch her walk away, the umbrella barely doing a good job, her white dress now sticking to her legs and her hair clings around her waist instead of my hands, and she half walks and half skips to a waiting car. The door opens as she approaches it and a man gets out, runs towards her, hugs her and then kisses her. I hear her laugh, a playful laugh and that laugh urges me to run towards her and scream out loud,</p> <p><i>"Not him, me. I who have loved you secretly for months... not him, it's me"</i></p> <p>But I remain rooted to the spot and with an ever burdening heart watch her drive away and I return to my room to bide my time till another day.</p>
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[Adapted from: <http://yourstoryclub.com/short-stories-love/love-short-story-pursuit-of-love/>]

After carefully reading the whole of Passage A, answer the following questions in the spaces provided.

Assessor's use only

1.1	What is the main idea expressed in the passage above? <hr/> <hr/> <hr/>	Unistructural <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>0</td><td></td></tr> <tr><td>NR</td><td></td></tr> </table>	1		0		NR			
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1.2	What is happening to the narrator or 'I' in the story when he says that his ' senses are on strike '? [line 4] <hr/> <hr/> <hr/>	Unistructural <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>1</td><td></td></tr> <tr><td>0</td><td></td></tr> <tr><td>NR</td><td></td></tr> </table>	1		0		NR			
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1.3	Describe the narrator's feeling toward the woman he pursues. Quote a word or phrase from the passage to support your answer. <hr/> <hr/> <hr/>	Multistructural <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>2</td><td></td></tr> <tr><td>1</td><td></td></tr> <tr><td>0</td><td></td></tr> <tr><td>NR</td><td></td></tr> </table>	2		1		0		NR	
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1.4	<p>Identify the figurative language used in line 11, ‘...like a whip lashing...’</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.5	<p>State the method of narration used by the writer.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.6	<p>What was keeping the narrator or I warm in the rain?</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.7	<p>What is the complication or the problem faced by the main character?</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.8	<p>Identify a language feature used in this passage that enhances the meaning conveyed.</p> <hr/> <hr/> <hr/>	<table border="1"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>0</td> <td></td> </tr> <tr> <td>NR</td> <td></td> </tr> </tbody> </table>	Unistructural		1		0		NR	
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1.9	<p>Describe the symbolism of the rain [line 22] to the whole passage.</p> <hr/>																					
1.10	<p>State one lesson the author wants you to learn from this story. Use your own words to answer this question.</p> <hr/>	<table border="1" data-bbox="1242 467 1439 727"> <thead> <tr> <th colspan="2">Multistructura</th> </tr> <tr> <th colspan="2">1</th> </tr> </thead> <tbody> <tr> <td>2</td><td></td></tr> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1242 945 1439 1152"> <thead> <tr> <th colspan="2">Unistructural</th> </tr> </thead> <tbody> <tr> <td>1</td><td></td></tr> <tr> <td>0</td><td></td></tr> <tr> <td>NR</td><td></td></tr> </tbody> </table>	Multistructura		1		2		1		0		NR		Unistructural		1		0		NR	
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Appendix 2a: 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.

Literature Essay Scoring Rubric

(Provided below is a generic scoring rubric for scoring essays.)

Dimensions/KLO	Skill Level 1 Unistructural	Skill Level 2 Multistructural	Skill Level 3 Relational	Skill Level 4 Extended Abstract
Title[s]	Correct title[s] given			
Describe Relevant Ideas	Essay only provides basic idea. Weak support. No example to substantiate idea.	Essay provides two-three ideas. Well supported by examples. Very good use of quotations or scenes/incidents to support the ideas. Quality of ideas is present.		
Language Convention	Essay is difficult to understand. Several types of grammatical errors found and repeated throughout the essay.	Student is able to communicate effectively using writing. Use of LC is mostly free of errors.		
Format of the Essay (Intro., Body, Conclusion)	The essay does not have introduction and conclusion not clearly stated. Sentence structure lacks variety and is monotonous.	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.		

Explain/ Develop Convincing Argument	<p>Essay provides only basic knowledge of the topic.</p> <p>Essay is merely notes rewritten without own interpretation of it.</p> <p>Fails to provide examples or quotation from the text to support arguments.</p>	<p>Essay provides sufficient knowledge of the topic.</p> <p>Shows own interpretation of the question.</p> <p>Fails to provide examples or quotation from the text to support arguments.</p>	<p>Essay provides detailed knowledge of the topic.</p> <p>Provides examples and quotations from the texts to support arguments.</p>	
Expression and Style	Essay has a mixture of formal and informal tone and style. Very little use of formal vocabulary and expression.	<p>Essay has a formal tone and style with minor errors.</p> <p>Some minor evidence of formal vocabulary and expression.</p>	<p>Essay maintains a formal tone and style throughout the essay by making appropriate use of formal vocabulary and style.</p>	
Conventions of paragraph writing	Essay has few paragraphs. More than one idea is congested in a paragraph. Linking devices used occasionally. No variety in sentence structure.	<p>Essay has several paragraphs. Use paragraphs that follow the conventions of paragraph writing such as one idea per paragraph, topic sentence, argument, example to support argument and rounding off ideas, and use linking devices for coherence and flow. Some variety in sentence structure.</p>	<p>Essay has several paragraphs, is well organized, coherent, and has a smooth flow of ideas. Follows the conventions of paragraph writing i.e. one idea one paragraph, topic sentence, argument, example to support argument and rounding off ideas.</p> <p>Apt use of linking device. Variety of sentence structure is used to effectively convey the message.</p>	
Critical thinking & 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.

Appendix 2b: Sample Literature Essays

Examples of Literature Plans and Essays

GENRE : POETRY
TITLES : The Woman & My Neighbour
POET : Konai Helu Thaman

SAMPLE 1:

➤ Literature Question

'Gender equality is still a 'work in progress' in the Pacific.'

With reference to **two** poems you have studied this year on the theme '**Gender**', comment on the statement above and explain its connection to real life situation.

➤ PLAN - Note that PLANNING is not examinable but can be used during class activities

Introduction - Importance of Gender Equality in the Pacific – brings Peace & unity

Content

Guideline	The Woman	My Neighbour
Gender parity/equality – work in progress	<ul style="list-style-type: none">Perception of people towards Gender equality must change in the Pacific especially menSlow progress – 'turtle blind faith'	<ul style="list-style-type: none">A good neighbour but a bad spouse'Beats his wife'The need to understand gender equality.
Real Life Situation	<ul style="list-style-type: none">Happening in Fiji & the Pacific – Women's issues are becoming recognized but the traditional mindset of people needs to change.Women – hold top positions in various Governments but number is still less compared to men.	<ul style="list-style-type: none">Yes – situation is similar to people in the Pacific. Man still need to change perception about women.Beating or violence against women is common.

Conclusion - Gender parity – is present but at a slow progress.

➤ SAMPLE ESSAY

Gender parity or Gender equality is a good theme for students as it informs them that the Pacific or other regions have taken the bold steps in addressing this issue. As the Pacific region is traditional by nature, it will take a bit longer for islanders' perception to gender equality to change. Hence, this essay will argue that gender parity will take a longer time for it to be accepted by Pacific people. The reasons for the slow progress will be discussed using Konai Helu Thaman's poems, '**The Woman**' and '**My Neighbour**', followed by its relation to real situations.

To begin with, in the Pacific, gender equality is progressing but at a rather slow pace. In the poem, '**The Woman**', it symbolizes the type of issues related to gender differences and more particularly gender discrimination and the unequal statuses of men and women, which society has consolidated [combined] and which both men and women find difficult to undo. Thaman, in the first stanza flags a woman who has done something 'wrong' or sinful as religious groups may see it. However, the sea, endless, forgiving and expansive [generous], is seen as helping the woman to get clean again or being acceptable to society.

*'she buries her treasures in her soul
the pastor wants them saved
the man, he'll sleep until dawn
such turtle blind faith'*

In the above quotation, reference to the turtle is to focus attention on the slow pace of change towards equality and the fact that men continue to be in charge and will change things when and if they decide.

Thaman also alludes or refers to Religion, an institution that perpetuates this unequal treatment of the two genders... '*the pastor he would curse her now*'. One would ask why is the pastor cursing as he is the man of God? Thaman shows readers that Religion does play a part in the discrimination of the two genders. It is not able to preach about the negative impacts of unequal treatment of women and girls in the society.

In connection to real life situation, the issue in the above poem is relevant to the Pacific situation. At a deeper level, this is about most women, who face discrimination and unequal treatment every day. As a traditional society, Pacific communities still treat women as submissive to men. The solution lies in women or females themselves; to resist and to seek knowledge so that they can do something about their situation. If they continue to wait for men to do something, then they will be waiting forever. Hence, in order to see a change in equality issues in the Pacific, there should be a change in the perception or mindset of our men towards these issues. In the poem, '*the man, he'll sleep until dawn*', shows how the issue of equality will certainly take a long while to be accepted in the society.

In the second poem, '**My Neighbour**', Thaman also raises the issue of gender equality or rather gender inequality. She gives readers a picture of a good man,

a ‘gentle’, compassionate man, who cares for other people, yet the persona cannot understand why he frequently beats his wife.

‘My Neighbour’

He is a very generous man

He pays school fees for needy children

Every year’...

The above shows the positive attributes or characteristics of the neighbour in the poem. He is indeed a great neighbour as he shows generosity toward others. Being generous in paying needy students’ fees, providing feast for the church every year and supporting women’s rights makes the persona speaks highly of him.

However, in the home situation, the same neighbour, who is a husband to a poor, submissive woman, is a two-faced person. He frequently ‘*beats his wife*’, which the persona cannot really fathom or understand. This shows that he is cruel in his action and tarnishes his good deeds earned outside his house. He turns out to be unreal as real man do not hit woman. His two-faced nature portrays that he is pretentious of his good qualities, especially supporting women’s rights, when he sets a bad example to his neighbours and the outside world.

The above depicts the ‘ugly’ reality in most Pacific Island societies. Women and girls are often exposed to circumstances as such because societal norms, attitudes and behaviour often dictate it. Some males are like the ‘neighbour’, showing their good deeds and nature to those outside the home but reality actually ‘kicks in’ when they are in their homes. Here, the male demonstrates his ‘toughness’ by degrading or lowering the dignity of the female by abusing her or in this poem, ‘*beats his wife*’.

Women of the Pacific are often silent and sometimes, their voices are not heard. While a few Women’s groups have been established in the Pacific, in cultural ceremonies or gatherings, women are still subjected to biasness and inequality. It is time for women to come out of their ‘shells’ and voice their opinions; otherwise, the journey towards a just society, especially in the treatment of women will take a longer time.

It is clear then that while the journey towards equality for girls and women in the Pacific will take a longer time to materialize, Thaman is imparting that at least with the study of her poems, people will realize the magnitude of the problem and work towards finding a solution. Gender parity will take some time to ‘sink in’ for our Pacific people but they are beginning to realize how important it is for a just society to emerge.

SAMPLE 2:**➤ LITERATURE QUESTION**

'Poetic devices are often employed by poets because of the important messages they portray.'

With reference to **two** poems from **either** the theme '**Gender**' or '**Globalisation**', comment on the statement above by including **two** poetic devices from each poem and relating them to the themes.

➤ PLAN

Introduction - Importance of poetic devices in bringing out the important messages

Content

Guideline	The Woman	My Neighbour
2 Poetic Devices per poem	<ol style="list-style-type: none"> 1. <u>Symbolism</u> – comparison using 'as; or 'like' e.g. "such turtle blind faith" 2. <u>Personification</u> e.g. "the waves <u>caress</u> her bosom" 	<ol style="list-style-type: none"> 1. <u>Sarcastic & Ironic Tone</u> – e.g. "...and is a supporter of Women's rights" 2. <u>Simple Vocabulary</u> – e.g. "He pays school fees for needy children..."
Important message	<ul style="list-style-type: none"> • Discrimination of gender must not be allowed in any society 	Respect your opposite gender Practise what you preach. Love starts within the house first.

Conclusion - Poetic devices are crucial as they bring out the important lessons the poets wish to convey.

➤ SAMPLE ESSAY

Literary devices are used by poets to reflect on the messages that are embedded in the poem. This is true in the two poems, '**The Woman**' and '**My Neighbour**' both written by Konai Helu Thaman. This essay will comment on how those stylistic features convey the themes clearly to the readers.

To begin with, one of the features used by Thaman in '**The Woman**' is the use of **Symbolism**. This is the use of symbols to represent ideas or qualities. For example, in the poem, the line, '**such turtle blind faith**' uses a symbol. "Turtle" is a rather slow creature hence, symbolizes how slow the progress of gender equality is in the Pacific or traditional societies. The reference to the turtle focuses attention on the slow pace of change towards equality and the fact that men continue to be in charge and will change things when and if they decide. Women are still being treated inequitably by men. They are forced into a world of silence and are expected to be submissive at all times.

In addition to the style above, Thaman uses **Personification**. It is a figure of speech in which an object, idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.

'the waves caress her bosom'

The waves are non-humans, but in the above line, they have been given the human characteristic of 'caressing'. The waves become the woman's safe haven or hideout as it gives her a feeling of being 'cuddled' or 'loved'. The waves are more patient and tolerant than the man himself in the poem. The personification gives the readers a hope that despite the man's lack of respect for the woman in the poem, at least there is still hope that women's gender issues are being slowly undertaken in the Pacific.

The two styles or poetic devices above unearth or expose a major theme that **discrimination of gender in the Pacific must never be allowed**. While the norm or standard of behaviour in the Pacific favours males or men in every aspect of daily living. Thaman is trying to convey that Pacific people need to change their attitude and perception [view] on gender issue. Everyone should be treated equal in order to have a healthy society. Women's voices should be allowed to be heard and not be suppressed at all times.

In the second poem, '**My Neighbour**', Thaman uses **Sarcastic and Ironic Tone** as a poetic device. The line '**...and is a supporter of Women's rights**' clearly sets the sarcastic or mocking/ironic tone in motion. He is a '**very generous man**' as he is even supporting the Women's Movement. The irony comes in the last line when he '**beats his wife**'. Of all his good attributes mentioned in the earlier stanza, his reputation is tarnished when he uses violence to get his way through in the final line, '**Beats his wife**'. The sarcastic tone will definitely inflame or provoke readers, especially females and those who genuinely support them in the society, to continue to fight for gender equality.

In addition, Thaman uses **Simple Vocabulary** to make the readers understand the poem clearly without having to recourse to other means like the Dictionary to unearth the meaning. For Themes such as *Gender Equality*, which is quite a complex or rather complicated issue in the Pacific, it is quite practical to use simple language to drive the message across clearly. For example, “***He pays school fees of needy children...***”

The language used above is quite easy to understand and straightforward. Any reader would be able to fathom or understand what Thaman is conveying here. She is painting a picture of a ‘*very generous man*’, who is, ironically, two-faced. In fact, the language used in the whole stanza of the poem is quite uncomplicated. Hence, the use of Simple Language is apt or fitting as it brings this complicated/difficult issue of Gender easy to comprehend.

The main message that Thaman is trying to impart to readers in the above poem, ‘***My Neighbour***’, is, Gender must be respected. In order for a fair and just society to be achieved, Gender equality must be promoted. It is obvious from the poem that the ‘*very generous man*’ does not respect his wife as he frequently beats her. All his good attributes shown outside his home, is being tarnished by his act of violence within the home. It is sad that in the Pacific, women are still subjected to harsh treatment like this. Sadly as well, is the silent stance taken by the church on the issue of non-violence. They are not practising what they preach by having a silent voice on women’s issues. Hence, it is important that love starts within the house before showing it to others.

It is clear then that stylistic devices are important as they are used by the poet[s] to convey crucial messages of Gender to the readers. The use of Symbolism, Personification, Sarcastic/Ironic Tone and Simple Vocabulary makes the message convincing. Thaman is hoping that the poetic devices above will allow readers to advocate for gender equality, not only on local level [homes/villages/Fiji] but regional [Pacific] as well.

SAMPLE 3

GENRE : **SHORT STORY**

TITLES : **THE GIRL WHO HAD EVERYTHING & Harry**

AUTHORS: **ELLEN CONFORD & ROSEMARY TIMPERLEY**

➤ **LITERATURE QUESTION**

‘Stylistic devices are often created by writers to generate interest in their stories and at the same time, critical issues are often conveyed by their usage’.

With reference to **two short stories** you have studied in class this year, comment on the statement above, referring closely to two stylistic features used in each story.

➤ **PLAN**

Introduction - Stylistic features depict relevant themes that create interest.

Content

Guideline	THE GIRL WHO HAD EVERYTHING	Harry
Stylistic Features	<ol style="list-style-type: none"> 1. <u>Simile</u> – comparison using ‘as or ‘like’ e.g. ‘<i>Her skin was like the weather forecast for heaven</i>’ 2. <u>Hyperbole</u> – exaggeration for effect. ‘<i>Her skin was like the weather, forecast for heaven: eternally fair and clear.</i>’ 	<ol style="list-style-type: none"> 1. <u>Simile</u> – e.g. ‘<i>The sun struck me like a hot blade</i>’ 2. <u>Personification</u> – e.g. ‘<i>Then the roses danced before my eyes and turned red.</i>’
Critical Issues [Themes]	<ul style="list-style-type: none"> • Love is the core of all relationships 	<ul style="list-style-type: none"> • Love defies all odds & breaks all barriers

Conclusion - When there is love, there is life.

➤ SAMPLE ESSAY

Authors often use stylistic devices to create interest in readers and at the same critical lessons are often imparted to the readers. This essay will argue that in life, there is always a choice that individuals can make in order to generate interest. This essay will be based on the two Short Stories ‘THE GIRL WHO HAD EVERYTHING’ [TGWHE] written by Ellen Conford and “Harry” by Rosemary Timperley. It will unfold in two parts. Firstly, the stylistic features will be discussed followed by the critical issues generated by the use of those features. To begin with, a stylistic feature used by Conford in ‘TGWHE’, is the use of Simile; a comparison using ‘as’ and ‘like’. For instance,

‘*Her skin was like the weather forecast for heaven: eternally fair and clear.*’

The above example is a clear comparison between Diane and the weather. Her beauty has been exaggerated as like the weather, which conveys to the readers that she is very beautiful; made for heaven; a clean, pure and peaceful place reserved for the holy. Diane was likened to such condition.

Another stylistic feature used by Conford is the use of Hyperbole; a form of irony in which exaggeration is used for emphasis or effect.

“*Her skin was like the weather, forecast for heaven: eternally fair and clear.*”

The above is a clear example of exaggeration for effect. How can a skin be *eternally* fair and clear? In one time of a person’s life, age will ‘catch up’, meaning that wrinkles will start to emerge due to old age, hence spoiling the once pristine clear skin. The use of the word ‘*eternally*’ conveys to us that Diane’s skin will be ‘*heavenly*’ forever [eternally]. That is quite hard to believe hence, exaggeration is thus employed by the author, Ellen Conford, for a dramatic effect.

In the short story ‘Harry’, Timperley also uses Simile.

‘*The sun struck me like a hot blade*’

Here, Timperley is comparing the sun to a weapon cutting into Mrs. James [Christine's adopted mother] and is described to be her enemy. That indicates that something is definitely wrong. It also highlights Mrs. James' isolation and need for help.

Another stylistic device Timperley uses in 'Harry' is Personification; a figure of speech in which an object, idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.

For example:

"Then the roses danced before my eyes and turned red. The world turned red. Blood red. Wet red. I fell through redness to blackness to nothingness – to almost death."

This example of personification portrays a vivid picture of the roses to emphasize their importance in the story and as they turn red, this sends out a sense of danger and fear to the reader. Mrs. James fears what is happening to her Christine and she begins to loathe or dislike the roses as she feels the danger associated with it.

The use of Stylistic features normally brings out critical issues that readers need to make their choices upon.

In 'TGWHE', Conford teaches us that love is the essence or core of all relationships. If one builds his/her relationship on LOVE, nothing or no one will separate a couple as it is built on a strong foundation. Without love, relationship will not blossom or develop. Diane was popular due to her beauty and material possession but she lacked love. She was taking advantage of how people adored and 'idolized' her [class mates/parents/friends]. She did not return the love showered upon her by her boyfriends; lasting 3-6 weeks only. For Diane, her world revolved around her beauty, material possessions and Paul. Paul did not love Diane, hence their relationship was baseless or without foundation.

Harry teaches readers that with love, it can defy all odds. In a relationship, when one has love for another, all barriers or walls which exist that will try to deny his/her expressions of love, will be futile or useless. Love conquers all barriers. Christine and her mysterious brother, Harry, share a close bond that no one can separate. Their sibling love is intact or unbroken; even death or Mrs. James could not separate them. Christine defies all odds to be with Harry and that is what happens at the end of the story.

It is clear then that the features used by Conford and Timperley do bring out the critical issues pertaining to love. The styles of Simile, Hyperbole and Personification used by the authors show how skillful the writers are in highlighting those critical concerns. Hence, to conclude, the great Mahatma Gandhi once stated that '*where there is love, there is life*'. Christine defies all odds to be with Harry, and Diane is taught a lesson at the end of the story.

Appendix 3a: Scoring Rubric – Research Report

Total Skill Score = 20

Task item and SLO code	Skill Level	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 different 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 different 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	Makes conclusions based on the hypothesis and the actual findings of the research. The student is able to	Makes sound conclusions based on the hypothesis and the actual findings of the research. The	Makes sound conclusions based on the hypothesis and the actual findings of the

		<p>student is able to provide little judgement based on 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.</p>	<p>provide some judgement based on 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.</p>	<p>student is able to provide good judgement based on 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.</p>	<p>research. The student is able to provide good 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.</p>
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 3b: Research Proposal Template

	Guideline	Timeframe
1.	Theme	1 week
2.	Specific Topic	
3.	Thesis Statement	
4.	Research Questions (<i>at least two</i>)	
5.	Methodology – tools <ul style="list-style-type: none"> i. Primary Research: <ul style="list-style-type: none"> - Interview (At least two interviewees) - Questionnaire (At least ten respondents) ii. Secondary Research: <ul style="list-style-type: none"> - Journal - Reference Books, Newspapers, Magazines, Diaries, Historical records, letters - Educational Websites <p><i>(Any two of the above)</i></p> 	2 days 4 days 1 week
6.	Literary Review – Secondary Research, Analysis, Discussion, In-text Referencing	1 week
7.	Primary Research - Collation and Tabulation of Data	1 week
8.	Data Analysis, Discussion, In-text Referencing, Bibliography, Recommendations	1 week
9.	Presentation of final report	1 week
<ul style="list-style-type: none"> • Suggested Themes: <ul style="list-style-type: none"> i. Climate Change ii. Health Awareness and Advocacy iii. Sports Development in the Pacific iv. Violence against Women and Girls v. Exploring ways to develop literacy skills in the Pacific countries vi. Exploring ways to develop literacy skills for English Language Learners (ELLs) • Specific Topic: Has to be localized <p><i>For example,</i></p> <p>General Theme – Climate Change</p> <p>Topic – The effects of a rise in sea level in Togoru Village, Navua, Fiji Islands.</p>		

Appendix 3c: Research Report Layout/Format Template - Sample

Guideline	Page
<i>Cover Page:</i> Student's Name Teacher's Name School SPIN	i
Title Acknowledgement Declaration of Originality Table of Content	ii iii iv v
Introduction (Purpose, research questions, background on area of study)	1
Literature review	2-5
Results	6-8
Data analysis	9-12
Conclusion	13
Recommendations	14
Glossary (optional)	8
Bibliography	9
Appendix	10

Appendix 4: 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 appropriate speech techniques. 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.	.

Medium of Presentation: Visual Aids, Power-point Presentation
Presentation Time: 3-5 minutes

Appendix 5a: Full IA Programme Template

FULL IA PROGRAM

Page 1: COVER PAGE

For example:

MOTUFOUA SEC SCHOOL SPFSC 2020 BIOLOGY: FULL IA PROGRAM
Name:

Page 2: INSERT IA SUMMARY FORM HERE

(To be completed, signed/school stamped/scan/insert)

Pages 3-12:

1. Task title: Task 1: _____

The title should be brief and include a reference to the particular syllabus topic or skill which is being assessed by the task.

Example: *"Research Topic – Investigation of a Social Issue."*

2. Learning Outcomes: List the Specific Learning Outcomes (SLOs) to be assessed by the task

These are found in the syllabus and need to be identified before the tasks are constructed.

Example: *Describe a feature of*

(Copy and paste the relevant IA SLOs directly from the Syllabus: show strand, sub strand and SLOs)

3. Assessment/Task:

Describe the task as a form of assessment to measure student achievements of the above learning outcomes at different stages of the lesson/task implementation.

(Think of what are the best types of assessment for the above LOs so that your students can demonstrate they have achieved the learning outcomes. Also include how you will pre-assess their knowledge at the beginning of the lesson and how you will continuously assess them throughout the strand/topic to monitor their learning progress. The summative assessments are the final IA tasks.)

e.g. Diagnostic: (can be oral questions/short tests/ surveys/questionnaires to find out what students already know before the lesson)

Formative: 1. This is the formative use of the summative assessment such as the drafts submitted, self-assessment, peer assessment, teacher assessment of the drafts and specific feedback provided to improve the task. 2. For CATs – this can be similar items prepared by teachers using the SLOs and given to students for practice. After scoring, the feedback needs to be given to improve learning. If majority students are not doing well then re-teach using another strategy, assess and monitor learning.

Summative: (these are the final IA tasks or the CATs to measure how much the students have learnt/achieved after the learning period)

4. Resources: List materials required for completing the task (for learning & demonstrating the achievement of the SLOs.

This must specify any material items such as books, documents, maps, stimulus material, equipment required by the task, including use of technology and chemicals.

5. Guidelines for the teacher on advance preparation requirements

- a) **time required** by the student for task completion (monitoring progress)
- b) recommended dates/date range for task completion
- c) organization of room/lab and hardware to facilitate task completion.

(After the task has been completed and scored, teachers will need an IA score capture sheet to record the performance of all students in the class.)

6. Guidelines for the teacher on task completion and task control

This must specify:

- the role of the teacher during the period of task completion
- instructions that are to be given by the teacher to the students
- actions that are required of the teacher during task completion

7. Preparation by the students beforehand

If students are required to prepare in advance of the task date, preparatory notes must indicate the requirements. For example, students may need to collect support materials for a task that is supervised in a classroom.

8. Task outline for the student

This outline is a brief description of the task that the student is to complete. It is a general description without specific detail.

Example: *Your task is to focus on an important social issue. After investigating that issue, you need to process information collected and suggest possible courses of action that authorities could take.*

9. Task detail for the student

This must provide a detailed description of the task in the sequence that the student would be expected to follow during task completion. This must clearly state:

- what the student is expected to do
- what the student is expected to record and present for assessment.

(NB: Task details can be extracted from the syllabus)

10. Feedback & Support

Using calendar days, allocate time for:

- i. Student's self-assessment and correction
- ii. Peer assessment, feedback, and time for improvement
- iii. Teacher assessment, feedback, and time for improvement

(NB: Provide week/dates, and state how the above will be carried out)

11. Final submission & scoring

State when the final task is due and how it will be assessed. State how the school (HOD/SPFSC Coordinator) will monitor the scoring of the tasks.

12. Assessment Schedule/ Scoring Rubric

Copy and paste directly from the aligned Syllabus the relevant scoring rubrics

13. Assessment score capture sheet for the task

Provided by EQAP when the task is due.

(Repeat 1-13 for other tasks)

Appendix 5b: 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%

List of topics 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 syllabus. 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: Syllabus 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 1 Sample Questions on Close Reading of Text.	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 1 Sample Questions on Close Reading of Text	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 1 Sample Questions on Close Reading of Text
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 2a Sample Scoring Rubric - Literature Essays and Appendix 2b Sample Literature Essay.	Selected text Past papers Appendix 2a: Sample 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].	Class/group/individual analysis. Practice essays Common Test (Week 10) Refer to Appendix 2a: Sample Scoring Rubric and Appendix 2b Sample Literature Essay.
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 2a: Scoring Rubric for Literature essay and Appendix 2b sample 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].	Class/group/individual analysis. Practice essays Common Test (Week 10) revision; Refer to Appendix 2a Scoring Rubric and Appendix 2b Literature essay.
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 1	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 1	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 1
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 1	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 1	Class/group/individual analysis of texts and short answer questions. Common Test (Week 4) Refer to Appendix 1

Weeks 22 - 27	Section C: Research	<p>Planning and formulating questions</p> <p>Collecting and processing data</p> <p>Drawing conclusions</p> <p>Report writing</p> <p>Class work modelling and practising the research process, then individual research supported by the teacher.</p> <p>Refer to Appendix 3a, 3b and 3c.</p>	<p>Annotated exemplars developed from student reports from previous years [could be available from EQAP], or from the NCEA Level 3 English research activities at www.tki.org.nz. [refer to the url in the resources section]</p>	Collected information and research report. Refer to Appendix 3a, 3b and 3c.
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End of Term 2 [3 term year]

Weeks 28 - 30	Section D: Oral Presentation	<p>Developing content of presentation which could be based on language research or on a topic developed from literature studies.</p> <p>Developing presentation skills.</p> <p>Learning to communicate with an audience.</p>	<p>Annotated exemplars developed from oral presentations from previous years [could be available from EQAP], or a NCEA Level 3 oral presentation exemplars,</p> <p>DVD is available from the NZ MOE at www.thechair.minedu.govt.nz [refer to the url].</p> <p>Appendix 4: Scoring Rubric.</p>	<p>Class/group/individual preparation and rehearsal.</p> <p>Oral presentation in class.</p> <p>Refer to Appendix 4: Scoring Rubric.</p>
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End of Term 3 [4 term year]

Week 31	Section A: Close Reading of Text	<p>Close reading</p> <p>Developing responses to significant aspects of texts. Refer to Appendix 1.</p>	<p>Past paper questions focusing on questions exploring significant aspects of texts.</p> <p>Annotated exemplars developed from work from previous years [could be available from EQAP].</p> <p>Appendix 1.</p>	<p>Class/group/individual analysis of texts and short answer questions.</p> <p>Common Test (Week 4)</p> <p>Refer to Appendix 1.</p>
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	<p>Revision if needed</p> <p>Perhaps essay writing/time management seminars / exam techniques</p>			

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>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>Great Expectations – Charles Dickens</p> <p>Snow Falling on Cedars – David Guterson</p> <p>The Bone People – Keri Hulme</p> <p>Short Story</p> <table> <tr> <td>Frank Sargeson</td> <td>Selected Patricia Grace</td> </tr> <tr> <td>Owen Marshall</td> <td>Katherine Mansfield</td> </tr> <tr> <td>E. A. Poe</td> <td>Albert Wendt</td> </tr> <tr> <td>'EpeliHau'ofa</td> <td></td> </tr> </table>	Frank Sargeson	Selected Patricia Grace	Owen Marshall	Katherine Mansfield	E. A. Poe	Albert Wendt	'EpeliHau'ofa		<p>Gifts (Anthology). Harvey McQueen (ed)</p> <p>Touched with Fire, Jack Hydes CUP</p> <p>Target 7</p> <p>Langakali/Hingano, KonaiHeluThaman</p> <p>Nuanua – Albert Wendt (ed.)</p> <p>My Island Home-No More – V. Monua</p> <p>Violent Obligation – V. Monua</p> <p>Selected poems by Albert Wendt, Konai Helu Thaman, 'Epeli Hau'ofa, Wilfred Owen, Robert Frost, Shakespeare's Sonnets, William Wordsworth,</p> <p>T.S. Eliot, Yeats, Hone Tuwhare, James K. Baxter, and Karl Samuel.</p>
Frank Sargeson	Selected Patricia Grace									
Owen Marshall	Katherine Mansfield									
E. A. Poe	Albert Wendt									
'EpeliHau'ofa										

Non Shakespearean Drama	Shakespeare	Film
<p>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</p>	<p><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></p> <p><i>Cannot Use</i></p> <p>Macbeth Romeo & Juliet Julius Caesar</p>	<p><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 <i>The Power of One</i> John G. Avildsen <i>Invictus</i> Clint Eastwood <i>Wonder</i> Stephen Chbosky.</p>

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-and-sequences/Archived-English-Online-units/> **From TeKeteIpurangi [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 NCEA Level 3 oral presentation exemplars DVD is available to order: item 31667.

From Read Pacific:

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