



مركز القياس والتقويم التربوي  
The Center for Educational Assessment  
and Measurement (CEAM)



## Student Assessment Handbook ENGLISH Language (Grades 11-12)

September 2021

# CONTENTS

<b>GLOSSARY</b>	<b>p. 2-4</b>
<b>BACKGROUND</b>	<b>p. 5-6</b>
<b>GENERAL INTRODUCTION</b>	<b>p. 7-12</b>
A. Continuous Assessment Principles	p. 8
B. Learning Outcomes	p. 9
C. Learning Outcomes in Grades 11 and 12	p. 10-11
D. Planning for Assessment	p. 12
<b>PART ONE: GATHERING INFORMATION</b>	<b>p. 13-24</b>
1 Gathering Information Tools	p. 14
1.1 Day-to-Day Observation	p. 14
1.2 Classroom Questioning	p. 15-17
1.3 Presentations	p. 17-18
1.4 Written Work	p. 19
1.5 Projects	p. 19-20
1.6 Quizzes	p. 21
1.7 Semester Tests	p. 21-23
2. Portfolios	p. 23-24
<b>PART TWO: RECORDING INFORMATION</b>	<b>p. 25-34</b>
2 Recording Information	p. 26
2.1 Informal Records	p. 26-27
2.2 Formal Records	p. 27-33
<b>PART THREE: USING INFORMATION</b>	<b>p. 34-50</b>
3 Using Information	p. 35
3.1 Formative Assessment	p. 35
3.1.1 Adaptation of Teaching	p. 36
3.1.2 Giving Feedback to Students	p. 36-37
3.1.3 Student Self-Assessment	p. 38-40
3.2 Summative Assessment	p. 40
3.2.1 Rating Scales	p. 40-41
3.2.2 Making Decisions on Marks	p. 41-44
3.2.3 Moderation	p. 44-49
3.2.4 Reporting	p. 50
<b>APPENDICES</b>	<b>p. 50-98</b>
1. Awarding Marks 'Core' English, Grades 11 and 12	p. 51-64
2. Awarding Marks 'Elective' English, Grades 11 and 12	p. 65-75
3. Exam Specifications for Grade 11	p. 76-82
4. Exam Specifications for Grade 12	p. 83-89
5. Specifications for Re-sit Exams (Grade 11 only)	p. 90-94

## GLOSSARY

<i>Learning Outcomes</i>	Statements which describe what students should <i>know, understand</i> and, especially, <i>be able to do</i> . Outcomes can be grouped together into ' <i>elements</i> ' (e.g., 'Writing').
<i>Assessment</i>	A range of techniques designed to gather useful information about students' achievement of learning outcomes.
<i>Summative Assessment</i>	Assessment <u>of</u> student learning. Its purpose is to <i>measure</i> and report on standards of learning. Typically done by awarding marks & grades. Also involves reporting to the Ministry and to parents.
<i>Formative Assessment</i>	Assessment <u>for</u> student learning. Its purpose is to <i>improve</i> students' learning. Typically done through adaptation of teaching, giving feedback, student self-assessment, etc.
<i>Continuous Assessment</i>	Assessment that is conducted — in schools, by teachers — <i>throughout</i> the school year, including both formative and summative assessments. Provides a fairer, more balanced picture of students' attainment.
<i>Self-Assessment</i>	Assessment by students of their own strengths and weaknesses, their own learning strategies, and the quality of their own work.
<i>Self-Monitoring</i>	A particular kind of self-assessment, in which students assess the quality of their own work <i>while they are actually doing it</i> .
<i>Peer-Assessment</i>	Assessment by students of each other's work. A useful bridge to self-assessment.
<i>Washback Effect</i>	The impact that assessment has on what happens in the class-room, i.e. on the strategies that teachers and students adopt for language-learning. This impact can be either ' <i>positive</i> ' or ' <i>negative</i> ' or ' <i>neutral</i> '.
<i>Continuous Moderation</i>	An on-going process of consultation between teachers, senior teachers and supervisors to arrive at a <i>shared under-standing</i> of the criteria used for assessing students' work and awarding different marks and grades.
<i>Final Moderation</i>	A range of formal procedures designed to ensure that marks awarded for grade 12 students are fair and consistent in all schools throughout the country.
<i>Stakeholders</i>	Individuals and institutions which are affected by — and so have an interest in — the education system and its procedures and outputs. These include everyone employed by the Ministry, as well as students, parents, employers, the wider community, etc.
<i>Feedback</i>	Comments from the teacher (or other students) about the quality of work — either completed or still in progress — with the aim of improving it (and other future work).

<i>Evaluative Writing</i>	Writing in which personal opinions are expressed and justified. Typical contexts include: magazine articles, giving advice, complaining, etc.
<i>Informative Writing</i>	Writing in which the main purpose is to communicate information. Typically includes a wide variety of texts, such as descriptions, reports, notices, instructions, forms, questionnaires, etc.
<i>Interactive Writing</i>	Writing which is intended to communicate directly with other individuals, usually as part of an <i>exchange</i> . This includes letters, e-mails, messages, invitations, etc., as well as replies to these texts.
<i>Narrative Writing</i>	Writing which tells a story (in the past tense). Typical texts include: works of fiction, real-life experiences or events, biographies, historical accounts, etc.
<i>Class-based Reading</i>	Reading done by the whole class, as part of development of reading skills.
<i>Independent Reading</i>	Reading done by individual students on their own initiative and with a minimum of outside support.
<i>Generic Tasks</i>	Various types of (reading) task which can be carried out with <i>any</i> (written) text, as opposed to tasks which are specifically prepared for a <i>particular</i> text.
<i>Portfolio</i>	An on-going collection of work done by the student. It provides concrete evidence of the student's learning, and of the type and level of work that he/she has done.
<i>Project</i>	An activity which, within a given time-frame, aims at producing some kind of end-product. It is usually longer and more complex than the usual kind of classroom activity.
<i>Presentation</i>	An activity in which a speaker addresses a larger audience (typically, the rest of the class) for an extended time. He/She can present information, ideas and/or opinions, after which he/she is expected to answer questions from the audience.
<i>Test/Exam Specifications</i>	A formal set of instructions for test-writers, providing information about various features of a particular test: duration, elements to be tested, formats & materials to be used, types of student response, marks to be awarded, etc.
<i>Quality Assurance</i>	Procedures intended to <i>guarantee</i> the quality of a product (being made or about to be made) <i>in advance</i> : typically, by means of planning, training, specifications, guidelines, etc.
<i>Quality Control</i>	Procedures intended to <i>check</i> the quality of a finished product before it is finally distributed and used: typically, by means of inspection, sampling, spot-checking, etc.

## *E-Assessment*

It is the process of applying different information technology tools or resources such as educational platforms (*Google Classroom/ Google Meet*), educational software, and Apps (*Wordwall*) and using various educational methods to collect students' responses. Teachers can use different Continuous Assessment (CA) tools, both formative and summative such as discussions, projects, reports, homework assignments, in addition to quizzes, short tests and examinations using a blended methodology approach. Teachers can then analyse these to help them identify the impact of teaching and learning in the educational process. Furthermore, this will enable teachers to make valid, reliable and informed judgements based on quantitative and qualitative data (adapted from Al-Gharib Zaher Ismail, 2009).

## Assessment of Distance Learning:

It is one type of E-Assessment. It is an assessment method used when there is a physical separation or distance between the teacher and the learner throughout the length of the teaching and learning process as the lessons are delivered through various tools such as TV Channels, the Internet and mobile phones. Distance learning is assessed using a correspondence method where teachers assess students via regular *mail, e-mail, Google Drive, phone, satellite channels, and or computer-managed* assessment programmes (adapted from Dr. Rafidah Hariri, 2012).

## **BACKGROUND**

Many schools, though not all, will employ a blended learning methodology during this period to facilitate teaching and learning. Blended learning is an educational approach in which students learn via electronic and on-line platforms (*Google Classroom/ Google Meet*), Distance learning, in addition to learning through the more traditional face-to-face teaching methods. As a result, the methods for evaluating and assessing student learning have been adapted.

The Ministry of Education stresses the importance of teacher planning and preparation for implementing the formative and summative assessment tools throughout the academic year 2021/2022. As blended learning methodology is being applied in many schools throughout the Sultanate of Oman, teachers need to carefully plan and prepare assessment tools that align with the teaching methods being employed such as the on-line learning platforms (*Google Classroom/ Google Meet*), Distance learning through mail, *e-mail/ Google Drive*, and traditional face-to-face teaching methods.

For teachers to effectively apply the Continuous Assessment (CA) tools, teachers need to refer to the following documents: The list is as follows:

- The General Document for Evaluating Student Learning for Grades 1 – 12 (Version 2021/2022).
- The General Operational Framework for Schools in Oman for the academic year (Version 2021/2022).
- The Ministry of Education (MOE) Regulations for E-Learning for the academic year (Version 2021/2022).
- Teacher Manual (Google classroom)
- E-applications Manual
- Assessment Tools Manual for Google classroom

### **Electronic Continuous Assessment (CA) Tools:**

It is vitally important when implementing electronic (CA) for Grades 1 to 12 inclusive that teachers, supported by their Senior Teacher and/or Regional Supervisor activate the various IT resources such as educational platforms (*Google Classroom/ Google Meet*) and, (*Wordwall or Handwriting Apps*) in measuring students' learning outcomes and acquired skills. This could be conducted in parallel by providing feedback for students' formally assigned work.

There are **Four** important considerations when assessing student learning outcomes:

- Assessment tools and specifications are the same in blended learning, distance learning and face to face learning for all grades (1-12).
- Teachers should be able to apply all the Continuous Assessment (CA) tools electronically.
- Teachers should train students in acquiring the requisite skills and should also provide constructive feedback so that students achieve the intended learning outcomes (ILO's).
- During the time that students are at home, teachers must provide students with tasks that can be assessed through the educational platforms (*Google Classroom, Google Meet, Google Drive or other alternative methods such as email or other available Apps such as WorldWall/Handwriting*). Therefore, teachers should plan these activities well in advance to achieve the learning outcomes.

#### **Note:**

Schools totally implementing distance learning due to COVID-19 Pandemic:

- All assessment tools will be implemented according to the Student Assessment Handbook (SAH), 2021-2022.
- In case if some students are not able to activate the platform (Google Classroom or Google Meet) either to receive or send their work, the school can arrange other alternative methods such as email, and/or other available Apps, or the school can arrange specific days for students to come to school to submit their work.

**GENERAL  
INTRODUCTION**

## A. CONTINUOUS ASSESSMENT PRINCIPLES

(Jessup, 1991): *'The measure of success for any education system should be what people actually learn from it.'*

- The aim of assessment is to provide **useful information about students' learning**.
- Assessment therefore focuses on the **learning outcomes** which students are expected to achieve.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic **gathering of information**.
- A wide variety of **sources of information** are available. Each of these sources has its own strengths and weaknesses, so in order to arrive at a properly balanced picture, teachers should make use of as many **different** sources as possible.
- Teachers can **use** the assessment information which has been gathered for **two** main purposes:
  - **Summatively**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.
  - **Formatively**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.
- The whole way in which assessment is conducted can also have an important impact on teaching and learning practice. This impact on what happens in the classroom is known as '**washback effect**'. This effect can be either 'positive' or 'negative'. Assessment procedures and practices should aim for the 'positive', and avoid the 'negative' effect, this means focusing on Students' learning and progress rather than teaching only to pass exams.
- Other important **decisions** are also made on the basis of assessment information, sometimes with a major impact on the future of individual students and other stakeholders. For all these reasons, the **quality** — i.e. the truthfulness and reliability — of the information provided by assessment is crucial.

## B. LEARNING OUTCOMES

- Learning Outcomes are statements which describe what students should know, understand and be able to do.
- In a skill like language-learning, the most important thing is what students are actually able to **do**. So outcome statements typically begin with: "**Can...**" However, knowledge, understanding and awareness also play an important role in supporting and enabling these skills.
- Learning outcomes may consist of ONE Main outcome and a series of specific, outcomes that contribute to the main outcome.

For Example:

(‘Can give presentations’) is a main outcome.

(‘Can establish and maintain contact with the audience’) is a specific outcome.

- At different times and for different purposes, assessment will focus on either the Main or the specific outcomes.

When assessing learning outcomes, three important considerations are:

- (i) To focus on **what the student learns**, *not what the teacher does*.
- (ii) To assess whether students can **transfer** learning. This is ‘*an important quality of learning, i.e. a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances.*’ (Gipps, 1994)
- (iii) To view language learning as a **cumulative** process: in order to be useful, recently learnt skills must be combined and integrated with previously-learnt skills.

## C. LEARNING OUTCOMES for GRADES 11 & 12

### 'CORE' ENGLISH

- In both Grade 11 and Grade 12, there is now a single 'Core' course, taken by all students.

- The Learning Outcomes for these 'core' courses are grouped into **five elements**:

Listening      Speaking      Reading      Writing      Grammar & Vocabulary

- A total of **nine** key outcomes have been identified:

Elements	Key Learning Outcomes
<b>LST</b>	Can understand a variety of spoken texts.
<b>SPK</b>	Can give presentations.
	Can interact with others.
<b>RDG</b>	Can understand a variety of written texts.
<b>WRT</b>	Can write and respond to letters and e-mails. ( <i>Interactive</i> )
	Can write texts with the purpose of providing information. ( <i>Informative</i> )
	Can write stories and narrate events in the past. ( <i>Narrative</i> )
	Can write texts which express and justify opinions. ( <i>Evaluative</i> )
<b>GRM/ VCB</b>	Can understand and use grammar and vocabulary.

- Marks are awarded for these outcomes on the basis of **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in different ways: some using only CA; some using only SMTs; others using both methods. The weightings for each element at each grade-level are as follows:

Elements	GRADE 11			GRADE 12		
	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL
<b>LST</b>	—	15%	15%	—	15%	15%
<b>SPK</b>	20%	—	20%	15%	—	15%
<b>RDG</b>	5%	20%	25%	5%	25%	30%
<b>WRT</b>	10%	15%	25%	10%	20%	30%
<b>GRM/VCB</b>	5%	10%	15%	—	10%	10%
<b>Total</b>	40%	60%	100%	30%	70%	100%

Note: These weightings reflect the content and priorities of the relevant 'Core' course materials to be found in 'Engage with English'.

### **'ELECTIVE' ENGLISH**

- In Grade 11 & 12 the learning outcomes for the '**Elective' English** course are grouped into **four elements**:

Listening      Speaking      Reading      Writing

- A total of **six** key outcomes have been identified:

<b>Elements</b>	<b>Key Learning Outcomes</b>
<b>LST</b>	Can understand a variety of spoken texts.
<b>SPK</b>	Can interact with others.
<b>RDG</b>	Can understand a variety of written texts.
<b>WRT</b>	Can write and respond to formal letters and e-mails. ( <i>Interactive</i> )
	Can write texts with the purpose of providing information. ( <i>Informative</i> )
	Can write texts which express and justify opinions. ( <i>Evaluative</i> )

- Marks are awarded for these outcomes on the basis of **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in different ways: some using only CA; some using only SMTs; others using both methods. The weightings for each element are as follows:

<b>Elements</b>	<b>GRADE 11</b>			<b>GRADE 12</b>		
	<b>Continuous Assessment (CA)</b>	<b>Semester Test (SMTs)</b>	<b>TOTAL</b>	<b>Continuous Assessment (CA)</b>	<b>Semester Test (SMTs)</b>	<b>TOTAL</b>
<b>LST</b>	—	20%	20%	—	20%	20%
<b>SPK</b>	10%	—	10%	10%	—	10%
<b>RDG</b>	10%	20%	30%	5%	25%	30%
<b>WRT</b>	20%	20%	40%	15%	25%	40%
<b>Total</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>	<b>30%</b>	<b>70%</b>	<b>100%</b>

Note: These weightings reflect the content and priorities of the relevant 'Elective' course materials to be found in 'English Insights 2 & 3'.

## D. PLANNING FOR ASSESSMENT

	<b>Teachers</b>	<b>Senior English Teachers</b>
<b>At the start of the school year</b>	Read the latest Student Assessment Handbook (SAH). Dated (September 2021)	Read the latest Student Assessment Handbook (SAH). Dated (September 2021)
	Be familiar with: <ul style="list-style-type: none"> <li>- Assessment strategies</li> <li>- Learning outcomes</li> <li>- Rating scales</li> </ul>	Make sure hard copies of the latest SAH are available in your school.
	Explain to your students: <ul style="list-style-type: none"> <li>- How assessment is conducted</li> <li>- The marking criteria</li> </ul>	Organise a meeting with teachers to: <ul style="list-style-type: none"> <li>- Check they have read and understood the SAH.</li> <li>- Arrange for everyone to have easy access to the document.</li> <li>- Highlight any updates.</li> <li>- Check they have prepared record sheets and understand how to complete them.</li> <li>- Agree on a plan for SAH workshops.</li> <li>- Explain the process of continuous moderation.</li> </ul>
	Prepare relevant mark sheets and read the guidelines for completing them.	
	Make notes of important dates and deadlines	
	Attend all assessment meetings and workshops.	
<b>During the school year</b>	Apply the assessment principles outlined in the SAH.	Check assessment procedures are being conducted correctly by teachers.
	Be systematic and efficient in conducting assessment.	Lead workshops focusing on the content of the SAH.
	When you plan lessons, include opportunities for formative and summative assessment.	Communicate to your teachers, any new assessment information received from the CEAM.
	Take part in regular continuous moderation activities in your school.	Conduct regular continuous moderation sessions (see section 3.2.3).
	Reflect on and evaluate the quality of your assessment and take steps to improve it.	Coordinate the preparation of Class Tests (CLTs).

<b>Supervisors</b>	Read the latest Student Assessment Handbook (SAH). Dated (Sept2021)
	Make sure your schools have a hard copy of the latest version of the SAH.
	Communicate to the SET, any new assessment information received from the CEAM.
	Support and promote the principles of good assessment outlined in the SAH.
	Check the SET is carrying out the following tasks: <ul style="list-style-type: none"> <li>- Delivering SAH related meetings and workshops</li> <li>- Formal record keeping</li> <li>- Continuous moderation activities</li> <li>- Test writing</li> </ul> <p><b>NOTE: If there is no SET at a school, you should carry out these tasks.</b></p>
	Provide advice and support to the SET to carry out the tasks listed above and be able to provide answers to teachers for any questions regarding assessment.
<b>Trainers</b>	Read the Student Assessment Handbook (SAH).
	In training, support and promote the principles of good assessment, outlined in the SAH.
	Be able to provide answers to teachers for any questions regarding assessment.

**PART ONE**

**GATHERING  
INFORMATION**

## GATHERING INFORMATION

### 1. Gathering Information Tools

The aim of this section is to provide information and guidance which will help teachers to maximise the quantity and quality of the assessment information that they gather.

- This section includes **seven** main tools for gathering assessment information:
  - **Day-to-Day Observation, Classroom Questioning, Presentations, Written Work and Projects** — are examples of assessment as **an integral part of teaching**. Here, the emphasis is on the need for teachers to conduct constant, on-going assessment of both individuals and the whole class, so that he/she can note progress, identify problems and find solutions.
  - **Quizzes and Semester Tests (SMTs)** — are instruments and procedures which are designed specifically for assessing student learning.

### 2. Portfolios

A Portfolio is an on-going collection of student's work gathered through different Tools. However, it provides good opportunities for assessment of learning.

#### 1.1 DAY-TO-DAY OBSERVATION

To 'observe' is '**to watch (and listen to) someone or something carefully**'. Teachers should continually observe, and record observations of their students in the classroom.

#### **Implementation**

- Teachers should observe not only individuals, but also groups and the whole class.
- Daily observation involves paying close attention to:
  - what students say
  - what students write
  - what students do
  - which strategies students use to carry out tasks
  - how students react to new input
  - how students interact with each other
  - what is revealed by their facial expressions and body language
  - what is revealed by their self-assessments
- None of these 'indicators' is perfectly reliable on its own. However, **combined together**, they provide a very rich source of (diagnostic) information about student learning.

## 1.2 CLASSROOM QUESTIONING

Classroom Questioning is one of the most important tools for investigating students' learning. It involves using different types of questions to gather useful, reliable information to assess student learning. One of the advantages of classroom questioning is that, if the first question does not work as expected, the teacher can 'try again' by re-formulating the original question or by asking a new, follow-up question.

- **What** is asked — its content and exact form — is very important.
- Questions for assessing students' learning should be **relevant, clear** and generate a **valid response**. This means:

<b>RELEVANCE</b>	<i>Is the question directly related to the specific point that I am interested in?</i>
<b>CLARITY</b>	<i>Is it concise, simple and clear, so that (all) the students will understand it?</i>
<b>RESPONSE VALIDITY</b>	<i>Will students' responses to the question actually <u>tell</u> me anything? Will they provide me with reliable information?</i>

### Implementation

- Assessment of student learning using this method should be done during the lesson, as the teacher is asking the questions.
- Teachers should identify **what** they want to assess and prepare the questions during lesson planning.
- Teachers should also plan **how** they are going to ask classroom questions.
- When teachers ask questions, they should consider the following:

	<b>Description</b>
<b>QUANTITY</b>	<i>Teachers should ensure they minimise TTT much and maximise STT in order to gather evidence about student learning.</i>
<b>SPREAD</b>	<i>Teachers should ensure they ask questions to <u>all students</u>, not just the ones who 'volunteer'.</i>
<b>QUALITY</b>	<i>Teachers should ensure that questions help assess understanding and achievement of learning outcomes.</i>

Strategies for effectively implementing classroom questioning that address **quantity**, **spread** and **quality** include:

	<b>Strategy/ Solution</b>	<b>Description</b>
<b>QUANTITY</b>	(a) <u>Don't Tell — Elicit!</u>	<i>T uses a range of elicitation techniques; gets Sts to talk; doesn't tell them what <u>they</u> could tell him/her.</i>
	(b) <u>Open Pairwork</u>	<i>T stays out of the interaction and improves the STT:TTT ratio by setting up 'open pairwork' in the classroom.</i>
	(c) <u>Closed Pairwork/ Groupwork</u>	<i>T improves the STT:TTT ratio even more by setting up regular group-work (or 'closed pairwork') activities.</i>
<b>SPREAD</b>	(d) <u>Open Qs</u>	<i>T includes questions to which there are many possible (correct) answers.</i>
	(e) <u>No Hands</u>	<i>T doesn't allow Sts to raise their hands; selects for herself which student(s) should respond.</i>
	(f) <u>No 'Teacher! Teacher!'</u>	<i>T allows Sts to raise their hands, but doesn't allow them to call out.</i>
	(g) <u>'No Comment' &gt;&gt; Peer-Correction</u>	<i>T withholds or delays feedback on the correctness of the response. Instead, she invites other students to either confirm the first student's response or correct it.</i>
<b>QUALITY</b>	(h) <u>Genuine Qs</u>	<i>T includes questions to which she <u>doesn't</u> already know the answer.</i>
	(i) <u>Thinking Time</u>	<i>T pauses after questions to allow Sts time to think about their response.</i>
	(j) <u>Check/ Confirm</u>	<i>T asks follow-up Qs to make sure that she has really understood a response.</i>
	(k) <u>'Why?'</u>	<i>T asks students to explain or justify the response they have just given.</i>
	(l) <u>'No Comment' &gt;&gt; Self-Correction</u>	<i>Instead of correcting, T merely indicates that there is a problem and invites the student to try again.</i>
[ <u>Note</u> : T = Teacher; Sts = Students; Qs = Questions; TTT = Teacher Talking Time; STT = Student Talking Time ]		

Note: Teachers are advised to try out these techniques, evaluate their effectiveness, and combine those which work best.

## **Further considerations**

**Note 1:** teachers should avoid the overuse of ‘*choral responses*’ from the whole class. This kind of response *can* be useful, but in terms of producing clear, reliable information, it has several potential drawbacks. For example, the teacher may hear (from the majority) a ‘correct’ response, but in fact:

- (i) some individuals have answered wrongly;
- (ii) others have not said anything at all!

**Note 2:** teachers should avoid the overuse of ‘*Initiation–Response–Feedback*’ or ‘IRF’:

- 1) Teacher asks the class a question — typically, a question with a single correct answer.
- 2) Some of the students volunteer to respond by raising their hands (and possibly also by calling out).
- 3) Teacher selects one of these volunteering students.
- 4) The selected student responds to the question.
- 5) Teacher either: (i) indicates that the response is correct and praises the student.  
or : (ii) indicates that the response is wrong, and corrects the student.

This procedure might meet with traditional expectations and it keeps the lesson moving along efficiently. However, it has several limitations as a tool for gathering information.

## **1.3 PRESENTATIONS**

The ability to speak in public is an important learning outcome, so **from Grade Five onwards**, students are required to give English language presentations.

- In a typical presentation, the speaker stands in front of the rest of the class and speaks about a particular topic for a specified time. After this, he/she answers questions from the audience.
- The main content of the presentation can consist of information, ideas, opinions, project results, etc. This content will frequently be supported by visuals of some kind.
- The duration of these presentations has been gradually increasing since Grade 5. In Grades 11&12, it is **about five minutes** (not including the questions from audience)
- It is important that students stick to the specified time-limit and learn to use the time as well as possible.

## **Implementation**

- From the very beginning, students should be given regular opportunities to practise speaking in front of an audience — starting with mini-presentations on easy topics, and gradually increasing the length and complexity of the task.
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes but should **not** be allowed to read out from a prepared text.
- Presentations can be given individually or by small teams. In the latter case, more time can be allowed. (Note: Marks should, however, always be awarded individually.)
- During this practice, students should be given specific guidance on the 'physical' aspects of a presentation: how to use their voice, body, hands and eyes. The importance of 'starting well' should also be emphasised.

## **Assessment**

- Marks are awarded to students using the special Rating Scale to be found in the relevant Appendices.
- Students should be made familiar with this Rating Scale, which sums up the main criteria for an effective presentation. (Note: Presentations provide ideal opportunities for self- and peer-assessment.)
- Teachers may wish to make audio- or (even better) video-recordings of presentations, and use these, possibly for assessment and moderation, but more particularly for **teaching** purposes. However, students should **never** be forced to appear on a recording against their will.

**Note**: Schools totally implementing distance learning due to COVID-19 Pandemic:

- Students can record their presentation and send it by email or upload a video of his/her presentation to the school's platform/ discussion board and receive teacher and peer feedback.
- Students create presentations (i.e. PowerPoint or poster) to present to teacher and classmates online and receives teacher and peer feedback.
- Students can record their presentation and send it by *email* or through *Google Drive* OR upload a video of their presentation to the school's platform (*Google Classroom/Google Meet*) or other *Discussion Board* and receive teacher and peer feedback.

## 1.4 WRITTEN WORK

The teacher can also gather useful information by looking closely at students' written work – whether this work has been done in class, as homework or as part of a project. (Note: Some of this work may also be kept in the student's portfolio.)

Teachers should use written work as an assessment tool because:

- It provides detailed information, especially about students' Writing.
- It provides an easily-accessible and permanent record, which shows students' progress over time.
- It can be examined by the teacher at any time and place, so she is able to concentrate fully, without distractions.

### **Implementation**

- Written work can be time-consuming, so students may have to produce their written work outside of the classroom.
- The teacher must make sure that all written work has been done by the students themselves, without inappropriate assistance from others (parents, family, friends, the Internet, etc.).
- Teachers should follow a strict policy of ***not accepting*** any work which has not been done by students. This policy should be explained clearly at the start of the school year and applied consistently.
- If, this policy is not followed there will be (at least!) three negative consequences:
  - Marks awarded will be inaccurate and meaningless.
  - Students producing their own work are likely to be de-motivated.
  - If work is not genuinely attempted by a student, then he/she has no chance at all of actually *learning* anything from it.

## 1.5 PROJECTS

A project is an activity which, within a given timeframe, aims at producing some *end-product*, e.g., a piece of writing, a spoken performance, a poster, a collection of words and/or pictures, etc. It is generally *longer and more complex than the usual kind of classroom activity*. It *may* involve the collection of information and material from the outside environment.

## **Implementation**

- Projects can be carried out by individuals or by groups of students.
- They may be either
  - (a) an integral part of the course materials, or
  - (b) a supplementary task set by the teacher.
- The scope of the project should be **realistic** in terms of:
  - (a) the language (and cognitive) level of the student(s);
  - (b) the amount of time required;
  - (c) the availability (and cost) of the physical resources required;
  - (d) the availability of English language material in the environment.
- The teacher's role is as follows:
  - (a) **Before** the start of the project: Approve the student's choice of title/subject and proposed working plan.
  - (b) **During** the project: Provide encouragement, practical assistance and suggestions, where necessary.
  - (c) **After** the project: Assess the work done (see below) and, where appropriate, give feedback.

## **Assessment**

- For **summative assessment** (i.e. the awarding of marks), assess projects just as you would any other work done by a student.
- In order to do this, first decide what the main outcomes of the project are. For example, is the *product* of the project written or spoken? Which language skills (outcomes) are involved in carrying out the project? Then, use the relevant CA Rating Scale(s) accordingly.
- A project mark contributes towards the **Continuous Assessment** mark for the skill that the project focuses on. For example, if the main outcome of the project is speaking, then the mark would be put under 'Speaking' in the Continuous Assessment mark sheet.
- Do not (officially) award a mark for 'the project' as a whole. This is because the ability to carry out a project is not a learning outcome of English.
- You can also carry out **formative assessment** by commenting and giving feedback on any aspect of the project.

## 1.6 QUIZZES

Quizzes are a more **informal** type of test than CLTs. They can be used at any grade-level to gather additional information about students' learning.

- There are no fixed marks for quizzes. Any information obtained from quizzes should be combined with information obtained from other sources or 'tools'
- Quizzes are a useful assessment tool, but tests of this kind should **not** become the main — and certainly not the only — assessment tool used by the teacher.

### Implementation

- Quizzes should be done during normal classroom teaching.
- They should be **very short**, lasting **no more than 10 minutes**.
- The teacher *may* or *may not* wish to tell students about a quiz or give students information about the specific topic or focus of the quiz in advance.
- It is possible to use a wide variety of different test formats (types of task). Student responses can be either written or, where appropriate, spoken. They will often have a relatively narrow focus, e.g.,
  - on a very specific learning outcome or language point.
- Teachers are recommended to use any available electronic Apps in *Google Classroom platform* such as *Quiz Assessment* to prepare quizzes.

### Assessment

- There is (usually) no need to prepare a written Marking Guide; a more informal approach will be sufficient.
- Scores from quizzes should be combined with information about each learning outcome, gathered using other tools, to award **Continuous Assessment** marks using the appropriate Rating Scale(s).

## 1.7 SEMESTER TESTS (SMTs)

The Semester Test is a formal examination given at the end of each semester. It covers four of the elements: **LST, GRM/VCB, RDG & WRT**. (Note: Speaking is not included, for reasons of time and practicality.)

- In Grade 11, **60 marks** will be awarded for the Semester Test.  
In Grade 12, **70 marks** will be awarded.

- The duration of each Semester Test will be as follows:  
Grade 11: Two-and-a-half hours. (150 minutes)  
Grade 12: Three hours (180 minutes)
- Marks from the Grade 12 exams will contribute to the General Education Diploma awarded to students on completion of Post-Basic Education.
- Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to take:
  - **In Grade 11& 12:** (i) For those who fail in Semester One, a **Second Session** exam for that semester.  
 (ii) For those who fail in Semester Two, a **Second Session** exam for that semester.
  - In Grade 11 only:** (iii) For those who fail in both semesters, a special **Re-sit Exam** covering work done throughout the year. (See Specifications in Appendix Five.)

## **Implementation**

- In Grade 12, the exam papers will be prepared and administered **centrally, by the Center for Educational Assessment and Measurement (CEAM)**.
- In **Grade 11**, the **governorate** is responsible for preparing the exam papers.
- All exam papers will be prepared according to the official Exam Specifications. Details of these can be found in Appendices Three, Four & Five.
- Teachers should make sure that students are familiar, in advance, with all the test formats (task-types) which appear in the Specifications. They should in particular ensure that the task-instructions are clear and that the students know what to do. Students will also need to know on what basis marks will be awarded in the tests. (Note: To assist teachers with this task, **CEAM** will provide electronic templates for all the English test papers and marking guides.)
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks and items in the tests.
- In order to provide a valid assessment of students' language skills, Listening or Reading texts which students have already heard or seen will not be included in the exams. Only unseen texts will be used. Sentences or short texts used in the GRM/ VCB section will, likewise, follow the same principle.
- Test-writers should also remember that language-learning is *cumulative*, and not focus solely on recently-taught material.
- Listening texts will be recorded and duplicated on CDs.

- Due to COVID-19 Pandemic the teacher is responsible for preparing **two** or more copies if the test is administered at different timings.
- To help ensure the quality of the exams, test-writing will be done in a **collaborative** way, with team of test-writers working closely together and supporting each other.
- It is also essential to review the quality of the test-paper again after the students have taken it. Taking note of any unexpected problems which occurred can help test-writers to improve their performance next time.

**Note:** Schools totally implementing distance learning due to COVID-19 pandemic:

FOR GRADE 11 only:

- If the SMTs are administered through platforms (*Google Classroom*), *teachers should ensure that cameras are **on** to avoid cheating.*
- If the test includes Listening, texts/ scripts should be read out/recorded twice and delivered through platform *Google Classroom/ Google Meet*.
- Writing should be done in student's handwriting and uploaded as a file or directly student writes through *Handwriting App* if available.

## **2. PORTFOLIOS**

A portfolio is an on-going collection of work done by the student. It provides concrete evidence of a student's learning and of the type and level of work that he/she has done.

- A portfolio should contain a varied selection of work and All five elements (LST, SPK, RDG, WRT & GRM/VCB) should be systematically included.
- It should be organised in a clear, logical way, and a list of contents should be provided.
- Creating a portfolio is a collaborative process. Teachers and students should decide together, what work should be included and why.

### **Implementation**

- Students' portfolio work should be kept in a file.
- There may also be other items (e.g., audio-recordings, posters and other larger display items) which will not fit into a file and will need to be stored in another location.

- The file used can be very simple. There is no need for parents to pay large amounts of money for 'fancy' or expensive files.
- At these grade-levels, looking after the portfolio and keeping it safe should be the **student's** responsibility, not the teacher's. Where possible, a place for storing the portfolios can be set aside in the classroom, or elsewhere in the school.
- Portfolios should be available for viewing and comment by visitors, other teachers and parents.
- At the end of the school year, the teacher should select a small sample of the work done by each student, which can be handed on to their next teacher. The student should then be given the rest of the portfolio to keep at home.

### **Assessment**

- **Summative assessment** of portfolios should focus on students' achievement in the language learning outcomes for the grade-level. Marks should therefore not (officially) be awarded for 'the portfolio' as a whole. Again, the ability to put together a portfolio is not, in itself, a learning outcome of English.
- Material in the portfolio is like any other work done by the student — further evidence of his/her achievement in the learning outcomes for the grade-level. For each of the outcomes which receive CA marks, make a decision according to the relevant Rating Scale.
- You can also comment and give **formative** feedback on any aspect of the portfolio, e.g., its organisation, appearance, selection of contents, etc.

**PART TWO**

**RECORDING  
INFORMATION**

## 2 RECORDING INFORMATION

This part of the handbook provides information about recording assessment information. It covers both *informal records* and *formal records*.

### 2.1 INFORMAL RECORDS

The requirement to keep Informal Records about individual students is based on three important needs:

Need	Rationale
(a) To Have Easy Access to Accurate, High-Quality Information	- Both Formative and Summative Assessment require that you <b>know your students well</b> ; in particular, that you are well-informed about your students' progress and current level of achievement.
(b) To Overcome the Limitations of Memory	- It is very difficult — for any teacher to retain <b>all</b> the necessary information in their memory, and the more students you have, the more difficult this becomes!
(c) To Communicate Effectively with Other Stakeholders	- Parents, SETs, head teachers and RSs have the right to ask you questions about your students and their learning. They also have the right to expect credible, <b>convincing</b> answers. - If you have all the relevant information available, you will be able to answer these questions confidently and convincingly.

#### 2.1.1 KEEPING INFORMAL RECORDS

- Informal recording keeping might include:
  - Notes and comments on different features of a student's performance, either in general or in a particular element or outcome.
  - Comments on the student's attitudes and learning strategies.
  - References to documents, pieces of work, etc., to be found elsewhere (e.g., in the student's portfolio, in the Skills Book, in project work, on display, etc.).
  - Dates of important events or observations.
  - Questions requiring further investigation and the result of these enquiries.

- Reminders-to-self about action which needs to be taken.
  - Details of changes of CA marks awarded during the year (incl. the date and, where appropriate, the reason or reasons for the change.)
  - Relevant background or personal information about the student (e.g.,, extended absences, etc.).
- Start keeping your Informal Records **early** in the school year.
  - Be **systematic** and develop regular routines for working on your records, so that they are kept up to date for all students.
  - Informal Records are primarily there for your own reference. Unlike formal record sheets, they are not specifically written as a way of reporting to others. However, SETs, supervisors, and head teachers do have the right to **check** that you are keeping informal notes of this kind. So, when asked, you should willingly show your notes, explaining what particular entries mean, as necessary.

**Note:** It will be clear from the above that the **amount** of information in a teacher's Informal Records may vary considerably from one student to another. This is normal and natural. However, the teacher should also take care not to allow any students to be 'forgotten'.

## 2.2 FORMAL RECORDS

- '**Formal**' records differ in several ways from '**informal**' records. For example, in the case of formal documents, the Ministry specifies not only that the documents must be completed, but also:
  - what formats will be used
  - how they are to be completed
  - when they are to be submitted
- The **Continuous Assessment** component requires teachers to complete the official mark sheets, for each of their classes. At every grade-level, these overall marks and grades are recorded on a special sheet called the **Summary of Marks Awarded (SMA)**.
- Blank mark sheets are provided for this purpose in the four Appendices at the end of the SAH. Apdx 1 is for 'Core' English; Apdx 2 is for 'Elective English'.
- Detailed instructions for completing these mark sheets can be found in Sections 2.2.2, 2.2.3 and 2.2.4 below.

### 2.2.1 MARKS & LETTER-GRADES

- At the end of the school year, the various marks awarded to each student are added together to produce a total mark out of 100, representing his/her overall achievement in English. This mark is then converted into a corresponding letter-grade, as follows:

Mark Range	Letter-Grade	Descriptor
90% – 100%	A	Excellent
80% – 89%	B	Very good
65% – 79%	C	Good
50% – 64%	D	Satisfactory
49% or less	E	Needs further support

- The minimum pass mark is 50% or letter-grade 'D'.
- An 'E' grade should therefore be regarded as a 'fail' even though students are automatically promoted from one grade-level to the next.
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.

### 2.2.2 GRADE ELEVEN

- In Grade 11, the assessment system includes just **two** components, each with a specified number of marks:

40%	<b>Continuous Assessment (CA)</b> conducted by the teacher during everyday classroom teaching.
60%	<b>Semester Tests (SMTs)</b> prepared at a national level and administered at the end of each semester.

- These marks are now recorded on a **single** mark sheet, i.e. the **Summary of Marks Awarded (SMA)**.
- The SMA consists of a grid, with key learning outcomes and details of tests down the side, and student names across the top. At the bottom, there is space for each student's overall score (out of 100) and resulting letter-grade.

- At these grade-levels, the SMA is to be completed in **four stages**:

<p><b><u>Stage 1:</u></b> During the semester</p>	<p>(i) (ii) (iii)</p>	<p>Early on in the school year, use the relevant Rating Scale to decide on a <b>provisional</b> mark for each of the seven learning outcomes listed under SPK, RDG, WRT and G/V</p> <p>Enter these marks on the sheet <b>in pencil</b>.</p> <p>Then, as you gather further information during the year, review your marks regularly and amend them as necessary.</p>
<p><b><u>Stage 2:</u></b> End of the semester</p>	<p>(i) (ii) (iii)</p>	<p>Following on from Stage 1 above, make your <b>final</b> decision about the mark for each of the eight learning outcomes.</p> <p>Add together all the marks for Continuous Assessment (Outcome Scores).</p> <p>Enter all these marks <b>in ink</b> in the space provided: "Continuous Assessment: Total (40)"</p>
<p><b><u>Stage 3:</u></b> End of the semester</p>	<p>(i) (ii)</p>	<p>After the Semester Test has been administered and marked, calculate each student's total score for the test.</p> <p>Enter the score <b>in ink</b> in the space provided: "Semester Test: Total (60)".</p>
<p><b><u>Stage 4:</u></b> Round-up</p>	<p>(i) (ii) (iii) (iv)</p>	<p>Add together the CA and SMT totals ['40' + '60' = '100']. Enter the resulting total <b>in ink</b> in the space provided: 'Overall: Total Score (100)'</p> <p>Use the table in <a href="#">Section 2.2.1</a> above to determine the student's overall letter-grade ['Letter Grade'].</p> <p>Enter this grade <b>in ink</b> in the space provided: 'Overall: Letter Grade'.</p>

Here is an **example** of the four stages outlined above, showing the marks of an imaginary student:

<b>SUMMARY of MARKS AWARDED:</b> <i>(Details of grade-level, school year, class and teacher.)</i>			<b>Stage 1</b> <i>- During semester - Provisional marks for outcomes (in pencil)</i>	<b>Stage 2</b> <i>- End of semester - Final marks for outcomes (in ink)</i>	<b>Stage 3</b> <i>- End of semester - SMT marks (in ink)</i>	<b>Stage 4</b> <i>- Round-up - Overall marks and letter-grades (in ink)</i>
<b>SPEAKING</b>	Outcome # 1: "Can ...."	(5)	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
	Outcome # 2: "Can ...."	(10)	<b>8</b>	<b>10</b>	<b>10</b>	<b>10</b>
<b>READING</b>	Outcome # 3: "Can ...."	(5)	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	Outcome # 4: "Can ...."	(5)	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>WRITING</b>	Outcome # 5: "Can ...."	(5)	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
	Outcome # 6: "Can ...."	(5)	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>G/V</b>	Outcome # 7: "Can ...."	(5)	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CONTIN. ASSESSMENT: Total</b>		<b>(40)</b>		<b>33</b>	<b>33</b>	<b>33</b>
<b>SEMESTER TEST: Total</b>		<b>(60)</b>			<b>49</b>	<b>49</b>
<b>OVERALL</b>	<b>TOTAL MARK</b>	<b>(100)</b>				<b>82</b>
	<b>LETTER GRADE</b>					<b>B</b>

## 2.2.3 GRADE TWELVE

- In Grade 12, the assessment system includes **two** components, each with a specified number of marks:

<b>30%</b>	<b>Continuous Assessment (CA)</b> conducted by the teacher during everyday classroom teaching.
<b>70%</b>	<b>Semester Tests (SMTs)</b> prepared at a national level and administered at the end of each semester.

- The Semester Test component is **centrally** prepared and administered, so teachers are **only** required to complete **one**-mark sheet, i.e. the **Marks from Continuous Assessment (MCA)**. These marks are to be reported to the Ministry, which will combine them with the Semester Test marks.
- The MCA sheet used in Grade 12 has learning outcomes down the side and student names across the top. At the bottom, there is space for each student's overall CA score (out of 30).
- The MCA is to be completed in **three** stages:

<b>Stage 1:</b> During the semester	<ul style="list-style-type: none"> <li>(i)</li> <li>(ii)</li> <li>(iii)</li> </ul>	<ul style="list-style-type: none"> <li>Early on in the semester, use the relevant Rating Scale to decide on a <b>provisional</b> mark for each learning outcome.</li> <li>Enter these marks on the sheet <b>in pencil</b>.</li> <li>Then, as you gather further information during the semester, review your marks regularly and amend them as necessary.</li> </ul>
<b>Stage 2:</b> End of the semester	<ul style="list-style-type: none"> <li>(i)</li> <li>(ii)</li> </ul>	<ul style="list-style-type: none"> <li>Make your <b>final</b> decision about the mark for each learning outcome.</li> <li>Enter these marks <b>in ink</b>.</li> </ul>
<b>Stage 3:</b> Round-up	<ul style="list-style-type: none"> <li>(i)</li> <li>(ii)</li> <li>(iii)</li> </ul>	<ul style="list-style-type: none"> <li>Total the marks for each element [e.g., 'WRT: Total (10)'].</li> <li>Add together the SPK, RDG and WRT totals ['Total Mark (30)'].</li> <li>Enter this overall 'CA Total' <b>in ink</b>.</li> </ul>

Here is an **example** of the three stages outlined above, showing the marks of an imaginary student:

<b>CONTIN. ASSESSMENT MARKSHEET</b> <i>(Details of grade-level, school year, semester, class and teacher.)</i>		<b>Stage 1</b> - During the semester - Provisional marks <i>(in pencil)</i>	<b>Stage 2</b> - At the end of the semester - Final marks <i>(in ink)</i>	<b>Stage 3</b> - Totaling of marks - Overall CA mark <i>(in ink)</i>
<b>SPEAKING</b>	Outcome # 1: "Can ...." (5)	<b>3</b>	<b>4</b>	<b>4</b>
	Outcome # 2: "Can ...." (10)	<b>6</b>	<b>8</b>	<b>8</b>
<b>RDG</b>	Outcome # 3: "Can ...." (5)	<b>3</b>	<b>3</b>	<b>3</b>
<b>WRITING</b>	Outcome # 4: "Can ...." (5)	<b>1</b>	<b>2</b>	<b>2</b>
	Outcome # 5: "Can ...." (5)	<b>2</b>	<b>2</b>	<b>2</b>
<b>CONTINUOUS ASSESSMENT: Total (30)</b>				<b>19</b>

#### **2.2.4 FURTHER NOTES on FORMAL RECORD-KEEPING**

- The procedures and examples shown in Sections 2.2.2 and 2.2.3 above are for the 'Core' courses. For '**Elective**' English, **the procedure is exactly the same.**
- The maximum possible mark for each outcome is shown **in brackets.**
- All the Rating Scales used at these grade-levels follow the standard Ministry 'five-levels-of-performance' model. Usually, the maximum score is '5' or '10'; occasionally, for more important outcomes, it is '15'. Teachers can award 'in-between' marks (e.g., '13' or '14' out of 15; '7' out of 10)
- During the year, when entering a provisional mark (in pencil) for a particular student, the teacher may still be in some doubt as to the correct mark. In this case, she can add simple symbols (e.g., '?', '+', '-', '^', etc.) as a reminder to review the

mark again. Any annotations should be removed at the end of the year, after the final mark has been awarded (in ink).

- The guidelines in Sections 2.2.2 and 2.2.3 above state that the first (provisional) marks for outcomes should be written in pencil '**early**' in the school year. In practice, this **normally** means that, **by the end of the first four weeks**, there will already be a complete set of CA marks (in pencil) for each student.
- However, it may happen that a particular outcome **cannot** be assessed at this very early stage, because it has not yet been introduced! In this case, the teacher should **postpone** the awarding of any provisional marks until the students have started actual work on the outcome in question.
- There are two possible situations in which a mark written in pencil should be **amended**:  
Either: (a) On the basis of new information/ observations, the teacher has changed her mind about a student's existing level of achievement in the outcome.  
Or: (b) The student's general level of achievement in the outcome has actually changed.
- It is strongly recommended that teachers use their Informal Records to keep track of how students' marks develop during the year. Very brief notes, including dates, will usually be sufficient for this purpose. (See Part Two, '*Keeping Informal Records*'.)
- The guidelines given above refer to 'pencil' and 'ink'. However, records may also be kept **electronically**, with 'provisional' and 'final' marks being indicated in other ways i.e. by means of fonts, colours, italics, bold, etc.

**PART THREE**  
**USING  
INFORMATION**

### 3 USING INFORMATION

This part of the handbook provides information about **Formative** and **Summative** uses of the assessment information which has been gathered.

#### 3.1 FORMATIVE ASSESSMENT

**Formative Assessment** is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to improve achievement, typically by intervening in some way in the teaching-learning process.

- This kind of assessment tends to focus on the smaller outcomes which contribute towards the achievement of the larger outcomes. It is especially interested in 'how' and 'why' learning is achieved, and in what specific action can be taken to change things — always remembering that the larger outcomes are the long-term target.
- Formative Assessment research conducted in various countries has consistently produced two contradictory findings:
  - (1) Genuinely formative assessment produces results, having a clear, positive impact on student learning.
  - (2) Formative assessment is frequently neglected by teachers. Even when conducting Continuous Assessment, much of what teachers do is actually summative, i.e. for the purpose of awarding marks, rather than formative.
- In other words, more time and attention is often paid to Summative than to Formative Assessment — when it should be other way round!
- The following sections give information about three types of **Formative Assessment**:
  - Adaptation of Teaching
  - Giving Feedback to Students
  - Student Self-Assessment

### **3.1.1 ADAPTATION of TEACHING**

#### **Whole Class**

Assessment information which you gather may highlight successful learning or problems with learning. In either case, you may decide to adapt your teaching in order either to solve the problem or to build on the success.

There are two main ways in which this can be done:

- (a) BEFORE THE LESSON: By making amendments (in advance) to your plan for the next lesson(s).
- (b) DURING THE LESSON: By taking action — *departing from* your lesson plan in some way — because of something which you have observed while teaching.

#### **Individual Students**

In other cases, the adaptation will only apply to individual students (or possibly small groups of students). You may, for example:

- hold meetings ('conferences') with the student;
- provide supplementary tasks or activities for the student to work on;
- more formally, set up a whole plan — either 'remedial' or 'enrichment' — for the student.

In all cases, you will then need to evaluate the actual impact of what you have done, and then make further decisions as part of an on-going process.

### **3.1.2 GIVING FEEDBACK to STUDENTS**

Feedback can be defined as: '*Comments to students about the quality of their work with the aim of improving it*'. (Note: The work can be either already completed or still in progress.)

- The model for providing useful feedback is based on three key requirements. In order for a student to improve, he/she must:
  - have an idea of the desired standard of performance,
  - be able to compare the actual performance with the desired performance;
  - take action to close the gap between the two.

- One of the most important ways in which you, as teacher, can help this process move forward is by providing students with useful feedback.
- Before giving actual feedback, you will need to make a number of decisions:

<b>DECISION:</b>	<b>MAIN OPTIONS:</b>
1. Who shall I give it to?	(i) To individuals (ii) To groups (iii) To the whole class
2. When shall I give it?	(i) During the work (ii) Immediately after (iii) Later
3. How shall I give it?	(i) Orally (ii) In writing
4. In what language shall I give it?	(i) In English (ii) In Arabic

- Each of these options has its advantages and disadvantages, which you will need to bear in mind in particular cases. However, as a general principle, it is recommended that you keep things fresh by *varying* your feedback strategies — and then evaluating how effective these strategies are with your students.
- However, making the right decisions on these matters is still not enough. If feedback is to be really effective, it also needs to be:
  - **Inclusive** - all your students — including the 'excellent' ones — can benefit from useful feedback, so as to do (even) better.
  - **Selective** - do not give students feedback on every single activity, performance or piece of work done.
  - **Knowledgeable** - Your feedback should be based on a sound knowledge of:
    - o the English language in particular
    - o effective language-learning strategies in general.
  - **Clear** - communicate effectively in language which is clear and can be readily understood by students.
  - **Specific** - Give students a clear idea of what to do in order to improve. Make specific, concrete suggestions as to where and how the work could be improved.
  - **Supportive but honest** - state your comments, suggestions and criticisms honestly, but also do this in a tactful, patient and pleasant manner.
  - **Interactive** - before making your own comments, ask questions, encourage self-assessment, involve students in identifying problems and solutions.

Two further points to consider regarding feedback:

- **Peer-Assessment:** Remember that you are not the only person in the classroom who can give feedback. Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment (see Section 3.1.3 below); it can also produce interesting, genuinely communicative classroom interaction.
- **Giving Written Feedback:** The comments, corrections and other notations that you put on students' written work are also a kind of feedback. As with *Classroom Questioning*, there are different ways to do this. You can simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:
  - either (i) only indicating where a mistake is, with no additional information;
  - or (ii) indicating where a mistake is and what type of mistake it is;
  - or (iii) writing a comment about a point which (overall) needs to be improved.

### **3.1.3 STUDENT SELF-ASSESSMENT**

One of the central goals of Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. In the 'English for Me' course materials, this is encouraged by the use of various **self-assessment activities**, found at the end of each unit.

In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

- whether they found an activity easy or difficult
- whether they have enjoyed something (i.e. particular activities/ topics/ materials)
- how well they can now do something now (i.e. their achievement of particular learning outcomes)
- what they have learnt from the unit (i.e. their recent progress in learning English)
- how well they have performed during the unit (i.e. the quality of their recent work)
- how they have approached particular tasks (i.e. their learning strategies)

In addition, adopt a number of *other* positive strategies:

Strategy	Notes
1 At the start of the school year, explain to the students what self-assessment is, why it is important, and what you will be expecting of them during lessons.	<i>Emphasise that self-assessment is nothing 'special' or 'frightening', but a very normal, everyday thing to do.</i>
2 Encourage students to believe that they <u>can</u> (learn to) do it.	<i>Encourage students and provide <u>regular</u>, on-going opportunities for students to 'try out' self-assessment and in this way build their confidence.</i>
3a Using language that they understand, give students information about the learning outcomes.	<i>These learning outcomes are exactly the same as the ones which the teacher assesses.</i>
3b Explain the general criteria for assessing these outcomes, as in the Rating Scales.	<i>Communicate these criteria simply and clearly, using L.1 where necessary.</i>
4a <u>Before</u> students start work on any particular task, tell them — or, even better, elicit from them — what the ' <b>criteria for success</b> ' are.	<i>Focus on a <u>small</u> number of key criteria, and express these in clear, simple language.</i>
4b Then, <u>while</u> students are doing the task, keep reminding them of these criteria and encouraging them to monitor the quality of their own work — and to improve it as necessary.	<i>The ability to '<b>self-monitor</b>' — using appropriate criteria for success — is crucial in carrying out <u>any</u> task which is worth doing well.</i>
5 On a day-to-day basis in the classroom, <b>ask questions which require students to assess the quality of any work done</b> , whether by themselves (self-assessment) or by other students (peer-assessment).	<i>Typical questions might be: 'What do you think?', 'Is that clear/ correct/ OK?' etc. If the answer to any of these questions is: 'No/ Not really', then you can ask follow-up questions like: 'What's wrong with it?', 'What could you/he/she write instead?' etc., thus pointing the way to improvement.</i>
6 In all your classroom practice, try to create the right kind of <b>classroom atmosphere</b> , one which encourages openness and honesty.	<i>The whole process of self- and peer-assessment will only work effectively if you succeed in doing this.</i>

'**Peer-assessment**' can play a very useful role as a kind of 'bridge' towards self-assessment. It can do this because it focuses students' attention on exactly the same learning outcomes and 'criteria for success' as self-assessment. It also has the same ultimate aim, i.e. the improvement of the work being done.

Peer-assessment is especially suited to the process of Writing: students can show each other their first (and second) drafts, and give each other feedback, based on simple, previously-agreed criteria (e.g., 'Relevant?', 'Clear?', 'Interesting?', 'Friendly?', etc.), which will depend on the type of text being written.

In this way, students will (hopefully) understand and become accustomed to using, the criteria with which they can assess their own work. They will also (hopefully) learn to appreciate that self-assessment/self-monitoring is a natural and constant feature of any learning process — and, indeed, of *any* kind of worthwhile work or task that they will do in future.

REMINDER for TEACHERS: The sole purpose of self-assessment is **formative**. Self-assessment is not intended to provide you with **summative** data to be used in awarding marks and grades.

## 3.2 SUMMATIVE ASSESSMENT

**Summative Assessment** is assessment of students' learning, with the aim of providing evidence for reporting to the Ministry, to parents, and to other concerned parties. Its purpose is to measure standards, typically by awarding marks and grades.

This kind of assessment tends to focus on the larger (target) outcomes. It is less interested in the specifics of 'how' and 'why' learning is achieved than in the actual end-product: the students' ability to use the English language in different ways.

### 3.2.1 RATING SCALES

- Rating Scales are intended to make teachers' judgements as **fair, consistent** and **professional** as possible.
  - '**scale**' (n): 'a *measuring instrument*' with 'a *set of marks with regular spaces between them*'
  - '**rate**' (vb): 'to *say how good you think sb/sth is*', or 'to *judge the quality of sb/sth*'

- A Rating Scale can, in principle, be used to assess either achievement in general or performance on a particular occasion (as, for example, in a test). In Continuous Assessment, it is **the student's general level of achievement** which is of interest.
- In the Student Assessment Handbook for Grades 11 to 12:
  - A specific Rating Scale is provided for each learning outcome.
  - Each scale describes five different levels of achievement.
  - These 'descriptors' usually consist (at each level of achievement) of two or three statements.
  - Each of these statements covers a different aspect of the students' performance, for example, for Writing (Interactive): 'message to reader', 'task achievement', 'organisation' and 'correctness'.
  - Typically, the statements make use of descriptive adjectives (e.g., 'clear', 'appropriate'), adverbs ('usually', 'reasonably') and quantifiers (e.g., 'few', 'most').
  - Teachers need to use their professional judgement to interpret these words and apply them in practice.
  - They should also consult with others in order to create a shared understanding of what these words mean. (See below: 'Continuous Moderation').

### 3.2.2 MAKING DECISIONS on MARKS

#### Standard Procedure

When making decisions about marks, the 'standard' procedure for applying any Rating Scale is as follows:

Step	Action	Notes
1.	Focus on <u>one</u> Learning Outcome and <u>one</u> Rating Scale at a time.	<i>The mark that you give should <u>not</u> be influenced by other CA marks that you have awarded for other learning outcomes, or by the student's marks in Classroom Tests.</i>

2.	Award CA marks according to the <u>wording</u> of the descriptors in the Rating Scale.	<i>Do <u>not</u> award marks by comparing students with each other or putting them in ranking order.</i>
3.	Consider <u>all</u> the aspects listed in each descriptor.	<i>All of the aspects listed are important and should be taken into account. For example, do <u>not</u> award 'Writing' (Interactive) marks based <u>only</u> on 'correctness' – consider the other three aspects as well.</i>
4.	Read the descriptors in the scale and <u>eliminate</u> those which obviously do <b>not</b> apply to the particular student in question.	<i>Follow a systematic procedure: (i) With <u>weak</u> students, start from the <u>top</u> score (e.g., '5') and then work your way downwards. (ii) With <u>strong</u> students, start from the <u>bottom</u> score (e.g., '1') and then work your way upwards. (iii) With <u>average</u> students, start with top and bottom scores, and then work your way inwards.</i>
5a.	In some cases, this procedure will quickly lead you to a <b>single</b> correct mark, which is fairly obvious.	<i>If the correct mark <u>is</u> very obvious, do not 'agonise' for a long time – make a decision!</i>
5b.	In almost all other cases, you will be left with only <b>two</b> 'possibles'. In these ' <u>borderline</u> cases', use your <b>professional judgement</b> to decide <i>which</i> of the two descriptors is closer to the particular student's actual level of achievement.	<i>Do <u>not</u> simply rely on some 'easy', 'automatic' method, such as always awarding the higher (or the lower) of the two marks.</i>

## **Difficult Cases**

If teachers follow this procedure, arriving at an appropriate mark will often be quite straightforward. However, there are some cases where it is rather more difficult to make the right decision:

<b>Case</b>	<b>Nature of Difficulty</b>	<b>Strategy</b>
<b>A</b>	Student does not fit easily into any one descriptor because the level is different for different 'aspects': e.g., 'fluency' fits the '12' descriptor; but 'clarity' is a '9', and pronunciation is also a '9'. (See Grade Two: SPK, Outcome #2, 'Interaction')	<ul style="list-style-type: none"> <li>- <i>Think globally. As in real life, focus on the <u>overall</u> impression made by the work done. Obviously, in the example given, the mark should be either '12' or '9'.</i></li> <li>- <i>Do not simply apply an 'automatic' method, such as averaging, or giving the highest or the lowest score.</i></li> <li>- <i>Make a <u>professional</u> judgement.</i></li> </ul>
<b>B</b>	Level is difficult to determine because the student's performance seems to <u>vary</u> considerably from one occasion to another.	<ul style="list-style-type: none"> <li>• <i>First, investigate — <u>why</u> do these variations occur?</i></li> <li>• <i>Then, base your marks on those pieces of evidence which you believe are most reliable.</i></li> </ul>
<b>C</b>	Level undergoes a substantial <u>change</u> as the semester progresses, e.g., a student's presentations very noticeably improve.	<ul style="list-style-type: none"> <li>• <i>Do <u>not</u> just 'average out' all the marks awarded throughout the year.</i></li> <li>• <i>Base your mark on where the student stands (overall) at the <u>end</u> of the year.</i></li> <li>• <i>In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of <u>investigating</u> the cause(s).</i></li> </ul>
<b>D</b>	Student produces good work, but only after a <u>lot</u> of help from the teacher (e.g., when producing a series of drafts for a written text).	<ul style="list-style-type: none"> <li>• <i>Provide the kind of help which encourages awareness and <u>self</u>-correction.</i></li> <li>• <i>Base your final decision on the student's <u>real</u> (i.e. independent) level of achievement.</i></li> </ul>
<b>E</b>	Student has produced very little work/ evidence of achievement.	<ul style="list-style-type: none"> <li>• <i>Tell the <u>truth</u> — i.e. award a (very) low mark, but not zero.</i></li> </ul>

IMPORTANT NOTE: Strategy 'E' applies to all decisions on awarding marks. The best way to **really** 'help' students — in the long run — is to tell them the **truth**, and then work together with them to improve whatever needs to be improved.

### **Anticipating (and Avoiding) Problems**

It is, however, possible to avoid many of these (and other) potential difficulties by taking preventive measures as follows:

- At the start of the school year, explain to the class (in a straightforward way) how marks will be awarded, and make them familiar with the relevant Outcomes and the general criteria for awarding marks.
- Consolidate this by encouraging self-assessment / peer-assessment / use of the criteria.
- Also brief the students about the basic 'rules' you expect them to follow (e.g., genuine work).
- Start filling in your provisional marks (in pencil) as soon as possible — do not leave it until the last minute!
- Identify potential 'difficult cases' early on — well before the end-of-year — and then observe closely and gather further evidence.
- Speak to students who are in danger of getting low marks — a low mark at the end of the year should not come as a complete surprise! Where appropriate, parents will need to be notified as well.
- Consult with other teachers, SETs and supervisors about common standards in general and for difficult cases in particular. (See the next section: 'Moderation')
- Above all, get to know your students well!

### **3.2.3 MODERATION**

The purpose of moderation is to ensure that the criteria for awarding marks are being applied **fairly** and **consistently** at different schools across the country.

#### **Continuous Moderation**

In Grades 11 and 12, **continuous moderation** is to be carried out, as a process of on-going consultation and teacher-development. This process is generally conducted at a **local** level, with teachers coming together to compare notes and discuss students' work.

The purpose is to arrive at a **shared understanding** of the criteria used for assessing the work and awarding different marks or grades.

Some recommended examples of **Continuous Moderation activities** are:

ACTIVITY	NOTES
1. Two teachers <b>talk together informally</b> about work done by their students — comparing, evaluating and commenting.	<i>Simple, informal and very easy to arrange.</i>
2. Two teachers agree to <b>visit each other's classes</b> and contribute to the assessment of students' performance in <b>Speaking</b> activities.	<i>Post-lesson discussions will then be based on observed evidence and on the criteria in the Rating Scales.</i>
3. The SET or SPV sits down with a teacher, looks at her CA mark sheets and selects a particular mark. He/She then <b>asks the teacher why he/she has awarded that particular mark</b> . The teacher justifies his/her mark, referring to Rating Scales, Informal Records, and samples of the student's work. (Then, the process is repeated with other marks.)	<i>This can be done both during the semester (<u>Quality Assurance</u>) and as a final check, at the end of the semester (<u>Quality Control</u>).</i>
4a. All the English teachers in a school get together for a general <b>moderation workshop</b> , at which they discuss and agree on appropriate marks for a varied collection of samples of students' <u>Writing</u> .	<i>It is also <u>possible</u> to do this with recorded samples of students' Speaking.</i>
4b. Specifically, all the English teachers in a school get together for a <b>workshop</b> on ' <b>difficult</b> (or ' <b>borderline</b> ') <b>cases</b> ', i.e. cases where they are finding it difficult to decide on the correct mark.	<i>Teachers should bring with them all the available evidence.</i>
4c. The same kind of workshop as in Activities 4a or 4b, but in <b>two or more schools</b> within easy reach of each other, i.e. a ' <b>local cluster</b> '.	<i>Possibly rather difficult to arrange — but the wider the circle of participants, the more valid the moderation will be.</i>

<p>As a result of the above-mentioned workshops (4a, 4b or 4c), compile — and make available to teachers — a <b>collection</b> of '<b>exemplars</b>' of students' work</p> <p>5. (esp. Writing) which have already been 'moderated'. Each exemplar should be accompanied by the agreed mark, along with comments and explanations.</p>	<p><i>With proper coordination, collections from different schools can be combined into a larger collection, more widely circulated.</i></p>
--	--

Note: Students should never be forced to appear in a recording against their will. In connection with these moderation activities, the following points should be noted:

- Every activity involves teachers **getting together** to talk about students' work and how that work should be assessed.
- Some of the activities can be initiated very informally by teachers; others require action by the SET or (more officially) a Supervisor. However, it is **always** possible, whatever the local circumstances to do **something**.
- All discussions should be based on **evidence** and marking **criteria**.
- Initially, some teachers may feel a little uncomfortable with these 'sharing' procedures. However, hopefully, all teachers will eventually come to appreciate the increased feeling of security and confidence that they have when awarding marks.

**A Practical Example:** The procedure for conducting **Activity 4** from the **Continuous Moderation activities** table above.

If we imagine that four English teachers at a school — the Senior Teacher and three others — meet to discuss samples of students' Writing, the procedure would be as follows:

1. The SET (as Facilitator) explains the purpose of the meeting and outlines the steps of the activity.
2. SET hands out the relevant Rating Scale(s). Brief discussion, with emphasis on key-words in the scale(s).
3. SET hands out prepared samples of students' Writing.
4. Individuals award marks using the relevant Rating Scale.
5. Whole-group reporting back: brief comparison of the marks awarded.
6. Pairs discuss each piece of Writing — *referring to the Rating Scale(s)* — and reach joint agreement on an appropriate mark
7. Whole-group reporting back: brief comparison of the marks awarded.

8. Whole-group (all four teachers): discussion of any piece of Writing where the pairs' marks differ. Then, final agreement on an appropriate mark.

Workshop Output: The SET (or one of the teachers acting as 'scribe') records these final marks, along with comments, justifications and explanations. These 'exemplars' should then be made available/ accessible to everyone who attended the workshop, and later to any newly-arriving teachers. (It can, of course, also be shared with supervisors and with teachers from other schools.)

Note 1: What typically happens at a workshop is that the first comparison of marks shows quite large (sometimes alarming!) differences, but that these then (almost always) disappear as the process develops.

Note 2: In the example given, with 4 teachers, three 'marking' stages (Nos. 4, 6 and 8) are required. With 2 or 3 teachers, the 'pairs' stage would be removed; with 7 or more teachers, an extra stage ('pairs-of-pairs') would be added.

Note 3: Particularly when larger numbers are involved, it is essential that whoever 'chairs' the workshop makes a good job of running it efficiently and keeping it on track.

### **Final Moderation** ( *English 'Core' and 'Elective'*) Grade 12

Of the several possible methods which can be used for Formal Moderation, the Ministry has chosen to focus on 'moderation visits'. These are held towards the end of each semester, shortly before the exams.

For an exact, step-by-step description of the procedures and requirements for Final Moderation Visits, please refer to the documents produced by the **Moderation Section** of the Department of Attainment Evaluation at the CEAM.

For this purpose, teachers will need to provide visiting moderators with convincing **evidence** that the marks which they have awarded for Continuous Assessment are fair and accurate, and in line with national assessment criteria.

Discussions will centre on the completed CA mark sheet for each class:

- a) All marks awarded on this sheet should be based on the criteria shown in the official Rating Scales.
- b) **Only** the marks specified in these scales should be awarded.
- c) This also means that a mark of 'zero' should not be awarded for any outcome, except in very exceptional circumstances. (Note: See official CEAM rules and regulations.)

There are two main types of evidence regarding student achievement in the relevant learning outcomes:

- The first consists of **records** made by the teacher during the school year.
- The second consists of **examples of work** done by individual students.

These two types of evidence are combined in different ways for each of the skill-areas/outcomes, as follows:

### **SPEAKING**

- The teacher's written notes about the performance of individual students in:
  - (a) Interaction
  - (b) Presentations

These two (separate) sets of notes should be typed and should consist of bullet-points outlining the main features (strengths and weaknesses) of the student's performance in each outcome.

Comments need not be lengthy, but should be as detailed and **specific** as possible. Ideally, the reader, i.e. the visiting moderator, should be able, just from reading the comments, to judge what an appropriate mark would be for that particular student.

(Note: In the case of Presentations, the teacher should also provide details, i.e. the date and topic, of any presentation given by the student.

### **READING**

#### Class-based Reading

- For each student in the class, **at least four** samples in which students wrote responses to Reading texts (either in course materials or in quizzes).
- Each sample should be accompanied by the relevant text (with instructions) and the date.
- Include different types of reading texts (*see reading outcome & rating scale p.55*)

(**Note**: The length and the level of difficulty of the reading texts and tasks should be suitable for Grade 12)

### **WRITING**

- Formal recording sheets (i.e. the MCA or 'Marks from Continuous Assessment') for all classes.
- For each student in the class, **at least two typical samples** of each of the main types of Writing required. These pieces of work can come from classwork, homework, projects, generic tasks, etc., provided that they fit the intended category (type) of Writing. They should be dated and annotated with marks and comments from the

teacher. Needless to say, they should be genuine pieces of Writing which actually show the student's level of Writing skills.

- Possibly also, the teacher's written notes about individual students' Writing skills (e.g., strengths and weaknesses).

### **Preparing for Visiting Moderation: Documentation**

- When Visiting Moderators come to the school towards the end of the semester (before the Semester Tests), all of this evidence needs to be **readily available** and **accessible**.
- For this purpose, the teacher should prepare a special **Formal Moderation File (FMF)**.
- This is **NOT** the same thing as the student's **portfolio**. The 'FMF' has a different purpose and so differs from the portfolio in three main ways:
  - It only contains material relating to those learning outcomes which receive (official) marks based on Continuous Assessment.
  - It only contains material which is directly relevant to the basic question being posed by the Visiting Moderator: '*Are the teacher's marks fair, accurate and awarded according to national standards?*' (See above, in the section before this box.)
  - It includes some material (like teacher's notes and observations) which would not normally be found in a student portfolio.
- Regarding the preparation and storage of the FMF (and the portfolio), the teacher has three main options to choose from:
  - (a) Keep the FMF and the Portfolio completely separate: teacher looks after the FMF; student looks after the portfolio.
  - (b) Keep the FMF materials in the portfolio, but all together in a special section: teacher looks after the combined file (portfolio + FMF).
  - (c) Same as (b), but student looks after the combined file, and hands it in to the teacher, in time for the Moderation Visit.
- Each of these procedures has its advantages and disadvantages: the teacher can choose whichever seems the most practicable. The important thing is that the teacher is **ready** when the visitor comes, so that the moderation visit can run as smoothly and efficiently as possible.

### 3.2.4 REPORTING

Parents receive four reports regarding their son's or daughter's achievement in the learning outcomes for English for the year:

- In the middle of Semester 1, a '**descriptive**' report
- At the end of Semester 1, a '**full**' report
- In the middle of Semester 2, a '**descriptive**' report
- At the end of Semester 2, a '**full**' report for the whole year

The descriptive report does not include any marks or grades. Instead, it provides a brief comment usually consisting of 10 to 15 words. (Note: This comment will, of course, appear on the Report Card *in Arabic*.)

By contrast, the full report does not include any comments. It simply gives information about the student's final percentage mark and letter-grade for English. In this case, it is the accuracy of the data provided which is important. Teachers should take care that any calculations that they have made are correct and that no mistakes have been made in copying data from one place to another.

- In Grade 12 students awarded the General Education Diploma on completion of Post-Basic Education.

# **APPENDIX ONE**

## **Awarding Marks for 'CORE' ENGLISH in Grades 11 & 12**

### **Learning Outcomes, Rating Scales & Recording Sheets**

## 'CORE' ENGLISH — OUTCOMES & RATING SCALES for SPEAKING<sup>(1)</sup>

OUTCOME # 1	Gr11	RATING SCALE # 1	Gr12
<p><b>Can give presentations.</b></p> <p>Presenters should be able to speak in front of the class for <b>four to five minutes</b>.</p> <p>– Topics should be appropriate to students' age + interests, and of increasing complexity.</p> <p>– After the presentation, there should be an opportunity for the audience to ask Qs.</p> <p>Presenters should be able to:</p> <ul style="list-style-type: none"> <li>– speak in public with confidence.</li> <li>– organize information and ideas into a coherent spoken text.</li> <li>– stay within the time allocated</li> <li>– make effective contact with the audience.</li> <li>– use voice (and gesture) clearly and appropriately.</li> <li>– use appropriate visual aids to support their presentations.</li> <li>– use a range of grammar/ vocabulary appropriately and correctly.</li> <li>– monitor &amp; correct own mistakes/miscues.</li> <li>– give clear, informative answers to questions from the audience.</li> </ul> <p><u>Note:</u> Students may use brief notes but should <b>not</b> read out from a prepared text.</p>	<b>10</b>	<ul style="list-style-type: none"> <li>– Presentations are easy to follow, well-structured and interesting.</li> <li>– Contact with audience is very good.</li> <li>– Voice and pronunciation are clear.</li> <li>– Language used is mostly accurate.</li> <li>– Supporting visuals are clear and effective.</li> <li>– Answers to Qs are clear and convincing.</li> </ul>	<b>5</b>
	<b>9</b>	Between the descriptors above and below	
	<b>8</b>	<ul style="list-style-type: none"> <li>– Presentations are mostly clear, as well as quite interesting.</li> <li>– Contact with audience is reasonably good.</li> <li>– Voice and pronunciation are mostly clear.</li> <li>– Language used contains inaccuracies but meaning is only rarely obscured.</li> <li>– Supporting visuals are adequate.</li> <li>– Answers to Qs are mostly adequate.</li> </ul>	<b>4</b>
	<b>7</b>	Between the descriptors above and below	
	<b>6</b>	<ul style="list-style-type: none"> <li>– Presentations are reasonably clear, but not very interesting.</li> <li>– Contact with audience is only moderate.</li> <li>– Voice and pronunciation are fairly good.</li> <li>– Language used contains noticeable errors, occasionally making meaning unclear.</li> <li>– Supporting visuals are reasonably adequate.</li> <li>– Answers to Qs are only partly effective.</li> </ul>	<b>3</b>
	<b>5</b>	Between the descriptors above and below	
	<b>4</b>	<ul style="list-style-type: none"> <li>– Manages to convey <i>some</i> information, but generally ineffective/uninteresting.</li> <li>– Contact with audience is rather weak.</li> <li>– Voice and/or pronunciation are sometimes unclear.</li> <li>– Language used contains frequent errors, making meaning sometimes unclear</li> <li>– Use of supporting visuals is limited.</li> <li>– Answers to Qs are not very clear.</li> </ul>	<b>2</b>
	<b>3</b>	Between the descriptors above and below	
	<b>2</b>	<ul style="list-style-type: none"> <li>– Presentations are unclear and uninformative.</li> <li>– Contact with audience is very weak.</li> <li>– Voice is difficult to hear and/or pronunciation is difficult to understand.</li> <li>– Frequent serious errors make speech generally difficult to follow.</li> <li>– Supporting visuals are either missing or clearly inadequate.</li> <li>– Answers to Qs are very inadequate indeed.</li> </ul>	<b>1</b>

**'CORE' ENGLISH — OUTCOMES & RATING SCALES for SPEAKING<sup>(2)</sup>**

OUTCOME # 2	RATING SCALE # 2	
<p><b>Can interact with others.</b></p>	<b>10</b>	<ul style="list-style-type: none"> <li>– Interacts confidently and effectively with others in a variety of contexts.</li> <li>– Can initiate interaction and also respond appropriately.</li> <li>– Maintains flow of interaction by dealing effectively with problems/misunderstandings.</li> <li>– Pronunciation has some L1 features but is generally clear and easy to understand.</li> </ul>
	<b>9</b>	Between the descriptors above and below
<p>Covers the ability to take part in different kinds of interactions in a variety of contexts:</p> <ul style="list-style-type: none"> <li>– short exchanges</li> <li>– sharing information</li> <li>– expressing opinions</li> <li>– making arrangements</li> <li>– negotiating with others to make decisions/ solve problems</li> <li>– debates</li> </ul> <p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>– initiate and respond</li> <li>– use social language.</li> <li>– ask and answer questions</li> <li>– notice and repair misunderstandings</li> <li>– make and respond to suggestions, offers, requests, recommendations, etc.</li> <li>– differentiate between formal and informal language</li> <li>– use appropriate grammar and vocabulary correctly</li> <li>– pronounce English intelligibly</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>– Interacts with others reasonably well in most situations.</li> <li>– Responds appropriately, but sometimes lacks flexibility and the ability to initiate.</li> <li>– Usually manages to keep the interaction going, but with occasional difficulties.</li> <li>– L1 accent, but only rarely impeding understanding.</li> </ul>
	<b>7</b>	Between the descriptors above and below
	<b>6</b>	<ul style="list-style-type: none"> <li>– Manages to interact with others, but only in a rather limited way.</li> <li>– Can respond to relatively simple input, but has difficulty when a more complex response is required.</li> <li>– Patience is sometimes required from the other participant(s) in the interaction.</li> <li>– Noticeable L1 accent, leading to occasional misunderstandings.</li> </ul>
	<b>5</b>	Between the descriptors above and below
	<b>4</b>	<ul style="list-style-type: none"> <li>– Has very obvious limitations in interacting with others.</li> <li>– Responses are slow and sometimes inappropriate.</li> <li>– Patience is often required from the other participant(s) in the interaction.</li> <li>– Strong L1 accent, leading to misunderstanding.</li> </ul>
	<b>3</b>	Between the descriptors above and below
<b>2</b>	<ul style="list-style-type: none"> <li>– Has great difficulty in interacting with others and in responding even to quite simple input.</li> <li>– There are frequent pauses and breakdowns in communication.</li> <li>– Serious pronunciation defects make speech difficult for other participant(s) to follow.</li> <li>– Very strong L1 accent leading to misunderstanding.</li> </ul>	

## CORE' ENGLISH — OUTCOMES & RATING SCALES for READING

OUTCOME # 3	RATING SCALE # 3	
<b>Can understand different types of written text.</b>	<b>5</b>	<ul style="list-style-type: none"> <li>– Has an excellent understanding of all texts.</li> <li>– Reading is quick.</li> </ul>
<p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive</u>: (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i></p> <p><u>Informative</u>: <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i></p> <p><u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; news reports.</i></p> <p><u>Evaluative</u>: <i>Magazine articles ; reviews; other texts whose mian purpose is to express (and justify) opinions</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> <li>- understand general meaning.</li> <li>- identify main points.</li> <li>- extract specific information.</li> </ul> <p>It also involves the ability to use a range of strategies in dealing with texts:</p> <ul style="list-style-type: none"> <li>– identifying text-type, purpose and intended audience</li> <li>– making predictions and comparisons</li> <li>– using world knowledge</li> <li>– using non-verbal information</li> <li>– identifying writers' opinions, attitudes, feelings or intentions</li> <li>– deducing the meaning of unknown words</li> <li>– recognising and understanding the meaning of cohesive devices</li> </ul>	<b>4</b>	<ul style="list-style-type: none"> <li>– Has a good understanding of most texts.</li> <li>– Reads at a reasonable speed.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Has a reasonably good understanding of most texts.</li> <li>– Reading is quite slow.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Has a limited understanding of most texts.</li> <li>– Reading is slow.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>– Has a poor understanding of all texts.</li> <li>– Reading is very slow.</li> </ul>

## 'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING<sup>(1)</sup>

OUTCOME # 4	RATING SCALE # 4	
<b>Can write and respond to letters and e-mails.</b>	<b>5</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its intended purpose.</li> <li>– Writing is very well-organised, clear and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>
<p>These '<b>Interactive</b>' texts may include:</p> <ul style="list-style-type: none"> <li>– informal letters (to friends and relatives)</li> <li>– e-mails</li> <li>– postcards</li> <li>– notes/messages</li> <li>– invitations</li> <li>– letters of complaint</li> <li>– application letters, etc.</li> </ul> <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing appropriately for different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks.</li> <li>– write with clear, legible hand-writing.</li> <li>– evaluate, edit and improve their own draft texts.</li> </ul> <p><i>Students should be able to write letters and e-mails up to 100 words.</i></p>	<b>4</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is fairly clear.</li> <li>– Writing has reasonable success in achieving its intended purpose.</li> <li>– Writing is generally well-organised, and mostly clear and coherent</li> <li>– A fair range of grammar and vocabulary, with a good level of accuracy.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is partially clear.</li> <li>– Writing has only partially achieved its intended purpose.</li> <li>– Writing is not well-organised, but is still reasonably clear and coherent</li> <li>– A limited range of grammar and vocabulary, with a reasonable level of accuracy.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is mostly unclear.</li> <li>– Writing has only very limited success in achieving its intended purpose.</li> <li>– Writing is poorly-organised, and often unclear.</li> <li>– A very limited range of grammar and vocabulary, and frequent errors.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is unclear.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary, and frequent serious errors.</li> </ul>

**'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING<sup>(2)</sup>**

<b>OUTCOME # 5</b>	<b>RATING SCALE: # 5</b>	
<p><b>Can write texts with the purpose of providing information.</b></p>	<b>5</b>	<ul style="list-style-type: none"> <li>- Presents relevant information clearly and in an interesting way.</li> <li>- Very good use of details and examples.</li> <li>- Writing is very well-structured, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
<p>These <b>'Informative'</b> texts may include:</p> <ul style="list-style-type: none"> <li>- reports</li> <li>- articles</li> <li>- summaries</li> <li>- completed forms</li> <li>- sets of instructions</li> <li>- descriptions</li> <li>- notes/lists</li> <li>- graphs/ tables</li> <li>- adverts</li> <li>- posters</li> <li>- brochures/ leaflets, etc.</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>- adapt writing appropriately for different purposes and readers.</li> <li>- organize ideas and information into a coherent text.</li> <li>- use discourse markers correctly.</li> <li>- combine sentences together using a range of cohesive devices.</li> <li>- use grammar and vocabulary appropriately and correctly.</li> <li>- use capital letters and punctuation marks.</li> <li>- write with clear, legible hand-writing.</li> <li>- evaluate, edit and improve their own draft texts.</li> </ul> <p><i>Students should be able to write texts up to 100 words.</i></p>	<b>4</b>	<ul style="list-style-type: none"> <li>- Presents relevant information with reasonable success.</li> <li>- Good use of details and examples.</li> <li>- Writing is generally well-structured, and mostly clear and coherent</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>- Manages to present relevant information, but only in a somewhat limited way.</li> <li>- Minimal use of details and examples.</li> <li>- Writing is not well-structured, but is still reasonably clear and coherent.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>- Attempts to present information, but the results are obvious inadequate.</li> <li>- poor use of details and examples.</li> <li>- Writing is poorly-structured, and often unclear</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>- Presents very little relevant information indeed.</li> <li>- No use of details and examples.</li> <li>- Writing is incoherent and confusing.</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>

## 'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING<sup>(3)</sup>

OUTCOME # 6	RATING SCALE # 6	
<b>Can write stories and narrate events in the past.</b>	<b>5</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy</li> </ul>
<p>These '<b>Narrative</b>' texts may include:</p> <ul style="list-style-type: none"> <li>- accounts of real life events/experiences,</li> <li>- fictional narratives</li> <li>- biographies,</li> <li>- historical texts</li> <li>- reports</li> <li>- diary entries, etc.</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing appropriately for different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks.</li> <li>– write with clear, legible hand-writing.</li> <li>– evaluate, edit and improve their own draft texts.</li> </ul> <p><i>Students should be able to write texts of at least 100 words.</i></p>	<b>4</b>	<ul style="list-style-type: none"> <li>-Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is not well-structured but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly-structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>-Produces narratives which fail entirely to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>

## 'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING <sup>(4)</sup>

OUTCOME # 7	RATING SCALE # 7	
<p><b>Can write texts which express and justify opinions.</b></p> <p>These <b>'Evaluative'</b> texts may include:</p> <ul style="list-style-type: none"> <li>– articles</li> <li>– advice/ feedback</li> <li>– complaints/ criticism</li> <li>– commentary</li> <li>-recommendations</li> <li>– reviews</li> <li>– other kinds of texts whose main purpose is to express (and justify) an opinion</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing appropriately for different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks.</li> <li>– write with clear, legible hand-writing.</li> <li>– evaluate, edit and improve their own draft texts</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>

## 'CORE' ENGLISH — OUTCOMES & RATING SCALE for GRAMMAR/VOCABULARY

<b>OUTCOME # 8</b>	<b>RATING SCALE # 8 — GRADE 11 ONLY</b> (Note: In Grade 12, marks awarded on the basis of Semester Tests only)	
<b>Can understand and use grammar and vocabulary.</b>	<b>5</b>	<ul style="list-style-type: none"> <li>– Has a very good understanding of the meaning of different grammatical structures and vocabulary items.</li> <li>– Uses a range of structures with consistent accuracy.</li> <li>– Makes appropriate use of a wide range of vocabulary.</li> </ul>
<p>In relation to any particular <b>grammatical structure</b>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> <li>– recognize its various forms.</li> <li>– understand its meaning(s).</li> <li>– use it appropriately in context.</li> </ul> <p>Covers <b>all grammatical structures taught at these and previous levels.</b> *****</p> <p>In relation to any particular <b>vocabulary item (word or phrase)</b>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> <li>– recognize its spoken and written forms.</li> <li>– understand its meaning(s).</li> <li>– use it appropriately in context.</li> </ul> <p>Covers <b>all core vocabulary items taught at these and previous levels.</b></p>	<b>4</b>	<ul style="list-style-type: none"> <li>– Has a good understanding of the meaning of different grammatical structures and vocabulary items.</li> <li>– Uses most structures with a good level of accuracy.</li> <li>– Makes appropriate use of a fairly wide range of vocabulary.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items.</li> <li>– Uses core structures with a reasonable level of accuracy.</li> <li>– Makes appropriate use of a moderate repertoire of vocabulary.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Has only a limited understanding of the meaning of different grammatical structures and vocabulary items.</li> <li>– Use of core structures is often inaccurate.</li> <li>– Makes appropriate use of a limited repertoire of vocabulary.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>– Has a very poor understanding of the meaning of different grammatical structures and vocabulary items.</li> <li>– Use of core structures is seriously distorted.</li> <li>– Makes appropriate use of only a very narrow repertoire of vocabulary.</li> </ul>

**'CORE' ENGLISH — OUTCOMES which are AWARDED MARKS  
on the basis of SEMESTER TESTS ONLY**

**LISTENING**

**OUTCOME # 9**

**Can understand a variety of spoken texts.**

In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:

Interactive: *Short exchanges, dialogues, interviews*

Informative: *Descriptions; factual texts; presentations; radio talks*

Narrative: *Stories (fictional); personal experiences; biographies;  
historical texts; radio broadcasts*

Evaluative: *Talks; discussions; debates; comments/ criticism*

When dealing with these texts, students should be able to:

- understand general meaning.
- identify main points.
- extract specific information.

In doing this, they should be able to:

- identify text-type, purpose and intended audience of the text-types listed above.
- make inferences about matters not directly stated in the text.
- identify speakers' opinions, attitudes, feelings and intentions.
- recognise and understand the meaning of discourse markers.
- recognise and understand the meaning of cohesive devices.

<b>SUMMARY of MARKS AWARDED</b>																		
<b>GRADE 11 'CORE' SEMESTER ONE</b>																		
Class: _____ Year: _____																		
Teacher: _____																		
<b>SPK</b>	Can give presentations.	(10)																
	Can interact with others.	(10)																
<b>RDG</b>	Can understand variety of written Texts	(5)																
<b>WRT</b>	Can write texts with the purpose of providing information.	(5)																
	Can write and respond to letters and e-mails.	(5)																
<b>G / V</b>	Can understand and use grammar and vocabulary.	(5)																
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(40)</b>																
	<b>SEMESTER TEST</b>	<b>(60)</b>																
<b>OVERALL</b>	<b>TOTAL SCORE</b>	<b>(100)</b>																
	<b>LETTER GRADE</b>																	

<b>SUMMARY of MARKS AWARDED</b>																		
<b>GRADE 11 'CORE' SEMESTER TWO</b>																		
Class: _____ Year: _____																		
Teacher: _____																		
<b>SPK</b>	Can give presentations.	(10)																
	Can interact with others.	(10)																
<b>RDG</b>	Can understand variety of written Texts	(5)																
<b>WRT</b>	Can write stories and narrate events in the past.	(5)																
	Can write texts which express and justify opinions.	(5)																
<b>G/V</b>	Can understand and use grammar and vocabulary.	(5)																
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(40)</b>																
	<b>SEMESTER TEST</b>	<b>(60)</b>																
<b>OVERALL</b>	<b>TOTAL SCORE</b>	<b>(100)</b>																
	<b>LETTER GRADE</b>																	

<b>MARKS &lt;&lt; CONTINUOUS ASSESSMENT</b> <b>GRADE 12 'CORE' SEMESTER ONE</b> Class: _____ Year: _____ Teacher: _____																	
<b>SPK</b>	Can give presentations.	(5)															
	Can interact with others.	(10)															
<b>RDG</b>	Can understand variety of written Texts	(5)															
<b>WRT</b>	Can write stories and narrate events in the past.	(5)															
	Can write texts which express and justify opinions.	(5)															
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(30)</b>															

<b>MARKS &lt;&lt; CONTINUOUS ASSESSMENT</b> <b>GRADE 12 'CORE' SEMESTER TWO</b> Class: _____ Year: _____ Teacher: _____																	
<b>SPK</b>	Can give presentations.	(5)															
	Can interact with others.	(10)															
<b>RDG</b>	Can understand a variety of written Texts.	(5)															
<b>WRT</b>	Can write texts with the purpose of providing information	(5)															
	Can write and respond to letters/ e-mails.	(5)															
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(30)</b>															

**APPENDIX  
TWO**

**Awarding Marks for  
'Elective' English  
in Grades 11 & 12**

**Learning Outcomes,  
Rating Scales &  
Recording Sheets**

## ELECTIVE ENGLISH — OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	RATING SCALE # 1	
<b>Can interact with others.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>– Interacts confidently and effectively with others in a variety of contexts.</li> <li>– Can initiate interaction and also respond appropriately.</li> <li>– Maintains flow of interaction by dealing effectively with problems/misunderstandings.</li> <li>– Pronunciation has some L1 features, but is generally clear and easy to understand.</li> </ul>
	<b>9</b>	Between the descriptors above and below
<p>Covers the ability to take part in different kinds of interactions in a variety of contexts:</p> <ul style="list-style-type: none"> <li>– short exchanges</li> <li>– sharing information</li> <li>– expressing opinions</li> <li>– making arrangements</li> <li>– negotiating with others to make decisions/ solve problems</li> <li>– debates</li> <li>-mini talks</li> <li>-Discussions</li> </ul> <p>This includes the ability to:</p> <ul style="list-style-type: none"> <li>– initiate and respond</li> <li>– use social language.</li> <li>– ask and answer questions</li> <li>– notice and repair misunderstandings</li> <li>– make and respond to suggestions, offers, requests, recommendations, etc.</li> <li>– differentiate between formal and informal language</li> <li>– use appropriate grammar and vocabulary correctly</li> <li>– pronounce English intelligibly</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>– Interacts with others reasonably well in most situations.</li> <li>– Responds appropriately, but sometimes lacks flexibility and the ability to initiate.</li> <li>– Usually manages to keep the interaction going, but with occasional difficulties.</li> <li>– Pronunciation is easy to understand, L1 accent has minimal affect ion.</li> </ul>
	<b>7</b>	Between the descriptors above and below
	<b>6</b>	<ul style="list-style-type: none"> <li>– Manages to interact with others, but only in a rather limited way.</li> <li>– Can respond to relatively simple input, but has difficulty when a more complex response is required.</li> <li>– Patience is sometimes required from the other participant(s) in the interaction.</li> <li>– Noticeable L1 accent, leading to occasional misunderstandings.</li> </ul>
	<b>5</b>	Between the descriptors above and below
	<b>4</b>	<ul style="list-style-type: none"> <li>– Has very obvious limitations in interacting with others.</li> <li>– Responses are slow and sometimes inappropriate.</li> <li>– Patience is often required from the other participant(s) in the interaction.</li> <li>– Mispronunciation is frequent, leading to misunderstanding.</li> </ul>
	<b>3</b>	Between the descriptors above and below
	<b>2</b>	<ul style="list-style-type: none"> <li>–Has great difficulty in interacting with others and in responding even to quite simple input.</li> <li>– There are frequent pauses and breakdowns in communication.</li> <li>– Serious pronunciation defects make speech difficult for other participant(s) to follow.</li> <li>-Very strong L1 accent leading to misunderstanding.</li> </ul>

## 'ELECTIVE' ENGLISH: OUTCOME & RATING SCALE for READING

OUTCOME #2	Gr 11	RATING SCALE # 2	Gr 12
<p><b>Can understand a variety of written texts.</b></p> <p>This outcome covers the ability to understand the following types of text:</p> <p><u>Interactive:</u> <i>Formal letters (complaint, job applications, requesting information)</i></p> <p><u>Informative:</u> <i>Descriptions (people, places, activities, events, situations); sets of instructions; tables/ graphs/ charts; scientific/ technical texts; encyclopedia entries, posters, leaflet, brochures, adverts, historical texts</i></p> <p><u>Narrative:</u> <i>Stories (fictional); personal 'experiences; biographies; reports.</i></p> <p><u>Evaluative:</u> <i>Magazine articles ; reviews ; essays ; comments/ criticism; assessment reports ; discussions.</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> <li>- understand general meaning.</li> <li>- Understand detailed information</li> <li>- identify main ideas.</li> <li>- extract specific information.</li> </ul> <p>It also involves the ability to use a range of strategies, including:</p> <ul style="list-style-type: none"> <li>- identifying text-type, purpose and intended audience</li> <li>- recognise significant points in articles and news items.</li> <li>- identify the main conclusions in written argumentative texts.</li> <li>- using non-verbal information</li> <li>- identifying writers' opinions, attitudes, feelings or intentions</li> <li>- deducing the meaning of unknown words</li> <li>- recognising and understanding the meaning of cohesive devices.</li> </ul>	<b>10</b>	<ul style="list-style-type: none"> <li>- Has an excellent understanding of almost all texts.</li> <li>- Reading is quick.</li> </ul>	<b>5</b>
	<b>9</b>	Between the descriptors above and below	
	<b>8</b>	<ul style="list-style-type: none"> <li>- Has a good understanding of most texts.</li> <li>- Reads at a reasonable speed.</li> </ul>	<b>4</b>
	<b>7</b>	Between the descriptors above and below	
	<b>6</b>	<ul style="list-style-type: none"> <li>- Has a reasonably good understanding of most texts.</li> <li>- Reading is quite slow.</li> </ul>	<b>3</b>
	<b>5</b>	Between the descriptors above and below	
	<b>4</b>	<ul style="list-style-type: none"> <li>- Has a limited understanding of most texts.</li> <li>- Reading is slow.</li> </ul>	<b>2</b>
	<b>3</b>	Between the descriptors above and below	
	<b>2</b>	<ul style="list-style-type: none"> <li>- Has a poor understanding of all texts.</li> <li>- Reading is very slow.</li> </ul>	<b>1</b>

## 'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING <sup>(1)</sup>

OUTCOME # 3	Gr 11 &12	RATING SCALE # 3
<b>Can write and respond to Formal letters and e-mails.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is <u>very clear</u>.</li> <li>- Writing clearly succeeds in achieving its intended purpose.</li> <li>-Writing is well-organised, clear and coherent.</li> <li>- A varied range of structures and vocabulary, with a very good level of accuracy.</li> </ul>
	<b>9</b>	Between the descriptors above and below
<p>These '<b>Interactive</b>' texts include:</p> <ul style="list-style-type: none"> <li>- Formal letters / emails</li> <li>-requesting information</li> <li>-of complaint,</li> <li>-of arrangements</li> <li>- apology , etc.</li> <li>- job application letters &amp; personal statement (grade 12 only)</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>- adapt writing appropriately for different purposes and readers.</li> <li>- organize ideas and information into a coherent text.</li> <li>- combine sentences together using a range of cohesive devices.</li> <li>- use discourse markers correctly.</li> <li>- use grammar and vocabulary appropriately and correctly.</li> <li>- evaluate, edit and improve their own draft texts.</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>- Message to the intended reader(s) is fairly clear.</li> <li>- Writing has reasonable success in achieving its intended purpose.</li> <li>-Writing is generally organised, and for the most part clear and coherent.</li> <li>-A fair range of structures and vocabulary, with a good level of accuracy.</li> </ul>
	<b>7</b>	Between the descriptors above and below
	<b>6</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is partially clear.</li> <li>- Writing has only partially achieved its intended purpose.</li> <li>- Writing is poorly organised but are still reasonably clear.</li> <li>- A limited range of structures and vocabulary, with a reasonable level of accuracy.</li> </ul>
	<b>5</b>	Between the descriptors above and below
	<b>4</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is mostly unclear.</li> <li>- Writing has only very limited success in achieving its intended purpose.</li> <li>-Writing lacks organization, lacking on coherence and not clear.</li> <li>- A very limited range of structures and vocabulary, and frequent errors.</li> </ul>
	<b>3</b>	Between the descriptors above and below
	<b>2</b>	<ul style="list-style-type: none"> <li>-Message to the intended reader(s) is unclear.</li> <li>- Writing clearly fails to achieve its intended purpose.</li> <li>-writing is incoherent and confusing.</li> <li>- Extremely limited range of structures and vocabulary, and frequent serious errors.</li> </ul>

**'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING <sup>(2)</sup>**

OUTCOME # 4	GR 11	RATING SCALE: # 4	GR 12
<p><b>Can write texts with the purpose of providing information.</b></p>	10	<ul style="list-style-type: none"> <li>- Presents relevant information clearly and in an interesting way.</li> <li>_ Very good use of details and examples.</li> <li>- Writing is well-organised, clear and coherent.</li> <li>- A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>	5
	9	Between the descriptors above and below	
<p><i>These 'Informative' texts include:</i></p> <ul style="list-style-type: none"> <li>- Descriptions of data of chart</li> <li>-Description of ( place, event, object, process)</li> <li>-reports, formal reports, survey reports, etc.</li> </ul> <p><b><u>Writing these texts involves the ability to:</u></b></p> <ul style="list-style-type: none"> <li>- adapt writing appropriately for different purposes and readers.</li> <li>- organize ideas and information into a coherent text.</li> <li>- use discourse markers correctly.</li> <li>- combine sentences together using a range of cohesive devices.</li> <li>- use grammar and vocabulary appropriately and correctly.</li> <li>- evaluate, edit and improve their own draft texts.</li> <li>-use spelling and punctuation correctly.</li> </ul>	8	<ul style="list-style-type: none"> <li>- Presents relevant information with reasonable success.</li> <li>_ Good use of details and examples.</li> <li>- Writing is generally organised, and for the most part clear and coherent.</li> <li>- A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>	4
	7	Between the descriptors above and below	
	6	<ul style="list-style-type: none"> <li>-Manages to present relevant information, but only in a somewhat limited way.</li> <li>-Minimal use of details and examples.</li> <li>- Writing is poorly organised but are still reasonably clear.</li> <li>- A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>	3
	5	Between the descriptors above and below	
	4	<ul style="list-style-type: none"> <li>- Attempts to present information, but the results are obviously inadequate.</li> <li>_ Poor use of details and examples.</li> <li>- Writing lacks organization, lacking on coherence and not clear.</li> <li>- A very limited range of grammar and vocabulary with frequent errors.</li> </ul>	2
	3	Between the descriptors above and below	
2	<ul style="list-style-type: none"> <li>- Presents very little relevant information indeed.</li> <li>-No use of details and examples.</li> <li>-Writing is incoherent and confusing</li> <li>- Extremely limited range of grammar and vocabulary with frequent serious errors</li> </ul>	1	

**'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING<sup>(3)</sup>**

OUTCOME # 5	GR 11& 12	RATING SCALE # 5
<p><b>Can write texts which express and justify opinions.</b></p>	10	<ul style="list-style-type: none"> <li>-Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
	9	Between the descriptors above and below
<p>These <b>'Evaluative'</b> texts include:</p> <ul style="list-style-type: none"> <li>–recommendations</li> <li>– reviews</li> <li>-opinion essay</li> <li>- problem- solution essay</li> <li>- for-against essay</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing appropriately for different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly..</li> <li>– evaluate, edit and improve their own draft texts</li> </ul>	8	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
	7	Between the descriptors above and below
	6	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organised, but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
	5	Between the descriptors above and below
	4	<ul style="list-style-type: none"> <li>-Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lacking in coherence and sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
	3	Between the descriptors above and below
2	<ul style="list-style-type: none"> <li>-Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with frequent serious errors.</li> </ul>	

**'ELECTIVE' ENGLISH — OUTCOMES which are AWARDED MARKS  
on the basis of SEMESTER TESTS ONLY**

**LISTENING**

**OUTCOME #6**

**Can understand different types of spoken texts.**

In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:

Interactive: *Short exchanges, dialogues, interviews,*

Informative: *Descriptions; factual texts; lectures; presentations; radio talks; announcements ,reports*

Narrative: *Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts*

Evaluative: *Talks; discussions; debates; comments/ criticism*

When dealing with these texts, students should be able to:

- understand general meaning.
- identify main points/ideas
- extract specific information.

In doing this, they should be able to:

- identify text-type, purpose and intended audience of the text-types listed above.
- make inferences about matters not directly stated in the text.
- identify speakers' opinions, attitudes, feelings and intentions.
  - recognise and understand the meaning of discourse markers.
  - recognise and understand the meaning of cohesive devices.

<b>SUMMARY of MARKS AWARDED</b>																	
<b>GRADE 11 'Elective' SEMESTER ONE</b>																	
Class: _____ Year: _____																	
Teacher: _____																	
<b>SPK</b>	Can interact with others.	(10)															
<b>RDG</b>	Can understand a variety of written texts.	(10)															
<b>WRT</b>	Can write texts with the purpose of providing information	(10)															
	Can write and respond to Formal letters and e-mails.	(10)															
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(40)</b>															
	<b>SEMESTER TEST</b>	<b>(60)</b>															

<b>SUMMARY of MARKS AWARDED</b>																		
<b>GRADE 11 'Elective' SEMESTER TWO</b>																		
Class: _____ Year: _____																		
Teacher: _____																		
<b>SPK</b>	Can interact with others.	(10)																
<b>RDG</b>	Can understand a variety of written texts.	(10)																
<b>WRT</b>	Can write texts with the purpose of providing information	(10)																
	Can write texts which express and justify opinions.	(10)																
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(40)</b>																
	<b>SEMESTER TEST</b>	<b>(60)</b>																

<b>SUMMARY of MARKS AWARDED</b>																	
<b>GRADE 12 'Elective' SEMESTER ONE</b>																	
Class: _____ Year: _____																	
Teacher: _____																	
<b>SPK</b>	Can interact with others.	(10)															
<b>RDG</b>	Can understand a variety of written texts.	(5)															
<b>WRT</b>	Can write texts with the purpose of providing information	(5)															
	Can write texts which express and justify opinions.	(10)															
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(30)</b>															

<b>SUMMARY of MARKS AWARDED</b>																	
<b>GRADE 12 'Elective' SEMESTER TWO</b>																	
Class: _____ Year: _____																	
Teacher: _____																	
<b>SPK</b>	Can interact with others.	(10)															
<b>RDG</b>	Can understand a variety of written texts.	(5)															
<b>WRT</b>	Can write texts with the purpose of providing information	(5)															
	Can write and respond to formal e-mails/letters.	(10)															
<b>TOTAL</b>	<b>CONTINUOUS ASSESSMENT</b>	<b>(30)</b>															

**APPENDIX  
THREE**

**EXAM  
SPECIFICATIONS for  
GRADE ELEVEN**

# SPECIFICATIONS — SEMESTER TESTS — GRADE 11 — ENGLISH 'CORE'

## SUMMARY

### SEMESTER ONE

<b>2½ hours</b>	<b>LISTENING</b>	<b>GRM/ VCB</b>	<b>READING</b>		<b>WRITING</b>	<b>60 marks</b>
	Multiple Choice ( < Dialogue)	Word Completion ( < Definitions) (VCB)	True/ False ( < Short texts)		Topic/ Title/ Question ( > Informative text)	
	Wh-Qs <u>AND</u> Multiple Choice ( < Informative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Multiple Choice (Evaluative Text)		Task Instructions ( > Letter/ e-mail)	
	#####	Multiple Choice (Text) (GRM/VCB)	Wh-Qs <u>AND</u> Multiple Choice ( < Narrative Text)		#####	

### SEMESTER TWO

<b>2½ hours</b>	<b>LISTENING</b>	<b>GRM/ VCB</b>	<b>READING</b>		<b>WRITING</b>	<b>60 marks</b>
	Multiple Choice ( < Dialogue)	Gap-fill (words provided) (Text) (VCB)	True/ False ( < Short texts)		Topic/ Title/ Question ( > Opinion text)	
	Wh-Qs <u>AND</u> Multiple Choice ( < Narrative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Multiple Choice ( < Interactive Text)		Task Instructions ( < Narrative text)	
	#####	Multiple Choice (Text) (GRM/VCB)	Wh-Qs <u>AND</u> Multiple Choice ( < Informative Text)		#####	

**DETAILED SPECIFICATIONS (Grade 11, 'Core')**

**SEMESTER ONE [150 minutes / 60 marks]**

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers and 25-30 turns. Length: 250-350 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Informative text (with 1 speaker.) divided into 2 parts. Total length: 300-350 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>VCB</b>	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.	Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM</b>	5 separate sentences, each with a gap where 1 grammatical word has been removed.	<i>(No other materials)</i>	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM/VCB</b>	1 text containing 10 missing words. Length: 70-80 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 5 marks</u>
<b>RDG (1)</b>	5 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 5 marks</u>
<b>RDG (2)</b>	1 Evaluative text. Length: 300-350 words	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
<b>RDG (3)</b>	1 narrative text. Length: 350-400 words.	<u>Task 1</u> : 4 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>WRT (1)</b>	A title/ topic/ question relating to factual information, either personal Or general.	<i>(No other materials)</i>	Write an informative text of at least 85 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>
<b>WRT (2)</b>	Situational instructions for the writing of a letter/ e-mail.	<i>(Possibly: a short letter/e-mail to which the student should reply.)</i>	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

*[Exam Specifications: Grade 11 'Core'. Sem. One]*

**SEMESTER TWO** [ 150 minutes / 60 marks ]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear</u> (twice): 1 interactive text with 2 speakers. Length: 250-350 words.	<u>On test paper:</u> 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> <b>7 marks</b>
<b>LST (2)</b>	<u>Sts hear</u> (twice): 1 narrative text (with 1 speaker) divided into 2 parts. Total length: 300-350 words.	<u>On test paper:</u> <u>Part One:</u> 4 <i>Wh</i> -Questions. <u>Part Two:</u> 4 multiple-choice items, each with 3 options.	<u>Part One:</u> Write a SHORT answer to each question. <u>Part Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> <b>8 marks</b>
<b>VCB</b>	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-80 words.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total:</u> <b>2.5 marks</b>
<b>GRM</b>	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total:</u> <b>2.5 marks</b>
<b>GRM/ VCB</b>	1 text containing 10 missing words. Length: 70-80 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total:</u> <b>5 marks</b>
<b>RDG (1)</b>	5 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total:</u> <b>5 marks</b>
<b>RDG (2)</b>	1 Interactive text Length 300-350 words.	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> <b>7 marks</b>
<b>RDG (3)</b>	1 Informative text. Length: 350-400 words.	<u>Task 1:</u> 4 <i>Wh</i> -Questions <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> <b>8 marks</b>
<b>WRT (1)</b>	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 85 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> <b>5 marks</b>
<b>WRT (2)</b>	A set of instructions for writing a narrative text.	(No other materials)	Write a narrative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> <b>10 marks</b>

[Exam Specifications: Grade 11 'Core', Sem. Two]

**SPECIFICATIONS — SEMESTER TESTS — GRADE 11 — ENGLISH ‘Elective’  
SUMMARY**

**SEMESTER ONE**

**2½ hours**

<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>
Multiple Choice <u>AND</u> T/F (< Dialogue)	Wh-Qs <u>AND</u> T/F (Evaluative Text)	Description of data (graph) (> Informative)
Wh-Qs <u>AND</u> Gap - fill (< Narrative Text)	Multiple Choice <u>AND</u> Matching (< Informative Text)	Task Instructions (> formal Letter/ e-mail)

**60 marks**

**SEMESTER TWO**

**2½ hours**

<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>
Multiple Choice <u>AND</u> T/F (Interview)	Wh-Qs <u>AND</u> Gap -fill (Interactive text)	(>informative) survey report
Wh-Qs <u>AND</u> Gap -fill (table) (< Informative Text)	Multiple Choice <u>AND</u> Matching (< Narrative Text)	For -against (opinion)

**60 marks**

**DETAILED SPECIFICATIONS (Grade11' Elective')****SEMESTER ONE** [150 minutes / 60 marks]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 dialogue (with approx. 25 turns). Length: 400-450 words.	<u>On test paper:</u> <u>Part One:</u> 6 multiple-choice items, each with three options. <u>Part Two:</u> 4 True/False items	<u>Part One:</u> Indicate which of the three options is correct.  <u>Part Two:</u> Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Narrative text (with 1 speaker). Total length: 400-450 words.	<u>On test paper:</u> <u>Part One:</u> 6 <i>Wh</i> -Questions. <u>Part Two:</u> 4 gap-fill items/ Sentences	<u>Part One:</u> Write a SHORT answer to each question. <u>Part Two:</u> fill in the missing words (one or two words)	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (1)</b>	1 Evaluative text. Length: 400-450 words.	<u>Task One:</u> 6 <i>Wh</i> -Questions  <u>Task Two:</u> 4 True/False items	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (2)</b>	1 informative text. Length: 400-450 words. (with at least 6 paragraphs)	<u>Task one:</u> 6 Multiple Choice items, each with 3 options. (2 items for word meaning.) <u>Task Two:</u> 4 matching items	<u>Task one:</u> For each item, indicate which of the three options is correct <u>Task Two:</u> Match paragraphs to topic sentence/ or main idea (3 distractors)	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT (1)</b>	A graph/ figure requiring students to write a description of data	<i>(No other materials)</i>	Write an informative text of at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>WRT (2)</b>	Situational instructions for the writing of a Formal letter/ e-mail.	<i>(No other materials)</i>	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 11 'Elective', Sem. One]

**SEMESTER TWO** [ 150 minutes / 60 marks ]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : interview Length: 400-450 words.	<u>On test paper:</u> <u>Part One:</u> 6 multiple-choice items, (words-numbers-graphs- or pictures) <u>Part Two:</u> 4 True/False items	<u>Part one:</u> Indicate which of the three options is correct.  <u>Part Two:</u> Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Informative text (with 1 speaker.). Total length: 400-450 words.	<u>On test paper:</u> <u>Part One:</u> 6 <i>Wh</i> -Questions. <u>Part two:</u> 4 gap fill items (table)	<u>Part One:</u> Write a SHORT answer to each question. <u>Part Two:</u> complete the missing words.	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (1)</b>	1 Interactive text Length: 400-450 words.	<u>Task One:</u> 6 <i>Wh</i> -Questions. <u>Task Two:</u> 4 gap fill items	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> complete the missing words.	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (2)</b>	1 Narrative text. Length: 400- 450 words.	<u>Task One:</u> 6 Multiple Choice items, each with 3 options. (2 items for word meaning.) <u>Task Two:</u> 4 matching items	<u>Task One:</u> For each item, indicate which of the three options is correct <u>Task Two</u> Match paragraphs to topic sentence/ or main idea/general information (with 3 distractors)	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT (1)</b>	A set of instructions / data for writing a survey report	A set of information / chart /table etc.	Write a report of at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. Total: <b>10 marks</b>
<b>WRT (2)</b>	A topic, title or question which requires students to write ( For-Against) text	( <i>No other materials</i> )	Write an evaluative text of at least 100 words.	Award a score based on a five-level Rating Scale. Total: <b>10 marks</b>

[Exam Specifications: Grade 11 'Elective'. Sem. Two]

**APPENDIX  
FOUR**

**EXAM  
SPECIFICATIONS for  
GRADE TWELVE**

# SPECIFICATIONS — GRADE 12 (DIPLOMA EXAMS) — ENGLISH 'CORE'

## SUMMARY SEMESTER ONE

<b>3 hours</b>	<b>LISTENING</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>GRAMMAR/ VOCABULARY</b>	<b>READING</b>	<b>WRITING</b>	<b>70 marks</b>
	Multiple Choice (< Dialogue)	Multiple Choice (Sentences)	Multiple Choice (Dialogue)	Multiple Choice (Text)	True/ False (< Short texts)	Topic/ Title/ Question (> Opinion)	
	Wh-Qs <u>AND</u> Multiple Choice (< Narrative Text)	#####	#####	#####	Multiple Choice ( Interactive Texts)	Instruction for Narrative text	
	#####	#####	#####	#####	Wh-Qs <u>AND</u> Multiple Choice (< Informative Text)	#####	

## SEMESTER TWO

<b>3 hours</b>	<b>LISTENING</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>GRAMMAR/ VOCABULARY</b>	<b>READING</b>	<b>WRITING</b>	<b>70 marks</b>
	Multiple Choice (< Dialogue)	Multiple Choice (Sentences)	Multiple Choice (Dialogue)	Multiple Choice (Text)	True/ False (< Short texts)	Topic/ Title/ Question (> Informative text)	
	Wh-Qs <u>AND</u> Multiple Choice (< Informative Text)	#####	#####	#####	Multiple Choice (Evaluative Text)	Task Instructions (> Letter/e-mail)	
	#####	#####	#####	#####	Wh-Qs <u>AND</u> Multiple Choice (< Narrative Text)	#####	

**DETAILED SPECIFICATIONS (Grade 12, English 'Core') SEMESTER ONE [180 minutes / 70 marks]**

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers and about 30 turns. Length: 350-450 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 narrative text (with 1 speaker) divided into 2 parts. Total length: 350-450 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>VCB</b>	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM</b>	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 50-60 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM/ VCB</b>	A text with 5 gaps where a vocabulary item/or structure (word or phrase) has been removed. Length: 80-90 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total: 5 marks</u>
<b>RDG (1)</b>	7 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 7 marks</u>
<b>RDG (2)</b>	1 interactive text: letters/ e-mails. Length 350-400 words.	8 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>RDG (3)</b>	1 informative text. Length: 400-450 words.	<u>Task 1</u> : 6 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT (1)</b>	A topic, title or question which requires the student to express and justify an opinion.	<i>(No other materials)</i>	Write an evaluative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>WRT (2)</b>	A set of instructions for writing a narrative Text.	<i>(No other materials)</i>	Write a narrative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 12 'Core', Sem. One]

**SEMESTER TWO** [ 180 minutes / 70 marks ]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	Sts hear ( <b>twice</b> ): 1 interactive text with 2 speakers and about 30 turns. Length: 350-450 words.	<u>On test paper:</u> 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
<b>LST (2)</b>	Sts hear ( <b>twice</b> ): 1 informative text (with 1 speaker) divided into 2 parts. Total length: 350-450 words.	<u>On test paper:</u> <u>Part One:</u> 4 <i>Wh</i> -Questions. <u>Part Two:</u> 4 multiple-choice items, each with 3 options.	<u>Part One:</u> Write a SHORT answer to each question. <u>Part Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>VCB</b>	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM</b>	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 50-60 words.	For each gap, a multiple-choice item with 2 options.	Indicate which of the two options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
<b>GRM/VCB</b>	A text with 5 gaps where a vocabulary item/or structure (word or phrase) has been removed. Length: 80-90 words.	For each gap, a multiple-choice item with 4 options	Indicate which of the four options is correct.	1 mark for each item. <u>Total: 5 marks</u>
<b>RDG (1)</b>	7 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 7 marks</u>
<b>RDG (2)</b>	1 Evaluative text Length: 350-400 words.	8 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>RDG (3)</b>	1 narrative text. Length: 400-450 words.	<u>Task 1:</u> 6 <i>Wh</i> -Questions <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT (1)</b>	A title/ topic/ question relating to factual information, either personal or general.	<i>(No other materials)</i>	Write an informative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>WRT (2)</b>	A set of instructions for the writing of a letter/ e-mail.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 12 'Core', Sem. Two]

# EXAM SPECIFICATIONS — GRADE 12 (DIPLOMA) — ENGLISH 'ELECTIVE'

## SUMMARY

### SEMESTER ONE

**3 hours**

<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>
Multiple Choice <u>AND</u> T/F ( < Dialogue)	Wh-Qs <u>AND</u> Gap-fill (Interactive Text)	Topic/ Title/ Question ( > Opinion)
Note-taking <u>AND</u> Wh-Qs ( < Informative Text)	Multiple Choice <u>AND</u> <u>Matching</u> ( < Narrative Text)	Description of data (graph/table)

**70 marks**

### SEMESTER TWO

**3 hours**

<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>
Multiple Choice <u>AND</u> Note-Taking ( < interview)	Wh-Qs <u>AND</u> T/F (Evaluative text)	Informative text (report)
Wh-Qs <u>AND</u> Gap-fill ( < Narrative Text)	Multiple Choice <u>AND</u> <u>Matching</u> ( < Informative Text)	Task Instructions ( > formal Letter/e-mail)

**70 marks**

**DETAILED SPECIFICATIONS (Grade12' Elective')****SEMESTER ONE** [180 minutes / 70 marks]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 dialogue (with approx. 25 turns). Length: 400-450words.	<u>Task One</u> : 6 multiple-choice items <u>Task Two</u> : 4 True/False items	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Total length: 450-500words.	<u>Task One</u> : A set of 5 relevant headings. <u>Task Two</u> : 5 Wh- questions	<u>Task one</u> : under each heading, write notes based on key information from the text. <u>Task Two</u> : write a SHORT answer to each question	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (1)</b>	1 interactive text. Length: 450-500 words.	<u>Task one</u> : 7 Wh- questions <u>Task Two</u> : 5 Gap- fill items	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : fill in the missing words (not more than 3 words)	1 mark for each item. <u>Total: 12 marks</u>
<b>RDG (2)</b>	1 Narrative text. Length: 450-500 words.	<u>Task One</u> : 8 Multiple Choice items each with 3 options. (3 items for word meaning). <u>Task Two</u> : 5 Matching items	<u>Task One</u> : For each item, indicate which of the three options is correct <u>Task Two</u> : Match paragraphs to topic sentence/ or main idea/general information (3 distractors)	1 mark for each item. <u>Total: 13 marks</u>
<b>WRT (1)</b>	A topic, title or question which requires the student to express and justify an opinion.	<i>(No other materials)</i>	Write an evaluative text of at least 150 words.	Award a score based on a five-level Rating Scale. <u>Total: 15 marks</u>
<b>WRT (2)</b>	A graph/ figure requiring students to write a description of data	<i>Possibly: input material. of some kind, e.g., a short text requiring a response</i>	Write an informative text of at least 150 words, including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 12 'Elective', Sem. One]

**SEMESTER TWO** [ 180 minutes / 70 marks ]

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 interview (with approx. 25 turns). Length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 5 multiple-choice items, <u>Part Two</u> : A set of 5 relevant headings.	<u>Part One</u> : Indicate which of the three options is correct. <u>Part one</u> : under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total: 10 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Narrative text (with 1 speaker). Total length: 450-500words.	<u>On test paper</u> : <u>Part One</u> : 6 <i>Wh</i> -Questions. <u>Part Two</u> : 4 gap-fill items	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : fill in the missing words (no more than 3 words)	1 mark for each item. <u>Total: 10 marks</u>
<b>RDG (1)</b>	1 Evaluative text. Length: 450-500 words.	<u>On Test paper</u> <u>Part one</u> : 7 <i>Wh</i> - questions <u>Part Two</u> : 5 True/False items	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : <u>Part Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 12 marks</u>
<b>RDG (2)</b>	1 Informative text. Length: 450-500words.	<u>Part One</u> : 8 Multiple Choice items with 3 options. (3 items for word meaning). <u>Part Two</u> : 5 Matching items	<u>Part One</u> : Indicate which of the three options is correct. <u>Part Two</u> : Match paragraphs to topic sentence/ or main idea/general information (3 distractors)	1 mark for each item. <u>Total: 13 marks</u>
<b>WRT (1)</b>	A set of instructions for writing a report.	<i>Possibly: input material of some kind.</i>	Write a report of at least 150 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>WRT (2)</b>	A set of instructions for the writing of a formal letter/ e-mail.	<i>Possibly: input material of some kind, e.g., a short text requiring a response</i>	Write an interactive text of at least 150 words.	Award a score based on a five-level Rating Scale. <u>Total: 15 marks</u>

[Exam Specifications: Grade 12 'Elective', Sem. Two]

**APPENDIX  
FIVE**

**SPECIFICATIONS for  
RE-SIT EXAMS  
(Grade 11 only)**

# SPECIFICATIONS — RE-SIT EXAM — GRADE 11 — ENGLISH 'CORE'

## SUMMARY

**2½ hours**

LISTENING	GRM/ VCB	READING	WRITING
Multiple Choice ( < Dialogue)	Word Completion ( < Definitions) (VCB)	True/ False ( < Short texts)	Task Instructions ( > Letter/ e-mail)
Wh-Qs (Short Answers) <u>AND</u> Multiple Choice ( < Narrative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Multiple Choice ( < Evaluative Texts)	Task Instructions ( < Narrative text)
#####	Multiple Choice (Text) (GRM/VCB)	Wh-Qs <u>AND</u> Multiple Choice ( < Informative Text)	#####

**60 marks**

## DETAILED SPECIFICATIONS

	MATERIALS	WITH:	STUDENT TASK	MARKING
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers and 25-30 turns. Length: 250-350 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Narrative text (with 1 speaker.) divided into 2 parts. Total length: 300-350 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
<b>VCB</b>	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.	Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>

<b>GRM</b>	5 separate sentences, each with a gap where 1 grammatical word has been removed.	<i>(No other materials)</i>	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <b>Total: 2.5 marks</b>
<b>GRM/ VCB</b>	1 text containing 10 missing words. Length: 70-80 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <b>Total: 5 marks</b>
<b>RDG (1)</b>	5 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <b>Total: 5 marks</b>
<b>RDG (2)</b>	1 Evaluative text Length: 300-350 words.	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <b>Total: 7 marks</b>
<b>RDG (3)</b>	1 informative text. Length: 350-400 words.	<u>Task 1</u> : 4 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <b>Total: 8 marks</b>
<b>WRT (1)</b>	Situational instructions for the writing of a letter/ e-mail.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write an interactive text of at least 85 words.	Award a score based on a five-level Rating Scale. <b>Total: 5 marks</b>
<b>WRT (2)</b>	A set of instructions for writing a narrative Text.	<i>(No other materials)</i>	Write a narrative of at least 100 words.	Award a score based on a five-level Rating Scale. <b>Total: 10 marks</b>

[Specifications: *Re-Sit Exam: Grade 11 'Core'*]

## SPECIFICATIONS — RE-SIT EXAM — GRADE 11 — ENGLISH 'ELECTIVE'

### SUMMARY

<b>2½ hours</b>	<b>LISTENING</b>	<b>READING</b>	<b>WRITING</b>	<b>60 marks</b>
	Multiple Choice <u>AND</u> T/F ( < Dialogue)	Multiple Choice <u>AND</u> Matching ( < Narrative Text)	Task Instructions ( > formal Letter/ e-mail)	
	Wh-Qs <u>AND</u> Gap -fill (Informative Text)	Wh-Qs <u>AND</u> T/F (Evaluative Text)	(Informative) Survey report	

### DETAILED SPECIFICATIONS

	MATERIALS	WITH:	STUDENT TASK	MARKING
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 1 dialogue (with approx. 25 turns). Length: 400-450words	<u>On test paper</u> : <u>Part One</u> : 6 multiple-choice items each with three options. <u>Part Two</u> : 4 True/False Questions.	<u>Part One</u> : Indicate which of the three options is correct. <u>Part Two</u> : indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : <b>10 marks</b>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 Informative (with 1 speaker). Total length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 <i>Wh</i> -Questions. <u>Part Two</u> : 4 gap -fill items	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : fill in the missing words (one or two words)	1 mark for each item. <u>Total</u> : <b>10 marks</b>
<b>RDG (1)</b>	1 Narrative text. Length: 400 -450 words.	<u>On test paper</u> : <u>Task One</u> : 6 multiple-choice items. <u>Task Two</u> : 4 Matching items	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Match the items ( three distractors)	1 mark for each item. <u>Total</u> : <b>10 marks</b>

<b>RDG (2)</b>	1 Evaluative text. Length: 400-450 words.	<u>On test paper:</u> <u>Task One:</u> 6 <i>Wh</i> -Questions. <u>Task Two:</u> 4 True/False items	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT (1)</b>	Situational instructions for the writing of a Formal letter/ e-mail.	(No other materials )	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>WRT (2)</b>	A set of instructions/ data for writing a survey report.	A set of information/ chart/ table etc.	Write a report at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Specifications: *Re-Sit Exam: Grade 11 'Elective'*]