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## **English syllabus for English language I – Secondary cycle Years 1-7**

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Brussels

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**Entry into force in September 2011**

# Introduction to the English Language 1 syllabus

## **Secondary cycle**

# ENGLISH LANGUAGE 1 SYLLABUS

## INTRODUCTION

With effect from 1 September 2011 new secondary syllabuses for English Language 1 and Language 1 Advanced will come into force in the European Schools.

The production of these syllabuses has been an extensive collaborative process actively involving the inspector responsible for the development of the secondary English LI curriculum, the panel of external experts for English LI and representative groups of Anglophone teachers from the English LI Working Group and from the English LI *stage* held in March 2010. Although syllabus renewal of English LI is at different stages in nursery and primary and secondary phases, inspectors have informed each other effectively about ongoing work in each other's phases. The new secondary syllabuses take account of previous ones and of the outcomes of current curriculum developments for example, on harmonised syllabuses in LIII.

The syllabuses are also underpinned by recommendations from external evaluations, firstly for a more effective balance between the development of skills and knowledge. For example more explicit reference is made to relevant competences included in the European Council's Lisbon Strategy launched in 2000: **communication in the mother tongue**, communication in foreign languages, digital competence, learning competence, interpersonal, intercultural, social and civic competences, entrepreneurship and cultural awareness. Secondly a more explicit commitment can be found, for example in the Subject-specific aims and Key Concepts for English (p.4-5), to the development of the European dimension, including opportunities to explore, from the earliest stages of the secondary school, multiple literary heritages and cultures that use English or through texts in translation.

These new syllabuses are consistent with the pedagogical principles promoted by all the European Schools and against which the work of their teachers is evaluated (see, for example, *Quality Assurance and Development in the European Schools*, 2006-D-102-en-4, p.9).

The English Language 1 syllabus sets out the knowledge, understanding and skills which students should develop progressively in the subject in each of the three secondary cycles. Especially given the high percentage of European Schools students who aim to pursue higher education in UK universities, this syllabus maintains with its predecessor (*English L1 Syllabus* (97-D-5) an equally close link with UK secondary phase national curricula. While retaining the most effective elements of the previous document, the new syllabus is informed by recent developments in the teaching and learning of English LI in the UK and other Anglophone countries, principally Ireland. In particular the syllabus reflects the revisions to the National Curriculum for England and Wales of 2003 and 2007. Approaches to pedagogy and assessment are informed by the work of the National Strategies for School Improvement over the last ten years.

The structure of the syllabus complies with document 2009-D-213 and therefore presents the general objectives, specific objectives and distinctive character of the subject, its learning content and the organisation, methods, approaches and resources to be used to plan, teach and assess effectively outcomes for students in the learning of English LI. The syllabus is therefore readily adaptable to any future changes in syllabus structure proposed for the European Schools.

Both the English LI and LI Advanced syllabuses have been revised to emphasise the distinct nature of each. In broad terms the English LI course is characterised by its breadth, covering all necessary aspects of the subject to ensure qualification at European Baccalaureate level and for admission to European national systems of higher education, including for further study of English language and literature.

Significant changes to the English LI syllabus include:

- Greater clarity and precision in setting out the content of the syllabus and the progression in students' learning of English L1 through cycles 1 and 2 and cycle 3 respectively.
- More detailed examples of appropriate content and pedagogy, to assist teachers, especially less experienced ones, in the planning of students' progression.
- An emphasis on increasing independence and challenge in students' learning as they move through the school.
- The opportunity in Years 6 and 7 for students to engage in more focused, theme-based personal research into aspects of literary study.
- A much clearer section on the assessment of students' progress and the improvement of their work, against clearly defined objectives.
- Some revisions to the final Baccalaureate examination in English LI to:
  - make more challenging use of the four-hour written examination and wider sampling of the syllabus by the introduction of shorter and compulsory questions on prose fiction, non-fiction and poetry (see p. 22)
  - increase prose passages from 700 to 750-850 words (to give more flexibility in selecting passages and the setting of examination questions.)
  - increase the consistency of the oral examination through a new system of selecting texts for the oral examination.
  - increase the comparability and reliability of the examination by means of a more explicit requirement for schools to provide examiners, in advance of the oral examination session, a full list of texts studied for the examination as well as copies of the selection of passages to be made available to candidates in the oral examination.

# Introduction au Programme d'Anglais Langue I

## **Cycle secondaire**

# PROGRAMME D'ANGLAIS LANGUE 1

## INTRODUCTION

De nouveaux programmes d'Anglais Langue I et d'Approfondissement en Anglais Langue I destinés au cycle secondaire entreront en vigueur dans les Ecoles européennes le 1er septembre 2011.

La production de ces programmes a nécessité une importante collaboration entre l'inspecteur responsable de l'actualisation du programme d'Anglais LI pour le secondaire, le panel d'experts externes pour l'Anglais LI et des groupes représentatifs des enseignants anglophones appartenant au Groupe de travail Anglais LI, d'une part, et participant au stage d'Anglais LI qui s'est tenu en mars 2010, d'autre part. Quoique le renouvellement des programmes d'Anglais LI ait atteint des stades différents au cycle maternel et primaire et au cycle secondaire, les inspecteurs respectifs se sont bien informés du travail en cours dans l'autre cycle. Les nouveaux programmes du secondaire tiennent compte à la fois des anciens programmes et de l'impact de l'actualisation des programmes scolaires, par exemple en ce qui concerne les programmes harmonisés en LIII.

En outre, ces programmes s'appuient sur les recommandations émises lors d'évaluations externes, visant en premier lieu un meilleur équilibre entre le développement des capacités et des connaissances. Par exemple, ils font référence de manière plus explicite aux compétences utiles inscrites dans la Stratégie de Lisbonne du Conseil européen lancée en 2000: la **communication dans la langue maternelle**, la communication en langues étrangères, la compétence numérique, les compétences en matière d'apprentissage, les compétences interpersonnelles, interculturelles, sociales et civiques, l'esprit d'entreprise et la sensibilité culturelle. Ils témoignent également d'un engagement plus explicite, par exemple dans les Objectifs spécifiques à la matière et les Concepts clés pour l'Anglais (p. 4-5), envers le développement de la dimension européenne, en mentionnant entre autres l'opportunité d'explorer, dès le début de l'école secondaire, les divers héritages et cultures littéraires qui utilisent la langue anglaise, ainsi que la traduction de textes.

Les nouveaux programmes correspondent aux principes pédagogiques défendus par toutes les Ecoles européennes et en vertu desquels le travail de leurs enseignants est évalué (voir, par exemple, *Développement et assurance de la qualité au sein des Ecoles européennes*, 2006-D-102-fr-4, p. 9).

Le programme d'Anglais Langue I présente la connaissance, la compréhension et les compétences que les étudiants devraient acquérir progressivement dans la matière au cours de chacun des trois cycles du secondaire. En raison surtout du pourcentage élevé d'étudiants des Ecoles européennes qui comptent poursuivre leurs études à l'université en Grande-Bretagne, ce programme conserve le lien étroit avec les programmes nationaux britanniques de l'enseignement secondaire qu'entretenait déjà son prédécesseur, le *Programme d'Anglais LI* (97-D-5). Tout en conservant les éléments les plus efficaces de l'ancien document, ce nouveau programme tient compte de l'évolution récente de l'enseignement et de l'apprentissage de l'Anglais LI en Grande-Bretagne et dans les autres pays anglophones, l'Irlande essentiellement. Il reflète tout particulièrement les révisions du *National Curriculum for England and Wales* ("*Curriculum national d'Angleterre et du Pays de Galles*") de 2003 et 2007. Les méthodes pédagogiques et d'évaluation s'inspirent

des travaux menés ces dix dernières années par les *National Strategies for School Improvement* (*“Stratégies nationales d’amélioration des écoles”*).

La structure de ce programme est conforme au document 2009-D-213 et présente donc les objectifs généraux, les objectifs spécifiques et le caractère distinctif de la matière, son contenu pédagogique ainsi que l’organisation, les méthodes, approches et ressources à utiliser pour planifier, enseigner et évaluer correctement les résultats obtenus par les étudiants dans l’apprentissage de l’Anglais LI. Ainsi, ce programme pourra aisément s’adapter à toute modification future de la structure des programmes proposée dans les Ecoles européennes.

Les programmes d’Anglais LI et d’Approfondissement en LI ont été révisés afin d’accentuer la nature distincte de l’un et de l’autre. En gros, le cours d’Anglais LI est caractérisé par son étendue: il couvre tous les aspects nécessaires de la matière pour s’assurer que les étudiants aient les compétences requises pour le Baccalauréat européen et soient admis dans les systèmes nationaux européens d’enseignement supérieur, y compris afin d’y poursuivre l’étude de la langue et de la littérature anglaises.

Les modifications importantes apportées au programme d’Anglais LI comprennent:

- Une plus grande clarté et plus de précision dans la présentation du contenu du programme et la progression de l’apprentissage de l’Anglais LI par les étudiants au cours des cycles 1, 2 et 3 respectivement.
- Des exemples plus détaillés de contenu et de pédagogie adaptés, afin d’aider les enseignants, surtout les moins expérimentés, à planifier la progression des étudiants.
- Il s’emploie davantage à renforcer l’indépendance des étudiants et à les mettre au défi dans le cadre de leur apprentissage, au fur et à mesure de leur progression scolaire.
- Les étudiants de 6<sup>e</sup> et 7<sup>e</sup> années auront l’occasion d’entreprendre des recherches personnelles thématiques plus ciblées axées sur certains aspects des études littéraires.
- Une section beaucoup plus claire consacrée à l’évaluation des progrès des étudiants et à l’amélioration de leur travail, par rapport à des objectifs clairement définis.
- Quelques révisions de l’examen final du Baccalauréat en Anglais LI pour:
  - Utiliser l’examen écrit de quatre heures de façon plus stimulante et sonder plus largement le programme par l’introduction de questions plus courtes et obligatoires sur la fiction, la non-fiction et la poésie (voir p. 22)
  - Allonger les extraits de prose pour passer de 700 à 750-850 mots (afin de donner plus de flexibilité dans la sélection des extraits et la préparation des questions d’examens.)
  - Rendre l’examen oral plus cohérent grâce à un nouveau système de sélection des textes destinés à l’examen oral.
  - Augmenter la comparabilité et la fiabilité de l’examen en demandant de manière plus explicite aux écoles de fournir aux examinateurs, avant la session d’examens oraux, une liste complète des textes étudiés pour l’examen ainsi que des copies des extraits choisis à proposer aux candidats lors de l’examen oral.

# Einleitung zum Lehrplan für Englisch Sprache I

## **Sekundarbereich**

# LEHRPLAN ENGLISCH SPRACHE I

## EINLEITUNG

Ab dem 1. September 2011 wird der neue Lehrplan für Englisch Sprache I und Englisch Sprache I Vertiefung im Sekundarbereich an den ES in Kraft treten.

Die Erarbeitung dieser Lehrpläne fußte auf einer umfassenden Zusammenarbeit zwischen dem für die Entwicklung des Lehrplans Englisch LI im Sekundarbereich zuständigen Inspektor, dem Ausschuss externer Experten für Englisch LI und den Vertretern der AG englischsprachiger Lehrkräfte für Englisch LI sowie der Fortbildung für Englisch LI vom März 2010. Obwohl die Revision des Lehrplans für Englisch LI im Kindergarten und im Primar- und Sekundarbereich unterschiedlich weit fortgeschritten ist, haben die Inspektoren/innen sich gegenseitig über die laufenden Arbeiten in ihrer jeweiligen Stufe informiert. Der neue Lehrplan für den Sekundarbereich berücksichtigt die vorherigen Pläne und die Ergebnisse der aktuellen Entwicklungen in diesem Bereich, z.B. die harmonisierten Lehrpläne in LIII.

In den Lehrplänen werden im Übrigen die Empfehlungen aus externen Evaluierungen berücksichtigt, hauptsächlich mit Blick auf einen besseren Ausgleich bei der Entwicklung von Fertigkeiten und Wissen. Beispielsweise wird ausdrücklicher auf die relevanten Kompetenzen aus der Lissabon Strategie des Europäischen Rates verweisen, die 2000 auf den Weg gebracht wurde: **Kommunikation in der Muttersprache**, Kommunikation in Fremdsprachen, Computerkompetenzen, Lernkompetenzen, zwischenmenschliche und interkulturelle, soziale und bürgerliche Kompetenzen, Unternehmertum und kulturelles Bewusstsein. Danach wird sich ausdrücklich, beispielsweise bei den fachspezifischen Zielen und den Schlüsselkonzepten für Englisch (S. 4-5), um die Entwicklung einer europäischen Dimension bemüht, einschl. der Möglichkeiten zur Entdeckung sofort zu Beginn des Sekundarbereichs des literarischen und kulturellen Erbes in englischer Sprache und unterschiedlicher Form oder anhand von Texten bei der Übersetzung.

Diese neuen Lehrpläne entsprechen den von allen ES geförderten pädagogischen Grundsätzen, welche der Beurteilung der Arbeit der Lehrkräfte zur Grunde liegen (s. z.B. *Qualitätssicherung und –förderung an den ES*, 2006-D-102-4, S. 9).

Der Lehrplan für Englisch Sprache I enthält Erläuterungen zu dem Wissens-, Verständnis- und Kompetenzstand, den die Schüler/innen allmählich in diesem Fach in jeder der drei Stufen im Sekundarbereich entwickeln sollten. Insbesondere aufgrund des großen Anteils an ES-Schüler/innen, die ein Universitätsstudium in Großbritannien beabsichtigen, steht dieser Lehrplan, genau wie der vorherige (*Englisch LI Lehrplan 97-D-5*), im engen Zusammenhang mit den nationalen britischen Lehrplänen für den Sekundarbereich. In dem neuen Lehrplan wurden die effizientesten Elemente der vorherigen Fassungen wiederverwertet, während außerdem die jüngsten Entwicklungen im Unterrichts- und Lernprozess in Englisch LI im VK und anderen englischsprachigen Ländern, insbesondere Irland, in den Inhalt mit eingeflossen sind. Der Lehrplan spiegelt insbesondere die Überarbeitungen des nationalen Lehrplans für England und Wales aus den Jahren 2003

und 2007 wider. Die Ansätze in den Bereichen Pädagogik und Beurteilung wurden von der Arbeit an den nationalen Strategien zur Verbesserung der Schulen der letzten zehn Jahre beeinflusst.

Die Struktur des Lehrplans entspricht derjenigen aus Dokument 2009-D-213 und umfasst ebenso die allgemeinen Ziele, besonderen Ziele und kennzeichnenden Eigenschaften des Fachs, die Lerninhalte und die Organisation, Methoden, Ansätze und Ressourcen zur effizienten Planung, Unterrichtung und Beurteilung der Arbeiten der Schüler/innen im Zuge des Lernprozesses in Englisch LI. Der Lehrplan kann deshalb problemlos künftigen vorgeschlagenen Veränderungen der Lehrplanstruktur an den ES angepasst werden.

Sowohl der Lehrplan Englisch LI als auch der Lehrplan LI Vertiefung wurden so überarbeitet, dass die besonderen Merkmale jedes Fachs hervorgehoben werden. Im Allgemeinen zeichnet sich der Englisch LI-Kurs durch die große Spannweite der Themen aus, in dem er alle erforderlichen Aspekte des Fachs zur Erfüllung der Anforderungen an das Niveau des Europäischen Abiturs und zur Gewährleistung der Aufnahme in die nationalen Hochschulsysteme der Mitgliedstaaten, auch für weiterführende Studien im Bereich englische Sprache und Literatur, abdeckt.

Wesentliche Veränderungen im Lehrplan für Englisch LI umfassen:

- Mehr Klarheit und Präzision bei der Erläuterung des Lehrplaninhalts und der Fortschritte der Schüler/innen in ihrem Lernprozess im Fach Englisch LI in den jeweiligen Stufen 1, 2 und 3.
- Mehr detaillierte Beispiele angemessener Inhalte und Pädagogik als Hilfestellung für Lehrkräfte, insbesondere unerfahrene Lehrkräfte, bei der Planung des Verlaufs des Lernprozesses bei den Schülern/innen.
- Betonung der gesteigerten Unabhängigkeit und Herausforderung der Schüler/innen im Lernprozess im Laufe ihrer gesamten Schulzeit.
- Die Möglichkeit, sich in den Klassen 6 und 7 schwerpunktorientierten und themenbasierten persönlichen Forschungsprojekten zu bestimmten Aspekten der Literatur zu widmen.
- Deutlich klareres Kapitel zur Beurteilung der Fortschritte der Schüler/innen und der Verbesserungen bei ihrer Arbeit anhand klar definierter Ziele.
- Einige Anpassungen der abschließenden Abiturprüfung in Englisch LI:
  - Herausforderung in Form einer besseren Einteilung der 4-stündigen Prüfungszeit und breitere Abdeckung des Lehrplaninhaltes durch die Einführung kürzerer Pflichtfragen über Prosa, Sachliteratur und Poesie (s. S. 22);
  - Längere Prosatexte, 750-850 statt 700 Wörter (im Hinblick auf mehr Flexibilität bei der Auswahl der Textpassagen und der Erstellung der Prüfungsfragen);
  - Engere Verknüpfung mit der mündlichen Prüfung anhand eines neuen Systems zur Auswahl der Texte für die mündliche Prüfung;
  - Bessere Vergleichbarkeit und Verlässlichkeit der Prüfungen, indem ausdrücklich von den Schulen gefordert wird, dass sie den Prüfern/innen vor den mündlichen Prüfungen eine vollständige Liste der für die Prüfung zu lernenden Texte sowie Abschriften der ausgewählten Textauszüge, die den Abiturienten/innen bei der mündlichen Prüfung vorgelegt werden, zur Verfügung stellen.

# **EUROPEAN SCHOOLS**

## **ENGLISH LI SYLLABUS**

*(Original Ref: 97-D-52)*

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# **1 GENERAL OBJECTIVES**

## **1.1 General objectives**

In the secondary phase, schools pass on subject knowledge, develop subject specific skills and contribute to the broader personal and social education of pupils. Pupils' education in subject disciplines and their personal and social development are inter-related and the activities to which they give rise are interdependent.

Subject teaching aims to develop knowledge, understanding and skills in particular disciplines which enable pupils to articulate concepts, to solve problems or challenges, to respond to a range of ideas and issues and to transfer their understanding from one context to another, whatever themes, topics or resources they encounter.

The broader educational function of a school concerns the development of the pupil as a person and as a member of society. Through a growing awareness of self, of others and of different societies - the cultural heritage as well as the present day - pupils develop their identity and learn to act both independently and as responsible members of society. Lifelong learning and development is underpinned by key competences, transferable between different areas of learning and different learning opportunities.

The European Framework for Key Competences for Lifelong Learning identifies eight key competences necessary for personal fulfilment, active citizenship, social inclusion and employability in a knowledgeable society. These are:

- i) communication in the mother tongue;
- ii) communication in foreign languages;
- iii) mathematical competence and basic competences in science and technology;
- iv) digital competence;
- v) learning to learn;
- vi) social and civic competences;
- vii) sense of initiative and entrepreneurship;
- viii) cultural awareness and expression.

Initial education and training should support the development of these key competences to a level that equips all pupils, including the academically and/or socially disadvantaged, for further learning and adult life. Pupils should become:

- successful learners, who enjoy learning, make progress and achieve their potential;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible, employable citizens, who make a positive contribution to society.

## **1.2 Subject-specific aims**

The general aims set out in 1.1 above take on a specific importance and momentum in the European context through opportunities for pupils to gain an informed understanding of the richness which is part of all European cultures. The awareness and experience gained in the context of living and studying within the European Community should encourage attitudes which combine an understanding of each pupil's national identity with respect for the traditions and achievements of other countries, European and worldwide.

The teaching of Language 1 has a special importance in the European Schools: it is a vital means of establishing and confirming the pupil's linguistic and cultural identity, and thereby providing a foundation for engagement with other subjects, notably with other languages and cultures.

A Language 1 course should develop pupils' abilities to communicate effectively in speech and writing and to listen and respond with sensitivity and understanding. It should encourage them to be enthusiastic, responsive and knowledgeable readers. It should assist their development as effective students when transferring these skills to other learning contexts.

A Language 1 course should enrich pupils' lives by introducing them to experiences beyond those encountered in their daily lives, and contribute to their personal and social development.

A Language 1 course should be accessible to all pupils in the English sections of the European Schools, irrespective of gender, ethnic origin or cultural background. This principle has significant implications for the choice of lesson content, especially of reading material, and may impact on preferred teaching and learning approaches. Meeting the needs of pupils with special educational needs, including the very able, must be a high priority, e.g. through differentiating tasks and providing additional support inside and beyond the classroom.

### **1.3 The importance of English**

Its position as a global language means that English is vital for communicating with others in school and in the wider world, and is fundamental to learning in other curriculum areas. While studying English, pupils develop skills in speaking, listening, reading and writing that are necessary to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and universally influential. It reflects the experiences of people from many countries and different times and contributes to a sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction, media and multimodal texts, gaining access both to the pleasure that reading offers and to the world of knowledge and experience that it reveals. Studying the patterns, structures, origins and conventions of English helps pupils understand how language works. Drawing on this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

## **1.4 Key concepts in English**

Pupils need to understand key concepts that underpin the study of English in order to broaden and deepen their knowledge, skills and understanding. These essential concepts promote pupils' progress in speaking and listening, reading and writing.

### **1.4.1 Competence**

- i) Being clear, coherent and accurate in spoken and written communication;
- ii) reading and understanding a range of texts, and responding appropriately;
- iii) demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation;
- iv) adapting skills in a widening range of familiar and unfamiliar contexts within the classroom and beyond;
- v) making informed choices about effective ways to communicate formally and informally.

### **1.4.2 Creativity**

- i) Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature;
- ii) using inventive approaches to making meaning, taking risks, playing with language and using it to create new effects;
- iii) using imagination and creative approaches to convey themes, develop ideas and arguments, answer questions, solve problems, and create settings, moods and characters.

### **1.4.3 Cultural understanding**

- i) Gaining a sense of the English literary heritage, and of other literary heritages and cultures that use English;
- ii) exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions, including texts in translation;
- iii) understanding how English varies locally and globally and how these variations relate to identity, context and cultural diversity.

### **1.4.4 Critical understanding**

- i) Engaging with ideas and texts, understanding and responding to the main issues;
- ii) assessing the validity and significance of information and ideas from different sources;
- iii) exploring others' ideas and developing their own;
- iv) analysing and evaluating spoken and written language to appreciate how meaning is shaped.

## **2 SYLLABUS OBJECTIVES**

### **2.1 Speaking and listening**

To develop effective speaking and listening, pupils should:

- use the vocabulary and grammar of standard English where appropriate;
- show understanding and appreciation of local variations and dialects;
- formulate and express their ideas clearly and audibly;
- adapt their speech to a widening range of circumstances and demands;
- listen, understand and respond appropriately to others, and to a range of imaginative stimuli.

### **2.2 Reading**

To develop as effective readers, pupils should:

- read accurately, fluently and with understanding;
- understand and respond to the texts they read;
- read, analyse and evaluate a wide range of literary and non-literary texts, including literature from the English literary heritage and from other cultures and traditions;
- read for a variety of purposes, including personal enjoyment.

### **2.3 Writing**

To develop as effective writers, pupils should:

- use compositional skills, developing ideas and communicating meaning to a reader, using a wide ranging vocabulary and an effective style, organising and structuring sentences and whole texts coherently;
- acknowledge the rules and conventions of standard English grammar, spelling and punctuation and
- present work aptly, using accurate punctuation, correct spelling, legible handwriting and, where appropriate, word processing skills;
- draw on a widening variety of forms for different purposes and audiences.

### **2.4 Study of language**

To develop their understanding and use of the English language, pupils should:

- recognise that language changes, and to understand some of the ways in which change occurs and why, including the influence of modern technologies;
- consider the importance and influence of varieties of English, including dialectal, regional and other forms;
- appreciate the differences between spoken and written forms of language;
- acknowledge the relationship between language and situation and the implications of language choices made by speakers and writers in different situations and contexts.

## **3 CONTENT: Years S1-S5**

### **3.1 Speaking and listening**

**3.1.1** Pupils should talk for a range of purposes that includes:

- explaining, describing, narrating and reporting;
- exploring and hypothesising;
- considering ideas, including those expressed in literature and the media;
- expressing personal feelings, opinions and attitudes;
- arguing, debating and persuading;
- analysing and evaluating.

**3.1.2** Pupils should be given opportunities to:

- speak and listen in a range of contexts, both formal and informal, learning to adapt their speech to fit different situations;
- speak individually and participate as both speaker and listener in small and larger group discussions;
- participate in a wide range of drama activities, including role-play and the performance of scripted and unscripted plays;
- read and respond to texts and other stimuli (eg artwork, broadcasts, websites), individually or working with others;
- consider significant features of their own and others' performances, eg to reflect on how the choice of vocabulary, tone and register affects listeners' attitudes and outcomes.

**3.1.3** In order to develop as effective communicators through speaking, pupils should learn:

- to be confident users of standard spoken English;
- to structure their talk clearly and helpfully; sift, summarise and use salient points and a range of markers to aid the listener;
- to make contributions that clarify and synthesise others' ideas, taking them forward and building on them to reach a conclusion or a consensus, or in agreeing to differ;
- to ask and answer questions and modify their ideas in the light of what others say;
- to cite evidence where appropriate, judging the effective use of generalisation and detail;
- to construct persuasive arguments, using e.g. humour or exaggeration for effect;
- to use gesture, tone and intonation appropriately;
- to show consideration for others, taking different views into account when expressing personal feelings, opinions and attitudes.

**3.1.4** In order to develop as effective listeners, pupils should learn:

- to listen attentively and carefully, both in situations where they remain silent and where they have opportunities to respond;

- to identify and understand the major elements of what is being said;
- to appreciate how register, tone, implicit meaning and other indicators (e.g. gesture, body language and style of delivery) indicate a speaker's purposes or intentions;
- to notice how ambiguities, vagueness, use and abuse of evidence, and unsubstantiated statements may show bias in what they hear;
- to recognise the impact of a speaker's lexical choice (e.g. standard English, dialect or slang) and interference from other languages.

## **3.2 Reading**

**3.2.1** Pupils should read for a range of purposes that includes:

- becoming independent, responsive and enthusiastic readers;
- gaining a swift overview of the content of texts by scanning or skimming;
- responding to the substance and style of individual texts through detailed study;
- responding both imaginatively and intellectually to what they read;
- appreciating the distinctive qualities of texts through activities such as performances of drama and poetry readings;
- developing discrimination in what they read, recognising why they make choices;
- sharing their enthusiasm for writers and texts with others.

**3.2.2** Pupils should be given opportunities to encounter a range of reading that includes:

- a variety of literary and non-literary texts, both fiction and non-fiction;
- a variety of literary genres, including plays, novels, short stories and poetry;
- scripts of radio and television programmes and films, both original and adaptations from other genres or forms;
- multimodal and electronic texts, on-screen and oral as well as printed;
- significant works by writers from the English literary heritage, including pre-20<sup>th</sup> century texts;
- works of high quality by recent and contemporary writers;
- texts from a range of cultures and traditions that represent distinctive voices and forms, and offer varied perspectives and subject matter, including texts in translation.

**3.2.3** Texts selected for study should include works that:

- use language in rich, imaginative and diverse ways;
- embrace a diverse range of structures, forms, styles, literary and presentational techniques and devices;
- develop pupils' understanding of significant oral and literary traditions;
- develop pupils' understanding of drama in performance (e.g. aspects of staging, interpretation and portrayal of character, theme and setting);
- enrich pupils' intellectual, moral, emotional, social and cultural understanding and personal development.

**3.2.4** In Years S1-S3, pupils' reading should include at least:

- one play by Shakespeare;
- a drama text by another major playwright;
- one pre-20<sup>th</sup> century work of fiction from the English literary heritage;
- two works of fiction published post-1900;
- a substantial selection of poems from different periods, including some from the English literary heritage;
- one text from another culture or tradition, which might be a work in translation.

**3.2.5** In Years S4-S5, pupils' reading should include:

- **at least** one further (i.e. different and additional) text from each of the six categories listed above for S1-S3.

**NOTE** a list of suggested writers whose work is of sufficient quality and substance to merit detailed study is included in the current *Vade Mecum*.

**3.2.6** Throughout Years S1-S5, pupils' reading should also include a wide range of:

- literary non-fiction (eg autobiographies, biographies, journals, letters, travel writing);
- non-literary texts (e.g. magazines, newspapers, advertising and promotional materials);
- media, moving-image and multimodal texts (e.g. film trailers, television advertising and websites), including e.g. works originally written for film and television as well as adaptations of print-based texts.

**3.2.7** In order to develop as effective readers, pupils should learn:

- to adopt different strategies for different purposes (e.g. skimming, scanning or detailed study);
- to select and summarise information and ideas; synthesise and compare information and ideas drawn from different sources;
- to evaluate how information is presented and how it affects the reader's response to non-fiction texts;
- to sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity;
- to talk and write about a wide range of reading, learning to articulate informed personal opinions;
- appreciate characteristics that distinguish literature of high quality and texts that have significant and lasting influence (e.g. Greek myths, the Authorised Version of the Bible, Arthurian legends);
- to appreciate distinctive features of vocabulary, grammar and structure in different text types (e.g. technical terms, rhetorical devices, figures of speech and imagery, impersonal constructions, literary language, sound patterning, organisational features);
- to explain how writers' choice of language and style affects meaning, both explicit and implicit; analyse and discuss alternative interpretations and ambiguity;

- to discern and reflect on writers' attitudes and ideas, the motivation and behaviour of characters, the development of plot and themes, and the overall impact of fiction texts; distinguish between the attitudes and assumptions displayed by characters and those of the writer;
- to consider how texts are changed, and how this affects the impact on an audience, when adapted to different media or genres (e.g. televised or film versions of a Shakespeare play, or stage versions of a novel).

### **3.3 Writing**

#### **3.3.1 Pupils should write for a range of purposes that includes:**

- personal, aesthetic and imaginative fulfilment (e.g. keeping a diary or creating a story or poem);
- practical reasons (e.g. taking notes, writing an examination essay, an aide-memoire or business letter);
- informing and challenging others through instruction, explanation, argument, narration, reportage, description, persuasion and paraphrase (e.g. in a letter to a newspaper, lodging a complaint or making a website posting);
- recollection and reflection, through review, analysis, hypothesis, and summary (e.g. a critique/review of an artefact, performance or exhibition, historical or [auto]biographical texts and memoirs).

#### **3.3.2 Pupils should be given opportunities to:**

- write in a wide range of genres, e.g. notes, diaries, letters, (auto) biography, poems, stories, play scripts and screenplays, websites;
- write for themselves, for specific and unknown readers, choosing and adapting appropriate language, styles, forms and structures;
- publish and display their writing in different ways for different audiences, e.g. in classrooms, school newspapers, websites;
- take notes from written and oral sources, summarise carefully and report accurately;
- develop their use of non-narrative techniques (e.g. organising and developing ideas to present an argument or to persuade, selecting evidence);
- develop their use of narrative and dramatic techniques (e.g. plot, character, setting, dialogue).

#### **3.3.3 In order to develop as effective communicators in writing, pupils should learn:**

- to use the grammatical, lexical and orthographic features of standard English, except where non-standard forms are required for effect or technical reasons;
- to write neatly, fluently and legibly (and when required, quickly);
- to use keyboard and other ICT skills to produce printed or electronic copy as appropriate;
- to employ a variety of simple, compound and complex phrase, clause and sentence structures to enable precise and fine shades of meaning;
- to consider discourse structure (e.g. how paragraphs are formed, shaping effective openings and closings in different kinds of writing);

- to use an increasing range of punctuation (e.g. full stops, question and exclamation marks, commas, semi-colons, colons, inverted commas and speech marks, apostrophes, brackets, dashes and hyphens);
- to develop their use of apt and imaginative vocabulary, figurative language, imagery and other linguistic devices to gain, sustain and direct the reader's response;
- regular patterns of spelling, including word families, roots of words and their derivations;
- to spell correctly increasingly complex words, including those that do not conform to regular or expected patterns;
- to analyse critically and improve their writing, developing competence in planning, drafting, redrafting and proofreading on paper and on screen, using dictionaries, spell checks and grammar checks where appropriate;
- to make appropriate use of a range of presentational devices (e.g. (sub) headings, bullet points, illustrations, different fonts and point sizes, hyperlinks);
- to develop a distinctive, personal style through writing at all times with commitment and vitality.

### **3.4 Study of language**

Pupils should study aspects of the patterns, structures and conventions of written and spoken English in order to support their development as effective speakers and listeners, readers and writers.

Much of this area of study will be taught in the context of activities planned to develop pupils' skills in listening and speaking (e.g. attitudes towards different dialects), reading (e.g. changes in language over time) and writing (e.g. conventions of spelling and grammatical functions).

#### **3.4.1 Pupils should learn:**

- how spoken and written language evolve in response to changes in society and technology and how this process relates to personal identity and cultural diversity;
- to recognise differences in the grammar and vocabulary of speech and writing, and of standard, non-standard or dialectal varieties of English;
- that attitudes to language (its form, structure and usage) vary, and are influenced by social, cultural and historical factors;
- to appreciate the origins of words, and to understand borrowings from other languages;
- to recognise how new words are coined and to appreciate changing attitudes to spelling and syntax (e.g. text messages and social networking websites);
- the functions of word components e.g. (stem, prefix, suffix, inflection);
- the grammatical functions of parts of speech (e.g. nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, demonstratives);
- how to use dictionaries and thesauruses to explore derivations and meanings of words in order to broaden their vocabulary and make their expression more precise.

## **4 CONTENT: Years S6-S7**

Teaching and learning in Years 6 and 7 develops the knowledge, skills and understanding acquired in S1-S5 and prepares students for the specific assessment requirements of the oral and written Baccalaureate examinations.

### **4.1 Speaking and listening**

Building on their learning in Years S1 - S5, students should continue to experience opportunities and further develop knowledge, skills and understanding in the range of contexts detailed in section 3.1 above. They should:

- show increasing independence in determining the nature and scope of their oral contributions in a range of formal and informal contexts, including some beyond the classroom;
- broaden the range and precision of their vocabulary, expression and non-verbal repertoire when speaking;
- develop complex ideas and re-present those expressed by others;
- show confidence in initiating, sustaining or re-directing discussion, including the sensitive use of challenging, probing questions;
- extend their concentration, deepen their understanding and show empathy when listening and responding to others;
- read expressively from, and respond imaginatively to, a range of texts.

### **4.2 Reading**

Building on their learning in Years S1 - S5, students should continue to experience opportunities and further develop knowledge, skills and understanding as detailed in section 3.2 above. They should:

- read both intensively (ie in depth) and extensively (ie ‘wider reading’), assembling (in consultation with the teacher) a personal reading programme that includes the text(s) recommended for, and relating to, the set theme for the Baccalaureate;
- encounter previously unstudied fiction texts in a range of genres from different periods of literature in English, including at least one play by Shakespeare, one substantial text from the English literary heritage, and some contemporary writing and texts from a range of cultures and traditions (which may include texts in translation);
- encounter a challenging selection of non-fiction writing in different genres, styles and formats, including electronic and multimodal texts;
- make informed connections between their reading in English and their knowledge of texts in other languages.

**NOTES** (i) ‘text’ should be understood to include media texts, e.g. film and television productions, including works originally written for film and television as well as adaptations of print-based texts

(ii) details of the set theme and suggested texts are in the current *Vade Mecum*

### **4.3 Writing**

Building on their learning in Years S1 - S5, students should continue to experience opportunities and further develop knowledge, skills and understanding as detailed in section 3.3 above. They should:

- write with increasing clarity, precision and sensitivity on a range of challenging topics, including some of their own choice;
- write in the appropriate register for an increasing variety of audiences, in different contexts, including some beyond the classroom;
- write both briefly (e.g. précis or summary) and at length (e.g. research-based projects or literary essays), as appropriate to purpose and audience;
- use different genres, forms and styles to achieve their purpose;
- develop note-taking and retrieval skills;
- show creativity, sophistication and flair in using vocabulary, grammar, punctuation and structural/presentational features to convey complex ideas, attitudes and feelings.

### **4.4 Study of language**

Building on their learning in Years S1 - S5, students should continue to experience opportunities and further develop knowledge, skills and understanding as detailed in section 3.4 above. In S6-S7, students should be introduced to more formal aspects of the study of language as well as recognising the effects of language choices and changes on speaking and listening, reading and writing.

As in previous Years, much of this area of study will be taught in the context of activities planned to develop students' skills in listening and speaking, reading and writing; however, more focused, topic-based aspects of language study might be introduced. For example, students might undertake personal research and reading around one of the following areas, presenting their findings for assessment in oral or written format:

- knowledge of major aspects of the development of the English language and its relationship to other European languages today and in the past (e.g. development and change in vocabulary or grammatical structures);
- how theoretical frameworks are used for language study (e.g. phonetics, lexis, semantics and grammatical forms and structures, comparative linguistics);
- how language (spoken and/or written) varies according to context, including the role of personal, social and cultural factors in determining form and meaning and attitudes (e.g. regional accents and dialect in English worldwide).

## **5 ORGANISATION AND METHODS**

### **5.1 Teaching and learning approaches**

Teaching English requires teachers to know and deploy a range of skills and techniques in a way that will enable pupils from a variety of backgrounds, and with different skills and attributes, to learn effectively. English teaching needs to:

- be focused and led by progressive learning objectives;
- start with what pupils already know and move forward at a pace that ensures understanding and the development and application of skills;
- engage pupils actively in lessons (e.g. by providing opportunities for pupils to share their own ideas and experiences and to hear and respond to the ideas and experiences of others);
- use differentiated methods, resources and tasks to meet the needs of all pupils, including those who need to make faster progress to reach the expected level and those who are gifted or talented;
- be efficiently organised, using a wide range of classroom management strategies as appropriate (e.g. individualised work, paired work, different group approaches such as mixed ability, set, friendship etc, teacher-led work, pupil-centred work, team-teaching, resource-based learning and drama-based techniques such as role-play or hot seating);
- develop pupils' functional and personal learning and thinking skills.

### **5.2 The role of the teacher**

The role of the English teacher should be to:

- make pupils aware of the aims and objectives of the course at the outset of each year, providing an outline of the course and its aims;
- ensure that the skills of speaking and listening, reading and writing are developed in an integrated and balanced way;
- make learning enjoyable, motivating and challenging, sustaining the interest of all pupils, including those who are gifted and talented in the subject;
- ensure that pupils are aware of the specific purposes of tasks and the main criteria for assessing their performance;
- use assessment to involve pupils in understanding and developing their learning and explain to them the learning implications of assessment outcomes;
- act as an expert consultant to pupils, giving advice and assistance as and when required;
- encourage the use of self evaluation and peer assessment to reinforce pupils' understanding of learning and progress;
- cater for specific learning difficulties and provide all pupils with, or direct them to, appropriate support when necessary.

### 5.3 Teaching models

Effective English teaching requires a mixture of:

- *direct teaching* to help pupils learn new skills and procedures;
- *cognitive teaching and learning* to help pupils process information and think creatively;
- *social teaching and learning*, such as group and guided learning, in which pupils collaborate to construct new knowledge for themselves.

These models imply a carefully planned structure as outlined in sections 5.1 and 5.2 above, and a varied repertoire of teaching skills and techniques that makes best use of individual lessons and sequences of lessons.

### 5.4 Teaching repertoire

The skills and techniques that an English teacher needs to be able to call on so that pupils learn effectively include:

- *activating prior knowledge*, so that pupils' learning can develop from what they already know;
- *modelling*, to make explicit the conventions of language and texts and the process of their construction, and to help pupils adapt them in creative and purposeful ways;
- *scaffolding*, to support pupils' early efforts and build their security and confidence;
- *explanation*, to clarify and exemplify the best ways of working;
- *questioning*, to probe, draw out or extend pupils' thinking;
- *exploration*, to encourage critical thinking and generalisation;
- *investigation*, to encourage enquiry and self-help;
- *discussion and dialogue*, to shape and challenge developing ideas;
- *assessment*, to help pupils identify what they have learned and to plan their next steps.

### 5.5 Lesson design

English lessons need to be carefully planned so that they address the learning needs of all pupils in the class while also being engaging, challenging and conducted at an appropriate pace. The design of individual lessons will vary according to the interplay of factors such as subject matter, resources, location, pupils' ages, etc. A useful 'default' structure, both where a unit of work is carried across a number of lessons when continuity and regular checks on pupils' progress and learning are important, and when a 'one-off' activity is planned, might include:

- a short starter activity, usually related to the subject of the current or previous lesson(s);
- an introduction to the specific learning objectives and focus for the current lesson;
- development of the learning (for example through small-group, guided-group, paired and individual work as appropriate);
- plenaries to reflect upon and consolidate pupils' learning and to consider the next or further steps. These may occur at the end of a lesson but are also useful when placed after any significant learning episode during a lesson or series of lessons.

Other lesson structures in English might include:

- a short input by the teacher (which may be, or may include) a recapitulation of work undertaken in one or more previous lessons, followed by one or more activities for pupils (individually or in groups), with an end plenary for the teacher to gather immediate feedback on learning, progress and any difficulties encountered by the pupils;
- pupils working at their own pace on individual tasks (including e.g. text-based or internet research), with the teacher acting as ‘consultant’, perhaps drawing the class together from time to time to discuss issues of general importance;
- tests carried out under controlled conditions;
- a simulation, e.g. of a theatre or television/film studio through directing, performing (and perhaps recording) a drama script, or of a public meeting.

In practice, any lesson might draw on an appropriate mix of any of these structures. What is important is that:

- pupils understand the purpose and context of the lesson;
- there are always opportunities for pupils to be made aware of what they have learnt and why;
- pupils are able to articulate any difficulties encountered;
- the next lesson is planned from the standpoint of the teacher knowing what progress the pupils have made.

## **5.6 Homework**

Homework is an integral part of learning. It is important for developing independent learning skills and good work habits. It is also essential for ensuring that pupils' internally assessed marks, specifically the A marks awarded at the end of each semester, are an accurate assessment of their current attainment.

Effective homework should:

- always be set with a clear objective that the pupil understands;
- draw on a wide and varied range of assignments;
- involve preparation and planning as well as finished tasks;
- offer an appropriate level of challenge to pupils, and therefore should not always be the same task for the whole class;
- be equivalent to at least 45 minutes per week in Years S1-S3, one and a half hours per week in Years S4-S5 and two hours per week in Years S6-S7; on occasions, a longer assignment spread over two or more weeks may be appropriate, especially for older pupils and students.

## **5.7 Curricular links**

Teachers of English should be aware of the syllabus content and the methodology of related subjects, particularly of other vehicular languages and of subjects taught in them. Links with pupils' and students' studies in other languages may provide fruitful opportunities to broaden knowledge, reinforce skills and bolster understanding.

In particular, teachers of pupils in Years S1-S3 should be aware of the content and methodology of the primary English curriculum, and should confer regularly with primary colleagues about issues of curriculum continuity, progression and assessment.

## **6 ASSESSMENT**

### **6.1 General principles**

A well developed assessment system ensures that:

- every teacher is equipped to make accurate judgements about pupils' attainment, understands progression and uses assessments to forward plan, especially where any pupils are not reaching their potential;
- every pupil knows what progress they are making, and understands what they need to do to improve and how to get there;
- pupils receive the support they need to be motivated, independent learners;
- the school has accurate and manageable records of pupils' progress;
- parents and carers know how well their child is progressing and what they can do to help improve learning in partnership with the teacher and the school.

Assessment provides vital information about learning and progress to pupils and teachers alike. It may be carried out for any of three main purposes, only one of which necessarily involves awarding a formal mark or grade but all of which have implications for subsequent teaching and learning:

- *day-to-day diagnostic* assessment allows the recognition of progress pupils have made as well as identifying specific areas for improvement and/or learning difficulties that the teacher may need to address in the short term;
- *periodic formative* assessment, in the course of ongoing work or as part of a drafting process, enables pupils to recognise their own strengths and weaknesses in relation to the skills required to complete a task with a view to improving that work and those skills; it provides the teacher with pointers for adjusting medium-term curriculum planning;
- *summative* assessment is the awarding of a mark or grade which indicates the level of performance or competence achieved by the pupil/student and may be reported to parents or others and/or used as a formal recognition of achievement at *transitional* points (e.g. S3-S4, S5-S6, S7-higher education); this will suggest whether the teacher needs to modify any aspects of whole-course planning and delivery.

In the course of an academic year, pupils should experience a wide range of assessment methods. The type of assessment undertaken should be appropriate to the capabilities being tested, ie the curriculum should determine the assessment techniques used and not *vice versa*. Assessment methods might include:

- the teacher formally marking written work, indicating errors and/or infelicities and suggesting specific targets for improvement;
- the teacher informally commenting on work in progress to help the pupil redraft or reconsider what has already been done;
- the teacher questioning individuals about what they have learnt and understood;
- plenary discussions, from which the teacher gauges the success of a learning activity with the whole class;
- formal tests or examinations for which the pupil has prepared and revised;
- filmed or recorded evidence of group work, allowing the teacher to assess pupils' contributions without being an inhibiting presence during their discussions;

- peer assessment, when pupils identify strengths and weaknesses in each other's work and use this to reflect on their own achievement;
- self assessment, when pupils use specific criteria to judge their own achievement and so develop confidence in their self-awareness and independence.

Pupils should be made aware of the assessment objectives for any task, and the criteria applied by the teacher in assessing pupils' work should be clearly related to these objectives. Any teacher assessing a pupil's work should be clear about the purpose of the assessment and pupils should be informed not only of the outcome but also of the learning implications of the assessment, i.e. how they might improve their future work.

## 6.2 Assessment Objectives

All assessments of pupils' work in S1-S7 should be made against the following assessment objectives, using performance criteria and assessment grids as set out in the current *Vade Mecum*. Schemes of work should ensure that tasks allow for periodic and summative assessments in S1-S5 that reflect an appropriate balance within and across the four assessment objectives, i.e.:

AO1	Speaking and listening	10%-20%
AO2	Reading	30%-40%
AO3	Writing	30%-40%
AO4	Study of language	10%-20%

For the final aggregation of marks for each candidate (i.e. at the end of S7), each of the four objectives is assessed both internally (i.e. in 'A' and 'B' marks – see section 6.6.1 below, page 21) and externally (i.e. in the written and oral Baccalaureate examinations). 'A' and 'B' marks should reflect a balance across all four assessment objectives as indicated in the table above.

### 6.2.1 AO1 Speaking and listening

- Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate;
- listen and respond to speakers' ideas, perspectives and how they construct and express their meanings;
- interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together;
- create and sustain different roles.

### 6.2.2 AO2 Reading

- read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate;
- develop and sustain interpretations of writers' ideas and perspectives;
- explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader;
- understand texts in their social, cultural and historical contexts.

### **6.2.3 AO3 Writing**

- write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways which engage the reader;
- organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence;
- use a range of sentence structures for clarity, purpose and effect;
- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear.

### **6.2.4 AO4 Study of language**

- understand variations in language, explaining why language changes in relation to contexts;
- evaluate the impact of language choices in their own and others' use.

## **6.3 Marking oral work**

In assessing oral performances, breadth of vocabulary, grammatical accuracy, fluency, choice and consistency of register and interaction with others should be assessed in the context of judging the pupil's overall competence in communication. Appropriateness and accuracy of content will contribute to the mark awarded, but minor misunderstandings or misjudgements should not detract from an otherwise successful presentation. The record of each pupil's oral achievement will most often be marks supported by a brief written comment, but audio or video records may also be kept.

Over the course of an academic year, the teacher should record sufficient marks to reflect the pupil's achievement across a range of different speaking and listening activities in both formal and informal contexts (**AO1**). The range recorded should cover, as a minimum, for each pupil:

- an individual presentation;
- participation in a group discussion;
- participation in a drama-based or role-play activity.

In addition, opportunities should be provided for pupils with weak writing skills to make oral responses to reading if this is likely to help them convey their understanding of a text, and the quality of their reading skills, more clearly (**AO2**). Such an assessment could take place in the context of any of the three activities listed above, e.g. an individual presentation about a text; a group discussion of a text; or a pupil hot-seating as a fictional character. Self evaluation and peer assessment have a valuable part to play in developing pupils' self-confidence and awareness of what constitutes achievement and progress in developing speaking and listening skills.

## 6.4 Marking written work

Agreed marking symbols should be used in the assessment of written work; their meaning should be explained to pupils, as should the criteria used for assessing different pieces of work. It can be more useful to the pupil for the teacher to highlight significant errors selectively, rather than to mark all the mistakes which may be present.

When reading skills are tested by a written outcome, deductions for poor writing skills should be made only if communication of the quality of the reading response is significantly impaired.

Over the course of an academic year, the teacher should record sufficient marks to reflect the pupil's achievement across a range of different reading (AO2) and writing (AO3) activities. The range recorded should cover, as a minimum, for each pupil, appropriate to their age and aptitude:

- response to a range of literary fiction and non-fiction texts;
- response to a range of non-literary texts, including media, moving image and multimodal texts;
- personal, creative and imaginative writing;
- formal, impersonal writing;
- analytic and evaluative writing;
- understanding of the study of language.

Assessed work should comprise a mix of short and sustained or extended pieces of writing, in various forms and genres, for different purposes and audiences, including responses to texts. Any individual outcome might meet more than one of the requirements listed above and may relate to one or more of assessment objectives 2, 3 and 4. Records of oral work may also contain evidence of the pupil's response to a range of reading (ie assessment objective 2: see section 6.2 above). Evidence of the pupil's understanding of the study of language (AO4) may be highlighted in various pieces of work, or in one or more dedicated tasks, as appropriate.

## 6.5 Standardisation and moderation

Teachers should ensure that all pupils' work within a year group and within a school is assessed against a common interpretation of the relevant standards. Teachers should:

- use a common set of agreed performance criteria and assessment grids in making judgements, such as those in the current Vade Mecum.
- from time to time, exchange samples of pupils' work (across a variety of styles, genres and forms) for second marking by a colleague;
- discuss any significant variations in marks arising from second marking, and agree a common standard for future reference;
- occasionally swap marked work between schools, to moderate agreed standards across the European Schools system.

Teachers might also consider assembling a set of exemplar portfolios to illustrate work at different standards in various aspects of the subject, for use as a reference bank in making summative assessments of pupils' work.

## 6.6 Assessment in Years S1-S5 and the Baccalaureate

### 6.6.1 Internally assessed work

All categories of work in English L1 (i.e. speaking and listening, reading, writing and study of language) in different contexts (e.g. work in class, homework, class tests) should contribute to each student's final school-based assessment. School-based assessments of a student's work should be made against the assessment objectives, using the appropriate performance criteria and assessment grids in the current *Vade Mecum*.

Article 60 in the General Rules of the European Schools (ref. 2007-D-4010-en-5) states that:

*In years 1-2-3, the term or semester mark and the final mark shall reflect all the observations and results available to the teacher of the subject concerned. It shall be expressed in whole marks.*

*In years 4-7, the semester mark shall comprise two components:*

*the A mark is the reflection of all the observations and of the pupil's overall performance, both written and oral, not taken into account in the B mark for the subject in question.*

*the B mark corresponds :*

- *in years 4 and 6, to the marks obtained in the examinations and tests;*
- *in year 5, to the marks obtained in the examinations (1st semester) and in the harmonised evaluation examinations (2nd semester);*
- *For year 7, please see the formula set out in section 6.6.4 on p. 24.*

*The A and B marks shall be expressed in whole and half-marks except in year 7, where they shall be expressed in whole marks accurate to one decimal place.*

### 6.6.2 The oral (European Baccalaureate) examination

The oral examination assesses the candidate's ability to talk coherently and at length about a text. Candidates are expected to communicate an analytic and personal response to this text, incorporating appropriate knowledge and understanding (e.g. of its linguistic and literary features, and of any relevant social, cultural and historical background). They may also be asked to talk about texts they have encountered during the course, both in school and in their personal reading, especially where these can be related to aspects of the chosen examination text.

The examination is based on a passage chosen at random by the candidate from a selection provided by the school. Passages will be taken from texts that are associated with the theme selected for the Written Examination and that candidates have read during the course.

The panel of external examiners for the Baccalaureate will approve sections of these texts, proposed by the teachers for less detailed study, from which the passages will be drawn.

The text is chosen 20 minutes before the start of the examination and one or two written prompts are provided to guide candidates in their preparation. The text is about 400 words long but length may vary according to complexity; details of authorship, date and source are given. The selection of texts may include prose (fiction and literary non-fiction), poetry and drama.

The examination itself lasts for 20 minutes, including time for examiners to award their marks, and comprises two linked parts. Candidates should:

- read aloud part of the selected text (as indicated by the examiners) and develop an interpretation of the whole text (guided by, but not restricted to, the prompts);
- engage with examiners in a dialogue about the text and the candidate's wider personal reading where appropriate.

**NOTE** examiners must be provided, in advance of the oral examination session, with a full list of texts studied for the examination as well as copies of the selection of passages to be made available to candidates in the oral examination.

The examination is assessed in accordance with the mark grid in the *Vade Mecum*. It should be noted that this examination assesses both reading, and speaking and listening. As well as taking account of the candidate's literary knowledge and critical understanding, marks are awarded for fluent and correct expression, appropriate pronunciation, intonation and register, and the candidate's ability to participate in and sustain a dialogue (ie to understand, respond to and develop prompts put by the examiner).

For further details of preparation for and the conduct of the oral examination see the current *Vade Mecum*.

### **6.6.3 The written (European Baccalaureate) examination**

The written examination assesses the candidate's ability to comprehend, interpret and make a personal response to texts, using specific literary knowledge and understanding and to use fluent written expression when presenting complex ideas and arguments in a precise manner. There is a set theme, for which a number of texts are specified, and from which the selection of passages for use in the oral examination will be made (see section 6.6.2 above).

The examination lasts for 240 minutes and comprises three compulsory questions:

1. Question 1 requires the candidate to write a critical commentary on one or two previously unprepared poems, responding to content and style. 30 marks are allocated to this question.
2. Question 2 requires the candidate to write a critical commentary on one or two previously unprepared passages of non-fiction prose, responding to content and style. 30 marks are allocated to this question.
3. Question 3 offers the candidate a choice of one from two essays on the set theme, requiring detailed reference to two or three texts studied during S6-S7. 40 marks are allocated to this question. One choice will be based on a quotation and the other will not.

The length of the poetry text(s) in question 1 will take account of complexity of demand, and of the need for comparison if two texts are set; the prose passage(s) in question 2 will be about 750-850 words in length, depending on the structure and/or complexity of the passage(s). Annotations of words, expressions and facts which are not expected to be known to candidates may be provided, up to a maximum of six. In any examination year, either one of Questions 1 or 2 will require candidates to compare two texts. The examination is marked in accordance with the assessment grids in the current *Vade Mecum*. It should be noted that this examination assesses both reading and writing. Marks are awarded for correct spelling, punctuation and grammar and for cogency and coherence in the structure of written answers as well as for the candidate's literary knowledge and critical understanding.

**NOTE** The *Vade Mecum* includes details of the set themes for current and future examinations, together with a specimen examination paper.

#### **6.6.4 Calculation of the candidate's final mark**

See section 6.6.1 above and *Annex VI - Marking in Year 7 and calculation of the Baccalaureate mark* in the General Rules of the European Schools (ref. 2007-D-4010-en-5)