L-Università ta' Malta

SEC 11 Syllabus
English Language

2027
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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way, students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

What is the subject? Give a general definition.

The study area SEC **English Language** is informed by the National Curriculum Framework (NCF) which highlights the need for the acquisition of English as an "important international language of communication" (p.60). This is reflected in the broad aims for this programme of learning found below.

The study area SEC English Language is based on learning outcomes which identify the knowledge, skills and values that learners achieve and demonstrate by the end of the programme. It builds on knowledge and skills that learners would have already acquired and aims to meet the "need to have proficiency in English for competitiveness in a globalised economic environment" (NCF p. 41).

What does a study of the subject entail?

SEC English Language requires learners to develop their ability to communicate clearly, effectively and accurately with a sense of purpose and audience when speaking and writing. In addition, it requires them to develop the skill to listen to and understand spoken English and to read and understand different text types while evaluating and analysing the writer's intentions.

How is the subject related to candidates' lives, to Malta, and/or to the world?

As stipulated in the constitution of Malta, English is one of the two official languages and for cultural and historical reasons; it is part of the country's identity. English is the second language for many candidates, the first language for a significant number and the main foreign language for an increasing number of migrants (Educators' Guide for Pedagogy and Assessment LOF p.5) and as such, it is the medium which candidates make use of both in the public and

personal domain. Furthermore, as citizens of an increasingly globalised world, candidates' proficiency in English is of paramount importance.

The aspirational programme learning outcomes for this subject are:

At the end of the programme, I can:

1. speak and write accurately, fluently and appropriately;

2. listen to and read texts designed to entertain, inform and persuade;

3. demonstrate an awareness of language;

4. collaborate with others in a community of learners;

5. make use of critical thinking skills to analyse and evaluate information;

6. reflect on my own learning in order to become autonomous;

7. express myself creatively;

8. make use of digital tools and resources to further my learning.

List of Learning Outcomes

At the end of the programme, I can:

LO 1   write different text types coherently using cohesive devices when necessary.

LO 2   write accurately and appropriately across genres for a different purpose and audience.

LO 3   plan, draft and revise my own writing.

LO 4   show understanding, retrieve and select information when I react to a different range of genres and age-appropriate texts written for a different purpose and audience.

LO 5   make use of interpretation, inference and deduction.

LO 6   understand text organisation and structure and recognise different techniques used by the writer/s.

LO 7   understand what people say to me in various situations.

LO 8   understand and take notes of continuous speech while listening for gist and subsidiary ideas.

LO 9   listen to a conversation, presentation or dramatic performance and summarise the overt messages as well as the sub-text of motivation and bias.

LO 10   adapt my style to all familiar situations, observing the appropriate use of register and vocabulary while stating what I think and giving my reasons.

LO 11   ask appropriate questions to clarify my understanding on areas which are unclear and relay information that I have obtained by adding brief related comments.

LO 12   while producing continuous speech, use appropriate, precise and correct language while focusing on intelligibility.

LO 13   be consistent in my use of tense, voice, mood, person and number.

LO 14   demonstrate my understanding of how words behave together by using these patterns in context.

LO 15   produce various forms of discourse.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **ENGLISH LANGUAGE** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in English Language. (Level 1 being the lowest and level 3 the highest).

Level 1

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus:	Writing
Learning Outcome 1: Paper I and Paper II	I can write different text types coherently using cohesive devices when necessary.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1a I can, with support, write paragraphs by organising sentences which contain logical ideas.	1.2a I can organise information and ideas with clear, logical progression from one paragraph to another.	1.3a I can sequence information and ideas logically from one paragraph to another and in relation to the whole.
1.1b I can, with support, use a limited range of grammatical cohesive devices.	1.2b I can use a basic range of lexical and grammatical cohesive devices.	1.3b I can use an extensive range of lexical and grammatical cohesive devices.
1.1c I can, with support, produce simple texts using different text types e.g. *narrative, descriptive and discursive*.	1.2c I can produce basic texts using different text types e.g. *narrative, descriptive and discursive*.	1.3c I can produce complex texts using different text types e.g. *narrative, descriptive and discursive*.
1.1d I can, with support, produce simple text structures e.g. *sequence, problem and solution*.	1.2d I can produce basic text structures e.g. *description, cause and effect, compare and contrast, sequence, problem and solution*.	1.3d I can produce complex text structures e.g. *description, cause and effect, compare and contrast, sequence, problem and solution*.
1.1e I can, with support, fill in a simple form.	1.2e I can fill in a simple form.	1.3e I can fill in a more detailed form.
1.1f I can, with support, respond in writing to an input including visuals and graphics.	1.2f I can respond in writing to an input including visuals and graphics.	1.3f I can respond in writing to various inputs including visuals and graphics.

Subject Focus:	Writing	
Learning Outcome 2: **Paper I and Paper II**	I can write accurately and appropriately across genres for a different purpose and audience.	
Assessment Criteria (LEVEL 1)	**Assessment Criteria (LEVEL 2)**	**Assessment Criteria (LEVEL 3)**
2.1a I can, with support, spell high frequency grammatical function words and common content words.	2.2a I can spell some grammatical function words and content words.	2.3a I can spell most grammatical function words and low frequency words.
2.1b I can, with support, make use of a limited range of punctuation and sentence demarcation which allow for basic communication.	2.2b I can make use of a range of punctuation and sentence demarcation which allow for clear communication.	2.3b I can make use of a wide range of punctuation and sentence demarcation with a high level of accuracy.
2.1c I can, with support, make use of grammatical structures with some control of agreement.	2.2c I can make use of basic grammatical structures.	2.3c I can make use of complex grammatical structures.
2.1d I can, with support, construct simple and basic compound sentences.	2.2d I can construct compound and basic complex sentences.	2.3d I can construct a variety of complex sentences.
2.1e I can, with support, write in an appropriate way with the right tone.	2.2e I can make use of words to create a particular mood or feeling.	2.3e I can make use of complex structures to create a particular mood or feeling e.g. *idiomatic language*.
2.1f I can, with support, use a limited range of vocabulary specific to the context.	2.2f I can use a good range of vocabulary specific to the context.	2.3f I can make use of a wide range of context specific lexical features to convey meaning in writing.
2.1g I can, with support, make use of informal register in my writing.	2.2g I can make use of formal register generally in my writing.	2.3g I can make use of formal register consistently in my writing.
	2.2h I can, with support, reword/rephrase parts of a text.	2.3h I can reword/rephrase parts of a text.
2.1i I can, with support, establish a purpose when I write.	2.2i I can write with a clear purpose generally using the appropriate style.	2.3i I can write with a clear purpose using the appropriate style throughout.
2.1j I can, with support, write with a specific reader in mind.	2.2j I can write with a specific reader in mind generally using the appropriate style.	2.3j I can write with a specific reader in mind using the appropriate style throughout.

Subject Focus:	Writing
Learning Outcome 3: Paper I	I can plan, draft and revise my own writing.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1a I can, with support, complete a simple plan before I start writing.	3.2a I can produce a basic plan before I start writing.	3.3a I can produce an effective plan to help me structure my writing effectively.
3.1b I can, with support, make changes to words after analysing my first draft.	3.2b I can make changes to words and sentences after analysing my first draft.	3.3b I can make changes to words, sentences and paragraphs after analysing my first draft.
3.1c I can, with support, edit punctuation grammar and spelling in my own writing.	3.2c I can edit punctuation, grammar and spelling in my own writing.	3.3c I can revise coherence in my own writing.

Subject Focus:	Reading
Learning Outcome: 4 **Paper I and Paper II**	I can show understanding, retrieve and select information when I react to a different range of genres and age-appropriate texts written for a different purpose and audience.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1a I can, with support, select the correct meaning of a few high frequency words according to the context provided by the text.	4.2a I can work out the correct meaning of high frequency words according to the context provided by the text.	4.3a I can work out the correct meaning of low frequency words according to the context provided by the text.
4.1b I can, with support, select the main points from a simple text.	4.2b I can select the main points from a complex text.	4.3b I can select the main points from a long complex text.
	4.2c I can summarise short texts.	4.3c I can summarise long texts.
	4.2d I can restate in a shorter and simpler form what an author has written in order to clarify.	
4.1e I can, with support, read simple texts of different genres.	4.2e I can read more complex texts of different genres.	4.3e I can read long, complex texts of different genres.
4.1f I can, with support, skim simple texts.	4.2f I can skim more complex texts.	4.3f I can skim long, complex texts.
4.1g I can, with support, scan simple texts.	4.2g I can scan more complex texts.	4.3g I can scan long, complex texts.

4.1h I can, with support, identify simple anaphoric references in texts.	4.2h I can identify cataphoric and anaphoric references in texts.	
4.1i I can, with support, retrieve information from one or more sources.	4.2i I can retrieve information from one or more sources.	4.3i I can retrieve information from a range of sources.
4.1j I can, with support, explain why I chose to read a particular genre. e.g. *for enjoyment*.	4.2j I can explain why I chose to read at least two different genres. e.g. *to gather information*.	4.3j I can explain why I chose to read a variety of genres. e.g. *to research information*.
4.1k I can, with support, identify the purpose of a simple text.	4.2k I can identify the different purposes of texts across genres.	4.3k I can comment about the different purposes of complex texts across genres.
4.1l I can, with support, identify the audience of simple texts.	4.2l I can identify the audience of complex texts across genres.	4.3l I can comment about the audience of complex texts by giving supporting evidence.
4.1m I can, with support, distinguish between a contemporary and non-contemporary text.	4.2m I can find some evidence in the text to support my choice when I distinguish between a contemporary and non-contemporary text.	4.3m I can justify the evidence I identify in the text to support my choice when I distinguish between a contemporary and non-contemporary text.
4.1n I can, with support, accurately decode a text to read for meaning.	4.2n I can, with support, use a range of strategies, including accurate decoding of a text, to read for meaning.	4.3n I can use a range of strategies including accurate decoding of a text, to read for meaning.
4.1o I can, with support, identify the sub-topics of the paragraphs in simple text.	4.2o I can identify the sub-topics of the paragraphs in a simple text.	4.3o I can identify the sub-topics of the paragraphs in complex text.

Subject Focus:	Reading
Learning Outcome: 5

Paper I and Paper II | I can make use of interpretation, inference and deduction. |

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1a I can, with support, distinguish between fact and opinion in a simple text.	5.2a I can give reasons to support the distinction between fact and opinion.	5.3a I can provide detailed evidence from the text to support the distinction between fact and opinion.
5.1b I can, with support, make use of clues and prior knowledge to infer meaning from a text.	5.2b I can make use of text-to-text connections to infer meaning from a text.	5.3b I can make use of subtle clues to make inferences about the layers of meaning in a text.
	5.2c I can, with support, synthesise information/ideas found in a text I have read.	5.3c I can synthesise information/ideas found in a text.
5.1d I can, with support, identify at least one aspect of an author's bias.	5.2d I can give some evidence of an author's bias in the text.	5.3d I can comment about the way language is used to position and manoeuver the reader to agree with the author.
5.1e I can, with support, distinguish between positive and negative connotation in words used in a simple text.	5.2e I can identify the way connotation is used in a text to influence the reader.	5.3e I can comment about the way connotation is used in the text to influence the reader.
5.1f I can, with support, make use of inferences by selecting the theme of a text from a given list.	5.2f I can make use of inferences to identify the theme of a text.	5.3f I can make use of inferences to explain the theme of a text.
5.1g I can, with support, deduce meaning from context.	5.2g I can deduce meaning from context.	5.3g I can deduce meaning from complex contexts.
5.1h I can, with support, interpret visual sources e.g. *graphs and diagrams.*	5.2h I can interpret visual sources e.g. *graphs and diagrams.*	5.3h I can evaluate visual sources e.g. *graphs and diagrams.*

Subject Focus:	Reading
Learning Outcome: 6

Paper I and Paper II | I can understand text organisation and structure and recognise different techniques used by the writer/s. |

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
6.1a I can, with support, identify some basic features of organisation of a text.	6.2a I can identify various basic features of organisation of a text.	6.3a I can comment on basic and/or complex features of organisation of a text.
6.1b I can, with support, identify the structure of simple texts.	6.2b I can identify the structure of complex texts.	6.3b I can comment about the structure of complex texts.
6.1c I can, with support, make a simple comment about the effect of the writer's choice of language in a text.	6.2c I can explain the effect of the writer's choice of language in a text.	6.3c I can analyse the effect of the writer's choice of language in a text.
6.1d I can, with support, compare and contrast simple ideas from different texts
e.g. *using a diagram or table*.	6.2d I can compare and contrast more complex ideas from different texts.	6.3d I can compare and contrast complex ideas from different texts by making use of a wide range of effective language.

Subject Focus:	Listening
Learning Outcome: 7	I can understand what people say to me in various situations.
Paper I	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
7.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible by providing suitable evidence.	7.2a I can follow spoken language when it is clearly articulated and intelligible by providing suitable evidence.	7.3a I can follow intelligible spoken language even when it is not clearly articulated by providing suitable evidence.
7.1b I can, with support, follow descriptions which are simple in terms of linguistic, thematic and lexical content.	7.2b I can follow descriptions which are moderately complex in terms of linguistic, thematic and lexical content.	7.3b I can follow descriptions which are complex in terms of linguistic, thematic and lexical content.
7.1c I can, with support, follow a discussion which is simple in terms of linguistic, thematic and lexical content.	7.2c I can follow a debate which is moderately complex in terms of linguistic, thematic and lexical content.	7.3c I can follow a debate which is complex in terms of linguistic, thematic and lexical content.
	7.2d I can follow nuances of language e.g. *sarcasm*.	7.3d I can follow nuances of language and determine the speaker's meaning.
		7.3e I can detect bias in the reporting of others.

Subject Focus:	Listening
Learning Outcome: 8 Paper I	I can understand and take notes of continuous speech while listening for gist and subsidiary ideas.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1a I can, with support, follow the general ideas in a talk/speech about a familiar topic.	8.2a I can follow general and subsidiary ideas in a talk/speech about a familiar topic.	8.3a I can follow general and subsidiary ideas in a talk/speech about a wide range of topics.
8.1b I can, with support, infer some meaning when I follow a talk/speech about a familiar topic.	8.2b I can infer meaning when I follow a talk/speech about a familiar topic.	8.3b I can infer meaning when I follow a talk/speech about a wide range of topics.
8.1c I can, with support, identify individual words in continuous speech and show understanding of their meaning in isolation.	8.2c I can show understanding of clusters of words in continuous speech.	8.3c I can show understanding of clusters of words in complex continuous speech.
8.1d I can, with support, follow a spoken text that includes vocabulary which is frequent and familiar.	8.2d I can follow spoken texts that include a wide range of vocabulary and language structures.	8.3d I can follow spoken texts that include a wide range of vocabulary and complex language structures.
8.1e I can, with support listen for specific information in a talk/speech/conversation about a familiar topic.	8.2e I can listen for specific information in a talk/speech/conversation about a familiar topic.	8.3e I can listen for specific information in a talk/speech/conversation about a wide range of familiar topics.
8.1f I can, with support, follow a sequence of events/instructions/directions.	8.2f I can follow a sequence of events/instructions/directions.	8.3f I can follow a more detailed sequence of events/instructions/directions.

Subject Focus:	Listening
Learning Outcome: 9	I can listen to a conversation, presentation or dramatic performance and summarise the overt messages as well as the sub-text of motivation and bias.
Paper I	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
9.1a I can, with support, follow main ideas in a conversation/presentation/dramatic performance.	9.2a I can follow main ideas in a conversation/presentation/dramatic performance.	9.3a I can follow main and subsidiary ideas in a conversation/presentation/dramatic performance.
9.1b I can, with support, infer meaning when following a conversation.	9.2b I can infer some meaning when following a conversation/presentation/dramatic performance.	9.3b I can infer meaning when following a conversation/presentation/dramatic performance.
9.1c I can, with support, follow narratives in a chronological sequence.		9.3c I can follow narratives, including those which are non-chronological.
9.1d I can, with support, identify a person's point of view in a conversation.	9.2d I can listen for bias in a conversation.	9.3d I can explain the reason/s for a person's bias after having listened to a conversation.
9.1e I can, with support, compare the speaker's/speakers' views with my own.	9.2e I can compare the different views of a speaker/speakers.	9.3e I can express my own opinion in relation to the different views presented by a speaker/speakers.
9.1f I can, with support, identify the speaker's intention.	9.2f I can identify the speaker's intention.	9.3f I can determine the speaker's intention and attitude.
9.1g I can, with support, distinguish between fact and opinion in a simple text.	9.2g I can distinguish between fact and opinion in a simple text.	9.3g I can provide a reason to support the distinction between fact and opinion.

Subject Focus:	Speaking
Learning Outcome: 10	I can adapt my style to all familiar situations, observing the appropriate use of register and vocabulary while stating what I think and giving my reasons.
Paper II	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
10.1a I can, with support, express straightforward ideas/information/feelings using simple vocabulary.	10.2a I can express challenging ideas/information/feelings using a range of vocabulary.	10.3a I can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.
10.1b I can, with support, speak about my point of view regarding a topic.	10.2b I can agree/disagree with a point of view presented by other speakers in a discussion.	10.3b I can summarise the points of view presented in a discussion.
10.1c I can, with support, deliver a planned talk which I have prepared.	10.2c I can deliver a planned talk which I have prepared.	10.3c I can structure and sustain talk.
10.1d I can, with support, present a number of points about a familiar topic to a particular audience.	10.2d I can present a number of points about a familiar topic to a particular audience.	10.3d I can deliver an individual presentation.
10.1e I can, with support, explain what I think when asked a simple question.	10.2e I can defend my point of view when asked a simple question.	10.3e I can defend my point of view against reasonable questioning.
10.1f I can, with support, use language to convince others about a simple proposition by giving a reason.	10.2f I can use language to convince others of the benefits of a decision/viewpoint.	10.3f I can use language in a variety of persuasive forms.
10.1g I can, with support, organise and structure a short presentation.	10.2g I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.	10.3g I can organise and structure a presentation using an effective range of strategies to engage the audience.

10.1h I can, with support, meet the needs of the audience.	10.2h I can achieve the purpose of my presentation.	
10.1i I can, with support, use informal register when communicating e.g. *with family and friends.*	10.2i I can switch from informal to formal register.	10.3i I can choose and adapt language appropriately to an audience.
10.1j I can, with support, take part in a role-playing exercise by taking on a character role.	10.2j I can take part in a role-playing exercise by adopting the appropriate communicative strategies.	10.3j I can create and sustain different roles from a range of real-life contexts.
10.1k I can, with support, produce simple utterances for a purpose including greeting, complaining, apologising, describing and narrating.	10.2k I can produce simple utterances for a purpose including greeting, complaining, apologising, describing, narrating and reporting.	
10.1l I can, with support, give simple instructions/directions using a logical sequence.	10.1l I can give simple instructions/directions using a logical sequence.	
10.1m I can, with support, make a suggestion and give examples.	10.2m I can make a suggestion and give examples.	

Subject Focus:	Speaking
Learning Outcome: 11	I can ask appropriate questions to clarify my understanding on areas which are unclear and relay information that I have obtained by adding brief related comments.
Paper II	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
11.1a I can, with support, ask a simple question to request clarification.	11.2a I can ask a number of simple questions to request clarification, using generally correct language.	11.3a I can probe fluently and accurately for more information and clarification through a series of questions.
11.1b I can, with support, reply to other speakers when they express an opinion.	11.2b I can express my own view in response to other speakers' opinions.	11.3b I can respond appropriately to the questions and views of others.
11.1c I can, with support, answer short questions about what I heard/read.	11.2c I can recount the main points of what I heard/read.	11.3c I can act as rapporteur in a situation where information is exchanged.
11.1d I can, with support, give feedback by providing an appropriate response in a straight forward manner.	11.2d I can give feedback by providing an appropriate response in some detail.	11.3d I can give feedback by providing an appropriate response in detail.
11.1e I can, with support, respond to other speakers in a brief dialogue.	11.2e I can participate in a dialogue and respect the rules of turn taking.	11.3e I can engage in a discussion by following the rules of turn management.
11.1f I can, with support, explain why I agree/disagree with a point of view regarding a topic in a discussion.	11.2f I can offer possible suggestions in a discussion where different points of view are being presented.	11.3f I can synthesise the discussion by restating the main points of view.
11.1g I can, with support, speak briefly about the bias I detect in a speech.	11.2g I can report on bias in the reporting of others.	11.3g I can challenge other views where appropriate.

Subject Focus:	Speaking
Learning Outcome: 12 Paper II	I can, while producing continuous speech, use appropriate, precise and correct language while focusing on intelligibility.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
12.1a I can, with support, use language appropriate to a small number of limited contexts.	12.2a I can use language appropriate to a limited number of contexts.	12.3a I can use language appropriate to various contexts.
12.1b I can, with support, be intelligible in my spoken production.		
12.1c I can, with support, use simple structures accurately.	12.2c I can use basic structures accurately and with ease.	12.3c I can use a range of structures accurately and with ease.
12.1d I can, with support, produce simple utterances, which may constitute features of spoken grammar (e.g. *ellipses*), are quite well controlled and show some evidence of fluency.	12.2d I can produce basic utterances, which may constitute features of spoken grammar (e.g. *chunks and ellipses*), are mostly well controlled and show some evidence of fluency.	12.3d I can produce utterances, which may constitute features of spoken grammar (e.g. *chunks, clusters and ellipses*), are well controlled and show some evidence of fluency.
12.1e I can, with support, use a simple range of grammatical structures which are quite well controlled.	12.2e I can use a limited range of grammatical structures which are mostly well controlled.	12.3e I can use varied grammatical structures dominated by chained clauses, and sentence patterns which are consistently well controlled.

Subject Focus:	Language Awareness
Learning Outcome: 13 **Paper I and Paper II**	I can be consistent in my use of tense, voice, mood, person and number.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
13.1a I can, with support, use simple and compound sentences.	13.2a I can use complex sentences.	
	13.2b I can identify a particular use of sentence structure tense, voice, mood, person and number e.g. *by giving quotations*.	13.3b I can comment on the particular use of sentence structure, tense, voice, mood, person and number.
13.1c I can, with support, use short utterances/sentences that are consistent tense, voice, mood, person and number.	13.2c I can use the correct tense, voice, mood, person and number consistently.	

Subject Focus:	Language Awareness
Learning Outcome: 14

Paper I and Paper II | I can demonstrate my understanding of how words behave together by using these patterns in context. |

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
14.1a I can, with support, identify words which are homonyms, homophones, homographs and heteronyms.	14.2a I can use the correct homonyms, homophones, homographs and heteronyms correctly when I write simple, compound and complex sentences.	
14.1b I can, with support, use simple collocations.	14.2b I can use basic chunks of language and idiomatic expressions.	14.3b I can use complex chunks of language and idiomatic expressions.
14.1c I can, with support, identify basic rhetorical devices
e.g. *transitional expressions*.	14.2c I can use a limited range of rhetorical devices e.g. *signposting*.	14.3c I can use a wide range of rhetorical devices e.g. *parallelism, list of three, questions*.

Subject Focus:	Language Awareness
Learning Outcome: 15 Paper I and Paper II	I can produce various forms of discourse.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
15.1a I can, with support, identify the purpose and the target audience in a given text.	15.2a I can determine the purpose and the target audience in a given text.	15.3a I can clearly show the specific purpose and the target audience which relate to a social context.
15.1b I can, with support, identify the discourse markers in a given text.	15.2b I can determine the discourse markers that best fit the context in a given text.	15.3b I can use appropriate discourse markers consistently in speech and writing.
15.1c I can, with support, identify the meaning of a word.	15.2c I can, with support, describe the language used in a sentence/utterance.	15.3c I can discuss the language used in specific contexts e.g. *reference to sentence length, repetition*.
15.1d I can, with support, distinguish between fact and opinion.	15.2d I can provide information from at least one source to compile a short oral/written report.	15.3d I can provide information from different sources to compile a short oral/written report.
15.1e I can, with support, make use of informal register.	15.2e I can use formal or informal register appropriate to the task.	15.3e I can use register appropriate to the given context.
15.1f I can, with support, identify features of language which show comparison and contrast.	15.2f I can make use of language to compare and contrast.	
15.1g I can, with support, narrate and describe by using short sentences/utterances.	15.2g I can argue in a limited and controlled manner in writing/speaking.	15.3g I can make use of exposition in writing/speaking.

Scheme of Assessment

School Candidates

The assessment consists of Paper I and Paper II. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA) 30%: is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment 70%: is comprised of a two-hour written exam and a 10-minute oral examination, set at the end of the programme and differentiated between two tiers:

   a. Levels 1 and 2;
   b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

Paper I - School Based Assessment: (30% of the total marks)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two categories:

- SBA at categories 1-2 must identify assessment criteria from these two levels. It is suggested that ACs are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. It is suggested that ACs are weighted at a ratio of 30% at each of Levels 1 and 2, and 40% at Level 3.

   The mark for SBA at level categories 1-2 presented for a qualification at level categories 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Paper II - Controlled Assessment (70% of the total mark)

The controlled assessment will be based on all the Learning Outcomes pertaining to the following skills: Speaking, Reading and Writing. An overview of the controlled assessment is shown in the table below:

CONTROLLED ASSESSMENT 1-2						
	SECTION	COMPONENT	TASK	MARKS	DURATION 2hrs 10 mins	
70% Controlled Assessment		Speaking (10%)	Long Turn	**100**	10 minutes	10 min
	A	Reading (15%)	Continuous/non-continuous text	**30**	40 minutes	2-Hour Paper
	B	Reading (15%)	Continuous/non-continuous text	**30**	35 minutes	
	C	Writing (30%)	Short/guided writing task	**10**	45 minutes	
			Long writing task	**30**		

CONTROLLED ASSESSMENT 2-3						
	SECTION	COMPONENT	TASK	MARKS	DURATION 2hrs 10 mins	
70% Controlled Assessment		Speaking (10%)	Long Turn	**100**	10 minutes	10 min
	A	Reading (15%)	Continuous/non-continuous text	**30**	40 minutes	2-Hour Paper
	B	Reading (15%)	Continuous/non-continuous text	**30**	35 minutes	
	C	Writing (30%)	Long writing task	**40**	45 minutes	

Private Candidates

Private candidates shall be assessed by means of two controlled assessments.

The first controlled assessment (Paper 1) will focus on the learning outcomes identified for Paper 1. The second controlled assessment (Paper 2) is common with school candidates. An overview of the Private Candidate's Paper is shown in the tables below:

SECTION	COMPONENT	TASK	MARKS	DURATION 2hrs	
		Private Candidate's Paper 1-2-3			
A	Listening	Text 1	25	40 minutes	2-Hour Paper
		Text 2			
B	Reading	Continuous text	25	40 minutes	
C	Writing	Short writing task	10	40 minutes	
		Long writing task	40		

Figure 3: Scheme of Assessment, Levels 1-2-3 (private candidates)

Appendix 1: Glossary of Terms

Anaphoric reference	A relation between two linguistic expressions such that the second one refers back to the first e.g. *She must have cut herself*.
Audience	The receivers or intended receivers of a written, spoken or multimodal text.
Bias	A strong opinion that is presented by a writer or speaker.
Cataphoric reference	A relation between two linguistic expressions such that the first one refers forward to the second e.g. *It's nice, that table*.
Chunks in speaking	We use chunks like *you know*, *you know what I mean*, *I know what you're saying* to check and show understanding between speaker and listener.
Clause	A group of words containing a finite verb.
Cohesion	It is concerned with the formal links between clauses, how an item – a pronoun, a noun or a conjunction – in one clause may refer backwards or forwards to another clause.
Coherence	It is concerned with the overall interpretation of a text as a unified piece of discourse, not just the formal links. Coherence is a combined linguistic and cognitive property.
Collocations	Pairs of words that are habitually used together e.g. *heavy traffic, strong tea*.
Continuous text	Texts that are formed by sentences organised into paragraphs. Examples of continuous texts include newspapers, reports, essays, novels, short stories, reviews and letters. Continuous texts are also known as prose texts.
Discourse	It is any piece of continuous piece of speech or writing in its social context and refers to the interactive and communicative dimension of language, which involves the dynamic processes of text production and understanding. It entails that large units of language have a definable communicative function.
Discourse marker	A type of insert used in conversation. It signals interactively how the speaker plans to steer the dialogue e.g. *Now, here's some…*
Discursive writing	A piece of writing in which the writer discusses a given topic and presents arguments related to it.
Draft	The stage in the writing process in which the writer organises information and ideas into sentences and paragraphs.
Ellipsis	Omission of a clause or phrase elements that can be constructed from the context e.g. A: *I have to appease you*. B: *No, you don't*.
Expository writing	A piece of writing which seeks to explain. This can include essays, articles, instruction manuals, textbooks.
Genre	It refers to different communicative events which are associated with particular settings and which have recognised structures and communicative functions. Examples of genres according to this conceptualisation would be laboratory reports, news articles, recipes, religious sermons, political speeches, curriculum vitae, and more recent 'virtual' genres such as various types of emails, text messages, instant messages, tweets and Facebook pages.
Heteronyms	Each of two or more words with the same spelling but which have different pronunciation and meaning e.g. *wind meaning to coil up and wind meaning the blowing air*.

High-frequency words	Words which occur most frequently in written material e.g. *and, it, the*. These words often have little meaning on their own but they contribute a great deal to the meaning of a sentence.
Homograph	A word which is spelled the same as another word, but that has a different meaning, origin or pronunciation *e.g. bow (the front of a ship)/bow (a loop made in string or ribbon/bow(a device to shoot arrows).*
Homonym	A word that sounds the same or is spelled the same as another word but has a different meaning e.g. *new/knew, bow (to bend at the waist)/bow (a weapon).*
Homophone	A word that is pronounced the same as another word but that has a different meaning or spelling, or both e.g. *sow/sew, to/two/too.*
Intelligibility	The communicative effect of pronunciation features. It is often dependent on the amount of strain the speakers cause the listener.
Non-continuous text	Texts that are organised differently than continuous texts, and therefore require a different kind of reading approach. Examples of non-continuous texts include lists, tables, graphs, diagrams, advertisements, schedules, catalogues, indexes and forms.
List of three	This refers to making three related points in order to support one's argument.
Low-frequency words	Words are considered low-frequency if they are not commonly used e.g. tisane.
Parallelism	This refers to using elements in sentences that are grammatically similar in structure, sound, meaning or metre. This technique adds symmetry, effectiveness and balance to the written piece. E.g. *Like father, like son*.
Purpose	the intention behind a text in terms of what it is designed to do and how it is used. Texts can have more than one purpose.
Register	It refers to the varieties of language that are associated with different circumstances and purposes. They are often dependent on the context and the language chosen is deemed as appropriate to the interaction, situation, communicative purpose and audience.
Repair	An utterance in conversation where a speaker repeats what was said with sort of correction e.g. *I don't think you sh- I think you should leave.*
Rhetorical devices	A use of language that is intended to have an effect on one's audience e.g. *repetition, figurative language, rhetorical questions.*
Scan	To look through a text quickly in order to find out a piece of information that you want or to get to the general idea of what the text contains.
Signposts	They are expressions that outline and structure the points of information or line of argumentation in the spoken interaction or written work.
Skim	To read or consider something quickly in order to understand the main points, without studying it in detail.
Style	The technique used in one's writing depending on syntax, word choice and tone.
Text structures	The five most common text structures are: compare and contrast, cause and effect, problem and solution, sequence, description.
Text types	Differ in purpose and linguistic characteristics. They are rhetorical modes that follow systematic internal discourse patterns. Problem-solution, exposition and argument are examples of text types.
Transactional	It is language which is used to make a transaction, and which has a result. It can be compared with interactional language, which is used to maintain relationships such as

	write a transactional letter that has a clear objective, e.g. asking for a refund or for information, or making a complaint.
Transitional expressions	Words and phrases which connect one idea to another within sentences and between paragraphs e.g. *in addition, similarly, although.*
Utterance	When we speak, we do not strictly produce sentences; instead, we produce utterances. An utterance is a single piece of speech marked off as a unit in some way; for example, by pauses and intonation.

(Sources: Paltridge, B. (2002). Genre, text type and the EAP classroom. In Johns, A. (Ed.) *Genre in the Classroom: Multiple perspectives* (pp. 73–90). Malwah, NJ: Lawrence Erlbaum.

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Cambridge dictionary https://dictionary.cambridge.org/)

Appendix 2: Text Types (Reading and Writing)

The table below contains the Reading text types which students need to be familiar with.

Text types	Genres	'virtual' genres
Informative/Explanatory	Form filling Report (chronological/non-chronological) Agenda Leaflet Itinerary Caption Biography Poster Invitation Postcard Announcement Letter of Apology Memo	Blog Post on social network Email
Descriptive	Curriculum Vitae Letter of application Notes for an interview Interview write-up	Travel Blog Post on social network Email
Instructive/Procedure	List of rules Recipe Rules of a game How-to guide Schedule of task Planning an event	Email
Persuasive (e.g. Opinion)	Advert Opinion Poster Letter of complaint Letter of Apology Speech	Blog Online forum Post on social network Email
Discussion (e.g. Argument, Problem and Solution)	Review Article Letter to the editor Letter of complaint	Online forum Chat Post on social network Email
Narrative/Recount	Review Diary Entry Recount Note taking Letter of Apology	Blog Post on social network Email

	Short story	
	Newspaper report	

Note: Some genres appear more than once. For example, an email is an electronic message which may replicate the content of a letter.

Total length of Reading texts in Controlled Assessment:

1-2	800-1000 words
2-3	1000-1300 words

The table below contains the text types for writing. The text types marked * will be assessed in the Controlled Assessment Paper 2.

Text types	Genres	'virtual' genres
Informative/Explanatory	Form filling Report (chronological/non-chronological)* Agenda Leaflet Itinerary Caption Biography Poster Invitation Postcard Announcement Letter of Apology* Memo	Blog Post on social network* Email*
Descriptive	Curriculum Vitae Letter of application Notes for an interview Interview write-up	Travel Blog* Post on social network* Email*
Instructive/Procedure	List of rules* Recipe* Rules of a game How-to guide Schedule of task Planning an event*	Email*
Persuasive (e.g. Opinion)	Advert Opinion* Poster Letter of complaint* Letter of Apology*	Blog Online forum Post on social network* Email*

	Speech	
Discussion (e.g. Argument, Problem and Solution)	Review* Article* Letter of complaint*	Online forum Chat Post on social network* Email*
Narrative/Recount	Review* Diary Entry Recount Note taking Letter of Apology* Short story Newspaper report	Blog Post on social network* Email*

Appendix 3: List of thematic areas

1. personal information
2. daily life and work
3. relations with other people
4. house and home
5. free time
6. entertainment and media
7. travel
8. health and fitness
9. education
10. shopping
11. food and drink
12. services
13. places
14. the environment
15. weather
16. social and global issues
17. science and technology