

ENGLISH

Subject Code No. 110

A. GENERAL OBJECTIVES

The general objectives of the examination are to test the candidates' ability to:

1. read with understanding a range of materials suitable for 10-11 year olds – texts, stories, news items, instructions, poems, songs – and react to them in writing;
2. communicate thoughts, feelings and experiences in sentences and short coherent pieces of prose;
3. use the elements of English effectively.

B. DOMAINS / AREAS

The following domains/areas in English will be tested in the examination:

1. Reading with understanding
2. Written expression
3. Grammar
4. Vocabulary

C. ASSESSMENT OBJECTIVES

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
1. READING WITH UNDERSTANDING	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> - demonstrate understanding of short unseen texts of different types (narrative, documentary, factual, etc.) - demonstrate the ability to grasp the main idea of a paragraph/a short text - extract and convey specific and relevant information - identify relationships between actions, people and events in logical and/or chronological order - make simple comparisons - draw simple inferences - demonstrate understanding of words in short passages 	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> - read with understanding texts of a higher level of difficulty - recognise relationships between ideas - draw more complex inferences - recognise the tone of a text, e.g. use of humour and irony - express opinions, feelings - demonstrate the ability to interpret events and ideas - demonstrate the ability to synthesise

Domains/Areas	Essential Learning Competencies	Desirable Learning Competencies
<p>2. WRITTEN EXPRESSION</p>	<ul style="list-style-type: none"> - sequence sentences to form a short paragraph - carry out writing tests requiring words, phrases and simple sentence structures 	<ul style="list-style-type: none"> - demonstrate ability to: <ul style="list-style-type: none"> (a) write complex sentences (b) link sentences to form a paragraph (c) write a coherent and continuous piece of prose of about 150 words
<p>3. GRAMMAR 4. VOCABULARY</p>	<ul style="list-style-type: none"> - show the ability to understand and use the basic grammatical structures and vocabulary of the language 	<ul style="list-style-type: none"> - demonstrate the ability to use a wider range of vocabulary, and grammatical and syntactical components suitable for that age-group

(Refer to Teaching Syllabus, Ministry of Education & Human Resources/NCCRD Materials and Document "Learning Competencies for All")

D. DESCRIPTION OF PAPER**SECTION A**

Q1 Knowledge and recognition of proper grammatical structures and vocabulary will be tested through multiple-choice/ fixed-response/open-ended items. *(20 marks)*

(Please note that this question can be broken down into 2 or 3 sub-questions, all testing knowledge of grammar and vocabulary)

Q2 Understanding will be tested through multiple-choice or open-ended items set on an unseen passage which could be a text, a poem, a letter, a conversation, a newspaper article, a poster, etc or through a simple cloze test. *(30 marks)*

Q3 The ability to write will be tested in any of these ways:

- form to be filled in
- a few simple sentences to be written on a given picture
- a few sentences to be made with given words
- jumbled sentences to be rearranged and completed
- short text / guided conversation / letter to be completed *(10 marks)*

SECTION B

Q4 Ability to apply and use knowledge of grammar and vocabulary will be tested through a fixed-response or an open-ended exercise. *(10 marks)*

Q5 Reading with understanding will be tested through multiple-choice or open-ended items set on an unseen text or through a cloze test of a higher level of difficulty. *(10 marks)*

Q6 Writing skills will be tested *either* through a picture composition with / without clues *or* a guided composition on a given canvas/ outline requiring coherent continuous prose of about 150 words. *(20 marks)*