

Caribbean Examinations Council



# CCSLC<sup>®</sup> English

**SYLLABUS  
SPECIMEN PAPER  
MARK SCHEME**



**CARIBBEAN EXAMINATIONS COUNCIL**

**CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE®**

# **ENGLISH SYLLABUS**

**Effective for examinations from May–June 2012**



CCSLC/E/O1/12

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Correspondence related to the syllabus should be addressed to:

The Pro-Registrar  
Caribbean Examinations Council  
Caenwood Centre  
37 Arnold Road, Kingston 5, Jamaica

Telephone Number: + 1 (876) 630-5200

Facsimile Number: + 1 (876) 967-4972

E-mail Address: [cxcwzo@cxc.org](mailto:cxcwzo@cxc.org)

Website: [www.cxc.org](http://www.cxc.org)

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The Garrison, St Michael BB14038, Barbados

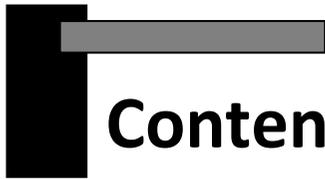


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Please note that the syllabus was revised and amendments are indicated by italics and vertical lines.

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Please check the website, [www.cxc.org](http://www.cxc.org) for updates on CXC's syllabuses.



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# Caribbean Certificate of Secondary Level Competence

## INTRODUCTION

The Caribbean Examinations Council (CXC) in consultation with policy makers and educators in CXC Participating Territories identified the need for a new programme that *would* respond to the changing demands of the education sector. A major development *has been* the move by all territories to universal secondary education *which* enables persons with a wide range of abilities to benefit from educational provision at this level. The decision to implement programmes to achieve universal secondary education is based on an understanding that the region needs a well educated and trained labour force for an increasingly competitive global environment. A sound secondary education foundation is imperative for further education and training *and for entry in the world of work*.

Several territories, *having* recognised the need for a programme that *would* meet the new needs in secondary education, had embarked on the development of national programmes. However, through consultations at the regional level, policy makers and educators recognised that a regional intervention by CXC *would* have several benefits including cost-effectiveness, *common standards*, portability of certification and regional and international recognition.

CXC has responded. Through the consultative processes employed in syllabus development, *CCSLC was developed* and first examined in 2007. The programme which is competency-based comprises a core of subjects – English, Integrated Science, Mathematics, Modern Languages and Social Studies. Through this core, the learner should acquire the knowledge, skills, competencies, values and attitudes that are desired in a secondary school leaver. The core developed by CXC subject panels will be examined by CXC. In addition, learners can gain additional benefit through special programmes that may be added as electives to the core at national level.

Policy makers and educators have noted that, ideally, this core programme could be taken by all students at the stage when they are ready. However, the decision on who should take the examination and in what year it will be taken will be *made* at national level in consultation with CXC. A person who successfully completes this core should have the foundation for further education and training and for entry level employment. In developing and implementing this programme at the secondary level, CXC, working with its partners, took into consideration the cultural context and the aspirations of regional governments for a well educated and trained labour force to meet the targets set for social and economic development *as enshrined in the CARICOM document “The Ideal Caribbean Person (2000)”*. *The foundation that this programme will provide is an imperative as a base for the development of citizens as the most valuable resource of the small states of the region.*

The main focus of this programme is derived from the aspirations of regional governments and the Caribbean Community (CARICOM) which acknowledge that education is the route to healthy democracies and sustainable development. The curriculum is therefore competency based and encompasses the knowledge, skills, attitudes, values and attributes expected of high school graduates by regional Governments. Some of these knowledge, skills, attitudes, values and attributes or competencies are generic and cut across all five subjects, whilst others are peculiar to each of the five subjects of the curriculum. The generic and subject specific competencies targeted for development in the curriculum are given below.



## **GENERIC COMPETENCIES**

- PROBLEM SOLVING
- CRITICAL THINKING
- INFORMED DECISION MAKING
- MANAGEMENT OF EMOTIONS
- POSITIVE SELF CONCEPT
- WORKING IN GROUPS
- HANDLING CONFLICT
- DEALING WITH DIVERSITY AND CHANGE
- INDEPENDENT LEARNING STRATEGIES
- COMPUTER LITERACY
- TECHNOLOGICAL LITERACY

## **SUBJECT-SPECIFIC COMPETENCIES**

- ABILITY TO COMMUNICATE ORALLY AND IN WRITING
- ABILITY TO FUNCTION IN A FOREIGN LANGUAGE
- MATHEMATICAL LITERACY
- SCIENTIFIC LITERACY
- SOCIAL AND CITIZENSHIP SKILLS

## **COMPETENCIES**

The structure of the programme takes into consideration that the attainment of the competencies identified is the result of processes that require life-long learning and that mastery is attained by progressive steps over differing periods of time. Bearing in mind that one of the main purposes of the curriculum is to prepare individuals to participate fully as productive members of society, key competencies have been identified that are essential for daily living with emphasis on the workplace. A Learning Grid (Appendix I) lists the key competencies across the five subjects of the curriculum, identifies a reference number and indicates the subjects or group of subjects that specifically engage the learner in its development.



## OUTCOMES OF THE CURRICULUM

The curriculum hinges on the realisation that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that students who master the programme should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognize equality of opportunity, freedom of expression and association, and the right to fair judicial process.

## MAIN ELEMENTS OF THE CURRICULUM

- *It provides the foundation knowledge, skills and attitudes required for secondary education.*
- It provides the foundation for further education and training and for entry level employment.
- It provides articulation between and within subject groups offered in the Caribbean Secondary Education Certificate (CSEC) examination by catering for students who continue at secondary school to take General Proficiency examinations in academic or technical and vocational or a mix of academic and technical and vocational subjects.
- It facilitates articulation within the wider school curriculum and responds to the developmental needs of the region.





# ENGLISH SYLLABUS

## ◆ RATIONALE

The Caribbean is a linguistically diverse region. The development of communicative competence in Caribbean Standard English (CSE) enables citizens to function nationally, regionally and internationally.

For students to negotiate successfully the environment in which they work and play, it is critical that they develop language skills that will help them to understand what they listen to, view and read, and to respond effectively in speech, writing and other expressive media.

Students must be exposed to language activities which allow them to communicate confidently and effectively in a variety of settings and situations. These activities will also allow them to explore social, cultural and moral values and appreciate the aesthetic appeal and power of language.

The *course covered by this syllabus* is designed to encourage a wide range of teaching strategies. It takes full account of the varied learning styles of students and recognises the value of catering to multiple intelligences. The syllabus emphasises the acquisition of communicative skills and is conducted in a student-centred, activity-based environment which makes use of students' experiences and simulates real life situations for the practice of the language. The programme stresses careful attention to the processes involved in the development of the language skills and provides scope for integration across the curriculum.

In the Caribbean language context, the development of proficiency in the use of CSE is critical for personal, social and intellectual advancement. However, this *course of study* also seeks to help students to appreciate when and where it is appropriate to use the native language varieties while it aims to develop their competence in their use of the Standard.

*This course of study will contribute to the development of the Ideal Caribbean Person as articulated by the CARICOM Heads of Government. It will assist in building students' awareness of the centrality of language to the normal functioning of human beings and facilitate their ability to operate in the Caribbean environment and beyond. It also builds students' awareness and appreciation of self and community and provides them with the confidence and communicative competencies to respond appropriately and creatively to the challenges of functioning in whatever environments they may find themselves.*



## ◆ AIMS

This syllabus is intended to produce students who:

1. *use language effectively for the purpose of communication in social, academic and work environments;*
2. recognise, interpret and respond to ideas presented through different media;
3. explore the moral, cultural and social values conveyed through language;
4. develop competence and confidence in their use of language across the curriculum;
5. appreciate the appropriateness and value of the varieties of English and of the dialects and creoles of the Caribbean in different social and cultural contexts;
6. *are motivated to read for pleasure and for the development of self and community.*

## ◆ GENERAL OBJECTIVES

On completion of this syllabus, students should be able to:

1. give and receive information;
2. read for specific information;
3. *respond to information received;*
4. read, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.



## ◆ SKILLS AND ABILITIES TO BE ASSESSED

The aims and general objectives can be attained by developing the related key competencies in the student. These competencies are categorised under three broad headings:

- (a) Listening and Speaking;
- (b) Reading and Viewing; and
- (c) Writing.

### KEY COMPETENCIES

#### Listening and Speaking

The ability to:

- Listen for, evaluate and present essential information;
- *Speak effectively in a variety of contexts.*

#### Reading and Viewing

The ability to:

- *Read and interpret information from a range of print and electronic sources at the literal, inferential and critical levels;*
- Evaluate information read and viewed;
- Source relevant information;
- Respond appropriately to information read and viewed.

#### Writing

The ability to:

- Write appropriately for a variety of purposes.



## ◆ ORGANISATION OF THE SYLLABUS

The syllabus is arranged in five Modules, each of which represents a context for language use.

- Module 1 - Welcome to My World – Communicating Personal Information
- Module 2 - *Searching and Sharing – Accessing and Presenting* Information
- Module 3 - Speaking Up and Speaking Out – Convincing and Informing Through Language
- Module 4 - Windows to Our World – Language for Understanding and Using the Media
- Module 5 - Exploring New Frontiers – Communicating in the Work Environment

## ◆ RECOMMENDED APPROACHES TO TEACHING THE SYLLABUS

*This syllabus is designed using the philosophy that the acquisition and mastery of language is a progressive process which requires constant practice and reinforcement. It is envisaged that students will master the stated objectives after having been given many opportunities to receive and produce the target language. The contexts provided in each Module are intended to provide a framework for students to immerse themselves in language which raises issues relevant to the stated context.*

*The opportunities for students to practise using the target language should be provided in an environment that promotes success among students. A risk-tolerant setting is critical to student experimentation with language and the development of the required competencies. For this reason, peer and small group activities are recommended so that students may feel relaxed and confident enough to manipulate the language. Critical comments and excessive correction of errors should be avoided, since this may contribute to low self-esteem and refusal to make attempts to develop CSE competencies. Teachers should also keep in mind that in teaching CSE grammar to speakers of Creoles it is important to raise students' consciousness or awareness of the similarities and differences between the forms.*

*The text-based approach, described in many of the suggested teaching and learning activities, provides for students' interaction with various literary, scientific and technical texts, develops their ability to listen, view and read and to respond in speech and writing. Material chosen should be attractive to the age-cohort and written at a level which makes meaning accessible to students with guidance from their teachers. Such material may be found in newspapers and magazines; literary works; audio and video clips from radio and television news and other programmes.*

*Teachers may need to scaffold stimuli until students are able to independently make meaning of material at a level appropriate for the syllabus. A similar isolation and scaffolding of separate reading skills is also recommended until students are able to apply skills together to derive meaning and express their understanding of what has been presented to them. Such an approach will facilitate the study of literature which is an important key to achieving the aims of the syllabus. The exploration of literature provides opportunities for teachers to emphasise positive values and attitudes, which can foster a life-long desire to read for pleasure. Moreover, as students reflect on the issues presented they may be prompted to question, challenge and evaluate the life perspectives presented.*



*A student-centered, activity-based approach is central to the syllabus. However, the suggested teaching and learning activities are neither prescriptive nor exhaustive. Teachers are encouraged to adapt the activities described to their peculiar classroom situations and to add activities as they seek to maximise student engagement in their own learning.*

*Use of formative assessment is an essential part of improving student achievement. These assessments provide teachers with feedback to determine student readiness for the school-based assessment. Teachers should adapt these assessments and design additional ones where necessary. School-based assessment must be done exactly as specified in the generic task at the end of each Module. The examples provided in the syllabus show teachers how to create assessments to meet the specification of the generic task. Teachers may use this assessment but they are also free to design assessments which better suit their local context. However, the specification of the generic task must be reflected in these assessments and the mark scheme and rubrics provided must be used in determining the grades submitted.*

## ◆ ASSESSMENT GUIDELINES

Assessment is an integral component of the *Syllabus*. Its major functions include facilitating learning, providing information which may be used by students and teachers in the planning of subsequent instructional experiences, and providing information on the highest level of proficiency demonstrated by the student. Teachers are encouraged to take advantage of the flexible structure of the *Syllabus* to ensure that students demonstrate mastery of each stage of the *Syllabus* before going on to the next. A student who has attained mastery should, on any subsequent occasion, and without assistance, be able to demonstrate the highest levels of proficiency on the same or an equivalent task.

The assessment for *this* Syllabus comprises two major components: School-Based Assessment (SBA) and External Assessment (EA).

### SCHOOL-BASED ASSESSMENT (SBA)

This assessment spans two phases.

#### Phase 1:- Formative Assessment

Teachers assess students to identify their areas of strength and weakness. This assessment may be formal or informal, and is usually continuous and integrated with teaching and learning. Some teaching and learning activities are suggested in this Syllabus and the assessment tasks may either be designed or sourced by the teacher, or may be selected or adapted from the examples provided in the assessment column of this *Syllabus*.

Information derived from this type of assessment should be used by teachers and students in planning subsequent action. Students should be encouraged to assess themselves (self- and peer-assessment) and, wherever practical, to participate in the planning of subsequent activity. The effectiveness and management of this approach may be enhanced by sharing the assessment criteria with students before the assessment is done, or by engaging them in the development of these criteria.

#### Phase 2:- School-Based Assessment

Teachers assess students in order to create an objective record of the highest level of proficiency demonstrated. Students may be assessed any time after the teacher deems that they have attained mastery. Teachers may also provide practice exercises which integrate skills across the modules. The students may be assessed individually or in groups, and the arrangements and scheduling may be influenced by the nature of the task, and logistical and administrative considerations. A single standardised school-based task is required for each Module. **Each subject has five Modules, and for each student, the teacher will submit to CXC the marks for each Module.**



The following three specifications facilitate the standardisation of the school-based assessments:

- (i) A generic task is outlined at the end of each Module. This task provides general specifications and conditions which must be satisfied by the assessment undertaken by all students. However, within the limits specified, teachers may adapt the tasks to reflect local or individual interests. For each assignment, one example of an adaptation is given.
- (ii) A standardised rubric or mark scheme is defined and is to be used by the teacher in scoring all students' work. This rubric or mark scheme is designed to clearly indicate the dimensions of interest and the relative importance of each; consequently, it may be used by teachers to verify the appropriateness of their adapted task. While the generic task may be adapted, teachers must not modify the mark scheme. **The same mark scheme is to be used by all teachers and students across all centres and territories.**
- (iii) It is expected that quality control and monitoring of teachers' adherence to the specifications will be arranged and managed at local level.

In order to ensure that students have reasonable opportunity to achieve and demonstrate mastery, teachers can afford their students multiple opportunities to retake or resubmit, the school-based assessment for any Module. Feedback and suggestions for improvement may be provided between attempts, however, the process should be transparent and objective, and the mark awarded should be indicative of the level of proficiency that the candidate would be able to demonstrate independently. The achievement of mastery is emphasised in this course; thus, a student will be expected to achieve a minimum of 50% of the marks available for the school-based assessment component that will be completed in preparation for taking the external examination.

#### **MODULE SCHOOL-BASED ASSESSMENT TASKS**

<i>MODULE 1:</i>	<i>Formal or Informal Letter</i>
<i>MODULE 2:</i>	<i>Written Report and Oral Presentation</i>
<i>MODULE 3:</i>	<i>Expository Piece, Oral Presentation, and a Listening Task</i>
<i>MODULE 4:</i>	<i>A Group Presentation and a Listening Task</i>
<i>MODULE 5:</i>	<i>Portfolio</i>

#### **MODERATION OF SCHOOL-BASED ASSESSMENT**

***Teachers will be required to submit when requested by CXC, a sample of candidates' work completed for School-Based Assessment for moderation purposes. This procedure serves to ensure that the scores awarded by teachers throughout the system are consistent with the standards set by CXC. The samples will be reassessed by a CXC examiner. The examiner's comments will be sent to teachers as Moderation feedback.***

#### **EXTERNAL ASSESSMENT**

At any given sitting, candidates may register to write the external examination in one or more subjects. The external assessment will be a multiple-choice examination comprising 50 items.



## ◆ ELIGIBILITY FOR CCSLC

A candidate will be awarded the CCSLC certificate if he/she **over a period of up to five years** successfully completes a minimum of five subjects selected as follows:

### 1. **Two compulsory subjects**

*Syllabus developed by CXC specifically for this programme*

- i. *English*
- ii. *Mathematics*

### 2. **Three subjects from any group or combination of groups listed below:**

#### i. **Other subjects developed by CXC specifically for CCSLC**

- a. *Integrated Science*
- b. *Modern Languages: French or Spanish*
- c. *Social Studies*

#### ii. **CSEC, TVET and Business Studies Programme – Grades I, II, III and IV**

<i>Home Economics: Management</i>	<i>Principles of Business</i>
<i>Clothing and Textiles</i>	<i>Principles of Accounts</i>
<i>Food and Nutrition</i>	<i>Electronic Document Preparation and Management</i>
<i>Building Technology</i>	<i>Electrical and Electronic Technology</i>
<i>Mechanical Engineering Technology</i>	<i>Office Administration</i>
<i>Agricultural Science</i>	<i>Information Technology</i>
<i>Technical Drawing</i>	<i>Economics</i>



iii. **CSEC Creative and Expressive Arts – Grades I, II, III and IV**

<i>Music</i>	<i>Theatre Arts</i>
<i>Visual Arts</i>	<i>Physical Education and Sport</i>

iv. **TVET and other Programmes certified by other Boards**

*For example, City and Guilds, Heart Trust/NTA (Jamaica) and Royal College of Music*

v. **TVET Level 1 Programmes available in the Region**

*For example, Beauty Culture, Auto Mechanics, Cabinet Making and Hospitality*

vi. **Any locally certified enrichment programme which satisfies the criteria set by CXC**

*For example, Citizenship Education and Community Service*

**3. Reporting CCSLC Results**

Scores from the School-Based Assessment (SBA) and the External Assessment (EA) will be combined to give a composite score with a maximum of 100. A single subject grade will be reported. The grade boundaries are as follows:

<b>Composite Score</b>	<b>Grade</b>
75 - 100	Master
50 - 74	Competent
0 - 49	Developing Competence



**4. Certification**

- i. A result **slip** *will be issued* after every sitting of subjects developed by CXC
- ii. ***A Certificate will be awarded after a candidate achieves a minimum of Competent in five subjects within a five-year period.***

**5. Grading Scheme**

**Candidates who satisfy the requirements as outlined for the CCSLC, will be awarded a certificate that is jointly conferred by CXC and the local Ministry of Education.**



## ◆ FORMAT OF THE ASSESSMENT

**School-Based Assessment** - Five school-based Module-assessments – one per Module.

**External Assessment** - Fifty multiple choice items; each item will have four options.  
(1 hour 15 minutes)

### NOTES ON THE EXAMINATION

1. CXC will set and mark the external assessment.
2. The teacher will set and mark the assignments that make up the school-based assessment of each Module using the Guidelines provided *at the end of each Module*.
3. *The teacher will record the marks for each Module.*
4. The teacher will *submit* the marks for each Module.
5. The teacher will *also* submit the total mark to CXC no later than May 31.
6. CXC will combine the marks earned on the school-based and the external assessment to produce the candidate's overall grade.
7. Three skills will be assessed across the School-Based Assessment and External Assessment:
  - (a) Reading and Viewing - 50%
  - (b) Listening and Speaking - 20%
  - (c) Writing - 30%

The three skills are assessed in the School-Based Assessment.

One of the above skills is assessed in the External Assessment:



8. The mark allocation for this subject is shown below:

Component	Marks Allocated					Total Marks	% Contribution to Composite Score
	Module 1	Module 2	Module 3	Module 4	Module 5		
School-Based Assessment	20	20	20	20	20	100	50
External Assessment	10	10	10	10	10	50	50
% Contribution to Composite Score	20	20	20	20	20	*****	100

9. A result slip will be provided after every sitting for which a candidate registers for the external examination in one or more subjects. *The candidate has up to five years from the year of the first registration to complete the five subjects in order to be awarded a CCSLC certificate.*



## ◆ **MODULE 1: WELCOME TO MY WORLD – *Communicating Personal Information***

This Module contains the following topics:

- (a) Self and Family;
- (b) Cultural Beliefs, Practices and Performances;
- (c) Community.

## ◆ **GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1. give and receive information;
2. read for specific information;
3. *respond to information received*;
4. *read*, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<b>(a) Self and Family</b>			
<ol style="list-style-type: none"> <li>1. listen and respond to at least two ideas or pieces of information presented in a story, poem or article;</li> <li>2. read and respond to at least two ideas or pieces of information presented in a story, poem or article;</li> <li>3. express opinions <i>in speech and writing</i> on a variety of subjects;</li> <li>4. write and sequence at least six essential ideas;</li> <li>5. <i>present information in paragraphs;</i></li> <li>6. <i>spell commonly used words correctly;</i></li> <li>7. <i>demonstrate tolerance for the views of others;</i></li> <li>8. use appropriate vocabulary to express ideas;</li> <li>9. <i>recognise and use the terms frequently used on forms;</i></li> </ol>	<p>Hobbies and interests</p> <p>Beliefs</p> <p>Practices</p> <p>Heritage</p> <p>Performances</p> <p>Ethnicity</p> <p>Values</p> <p>Topical issues/news items</p> <p>Hobbies and interests</p> <p>Beliefs</p> <p>Practices</p>	<ul style="list-style-type: none"> <li>▪ Students listen to or read biographical excerpts from novels (for example, <i>The Year in San Fernando</i>, <i>House on Mango Street</i>) and respond orally and in writing to specific information given.</li> <li>▪ Students read or listen to short stories, poems and <i>songs</i> related to the theme, 'Self and family', for example, "<i>First Confession</i>", "<i>Alleluia Morning</i>" by John Wickham and orally respond to the ideas or lessons communicated in these stories, poems and <i>songs</i>.</li> <li>▪ In follow-up lessons, students may write brief reflective paragraphs stating or describing how the lessons communicated in stories about self and family are related to their experiences. Where their experiences are different, students may describe why and how their experiences are different.</li> <li>▪ Students identify relevant personal information and write to a penpal column to find a penpal.</li> <li>▪ Students present their Facebook profile.</li> <li>▪ <i>Students review frequently used items, for example, surname, christian name, family name, referee, marital status</i></li> <li>▪ Students complete simple forms requiring personal information – name, age, gender, hobbies and special talents paying special attention to instructions given. These forms may be related to clubs, societies and special activities that are real or</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students make an oral presentation on an interesting story, poem or article read (not including material used in learning activities) related to family and self.</li> </ul> <p>Presentation should include:</p> <ol style="list-style-type: none"> <li>(i) clear statement(s) of two ideas or pieces of information they found appealing (or useful);</li> <li>(ii) a brief description of how the ideas or information affected their attitudes, feelings or goals.</li> </ol> <ul style="list-style-type: none"> <li>▪ Write a note of introduction to peers to include six essential details about self.</li> <li>▪ Complete application forms for: <ul style="list-style-type: none"> <li>- a driving permit</li> <li>- club membership;</li> <li>- passport information;</li> <li>- <i>immigration;</i></li> <li>- <i>customs.</i></li> </ul> </li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>10. <i>accurately record personal information requested;</i></p> <p>11. <i>use punctuation marks (question mark, speech marks, exclamation mark, comma, apostrophe and full stop) and capital letters appropriately;</i></p> <p>12. <i>use correct subject and verb agreement in speech and writing;</i></p> <p>13. <i>ask questions to gain information and clarify ideas;</i></p> <p>14. <i>identify and state main ideas after listening to presentations or reading extracts;</i></p> <p>15. <i>write a friendly letter using appropriate format;</i></p> <p>16. <i>examine and respond to visuals, for example, diagrams, graphics, charts, illustrations, photographs, icons;</i></p> <p>17. <i>use suitable adjectives in speech and writing;</i></p> <p>18. <i>use suitable link words;</i></p>	<p>Heritage</p> <p>Performances</p> <p>Ethnicity</p> <p>Values</p> <p>Topical issues/news items</p>	<p>imagined.</p> <ul style="list-style-type: none"> <li>▪ <i>Students take personality tests taken from newspapers, magazines or the Internet and discuss the results with classmates, for example, the accuracy of results.</i></li> <li>▪ <i>Students participate in games linked to information about self, for example, the “Adjective Game” in which each student describes himself or herself with one word that begins with the same letter that starts his or her christian name. For example, ‘marvellous Melodine.’</i></li> <li>▪ <i>Students may compose “name poems” and read to classmates who respond and comment in CSE. For example, Sweet Sue usually has lots of energy is a line from a “name poem” from the name Sue.</i></li> <li>▪ <i>Students draw self-portraits and write about how they see themselves, as well as how they think others see them. This activity may be done in their journals.</i></li> <li>▪ <i>Students read short stories or extracts, for example, <u>Bertie Bullfrog</u> by Colville Young or <u>The Young Warriors</u> by V.S. Reid and draw caricatures of the outstanding characters</i></li> <li>▪ <i>Students examine samples of family trees brought in by the teacher. They then construct their own family tree to clearly represent three generations and each explains the tree to a peer in Caribbean Standard</i></li> </ul>	<p><i>Students compile a portfolio which includes:</i></p> <ul style="list-style-type: none"> <li>- <i>a family tree;</i></li> <li>- <i>a list of questions for interview;</i></li> <li>- <i>a descriptive paragraph related to family photographs</i></li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>19. <i>Speak clearly and confidently on a range of topics;</i></p> <p>20. <i>Listen and respond to ideas/information presented;</i></p> <p>21. <i>Identify the main events or ideas in narrative and instructional texts;</i></p>	<p>Hobbies and interests</p> <p>Beliefs</p> <p>Practices</p> <p>Heritage</p> <p>Performances</p> <p>Ethnicity</p> <p>Values</p> <p>Topical issues/news items</p>	<p>English (CSE). Students may refer to the family trees they may have constructed in the Social Studies class.</p> <ul style="list-style-type: none"> <li>▪ Students interview peers, family members and other persons within the community about their values, morals and beliefs. They will share their findings orally with the class and participate in general discussion on values. Oral presentation should demonstrate good eye contact, good positive accurate pronunciation – clear enunciation (for example, observing beginning and ending sounds).</li> <li>▪ Students view family photographs and write descriptions of individuals or the scene being portrayed. In addition to a physical description of the photograph, the student may include the feeling(s) or mood being communicated.</li> <li>▪ Students may compose a rap or calypso about themselves or a family member. They should write or type the words, share these with their classmates and perform the composition.</li> <li>▪ Students form groups according to hobbies and interests, for example, reading, singing and listening to music, sports, dancing. They discuss their hobbies and interests with their groups, making note of new ideas or materials they may explore. For example, members of the reading group may note interesting books they have not yet read and members of the music group may note musical recordings they have not yet heard.</li> </ul>	<p><i>NB. The portfolio can be presented in print or electronic form and can include Facebook content.</i></p> <ul style="list-style-type: none"> <li>▪ Teacher arranges conferences between pairs of students to discuss books and articles which they have read.</li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>22. <i>identify supporting details in texts;</i></p> <p>23. <i>use a range of strategies to read a variety of texts;</i></p> <p>24. <i>identify whether the writer is trying to persuade, inform, entertain, explain;</i></p> <p>25. <i>make inferences in response to materials read, viewed or heard;</i></p> <p>26. <i>read a variety of material for pleasure.</i></p>	<p>Hobbies and interests</p> <p>Beliefs</p> <p>Practices</p> <p>Heritage</p> <p>Performances</p> <p>Ethnicity</p> <p>Values</p> <p>Topical issues/news items</p>	<ul style="list-style-type: none"> <li>▪ Students may exchange books and musical recordings. They will enter the title of the item borrowed, the date and affix their signatures on a class record sheet developed by the teacher for this purpose. Students may agree on a standard time for lending items. The date on which the item was returned will also be indicated and a signature affixed on its return. Students may select a student to serve as records officer for the class. This position may be rotated.</li> <li>▪ Students will read and submit brief written reports on a variety of texts read, <i>for example</i>, travel magazines, brochures, newspapers. They will use a standard format that sets out the title of the book or article, author(s), date and place of publication. The format will also include a brief paragraph summarizing the content and one or two paragraphs stating what they found interesting or useful. They may also include a paragraph that addresses parts of the work they would have liked to change, where this is applicable.</li> <li>▪ Students dramatise excerpts from books they found particularly interesting.</li> <li>▪ Students create reading logs or diaries to record daily experiences.</li> <li>▪ Teacher organizes a poetry sharing session. Students recite their own poetry or any poetry they find appealing and explain its effect. The words of unfamiliar poetry may be made available to peers before or after the performance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students give talks to class to share information about and responses to books and articles which they have read. Other students may ask questions about the books or articles.</li> <li>▪ <i>Design a poster, flyer, book cover or illustration to promote or publicise a book or article that students found particularly enjoyable.</i></li> </ul>

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		<ul style="list-style-type: none"> <li>▪ Students listen to and orally compare music from different artistes and eras in terms of lyrics (or messages being conveyed) sound, quality, beat.</li> <li>▪ Students listen to different types of music; for example, soul, reggae, zouk, rhythm and blues, calypso. They describe the moods created by these different music types.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Students</i> read a selection of poems, then listen to a variety of instrumental pieces in order to match songs with the poems based on the similarity of moods conveyed.</li> </ul>
<b>(b) Cultural Beliefs, Practices and Performances</b>			
<ol style="list-style-type: none"> <li>1. request essential information;</li> <li>2. listen for and record essential information;</li> <li>3. report information accurately;</li> <li>4. expand and elaborate ideas;</li> <li>5. order sentences to make ideas clear;</li> <li>6. present information in an organised manner;</li> <li>7. <i>use suitable link words;</i></li> <li>8. give clear instructions;</li> <li>9. provide accurate information;</li> <li>10. <i>write simple narratives;</i></li> </ol>	<p>Values</p> <p>Beliefs</p> <p>Practices</p> <p>Performances</p>	<ul style="list-style-type: none"> <li>▪ Students interview older family members or other community persons about cultural values, beliefs and practices. They will record the information and share findings with the class. <i>Oral presentation should demonstrate good eye contact, good posture accurate pronunciation (for example, beginning and ending sounds) clear enunciation.</i></li> <li>▪ Class collaboratively creates an informative piece or paragraph after practising steps in the writing process.</li> <li>▪ As a follow-up activity students may write informative articles on some aspect of cultural values, beliefs and practices for a class magazine. The articles should include all the essential elements, for example, an eye-catching heading, an attention-grabbing summary statement. 'Is bush tea killing us?' is an example of an eye-catching heading.</li> <li>▪ Students describe local cultural practices, for example, burial customs, <i>wakes</i>, bush baths, naming ceremonies, <i>harvest rituals</i>, <i>weddings</i>, <i>boat building</i>, <i>baptismal vows</i>. <i>The descriptions should</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students bring in items of cultural relevance that they find interesting; for example, clay pots, flags, clothes.</li> </ul> <p>Each student should produce:</p> <ul style="list-style-type: none"> <li>- a physical description of the item in one paragraph;</li> <li>- at least two statements on the importance of the item in family or national history in another paragraph.</li> </ul> <ul style="list-style-type: none"> <li>▪ Using information gathered earlier from interview with community elders, have students write a narrative in which a particular cultural practice either: <ul style="list-style-type: none"> <li>- saved someone's life;</li> <li style="text-align: center;">or</li> <li>- caused harm to someone.</li> </ul> </li> </ul> <p>Narrative should include:</p>

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>11. <i>use suitable adjectives and adverbs in speech and writing;</i></p> <p>12. use steps in the writing process:</p> <ul style="list-style-type: none"> <li>- reflection;</li> <li>- pre-writing;</li> <li>- writing;</li> <li>- post writing;</li> </ul> <p>13. revise and practise the appropriate use of punctuation marks (comma, full stop, apostrophe) capitalization and subject and verb agreement;</p> <p>14. write creative pieces using first or third person;</p> <p>15. evaluate the appropriateness of various language varieties;</p> <p>16. observe rules of grammatical correctness:</p> <ul style="list-style-type: none"> <li>(a) past tense forms;</li> <li>(b) consistency in use of person;</li> <li>(c) possessive forms.</li> </ul>	<p>Values</p> <p>Beliefs</p> <p>Practices</p> <p>Performances</p>	<p><i>demonstrate the use of appropriate language, for example, adjectives and adverbs) and sequencing strategies.</i></p> <ul style="list-style-type: none"> <li>▪ Class works collaboratively to translate a poem or song written in a creole or any non-standard language variety into CSE. (Teachers should use opportunities that arise in class discussions to help students to translate ideas expressed in a Creole or non-standard variety into the target language).</li> <li>▪ Using the ‘pair, share, square technique’ (students form pairs, discuss ideas and then share with an extended group of four students) students discuss the appropriateness of different language forms for cultural activity. For example, if a folk song is sung in CSE it is less effective than if it was sung in the folk language.</li> <li>▪ Students should generate ideas through brainstorming sessions, select points to be used, prepare drafts and make necessary refinements.</li> <li>▪ Students work in groups to play traditional childhood games based on instructions given. Hop-Scotch, Tick-Tack-Toe and Jacks are examples of such games. Students give instructions and help their peers to play this game.</li> <li>▪ Students invent games and write the instructions. Their peers may later try to play these games using the instructions given.</li> </ul>	<p>(a) <u>Relevant details</u></p> <ul style="list-style-type: none"> <li>- a clear description of a specific cultural practice;</li> <li>- the effect of the practice on the individual;</li> </ul> <p>(b) <u>Writing Conventions</u></p> <ul style="list-style-type: none"> <li>- proper sequencing of ideas (organised in paragraphs);</li> <li>- appropriate use of punctuation marks (comma, apostrophe, full stop) capital letters and basic subject and verb agreement.</li> <li>▪ Have students perform a short dramatic piece to illustrate the meaning of a proverb. Get feedback from peers as to the meaning that had been conveyed and state the intended meaning.</li> <li>▪ Compile a list of local proverbs and write the meanings in CSE.</li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<ul style="list-style-type: none"> <li>▪ Students write recipes for dishes typically prepared in their homes.</li> </ul>			
<b>(c) Community</b>			
<ol style="list-style-type: none"> <li>1. express opinions on community issues;</li> <li>2. provide accurate information on persons and situations;</li> <li>3. develop at least three <i>relevant</i> points to support a position taken on an issue;</li> <li>4. <i>use sound and convincing arguments in speech and writing;</i></li> <li>5. use suitable adjectives to describe persons and situations;</li> <li>6. <i>write simple narratives;</i></li> <li>7. design, select and use visuals for specific purposes;</li> <li>8. demonstrate confidence in speaking;</li> <li>9. evaluate the appropriateness of various language forms;</li> </ol>	<p>Places in the community</p> <p>Community characters</p> <p>Language use in the community</p> <p>Community concerns and Achievements</p> <p>Community Activities</p>	<ul style="list-style-type: none"> <li>▪ Students read excerpts from short stories, as well as poems about community characters, (historical and contemporary figures; for example, Beka Lamb and “Jaffo the Calypsonian”). They then discuss and write about the characteristics that made these individuals important members of their community.</li> <li>▪ Using the ‘Speak Easy Mode’ (student sits on a chair at the front of a class and speaks uninterrupted on a subject), students give their opinion on important issues related to their communities. Students should be encouraged to speak in CSE.</li> <li>▪ Students simulate different community activities, for example, Citizens’ Association Meeting or Town Hall Meetings in which they express their views regarding community concerns, achievements or plans to improve any aspect(s) of community life.</li> <li>▪ Students develop questions and interview peers, family members and persons within the community and write informative paragraphs about community activities and characters.</li> <li>▪ Students formulate important community notices and display in classroom.</li> <li>▪ Students discuss evidence that they would present to community leaders to convince them to tackle</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a letter to a community official outlining three reasons why two community problems should be addressed.</li> <li>▪ An acceptable format should be used for the letter and the following included: <ul style="list-style-type: none"> <li>(a) <u>Relevant Details</u> <ul style="list-style-type: none"> <li>- clear statement(s) of two community problems;</li> <li>- three convincing reasons why community problems should be addressed;</li> </ul> </li> <li>(b) <u>Writing Conventions</u> <ul style="list-style-type: none"> <li>- properly sequenced ideas (arranged in paragraphs);</li> <li>- proper use of punctuation marks (comma, apostrophe, full stop) and capital letters;</li> <li>- basic subject and verb agreement (singular subject→singular verb, plural subject→plural verb).</li> </ul> </li> </ul> </li> <li>▪ Have students listen to and retell a song about a community character (for example, who is the Greatest Cricketer on earth?) in CSE to a friend visiting from abroad or to a tourist.</li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>10. revise and practise the appropriate use of punctuation marks (comma, full stop, apostrophe), capitalization and subject and verb agreement in writing;</p> <p>11. apply rules of agreement when speaking;</p> <p>12. write a formal letter using appropriate format;</p> <p>13. address envelopes appropriately;</p> <p>14. identify central ideas/concerns in texts;</p> <p>15. respond in various ways to the central ideas/concerns;</p> <p>16. comment on the writer's use of language;</p>	<p><i>Community concerns and achievements.</i></p> <p><i>Community activities.</i></p>	<p>problems or issues which they think need urgent attention.</p> <ul style="list-style-type: none"> <li>▪ Students write narratives about interesting persons in the community.</li> <li>▪ <i>Students listen to local calypso songs and make a list of the social concerns/issues that the calypsonian highlights. Using CSE, class will talk about the issues identified. The focus will be on the structure of sentences used, with an emphasis on the rules of agreement.</i></li> <li>▪ Students write letters to the editor, local parish council or Member of Parliament, on any matter related to the interests of the community. <i>They should address the envelope for this letter.</i></li> <li>▪ Students design community posters announcing important community events; for example, fish fries, concerts, bingo parties, contests, <i>pageants</i>.</li> <li>▪ <i>Students view plays and other local productions and using appropriate language structures comment on features such as costume, lighting, music, actors, actresses, themes.</i></li> <li>▪ Students make video recordings or <i>You Tube presentations</i> of important events in their <i>communities</i> and use these recordings to make oral presentations to their peers.</li> <li>▪ Students read excerpts from novels about community life, for example, excerpts from <u>Miguel</u></li> </ul>	<p>The students' presentations satisfy the following:</p> <ul style="list-style-type: none"> <li>- song retold in CSE;</li> <li>- the main ideas clearly stated;</li> <li>- words or phrases unique to a language variety and/or to a specific culture carefully reworded or explained in the presentation.</li> </ul> <ul style="list-style-type: none"> <li>▪ Have students compile scrap book on community. Scrap book should demonstrate organizing and labelling skills.</li> </ul> <p>It should include:</p> <ul style="list-style-type: none"> <li>(i) a map of the community;</li> <li>(ii) sketches of pictures of important places and community persons;</li> <li>(iii) a brief letter or e-mail of introduction to a new friend in a different country;</li> <li>(iv) a paragraph of some aspect of the scrapbook.</li> </ul> <p><b>Conditions</b></p> <ul style="list-style-type: none"> <li>(i) Students work in groups though individuals may be assigned specific tasks or product.</li> <li>(ii) Students assess each member on participation and value of contribution.</li> <li>(iii) Each group makes an oral and visual presentation to class.</li> </ul> <p><i>Have students write a letter to their National</i></p>

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		<p><i>Street</i> (V.S. Naipaul) and respond to common themes, use of language, author's craft.</p> <ul style="list-style-type: none"> <li>▪ Teacher discusses with students the various forms of language used in the community and the situations in which the different forms are used.</li> <li>▪ As a follow-up activity students may role play assuming the language forms used in different situations.</li> <li>▪ Class discusses how different language styles or varieties may be used to convey similar ideas.</li> </ul>	<p><i>Awards Committee outlining the contributions made by an individual to the community and present arguments why this individual should be honoured.</i></p>

#### SCHOOL-BASED ASSESSMENT

##### **Generic Task (20 marks)**

Write a formal or informal letter dealing with some aspects of personal and community life.

##### **Dimensions to be assessed and Mark Allocation:**

- |       |  |                       |
|-------|--|-----------------------|
| (i)   | Letter format - salutation, address, date, body, complimentary close   | (5 marks)             |
| (ii)  | <i>Writing conventions – appropriate use of punctuation marks, capital letters, spelling, subject and verb agreement</i> | (5 marks)             |
| (iii) | Content – relevance of information and clarity of instructions   | (10 marks)            |
|       |  | <b>Total 20 marks</b> |

##### Example

Write a letter outlining to a pen pal how persons in your community play a traditional game or sport OR how they participate in a cultural performance.



## Scoring Rubrics

(i)	<b>Format</b>	<b>(5 marks)</b>
	Includes appropriate:	
	- salutation	1 mark
	- address	1 mark
	- date	1 mark
	- body	1 mark
	- complimentary close	1 mark
(ii)	<b>Writing</b>	<b>(5 marks)</b>
	Uses specified writing conventions:	
	- almost always	5 marks
	- frequently	4 marks
	- occasionally	3 marks
	- seldom	2 marks
	- very rarely	1 mark
(iii)	<b>Content</b>	<b>(10 marks)</b>
	Content is clear and relevant:	
	- almost always	10 marks
	- frequently	8 marks
	- occasionally	6 marks
	- seldom	4 marks
	- very rarely	2 marks
		<b>Total 20 marks</b>



## ◆ **MODULE 2: *SEARCHING AND SHARING* – Accessing and Presenting Information**

This Module contains the following topics:

- (a) Study skills
- (b) Research skills

## ◆ **GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1. give and receive information;
2. read for specific information;
3. *respond to information received*;
4. read, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.







SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT														
Students should be able to:																	
<p>12. use the dictionary and thesaurus for a variety of purposes;</p>	<p>Dictionary skills and vocabulary development</p> <p>Using thesaurus, computer generated or written versions</p> <p>Vocabulary development</p>	<ul style="list-style-type: none"> <li>▪ <i>Students practise the use of context clues to derive meaning from words and phrases</i></li> <li>▪ <i>Students determine the function of words based on their use in specific sentences</i></li> <li>▪ <i>Students create rhymes and poems to assist them in remembering aspects of their most challenging subject.</i></li> <li>▪ Students practise putting lists of words in alphabetical order. Students are given a set of files or client cards from a real or imagined business to file in alphabetical order.</li> <li>▪ Students practise using guide words to find words in a dictionary.</li> <li>▪ Students familiarise themselves with pronunciation guides in dictionaries (not guides requiring specialised linguistic training) and use these guides to check on some of the words encountered in reading</li> <li>▪ <i>Students use dictionaries to get information about the part of speech of a word and use the information to complete written exercises.</i></li> <li>▪ <i>With the aid of a thesaurus students find the synonyms or antonyms of words highlighted in sentences or paragraphs.</i></li> </ul>	<table border="1" data-bbox="1496 368 2080 523"> <thead> <tr> <th data-bbox="1496 368 1603 427">Word</th> <th data-bbox="1603 368 1731 427">Meaning</th> <th data-bbox="1731 368 1832 427">Origin</th> <th data-bbox="1832 368 1960 427">Pronunciation</th> <th data-bbox="1960 368 2080 427">Part of Speech</th> </tr> </thead> <tbody> <tr> <td data-bbox="1496 427 1603 523"></td> <td data-bbox="1603 427 1731 523"></td> <td data-bbox="1731 427 1832 523"></td> <td data-bbox="1832 427 1960 523"></td> <td data-bbox="1960 427 2080 523"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ Working in groups of four or five, students compile a list of 20 words (slang or regular words used in a non-standard way) that teenagers frequently use; for example, 'bashment' or 'big-up'. They then create dictionary entries that can clearly explain each of these words to an elderly relative. All the features of a dictionary entry set out below should be included. <ul style="list-style-type: none"> <li>(i) alphabetical ordering of words</li> <li>(ii) 2 guide words on each page</li> <li>(iii) appropriate format to highlight the main word, for example, underline, bold, colour coding.</li> <li>(iv) explain the word</li> <li>(v) write a sentence using the word correctly</li> </ul> </li> <li>▪ In addition, every group will give an individual score to each group member, based on the following criteria:</li> </ul>					Word	Meaning	Origin	Pronunciation	Part of Speech					
Word	Meaning	Origin	Pronunciation	Part of Speech													

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>13. <i>identify the main idea in instructional texts.</i></p>		<ul style="list-style-type: none"> <li>▪ <i>Students compile a log of new vocabulary learnt in and out of class each week.</i></li> <li>▪ Students use 'Word of the Week' in formal class settings, as well as in informal interaction with peers throughout the week.</li> <li>▪ Students find equivalent names for regional fruits in Caribbean dictionary and share these names with the class; for example, chenette, guinep, chenip, ackee.</li> <li>▪ Students try to find the meanings of their classmates' names in a dictionary of names or on the Internet.</li> <li>▪ Students form teams and play a game in which they locate given words in a specified time and read and explain the meaning.</li> <li>▪ Students do practice exercises that require interpretation of pictures, tables, headings, titles, font change, colour.</li> <li>▪ <i>Students read print or electronic texts that provide instructions for carrying out process activity or task (for example, assembling a model, performing a dance). They then identify the main points/ideas and demonstrate the activity.</i></li> </ul>	<ul style="list-style-type: none"> <li>(i) group dynamics (working in groups to be assessed by peer assessment);</li> <li>(ii) all tasks completed;</li> <li>(iii) tasks completed on time;</li> <li>(iv) attendance to all meetings.</li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<b>B. Research Skills</b>			
14. identify key words and phrases in questions;	Key words and phrases.	<ul style="list-style-type: none"> <li>▪ Students practise identifying key words and phrases in specific questions related to topics or concepts, tasks or material read or listened to (for example, explain, compare and contrast).</li> </ul>	Teacher observes students searching for specified information using skills practised.
15. select books by subject or author;	Using the library.	<ul style="list-style-type: none"> <li>▪ Students tour school, parish or local library to observe arrangement of books and to peruse library catalogues.</li> </ul>	
16. acknowledge sources of information;	Acknowledging sources of information.	<ul style="list-style-type: none"> <li>▪ Students prepare a reading log showing author's name, title of book and date of publication.</li> <li>▪ Class discusses the importance of acknowledging the sources of information used in reporting.</li> <li>▪ Students are guided into ways of acknowledging sources of information, author name, title of book, date.</li> </ul>	
17. use organisational features (for example, table of contents, index, menus) to locate information;	Using locational features	<ul style="list-style-type: none"> <li>▪ Students practise locating information quickly through the use of the table of contents, index and sub-headings, glossaries.</li> </ul>	
18. read and summarize succinctly information or ideas from different sources;	Using own words to record information	<ul style="list-style-type: none"> <li>▪ Students practise summarizing information (accessed from different sources) in their own words <i>using CSE</i>.</li> </ul>	
19. use the computer to acquire, organise and communicate information;	Use of the Internet	<ul style="list-style-type: none"> <li>▪ Students source information from the Internet to enhance class projects.</li> </ul>	<p>Students research an author of a novel or poem from a list provided by the teacher or other students and present five statements on the author.</p> <p>The research should reflect:</p> <ul style="list-style-type: none"> <li>(a) a satisfactory grasp of summary skills;</li> <li>(b) acknowledgement of sources;</li> <li>(c) complete sentences.</li> </ul>

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
20. <i>use subject and verb agreement appropriately in speech and writing;</i> 21. <i>use link words appropriately;</i> 22. <i>use punctuation marks (commas, colon, semi-colon, full-stop, apostrophe) and capital letters appropriately;</i> 23. <i>write reports using appropriate format.</i>		<ul style="list-style-type: none"> <li>▪ <i>Students source information and write a report using this information.</i></li> </ul>	

### SCHOOL-BASED ASSESSMENT

#### Generic Task (20 marks)

*Working in pairs, students will research a topic of interest and with the aid of visuals; produce a written report of approximately 200 words. Members will also present to the class an oral description of one of the steps followed in completing the research.*

#### Dimensions to be Assessed and Marks Allocated

- |  |           |
|--|-----------|
| (i) Sourcing or searching – for example, Internet, interviews, encyclopaedias, thesauruses, dictionaries, newspapers, books, magazines | (2 marks) |
| (ii) Recording – for example, note taking or graphic organisers  | (5 marks) |
| (iii) Organisation – sequencing of ideas; inclusion of introduction, development and conclusion  | (3 marks) |
| (iv) Reporting – oral and non-verbal presentation skills   | (6 marks) |
| (v) Group dynamics – peer assessment of group participation  | (4 marks) |

**Total 20 Marks**



## Example

*Working in pairs*, research and present a report on any aspect of HIV/AIDS that you consider to be important. You are required to identify sources, record information (including your sources) and prepare written **group** reports. You will be awarded a **group** mark (out of a total of 10) for the written report. In addition, you are required to make an **individual** oral presentation on one element of the research process. You will be awarded an **individual** mark (out of a total of 6) for the oral presentation. The members of your group will also give you an **individual** mark (out of a total of 4) for your contribution to the work of the group.

## Scoring Rubrics

(i)	<b>Sourcing</b>	<b>(2 marks)</b>
	- indicates three or four sources	2 marks
	- indicates one or two sources	1 mark
(ii)	<b>Recording</b>	<b>(5 marks)</b>
	- outlines main ideas	1 mark
	- uses own words	1 mark
	- creates visual impact	1 mark
	- presents ideas clearly	1 mark
	- acknowledge sources	1 mark
(iii)	<b>Organisation</b>	<b>(3 marks)</b>
	- appropriate introduction	1 mark
	- appropriate development	1 mark
	- appropriate conclusion	1 mark
(iv)	<b>Reporting</b>	<b>(6 marks)</b>
	- good eye contact	1 mark
	- good posture	1 mark
	- accurate pronunciation	1 mark
	- clear enunciation	1 mark
	- good voice control	1 mark
	- clarity of ideas	1 mark



Each member in the group should have a speaking role in the actual reporting and should be assessed on the presentation skills specified in the scoring rubrics above. Teachers should make these rubrics available to students for practice and peer assessment prior to the actual assessment session.

(v) **Group Dynamics** (4 marks)

In addition, every group will give an individual score to each group member, based on the following criteria:

all tasks completed	1 mark
tasks completed on time	1 mark
contributed to group work	1 mark
attended all group meetings	1 mark
	<b>Total 20 marks</b>



## ◆ **MODULE 3: SPEAKING UP AND SPEAKING OUT – *Convincing and Informing Through Speech and Language***

This Module contains the following topics:

- (a) Rights and Responsibilities;
- (b) Environmental Conservation.

## ◆ **GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1. give and receive information;
2. read for specific information;
3. respond to information received;
4. read, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.





SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
12. ask questions to gain information and to clarify meaning; 13. engage in active listening <i>in order to gain information and clarify a position</i> ; 14. interpret non-verbal cues; 15. present information in an organized manner; 16. express ideas clearly and fluently; 17. understand material at literal, inferential and critical levels; 18. select and synthesize information from various sources; 19. use context clues to find meaning; 20. identify and state main ideas; 21. draw conclusions <i>from oral, written and visual communication</i> ; 22. use a variety of invention strategies to generate and clarify ideas for writing;	<p><i>Human Rights.</i></p> <p><i>Human Rights Agencies.</i></p>	<ul style="list-style-type: none"> <li>▪ Class discusses the situation in their communities, identifying which rights are respected and how they are protected and which rights are violated and how they are violated.</li> <li>▪ Students listen to and perform protest poetry and songs to identify and discuss the issues being raised.</li> <li>▪ <i>Class practises to apply different levels of comprehension skills in interpreting passages which address human rights issues.</i></li> <li>▪ <i>Students write and perform their own protest poetry and songs.</i></li> <li>▪ <i>Students read newspaper articles, stories and extracts about rights protection and infringement of rights and discuss each other's opinions.</i></li> <li>▪ Students read stories, newspaper articles and extracts about human rights issues.</li> <li>▪ Students listen to guest speakers from agencies and organizations which work on protecting rights (for example, Human Rights Commission, Police Complaints Board, Ombudsman's Office). Based on guest speaker's presentation, have students</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Students individually complete comprehension exercises which are based on passages that address any aspect of human rights protection. Questions should require that students apply literal, inferential and critical level comprehension skills in arriving at their responses.</i></li> <li>▪ <i>Students will listen to or/read a protest poem or song of their choice and write a paragraph indicating what the message or/main idea is in their selection. They will provide evidence from the poem or song.</i></li> <li>▪ <i>Students will write an exposition outlining three (3) of the more important human rights and explaining why, in their opinion, the particular human rights selected are so critical. Students should ensure that their ideas are properly developed and set out in clearly defined paragraphs.</i></li> <li>▪ <i>Students write a composition in which they describe how a human right speech has influenced their thoughts or actions. Students should focus on the development of their paragraphs, the use of appropriate vocabulary, and accuracy in the use of</i></li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>23. create sentences and paragraphs;</p> <p>24. use details to develop ideas;</p> <p>25. use steps in the writing process;</p> <p>26. write for a variety of purposes to <i>inform, to persuade, to entertain</i>;</p> <p>27. use conventions of writing;</p> <p>28. <i>edit written work to ensure accuracy in grammar, punctuation and spelling</i>;</p> <p>29. <i>use appropriate vocabulary in speech and writing</i>;</p> <p>30. <i>speak clearly and confidently on a range of topics.</i></p>		<p>write a short article describing <i>the</i> work of the agency.</p> <ul style="list-style-type: none"> <li>▪ Students write a letter to complain about an incident in which some right was violated. Students should focus on writing a clear factual account of the incident.</li> <li>▪ <i>Students hold a mock meeting of the Police Complaints Board and write a report of the meeting.</i></li> <li>▪ Students do research on famous figures in the struggle for human rights. Findings can be presented to class in short oral presentations or class can mount an exhibition of posters for school. <i>Oral presentation should demonstrate good eye contact, good positive, accurate pronunciation (for example, observing beginning and ending sounds) and clear enunciation.</i></li> <li>▪ <i>Students listen to recordings of speeches by famous activists (for example, “I Have a Dream” – Martin Luther King Jr.) and create public announcements inviting the community to come and hear the speakers. Each announcement should highlight the major issues to be addressed in the speech. Teachers and</i></li> </ul>	<p><i>conventions.</i></p> <p><i>Students write a letter of endorsement to support nomination of a local activist for an award (for example, Unsung Hero or National Awards).</i></p>





SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>10. speak with confidence in a variety of situations or language contexts;</p> <p>11. use appropriate vocabulary to express ideas and emotions;</p> <p>12. ask questions to gain information and to clarify meaning;</p> <p>13. engage in active listening in order to gain information and clarify a position;</p> <p>14. interpret non-verbal cues;</p> <p>15. present information in an organized manner;</p> <p>16. express ideas clearly and fluently;</p> <p>17. understand material at literal, inferential and critical levels;</p> <p>18. select and synthesize information from various sources;</p> <p>19. use context clues to find meaning;</p> <p>20. identify and state main ideas;</p>		<p><i>Distance” – Bette Midler). They may alternatively view music videos. Students then sit in the hot seat and role play characters from the stimuli used. They can then read and respond to questions posed by peers. Questions asked should force the student in the hot seat to defend positions or actions taken.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Students write descriptions of some aspect of their environment or of a particular cultural practice which is threatened.</i></li> <li>▪ <i>Students listen to an article read, or read an article on a threat to the environment and give reasons why the threatened aspect of the environment should or should not be preserved (for example, should a piece of rainforest be destroyed to benefit a community).</i></li> <li>▪ <i>Students prepare for a peaceful demonstration to support or oppose a proposed development which threatens the environment. Students should make posters to advertise the demonstration, make placards, compose chants and slogans, write and/or deliver speeches.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Students write a 200 word article highlighting efforts to conserve a cultural practice or site.</i></li> <li>▪ <i>The article should include:</i> <ul style="list-style-type: none"> <li>- <i>a catchy headline</i></li> <li>- <i>relevant content</i></li> <li>- <i>appropriate use of vocabulary</i></li> </ul> </li> <li>- <i>good organisation</i></li> <li>- <i>accurate use of writing conventions</i></li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>21. draw conclusions <i>from oral, written and visual communication</i>;</p> <p>22. use a variety of invention strategies to generate and clarify ideas for writing;</p> <p>23. create sentences and paragraphs</p> <p>24. use details to develop ideas;</p> <p>25. understand and use steps in the writing process;</p> <p>26. write for a variety of purposes to <i>inform, to persuade, to entertain</i>;</p> <p>27. use conventions of writing;</p> <p>28. <i>edit written work to ensure accuracy in grammar, punctuation and spelling</i>;</p> <p>29. <i>use appropriate vocabulary in speech and writing</i>;</p> <p>30. <i>speak clearly and confidently on a range of topics.</i></p>	<p><i>Environmental Conservation</i></p>	<p><i>Students compose and present a simple speech to their classmates imploring them to preserve some aspect of the environment.</i></p> <p><i>Students write a notice which is to be displayed in any area of the school environment to discourage littering or pollution of the environment</i></p> <p><i>Role play situations in which action has to be taken against individuals or groups which seek to destroy the environment. The dramatisations may be done in a mix of CSE and the relevant Caribbean Creole or strictly in CSE in order to give students an opportunity to practise the Standard.</i></p>	<ul style="list-style-type: none"> <li>▪ <i>Students design and develop a flyer or poster aimed at motivating citizens to conserve an environmental resource. Flyers will be displayed and peer assessed based on the following criteria:</i> <ul style="list-style-type: none"> <li>▪ <i>Focus on a particular environmental resource</i></li> <li>▪ <i>Appropriate conservation ideas offered</i></li> <li>▪ <i>Creativity of design</i></li> <li>▪ <i>Effective use of language</i></li> <li>▪ <i>Accuracy of grammar and other general conventions</i></li> </ul> </li> <li>▪ <i>In groups, students will write and perform a jingle to persuade the people in their community to keep the streets free of litter. CSE or a Caribbean Creole may be used. Class will discuss the impact of language choice on the effectiveness of the message communicated in the jingle.</i></li> <li>▪ <i>Students will write an exposition on ‘The importance of environmental conservation’ Using an established checklist, students will work in pairs to edit each other’s exposition.</i></li> </ul>

## SCHOOL-BASED ASSESSMENT

The School-based Assessment for this Module has three tasks.

- |                       |          |
|-----------------------|----------|
| 1. Expository writing | 10 marks |
| 2. Oral presentation  | 6 marks  |
| 3. Active listening   | 4 marks  |
| <b>Total 20 marks</b> |          |

### **Generic Task 1** (10 marks)

Prepare a piece of expository writing of approximately 200 words giving information about some aspects of human rights and responsibilities or environmental concerns.

#### **Dimensions to be Assessed and Mark Allocation**

- |   |           |
|---|-----------|
| (i) Organization (paragraphs, sequence)     | (3 marks) |
| (ii) Clarity and relevance of content       | (3 marks) |
| (iii) Mechanics (punctuation, spelling)     | (2 marks) |
| (iv) Grammar (tense and sentence structure) | (2 marks) |

**Total 10 marks**

#### Example 1

Write a short expository piece highlighting the work of a Caribbean or Latin American human rights, community or trade union leader. The piece should include information on background, work, challenges and successes.

#### Scoring Rubrics for Task 1

##### (i) **Organisation (paragraphs) (3 marks)**

Award 1 mark for each of the following elements if present in at least two paragraphs:

- |                             |        |
|-----------------------------|--------|
| - main idea                 | 1 mark |
| - supporting details        | 1 mark |
| - clear sequencing of ideas | 1 mark |

##### (ii) **Content (3 marks)**

Content is clear and relevant:

- |                 |         |
|-----------------|---------|
| - almost always | 3 marks |
| - frequently    | 2 marks |
| - occasionally  | 1 mark  |



(iii) **Mechanics (punctuation and spelling) (2 marks)**

- satisfactory use of punctuation 1 mark
- satisfactory spelling 1 mark

(iv) **Grammar (tense and sentence structure) (2 marks)**

- appropriate use of tense 1 mark
- appropriate sentence structure 1 mark

**Total 10 marks**

**Generic Task 2 (6 marks)**

Speak for two to three minutes stating and defending your position on an issue of your choice.

**Dimension to be Assessed and Mark Allocation**

- (i) Oral Presentation and *Critical Thinking Skills* 6 marks

**Total 6 marks**

**Example 2**

Imagine that you are an activist, speak for two to three minutes on an issue of your choice. Your classmates are your audience, and in your speech to them you must present and defend your position or view on the issue chosen.

**Scoring Rubrics for Task 2**

Oral Presentation and Critical Thinking Skills **(6 marks)**

Demonstrates:

- good eye contact 1 mark
- good posture 1 mark
- good voice control 1 mark
- strong opening **or** closing statement 1 mark
- clarity of position 1 mark
- support of position 1 mark



### **Generic Task 3 (4 marks)**

Listen to a persuasive oral presentation (*for example, sermons, political speeches, radio and advertisements, extracts from call-in programmes*) and present (orally or in writing) two opinions included in the presentation.

#### **Dimension to be Assessed and Mark Allocation**

(i) Listening 4 marks

#### **NOTE TO CLASS TEACHER**

The teacher will assess one listening effort. The students may practise over several occasions with feedback provided by the teacher. The teacher will record the marks for the assessed task as soon as it is completed. During the assessment no feedback or help should be given by the teacher.

#### **Example 3**

Listen to the presentation and relate two opinions made by the speaker.

#### **Scoring Rubrics for Task 3**

<b>Listening</b>	<b>(4 marks)</b>
- two opinions captured accurately	4 marks
- two opinions with minor inaccuracies	3 marks
- one opinion with minor inaccuracies	2 marks
- one opinion with major inaccuracies	1 mark
	<b>Total 20 marks</b>



## ◆ **MODULE 4: WINDOWS TO OUR WORLD – *Language for Understanding and Using the Media***

This Module contains the topic Media.

### ◆ **GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1. give and receive information;
2. read for specific information;
3. respond to information received;
4. read, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<ol style="list-style-type: none"> <li>1. select and understand visuals for specific purposes (colour, pictures, fonts);</li> <li>2. listen for verbal cues;</li> <li>3. respond critically to advertisements to identify various appeals and intentions: emotional appeal and appeals to physical, psychological and social needs;</li> <li>4. evaluate and express opinions on issues highlighted in the media;</li> <li>5. create, expand and develop ideas for writing;</li> <li>6. use link words and transitional devices <i>appropriately</i>;</li> <li>7. <i>apply rules of agreement when speaking or writing</i></li> <li>8. <i>use the tenses appropriately</i></li> <li>9. express personal responses to selected advertisements;</li> <li>10. describe the physical characteristics of an object such that it can be easily identified;</li> <li>11. discuss the effects of advertisements on peoples'</li> </ol>	<p>Advertising News and Documentaries</p> <p>Commentaries</p> <p>Talk-shows</p> <p>Call-in-Programmes</p> <p>Music</p> <p><i>Social Networking Websites</i></p> <p>Talk-Shows and Call-in programmes</p>	<ul style="list-style-type: none"> <li>▪ Students check newspapers and magazines for advertisements and comment on appeals.</li> <li>▪ Students listen to speeches for vocal variety, rate, pitch, intonation <i>and comment on the effect of varying these elements.</i></li> <li>▪ Students describe an article they would like to sell <i>and explain their qualities and purpose.</i></li> <li>▪ Groups of students plan and write an advertisement to sell an article from their reading text or personal experience.</li> <li>▪ Students share personal responses to advertisements which they have selected.</li> <li>▪ Students use magazine and newspaper advertisements and comment on their appeal <i>and how they affect thought and behaviour.</i></li> <li>▪ Students discuss features (<i>font, colour, picture</i>) of selected advertisements.</li> <li>▪ Students view commercials and make notes of advertisers' slogans.</li> <li>▪ Students work in groups to 'invent' a new product and write an advertisement to try to sell the product.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students arrange and conduct a Garage Sale.</li> <li>▪ Students create and display advertisement to sell an item brought to the sale.</li> <li>▪ Students compile a scrap book of cuttings of advertisements and indicate their appeals.</li> <li>▪ Students write slogans advertising a product.</li> <li>▪ Students share notes with classmates and have them identify product or service as they relate to advertising.</li> <li>▪ <i>Using the Speak Easy drama mode, individual students in the role of advertisers sit in a special chair positioned at the front of the class. These 'advertisers' speak uninterrupted about the</i></li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p><i>thoughts and behaviours;</i></p> <p>12. <i>identify strategies used by advertisers to target individuals;</i></p> <p>13. <i>express opinions without engaging in personal attack;</i></p> <p>14. <i>distinguish fact from opinion;</i></p> <p>15. <i>discuss the use of language varieties in these situations (talk – shows, call-in programmes);</i></p> <p>16. <i>demonstrate confidence when speaking;</i></p> <p>17. <i>respond appropriately to questions asked;</i></p> <p>18. <i>generate and ask appropriate questions to elicit information;</i></p> <p>19. <i>take turns in conversations;</i></p> <p>20. <i>listen for and present information;</i></p> <p>21. <i>read, view and present information;</i></p> <p>22. <i>express ideas clearly and fluently</i></p> <p>23. <i>identify and state main idea;</i></p>	<p>Advertising</p> <p>News and Documentaries</p> <p>Commentaries</p> <p>Talk-shows</p> <p>Call-in Programmes</p> <p>Music</p> <p><i>Social networking websites</i></p> <p>Advertising</p> <p>News and Documentaries</p> <p>Commentaries</p>	<ul style="list-style-type: none"> <li>▪ Students suggest substitute for key words in advertisement and discuss the impact of the change, <i>as well as</i> the issues of stereotyping and bias.</li> <li>▪ Students listen to, view and read advertisements and comment on the use of factual information and opinion.</li> <li>▪ Students give views on the value of the media.</li> <li>▪ Students generate topics and questions and engage in simulated shows (group work).</li> <li>▪ Students listen to call-in programmes and talk-shows and discuss the soundness of the points being made. Students work in groups to discuss the language in which the callers express their ideas and talk about whether or not it is effective.</li> <li>▪ <i>Teacher will organize simulated call-in sessions for students and arrange participation in live call-in programmes.</i></li> <li>▪ <i>Students hold a mock debate on a topical issue. The role play should assume that the debate will be aired on television. Students will do peer assessment of the presentations based on a set of criteria that they have developed. (Criteria should address both the content of the</i></li> </ul>	<p><i>benefits to be had from playing on the emotions and desires of unsuspecting consumers. Reversing the drama mode to Hot Seating, the ‘advertiser’ will now field questions from the student audience relating to the objectives and impact of advertisements.</i></p> <p><i>Students develop a checklist of criteria to evaluate advertisements. Students present the advertisements they had developed (in the learning activity) to the class and use the checklist to do peer assessment.</i></p> <p>Students engage in a role playing exercise – in which they play a talk show host or call-in show moderator and participants.</p> <p><i>Students develop a list of guidelines for callers to talk show programmes. Guidelines should focus on achieving objectivity and logical discussions.</i></p> <p>Students create a series of events based on a newspaper or magazine article, or documentary on</p>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
24. check for relevance of information; 25. present information in an organized manner; 26. <i>outline the organizational pattern of material;</i> 27. listen for specified information; 28. draw conclusions; 29. assess the impact of sound, movement, special effects on material presented;	Talk-shows Call-in programmes Music Social Networking websites	<i>arguments and the students' presentation skills).</i> <ul style="list-style-type: none"> <li>▪ Students will keep log of news items, for example:               <ul style="list-style-type: none"> <li>(i) good news</li> <li>(ii) bad news</li> <li>(iii) sports</li> </ul> </li> <li>▪ Students will provide headlines for details given.</li> <li>▪ Teacher will provide headline captions and the students will work in groups to generate and write relevant details for the headlines.</li> <li>▪ Students write news items to be included in class newsletter.</li> <li>▪ Students interview classmates about news events to be reported in a class newsletter.</li> <li>▪ Students will determine the sequence of events in news articles and documentaries.</li> <li>▪ Students identify words that indicate bias.</li> </ul>	television or radio (individual work). Students collect items on a theme from the newspapers, Internet, magazines, television, articles for purposes of comparison and contrast (group work). Students develop a personal glossary of words associated with aspects of media. Students collect articles or recordings of programmes showing bias. Students deliver an oral presentation on a documentary. <ul style="list-style-type: none"> <li>▪ Students respond in their journal to issues and questions which emerge from their viewing and listening.</li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
		<ul style="list-style-type: none"> <li>▪ Students examine the impact of:               <ul style="list-style-type: none"> <li>- race;</li> <li>- culture;</li> <li>- gender;</li> </ul>               on presentation of and response to news.             </li> <li>▪ Students view segments of programmes without sound and express opinions about effects.</li> <li>▪ Students view news items to determine the sequence of events.</li> <li>▪ Students read and listen to articles, news items and identify words that indicate bias.</li> <li>▪ Students will be allowed to view segments of programmes without sound and encouraged to express their opinions about the effects that result. The sound track can then be added and the resulting effects discussed.</li> <li>▪ Students view dramatic productions at live theatre and on television and through discussion are to be encouraged to draw parallels and comment on differences.</li> <li>▪ Students listen to a radio production and view a television production and comment on the role of special effects, such as lighting, camera shots, and music.</li> <li>▪ Students participate in class debate on</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students create a newsletter based on the term's events in their school.</li> <li>▪ <i>In groups, students develop slide shows on a major activity or aspects of their school life which they deem to be of shared importance in the school community. Production should be enhanced by music, animations and print. Students will share their productions and comment using CSE on the effectiveness of the different features utilised. (Collaboration may be sought with the Information Technology Department in the execution of this activity)</i></li> <li>▪ <i>Students will each make a journal entry about two positives and negatives they have learnt about the media.</i></li> </ul>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
30. use specific criteria to categorise periodicals, broadcasts, websites		value of the media. <ul style="list-style-type: none"> <li>▪ Students discuss how their views on the value of media have changed in the course of working through this Module.</li> <li>▪ <i>Students listen to and/or view similar information presented in different media and categorise them based on the following criteria:</i> <ul style="list-style-type: none"> <li>(i) <i>fair/balanced ;</i></li> <li>(ii) <i>accurate;</i></li> <li>(iii) <i>interesting.</i></li> </ul> </li> </ul>	

#### SCHOOL-BASED ASSESSMENT

##### Generic Task (20 marks)

Working in groups of four or five, students present simulations related to some aspect of the broadcast media. These simulations should include two to three minutes of speech per student. The task must include opportunities for students to ask and answer questions and to express opinions. Students must listen actively and relate specific information obtained.

##### **Dimensions to be Assessed and Mark Allocation**

- (i) Presentation (Group Mark) (10 marks)
- (ii) Delivery Skills (4 marks)
- (iii) Listening Task (6 marks)

**Total 20 marks**

##### Example

Working in groups of four or five, prepare and present a news programme. Each programme must include at least three news items and an interview. *The news programme should allow for the expression of opinion. You must present one item of news or participate in an interview, either as the interviewer or the person being interviewed.* Each group member will have to speak for two to three minutes.



In addition, you must listen to a news presentation and relate (orally or in writing). TWO major points included in the news. You may be required to listen to each others' newscasts or your teacher may play back an authentic radio or television newscast in the classroom.

**Scoring Rubrics**

(i)	<b>Presentation (Group Mark)</b>	<b>(10 marks)</b>
	- includes relevant content	1 mark
	- presents information clearly	1 mark
	- captures attention	1 mark
	- sustains interest	1 mark
	- questions and responses are relevant	2 marks; 1 mark for two relevant questions and 1 mark for two relevant responses
	- contains relevant opinion statement	2 marks; 1 mark is if statement is an opinion and 1 mark if statement is relevant
	- appropriate use of grammar	2 marks; 1 mark if tense is used correctly and 1 mark for correct use of subject verb agreement.
(ii)	<b>Delivery Skills</b> (Award this mark to individual students)	<b>(4 marks)</b>
	- good eye contact	1 mark
	- good posture	1 mark
	- clear enunciation	1 mark
	- good voice control	1 mark
(iii)	<b>Listening Task</b> (Award this mark to individual students)	<b>(6 marks)</b>
	- 2 major points captured accurately	6 marks
	- 2 major points with minor inaccuracies	4-5 marks
	- 1 major point captured with minor inaccuracies	2-3 marks
	- 1 point with major inaccuracies	1 mark
		<b>Total 20 marks</b>



## ◆ **MODULE 5: EXPLORING NEW FRONTIERS – *Communicating in the Work Environment***

This Module contains the following topics:

- (a) Giving and Receiving Personal Information;
- (b) Applying for a Job;
- (c) At work.

### **GENERAL OBJECTIVES**

On completion of this Module, students should be able to:

1. give and receive information;
2. read for specific information;
3. respond *to information received*;
4. read, understand and appreciate literature;
5. present information and ideas in a clear and interesting manner;
6. recognise the appropriateness and value of different language varieties in particular contexts and situations;
7. know and use conventions of language in speech and in writing.



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<b>A. Giving and Receiving Personal Information</b>			
<ol style="list-style-type: none"> <li>1. listen for essential information in an organised manner;</li> <li>2. ask questions to gain information;</li> <li>3. present information in an organized manner;</li> <li>4. use appropriate vocabulary to express ideas;</li> <li>5. identify and state main ideas;</li> <li>6. distinguish relevant from irrelevant information;</li> <li>7. state information accurately;</li> <li>8. construct sentences and paragraphs correctly;</li> <li>9. <i>observe rules of grammatical correctness in writing;</i></li> <li>10. <i>read to get meaning at literal and inferential levels;</i></li> </ol>	<p>Introducing peers, speakers and resource persons.</p> <p>Understanding personalities.</p>	<ul style="list-style-type: none"> <li>▪ Students move around <i>the</i> classroom and talk to peers (not friends) about personal information that should include name, village, town or parish of residence, hobbies, members of family and religion.</li> </ul> <p>Each student then introduces one of the persons he or she had conversed with to the class.</p> <ul style="list-style-type: none"> <li>▪ Students will be given pictures of persons cut from magazines or newspapers. They <i>must</i> name these individuals (not necessarily real names) and introduce them to the class stating occupation, career history and hobbies.</li> <li>▪ Teacher shares samples of written formal introductions with students. Students read and identify the important elements of an introduction, for example, person's name, education and qualifications, career experience, family (optional), a final statement that presents the speaker to the audience (for example, 'I now present to you Mr. Sean Paul').</li> <li>▪ <i>Read biographical texts in print or electronic form and extract literal and</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Students read information sheets on individuals, real or imagined, that they or their teacher have brought in (some of this information may be downloaded from the Internet), on popular personalities such as Brian Lara, Allison Hinds, <i>Usain Bolt</i> and Nelson Mandela.</li> </ul> <p>Each student will select the information necessary to write a formal introduction on the personality whom they would like to <i>present</i> to their class. The subject would be <b><u>Career Choices.</u></b></p> <p>Introduction should include:</p> <ol style="list-style-type: none"> <li>(i) Name;</li> <li>(ii) Nationality;</li> <li>(iii) Occupation;</li> <li>(iv) Career experience;</li> <li>(v) Presentation statement.</li> </ol> <ul style="list-style-type: none"> <li>▪ <i>Class develops a shared portfolio titled <b>The People We Know</b> which includes descriptions of people who are important to different students in the class.</i></li> </ul>





SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<b>B. Applying for a Job</b>			
<ol style="list-style-type: none"> <li>1. <i>identify main ideas;</i></li> <li>2. <i>select and use appropriate formats or templates;</i></li> <li>3. <i>write a formal letter using appropriate format;</i></li> <li>4. <i>address envelopes appropriately;</i></li> <li>5. <i>present information accurately;</i></li> <li>6. <i>state information accurately;</i></li> <li>7. <i>properly construct sentences and paragraphs;</i></li> <li>8. <i>use the steps in the writing proces;</i></li> <li>9. <i>use punctuation marks (comma, full stop, apostrophe, colon, dash) and capital letters appropriately;</i></li> <li>10. <i>use basic subject and verb agreement as well as agreement with intervening phrases ('as well as', along with');</i></li> <li>11. <i>use legible handwriting;</i></li> </ol>	<p>Advertisements</p> <p>Internet</p> <p>Cover Letters</p> <p>Resumés</p> <p>Interviews</p>	<ul style="list-style-type: none"> <li>▪ <i>Students read job advertisements in magazines and local newspapers that have been brought in by themselves or by the teacher and each select an advertisement that is of interest. They then note important points to be included in an application related to the advertisement. Points may include:</i> <ul style="list-style-type: none"> <li>- <i>age;</i></li> <li>- <i>qualifications;</i></li> <li>- <i>special skills;</i></li> <li>- <i>experience.</i></li> </ul> </li> <li>▪ <i>Students peruse relevant texts, as well as the Internet, to select appropriate templates for the letter of application or resumé.</i></li> </ul> <p><i>Teacher gives guidance in this selection</i></p> <ul style="list-style-type: none"> <li>▪ <i>Students formulate first draft of their letters of application using samples from texts and other materials.</i></li> <li>▪ <i>Students formulate final drafts of their letters of application and address the envelopes appropriately.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Students present the job advertisement they found most appealing and write at least two paragraphs stating why that advertisement appealed to them.</i></li> </ul>

SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
<p>12. ask questions to gain information or clarify meaning and generate appropriate responses to the questions;</p> <p>13. respond appropriately to comments made;</p> <p>14. listen for and present essential ideas;</p> <p>15. listen for verbal cues that add emphasis or indicate speakers' position on a subject;</p> <p>16. demonstrate confidence when speaking in a variety of situations and language contexts;</p> <p>17. use appropriate vocabulary to express ideas;</p> <p>18. interpret non-verbal cues;</p> <p>19. draw conclusions and make inferences.</p>		<ul style="list-style-type: none"> <li>▪ Students generate possible questions anticipated in an interview that is related to their letters of application. They then write answers to these questions.</li> <li>▪ Students practise asking and answering possible interview questions in groups.</li> <li>▪ Class discusses the topic of "Recognising and responding to common non-verbal cues", such as posture and eye movement.</li> <li>▪ Students complete lists under the headings – "Positive non-verbal cues" and "Negative non-verbal cues".</li> </ul>	<p><i>Class simulates interview sessions. Students will use their letters of application and/or resumés in these sessions. Students may serve as panel members or the class may invite resource persons to serve. Teachers and other classes may participate in the exercise.</i></p> <p><i>Students prepare an interview plan.</i></p>
<b>C. At Work</b>			
<p>1. listen to, follow and give instructions;</p> <p>2. ask questions to gain information and to clarify meaning;</p>	<p>Giving and responding to instructions.</p>	<ul style="list-style-type: none"> <li>▪ Students practise giving and following instructions in pairs or groups. For example, one student may instruct another on how to make a cuboid while the other follows the instructions and produces the item. At the end of the activity session,</li> </ul>	<p>Students complete an activity based on written or spoken instructions given by the teacher or other students; for example, a paper folding activity.</p>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
3. respond appropriately to questions asked; 4. present information in an organised manner; 5. state information accurately; 6. use appropriate vocabulary to express ideas; 7. properly construct sentences; 8. use punctuation marks (comma, full stop, colon, hyphen, apostrophe) and capital letters appropriately; 9. use subject and verb agreement;	Receiving and Transmitting Messages	<p>students give feedback on the accuracy and clarity of instructions that had been given by their peers.</p> <ul style="list-style-type: none"> <li>▪ As a follow-up activity students may practise writing instructions on how to carry out certain tasks; for example, using a telephone directory, using the Internet or a cell phone.</li> <li>▪ Class discusses the importance of giving clear accurate instructions at the work place, as well as following these instructions.</li> <li>▪ In groups, students play a telephone game. In this game, students form a large circle in the classroom. One student starts the game by whispering a message of three sentences to another student who repeats the message to another. No clarification may be sought. The process continues until all students in the circle have received the message. The last person to receive the message says it aloud. The message should be as close to the original as possible. If message has been thwarted, the class may discuss why this happened.</li> <li>▪ Class discusses the importance of recording and transmitting messages</li> </ul>	<p>Students play a game in which <i>each</i> selects a card from a <i>stack</i> that instructs them to <i>act out</i> specific situations. <i>The dramatist should involve</i> non – verbal cues. Peers must interpret the significance or meaning of cues.</p> <p>Each student composes a message, records it and transmits to another who records the information using a telephone message pad format.</p>



SPECIFIC OBJECTIVES	CONTEXT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
Students should be able to:			
12. <i>use the computer to acquire, organise and communicate information;</i>  13. <i>read and interpret pictorial or graphic representations</i>	<i>Workplace literacy.</i>	<ul style="list-style-type: none"> <li>▪ Students research and bring in examples of universal workplace symbols, for example, those related to safety and the use of restrooms.</li> </ul>	In groups, students make charts with universal workplace signs and symbols accurately labelled. Each group will focus on a different area of work life; for example, safety, utility, transportation.

#### SCHOOL-BASED ASSESSMENT

##### **Generic Task (20 marks)**

Produce a portfolio on the theme “The World of Work”

##### **Dimensions to be Assessed and Mark Allocation:**

- |       |                             |                 |
|-------|-----------------------------|-----------------|
| (i)   | Inclusion of advertisements | (2 marks)       |
| (ii)  | Letter                      | (12 marks)      |
| (iii) | Report                      | (6 marks)       |
|       | <b>Total</b>                | <b>20 marks</b> |

##### Example

Develop a portfolio on the theme, “The World of Work”: The portfolio must contain: FIVE job advertisements taken from a newspaper, magazine or website; and a letter of application for ONE of the jobs advertised.

In addition, imagine that you accepted the job for which you applied, write a report giving details of an incident that occurred at the workplace.



## Scoring Rubrics

(i)	<b>Locating and presenting advertisements</b>	<b>(2 marks)</b>
	- Five relevant advertisements	2 marks
	- One to three advertisements	1 mark
(ii)	<b>Letter Writing</b>	<b>(12 marks)</b>
	<u>Letter format includes:</u>	
	- addresses of both sender and receiver	1 mark
	- salutation	1 mark
	- complimentary close	1 mark
	<u>Organisation</u> (paragraphs)	
	(Award 1 mark for each of the following elements if present in at least two paragraphs.)	
	- main idea	1 mark
	- supporting details	1 mark
	- clear sequencing of ideas	1 mark
	<u>Content</u>	
	(Award 1 mark for each of the following elements: identification of purpose and relevant details (education, extra-curricular activity and one referee))	
	- identification of purpose	1 mark
	- education	1 mark
	- extra-curricular activity	1 mark
	- referee	1 mark
	<u>Vocabulary</u>	
	- uses appropriate vocabulary consistently	2 marks
	- uses appropriate vocabulary occasionally	1 mark



(iii) **Report Writing** (6 marks)

Organization

- important details clearly expressed 2 marks
- important details mentioned 1 mark

Sequence

- chronological order of events consistently clear 2 marks
- chronological order of events occasionally clear 1 mark

Mechanics (punctuation and spelling)

- good use of punctuation and accurate spelling 2 marks
- satisfactory punctuation and spelling 1 mark

**Total 20 marks**



## ◆ SUGGESTED RESOURCES

a. To provide extracts for class activities.

Allsopp, R. (ed)	<i>Dictionary of Caribbean English Usage</i> , Oxford University Press, 1996
Altmann, M.	<i>Jeremiah, Devil of the Woods</i>
Anthony, M.	<i>The Year in San Fernando</i>
Dickens, C.	<i>David Copperfield</i>
Gray, C.	<i>Wavelengths</i>
Hodge, M.	<i>Crick Crack Monkey</i>
McDonald, H.S.	<i>Let's Work with English</i>
Mordeccai, P. and Walker Gordon, G.	<i>Sunsong Book 2</i>
Naipaul, V.S.	<i>Miguel Street</i>
Palmer, C.E.	<i>A Cow Called Boy</i>
Palmer, C.E.	<i>The Sun Salutes You</i>
Satchwell, D.	<i>The Alchemy of Words</i> , Cubola Productions, 2008
Selvon, S.	<i>A Brighter Sun</i>
Senior, O.	<i>My Two Grandmothers</i>
Walmsley, A	<i>Facing the Sea</i>
Wickham, D.	<i>Alleluia Morning</i>
Cisneros, S.	<i>House on Mango Street</i>
Lowry L.	<i>The Giver</i>

\* "First Confessions" in [A World of Prose](#)

Newspapers, magazines, comics



## SUGGESTED RESOURCES (cont'd)

### b. *Background Reading for Teachers*

*Allen, Janet*

*Allsopp, R. (ed)*

*Anderson, Jeff*

*Anderson, Jeff*

*Beers, Kylene*

*Gallagher, Kelly*

*Tovani, Cris*

*Wilhelm, Jeffrey*

*Words, Words, Words: Teaching Vocabulary in Grades 4 - 12*

*Dictionary of Caribbean English Usage, Oxford University Press, 1996*

*Mechanically Inclined: Building Grammar, Usage and Style into Writer's Workshop*

*Everyday Editing*

*When Kids Can't Read, What Teachers Can Do: A Guide for Teachers 6 - 12*

*Teaching Adolescent Writers*

*I Read It But I Don't Get It: Comprehension Strategies for Adolescent Readers*

*Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*



## ◆ LEARNING GRID

CURRICULUM LEARNING GRID							
KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
Ability to communicate orally and in writing	Eng. 1	▪ communicate information, orally and in writing	●	√	√	√	√
	Eng. 2	▪ read and interpret information at the literal and inferential levels	●	√	√	√	√
	Eng. 3	▪ evaluate information read and viewed	●	√	√	√	√
	Eng. 4	▪ source relevant information	●	√	√	√	√
	Eng. 5	▪ respond appropriately to information read and viewed	●	√	√	√	√
	Eng. 6	▪ write appropriately for a variety of purposes	●	√	√	√	√
Mathematical literacy	Math. 1	▪ add, multiply, subtract and divide			√		
	Math. 2	▪ use calculator to perform basic mathematical operations			●	√	√
	Math. 3	▪ convert fractions to percentages and percentages to fractions			●		
	Math. 4	▪ calculate profit, loss, percentage profit or loss, discount and discount price, installment and deposit			●		
	Math. 5	▪ calculate the amount of an investment after a period of time			●		
	Math. 6	▪ determine the cost of posting letters and parcels, locally, regionally and globally			●		
	Math. 7	▪ convert major international currencies into local and regional currencies			●		
	Math. 8	▪ calculate salaries and commissions			●		
	Math. 9	▪ calculate utility bills			●	●	
	Math. 10	▪ complete income tax forms			●		
	Math. 11	▪ make and use tally charts			●	√	●
	Math. 12	▪ extract information from pictographs, bar charts and frequency tables			●	√	●
	Math. 13	▪ determine range, mean, median and mode			●	●	
	Math. 14	▪ use data to make predictions			●	●	●
	Math. 15	▪ estimate the size of standard units of length and mass			●	●	

**CURRICULUM LEARNING GRID**

KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
	Math. 16	<ul style="list-style-type: none"> <li>▪ make reasonable estimates of areas and volumes</li> </ul>			•	•	



**CURRICULUM LEARNING GRID**

KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
<b>Ability to function in a foreign language</b>	Mod. Lg. 1	▪ convert short, meaningful conversation into Spanish or French		•			
	Mod. Lg. 2	▪ respond appropriately to brief instructions given in Spanish or French		•			
	Mod. Lg. 3	▪ read, understand and respond appropriately to material written in Spanish or French		•			
	Mod. Lg. 4	▪ have meaningful dialogue with a native speaker of Spanish or French		•			
<b>Science Literacy</b>	Int. Sc. 1	▪ use appropriate equipment to measure length, weight, density, volume and temperature			•	•	
	Int. Sc. 2	▪ observe precautions related to the use of drugs				•	•
	Int. Sc. 3	▪ observe precautions related to diseases including sexually transmitted diseases				•	√
	Int. Sc. 4	▪ take care of bodily organs including skin, breast, testes, lungs and teeth				•	√
	Int. Sc. 5	▪ adhere to a nutritionally- balance diet				•	√
	Int. Sc. 6	▪ care for the natural environment				•	√
<b>Social and citizenship skills</b>	Soc. St. 1	▪ cope with stressful situations					•
	Soc. St. 2	▪ behave in a socially-acceptable manner					•
	Soc. St. 3	▪ use strategies to manage conflict					•
	Soc. St. 4	▪ differentiate between fact and opinion					•
	Soc. St. 5	▪ relate positively to family, friends and groups					•
	Soc. St. 6	▪ conduct a healthy life-style				√	•
	Soc. St. 7	▪ cope with domestic and social problems					•
	Soc. St. 8	▪ apply for a job or create a business					•
	Soc. St. 9	▪ complete all types of forms including job application forms	•		•		•
	Soc. St. 10	▪ interpret and use information pertaining to the rights and responsibilities of workers					•
	Soc. St. 11	▪ observe desirable consumer practices			•		•
	Soc. St. 12	▪ contribute to national goals and aspirations					•
	Soc. St. 13	▪ prepare a budget	√		√		•
	Soc. St. 14	▪ cope with changes brought about by globalization and trade liberalization	√				•
	Soc. St. 15	▪ cope with peer pressure resulting from the youth					•



CURRICULUM LEARNING GRID							
KEY COMPETENCY	Ref. No.	Key skills and abilities Learners will be able to:	Subjects of the Curriculum				
			Eng.	Mod. Lang.	Math.	Int. Sc.	Soc. Stud.
		culture					
Technological Literacy	TL 1	▪ use modern technologies to conduct research and solve problems	√	√	●	●	●
	TL 2	▪ use modern technologies to conduct consumer transactions			●		●
	TL 3	▪ use computer technology to access and evaluate information	●	●	●	●	●
	TL 4	▪ cope with the changes brought along by the use of new technologies in medicine, agriculture, transportation, manufacturing, energy and communication	√	√	√	●	●

#### KEY TO GRID

Eng = English Mod. Lang. = Modern Languages Math. = Mathematics Int. Sc. = Integrated Science Soc. Stud. = Social Studies TL = Technological Literacy

- indicates the subject that specifically engages the learner in the development of the competency
- √ indicates the related subjects that engage the learner in the development of the competency

**Western Zone Office**  
**13 June 2012**



CCSLC/E/O1/12

**FORM TP 05118010**

**CARIBBEAN EXAMINATIONS COUNCIL  
CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE**

**ENGLISH**

**SPECIMEN PAPER AND KEY**

**MULTIPLE CHOICE QUESTIONS**

**75 minutes**

**READ THE FOLLOWING DIRECTIONS CAREFULLY.**

Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which of the suggested answers is best.

Sample Item

“NA” may be written on an application form where a question

- (A) has no suitable answer
- (B) is too difficult to answer
- (C) does not apply to the person applying
- (D) does not interest the person applying

The best answer to this item is “does not apply to the person applying”, so you should choose suggested answer (C).

**DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.**

**Items 1 – 5 refer to the information below. Read the information carefully and then answer the items.**

Seventeen-year-old Rasheed Fields lives at 105 Main Street, St Saviours. Rasheed was born in Jamaica, but now resides with his mother who teaches in Barbados. He is in the sixth form at Parkview Secondary School and wants to apply to the Licensing Authority for a learner driver permit. He has obtained the form shown below.

**DO NOT WRITE YOUR ANSWERS ON THIS FORM**

APPLICATION FOR BARBADOS LEARNER DRIVER PERMIT	<b>SECTION 4:</b>
<b>SECTION 1: TO BE COMPLETED BY APPLICANT</b>	<b>FOR OFFICIAL USE ONLY</b>
USE CAPITAL LETTERS (BLOCK CAPITALS)	
(1) FAMILY NAME: ..... (2) FIRST NAME: ..... (3) ADDRESS: ..... (4) DATE OF BIRTH: ..... (5) EMPLOYMENT STATUS: ..... (6) COUNTRY OF BIRTH: ..... (7) COUNTRY OF RESIDENCE: .....	
<b>SECTION 2: TO BE COMPLETED BY APPLICANT NOT BORN IN BARBADOS</b>	
(8) NATIONAL IDENTIFICATION NUMBER:.....  (9) DATE OF ISSUE: .....  (10) PLACE OF ISSUE: .....	
<b>SECTION 3: TO BE COMPLETED BY PARENT/GUARDIAN FOR APPLICANT UNDER 18 YEARS OF AGE AND STILL ATTENDING SCHOOL</b>	
(11) I _____ GIVE PERMISSION FOR (12) MY CHILD _____ TO APPLY FOR A LEARNER DRIVER PERMIT.	SIGNATURE: .....  DATE: .....
(13) SIGNATURE: ..... (14) DATE: .....	
YOU MUST INCLUDE TWO PASSPORT-SIZE PHOTOGRAPHS THAT HAVE BEEN ENDORSED BY ONE OF THE FOLLOWING: A priest      A school principal A doctor      A police inspector A lawyer	
(15) SIGNATURE OF APPLICANT: ..... DATE: .....	

1. Which of the following styles of writing should Rasheed use when completing Section 1 of this form?
  - (A) *Rasheed*
  - (B) Rasheed
  - (C) **Rasheed**
  - (D) **RASHEED**
  
2. Which of the following should Rasheed write at number (6)?
  - (A) Jamaican
  - (B) Barbadian
  - (C) Jamaica
  - (D) Barbados
  
3. Rasheed should complete **ONLY** sections
  - (A) 1 and 2
  - (B) 1 and 3
  - (C) 1 and 4
  - (D) 2 and 3
  
4. Which of the following sections should be completed by an officer of the Licensing Authority?
  - (A) 1
  - (B) 2
  - (C) 3
  - (D) 4
  
5. Rasheed should sign the form at number
  - (A) (1)
  - (B) (8)
  - (C) (13)
  - (D) (15)

**Items 6 – 10** refer to a section of the directory for the West Centre Mall. Study the information carefully and then answer the items.

WEST CENTRE MALL			
Ground Floor		Second Floor	
001	Food Court	201 - 203	Cinemas
002	Supermarket	204 - 205	Games Rooms
003	Washrooms	206 - 207	Sports Bar
004	Doctor's Office	208 - 209	The Gym
First Floor		Third Floor	
101	Pet Place	301	The Boutique
102	Jan's Hair Place	302	Men's Wear
103	Craft It	303	Pamper Your Feet
104	Mall Stationery	304	Your House Wares

6. On which floor can a shopper find glue and food for the dog?
- (A) Ground floor
  - (B) First floor
  - (C) Second floor
  - (D) Third floor
7. Petra goes to the mall to have her hair styled and a foot massage done. To which floors must she go?
- (A) First and third
  - (B) First and second
  - (C) Ground and third
  - (D) Ground and second
8. Tito can buy pencils and pens in store number
- (A) 004
  - (B) 103
  - (C) 104
  - (D) 302
9. After buying ice cream in the mall, Anton and Kemar viewed the movie "Superman III". To which floors did they MOST likely go?
- (A) Ground and first
  - (B) First and second
  - (C) Second and third
  - (D) Ground and second
10. On the second floor, a shopper is MOST likely to find
- (A) clothing
  - (B) cosmetics
  - (C) refreshment
  - (D) entertainment

Items 11 – 15 refer to the advertisement below. Study the information carefully and then answer the items.

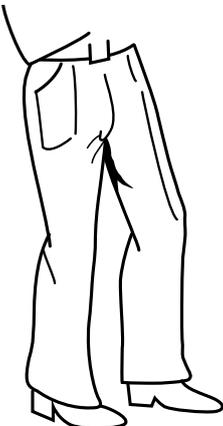
CITY SHOP  
143 KING STREET 5063

**JEANS' PLACE**

Personal Shopping ONLY

**JEANS  
SHIRTS  
T-SHIRTS**

**MEN'S DENIM SHIRTS<sup>xxx</sup>**  
★ **HALF PRICE** ★  
**\$25.00**  
PLAIN COLOURS ONLY



**BOYS' & GIRLS' JEANS<sup>xx</sup>**  
WERE \$54.99  
**NOW \$30.99**  
★ PATCH POCKETS  
★ FLARED LEGS  
★ COPPER STUDS

**MEN'S T-SHIRTS**  
**REDUCED TO \$15.99**  
ALL SIZES  
A WIDE RANGE OF COLOURS  
Iron-on transfers also available

xx NOT ALL COLOURS IN ALL SIZES  
xxx SIZES S & M ONLY  
*Sorry, no refund or exchange on sale goods*

**ALL REDUCED UNTIL END OF WEEK**

11. The advertisement shows that the price of jeans has been reduced to
- (A) \$15.99
  - (B) \$25.00
  - (C) \$30.99
  - (D) \$54.99
12. Men's denim shirts are available in
- (A) all sizes
  - (B) all colours
  - (C) plain colours and all sizes
  - (D) plain colours and sizes S & M
13. The information on refunds and exchanges is in small print so that
- (A) it can fit on the page
  - (B) it will not seem important
  - (C) the print size can be varied
  - (D) it will not mislead the customer

GO ON TO THE NEXT PAGE

14. This advertisement will MOST likely appeal to
- (A) city shoppers
  - (B) youthful shoppers
  - (C) wholesale shoppers
  - (D) cost-conscious shoppers
15. The information on the style of the jeans is meant to
- (A) discourage adult shoppers
  - (B) appeal to persons' fashion sense
  - (C) encourage persons to buy more
  - (D) draw attention to their appearance

**Items 16 – 20** refer to the message pad below. Study the information carefully and then answer the items.

MESSAGE PAD			
TO: JENNIFER			
FROM: RAMON			
URGENT	<input type="checkbox"/>	PLEASE WRITE	<input type="checkbox"/>
WILL CALL AGAIN	<input type="checkbox"/>	RETURNED YOUR CALL	<input type="checkbox"/>
TIME: 10:30 A.M.	MESSAGE TAKEN BY: ALICIA		
Ramon will be half an hour late for your 12 o'clock lunch meeting at the Bigbite Restaurant. He is leaving his office at 10:45 to take his supervisor to the airport. Please call him on his cell to confirm this new time OR suggest another date.			

16. With whom is Ramon supposed to have lunch?
- (A) Alicia
  - (B) Jennifer
  - (C) His secretary
  - (D) His supervisor
17. When did Ramon call to leave a message?
- (A) After meeting for lunch
  - (B) Before leaving the restaurant
  - (C) Before taking his supervisor to the airport
  - (D) After taking his supervisor to the airport

18. Alicia forgot to tick one of the boxes. She should have ticked
- (A) URGENT
  - (B) PLEASE WRITE
  - (C) WILL CALL AGAIN
  - (D) RETURNED YOUR CALL
19. According to the message, in order to contact Ramon his lunch date will need to know his
- (A) fax number
  - (B) e-mail address
  - (C) mailing address
  - (D) cellphone number
20. Alicia MOST likely wrote the message because she
- (A) liked Ramon
  - (B) was inquisitive
  - (C) was a receptionist
  - (D) was leaving the office

**Items 21 – 25 refer to the passage below. Read the passage carefully and then answer the items.**

Peaceful demonstrations are an important way to maintain the voice of a people. When such demonstrations are permitted, there is evidence that people’s views and positions are respected. Peaceful demonstrations should be encouraged as they promote the democratic spirit, while at the same time serve to maintain law and order.

Unfortunately, there have been cases in which peaceful protests have become violent; for example, the violent clashes in Seattle (1999) and Melbourne (2006). These examples of violence highlight one way in which democracy may be threatened. Once it can be argued that rights are being abused or that in exercising one’s rights, violence may erupt, these rights to peaceful demonstrations may slowly or quickly disappear.

In some countries, an application to the police for a permit to assemble outdoors to conduct protests is a requirement of the law. Indoor protests often do not require such permits. The main reason for this is that indoor settings are more easily managed and any disorder which may arise is more reasonably contained.

If there can be complete assurance that peaceful outdoor demonstrations cannot turn violent, there is no reason why these activities should not be permitted.

*Adapted from Toh Yong Chuan, “Gov’t explains stand on ‘peaceful’ demos”.  
THE STRAIT TIMES, November 19, 2009.*

21. The writer believes that peaceful demonstrations
- (A) will turn violent
  - (B) should not be allowed
  - (C) go against law and order
  - (D) allow people to be heard
22. According to the writer, which of the following represents a possible threat to democracy?
- (A) Illegal demonstrations
  - (B) Violent demonstrations
  - (C) Outdoor demonstrations
  - (D) Too many demonstrations
23. In some countries, outdoor demonstrations require a permit while indoor demonstrations do not because
- (A) outdoor demonstrations last longer
  - (B) outdoor demonstrations cannot be controlled
  - (C) the voices of the people are louder in outdoor demonstrations
  - (D) there is the possibility of more violence in outdoor demonstrations

24. Which of the following statements appears to be TRUE in this passage?
- (A) The writer wants more demonstrations.
  - (B) The writer wants fewer demonstrations.
  - (C) The writer supports peaceful demonstrations.
  - (D) The writer is against peaceful demonstrations.
25. The title that BEST sums up the passage is
- (A) Outdoor Protests
  - (B) Applying for A Permit
  - (C) Maintaining Law And Order
  - (D) Preserving Democratic Rights

**Items 26 – 30 refer to the passage below. Read the passage carefully and then answer the items.**

Ossie was on his way to a meeting when he heard the old man’s cries. At first he had no idea where the sound was coming from. He stood still and listened. He heard an angry voice. He called out and the voice of Old Jonas answered him from a nearby pit. Carefully, he felt his way to the edge. By holding onto a nearby soursop tree with his right hand, and reaching  
5 down to the old man with his left, he managed, after considerable difficulty, to help him out. Brother Jonas’ hands, feet and clothes were smeared with the foul-smelling excrement of the pit. But he had not lost his sense of humour as he said he noticed that Ossie had not laughed at him.

Ossie recalled that this was true. He had not laughed. Perhaps he was too frightened; or  
10 perhaps he was too anxious to catch what was left of the meeting and just wanted to pull the old man out quickly. He had, however, impressed Old Jonas who later went around telling people about it. He said that few boys in the village would not have laughed at him. He went to Ossie’s parents and told them they had a gentleman for a son.

*Adapted from Earl McKenzie - A Boy Named Ossie – A Jamaican Childhood, Heinemann, 1991, p.20.*

- 26.** Ossie first identified the person trapped in the pit by
- (A) standing still
  - (B) the angry tone
  - (C) the sound of his voice
  - (D) looking over the edge
- 27.** Ossie’s reason for not laughing at Old Jonas was MOST likely because Ossie was
- (A) angry
  - (B) caring
  - (C) serious
  - (D) in a hurry
- 28.** “Smeared with the foul-smelling excrement” (line 6) suggests that the pit
- (A) was full of stale water
  - (B) was defaced by untidy marks
  - (C) contained household garbage
  - (D) contained human waste matter
- 29.** The word “impressed” (line 11) means
- (A) greatly amused
  - (B) severely angered
  - (C) positively affected
  - (D) extremely frightened
- 30.** The title that BEST sums up the passage is
- (A) A Helping Hand
  - (B) The Dangerous Pit
  - (C) Old Jonas and Ossie
  - (D) Old Jonas’ Accident

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**Items 31 – 33**

Some of the following sentences may contain errors of subject and verb agreement, tense or usage. Select the letter (A), (B) or (C) to identify the error. Select (D) if the sentence contains no error.

31. Many people spend lots of money buying tickets for the World Cup matches.  
(A) (B) (C)

NO ERROR  
(D)

32. Some of the books which were donated to the library was used to complete the report.  
(A) (B) (C)

NO ERROR  
(D)

33. During the interview, the applicant spoke good and impressed the interviewers. NO ERROR  
(A) (B) (C) (D)

**Items 34 – 35 refer to the four sentences below. Read the sentences and then answer the questions.**

- I. These items are many and varied depending on what is used in particular households.
- II. However, some communities recycle cardboard, advertising mail, phone books and many other items as well.
- III. Recycling begins when you separate recyclable items from your garbage.
- IV. Newspapers, plastic bottles, glass containers and aluminium and metal cans are the most commonly recycled household items.

34. Which is the BEST order for the sentences above to appear in a paragraph?

- (A) I, II, IV, III
- (B) I, III, IV, II
- (C) III, I, IV, II
- (D) IV, III, II, I

35. Which sentence BEST captures the MAIN idea of the paragraph?

- (A) Sentence 1
- (B) Sentence 2
- (C) Sentence 3
- (D) Sentence 4

**Items 36 – 40**

**One of the underlined words in EACH of the following sentences may be misspelt. Select the letter (A), (B) or (C) to identify the error. Select (D) if there is no error.**

36. I am intrested in studying foreign languages at the Language Centre. NO ERROR  
(A) (B) (C) (D)
37. The Dean of Studies advised the new students to participate in at lease one  
(A) (B)  
extra-curricular activity. NO ERROR  
(C) (D)
38. Some Caribbean nationals migrate in search of better work opportunities. NO ERROR  
(A) (B) (C) (D)
39. Critical readers should be able to separate fact from opinion. NO ERROR  
(A) (B) (C) (D)
40. The school libary houses reference materials such as online encyclopedia and dictionaries.  
(A) (B) (C)  
NO ERROR  
(D)

**Items 41– 45**

**Some of the following sentences may contain errors of punctuation or capitalization. Select the letter (A), (B) or (C) to identify the error. Select (D) if the sentence contains no error.**

41. Denzel Washington played the lead role in the movie, “inside man” which was shown in the cinema last week. NO ERROR  
(A) (B)  
(C) (D)
42. “Which music do you prefer,” Ryan asked Hasan, “calypso or dance hall.” NO ERROR  
(A) (B) (C) (D)
43. After the storm, the government, came to the villagers’ aid by providing clean drinking water. NO ERROR  
(A) (B) (C)  
(D)
44. The students packed the following items for the trip: non-perishable snacks, flashlights and bottled water. NO ERROR  
(A) (B)  
(C) (D)
45. The Kaitaur Falls, located in Guyana, astound tourists with their beauty. NO ERROR  
(A) (B) (C) (D)

**Items 46 – 50**

**In the following passage there are five words underlined. Read the passage and use the context to select the word or words in the options (A), (B), (C) or (D) which is similar in meaning and can BEST replace the word indicated in the items.**

After heavy rains the village was often invaded by crabs, large blue-black creatures sprawling stupidly here and there to get their bearing. The men and boys came out in droves with sticks and pokers and traps of every description. Children and women screamed when they saw the catch. Sometimes it yielded hundreds of crabs and then the boys and men who had trapped them engaged in a prosperous business.

46. “invaded” (line 1) can be replaced by
- (A) attacked
  - (B) taken over
  - (C) abandoned
  - (D) totally destroyed
47. “bearing” (line 2) can be replaced by
- (A) food
  - (B) space
  - (C) strength
  - (D) direction
48. “droves” (line 3) can be replaced by
- (A) rubber boots
  - (B) different sizes
  - (C) large numbers
  - (D) huge vehicles
49. “yielded” (line 5) can be replaced by
- (A) killed
  - (B) injured
  - (C) frightened
  - (D) provided
50. “prosperous” (line 6) can be replaced by
- (A) small
  - (B) shared
  - (C) profitable
  - (D) disturbing

**END OF TEST**

GO ON TO THE NEXT PAGE

<b>Item</b>	<b>Key</b>
1.	D
2.	C
3.	A
4.	D
5.	D
6.	B
7.	A
8.	C
9.	D
10.	D
11.	C
12.	D
13.	B
14.	D
15.	B
16.	B
17.	C
18.	A
19.	D
20.	C
21.	D
22.	B
23.	D
24.	C
25.	D

<b>Item</b>	<b>Key</b>
26.	C
27.	D
28.	D
29.	C
30.	A
31.	D
32.	C
33.	B
34.	C
35.	A
36.	A
37.	B
38.	A
39.	D
40.	A
41.	B
42.	C
43.	B
44.	A
45.	D
46.	B
47.	D
48.	C
49.	D
50.	C