

# Communication English

## Years 10-12

Samoa Secondary School Curriculum

**Communication English: Years 10-12**  
*Samoa Secondary School Curriculum*

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# Introduction

## Language Education and Learning in the Samoan Context

### Language in society

Samoa has two official languages: Samoan, the language used in daily conversations by the majority of people, and English, the second language. Both languages are widely used in many areas of public life in formal and informal contexts. They are used in parliament, in the courts, media, government ministries, workplaces, media, church and celebrations. Increasingly, English is also present in many homes through the medium of the radio, television coverage, internet platforms, and movies.

Language is a vehicle for communication and an instrument of history. It shapes the pride and identity of an individual, a community and a nation. Knowing one's languages well contributes to one's self-esteem, a sense of identity and achievement throughout life.

In primary and secondary schools, both Samoan and English are used as the medium of instruction. English is solely used as the medium of instructions for the teaching of English as a subject. Therefore for students to do well and succeed at secondary level, they must be well established from primary level. All students will need to develop the ability and confidence to communicate competently in English, in both its spoken and written forms.

### Bilingual literacy policy context

The bilingual and literacy development of students is central to Samoa's language policy in education. The aim of the policy is to ensure students continue to develop and maintain their Samoan language as they learn English, and that they become fully literate in both languages.

To be fully literate in both languages is to be able to communicate effectively in any situation or community whether either language is being

used. This means being able to use reading, writing, listening and speaking skills to understand, to process information and to communicate in ways appropriate for different social and academic purposes. This enables students to operate on a wide range of printed and oral materials at different levels of understanding. Students can understand information that is stated directly, reflect on the implications of it, or they can think beyond information given directly by making inferences and generalisations. It further involves being able to synthesise and transform information into coherent texts that are appropriate for different purposes and audiences.

The English curriculum statement reinforces the application of the bilingual literacy policy and the interdependence of the students' languages. This is particularly in situations where students use and apply their skills in both their first and second languages.

### Who are the learners of this curriculum?

This curriculum focuses on the development of skills highlighted in the three strands: Listening and Speaking, Reading and Viewing and Writing and Presenting. It was designed to support all students to strengthen basic communication skills of speaking and writing. This allows the teachers to specifically focus on learners that require these basic skills. This will ensure that all diverse learners will progress smoothly.

The teaching of this curriculum will start at Year 10. This is after students at Year 9 have made their choices whether to pursue the academic or vocational stream. Thus, the two stream course will target the relevant skills across these three strands.

# The Communication Curriculum Statement

This Communication English Curriculum Statement sets out progressions of skills and knowledge of language for students to achieve at school. It applies to:

- Years 10 – 12 in all secondary schools in Sāmoa.
- All students regardless of gender, ethnicity, belief, ability, social or cultural background.

Each school provides programmes of learning which may be part of, or the entire national curriculum, in response to local needs, priorities and resources. Programmes developed by schools must provide learning experiences and opportunities that enable students to achieve the standards in the national curriculum. Programmes should also take into consideration the different levels of abilities of students, their learning preferences and needs.

The English curriculum is not always a stand-alone curriculum when it comes to the content. Schools should incorporate other curricular areas into English lessons in the classroom or outside. Through an integrated curriculum that combines language and other areas, students

learn how to read, write, research and speak on specific key concepts that are central to other subject areas they are learning. This enhances their ability to use language effectively.

The English Curriculum Statement fits into the following curriculum and teaching hierarchy:

## **National Curriculum**

Establishes the nation's goals and direction for the curriculum;

## **Subject Curriculum**

Articulates the goals and standards for English at the national level;

## **School Programme**

Ensures that the school has a programme that will see the English curriculum taught at all levels and to all students;

## **Classroom Programme**

Ensures that each teacher develops lesson plans incorporating assessment tasks to ensure that students' learning in each classroom is monitored and teaching is tailored to the specific needs of the students.

## Structure of the Communication English Curriculum Statement

The English curriculum statement provides information for teachers, students, parents, families and the wider world of work and study. The curriculum sets out what students are expected to be able to do in English classrooms from years 10 – 12.

The curriculum statement is organised to show the:

- General Aims of the curriculum;
- Strands;
- Sub-strands of the curriculum;
- Major Key Learning Outcomes;
- Specific Learning Outcomes at each year level.

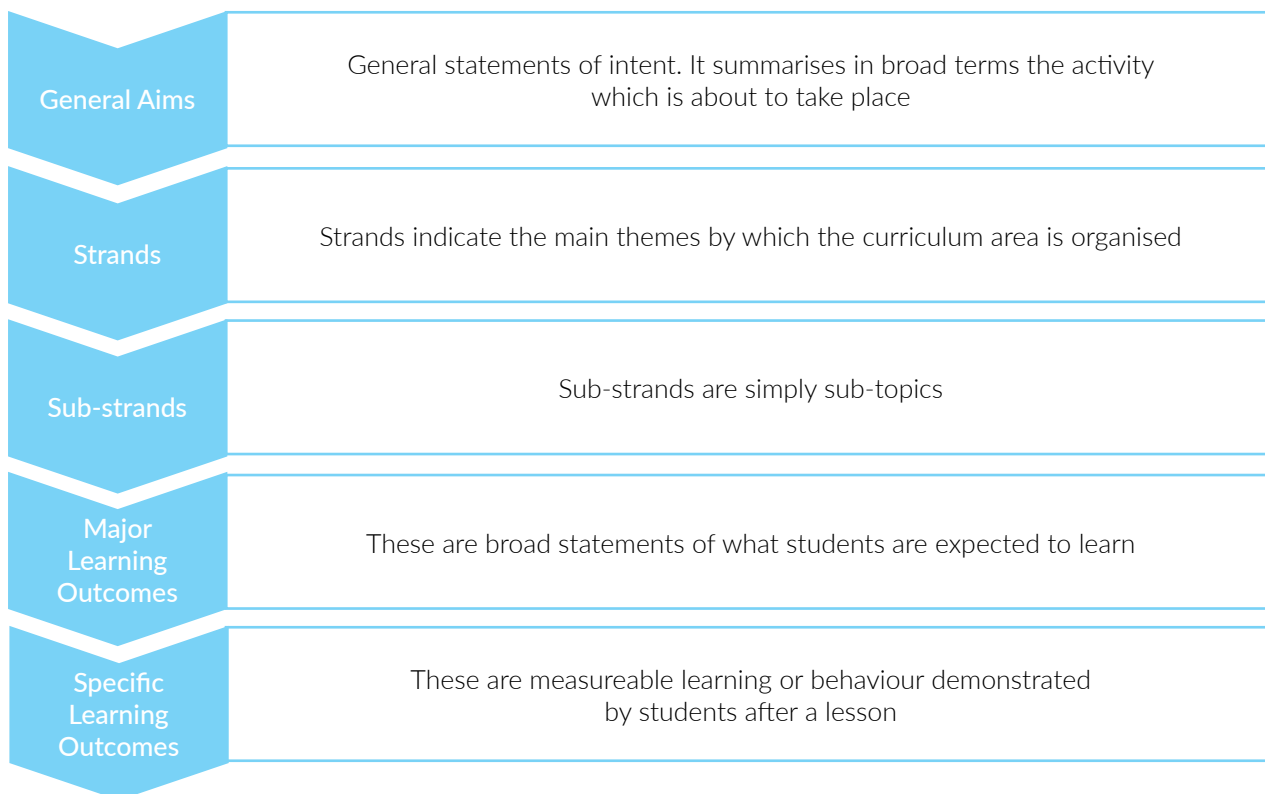


FIGURE 1  
*Structure of the Curriculum*

## Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education including the development of the curriculum. They are:

### Equity

Equity require that the system will treat all individuals fairly and justly in provision of educational; opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

### Quality

Educational quality is exemplified by high standards of academic achievement, cultural

understanding and social behavior, and results from complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effective.

### Relevance

Relevance in education implies a system which is meaningful, recognized, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

## Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources – human, financial and material – at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

## Curriculum Principles

This Communication English Curriculum is based on the Curriculum Principles in the National Curriculum Framework. The principles emphasise the notion that the individual student is at the centre of all teaching and learning, which lends itself to an outcomes-based curriculum, and that the curriculum for all students will be of the highest quality. In planning and implementing their programmes, teachers must consider the principles promoted in the National Schools Curriculum Framework. These are as follows:

- **All students can be successful learners.**  
The Sāmoan Curriculum recognises that all students can be successful learners when they are provided with sufficient time and support.
- **Students need to be engaged.**  
The Sāmoan Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.
- **Programmes must be planned.**  
The Sāmoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.
- **Programmes must develop the whole person.**  
The Sāmoan Curriculum recognises that programmes must be broad and balanced and

## Sustainability

Sustainability requires the wise utilization of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values trust, integrity and a sense of responsibility for the common good in community and national development will be promoted.

provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further studies.

- **Assessment must inform practice.**  
The Sāmoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.
- **Teachers make a difference.**  
The Sāmoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.
- **Community involvement assists learning.**  
The Sāmoan Curriculum recognises that ‘faasāmoa’ must be upheld and that the community plays a large role in the education of students.
- **A sustainable future is key.**  
The Sāmoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.



# General Aims

The overall aims of the English Language Curriculum of Samoa are to:

- provide students with opportunities to learn about other cultures through English medium texts;
- develop learners' English language knowledge and skills to use oral, written and visual language effectively in a range of contexts;
- develop learners' ability to use oral, written and visual English for interpersonal communication as well as for learning;
- develop students' proficiency in using English competently for personal and intellectual development, further study, vocational training, and work;
- develop students' ability to use Information Technology appropriately, to access, interpret and produce a variety of English texts for social and academic purposes.

# Strands

The curriculum statement is divided into three strands. Strands are broad groupings of knowledge, skills, attitudes and values in a learning area. Each strand has a specific aim which links to the organized sequence of achievement objectives and learning outcomes with elaboration of knowledge and skills in the teaching areas.

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

Each strand has specific aims which interpret what it is to learn in English. Each strand contains terms that are expanded in a glossary. This glossary also suggests some contexts or situations for learning. It is important that teachers are familiar with all sections of the curriculum statement.

## Strand 1: Listening and Speaking

This strand focuses on developing students' understanding of English through listening, and developing their proficiency to use English when

speaking in a range of contexts, purposes and audiences. Language learning is based on listening and speaking. Students will have a range of opportunities to practise listening and speaking in order to develop proficiency in using spoken English, to converse, discuss, compare, argue, dramatize, evaluate and justify points of view. They will listen and respond to a range of oral English including informal (conversations) and formal (problem solving scenarios) situations. They will have the ability to communicate competently in English for a variety of purposes, audiences and contexts.

## Strand 2: Reading and Viewing

Reading is crucial for language learning especially for second language learners. English incorporates the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, in a variety of texts, for a range of purposes and audiences. Text based activities allow students to become increasingly skilled speakers and listeners, readers, writers and presenters.

This strand focuses on reading and viewing both written and visual texts and aims to improve students' skills in reading and viewing, understanding, interpreting and adapting written and visual texts.

Teachers are to provide a wide range of texts (formal/ informal and imaginative) for students to read and understand. This strand also focuses on the ways meaning and emotion is expressed in visual ways, through combining words and images. Students will have opportunities to study, analyse, interpret and understand visual texts that include tables, graphs, maps and instructions.

### Strand 3: Writing and Presenting

Writing and presenting give students the ability and confidence to express their views and ideas either in writing or in visual ways. Students will be exposed to different forms of writing, understand and enjoy a wide range of written and visual language. They will understand, respond to and use written and visual language effectively in a variety of ways and for a range of purposes and audiences.

They will understand the writing process, and accurately and confidently structure their writings for both formal and informal purposes. They will also learn to write confidently and clearly for different purposes and audiences. Students will understand how meaning is expressed in visual ways, through combining words and images.

# Sub-strands

The strands are further organised into sub-strands. For students to be able to understand and use language through listening and speaking, reading and viewing, writing and presenting, they need to have the knowledge and skills to do with

1. processes and strategies
2. language
3. texts, and
4. interpersonal communication

These four areas are sub-strands of the English curriculum

## Sub-strand 1: processes and strategies

Processes and strategies refer to a series of actions, procedures or steps which are carried out in order to achieve a purpose. In listening, reading and viewing for example it includes actions before, during or after listening and reading that assist with decoding, comprehension, improving fluency, integrating multiple sources and so on.

In speaking writing and presenting it includes all those processes and strategies for the production of texts such as planning, generating, collecting ideas, drafting, editing, revision etc. in interpersonal communication, it is important students use appropriate communication strategies to sustain interaction. These include, for example, turn-taking strategies, and strategies to negotiate meaning such as seeking clarification and asking for repetition. An important area of processes and strategies are those that involve reflecting about understanding, seeking feedback, monitoring and evaluating understanding and production.

## Sub-strand 2: Language

Language focuses on grammar and punctuation, English phonology, and vocabulary.

**Grammar** includes the syntactic functions of words (e.g., as verbs, nouns, adjectives or adverbs), the forms of words (e.g., in terms of tense or singular or plural forms), the rules of grammar

that govern how words are put together to form sentences, clauses and phrases, and the length and complexity of sentences. **Phonology** is just one of the aspects of language. It refers to how sounds of a language are organized and used. The sound system of a language includes the sounds and their features, and the rules which specify how sounds interact with each other.

The component of English phonology most important to reading and writing is the English phoneme, or the individual sounds that make up a word. Phonemic awareness is fundamental it enables students to develop the understanding of letter-sound relationships that is essential to decoding and encoding. Students have to be able to distinguish sounds before they can match them with the letters that represent them. They need to learn, through deliberate, focused instruction, which letters represent which sounds. Through reading and writing activities, learn to explore more complex letter-sound relationships, for example, by discovering that in English 'one sound can be represented by different spellings: character, kitten, castle, phone, fair, through and through' (NZMOE Effective Literacy). **Vocabulary** includes the words that are used in different contexts. In the study and use of English, distinction is made between high-frequency vocabulary or the most common words of English; academic vocabulary or the words common in secondary and tertiary studies; technical vocabulary or the words specific to a particular topic or field; and low-frequency words or words that are not very common.

## Sub-strand 3: Texts

A text is a piece of spoken or written communication that constitutes an identifiable whole or complete thought. In the English learning area, the term includes visual communication too. The Texts Strand focuses on three aspects: **Purposes, Audiences and Ideas; Text Form and Features;** and **Comprehension.**

**Purposes and Audiences** refer to the development of learners' understanding of and ability to use language in various contexts. It focuses

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on the need for learners to be aware of the relationships between text, context, purpose and audience, and to be able to produce a range of text types with appropriate format and associated **rhetorical patterns**. Audiences include those who receive the texts either as listeners, readers, or viewers. Different audiences have different characteristics which influence the choices language users make. Some of the audiences for primary school texts include the teacher, class peers, the whole school, friends, family and sometimes the public.

Ideas refer to the nature of the subject matter or messages learners are required to interpret, at different levels of comprehension, and communicate. As learners progress through different levels of schooling, ideas become less familiar and increasingly complex. Towards the end of secondary schooling, learners have to understand abstract subject matter, challenging themes and issues and be able to discuss different perspectives on complex themes and issues using writing, speaking and presenting in English.

**Text form and features** focus on the essential conventions of print, and developing students' awareness of the relationships between text, context, purpose and audience. It is expected that students will apply their knowledge of concepts of print in Sāmoan to their English literacy development. Students need to become aware of selected oral and written texts and explore the ways in which these may appear in different formats. Literacy development should reflect increasing control and mastery of different types of texts. This involves learning the purposes of those texts, the way they are organised and what language features are associated with each type.

**Comprehension** refers to listening, reading and viewing for meaning. It involves being able to recall, interpret and make generalisations in response to texts that they hear, read or view. At its most basic level it is being able to recall, locate facts, ideas and information actually stated. Comprehension is next being able to interpret what is implied or meant by drawing inferences, relating information to personal experience, and making logical connections between ideas. A deeper understanding involves being able to apply what they hear, read or see by extending the ideas beyond the situation. It involves being able to analyse, synthesise and apply information to other information. The curriculum identifies learning outcomes that require the development of these three levels of comprehension: literal comprehension (what is actually stated); interpretive comprehension (what is implied or meant); and applied comprehension (taking what was said: (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation).

#### **Sub-strand 4: Interpersonal Communication**

This sub-strand focuses on students being able to understand and use language to communicate with others in familiar and some unfamiliar contexts. It requires that they have the knowledge, understanding and English language skills to be able to facilitate communication, establish and maintain relationships with people they communicate with, exchange ideas and information and generally to get things done. Table 1 outlines the structure of strands, sub-strands and key aspects selected to focus the learning outcomes.

# Key Learning Outcomes and Learning Outcomes

Samoa's education curriculum for both primary and secondary is outcomes based. An outcome-based curriculum clearly identifies the knowledge, skills, attitudes and values that all learners should be able to acquire and demonstrate at a particular level, in a particular subject. Teachers are able to teach and learners are able to learn more effectively when the learning outcomes are shared and made explicit.

Within each of the strands, key learning outcomes are prescribed for key language aspects at each year. Key learning outcomes are broad statements of what students are expected to learn. They describe what students need to know and be able to do for each subject and year level i.e., the 'content standards' associated with each learning area and year level.

Learning outcomes are statements that describe what learners demonstrate they know or are able to do as a result of a learning activity. Key language aspects, selected for their importance to knowing and learning a language, focus the learning outcomes so that the progression of knowledge, skills and understandings is easy to follow from year to year through the strands and sub-strands. Outcomes-based education (OBE) shifts from the traditional focus on the topics teachers teach (content), to a focus on what learners are expected to demonstrate.

The characteristics of good learning outcomes show that:

- learning is observable;
- learning is measurable;
- learners can demonstrate the application of their knowledge/skill/attitude;
- what learners are expected to know and to be able to do with their knowledge is highly focused and made explicit to learners, teachers and parents;
- high expectations are held for all learners, in the knowledge that all are capable of achievement;

- there is a focus on development, which emphasises the likely sequence of conceptual and cognitive development;
- a range of teaching contexts, opportunities and means of support are necessary to enable learners to gain knowledge and demonstrate achievement of outcomes.

All learners have different learning needs and learning styles and will not always be ready to demonstrate learning outcomes in the same way at the same time, or even at the same year level. The ultimate test of a good learning outcome is whether or not the action taken by the participants can be assessed in an authentic way. Learning outcomes enable teachers to closely monitor the progress of learners, and to report accurately to parents on learner progress. It follows that there is a close connection between learning outcomes and ongoing assessment of learners.

Each strand links to sub-strands that has key learning outcomes. These key learning outcomes group broad progressions of learning outcomes at each year level. Most language situations are a complex mix of activities. Therefore, a range of learning outcomes from some or all of the strands will be woven together into learning situations, activities and experiences. This integration helps enrich students' experiences and skills in English for both social and academic purposes.

## Strand 1 Key Learning Outcomes

Students should be able to:

- Engage and enjoy oral language in all its varieties.
- Understand, respond to and use oral language effectively in a range of contexts and purposes (e.g., formal and informal).
- Interpret speakers' feelings, views, attitudes and intentions.

- Express information and ideas - personal experience, feelings, opinions, imaginative ideas – clearly, confidently and fluently.
- Speak fluently and clearly using appropriate vocabulary, pace, stress and register suited to the context, purpose and audience.
- Express confidence at reciting, role playing, staging and performing plays, poems, stories from a variety of scenarios.

## Strand 2 Key Learning Outcomes

Students should be able to:

- Read, understand and appreciate a range of written texts, and how the writer's purpose, audience, form, context, cultural background, structure and language choices affect meaning and the reader's interpretation.
- Understand, denote and interpret the rules of visual communication and media, including newspapers, advertisements, brochures, instructions and recipes.
- Access, appreciate, understand and use information technology and all forms of media.

## Strand 3 Key Learning Outcomes

Students will be able to:

- Create and strengthen innovative conventions to support paragraph writing skills.
- Understand, interpret, analyse and critically evaluate a range of texts – including reports, informative and expository pieces from a range of sources, including newspapers.

- Write fluent, engaging and grammatically correct different forms of text responses – formal, personal, persuasive and informative pieces of writing that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.
- Create and present visual and media texts, incorporating ICT, for a range of different purposes and audiences.
- Use appropriate and varied vocabulary, expressions and correct grammar.
- Paraphrase and summarise written and visual texts. Understand, interpret, analyse and evaluate a range of written texts or genres of writing, i.e., descriptive, expository, persuasive, narrative from a range of sources, including newspapers, magazines, letters, brochures and reports.
- Write with fluency, engaging and grammatically correct different forms of text responses, i.e., formal, personal, persuasive and informative pieces of writing that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.
- Create and present visual presentations such as graphs, charts, diagrams incorporating ICT, for a range of different purposes and audiences.
- Use appropriate and varied vocabulary, expressions, correct grammar and pronunciation.
- Paraphrase and summarise literary works extracted from a variety of written texts.

## To achieve these learning outcomes students will:

- Use English purposefully and effectively through speaking, listening, reading, writing, viewing and presenting.
- Develop an understanding of the grammar and conventions of English.
- Develop an understanding of how language varies according to the user, audience, setting and purpose.
- Develop skills in using language in a range of purposes, and for different audiences.
- Understand and appreciate English through experiencing a broad range of texts.
- Respond personally and critically to texts.
- Learn to analyse, understand, communicate with and build relationships with others and the world around them.

- Use a range of language skills to find, use and communicate information for a variety of purposes, settings and audiences.
- Appreciate and confidently use ICT as a tool to assist with their studies.
- Develop the knowledge and skills needed for education, training and the workplace and become thoughtful and informed members of the community.

STRANDS →	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
SUB-STRANDS ↓			
Processes and Strategies (P)	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Phonology</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Phonology</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Mechanism: spelling, punctuation, capitalization</li> <li>• Vocabulary</li> </ul>
Language	<ul style="list-style-type: none"> <li>• Purposes, audiences, ideas</li> <li>• Text form and features</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Purposes, audiences, ideas</li> <li>• Text form and features</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Purposes, audience, ideas</li> <li>• Text form and features</li> </ul>
Texts (T)	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Communication</li> <li>• Thinking critically</li> <li>• Monitor, self-evaluate, reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Processing strategies</li> <li>• Comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Encoding</li> <li>• Composing</li> </ul>
Interpersonal Communication (I)	<ul style="list-style-type: none"> <li>• Interpersonal context</li> <li>• Content</li> <li>• Delivery: fluency, pronunciation, non-verbal</li> </ul>		

TABLE 1  
Structure of strands, sub-strands and key aspects selected to focus the learning outcomes.



# Hierarchy of the Communication English Curriculum

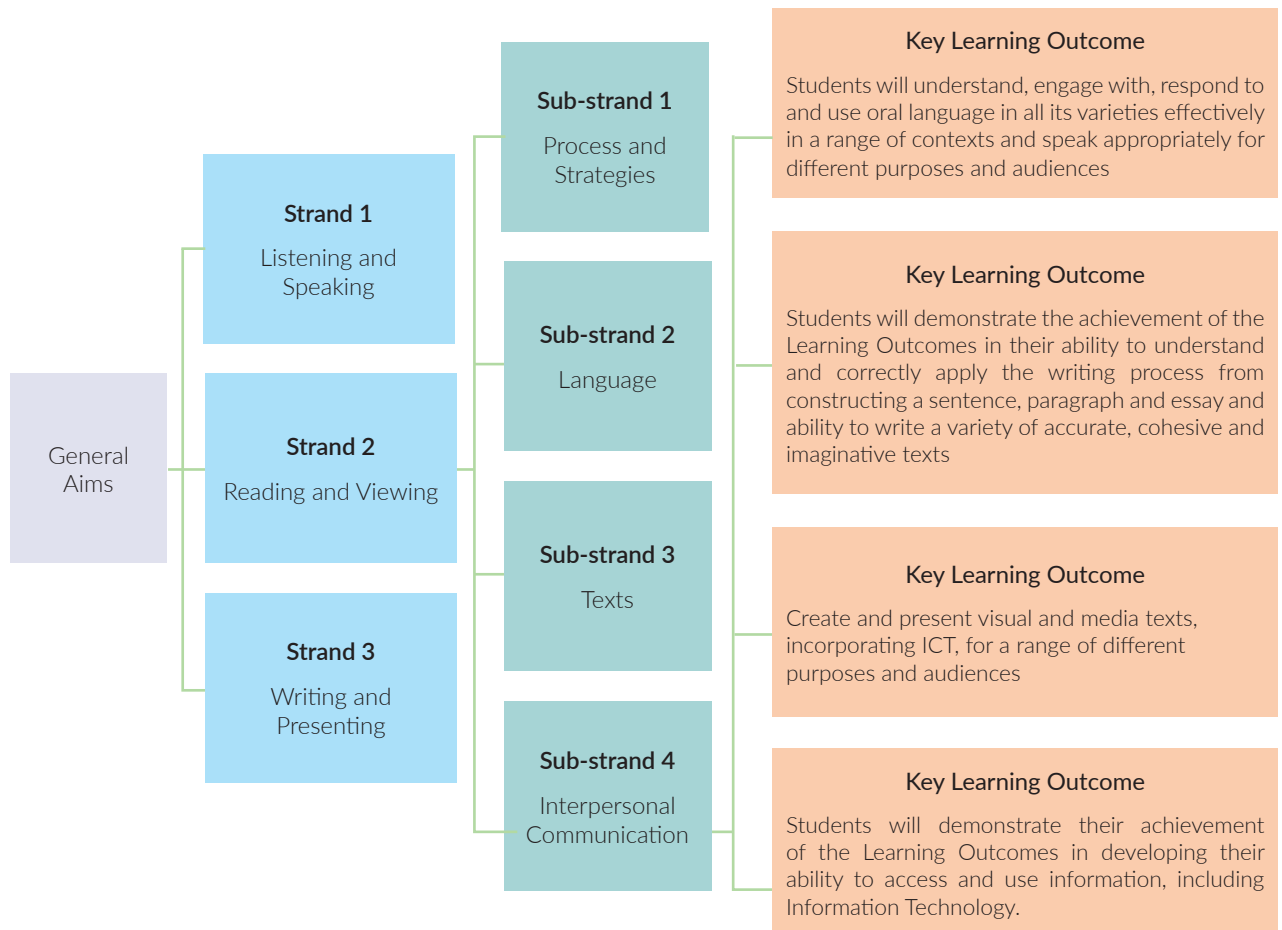


FIGURE 2  
*Hierarchy of the Communication English Curriculum*



# Approaches to Teaching and Learning

The national curriculum is aimed at enabling students to learn as effectively as possible. The role of teaching and learning involves learners, teachers, parents, support personnel and the community in a process where learners go through a sequence of transitions and insights to construct new understandings. The process is student or learner-focused with the teacher providing meaningful, realistic contexts, innovative activities and effective instruction.

Students learn best when they take action themselves to generate and create meaning, and to apply new knowledge in meaningful situations. Teaching practices must be innovative and aim at effective learning. This assumes that:

- Language is learned best in settings that require students to use language in a variety of contexts and ways.
- In the classroom this means an emphasis on discussion, working interactively in groups with teachers facilitating the learning and encouraging students to express their views.
- Teachers use appropriate and high quality English language in the English classroom.
- English is the medium of instruction for English teaching
- The content is relevant and appropriate to the students.

- Ongoing feedback and assessment to enhance learning is incorporated in all activities.

Students are more likely to be involved in effective learning if teachers use a range of activities including discussion, investigation, debates, reflection, problem solving and small group activities. Such activities help students to think critically and apply knowledge accordingly. Teachers should provide scaffolding and models to give students a clear guide to achieving the learning outcomes.

The emphasis on learning focuses attention on what students are able to do and say as a result of what they have been taught and what they have learned.

Students need to be able to:

- Relate new ideas to previous knowledge and experience;
- Engage in debate and reflect;
- Investigate;
- Solve problems and respond in oral or written form.
- Apply knowledge to generate and create meaning.

## Assessment and Evaluation

Assessment is not separate from the curriculum but is a cornerstone of outcomes-based learning in all subjects. It is the process of collecting and interpreting evidence in order to determine the learner's progress, to make judgments about a learner's performance and, above all, to improve each student's learning.

An outcomes-focused approach to assessment involves:

- providing a range of opportunities for learners to be aware of and to demonstrate outcomes;

- gathering and recording evidence of learners' demonstration of outcomes;
- making judgments about learners' demonstration of outcomes;
- guiding the planning of teaching and learning programmes;
- reporting achievement to learners and parents in an effective way which encourages further learning.

Assessment should be an integral part of teaching and learning: it should not merely test learner achievement at the end of a unit of work. For this

purpose, teachers' guide/manuals provide assessment guidelines appropriate for each learning outcome – which need to be adapted to suit the circumstance of each classroom situation. For assessment to achieve its full potential teachers need to ensure that learners receive immediate feedback on areas that need improvement.

There are three purposes of assessment:

- 1 Assessment for learning
- 2 Assessment as learning
- 3 Assessment of learning.

### Assessment for learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

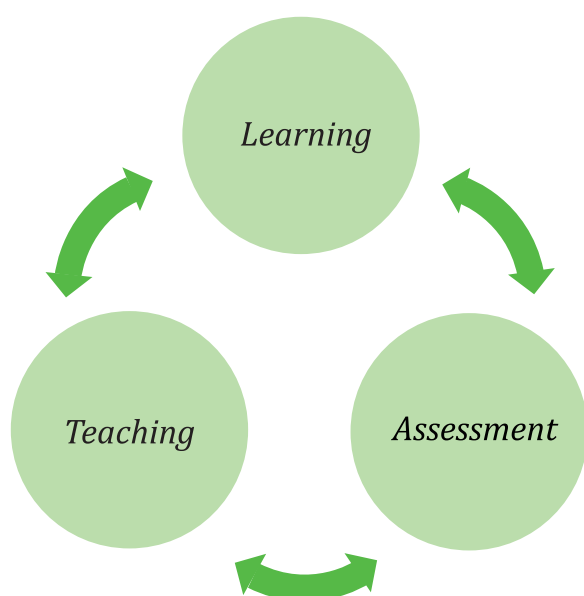


FIGURE 3  
*Learning-teaching-assessment cycle*

Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily. No grades or scores are given.

### Assessment as learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

### Assessment of learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

## Essential skills

Essential skills are the broad skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities. They are used by students in all school activities as well as in their social and cultural world outside the school. Sāmoa's National Curriculum Policy Framework specifies seven essential skills.

### Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation and non-verbal communication. In English, this means that students are required to read, write, discuss and develop the skills of discrimination and critical analysis when they interpret oral, written and visual texts. It also requires students to be competent in using information and communication technologies essential for participation in society.

### Solving problems

This involves the use of enquiring and reasoning, gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems. In English, this means students will develop the ability to gather, interpret and use information, determine its relevance, and present it constructively and appropriately, as a basis for solving problems and making decisions. The interpretation and writing up of information presented in graphs, tables and charts, and presenting information, is an integral part of both visual and written strands of English.

### Utilising aesthetic judgement

This involves the use of visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences. In English, this means students will be able to develop artistic and creative skills through visual language, personal writing, story-telling, dramatisation and other opportunities presented which require individual innovative and creative thinking.

### Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, cultural norms and expectations and the ability to negotiate and reach consensus. It also involves individuals developing ethical norms and values including an informed understanding of the issues associated with gender. This means recognising the importance of social and cooperative skills for learning and language development. Many of the approaches to learning and teaching English include group and cooperative activities that are designed to help students develop their ability to use language and communicate with others. This statement also recognises the need for students to develop respect for individual differences, and to participate in a range of social and cultural settings.

### Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allows all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness. These are an integral part of any language programme. Students should take responsibility for their own learning and for working independently and in groups. Learning and teaching programmes provide opportunities for self-monitoring and self-evaluation and enable students to set goals for themselves.

### Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings developed.

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In English, this means language learning and teaching programmes should incorporate integrated, holistic approaches, and use a combination of approaches. Sharing books, expressing students' own experiences orally and in writing, using guided reading texts, and writing in different genres are examples which involve the integration of reading, speaking and listening. Importantly, when making sense of what they hear, read and view, students need to bring together their experience and knowledge of how texts work in order to construct meaning and develop new understandings.

### Effectively using technology

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. Technology also involves the use of technology used to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

In English, students are exposed to technological skills that are important in language learning. Information and communication technologies are integrated into the teaching and learning

## Language and Learning

The language associated with learning is often abstract and demanding for learners. For students who learn through the medium of their second language, English, learning is even more complex. They are expected to learn in English as well as continue learning English. Students are required to develop English Language for school learning while coping with the requirements of content learning. Students need mastery of English for success in other subjects such as Mathematics and Science, It is essential for the development of research skills and for tertiary and technical education.

Students must use English to reason through to conclusions, read and understand expository texts, develop arguments, analyse, synthesise and evaluate ideas. Furthermore they are assessed in English on how well they express themselves in writing as well as orally and visually. English

processes to enhance learning. Students develop knowledge and understanding of software applications such as word processors and tools such as grammar and spell checks and dictionaries, and electronic display and presentation devices. Access to computer technology will enhance the learning of English, and assist the development of oral, written and visual communication skills.

As information technology becomes widely available in Sāmoa, children are growing up in a world where vast stores of information in a variety of formats are all around them. In order for them to function in this environment they must be able to acquire, evaluate and use information effectively. Information Literacy Skills emphasise the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. Students need to actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Recognising that technology is only a tool for accessing, communicating and storing information, the new curriculum develops students' expertise in accessing, evaluating and using information. It provides the essential knowledge and skills that prepare students to locate, analyse, evaluate, interpret and communicate information and ideas in an information-intensive environment.

for second language learners may take at least 5 to 7 years to develop English language skills for academic learning compared to those students whose first language is English. Students need to understand, speak and write in English and participate effectively in learning activities.

Language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.

**An effective English Language Programme will have the following features:**

- a planned integration of content and language learning in interesting contexts;
- the provision of opportunities for students to use language for both social and academic purposes;

- a range of activities which develop understanding by integrating reading and writing, listening and speaking, viewing and presenting;
- a variety of tools used to keep students engaged and ensure that they are learning progressively;
- focused instruction on language structures from word forms and meanings to sentence patterns, to whole texts, and the structures and conventions that go with them;
- opportunities in learning activities for students to interact with each other in English;
- teachers using English as the medium of instruction at all times;
- frequent opportunities for meaningful interaction between teachers and students, with teachers modeling the correct use of English in speech and writing.

## English as a Second Language

Most students in Sāmoa are learning English as their second language. Some points therefore need to be made clear:

- Being competent in a first language is an important basis for learning other languages. This means that the first language is a useful aid for understanding, making assumptions and deriving conclusions about English, especially in the early stages of acquisition;
- It takes about 2 to 3 years to develop competence in another language for social purposes, but 5 to 7 years to develop language skills for academic purposes;
- As students progress to higher levels of language learning and learning programmes become increasingly difficult, concepts become more abstract, and the academic uses of English become more pronounced. This means that the explicitness of the language teaching becomes more crucial and instruction must focus increasingly on meaning as well as on language forms or grammar;
- Each period of English learning should introduce, develop, or reinforce a language learning focus. This will involve the teacher in planning his/her lessons to ensure that each lesson has structure, uses a range of teaching and learning strategies, and has an interactive role for students. The aim must be to foster an atmosphere of trust so that learners can take risks in trying out the new language;
- Every school's English programme at each level should engage students in speaking and conversing in English, using new vocabulary, structures and skills, in a range of ways that combines spoken, written, and visual forms of language;
- All teachers should be aware of the importance of focusing on language learning in their particular subject area;
- A variety of relevant language sources is used to stimulate learning and language development;
- Cultural differences and similarities need to be made explicit and valued as students develop understanding of the new language;
- Assessment and feedback is integral to involve students in their ongoing learning. Teachers must incorporate assessment for learning or formative assessment in all their teaching. Assessment for learning occurs when we seek out and interpret evidence that helps us and our students to understand:
  - where they are in their learning
  - where they need to go to next and
  - how best to get there.



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## Values in the Curriculum

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Like the essential skills, they are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. The school curriculum will help individuals to develop and clarify their own beliefs and values. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values that underpin the Sāmoan curriculum include:

**Fairness, in order to endure that:** decisions and practices are viewed as having respected the opinions of others and where outcomes are accepted as just.

**Honesty, in order to ensure that:** there is consistency and sincerity in what is said and done.

**Excellence, in order to ensure that:** high achievement is valued and celebrated.

**Responsibility, in order to ensure that:** students are responsible for their actions and undertake actions to assist others.

**Respect, in order to ensure that:** others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

**Tolerance, in order to ensure that:** the differences and diversity within society are respected and accommodated.

## Values in English

Values are qualities that learners should develop as principles underlying conduct and decision making, while positive attitudes are personal dispositions needed to perform a task well. In English opportunities for the development of positive values and attitudes are provided through learning tasks. Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using English and respect for the different cultures of the English-speaking world. Learning in English provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through personal learning experiences inside and outside the classroom, students have a variety of opportunities to acknowledge the values and attitudes of others. In exploring oral, written or visual texts, students consider the values and viewpoints expressed and compare them with their own. Therefore, schools must provide learners with the basis on which they can make informed and reasonable decisions in the following areas.

### **Fairness, collaboration, acceptance, consultation**

The learning programme in English allows students to work collaboratively, discussing ideas and feelings with each other during group discussions and brainstorming, listening attentively to their peers' views and contribution and forming their personal decisions and/or point of view. Students should treat information, issues and ideas fairly in any discussions, base decisions on majority consensus, and respect others' views.

### **Open-mindedness, tolerance and understanding**

Students should listen with an open mind to the ideas of others; personally reflect on genres discussed or read about, and respect cultural, economic and social differences within their learning environment.

### **Honesty and integrity**

Students should be sincere and honest in what is discussed or written in relation to information, issues, topics and genre presented.

### **Honour and respect**

Students should be able to treat others with consideration and sensitivity, and respect another person's opinions and beliefs.

### **Wisdom, excellence and perseverance**

Students should aim to achieve to the best of their ability, learn something worthwhile and useful, utilising all language skills to research topics and issues.

### **Responsibility**

Students should be responsible for their own actions, be able to assist others, resolve disagree-

ments and conflicts by peaceful negotiations and show care and concern for everyone they interact with. They should also be aware of their responsibility and obligation for the common good of humanity in various spheres of life.

### **Consideration and inclusion**

In their learning, students should be concerned about themselves and others. They should be inclusive of, and cooperate with, everyone regardless of differences and abilities.

## Gender

The National Schools Curriculum Framework requires education to be gender-inclusive. This means that students should not be excluded from developing good self-esteem or from participating fully and successfully in learning because of gender stereotypes.

Consequently, resources and materials used with this curriculum should not be gender-biased. They must give learners the opportunities

to understand how males and females can have a wider range of occupations, tasks and responsibilities and use gender-neutral language where appropriate.

School programmes and classroom learning tasks should reflect the diversity of roles available to women, men, girls and boys. Teachers need to ensure that gender is not an obstacle to learning, success or individual value.

## Inclusive Education

The Ministry of Education, Sports and Culture is committed to providing high-quality education to all Sāmoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes for students with special needs or at risk because of social or economic circumstances. The principle that *'All students can be successful learners'* recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes.

It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

Where possible, all student needs should be met in mainstream schools as these provide the

rich social and cultural setting to best develop social and cultural skills necessary to fully operate in the broader community.

For all students the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary to be included in the broader community.

### **Supporting the process of inclusive education**

Inclusive education is a process whereby the school systems, strategic plans and policies adapt and change to include teaching strategies for a wider, more diverse range of children and their families. Inclusive education means to identify a child's learning style and adapt the classroom

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and teaching strategies to ensure high-quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Students who are gifted in one or more areas also have educational needs. For these students, it is important that programmes are provided that extend their abilities and assist them to develop their intellectual, artistic or other talents to their fullest potential.

## Time Allocation

The time allocation for English in Secondary Schools in Samoa is as follows:

- Year 10 – 12 levels have 5 hours per week of learning all the skills required for English Communication.





## Year Level

*Strands, Sub-strands, Key Learning Outcome, Learning Outcomes*

## STRAND 1: LISTENING AND SPEAKING

Sub-strand: process and strategies, language, texts and interpersonal communication

KEY LEARNING OUTCOMES		MAJOR LEARNING OUTCOMES	
<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Engage with and enjoy oral language in all its varieties.</li> <li>Understand, respond to and use oral language effectively in a range of contexts (e.g., formal and informal).</li> <li>Interpret speakers' feelings, views, attitudes and intentions.</li> <li>Express information and ideas - personal experience, feelings, opinions, imaginative ideas - clearly, confidently and fluently.</li> <li>Speak fluently and clearly using appropriate vocabulary, pace, stress and register suited to the context, purpose and audience.</li> </ul>	<p><b>1. Students will understand, engage with, respond to and use oral language in all its varieties effectively in a range of contexts and speak appropriately for different purposes and audiences.</b></p> <p>Students will demonstrate their achievement of the Learning Outcomes in Listening and Speaking in the following ways when they:</p>	YEAR 10	YEAR 11
<ul style="list-style-type: none"> <li>Listen, comprehend and respond to questions and instructions in formal and informal settings using a wide range of oral texts and visual materials.</li> <li>Settings can include class, assemblies, meetings, small group discussions, personal conversations and informal conversations or interviews, storytelling/fagogo.</li> <li>Listen attentively to a range of oral texts (both formal and informal) and be able to write down the different levels of ideas presented.</li> <li>Speak fluently and confidently applying the conventions for speaking for any type of audience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, comprehend and respond to questions in a range of different settings and contexts, synthesise information and analyse the information presented in the texts.</li> <li>Settings can include class, assemblies, meetings, small group discussions, personal conversations and informal conversations or interviews, storytelling/fagogo.</li> <li>Listen attentively to a range of oral texts (both formal and informal) and be able to write down the different levels of ideas presented.</li> <li>Speak fluently and confidently applying the conventions for speaking for any type of audience.</li> </ul>	YEAR 10	YEAR 11
<ul style="list-style-type: none"> <li>Listen, comprehend and respond to questions and instructions in formal and informal settings using a wide range of oral texts and visual materials.</li> <li>Settings can include class, assemblies, meetings, small group discussions, personal conversations and informal conversations or interviews, storytelling/fagogo.</li> <li>Listen attentively to a range of oral texts (both formal and informal) and be able to write down the different levels of ideas presented.</li> <li>Speak fluently and confidently applying the conventions for speaking for any type of audience.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, comprehend and respond to questions in a range of different settings and contexts, synthesise information and analyse the information presented in the texts.</li> <li>Listen attentively to a range of oral texts (both formal and informal) and be able to write down the different levels of ideas presented.</li> <li>Speak fluently and confidently applying the conventions for speaking for any type of audience.</li> <li>Initiate, conduct and participate in fluent informal conversations and in more formal settings; ask and answer questions.</li> </ul>	YEAR 10	YEAR 12

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>Participate in conversations/dialogues and all class activities, both small group and whole class discussions.</li> <li>Use appropriate turn-taking cues to support conversations or discussions.</li> <li>Use correct register in both conversational and formal settings.</li> </ul>	<ul style="list-style-type: none"> <li>Participate fluently in conversations – in informal settings; such as with friends, and in formal situations such as with elders seniors, school or workplace situations.</li> <li>Be aware of and use the appropriate language register in speaking in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Respond confidently for a range of purposes, audiences and contexts.</li> <li>Use the appropriate language register in speaking to different people and in different situations, in formal and informal social settings, such as debates, speeches, greetings, interviews and the workplace.</li> </ul>
<ul style="list-style-type: none"> <li>Participate in conversations/dialogues and all class activities, both small group and whole class discussions.</li> <li>Use appropriate turn-taking cues to support conversations or discussions.</li> <li>Use correct register in both conversational and formal settings.</li> </ul>	<ul style="list-style-type: none"> <li>Participate fluently in conversations – in informal settings; such as with friends, and in formal situations such as with elders seniors, school or workplace situations.</li> <li>Be aware of and use the appropriate language register in speaking in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Respond confidently for a range of purposes, audiences and contexts.</li> <li>Use the appropriate language register in speaking to different people and in different situations, in formal and informal social settings, such as debates, speeches, greetings, interviews and the workplace.</li> </ul>
<p>Enrich and build vocabulary and terminology used in oral texts and use them appropriately with clear pronunciation and structure to express ideas, meaning and feelings in different types of settings.</p> <ul style="list-style-type: none"> <li>Identify, describe and explain main ideas and supporting details presented in the oral texts and visuals used in group and class discussions.</li> <li>Record the controlling ideas or main points and supporting details, understand the purpose of a range of texts, describe the types of language used and use these to present a report to the class.</li> </ul>	<p>Extend working vocabulary and use appropriate vocabulary, clear pronunciation and structure to express ideas, meaning and feelings in informal settings.</p> <ul style="list-style-type: none"> <li>Actively participate in discussions of texts and visual materials. Listen; take notes and present ideas of oral texts. Understand structure and characteristics of oral texts and visual materials used.</li> <li>Record the controlling ideas or main points from discussions, speeches, debates and be able to present these to the class.</li> </ul>	<p>Enrich vocabulary based on the oral texts/ scenario used. Use varied vocabulary, clear pronunciation, correct intonation and stress to express ideas, meaning and feelings in informal settings.</p> <ul style="list-style-type: none"> <li>Actively participate in discussions of texts and visual materials.</li> <li>Listen; take notes and present ideas of oral texts.</li> <li>Understand structure and characteristics of oral texts and visual materials used.</li> <li>Discuss, analyse and record accurately the key ideas, techniques and responses arising from various examples of both formal and informal spoken English.</li> </ul>

YEAR 10	YEAR 11	YEAR 12
<p>Develop questioning techniques in discussions- ask why, where, what, when, how, what if questions.</p> <ul style="list-style-type: none"> <li>• Prepare presentation of brief formal speeches such as: impromptu speeches, welcome and farewell speeches.</li> <li>• All speeches should be structured with clear points and supporting details, a lively introduction and engages audience from beginning to the end.</li> <li>• Follow conventions of formal presentations such as effective body language, clear voice and appropriate eye contact.</li> </ul>	<p>Develop questioning techniques in discussions - ask why, where, when, what how, what if questions. Use open and closed questions.</p> <p>Prepare and present a prepared speech on a current issue. The speech should be well structured and use appropriate language techniques, such as an arresting opening statement, logical progression of arguments with evidence, and a conclusion delivered in a clear, articulate voice, modulated to engage the audience, with appropriate eye contact.</p>	<p>Develop higher order questions and sophisticated questioning techniques in discussions- ask why, where, when, what, how, what if questions.</p> <ul style="list-style-type: none"> <li>• Prepare and present well-structured and coherent prepared speeches on significant issues.</li> <li>• Quality main ideas and supporting details, lively opening statement, logical progression of arguments with evidence, a convincing conclusion. The language chosen appropriate to the topic and such techniques as emotive language, imagery and rhetorical questions incorporated if appropriate.</li> <li>• Deliver in a clear voice, engage the audience and use appropriate body language right through out.</li> </ul>
<ul style="list-style-type: none"> <li>• Read confidently to the class – formal and informal pieces of writing, including newspaper articles, debates, essays etc.</li> <li>• Speak confidently and fluently with good voice. projection - clarity, tone, pause and pace, volume.</li> <li>• Use varied, correct and appropriate intonation and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Read confidently to the class – formal and informal pieces of writing, including fagogo, newspaper articles, debates, essays etc.</li> <li>• Speak confidently and fluently with good voice projection - clarity, tone, pause and pace, volume.</li> <li>• Use varied, correct and appropriate intonation and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• Read confidently to the class – formal and informal pieces of writing, including newspaper articles, debates, essays etc.</li> <li>• Speak confidently and fluently with good voice projection - clarity, tone, pause and pace, volume.</li> <li>• Use varied, correct and appropriate intonation and tone.</li> </ul>
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## STRAND 2: READING AND VIEWING

Sub-strand: process and strategies, language, texts and interpersonal communication

Reading and viewing texts enable students to understand and communicate ideas. This strand focuses on developing students' skills in understanding, interpreting, analyzing and evaluating a variety of texts in English. Students should be exposed to different forms of written and visual language and given opportunities to read, understand and respond in a variety of ways to ensure they have grasped the meanings and appreciate them. Students need to be able to read and enjoy texts with confidence and competence.

They should read widely for personal enjoyment and interest, think critically about what they read then relate and respond to show their understanding of the texts read and viewed.

Students should be able to understand, engage with, and respond to written and visual texts in a range of contexts. Visual literacy includes the ability to understand, interpret, decode, question, evaluate and appreciate visual images and conventions as well as written texts.

### KEY LEARNING OUTCOMES

**Students should be able to:**

- Develop skills of deriving meaning from words, sentences, paragraphs and stories/essays;
- Read with confidence, enjoyment and express views on reading materials;
- Read and apply analytical responses based on a specific situation;
- Read widely for personal enjoyment and interest;
- Apply critical thinking by applying, analyzing, synthesizing and evaluating information read from a range of texts;
- Access, read and understand visual and media texts from a range of sources.

### MAJOR LEARNING OUTCOMES

#### 1. Develop Reading Skills:

*Students will demonstrate the achievement of the Learning Outcomes in their ability to read, understand, interpret and evaluate materials with confidence. They will develop generic skills such as communication, creativity and critical thinking.*

YEAR 10

- Develop strategies in comprehending reading material. These strategies include being able to extract, predict, infer, make connections, using all visual and textual cues to construct meaning from the text.
- Identify and describe relationships within different types of texts.

YEAR 11

- Use the comprehension strategies of prior knowledge, prediction, inference, re-reading and drawing connections.
- Critique different types of texts and engage in learning dialogues through the process of posing questions that explore possible meanings.
- Construct questions about the text.

YEAR 12

- Demonstrate the use of word level and text level reading strategies, including, prior knowledge, prediction, inferences, re-reading.
- Critique a wide variety of texts; discuss how meaning is created to suit the audience, purpose and context of the text.
- Restate, paraphrase and summarises the meaning of the text in their own words.

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>• Demonstrate understanding of different types of language use in texts. Create a visual representation of a part of the text in a poster or cartoon or visual text.</li> <li>• Construct word lists from the text and use these as the basis of their own sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Define words and terms.</li> <li>• List the unusual terms or expressions found in the text.</li> <li>• Recognise use of different types of language; understand new terminology and use accordingly.</li> <li>• Construct extended vocabulary lists that include unusual expressions and idioms, and the specific language techniques used in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Define words and terms.</li> <li>• List the unusual terms or expressions found in the text, particular images, similes, metaphors, symbols, unusual words.</li> <li>• Discuss interesting aspects of the text. Recognise use of different types of language; understand new terminology and use accordingly. Apply to similar contexts.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of texts by retelling in own words – orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise texts, retell in own words – orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the text by writing a response to express views/opinions.</li> </ul>
<ul style="list-style-type: none"> <li>• Relate the text's concerns or themes to their personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• List and analyse the important themes, ideas that the text raises, and participate in class and small group discussions on them.</li> <li>• Make connections with other texts and experiences. Relate themes to their own experiences and lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the themes and concerns of the text. Discuss these in small groups. Relate these concerns to their own experiences and lives.</li> <li>• Discuss the ways in which the cultural context of the text is similar or different from their own.</li> </ul>
<ul style="list-style-type: none"> <li>• Critique, synthesise and evaluate different types of texts ranging from paragraphs, articles, speeches etc.</li> <li>• Relate texts to familiar contexts and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique, synthesise and evaluate different types of texts ranging from paragraphs, articles, speeches etc.</li> <li>• Discuss parts of texts and create similar texts e.g., dialogues, debates, speeches.</li> <li>• Relate texts to familiar contexts and personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Critique, synthesise and evaluate different types of texts ranging from paragraphs, articles, speeches etc.</li> <li>• Discuss parts of texts and create similar texts e.g., dialogues, debates, speeches.</li> <li>• Relate texts to familiar contexts and personal experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Read widely – at least one personal choice a term.</li> <li>• Write and present on selected reading text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read widely – at least one personal choice a term.</li> <li>• Write and present on selected reading text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read widely – at least one personal choice a term.</li> <li>• Write and present on selected reading text.</li> </ul>



## STRAND 2: READING AND VIEWING

### MAJOR LEARNING OUTCOMES

**2. Access and Use Information, including Information Technology**  
*Students will demonstrate their achievement of the Learning Outcomes in developing their ability to access and use information, including Information Technology.*

YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>Conduct research and understand how to find data (from a library, existing research, or the internet), select, arrange and present information.</li> <li>Use a dictionary and thesaurus to identify meanings in context from a hard copy, existing web dictionary on a computer or using the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Develop research methods in order to conduct research using referencing techniques from texts and the internet.</li> <li>Use a range of research skills and sources, including a dictionary and thesaurus (<i>hard copy, web dictionary on a computer, online</i>) to identify word classes, meanings, synonyms and antonyms for specific contexts.</li> <li>Select and interpret information from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of research skills and sources of information.</li> <li>Select, interpret and synthesise information from a range of resources. These include the library, the internet and primary sources.</li> </ul>
<ul style="list-style-type: none"> <li>Select and arrange findings manually or using a computer.</li> <li>Develop skills of note making, skimming for ideas and scanning text to identify key information either manually or by using electronic devices such as laptops, smart-phones, computers, and tablets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use both primary and secondary sources in research investigation using appropriate methods.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently obtain and interpret information from a wide variety of sources such as texts, libraries/resource centers, the internet, newspapers, magazines, television and radio, videos and films.</li> </ul>
<ul style="list-style-type: none"> <li>Keep a log of steps and sources used, in a text or possible electronic device.</li> <li>Introduce referencing Harvard Style.</li> </ul>	<ul style="list-style-type: none"> <li>Keep a log of steps and sources used, in a text or electronic device.</li> <li>Strengthen referencing with all types of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a log (hard copy, electronic device) which fully documents the steps taken and the resources used in the course of their research.</li> <li>Confidently use citations and referencing list for all types of sources.</li> </ul>
<ul style="list-style-type: none"> <li>Conduct research, including viewing visual texts to find and interpret information, using referencing techniques from texts or the internet.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research. Use APA referencing techniques to acknowledge and reference all information extracted from other sources.</li> </ul>	<ul style="list-style-type: none"> <li>View, research, record, write and present information using ICT skills.</li> <li>APA referencing for all information extracted from the internet or other sources.</li> </ul>

## STRAND 3: WRITING AND PRESENTING

### Sub-strand: Process and Strategies, language, texts and interpersonal communication

This strand will enable students to express themselves in writing and in visual ways. Students will engage with and enjoy written and visual language in various forms and will understand, respond to and use written and visual language effectively in a variety of ways and for a range of purposes and audiences.

They will understand the writing process, and accurately and confidently use the conventions of writing to write and present confidently and clearly according to different purposes and audiences.

#### KEY LEARNING OUTCOMES

##### Students should be able to:

- Write a variety of accurate, cohesive and imaginative and formal texts to demonstrate their understanding of the writing process, paragraph and essay structure.
- Understand, interpret, analyse and critically evaluate a range of literary and formal texts – including novels, short stories plays, poetry, film, reports, informative and expository pieces from a range of sources, including newspapers.
- Write fluently, engaging and grammatically correct imaginative pieces, text responses, personal, persuasive, informative and expository essays that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.
- Use appropriate vocabulary and grammar.
- Paraphrase and summarise a large variety of texts.
- Create and present visual and media texts, incorporating ICT, for a range of different purposes and audiences.

#### MAJOR LEARNING OUTCOMES

1. **Develop writing skills.**  
Students will demonstrate the achievement of the Learning Outcomes in their ability to understand and correctly apply the writing process from constructing a sentence, paragraph and essay and ability to write a variety of accurate, cohesive and imaginative texts when they:

#### YEAR 10

- Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.
- Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.

#### YEAR 11

- Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.
- Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.

#### YEAR 12

- Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.
- Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.



YEAR 10	YEAR 11	YEAR 12
<ul style="list-style-type: none"> <li>• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement.</li> <li>• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.</li> <li>• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.</li> <li>• Styles of writing – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive.</li> <li>• Explain their purpose for writing e.g., statement of intention including text type.</li> <li>• Use of graphics, photographs and artwork more strategically to support written message.</li> <li>• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement.</li> <li>• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.</li> <li>• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.</li> <li>• Styles of writing (teaching the conventions, structures and features of) – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive, sustained narrative with some control of main plot and sub plot, personal reflective.</li> <li>• Explain their purpose for writing e.g., statement of intention including text type.</li> <li>• Use of graphics, photographs and artwork more strategically to support written message.</li> <li>• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language, exclusive language, appeals, tone, repetition, generalisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement, sustain a consistent voice.</li> <li>• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.</li> <li>• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.</li> <li>• Styles of writing (teaching the conventions, structures and features of) – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive, sustained narrative with some control of main plot and sub plot, personal reflective, analytical essay, reviews.</li> <li>• Explain their purpose for writing e.g., statement of intention including text type.</li> <li>• Use of graphics, photographs, artwork, more strategically to support written message.</li> <li>• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language, exclusive language, generalisations.</li> </ul>
<ul style="list-style-type: none"> <li>• Use appropriate formal paragraphing style to convey information and detail.</li> <li>• Write accurate informative paragraphs using appropriate structure and sequencing of information.</li> </ul>	<p>Combine paragraphs into formal essay structures using an introduction, body and conclusion, using a variety of sentence patterns, sentence beginnings and sequencing techniques. Use specific examples to strengthen reasoning.</p>	<p>Write in English fluently, accurately and coherently and produce well-constructed grammatically correct writing for different audiences and purposes using correct paragraphing, sequencing, forms and registers.</p>

YEAR 10	YEAR 11	YEAR 12
<p>Write imaginative and persuasive paragraphs that convey meaning and use a variety of sentence patterns and sentence beginnings; that link and sequence ideas appropriately.</p> <p>Use stages of the writing process – pre-writing or drafting, self-correcting and editing techniques to improve the accuracy and coherence of their written texts.</p> <ul style="list-style-type: none"> <li>• Write journal entries using appropriate sentence structure.</li> <li>• Write formal and personal articles/pieces of writing – use appropriate language and structure.</li> </ul>	<p>Use appropriate paragraphing and essay structure to write for different purposes and audiences - imaginative, persuasive and expository essays.</p> <p>Use stages of the writing process: prewriting, drafting, proof reading and editing to improve the quality of writing.</p> <p>Write journal entries, formal/expressing opinion essays and personal articles/pieces of writing - use appropriate language and structure to suit setting and audience.</p> <ul style="list-style-type: none"> <li>• Write well planned and structured essays in a range of styles, for particular purposes and audiences - expository, informative and imaginative.</li> <li>• Write a coherently and logically structured persuasive essay on an important moral or current issue.</li> </ul>	<p>Write fluent and coherent essays in a range of forms and structure, using correct grammar and spelling in all essays. Identify the audience and purpose of each piece.</p> <p>Draft, revise and edit a piece of writing. Use the correct writing process incorporating drafting, proof reading and editing.</p> <ul style="list-style-type: none"> <li>• Write expository essays that are well structured and supported with specific examples.</li> <li>• Fully understand the language of examinations and practice techniques in answering examination questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Write persuasive essays with paragraphs that link using transitions to achieve coherence and unity.</li> <li>• Write for specific purposes using appropriate vocabulary and grammar to show mastery of the language.</li> </ul>		<ul style="list-style-type: none"> <li>• Write an expository or persuasive essay about a specific topic arguing for or against, using appropriate vocabulary and correct grammar.</li> <li>• Write fluent, coherent, well-structured texts using a variety of styles for a range of purposes - such as reports, letters expository, persuasive, imaginative and personal reflective essays, workplace documents and forms - using appropriate paragraphing, correct punctuation, correct English grammar and appropriate vocabulary at this level.</li> </ul>

## STRAND 3: WRITING AND PRESENTING

### MAJOR LEARNING OUTCOMES

**2. Respond to texts.**  
*Students will be able to:*  
 a) *Understand and interpret a range of texts, including imaginative, factual, visual and digital texts.*  
 b) *Write critically and perceptively in their text responses to demonstrate understanding of how purpose, audience, form, context, cultural background, structure and language affect meaning and the reader's interpretation.*  
 c) *Write fluent, engaging and grammatically correct imaginative pieces, text responses, personal, persuasive, informative and expository essays that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.*  
*Students will demonstrate achievement of the Learning Outcomes in text response in the following ways when they:*

YEAR 10	YEAR 11	YEAR 12
<b>Nonliterary texts</b>		
<ul style="list-style-type: none"> <li>Identify the features of factual texts, such as newspaper articles, magazines and reports.</li> <li>Identify how layout and word selection has an impact on readers and viewers, the different styles writers choose in writing for different purposes and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how newspapers use placement, layout, headlines and selection of information, both visual and written, to inform and persuade.</li> <li>Describe and analyse cartoons and explain their impact on viewers and readers.</li> <li>Explain impact of different types of articles, and different features.</li> </ul>	<ul style="list-style-type: none"> <li>Examine and analyse the specific techniques used in newspapers, in written reports and in visual texts.</li> <li>Recognize and identify persuasive language techniques, such as emotive language, layout, and selection of information, headlines, figurative language use, repetition, rhetorical questions and statements.</li> <li>Critique, compare and contrast articles, reports and visual texts. Comment on focus of articles and analyse their meanings.</li> </ul>
<b>Visual texts</b>		
<ul style="list-style-type: none"> <li>Identify and describe conventions to convey meaning in a film, episode of a television programme, documentary or news programme.</li> <li>Compile visuals to tell a story or present a key message.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyse a film/visual material showing understanding of the visual and verbal techniques used to tell a story.</li> <li>These techniques include: narrative, camera angles, film shots, zoom, close-up, flashback, setting, characters, symbolism, imagery, sound, music, editing, lighting, dialogue, editing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, analyse and evaluate a film/visual material showing understanding of the visual and verbal techniques used to tell a story.</li> <li>These techniques include: narrative, camera angles, film shots, zoom, close-up, flashback, setting, characters, symbolism, imagery, sound, music, editing, lighting, dialogue, editing.</li> </ul>

<p>Elements to consider in analyzing visual texts include:</p> <ul style="list-style-type: none"> <li>• Use of text/words</li> <li>• Font</li> <li>• Colour</li> <li>• Composition</li> <li>• Placement</li> <li>• Juxtaposition</li> <li>• Contrast</li> <li>• Symbolism</li> <li>• Lighting</li> <li>• Framing</li> <li>• Point of view</li> <li>• Facial expression</li> <li>• Body language</li> <li>• Sets (in plays)</li> </ul>	<p>Elements to consider in analyzing visual texts include:</p> <ul style="list-style-type: none"> <li>• Use of text/words</li> <li>• Font</li> <li>• Colour</li> <li>• Composition</li> <li>• Placement</li> <li>• Juxtaposition</li> <li>• Contrast</li> <li>• Symbolism</li> <li>• Lighting</li> <li>• Framing</li> <li>• Point of view</li> <li>• Facial expression</li> <li>• Body language</li> <li>• Sets (in plays)</li> </ul>	<p>Elements to consider in analyzing visual texts include:</p> <ul style="list-style-type: none"> <li>• Use of text/words</li> <li>• Font</li> <li>• Colour</li> <li>• Composition</li> <li>• Placement</li> <li>• Juxtaposition</li> <li>• Contrast</li> <li>• Symbolism</li> <li>• Lighting</li> <li>• Framing</li> <li>• Point of view</li> <li>• Facial expression</li> <li>• Body language</li> <li>• Sets (in plays)</li> </ul>
<p>Identify and describe conventions of a newspaper's front page to convey meaning and impact.</p>	<p>Identify, analyse and evaluate conventions of a range of visual texts (advertisement, newspapers, television, film, drama) and explain how they use specific effects to convey meaning or achieve a specific purpose.</p>	<p>Interpret, analyse and evaluate a range of visual texts in order to show a full understanding of the techniques they use and how they use these techniques for different meanings, effects and purposes.</p>
<p>Use visual and verbal features of a newspaper, film or television to create texts to communicate information ideas or narrative for a specific purpose and audience.</p>	<p>Confidently use conventions from a range of visual media, combining visual and verbal features, to create texts of their own making to communicate information, ideas, or narrative for different audiences and purposes.</p>	<p>Confidently produce a variety of visual media forms of their own, to demonstrate practical knowledge and understanding of studied texts.</p>
<p>Present information using a variety of presentations such as charts, diagrams, cartoons, visual texts, concept maps.</p>	<p>Present information coherently using a variety of approaches such as charts, illustrations, diagrams, visual texts, concept maps, PowerPoint.</p>	<p>Present information effectively using a range of visual and layout features (charts, visual texts, concept maps, and PowerPoint) for a variety of purposes.</p>

# Glossary of Terms

## General Terms

### Major Learning Outcomes

This term refers to the broad statements of what students are expected to learn, showing progression and continuity in learning across the years of schooling. In English they are grouped by particular aims like accessing and using information, developing writing skills.

### Aims

The general Aims are the broad goals of the subject, while Specific aims are related to each strand of the curriculum.

### Authentic Contexts

This term refers to the concept of making each language learning situation as real (=authentic) as possible. It requires the teaching of conventions, rules and terminology to understand how specific texts and situations work (e.g., drama, novel, informal discussions, formal speech, movie...) so that students can create authentic language texts of their own.

### Conventions

This term refers to the usual ways of going about constructing a text for others to make meaning from. In language, it refers to things like punctuation, syntax, specific language techniques and idiom as well as the form of the text – e.g., short story, play script, letter, poem etc. In visual text, it refers to the way the elements are put together to make meaning – e.g., the parts expected of a poster or other static image; a drama performance (this includes aspects of staging).

### Strands

This term refers to broad grouping of knowledge, skills and processes within a learning area. In English, this relates to the grouping of language skills like listening and speaking, reading and writing, viewing and presenting. The groupings represent the broad skill areas of language development.

### Diagnostic Assessment

Refers to assessment undertaken to assess learning needs before teaching and learning sequences take place. It includes things like pre-tests, oral questioning and checking knowledge of key terms.

### Formative Assessment

Formative assessment is sometimes called Assessment for Learning. The teacher uses a variety of assessment tools including student self-evaluation to establish where the learner is in their learning, and guides teachers as to what learners need to do next so that they can move forward.

Formative Assessment asks teachers to seek feedback and data from students, and guides teachers to adjust teaching appropriately with the aim is to improve student learning and develop learner autonomy.

### Summative Assessment

This refers to the kinds of assessments that occur at the end of specific units of work or terms of courses. It can take the form of an examination, or a test on a topic and lead to assigning grades about the performance. The purpose is to provide information about how much students have learned and how well a course has worked.

### Teaching Notes

These are teacher comments being placed below each strand, aim and achievement objective as prompts or ideas teachers may use to facilitate the learning process but does not limit the teacher to his or her own teaching ideas.

## Specific Terms

### LISTENING AND SPEAKING

#### Formal Listening and Speaking

Formal listening and speaking refers to more formal contexts for demonstrating learning in oral ways e.g., listening and giving speeches, debates, seminars, instructions, explanations. These contexts require skills in conveying information that are different from informal, conversational contexts.

#### Interpersonal listening and speaking

Interpersonal listening and speaking refers to language characterized by exchange among people in conversation – both face to face and over the telephone- or discussions about ideas in small groups. Such contexts tend to be informal, and tend to use more colloquial forms of language. In a classroom, such contexts can be arranged through group discussions and group tasks, which encourage students to share ideas and solve problems or complete tasks.

#### Speech and delivery techniques

These refer to the mechanisms used to convey information effectively in oral contexts, especially formal ones i.e.:

*Speech Techniques* – Oratorical devices like rhetorical questions, direct address, personal and inclusive pronouns, antithesis, parallel structure, repetition, emotive language.

*Delivery Techniques* – intonation, pause, stress/ emphasis, change in pitch, pace, volume; and the use of gesture, eye contact, body movement, visual aids etc.

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## READING AND VIEWING

### Text

A piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit, like a speech, poem, poster, television advertisement, film, novel or ceremony. A text may be considered in terms of its structure, context and function.

### Viewing

Refers to the processes of deducing information from visual texts (e.g., poster, film, dramatic performance, ceremony) where words and visual elements are combined.

## ACCESSING AND USING INFORMATION

### Basic Library terms

This refers to the students being able to describe meanings of terms such as fiction, non-fiction, reference, catalogue, Dewey system.

### Log

The dated description of what the student has done, the sources used, and the comments about progress during a research activity.

### Parts of a Book

Refers to parts of a book that students should be able to describe – spine, foreword, blurb, and index, table of contents, publisher, chapters, and footnotes.

### Primary source

A person (e.g., expert opinion, survey/ questionnaire, diary, oral history etc) or particular environment (e.g., festival, courthouse, historical site) – see also secondary sources.

### Research principles

These include skills such as: identifying key questions, selecting possible sources (primary/secondary), using indexes, table of contents, skimming and scanning, selecting and analyzing information; arranging and presenting information.

### Secondary source

Refers to things like encyclopedias, textbooks, magazine articles, newspaper articles, photographs – see also primary sources.

## WRITING AND PRESENTING

### Presenting

The term to describe students' actively making visual texts themselves (e.g., a poster, a dramatic scene, storyboard for a television and advertisement). Presenting involves combining visual techniques important to the form of the text, as well as words.

## INVESTIGATING FORM AND MEANING

### Cohesive Devices

Cohesive device refers to the way texts are linked and develop ideas and show relationships e.g., through words or phrases such as finally, next, later, firstly, on the other hand, however etc. Cohesive devices can relate to time, number or cause and effect.

### Factual Text

Refers to texts which are intended to present information, give explanations or instructions. Includes opinion texts (e.g., magazines or news article, textbook, TV documentary, editorial, letter to the editor, TV news, radio news/interview).

### Narrative Text

Essentially texts that tell stories and which are imaginative and often fictional (e.g., ballad, short story, novel drama text).

### Paraphrasing

This refers to the process of summarising and note-making to extract the main and supporting ideas.

## GENRE

### Drama

This refers to performances for the stage, and understanding specific terminology for them (e.g., set, apron stage, elements of conflict, dialogue, characterization, upstage, wings, props, costume, vocal expression, gesture and movement).

### Elements of Narrative Form

Refers to plot, style, character, setting (time, place, atmosphere), theme, literary techniques, e.g., alliteration, onomatopoeia, rhyme, metaphor).

### Genre

This refers to particular types of texts, having specific and distinctive characteristics arising from their purpose, function and audience. Examples in written text include narratives, reports, instructions, journals, essays, poems and letters. Oral genre can include conversations, prayers, speeches, oral histories. Visual genre includes documentaries, feature films, posters, plays, cartoons. There are also genres within genres. For instance; feature films can be westerns, thrillers, musicals, comedies, sci-fi etc.

### Imagery

The term refers to literary devices like simile, metaphor, personification, alliteration (refer to *Literary Technique*)

### Literary techniques

The term extends to devices a writer might use to create a specific vivid scene or character (refer to *Imagery*).

### Poetry Forms

This refers to types of poems e.g., ballad, lyric, free verse, sonnet; and the structure of poetry e.g., stanza form, narrative structure, metre, rhyme scheme etc.

### Sound devices

This refers to techniques like assonance, consonance, alliteration, onomatopoeia, rhyme, rhythm.

### Style

Refers to aspects used by a writer, such as imagery, vocabulary choices, character development, motifs, theme to create identifiable texts. Style often involves a writer repeating certain aspects across a range of work.



## RESPONSE TO TEXT

### Response to text

Refers to students being able to write about their thoughts, ideas or views; their personal response to texts can be in various forms including notes or diary writing about personal experiences. In order to prepare students for such responses, small group/ class discussions should take place and guidance given as to what the responses should focus on.

## DEVELOPING WRITING SKILLS

### Essay Structure

Refers to the specific format for a formal essay which includes an introduction, which establishes the focus of the essay and the key ideas, a body, which consists of linked paragraphs that use appropriate paragraphing style (with, usually, each paragraph beginning with one of the key ideas), and a conclusion, which rounds off the argument/ point of view.

### Formal paragraphing style

Refers to the common shape/ structure of the factual paragraphs, which includes a statement, as the topic sentence which expresses the key idea, followed by a combination of explanation and examples; both of which give details about the key idea. Note: in some texts, the key idea (statement) is at the end of the paragraph. This may need explanation, especially at more sophisticated levels of learning. It is important for students to learn about these features, to improve their own writing and to be able to speedily find key ideas in others' texts.

### Sentence patterns

Refers to how a sentence is structured - simple, compound and complex sentences. It includes loose or periodic sentences and a variety of sentence beginnings. These need to be taught over a consistent period of time, with many opportunities for practice.

### Syntax

Refers to how words, phrases and clauses are arranged to create well-formed sentences.

### Tense structures

The term generally refers to verbs and how they indicate agreement with a subject of a sentence, and indicate time and number.

## DEVELOPING VOCABULARY AND GRAMMAR

### Grammar

The structure of language particularly the way words and phrases are formed and combined to produce coherent, accurate sentences. It takes into account the meanings, functions and organization of these sentences in the system of the language.

### Word classes

The term covers all the categories of words and their functions e.g., noun, verb, conjunction, adverb, phrasal verb, preposition, adjective, adjunct, noun phrase, clause, post modification etc.

# Recommended Texts

**Note:** Teachers are responsible for informing the current Secondary English Curriculum Officer for confirmation if they are using a text that IS NOT RECOMMENDED. Be advised that any

new text used for the Year 10 and 12 national exam purposes without confirmation from the SECO, will result in disqualification and that the students answer will NOT BE MARKED.

## Year 10

SHORT STORIES	POETRY
The Tissue Seller, <i>Kapa Kassabora</i>	My Educated Son, <i>Maunga Itaia</i>
Smoke Screen, <i>Michael Easther</i>	Requiem, <i>Robert Louis Stevenson</i>
The Hat, <i>Judy Parker</i>	Storm, <i>R.N. Barlett</i>
Appointment in Samara, <i>William Somerset Maugham</i>	Forgive Me, <i>Tate Simi</i>
Travels With My Pig, <i>Emma K. Vaai</i>	My Lovely Dolphin, <i>Teari Narii</i>
Telesa, <i>Cherie Barford</i>	Sisters and Brothers, <i>Emma Kruse Va'ai</i>
FILM	A Man's World, <i>Jully Makini</i>
Moana	A Mother's Love, <i>Valma Galuvao</i>
Brave	
Mulan	
Frozen	
Trolls	



## Year 11

SHORT STORIES	POETRY
Its Not That Easy, <i>Penehuro Hauma</i>	Two Word Poem, <i>Laura Ranger</i>
A Day of Weeping, <i>Benjamin Nicholls</i>	Arrival, <i>Ruth Gilbert</i>
A Game of Cards, <i>Witi Ihimaera</i>	The Market, <i>Ruth Gilbert</i>
The Gift of the Magi, <i>O.Henry</i>	The Graves, <i>Ruth Gilbert</i>
Guilty Rain, <i>Sara Vui Talitu</i>	Grandson, <i>Albert Wednt</i>
Wasteland, <i>Alan Paton</i>	O What Is That Sound, <i>W.H Auden</i>
Ma'a, <i>Sara Vui Talitu</i>	Father and Son, <i>Ruperake Petaia</i>
	The Turtle on Land, <i>Brenda Ngairé</i>
	Darkness Within the Light, <i>Kauraka Kauraka</i>
	Plea to the Spanish Lady, <i>Cherie Barford</i>
	Dear Grandma, <i>Valma Galuvao</i>
	Use With Caution, <i>Nicky Perese</i>
FILM	DRAMA
Empire of the Sun	The Monster
Blindside	Romeo and Juliet, <i>Shakespeare</i>
Sarafina	
The Silent One	
Moana	
A Walk to Remember	
Ready Player One	
Ever After	
Whale Rider	

## Year 12

SHORT STORIES	POETRY
The Necklace, <i>Guy de Maupassant</i>	A Farewell, <i>A.R.D. Fairburn</i>
Vailima, <i>Graeme Lay</i>	To My Grandson, <i>Oliver Mairenki Alistair Te Auki</i>
Ghosting, <i>Litia Auelua</i>	My Mother's Words, <i>Valma Galuvao</i>
He Never Did, He Never Will, <i>Ole Maiava</i>	Last Run, <i>Bruce Stronach</i>
Eveline, <i>James Joyce</i>	Crusifixion on Sunday, <i>Talosaga Tolovae</i>
Appointment With Love, <i>S.I. Kishor</i>	A Simple Thank You Would Be Nice, <i>Nicky Perese</i>
The Plunge, <i>Jonathan Yu</i>	Kidnapped, <i>Ruperake Petaia</i>
An Affair of the Heart, <i>Frank Sargeson</i>	Identity, <i>Tate Simi</i>
The Doll's House, <i>Katherine Mansfield</i>	Death Be Not Proud, <i>John Donne</i>
The Bath, <i>Janet Frame</i>	Island Fire, <i>Konai Helu Thaman</i>
FILM	DRAMA
Hibiscus and Ruthless	Macbeth, <i>Shakespeare</i>
The Greatest Showman	The Crucible, <i>Arthur Millar</i>
Gifted	<i>Albert Wendt</i>
Three Wise Cousins	Hamlet, <i>Shakespeare</i>
Avatar	
Maleficent	
Hidden Figures	
Sione's Wedding	
End Games	

# Recommended Bibliographic Format

All sources must be acknowledged in academic writing. Acknowledging normally refers to providing references to the sources used or consulted. These sources may include:

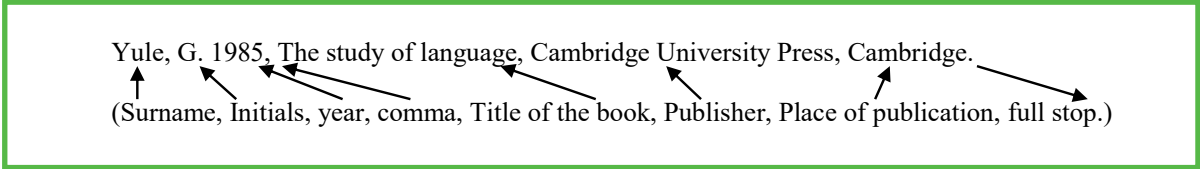
- Books
- Journal articles
- Newspaper or magazine articles
- Television programmes
- Documentaries
- Interviews with officials or other respondents
- Speeches delivered
- Letters written, including private letters, and
- Other forms of communication

We acknowledge sources for a number of reasons. Sources are referenced to recognize and acknowledge the intellectual property right of authors and creators. It is also to show respect to previous scholars for their achievements.

(The focus is on the Harvard System but teachers are welcome to use their own appropriate formats for referencing).

When teaching and writing bibliographies – teachers must remember to “be consistent in the use of referencing conventions; not a combination of conventions”.

The Harvard Style takes the following form:



Yule, G. 1985, *The study of language*, Cambridge University Press, Cambridge.

(Surname, Initials, year, comma, Title of the book, Publisher, Place of publication, full stop.)

## Books with a single author

### **Bibliography entry:**

Bridges, H. 1990, *The good guide study guide*, The Open University, Milton Keynes.

(Titles may be underlined or italicized)

### **In text reference:**

Bridges (1990, p.153) argues that...

## Books with two authors

### **Bibliography entry:**

Anthony, P. and Joseph, W. 1993, *Language and Literature: an introduction for teachers* (3rd edition), Oxford University Press, Oxford.

### **In text reference:**

As suggested by Anthony et al. (1993, p.17)...

## Books with more than two authors

### **Bibliography entry:**

Northledge, A., Thomas, T., Lane, L. and Gout, E. 2003, *The Sciences of Language*, ESA Publications, New Zealand.

### **In text reference:**

As suggested by Northledge et al. (2003, p67)...

## Books with no authors

### **Bibliography entry:**

Encyclopedia of Indiana 1997, Somerset, New York.

### **In text reference:**

As shown in Encyclopedia of Indiana (1997)

## A newspaper article

### **Bibliography entry:**

Lesa, K. 2014, "Floods on the low-lying areas: Samoa Observer, 30 April, p.3.

### **In text reference:**

Lesa (2014, p.3.) comments...

## A letter to the Editor

### **Bibliography entry:**

Matalavea, S. 2013, Letter, Samoa Observer, 20 February, p.2.

### **In text reference:**

Matalavea (2013, p.2.) criticizes...

## An Interview

### **Bibliography entry:**

Seuoti, D. 2012, Interview with Seumanutafa, J., TV1 SBC, Apia, 30 May.

### **In text reference:**

When interviewed on 30 May, Seuoti (2012) stated that...

## Films and videos

### **Bibliography entry:**

Schindler's List (motion picture) 1993, Dir. Steven Spielberg, Perf. Liam Neeson, Ben Kingsley, Ralph Fiennes, Universal Studios.

### **In text reference:**

Schindler's List (1993) depicts the sufferings of...

---

## Referencing sources from the World Wide Web

### **Bibliography entry:**

Stallman, R. 2005, Personal home page, viewed 7 June 2012, <http://www.stallman.org/>.

### **In text reference:**

Stallman (2012) acknowledges...

### **Bibliography entry:**

Washington State department of Health (DOH) Home Page 2012, Washington State Department of Health, 3 June, viewed 7 August 2012, <http://www.doh.wa.gov>

### **In text reference:**

Washington State DOH website (2012) has details of the...

## An article in an electronic journal

### **Bibliography entry:**

Rodriguez, H. 2007, "Keepers of the stories", *Electronic Journal of Sociology*, viewed 6 June 2008. <http://www.sociology.org/content/2007/tier3/rodriguez.html>

### **In text reference:**

This is shown by Rodriguez (2007)...

