L-Università ta' Malta

SEAC 11 Syllabus
English and Communication

2024
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Table of Contents

Introduction

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

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

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

What is the subject?

The study area specification SEAC English and Communication is informed by the National Curriculum Framework, which highlights the importance of providing "diverse learning pathways to achievement...to personal development, lifelong learning and employment" (p.xiii, p.31) whilst adopting the pedagogy of learning by doing (p.13). These principles are reflected in the overarching aims mentioned below and in the three units which the course comprises of.

It has been designed using learning outcomes which identify the knowledge, skills, attitudes and values that all candidates achieve or demonstrate by the end of the programme. It is linked to the national curriculum learning area of Language and builds on the knowledge and skills candidates have learnt up to the start of the programme. The SEAC English and Communication syllabus has been developed as a three-year programme.

What does a study of the subject entail?

SEAC English and Communication uses a thematic approach. The units are presented as themes relevant to candidates' life experiences and the texts used are to be linked to the themes. The three units to be completed sequentially in English and Communication in the programme include:

UNIT 1: COMMUNITY AND LEISURE

UNIT 2: COMMUNICATION AND MEDIA

UNIT 3: THE WORLD OF WORK

This syllabus is meaningful and interesting when candidates learn to speak well about, actively read, critically view, and creatively write a range of authentic texts related to the themes identified above and explained in more detail below.

Unit 1: Community and Leisure

In this context, candidates have opportunities to develop specific knowledge and skills to enable them to take part in and understand their current, national and global communities whilst appreciating the range of leisure activities available to them in these same communities. The topics in the table below should be used for units of work.

Unit topics

Community	Leisure
Personal identification and relationships	*Health and fitness*
Collaboration and teamwork	*Food, drink and celebrations*
Active citizenship	*Arts, Music and theatre*
Diversity	*Sport*
Environmental issues	*Holidays and travel*
Health and safety	*Money and Shopping*

Unit 2: Communication and Media

In this context, candidates have opportunities to develop specific knowledge and skills to enable them to take part in communication around them and understand the variety of messages emanating from a range of media.

Unit topics

Communication	Media
Multiculturalism	*Modern mass media*
Equality for all	*Advertising*
On the phone	*Newspapers and Radio*
Speaking in public	*TV*
Science and Technology	*Social media*
	The world of games
	Using media responsibly

Unit 3: The World of Work

In this context, candidates have opportunities to develop specific knowledge and skills to prepare them for the world of work. The topics in the table below are to be used for units of work.

Unit topics

Preparing for the world of work	On the job
The right job for me	*Rights and responsibilities*
Personal presentation and etiquette	*Work and Travel*
Applying for a job	*Life management and self-care*
Interview skills	*Volunteering*
Furthering one's studies	

Programme Learning Outcomes

At the end of the programme, candidates should:

1. Be equipped to meet the literacy demands of everyday life;

2. Have developed accurate and effective oral, aural, reading and writing skills;

3. Have developed an awareness of language;

4. Have been provided with opportunities to collaborate with others and learn and practise skills in intrapersonal and interpersonal communication;

5. Have been familiarised with a range of skills including researching, presenting and participating in discussion and debates;

6. Have developed their ability to analyse, reflect on, interpret and evaluate critically various media and use a range of information and communication technologies;

7. Have developed their aesthetic appreciation of literature;

8. Have been encouraged to express themselves creatively.

List of Learning Outcomes

At the end of the programme, I can:

LO 1.   listen to and show my understanding of spoken English in various situations.

LO 2.   speak accurately, fluently, coherently, cohesively and appropriately.

LO 3.   interact accurately and appropriately using paralinguistic features to assist with communicating and meaning with others in various conversations.

LO 4.   show understanding of text structure, purpose and audience when reading different text types and genres.

LO 5.   deduce, infer and interpret different text types and genres.

LO 6.   write different text types accurately and fluently using the appropriate language and register, with a clear focus on purpose and audience.

LO 7.   write different text types cohesively and coherently.

LO 8.   engage with literary texts and enrich my critical literacy.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Applied Certificate in **ENGLISH and COMMUNICATION** at MQF Level 1, 2 or 3. Level 3 is the highest level which can be obtained for this qualification.

Table 1 on page 6 refers to the qualification levels on the Malta Qualifications Framework (MQF) descriptors. These are generic statements that describe the depth and complexity of each MQF level of study and outline the knowledge, skills and competences required to achieve an award at Level 1, 2 or 3.

Knowledge involves the acquisition of basic, factual and theoretical information. Skills involve the application of the acquired knowledge and understanding to different contexts. Competences indicate sufficiency of knowledge and skills that enable someone to act in a wide variety of situations, such as whether one is competent to exercise skills with or without supervision, autonomy or responsibility.

MQF Level 1	MQF Level 2	MQF Level 3
Basic general related **knowledge** 1. Acquires basic general knowledge related to the immediate environment and expressed through a variety of simple tools and context as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in an environment; 3. Is aware and understands basic tasks and instructions; 4. Understands basic textbooks and instruction guides.	Basic factual **knowledge** of the fields of work or study. 1. Possess good knowledge of the field of work or study; 2. Is aware and interprets related information and ideas; 3. Understands facts and procedures in the application of basic related tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others.	**Knowledge** of facts, principles, processes and general concepts in the field of work or study. 1. Understands the relevancy of theoretical knowledge and information related to the field of work or study; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in the field of work or study; 3. Understands facts and procedures in the application of more complex tasks and instructions; 4. Selects and uses relevant knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
Basic **skills** required to carry out simple related tasks. 1. Has the ability to apply basic knowledge and carry out a limed range of simple tasks; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and be aware of consequences of basic actions for self and others.	Basic cognitive and practical **skills** required to use relevant information in order to carry out tasks and to solve related routine problems using simple rules and tools. 1. Has the ability to demonstrate a range of skills by carrying out a range of complex related tasks within the field of work or study; 2. Communicates basic related information; 3. Ensures related tasks are carried out effectively.	A range of cognitive and practical **skills** required to accomplish related tasks and solve related problems by selecting and applying basic methods, tools, materials and information. 1. Demonstrates a range of developed skills to carry out more than one complex related task effectively and in unfamiliar and unpredictable contexts; 2. Communicates more complex information; 3. Solves basic related problems by applying basic methods, tools, materials and information given in a restricted learning environment.
Work out or study under Direct Supervision in a structured context. 1. Applies basic knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences at this level.	Work or study under supervision with some autonomy. 1. Applies factual knowledge and practical skills to do some structured tasks; 2. Ensures one acts pro-actively; 3. Carries out related activities under limed supervision and with limed responsibility in a quality controlled context; 4. Acquires and applies basic key competences at this level.	Take responsibility for completion of related tasks in work or study and adapt own behaviour to circumstances in solving problems. 1. Applies knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving related problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality controlled learning environments, normally in an environment; 4. Acquires key competences at this level as a basis for lifelong learning.

Learning Outcomes and Assessment Criteria

Subject Focus:	Listening
Learning Outcome 1: Coursework and controlled	I can listen to and show my understanding of spoken English in various situations.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible.	1.2a I can follow spoken language when it is clearly articulated and intelligible.	1.3a I can follow intelligible spoken language even when it is not clearly articulated.
1.1b I can, with support, follow descriptions which are simple in terms of linguistic, thematic and lexical content.	1.2b I can follow descriptions which are moderately complex in terms of linguistic, thematic and lexical content.	1.3b I can follow descriptions which are complex in terms of linguistic, thematic and lexical content.
1.1c I can, with support, follow narratives in a chronological sequence.	1.2c I can follow narratives in a chronological sequence.	1.3c I can follow narratives, including those which are non-chronological.
1.1d I can, with support, follow a discussion which is simple in terms of linguistic, thematic and lexical content.	1.2d I can follow a debate which is moderately complex in terms of linguistic, thematic and lexical content.	1.3d I can follow a debate which is complex in terms of linguistic, thematic and lexical content.
1.1e I can, with support, follow main ideas in a talk / speech / conversation about a familiar topic.	1.2e I can follow main and subsidiary ideas in a talk / speech / conversation/dramatic performance about a familiar topic.	1.3e I can follow main and subsidiary ideas in a conversation/dramatic performance about a wide range of familiar topics.
1.1f I can, with support, listen for specific information in a talk / speech / conversation about a familiar topic.	1.2f I can listen for specific information in a talk / speech / conversation about a familiar topic.	1.3f I can listen for specific information in a talk / speech / conversation about a wide range of familiar topics.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1g I can, with support, infer meaning when following a talk / conversation about a familiar topic.	1.2g I can infer some meaning when following a talk / conversation/dramatic performance about a familiar topic.	1.3g I can infer meaning when following a talk / conversation/dramatic performance about a wide range of familiar topics.
1.1h I can, with support, identify the speaker's intention.	1.2h I can identify the speaker's intention.	1.3h I can explain the speaker's intention and attitude.
1.1i I can, with support, identify a point of view in a conversation.	1.2i I can identify a point of view in a conversation.	1.3i I can identify a point of view in a more complex conversation.
1.1j I can, with support, understand individual words in continuous speech.	1.2j I can understand clusters of words in continuous speech.	1.3j I can understand clusters of words in complex continuous speech.
1.1k I can, with support, follow a spoken text that includes vocabulary which is frequent and familiar.	1.2k I can follow spoken texts that include a wide range of vocabulary and language structures.	1.3k I can follow spoken texts that include a wide range of vocabulary and complex language structures.
1.1l I can, with support, identify a sequence of events/ instructions / directions.	1.2l I can follow a sequence of events **/** instructions / directions.	1.3l I can follow a more complex sequence of events / instructions / directions.
1.1m I can, with support, identify the purpose of a simple text.	1.2m I can identify the purpose of a text.	1.3m I can identify the purpose of more complex texts.
1.1n I can, with support, identify the audience of simple texts.	1.2n I can identify the audience of texts.	1.3n I can identify the audience of more complex texts.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1o I can, with support, distinguish between fact and opinion in a simple text.	1.2o I can distinguish between fact and opinion in a simple text.	1.3o I can provide a reason to support the distinction between fact and opinion.

Subject Focus:	Speaking
Learning Outcome 2: Coursework and controlled	I can speak accurately, fluently, coherently, cohesively and appropriately.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
2.1a I can, with support, use language appropriate to a small number of limited contexts.	2.2a I can use language appropriate to a limited number of contexts.	2.3a I can use language appropriate to various contexts.
2.1b I can, with support, be intelligible when producing simple utterances.	2.2b I can be intelligible when producing speech.	2.3b I can be intelligible when producing longer speech.
2.1c I can, with support, use simple structures accurately.	2.2c I can use basic structures accurately and with ease.	2.3c I can use a range of structures accurately and with ease.
2.1d I can, with support, produce simple utterances, which may constitute features of spoken grammar, quite well controlled and show some evidence of fluency.	2.2d I can produce basic utterances, which may constitute features of spoken grammar, mostly well controlled and show some evidence of fluency.	2.3d I can produce utterances, which may constitute features of spoken grammar, well controlled and show some evidence of fluency.
2.1e I can, with support, use a simple range of grammatical structures which are quite well controlled.	2.2e I can use a limited range of grammatical structures which are mostly well controlled.	2.3e I can use varied grammatical structures dominated by chained clauses, and sentence patterns which are consistently well controlled.
2.1f I can, with support, produce simple utterances with few pauses and repetition and little hesitation.	2.2f I can produce simple utterances with few pauses and repetition and little hesitation.	2.2f I can produce more complex utterances with few pauses and repetition and little hesitation.
2.1g I can, with support, produce simple utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.	2.2g I can produce simple utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.	2.3g I can produce more complex utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
2.1h I can, with support, use linguistic devices in my speech to join sentences together, including conjunctions.	2.2h I can use linguistic devices in my speech to join sentences together, including conjunctions, reference words and substitution.	2.3h I can use linguistic devices in my speech to join sentences together, including conjunctions, reference words and substitution and lexical devices such as repetition of words, collocations and lexical groups.
2.1i I can, with support, express straightforward ideas/information/feelings using simple vocabulary.	2.2i I can express challenging ideas/information/feelings using a range of vocabulary.	2.3i I can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.
2.1j I can, with support, use informal register when communicating.	2.2j I can switch from informal to formal register.	2.3j I can choose and adapt language appropriately to an audience.

Subject Focus:	Speaking
Learning Outcome 3: Coursework and controlled	I can interact accurately and appropriately using paralinguistic features to assist with communicating and meaning with others in various conversations.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1a I can, with support, produce simple utterances for a purpose including greeting, complaining, apologising, describing and narrating.	3.2a I can produce simple utterances for different purposes including greeting, complaining, apologising, describing and narrating.	3.3a I can produce complex utterances for different purposes including greeting, complaining, apologising, describing, narrating and reporting.
3.1b I can, with support, speak briefly about different prompts including visuals and graphics.	3.2b I can speak briefly about different prompts including visuals and graphics.	3.3b I can speak at length about more complex prompts including visuals and graphics.
3.1c I can, with support, agree/disagree with a point of view presented by other speakers.	3.2c I can agree/disagree with a point of view presented by other speakers in a discussion.	3.3c I can summarise the points of view presented in a discussion.
3.1d I can, with support, present a number of points about a familiar topic to a particular audience.	3.2d I can present a number of points about a familiar topic to a particular audience.	3.3d I can deliver an individual presentation.
3.1e I can, with support, deliver a short planned talk which I have prepared.	3.2e I can deliver a planned talk which I have prepared.	3.3e I can structure and sustain talk.
3.1f I can, with support, express my opinion and / or preferences when asked a simple question.	3.2f I can defend my point of view and preferences when asked a simple question.	3.3f I can defend my point of view and preferences against reasonable questioning.
3.1g I can, with support, use language to convince others about a simple proposition by giving a reason.	3.2g I can use language to convince others of the benefits of a decision/viewpoint.	3.3g I can use language in a variety of persuasive forms.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1h I can, with support, organise and structure a short presentation.	3.2h I can organise and structure a presentation clearly and appropriately to meet the needs of the audience.	3.3h I can organise and structure a presentation using an effective range of strategies to engage the audience.
3.1i I can, with support, give simple instructions / directions.	3.2i I can give clear simple instructions / directions using a logical sequence.	3.3i I can give clear instructions / directions which are more complex using a logical sequence.
3.1j I can, with support, take part in a role-playing exercise by taking on a character role.	3.2j I can take part in a role-playing exercise by adopting the appropriate communicative strategies.	3.3j I can take part in a longer role-playing exercise by adopting the appropriate communicative strategies.
3.1k I can, with support, ask a simple question to request clarification and / or information.	3.2k I can ask a small number of questions to request clarification and / or information.	3.3k I can probe for more information and clarification through a series of questions.
3.1l I can, with support, make a suggestion and give examples.	3.2l I can make a suggestion and give examples.	3.3l I can make several suggestions and give examples.
3.1m I can, with support, explain why I agree/disagree with a point of view regarding a topic in a discussion.	3.2m I can offer possible suggestions in a discussion where different points of view are being presented.	3.3m I can synthesise the discussion by restating the main points of view.
3.1n I can, with support, answer short questions about what I heard/read.	3.2n I can recount the main points of what I heard/read.	3.3n I can act as rapporteur in a situation where information is exchanged.
3.1o I can, with support, give feedback by providing an appropriate response in a straight forward manner.	3.2o I can give feedback by responding formally and in some detail.	3.3o I can respond perceptively, and if necessary, elaborate with further ideas and information.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1p I can, with support, respond to other speakers in a brief dialogue.	3.2p I can participate in a dialogue and respect the rules of turn taking.	3.3p I can engage in a discussion by following the rules of turn management.

Subject Focus:	Reading	
Learning Outcome 4: Coursework and controlled	I can show understanding of text structure, purpose and audience when reading different text types and genres.	
Assessment Criteria (MQF 1)	**Assessment Criteria (MQF 2)**	**Assessment Criteria (MQF 3)**
4.1a I can, with support, accurately decode a text to read for meaning.	4.2a I can use a range of strategies, including accurate decoding of text, to read for meaning.	4.3a I can use a range of strategies, including accurate decoding of text, to read for meaning.
4.1b I can, with support, read simple texts of different genres including description, narration, exposition argumentation, instruction and transactional.	4.2b I can read more complex texts of different genres including description, narration, exposition argumentation, instruction and transactional.	4.3b I can read long, complex texts of different genres including description, narration, exposition argumentation, instruction and transactional.
4.1c I can, with support, skim simple texts.	4.2c I can skim more complex texts.	4.3c I can skim long, complex texts.
4.1d I can, with support, scan simple texts.	4.2d I can scan more complex texts.	4.3d I can scan long, complex texts.
4.1e I can, with support, identify simple anaphoric references in texts.	4.2e I can identify anaphoric references in texts.	4.3e I can identify cataphoric and anaphoric references in texts.
4.1f I can, with support, identify the purpose of a simple text including personal, public, educational and occupational.	4.2f I can identify the different purposes of texts across genres including personal, public, educational and occupational.	4.3f I can comment about the different purposes of complex texts across genres including personal, public, educational and occupational.
4.1g I can, with support, identify the audience of simple texts.	4.2g I can identify the audience of complex texts.	4.3g I can comment about the audience of complex texts by giving supporting evidence.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1h I can, with support, identify some basic features of organisation of a text.	4.2h I can identify various basic features of organisation of a text.	4.3h I can comment on basic and/or complex features of organisation of a text.
4.1i I can, with support, identify the structure of simple continuous or non-continuous texts.	4.2i I can identify the structure of complex continuous or non-continuous texts.	4.3i I can comment about the structure of complex continuous or non-continuous texts.
4.1j I can, with support, make a simple comment about the effect of the writer's choice of language in a text.	4.2j I can explain the effect of the writer's choice of language in a text.	4.3j I can analyse the effect of the writer's choice of language in a text.
4.1k I can, with support, compare and contrast simple ideas from different texts.	4.2k I can compare and contrast ideas from different texts.	4.3k I can compare and contrast more complex ideas from different texts.

Subject Focus:	Reading	
Learning Outcome 5: Coursework and controlled	I can deduce, infer and interpret different text types and genres.	
Assessment Criteria (MQF 1)	**Assessment Criteria (MQF 2)**	**Assessment Criteria (MQF 3)**
5.1a I can, with support, distinguish between fact and opinion in a simple text.	5.2a I can give reasons to support the distinction between fact and opinion.	5.3a I can provide detailed evidence from the text to support the distinction between fact and opinion.
5.1b I can, with support, make use of clues and prior knowledge to infer meaning from a text.	5.2b I can make use of text-to-text connections to infer meaning from a text and give evidence to support this inference.	5.3b I can make use of subtle clues to make inferences about the layers of meaning in a text and give evidence to support this inference.
5.1c I can, with support, retrieve information from one or more source.	5.2c I can retrieve information from one or more source.	5.3c I can retrieve information from a range of sources.
5.1d I can, with support, select the main points from a simple text.	5.2d I can select the main points and subsidiary ideas from a complex text.	5.3d I can select the main points and subsidiary ideas from a long complex text.
5.1e I can, with support, synthesise information/ideas found in a short text I have read.	5.2e I can synthesise information/ideas found in a short text I have read.	5.3e I can synthesise information/ideas found in a long text.
5.1f I can, with support, summarise short texts.	5.2f I can summarise short texts.	5.3f I can summarise long texts.
5.1g I can, with support, identify at least one aspect of an author's bias.	5.2g I can give some evidence of an author's bias in the text.	5.3g I can comment about the way language is used to position and maneuver the reader to agree with the author.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
5.1h I can, with support, distinguish between positive and negative connotation in words used in a simple text.	5.2h I can identify the way connotation is used in a simple text to influence the reader.	5.3h I can comment about the way connotation is used in a more complex text to influence the reader.
5.1i I can, with support, interpret information from simple texts including non-continuous ones.	5.2i I can interpret information from simple texts including non-continuous ones.	5.3i I can evaluate information from more complex texts including non-continuous ones.
5.1j I can, with support, identify a sequence of events/ instructions / directions.	5.2j I can follow a sequence of events **/** instructions / directions.	5.3j I can follow a more complex sequence of events / instructions / directions.
5.1k I can, with support, deduce meaning from context.	5.1k I can deduce meaning from context.	5.1k I can deduce meaning from more complex contexts.
5.1l I can, with support, identify the sub-topics of the paragraphs in a simple text.	5.1l I can identify the sub-topics of the paragraphs in a simple text.	5.1l I can identify the sub-topics of the paragraphs in a more complex text.

Subject Focus:	Writing	
Learning Outcome 6: Coursework and controlled	I can write different text types accurately and fluently using the appropriate language and register, with a clear focus on purpose and audience.	

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1a I can, with support, spell frequently used function and content words.	6.2a I can spell frequently used grammatical function words and content words.	6.3a I can spell most grammatical function words and low frequency words.
6.1b I can, with support, make use of a limited range of punctuation and sentence demarcation which allow for basic communication.	6.2b I can make use of a range of punctuation and sentence demarcation which allow for clear communication.	6.3b I can make use of a wide range of punctuation and sentence demarcation which a high level of accuracy.
6.1c I can, with support, make use of grammatical structures with some control of agreement.	6.2c I can make use of basic grammatical structures.	6.3c I can make use of complex grammatical structures.
6.1d I can, with support, construct simple and basic compound sentences.	6.2d I can construct compound and basic complex sentences.	6.3d I can construct a variety of complex sentences.
6.1e I can, with support, write in an appropriate way with the right tone.	6.2e I can make use of words to create a particular mood or feeling.	6.3e I can make use of complex structures to create a particular mood or feeling.
6.1f I can, with support, use a limited range of vocabulary specific to the context.	6.2f I can use a good range of vocabulary specific to the context.	6.3f I can make use of a wide range of context specific lexical features to convey meaning in writing.
6.1g I can, with support, make use of informal and formal register in my writing.	6.2g I can make use of informal and formal register in my writing.	6.3g I can make use of informal, formal and neutral register in my writing.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1h I can, with support, establish a purpose when I write.	6.2h I can write with a clear purpose generally using the appropriate style.	6.3h I can write with a clear purpose using the appropriate style throughout.
6.1i I can, with support, write with a specific reader in mind.	6.2i I can write with a specific reader in mind generally using the appropriate style.	6.3i I can write with a specific reader in mind using the appropriate style throughout.

Subject Focus:	Writing	
Learning Outcome 7: Coursework and controlled	I can write different text types coherently and cohesively.	
Assessment Criteria (MQF 1)	**Assessment Criteria (MQF 2)**	**Assessment Criteria (MQF 3)**
7.1a I can, with support, write a short paragraph by organising sentences which contain logical ideas.	7.2a I can organise information and ideas with clear, logical progression from one paragraph to another.	7.3a I can sequence information and ideas logically from one paragraph to another and in relation to the whole.
7.1b I can, with support, use a limited range of grammatical cohesive devices.	7.2b I can use a basic range of lexical and grammatical cohesive devices.	7.3b I can use an extensive range of lexical and grammatical cohesive devices.
7.1c I can, with support, produce simple text structures.	7.2c I can produce basic text structures.	7.3c I can produce complex text structures.
7.1d I can, with support, produce simple descriptive texts.	7.2d I can produce simple descriptive texts.	7.3d I can produce complex descriptive texts.
7.1e I can, with support, produce simple narrative and recount texts.	7.2e I can produce simple narrative and recount texts.	7.3e I can produce complex narrative and recount texts.
7.1f I can, with support, produce simple informative texts.	7.2f I can produce simple informative texts.	7.3f I can produce complex informative texts.
7.1g I can, with support, produce simple discussion and persuasive texts.	7.2g I can produce simple discussion and persuasive texts.	7.3g I can produce complex discussion and persuasive texts.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
7.1h I can, with support, produce simple instructive and procedural texts.	7.2h I can produce simple instructive and procedural texts.	7.3h I can produce complex instructive and procedural texts.
7.1i I can, with support, produce simple transactional texts.	7.2i I can produce simple transactional texts.	7.3i I can produce complex transactional texts.
7.1j I can, with support, respond in writing to an input including visuals and graphics.	7.2j I can respond in writing to an input including visuals and graphics.	7.3j I can respond in writing to various inputs including visuals and graphics.

Subject Focus:	Literature
Learning Outcome 8: Coursework	I can engage with literary texts and enrich my critical literacy.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
8.1a I can, with support, understand the gist of a literary text.	8.2a I can read a literary text fluently, demonstrating a sound understanding of its subject.	8.3a I can read a more complex literary text fluently, demonstrating a sound understanding of its theme/s.
8.1b I can, with support, describe an important or interesting event in the text.	8.2b I can explain why a particular event in a text is important or interesting.	8.3b I can evaluate the significance of particular events in the text.
8.1c I can, with support, describe an important or interesting character in the text.	8.2c I can explain why a particular character in a text is important or interesting.	8.3c I can evaluate the significance of particular characters in the text.
8.1d I can, with support, respond to literary texts and say how I feel about the characters and events.	8.2d I can respond to literary texts and say how I feel about the plot, characters and setting.	8.3d I can respond to literary texts and say how I feel about the theme, plot, characters and setting.
8.1e I can, with support, compare or contrast the purpose of literary texts.	8.2e I can compare and contrast the purpose of literary texts.	8.3e I can compare and contrast the purpose and audience of literary texts.
8.1f I can, with support, compare or contrast viewpoints used in two different literary texts.	8.2f I can compare and contrast viewpoints used in two different literary texts.	8.3f I can compare and contrast attitudes and viewpoints used in two different literary texts.

Scheme of Assessment

The assessment consists of coursework and controlled assessment. Each language skill (i.e. listening, speaking, reading and writing) is given equal weighting, that of 22% of the final mark; 12% of which can be achieved through coursework and 10% can be achieved through the controlled assessment. Literature (Critical Literacy) carries 12% of the final mark which is to be assessed through coursework.

Coursework: 60% of the total marks; comprising 5 assignments set by teachers during the three-year programme. All Learning Outcomes are to be assessed in every unit. It is recommended that the coursework assignments set for the SEAC English and Communication programme are based on the exemplars given and according to the table below. Although content will vary from year to year, the level of the task needs to be pegged to the learning outcomes and assessment criteria indicated. Coursework has to be level-graded at MQF 1-2-3 with 30% of the task at MQF level 1, 30% of the task at MQF level 2 and 40% of the task at MQF level 3 or MQF level 1-2 with 40% and 60% given to the levels respectively.

An overview of the coursework is shown in the table below:

Unit 1					
Coursework	Coursework 1 12%	Task 1 (100 marks)	Listening (40 marks)	Community	Project-based assignments
			Writing (40 marks)		
			Literature (20 marks)		
	Coursework 2 12%	Task 2 (100 marks)	Reading (40 marks)	Leisure	
			Speaking (40 marks)		
			Literature (20 marks)		

Unit 2					
Coursework	Coursework 3 12%	Task 1 (100 marks)	Listening (40 marks)	Communication	Project-based assignments
			Writing (40 marks)		
			Literature (20 marks)		
	Coursework 4 12%	Task 2 (100 marks)	Reading (40 marks)	Media	
			Speaking (40 marks)		
			Literature (20 marks)		

Unit 3					
Coursework	Coursework 5 12%	Task 1 (100 marks)	Listening (40 marks)	Preparing for work	Project-based assignments
			Writing (40 marks)		
			Literature (20 marks)		
			Reading (40 marks)		
			Speaking (40 marks)		
			Literature (20 marks)		

60% Coursework	5 Tasks (12% each)

Controlled assessment: 40% of the total marks; comprising of a two-hour written exam and a 10-minute oral exam. The controlled assessment will be based on the Learning Outcomes pertaining to the language skills, i.e. Listening, Speaking, Reading, Writing and the content of which will be related to the topics identified. An overview of the controlled assessment is shown in the table below:

CONTROLLED ASSESSMENT (YEAR 11)						
	SECTION	**COMPONENT**	**TASKS**		**DURATION** **2hrs 10 mins**	
40% Controlled Assessment	**Section D**	Speaking (10%)	Task 1: Visual interpretation Task 2: Long turn Task 3: Role Play	**40 marks**	10 minutes	**10 minutes**
	Section A	Listening (10%)	Task 1: audio / audio-visual text	**40 marks**	20 minutes	**2-Hour Paper**
	Section B	Reading (10%)	Task 1: Non-continuous text	**40 marks**	50 minutes	
			Task 2: Continuous text			
	Section C	Writing (10%)	Task 1: (short / guided writing)	**40 marks**	50 minutes	
			Task 2: (long writing task)			

COURSEWORK MODES:

Exemplar tasks

Project-based Assignment (MQF 1, 2 & 3)

Unit 1 Community and Leisure –

Task 1 (100 marks)

12%

This assignment assesses all three MQF levels.

The Learning Outcomes relevant to this coursework assignment are the following:

LO 1 Listen to and show my understanding of spoken English in various situations.

LO 6 Write different text types accurately and fluently using the appropriate language and register, with a clear focus on purpose and audience.

LO 7 Write different text types cohesively and coherently.

LO 8 Engage with literary texts and enrich my critical literacy.

Brief on Assignment:

This project involves three parts that focus on the topic of **COMMUNITY**. The sub-topic chosen for this assignment is that of **Teamwork**. This theme needs to run through the three components of this assignment, namely **Literature, Listening and Writing**.

These tasks are an example aimed at providing the necessary guidelines to set similar tasks. Content of tasks and themes chosen may vary and the level of difficulty should cater for the abilities in the classroom, that is MQF 1-2 or MQF 1-2-3, however, the task type and assessment criteria identified below are binding.

First, candidates must read a set poem, answer questions about it and also give their personal response to its messages. Following the Literature task, candidates will be asked to listen to an audio-visual text about what makes good teamwork. They are then expected to answer a number of questions about this three-part text. The third part of this project asks the candidates to conduct an interview with an expert in the field of their liking. In preparation for this interview, candidates are expected to write a number of questions which they will then address to their interviewee. This interview will be followed by a written report in which the candidates will provide a detailed account of the answers given by the expert they would have interviewed.

THE EXEMPLAR PROJECT-BASED ASSIGNMENT

For the purpose of this project, the sub-topic of *Teamwork* has been selected and the three main parts of this coursework are integrated under this theme.

Task 1 (Literature):	(20 marks)

Students read a poem named **Teamwork**, written by Edgar A. Guest.

After discussing the poem, students are asked a number of questions which address its theme and the poet's message. The students are also expected to respond personally to it.

Read the following poem and answer ALL questions.

Teamwork *by Edgar A. Guest (1881 – 1959)*

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,   **5**
We must work to a bigger scheme,
And the thing that counts in the world today
Is, How do you pull with the team?

They may sound your praise and call you great,
They may single you out for fame,   **10**
But you must work with your running mate
Or you'll never win the game:
Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won   **15**
By the spirit of the team.

You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;   **20**
It's helping your fellow man to score
When his chances hopeless seem;
It's forgetting self till the game is o'er
And fighting for the team.

1. Underline the correct answer.

    i)   The poem is about
a) a competitor who has been winning all games.
b) someone who does not want to work in a team.
c) the importance of working in a team.
d) the importance of being the star of the game.   **(1 mark)**

    ii.   In the second line of the poem, the poet admits that "it's fine to be counted a star". This
            suggests that:
a) It is wrong to feel proud about one's achievement.
b) There is nothing wrong about being proud of one's achievements.
c) Boasting about one's achievements is important.
d) It is important to be the star of the team.   **(1 mark)**

2. Tick (✓) the best answer. In the poem, the poet uses the second person 'you' quite frequently and this might be to

reflect on his actions as a player in a team as well as give advice to others like him.	
show anger at those spectators who praise only one member of the team.	
show how confused he feels about his team.	
praise himself for being such a good team player.	

(1 mark)

3. Tick (✓) the best answer. What do you think is "the bigger scheme" that the poet mentions in **line 6**?

The individual's personal ambition.	
The team's overall achievement.	
The world's opinion of the team.	
The overall number of winnings.	

(1 mark)

4. From the characteristics below, which ones does the poet mention in the first stanza as being very important when taking part in a game? Tick **(✓)** the **THREE** correct answers.

strength	
bravery	
expertise	
admiration	
intelligence	
sense of humour	

(3 marks)

5. Underline **one** situation from the following which gives us an example of who "the man with a selfish dream" (line 14) might be:
a) One who criticises other teams when they lose a game.
b) One who focuses only on scoring goals by himself during a game.
c) One who gives opportunities to his teammates to score goals in a game.
d) One who boasts about how many goals he has scored in a match.
                                                                    (1 mark)

6. Which word in the second stanza describes the match as a struggle?
   _____ **(1 mark)**

7. Underline the correct answer.
a) According to the poet, which is the best quality of a good team player?
i.   Being talented at the game.
ii. Being determined to achieve.
iii. Being given positive comments by spectators.
iv. Being able to accept defeat.

(1 mark)

b) Quote the line which proves this.

_____

(1 mark)

8. Critical Literacy

A. Imagine you are the coach of a team that is struggling during a league. Design a poster for your team in which you inform them about an important match which is scheduled for the coming week. In your poster you should include:
   i)   the date and time of the match;
   ii)   the venue where the match will be held;
   iii)   name of the opposing team;
   iv)   an effective motto to encourage your team.   **(4 marks)**

B. Your team has just won the national championship. Write a post which you want to upload on your social media page. This post should announce your team's victory through an effective slogan.

(5 marks)

Part 2 (Listening):	(40 marks)

Candidates listen to an audio-visual text entitled ***How to build a perfect team*** which is divided into three sections. Each part is followed by a number of questions which they need to answer.

Source for audio-visual text: *How Google builds the perfect team*, Tech Insider, Youtube, https://www.youtube.com/watch?v=v2PaZ8Nl2T4 (Duration: 2 minutes 22 seconds).

Procedure for Listening Comprehension Task:

- Candidates are given three minutes to read **all** the questions.
- The first part of the audio-visual text is played. Candidates are given one minute to answer the questions on Section 1.
- The second part of the text is played. Candidates are given one minute to answer the questions on Section 2.
- The last part of the text is played. Candidates are given one minute to answer the questions on Section 3.
- **All** the audio-visual text is played for the last time and the candidates are given three minutes to answer and check all the questions.
- Candidates are allowed to write during all parts of the listening comprehension.

LISTENING COMPREHENSION SECTION 1

PROCEDURE FOR SECTION 1:

Step 1: Candidates are given three minutes to read all the questions.

Step 2: The audio-visual text is played and stopped at **00.43s**. Candidates are allowed to write while listening to the text.

Step 3: Candidates are given one minute to answer the questions on Section 1.

TRANSCRIPT Section 1:

One of the biggest questions is how to build the perfect team. And in fact, about four years ago Google invited me to come spend some time with them because they were in the middle of a big project, called project Aristotle, a huge data study, to try and figure out how to build the perfect team at Google.
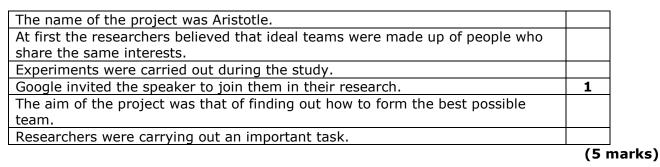
Initially their hypothesis was that the best teams are teams where you put people together who like each other. Maybe you need a good mix of extroverts and introverts. Maybe you need people who are friends away from the conference room, and so they looked at the data and they did experiments and they found that who was on a team actually didn't matter at all. They couldn't find any correlations between team membership and team success.

Questions on Section 1:

A. Underline the correct word in brackets.

1. Google asked the speaker to join the company (two, three, four) years ago.
2. Project Aristotle was a (small, big, very big) research study.
3. At first Google thought that perfect teams were made up of (extroverts only, introverts only, both extroverts and introverts).
4. Google also thought that team members need to be (neighbours, colleagues, friends).
5. Google found that team membership and team success are (closely linked, partly linked, not linked).

(5 marks)

B. Put the following information (from 1 to 6) in the order in which you heard it in the text. The first one has been done for you.

The name of the project was Aristotle.	
At first the researchers believed that ideal teams were made up of people who share the same interests.	
Experiments were carried out during the study.	
Google invited the speaker to join them in their research.	1
The aim of the project was that of finding out how to form the best possible team.	
Researchers were carrying out an important task.	

(5 marks)

C. What did the researchers find out? Tick (√) **ONE** correct statement.

	Researchers confirmed what they thought at the start of their project.
	The qualities of each team member are not important
	Team membership affects the success of the team.
	The achievement of the team depends on who the team members are.

(2 marks)

LISTENING COMPREHENSION SECTION 2

PROCEDURE FOR SECTION 2:

Step 1: The audio-visual text is played and stopped at **1:28s**. Candidates are allowed to write while listening to the text.

Step 2: Candidates are given one minute to answer the questions on Section 2.

TRANSCRIPT Section 2:

So then they started looking at how a team interacts and this is where suddenly everything became clear because what they found is that the people who are on a team matter much, much less than how those people interact. You could have enemies on a team together or you could have strangers or friends or people who don't get along or all introverts or all extroverts and as long as they treat each other a certain way, as long as there's a certain culture, then that team will gel.

So as they started looking at this behaviour, so they found there were two in particular that mattered more than anything else. The first was called equality in conversational turn-taking. During a meeting or a set of meetings, if everyone speaks at roughly the same amount, then that team is much more likely to succeed. But just speaking isn't actually enough.

Questions on Section 2:

Match the words and phrases in column A with those in column B according to the information given in the passage. The first one has been done for you.

	A		B
a.	During the second part of the research		is not an important factor in a team.
b.	Interaction between team members		can be different or similar.
c.	The type of team members	a	interaction was observed.
d.	Team membership		should be as equal as possible.
e.	The right attitude between team members		is important for the team to succeed.
f.	Speaking time between team members		encourages the team to bond.
g.	Taking equal turns in a conversation		affects the success of the team.

(12 marks)

LISTENING COMPREHENSION SECTION 3

PROCEDURE FOR SECTION 3:

Step 1: The audio-visual text is played until the end. Candidates are allowed to write while listening to the text.

Step 2: Candidates are given one minute to answer the questions on Section 3.

TRANSCRIPT Section 3:

The second characteristic that teams need in order to do well is called ostentatious listening, that basically, in addition to encourage you to talk more, I as a team leader or team member, have to show you that I'm listening by doing things like repeating what you have just told me or closing my computer so that I can make eye contact with you.

If you have these two characteristics, conversational turn-taking and ostentatious listening, it creates what psychologists refer to as psychological safety. And psychological safety is shown as the single greatest correlate with a group's success. When a group feels that they are psychologically safe with each other you unlock their best ideas, their ability to work together, their innovative capacities.

Google's fundamental belief, as is true for many other companies, is that when it is only when a team comes together that you actually get the best ideas out of each person and the best work at getting paced up.

Questions on Section 3:

State whether these statements are TRUE (T) or FALSE (F) and give a reason for your answer.

1. Only team leaders need to listen attentively. (___) because _____
_____

2. Looking at a person in the eye during a meeting is an example of ostentatious listening. (___) because _____
_____

3. When a team feels psychologically safe, members are more creative. (___) because
_____
_____

4. Only Google believes in teamwork. (___) because _____
_____

5. Unity between the team makes the rate of the work slow down. (___) because _____
_____

(10 marks)

LISTENING COMPREHENSION ON ALL SECTIONS:

PROCEDURE FOR FINAL SECTION:

Step 1: The audio-visual text is played for the last time. Candidates are allowed to write while listening to the text.

Step 2: Candidates are given three minutes to answer the questions on the three sections and revise the questions in the other sections.

TRANSCRIPT OF THE WHOLE PASSAGE:

One of the biggest questions is how to build the perfect team. And in fact, about four years ago Google invited me to come spend some time with them because they were in the middle of a big project, called project Aristotle, a huge data study, to try and figure out how to build the perfect team at Google.

Initially their hypothesis was that the best teams are teams where you put people together who like each other. Maybe you need a good mix of extroverts and introverts. Maybe you need people who are friends away from the conference room, and so they looked at the data and they did experiments and they found that who was on a team actually didn't matter at all. They couldn't find any correlations between team membership and team success.

So then they started looking at how a team interacts and this is where suddenly everything became clear because what they found is that the people who are on a team matter much, much less than how those people interact. You could have enemies on a team together or you could have strangers or friends or people who don't get along or all introverts or all extroverts and as long as they treat each other a certain way, as long as there's a certain culture, then that team will gel.

So as they started looking at this behaviour, so they found there were two in particular that mattered more than anything else. The first was called equality in conversational turn-taking. During a meeting or a set of meetings, if everyone speaks at roughly the same amount, then that team is much more likely to succeed. But just speaking isn't actually enough.

The second characteristic that teams need in order to do well is called ostentatious listening, that basically, in addition to encourage you to talk more, I as a team leader or team member, have to show you that I'm listening by doing things like repeating what you have just told me or closing my computer so that I can make eye contact with you.

If you have these two characteristics, conversational turn-taking and ostentatious listening, it creates what psychologists refer to as psychological safety. And psychological safety is shown as the single greatest correlate with a group's success. When a group feels that they are psychologically safe with each other you unlock their best ideas, their ability to work together, their innovative capacities.

Google's fundamental belief, as is true for many other companies, is that when it is only when a team comes together that you actually get the best ideas out of each person and the best work at getting paced up.

Questions on the three sections:

A. Underline the correct answer.

1. Who is the speaker in this audio-visual text?

a. a tour guide
b. a story teller
c. a journalist
d. a researcher   **(2 marks)**

2**.** Which **ONE** of the phrases below would you write to find a suitable clip online?

a.   The perfect team leader.
b.   Building the perfect team.
c.   Being a good listener.
d.   Introverts and extroverts.   **(2 marks)**

B. Tick (√) the picture which you would use to advertise this audio-visual clip.

☐   ☐   ☐

(2 marks)

Part 3 (Writing)	(40 marks)

This month your school is trying to promote teamwork. You are asked to conduct an interview and then write an interview report to be published on the school website.

A) Preparing for the interview:

Candidates are to prepare a set of six to ten questions which they need to address in an interview to an expert in the area of their liking.

The questions prepared for the interview need to:

- address the topic chosen; (RELEVANCE)
- have a clear purpose; (AUDIENCE AND PURPOSE)
- be formal in tone and register; (REGISTER)
- have a mixture of close and open-ended questions; (ACCURACY)
- be accurate; (ACCURACY)
- make reference to the listening task carried out in Part 2.

Since the main topic of this exemplar project revolves around the sub-topic of Teamwork, questions should not stray from this main topic. The following are suggestions which could be formulated as questions:

- years of experience in the post;
- preference between working alone or in a team;
- importance of teamwork in the interviewee's job;
- coping with colleagues who are not willing to work in a team;
- views about the effectiveness of teamwork at the workplace;
- ways to encourage teamwork among colleagues;
- instances where teamwork proved to be a drawback;
- ways to tackle disagreements between colleagues;
- examples of team building activities which have been carried out with colleagues;
- the effectiveness of these team building activities.

B) Conducting the interview

The interview can take place inside or outside school. The interviewee's answers are to be recorded in either audio / video or written format.

The following guidelines are given to show what is expected of the candidates while carrying out this interview:

- Candidates need to decide **who** they will be interviewing. Depending on the subject matter or theme of your interview, they can ask someone who is an expert in that field or who has personal experiences in that area. **Examples:** a CEO of a company, a manager of a hotel, a head of school, a head of department, a leader in a factory…
- A **date and place** for the interview need to be set. Candidates need to make sure that the place is not too noisy, so that an adequate recording of the interview can be carried out.

- Candidates are to play the part of the interviewer, by asking politely the interviewee to take a seat, and advising him/her that his answers will be recorded. If this is not possible, candidates might wish to present the set of questions to the interviewee who will in turn answer accordingly.
- The main topic of the interview is mentioned to the interviewee at the beginning of the interview.
- After each question, the interviewee is given enough time to give a detailed answer.
- Candidates are expected to jot down notes during the interview. A recording of the interview should be in place so that a detailed account of the answers given by the interviewee is taken. If candidates do not want to ask the questions or be recorded, they may give him/her a copy of these questions in writing.
- After all the questions have been answered, the student should thank the interviewee for his/her time.
- As soon as the interview is over, the student should jot down his/her thoughts and notes while everything is fresh in his/her mind.

C) Writing the interview report

An interview report is to be written. Candidates are expected to show a clear understanding of the interviewee's responses. This write-up is to be carried out in either a Question and Answer format (MQF level 1-2), OR in a narrative format (MQF levels 1 - 2 - 3). A model example of each report format is given hereunder.

The **writing rating scale** on page 62 can be used to assess this writing task.

Question and Answer Format

In the question and answer format (Q & A), the student should begin with a paragraph about the interviewee as an introduction. A brief background about the interview, the place where it was conducted and the subject or themes of the interview need to be mentioned. The writing of the interview itself follows.

Initials are to be used to indicate who the interviewer and interviewee are. The initials of the person speaking are written first, then followed by what the person answers. Quotation marks should not be used.

A brief concluding paragraph may also be written to wrap things up at the end of the report.

Example:

Mr David Fulham (interviewee, D.F.) and I (T.I) were in the school hall talking about his years as a manager within the hotel industry. We started talking about his current job as a Food and Beverage manager with Elite International Hotel. With a team of fifteen people in his department, his input about working in a team was very interesting.

T.I.: Is this your first experience as Food and Beverage Manager in the hotel industry?

David Fulham: I started working with Elite International fifteen years ago, as Head of Reception. Since I have always been interested in the catering department, I applied for the post of Food and Beverage Manager as soon as the call was published. That was eight years ago.

T.I.: How many people work within your department?

D.F.: My department includes 15 people in all, ranging from waiters, bartenders, chefs, sous chefs, secretaries, food and beverage supervisors to assistant managers.

T.I.: Working with such a big group means that you need to be ready to share your workload with different people. What is your experience of working in a team?

D.F.: In all these years, I have met and worked with many different colleagues. This has made me realise that everyone is different and that the best thing to do first is to find out their positive qualities. If these qualities are strengthened, then they can be used to the advantage of the whole department…

T.I.: I really enjoyed our conversation. This interview has taught me a lot of things about working in a team. Thank you so much for taking the time to share your experience with me.

Narrative Format

In this format, the student can make use of the notes s/he wrote down before and after s/he conducted his/her interview to flesh out the report. In the first paragraph of this format, a brief detail about what the report is about needs to be written. Information about who the interviewee is and the location of the interview also need to be mentioned. The interview is then broken down into paragraphs, just like narrating a story and quotes that need to be cited are selected. A concluding paragraph is needed to end the report. In this format, quotation marks are needed when quoting the interviewee.

Example:

The interview between Mr Fulham and myself was held in the school hall. Mr Fulham has been a Food and Beverage Manager with Elite International Hotel for the past eight years. He started working as Head of Reception with the same hotel fifteen years ago. Managing a team of fifteen people in his department is not easy and Mr Fulham confirmed that in all his years, he has met many different colleagues from whom he has learned a lot.

"Working with them has made me realise that everyone is different and that the best thing to do first is to find their positive qualities," he said. He confirms that if these qualities are strengthened, they can then be used to the advantage of the whole department. …

Please refer to page 62 for the writing rating scale.

KEY TASKS FOR PROJECT 1

	TASK		MQF LEVEL	MARK OBTAINED
1.	Literature	I have read a poem and answered questions on it.	1-2-3	/20
2.	Listening	I have watched an audio-visual text and answered questions on it.	1-2-3	/40
		I have listened to and recorded (in any format) the interviewee's answers.		
3.	Writing	I have written a set of questions to ask an expert in a field of my liking.	1-2-3	/40
		I have written an interview report.		

TOTAL

/100

Assessment Criteria for Literature:

MQF 1	MQF 2	MQF 3
8.1a I can, with support, understand the gist of a literary text.	8.2a I can read a literary text fluently, demonstrating a sound understanding of its subject.	8.3a I can read a more complex literary text fluently, demonstrating a sound understanding of its theme/s.
8.1b I ca, with support, describe an important or interesting event in the text.	8.2b I can explain why a particular event in a text is important or interesting.	8.3b I can evaluate the significance of particular events in the text.
8.1c I can, with support, describe an important or interesting character in the text.	8.2c I can explain why a particular character in a text is important or interesting.	8.3c I can evaluate the significance of particular characters in the text.
8.1d I can, with support, respond to literary texts and say how I feel about the characters and events.	8.2d I can respond to literary texts and say how I feel about the plot, characters and setting.	8.3d I can respond to literary texts and say how I feel about the theme, plot, characters and setting.

Assessment Criteria for the Listening Comprehension:

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a I can, with support, follow simple utterances when they are clearly articulated and intelligible.	1.2a I can follow spoken language when it is clearly articulated and intelligible.	1.3a I can follow intelligible spoken language even when it is not clearly articulated.
1.1b I can, with support, follow descriptions which are simple in terms of linguistic, thematic and lexical content.	1.2b I can follow descriptions which are moderately complex in terms of linguistic, thematic and lexical content.	1.3b I can follow descriptions which are complex in terms of linguistic, thematic and lexical content.
1.1c I can, with support, follow narratives in a chronological sequence.	1.2c I can follow narratives in a chronological sequence.	1.3c I can follow narratives, including those which are non-chronological.
1.1e I can, with support, follow main ideas in a talk / speech / conversation about a familiar topic.	1.2e I can follow main and subsidiary ideas in a talk / speech / conversation/dramatic performance about a familiar topic.	1.3e I can follow main and subsidiary ideas in a conversation/dramatic performance about a wide range of familiar topics.
1.1f I can, with support, listen for specific details in a talk / speech / conversation about a familiar topic.	1.2f I can listen for specific details in a talk / speech / conversation about a familiar topic.	1.3f I can listen for specific details in a talk / speech / conversation about a wide range of familiar topics.
1.1g I can, with support, infer meaning when following a talk / conversation about a familiar topic.	1.2g I can infer some meaning when following a talk / conversation/dramatic performance about a familiar topic.	1.3g I can infer meaning when following a talk / conversation/dramatic performance about a wide range of familiar topics.
1.1j I can, with support, understand individual words in continuous speech.	1.2j I can understand clusters of words in continuous speech.	1.3j I can understand clusters of words in complex continuous speech.
1.1k I can, with support, follow a spoken text that includes vocabulary which is frequent and familiar.	1.2k I can follow spoken texts that include a wide range of vocabulary and language structures.	1.3k I can follow spoken texts that include a wide range of vocabulary and complex language structures.
1.1l I can, with support, identify a sequence of events/instructions/directions.	1.2l I can follow a sequence of events/instructions/directions.	1.3l I can follow a more complex sequence of events/instructions/ directions.
1.1m I can, with support, identify the purpose of a simple text.	1.2m I can identify the purpose of a text.	1.3m I can identify the purpose of more complex texts.
1.1n I can, with support, identify the audience of simple texts.	1.12nI can identify the audience of texts.	1.3nI can identify the audience of more complex texts.

Assessment Criteria for the Writing:

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1a I can, with support, spell high frequency grammatical function words and common content words.	6.2a I can spell some grammatical function words and content words.	6.3a I can spell most grammatical function words and low frequency words.
6.1b I can, with support, make use of a limited range of punctuation and sentence demarcation which allow for basic communication.	6.2b I can make use of a range of punctuation and sentence demarcation which allow for clear communication.	6.3b I can make use of a wide range of punctuation and sentence demarcation which a high level of accuracy.
6.1c I can, with support, make use of grammatical structures with some control of agreement.	6.2c I can make use of basic grammatical structures.	6.3c I can make use of complex grammatical structures.
6.1d I can, with support, construct simple and basic compound sentences.	6.2d I can construct compound and basic complex sentences.	6.3d I can construct a variety of complex sentences.
6.1e I can, with support, write in an appropriate way with the right tone.	6.2e I can make use of words to create a particular mood or feeling.	6.3e I can make use of complex structures to create a particular mood or feeling.
6.1f I can, with support, use a limited range of vocabulary specific to the context.	6.2f I can use a good range of vocabulary specific to the context.	6.3f I can make use of a wide range of context specific lexical features to convey meaning in writing.
6.1g I can, with support, make use of informal and formal register in my writing.	6.2g I can make use of informal and formal register in my writing.	6.3g I can make use of informal, formal and neutral/. register in my writing.
6.1h I can, with support establish a purpose when I write.	6.2h I can write with a clear purpose generally using the appropriate style.	6.3h I can write with a clear purpose using the appropriate style throughout.
6.1i I can, with support, write with a specific reader in mind.	6.2i I can write with a specific reader in mind generally using the appropriate style.	6.3i I can write with a specific reader in mind using the appropriate style throughout.
7.1a I can, with support, write a short paragraph by organising sentences which contain logical ideas.	7.2a I can organise information and ideas with clear, logical progression from one paragraph to another.	7.3a I can sequence information and ideas logically from one paragraph to another and in relation to the whole.
7.1b I can with support, use a limited range of grammatical cohesive devices.	7.2b I can use a basic range of lexical and grammatical cohesive devices.	7.3b I can use an extensive range of lexical and grammatical cohesive devices.
7.1c I can, with support, produce simple text structures.	7.2c I can produce basic text structures.	7.3c I can produce complex text structures.
7.1j I can, with support, respond in writing to an input including visuals and graphics.	7.2j I can respond in writing to an input including visuals and graphics.	7.3j I can respond in writing to various inputs including visuals and graphics.

Project-based Assignment (MQF 1, 2 & 3)

Unit 1 Community and Leisure

Task 2 (100 marks)

12%

This assignment assesses all three MQF levels.

The Learning Outcomes relevant to this coursework assignment are the following:

LO 2   speak accurately, fluently, coherently, cohesively and appropriately.

LO 3   interact accurately and appropriately using paralinguistic features to assist with communicating and meaning with others in various conversations.

LO 4   show understanding of text structure, purpose and audience when reading different text types and genres.

LO 5   deduce, infer and interpret different text types and genres.

LO 8   engage with literary texts and enrich my critical literacy.

Brief on Assignment:

This project involves five parts that focus on the topic of **LEISURE**. The sub-topics chosen for this exemplar are Sports, Health and Fitness and Food, Drink and Celebrations. The dominant theme for the first part – Reading Task 1 – focusses on short biographical notes about two sportspersons. The task allows students to explore how and why the two sportspersons have become celebrities.

Sports is inextricably linked to Health and Fitness, which is the dominant theme of the second and third part – Reading Task 2 and Speaking Activity 1. The second part explores the benefits of physical exercise and this is done through a three-part passage which students are expected to read and then answer questions related to each part. In the third part students are encouraged to utilise the information gathered about the various benefits of physical exercise in a short speaking activity.

The fourth part, Literature makes up the third key sub-topic, Food, Drink and Celebrations. This relates to sports, health and fitness within the topic of **LEISURE** and the fifth part encompasses all three sub-topics in an interactive Speaking Activity 2. The three sub-topics are explored through Reading, Speaking and Literature, as these are the main foci in this assignment.

The tasks

These tasks are an example which includes the necessary guidelines to set similar tasks. Content of tasks may vary, and level of difficulty should cater for the abilities as determined by the MQF levels; however, the mode of assessment, learning outcomes and assessment criteria identified below are binding.

<table>
<thead>
<tr><td colspan="2">Part 1: Reading Task 1</td><td>(10 marks)</td></tr>
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Read the two biographical notes on Katie Taylor and Lionel Messi and work out the exercise related to the two texts.

Biographical Note on Katie Taylor

Full name:	Kathleen "Katie" Taylor
Nickname:	The Bray Bomber
Gender:	Female
Height:	5ft 4.5in (165 cm)
Weight:	60 kg
Born:	July 2, 1986 in Bray, Wicklow, Ireland
Affiliations:	St. Fergal's Boxing club, Bray, IRL
Country:	Ireland
Sport:	Boxing

About Katie

Katie Taylor is an Irish sportswoman who has represented Ireland at both boxing and association football. She is currently the Irish, European, and Olympic champion in women's lightweight boxing division. Hugely popular in Ireland, she is credited with raising the profile of women's boxing at home and abroad. Regarded as the outstanding Irish athlete of her generation, she was the flag bearer for Ireland at the 2012 London Olympics opening ceremony before going on to win an Olympic gold medal in the lightweight division. Taylor turned professional in 2016, and is known for her fast-paced, aggressive boxing style.

Katie's Family

Taylor was born and raised in Bray, County Wicklow and is the daughter of an Irish mother Bridget and English father Peter Taylor. In 1986, her father became an Irish senior light heavyweight champion boxer. Originally an electrician by trade, Peter eventually became Katie's fulltime boxing coach. Her mother also developed an interest in boxing and became one of the earliest female referees and judges in Ireland. Taylor has three older siblings – Lee, Sarah and Peter, the latter a professor of Mathematics at Trinity College, Dublin.

Katie's Education

Katie Taylor attended St. Kilian's Community School in Bray between 1999 and 2005. Her three older siblings all attended the same school. Apart from boxing, Katie played football while at school. She was also a member of Bray Runners, a local athletics club. She decided to continue her studies at the University College Dublin (UCD) but as her sporting career began to take off, she chose not to complete her studies at UCD.

Watch the trailer of the new documentary on Katie Taylor

Biographical Note on Lionel Messi

Full name:	Lionel Andrés Messi Cuccittini
Nickname:	La Pulga Atómica (*The Atomic Flea*)
Gender:	Male
Height:	5ft 7in (169 cm)
Weight:	65 kg
Born:	June 24, 1987 in Rosario, Santa Fe, Argentina
Affiliations:	FC Barcelona, Argentina national team
Country:	Argentina
Sport:	Football

About Lionel

Lionel Messi is an Argentine professional footballer who plays as a forward for Spanish club FC Barcelona and the Argentina national team. He has won the FIFA *Ballon d'Or* five times, four of them consecutively. Leo is often considered not only the best active football player in the world but also one of the greatest of all time, alongside legends such as Maradona and Pelé. Leo has become the all-time top goalscorer for both Argentina's national team and FC Barcelona, the mega club he has helped to win more than 30 championships. In his private life, Messi tries to keep a low profile.

Lionel's Family

He was raised with three siblings in a working-class neighbourhood known as Barrio General Las Heras. Leo is the third of four children of Jorge Messi, a steel factory manager, and his wife Celia Cuccittini, who worked in a magnet manufacturing workshop. His father is of Italian and Spanish descent and his mother is mainly of Italian descent. Growing up in a tight-knit, football-loving family, Leo developed a passion for the sport from an early age, playing constantly with his older brothers, Rodrigo and Matías. At the age of four he joined local club Grandoli, where he was coached by his father, though his earliest influence as a player came from his maternal grandmother, Celia, who accompanied him to training and matches. Lionel Messi is married to fellow Rosario native Antonela Roccuzzo. They have known each other since Leo was five years old, but only began going out in 2008. The couple have three sons: Thiago (born in 2012), Mateo (born in 2015), and Ciro (born in 2018).

Lionel's Education

Lionel Messi attended primary school at Las Heras Elementary School in Rosario, Santa Fe, Argentina. When he was diagnosed with growth hormone deficiency at age 13, his family relocated to Barcelona because they could not afford the treatment and the FC Barcelona director offered to cover the expenses. The director had recognized Leo's talent and offered to pay for the treatment if the latter moved to Spain. Messi was enrolled at the Barcelona's youth academy. He made his first competitive debut aged 17 in October 2004.

Watch the trailer of Lionel Messi The Movie

1. Exercise: Fun Facts about Katie and Lionel

Based on the two biographical notes you have just read, indicate whether the following statements are correct. Mark your answer by inserting T or F in the given columns.

(10)

Katie Taylor…	T/F	Lionel Messi…	T/F
a) is a professional boxer.		a) is a professional footballer.	
b) comes from a working class family.		b) comes from a rich family.	
c) never played football.		c) is said to be as good as Maradona and Pele.	
d) won an Olympic Gold medal.		d) won the FIFA *Ballon d'Or*.	
e) moves rapidly on the boxing ring.		e) only scored goals for FC Barcelona.	
f) is unpopular because she is a woman boxer.		f) likes to make his private life public	
g) is the daughter of an Irish mother and an English father.		g) is the son of a father who has Italian and Spanish ancestors and his mother has Italian ancestors.	
h) was coached by her mother.		h) was coached by his father when he was very young.	
i) graduated from UCD.		i) could not continue his studies because of his illness.	
j) is of international repute.		j) never returned to Argentina.	

Part 2: Reading Task 2	(30 marks)

The following reading passage entitled 'Why Exercise is Wise' is taken from the KidsHealth for Teens website which promotes a healthy lifestyle. The reading passage is divided into three parts and each part is followed by a number of questions.

The passage is retrieved from: https://kidshealth.org/en/teens/exercise-wise.html

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Section 1

Rewards and Benefits

Experts recommend that teens get 60 minutes of moderate to vigorous physical activity each day. Here are some of the reasons:

A. Exercising causes the body to make chemicals that can help a person to feel good. Exercise can help people sleep better. It can also help some people who have mild depression and low self-esteem. Plus, exercise can give people a real sense of accomplishment and pride at having achieved a certain goal — like beating your own personal best (PB) in running.

B. People who exercise burn more calories and look more toned than those who don't. In fact, exercise can help keep your body at a healthy weight.

C. Exercising regularly decreases a person's risk of developing certain diseases, including obesity, type 2 diabetes, and high blood pressure.

D. This may not seem important now, but your body will thank you later. For example, osteoporosis (a weakening of the bones) can be a problem as people get older. Weight-bearing exercise — like jumping, running, or brisk walking — can help keep bones strong.

Questions 1 – 2

1. (a) Young people are encouraged to spend _____ of exercise every day. Choose from the given timing.

30 min   45 min   1hr   15 min

(b) How intense should the exercise be? Circle the difficulty below.

X_____X_____X
Easy   Moderate   Hard

(2)

2. Match the following statements to paragraphs A, B, C and D and insert the appropriate letter in the given box.

(4)

	Exercise can help a person age well.
	Exercise can help you look better.
	Exercise helps people lose weight and lower the risk of some diseases.
	Exercise benefits every part of the body, including the mind.

Section 2

Balanced Exercise

The three parts of a balanced exercise routine are: aerobic exercise, strength training, and flexibility training.

Aerobic Exercise. Like other muscles, the heart enjoys a good workout. Aerobic exercise is any type of exercise that gets the heart pumping and gets you breathing harder. When you give your heart and lungs this kind of workout regularly, they get stronger and are better at getting oxygen (in the form of oxygen-carrying blood cells) to all parts of your body.

If you play team sports, you're probably getting at least 60 minutes or more of moderate to vigorous activity on practice days. Some team sports that give you a great aerobic workout are basketball, football, hockey and rowing.

But if you don't play team sports, don't worry — there are plenty of ways to get aerobic exercise. These include biking, running, swimming, dancing, in-line skating, tennis, hiking, and walking quickly.

Strength Training. The heart isn't the only muscle to benefit from regular exercise. The other muscles in your body enjoy exercise too. When you use your muscles, they become stronger.

Strong muscles are also a plus because they support your joints and help prevent injuries. Muscle also use more energy than fat does, so building your muscles will help you burn more calories and maintain a healthy weight.

You don't have to lift weights to make your muscles and bones stronger. Different types of exercise strengthen different muscle groups, for example:

- For arms, try rowing or cross-country skiing. Pull-ups and push-ups, those old gym class standbys, are also good for building arm muscles.
- For strong legs, try running, biking, rowing, or skating. Squats and leg raises also work the legs.
- For abdominal and core strength, you can't beat rowing, yoga or pilates, planks and crunches.

Flexibility Training. Strengthening the heart and other muscles isn't the only important goal of exercise. Exercise can also help the body stay flexible, meaning that your muscles and joints stretch and bend easily.

Being flexible may also help improve a person's sports performance. Some activities, like dance or martial arts, require great flexibility. But increased flexibility also can help people perform better at other sports, such as football.

Sports and activities that encourage flexibility are easy to find. Martial arts like karate, ballet, gymnastics, and yoga are good choices. Stretching after your workout will also help you improve your flexibility.

Questions 3 – 4

3. Match Mary, Robert and John's physical activity with the correct type of exercise/training they
   followed to improve their lifestyle? **(3)**

a)	Mary's dancing improved enormously after she decided to start stretching more regularly.	b	Aerobic Exercise
b)	Robert's heart was pounding and he felt breathless after completing the physical activity.	c	Strength Training
c)	John's exercise regime helped him keep his weight in check and he felt stronger.	a	Flexibility Training

4. Choose different types of sports for (a), (b) and (c).

   (a) List four types of sports that provide good exercise for the heart and lungs. **(8)**

   _____   _____

   _____   _____

   (b) List two types of sports that help people strengthen their muscles.

   _____   _____

   (c) List two types of sports/activities that improve flexibility.

   _____   _____

Section 3

What's Right for Me?

One of the main reasons why people drop an exercise programme is lack of interest: if what you're doing isn't fun, it's hard to keep it up. The good news is there are many different sports and activities to try to see which one inspires you.

When picking the right type of exercise, it can help to consider your workout personality. For example, do you like to work out alone and on your own schedule? If so, solo sports like running or biking could be for you. Or do you like the shared motivation and companionship that comes from being part of a team? School sports and club teams are great ways to stay active with others.

You also need to plan around practical considerations, such as whether your chosen activity is affordable and available to you. You'll also want to think about how much time you can set aside for your sport.

It's a good idea to talk to someone who understands the exercise, like a coach or fitness expert at a gym. He or she can get you started on a programme that's right for you and your level of fitness.

Doctors know that most people benefit from regular exercise, even those with disabilities or medical problems like asthma. If you have a health problem or other concern (like being overweight or very out of shape), talk to your doctor before beginning an exercise plan.

Considering the benefits to the heart, muscles, joints, and mind, it's easy to see why exercise is wise. And the great thing about exercise is that it's never too late to start. Even small things can count as exercise when you're starting out — like taking a short bike ride, walking the dog, or raking leaves.

Questions 5 - 6

5. Underline the correct statement. **(2)**
   The writer suggests that

   a. people don't exercise because they are lazy.
   b. physical activity can be tiring.
   c. people give up on exercise because they lose interest.
   d. exercise involves hard work and some people give up.

6. The writer advised readers to reflect on a number of considerations when choosing the right type of exercise. Based on part 3, underline 5 correct pieces of advice from the list below.

   (5)

   a. Workout should reflect your occupation
   b. Workout should match personality
   c. Activity is financially viable
   d. Gym is within walking distance
   e. Good time management
   f. Seek advice from the councillor
   g. Seek advice from the doctor
   h. Suitable fitness programme

Questions 7 – 8 refer to all three parts.

7. Underline the correct phrase. **(2)**
   The writer repeatedly uses the second person pronoun 'you' in order to

   a. show understanding of the subject matter.
   b. address the reader directly and make him/her feel more engaged.
   c. avoid the use of the first person pronoun 'we'.
   d. make the reader feel guilty about not exercising.

8. Underline the correct phrase. **(2)**
   The purpose of the article is to

   a. describe an exercise routine.
   b. criticise those people who do not exercise.
   c. make the readers reflect on their bad habits.
   d. inform and encourage people to embrace exercise.

9. Underline the correct phrase **(2)**
   The aim of the passage is to

   a. question people's beliefs about exercise.
   b. criticise all unhealthy people who dislike exercise.
   c. inform and advise readers on how to lead a healthy lifestyle.
   d. give instructions on how to exercise.

Part 3: Speaking Activity 1 **(15 marks)**

Imagine you are a Personal Trainer employed by Energetic Gym and you have an exercise class with a group of ten young people. Use information from the passage 'Why Exercise is Wise' to help you prepare a 1 - 3-minute talk for the group.

Rating scale for the talk should include the following criteria:

- Vocabulary
- Spoken grammar
- Intelligibility
- Task achievement
- Discourse management
- Paralinguistic features

Part 4: Literature (Critical Literacy)	(20 marks)

Food is an essential part of a healthy lifestyle. Sports and daily exercise require good nourishment. The Literature section approaches this topic in a light-hearted way, but it also explores how food has a different meaning for each individual. This will be addressed in the Critical Literacy section.

Read the extract from Roald Dahl's *Charlie and the Chocolate Factory*. The topic of this passage is Charlie's excitement upon receiving his special birthday gift.

Only once a year, on his birthday, did Charlie Bucket ever get to taste a bit of chocolate. The whole family saved up their money for that special occasion, and when the great day arrived, Charlie was always presented with one small chocolate bar to eat all by himself. And each time he received it, on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it. Then at last, when he could stand it no longer, he would peel back a tiny bit of the paper wrapping at one corner to expose a tiny bit of chocolate, and then he would take a tiny nibble – just enough to allow the lovely sweet taste to spread out slowly over his tongue. The next day, he would take another tiny nibble, and so on, and so on. And in this way, Charlie would make his sixpenny bar of birthday chocolate last him for more than a month.

But I haven't yet told you about the one awful thing that tortured little Charlie, the lover of chocolate, more than anything else. This thing, for him, was far, far worse than seeing slabs of chocolate in the shop windows or watching other children munching bars of creamy chocolate right in front of him. It was the most terrible torturing thing you could imagine, and it was this:

In the town itself, actually within sight of the house in which Charlie lived, there was an ENORMOUS CHOCOLATE FACTORY!

Questions 1 – 6 (Literature)

1. Underline the correct answer. **(1)**
   The passage is told from

   a. an adult's point of view.
   b. a child's point of view.
   c. a writer's viewpoint.
   d. a parent's viewpoint.

2. Underline the correct answer. **(1)**
   The writer seems to suggest that Charlie's family

   a. does not like buying chocolate for Charlie because it is unhealthy.
   b. cannot find a shop that sells chocolate, so they only buy it once a year.
   c. can only afford to buy a bar of chocolate for Charlie's birthday because they are poor.
   d. is not fond of chocolate and only Charlie is.

3. What does the writer suggest about Charlie and his birthday gift when he describes the experience as follows?
   And each time he received it, on those marvellous birthday mornings, he would place it carefully in a small wooden box that he owned, and treasure it as though it were a bar of solid gold; and for the next few days, he would allow himself only to look at it, but never to touch it.

Underline the correct answer. **(2)**

    a. Charlie rarely gets to eat a bar of chocolate and so he hides it where no one can steal it from him.
    b. For Charlie, the chocolate bar is so rare and precious that he treats it almost with adoration.
    c. Charlie keeps the chocolate bar in a wooden box to protect it from breaking.
    d. The chocolate bar is so special that he does not it.

4. The writer describes how Charlie makes the chocolate bar last him for longer than a month. Quote **TWO** short phrases from the passage that show us this behaviour. **(2)**
    a. _____
    b. _____

Questions 7 – 8 (Critical Literacy)

5. The writer describes 'children munching bars of creamy chocolate', and yet Charlie makes one chocolate bar last him for longer than a month. In a group, discuss what this difference reflects about (i) the financial means and (ii) children's behaviour. **(4)**

    a. Write down your ideas in point form to use in your short talk (to be used as evidence of your discussion).
    b. Prepare a short synopsis of what was discussed in the group (assess whole group).

6. The Chocolate Debate **(10)**
    a. Imagine you are Charlie and you have been invited to a debate as a representative of children who cannot afford to buy a chocolate bar more than once a year.
    b. Imagine you are Julia and you have been invited to a debate as a representative of children who can afford to buy as many chocolate bars as they wish.
    c. Imagine you are Tom and you have been invited to a debate as a representative of children who are trying to eat healthily and believe that chocolate should be banned.

Part 5: Speaking Activity 2	(25 marks)

This section is the final speaking task and should be presented in the form of a presentation. The aim of this activity is to draw from the three sub-topics: sports, health and fitness and food, drink and celebrations. It should be a collaborative activity and students are free to work together on any one or more of the sub-topics.

Collaborative activity:

1. Different groups choose different sub-topics
2. Target language function: informative & persuasive
3. Different roles for the speakers
4. Audience: A group of young teenagers who spend more than 8 waking hours sitting or lying down.

Example:

A group of 4 students discuss how in order to be successful at sports they should engage in rigorous exercise and follow a nutritional programme. They should aim to inform and persuade the teenagers to start practising a sport. Students will adopt four different roles, that of a coach, athlete, nutritionist, physiotherapist, and work together to deliver a presentation for the young teenagers.

Rating scale for the presentation should include the following criteria:

- Vocabulary
- Spoken grammar
- Intelligibility
- Task achievement
- Discourse management
- Paralinguistic features

KEY TASKS FOR PROJECT 2

TASK		MQF LEVEL	MARK OBTAINED
1. **Reading**	*I have read a biographical text and answered questions on it.*	1-2-3	/10
	I have read an informative and persuasive text and answered questions on it.		/30
2. **Speaking**	*After reading the informative text, I have prepared and delivered a presentation.*	1-2-3	/15
	I have prepared and participated in a discussion that is informed by preceding activities.		/25
3. **Literature**	*I have read an extract from a novel and answered questions on it.*	1-2-3	/20
			TOTAL /100

Assessment Criteria relevant to the Coursework:

LO 2: I can speak accurately, fluently, coherently, cohesively and appropriately.

MQF 1	MQF 2	MQF 3
2.1a I can use language appropriate to a small number of limited contexts.	2.2a I can use language appropriate to a limited number of contexts.	2.3a I can use language appropriate to various contexts.
2.1b I can be intelligible when producing simple utterances.	2.2b I can be intelligible when producing speech.	2.3b I can be intelligible when producing longer speech.
2.1c I can use simple structures accurately.	2.2c I can use basic structures accurately and with ease.	2.3c I can use a range of structures accurately and with ease.
2.1d I can produce simple utterances, which may constitute features of spoken grammar are quite well controlled and show some evidence of fluency.	2.2d I can produce basic utterances, which may constitute features of spoken grammar, are mostly well controlled and show some evidence of fluency.	2.3d I can produce utterances, which may constitute features of spoken grammar, are well controlled and show some evidence of fluency.
2.1e I can use a simple range of grammatical structures which are quite well controlled.	2.2e I can use a limited range of grammatical structures which are mostly well controlled.	2.3e I can use varied grammatical structures dominated by chained clauses, and sentence patterns which are consistently well controlled.
2.1f I can, with support, produce simple utterances with few pauses and repetition and little hesitation.	2.2f I can produce simple utterances with few pauses and repetition and little hesitation.	2.2f I can produce more complex utterances with few pauses and repetition and little hesitation.
2.1g I can, with support, produce simple utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.	2.2g I can produce simple utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.	2.3g I can produce more complex utterances organised logically, and ordered with appropriate linking words, parallel structures and signposts.
2.1h I can, with support, use linguistic devices in my speech to join sentences together, including conjunctions.	2.2h I can use linguistic devices in my speech to join sentences together, including conjunctions, reference words and substitution.	2.3h I can use linguistic devices in my speech to join sentences together, including conjunctions, reference words and substitution and lexical devices such as repetition of words, collocations and lexical groups.

LO3: I can interact accurately and appropriately using paralinguistic features to assist with communicating and meaning with others in various conversations.

3.1a I can express straightforward ideas/information/feelings using simple vocabulary.	3.2a I can express challenging ideas/information/feelings using a range of vocabulary.	3.3a I can express sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary.
3.1b I can speak about my point of view regarding a topic.		
3.1c I can, with support, deliver a short planned talk which I have prepared.	3.2c I can deliver a planned talk which I have prepared.	3.3c I can structure and sustain talk.
3.1d I can, with support, present a number of points about a familiar topic to a particular audience.	3.2d I can present a number of points about a familiar topic to a particular audience.	3.3d I can deliver an individual presentation.
3.1e I can explain what I think when asked a simple question.	3.2e I can defend my point of view when asked a simple question.	3.3e I can defend my point of view against reasonable questioning.
3.1f I can use language to convince others about a simple proposition by giving a reason.	3.2f I can use language to convince others of the benefits of a decision/viewpoint.	3.3f I can use language in a variety of persuasive forms.
3.1h I can use informal register when communicating.	3.2h I can switch from informal to formal register.	3.3h I can choose and adapt language appropriately to an audience.
3.1j I can, with support, take part in a role-playing exercise by taking on a character role.	3.2j I can, with support, take part in a role-playing exercise by adopting the appropriate communicative strategies.	3.3j I can take part in a longer role-playing exercise by adopting the appropriate communicative strategies.
3.1k I can ask a simple question to request clarification.	3.2k I can ask a number of simple questions to request clarification, using generally correct language.	3.3k I can probe for more information and clarification through a series of questions fluently and accurately.
3.1l I can, with support, reply to other speakers when they express an opinion.	3.2l I can express my own view in response to another speaker's opinions.	3.3l I can express my own view in response to other speakers' opinions, questions and views.
3.1n I can answer short questions about what I heard/read.	3.2n I can recount the main points of what I heard/read.	3.3n I can act as rapporteur in a situation where information is exchanged.
3.1o I can give feedback by providing an appropriate response in a straight forward manner.	3.2o I can give feedback by responding formally and in some detail.	3.3o I can respond perceptively, and if necessary, elaborate with further ideas and information.

LO 4: I can show understanding of text structure, purpose and audience when reading different text types and genres.

4.1a I can, with support, accurately decode a text to read for meaning.	4.2a I can, with support, use a range of strategies, including accurate decoding of text, to read for meaning.	4.3a I can use a range of strategies, including accurate decoding of text, to read for meaning.
4.1b I can read simple texts of different genres including description, narration, exposition argumentation, instruction and transactional.	4.2b I can read more complex texts of different genres including description, narration, exposition argumentation, instruction and transactional.	4.3b I can read long, complex texts of different genres including description, narration, exposition argumentation, instruction and transactional.
4.1c I can skim simple texts.	4.2c I can skim more complex texts.	4.3c I can skim long, complex texts.
4.1d I can scan simple texts.	4.2d I can scan more complex texts.	4.3d I can scan long, complex texts.
4.1f I can identify the purpose of a simple text including personal, public, educational and occupational.	4.2f I can identify the different purposes of texts across genres including personal, public, educational and occupational.	4.3f I can comment about the different purposes of complex texts across genres including personal, public, educational and occupational.
4.1g I can identify the audience of simple texts.	4.2g I can identify the audience of complex texts across genres.	
4.1h I can identify some basic features of organisation of a text.	4.2h I can identify various basic features of organisation of a text.	
4.1i I can identify the structure of simple continuous or non-continuous texts.	4.2i I can identify the structure of complex continuous or non-continuous texts.	
4.1j I can make a simple comment about the effect of the writer's choice of language in a text.	4.2j I can explain the effect of the writer's choice of language in a text.	4.3j I can analyse the effect of the writer's choice of language in a text.
4.1k I can, with support, compare and contrast simple ideas from different texts.	4.2k I can compare and contrast ideas from different texts.	4.3k I can compare and contrast more complex ideas from different texts.

5.1b I can, with support, make use of clues and prior knowledge to infer meaning from a text.	5.2b I can make use of text-to-text connections to infer meaning from a text and give evidence to support this inference.	5.3b I can make use of subtle clues to make inferences about the layers of meaning in a text and give evidence to support this inference.
5.1c I can, with support, retrieve information from one or more source.	5.2c I can retrieve information from one or more source.	5.3c I can retrieve information from a range of sources.

5.1d I can select the main points from a simple text.	5.2d I can select the main points from a complex text.	5.3d I can select the main points from a long complex text.
5.1e I can, with support, synthesise information/ideas found in a short text I have read.	5.2e I can synthesise information/ideas found in a short text I have read.	5.3e I can synthesise information/ideas found in a long text.
5.1h I can distinguish between positive and negative connotation in words used in a simple text.	5.2h I can identify the way connotation is used in a simple text to influence the reader.	
5.1i I can, with support, interpret information from simple texts including non-continuous ones.	5.2i I can interpret information from simple texts including non-continuous ones.	5.3i I can evaluate information from more complex texts including non-continuous ones.

LO8: engage with literary texts and enrich my critical literacy.

8.1a I can, with support, understand the gist of a literary text.	8.2a I can read a literary text fluently, demonstrating a sound understanding of its subject.	8.3a I can read a more complex literary text fluently, demonstrating a sound understanding of its theme/s.
8.1b I can, with support, describe an important or interesting event in the text.	8.2b I can explain why a particular event in a text is important or interesting.	8.3b I can evaluate the significance of particular events in the text.
8.1c I can, with support, describe an important or interesting character in the text.	8.2c I can explain why a particular character in a text is important or interesting.	8.3c I can evaluate the significance of particular characters in the text.
8.1d I can, with support, respond to literary texts and say how I feel about the characters and events.	8.2d I can respond to literary texts and say how I feel about the plot, characters and setting.	8.3d I can respond to literary texts and say how I feel about the theme, plot, characters and setting.

Marking Criteria

Presentation Rating Scale (based on 40 marks)

	MQF 3	MQF 2	MQF 1
	Candidates' spoken production typically demonstrates these features:	**Candidates' spoken production typically demonstrates these features:**	**Candidates' spoken production typically demonstrates these features:**
	8-6	**5-3**	**2-0**
Vocabulary (includes register) & Task Achievement	• *Vocabulary range and accuracy are sufficient to communicate effectively on a variety of familiar and unfamiliar topics;* • *Word choice is appropriate and sensitive to register;* • *Task achieved in full.*	• *Vocabulary range and accuracy are often sufficient to communicate effectively on a topic, but range might be limited;* • *Word choice is fairly appropriate but not consistently sensitive to register;* • *Task achieved in part.*	• *Vocabulary range is fairly sufficient to communicate on topic, but range is limited;* • *Word choice is often inappropriate and mostly not sensitive to register;* • *Task is hinted at but mostly not achieved.*
Spoken Grammar	• *An good range of accurate structures are produced with ease;* • *Grammatical structures are varied even though dominated by chained clauses, and sentence patterns are consistently well controlled;* • *Utterances, which may constitute features of spoken grammar (e.g. clusters, ellipses), are well controlled and show evidence of fluency.*	• *A fair range of structures are produced with some inaccuracies;* • *Grammatical structures are fairly varied even though dominated by chained clauses, and sentence patterns are fairly well controlled;* • *Errors sometimes interfere with meaning.*	• *A limited range of structures is produced with a fair amount of inaccuracies;* • *Basic grammatical structures and sentence patterns are not always well controlled;* • *Errors frequently interfere with meaning.*
Intelligibility (pron & stress)	• *Communication is effortless and intelligible;* • *Pronunciation, stress, rhythm, and intonation do not interfere with ease of understanding.*	• *Communication is mostly intelligible;* • *Pronunciation, stress, rhythm, and intonation sometimes interfere with ease of understanding, but do not put a strain on the listener.*	• *Communication is quite intelligible but with evidence of difficulties in some parts;* • *Pronunciation, stress, rhythm, and intonation interfere quite frequently with ease of understanding, and/or put strain on the listener.*
Discourse Management (structure, connectors, etc.) & Coherence	• *Stretches of language with appropriate tempo;* • *Speech is rarely affected by repetitions, pauses and self-correction, and these do not interfere with ease of understanding;* • *Discourse markers and connectors are used well and spontaneously;* • *Consistently appropriate and well structured ideas which follow a clear sequence;* • *Fillers, if used, are appropriate.*	• *Stretches of language with fairly appropriate tempo;* • *Speech is somewhat affected by repetitions, pauses and self-correction, but these do not always interfere with ease of understanding;* • *Discourse markers and connectors are used mostly well;* • *Fillers, if used, are sometimes distracting.*	• *Stretches of language but tempo is often inappropriate;* • *Speech is often affected by repetitions, pauses and self-correction and these sometimes interfere with ease of understanding;* • *Some use of discourse markers or connectors;* • *Speech is fairly structured but shows difficulty in remaining coherent;* • *Fillers, if used, are often distracting.*
Paralinguistic Features (non-verbal communication – eye contact, pitch, tone, audience engagement, etc.) & Time Management	• *Body language shows a good predisposition to communicate confidently with peers;* • *Good eye contact;* • *Very clear delivery (does not mumble);* • *Tone and pitch are nuanced and sensitive to the audience;* • *Manages time very well.*	• *Body language shows a quite a good predisposition to communicate quite confidently with peers;* • *Quite good eye contact;* • *Delivery is quite clear;* • *Choice of tone and pitch are mostly; audience appropriate;* • *Manages time quite well.*	• *Body language is quite adequate and attempts to communicate with peers;* • *Fairly good eye contact;* • *Delivery is generally fair (some mumbling).* • *Choice of tone and pitch are only minimally audience appropriate;* • *Manages time fairly well.*

Speaking Rating Scale (Controlled Assessment) – (based on 80 marks)

	Part 1 (4 marks/criterion)	Part 2 (6 marks/criterion)	Part 3 (6 marks/criterion)
	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:	Candidates' spoken production typically demonstrates these features:
Vocabulary (includes register)	• *Vocabulary range and accuracy are sufficient to communicate effectively;* • *Word choice is appropriate and context sensitive.*	• *Vocabulary range and accuracy are sufficient to communicate effectively;* • *Word choice is appropriate and context sensitive (e.g. appropriate to the visual prompt).*	• *Vocabulary range and accuracy are sufficient to communicate effectively;* • *Word choice is appropriate and context sensitive.*
Spoken Grammar	• *A good range of accurate grammatical structures are produced with ease;* • *Utterances, which may constitute features of spoken grammar (e.g. clusters, ellipses), are well controlled and show evidence of fluency.*	• *A good range of accurate grammatical structures are produced with ease;* • *Utterances, which may constitute features of spoken grammar (e.g. clusters, ellipses), are well controlled and show evidence of fluency.*	• *A good range of accurate grammatical structures are produced with ease;* • *Utterances, which may constitute features of spoken grammar (e.g. clusters, ellipses), are well controlled and show evidence of fluency.*
Intelligibility (pron & stress)	• *Communication is clearly intelligible;* • *Pronunciation, stress, rhythm, and intonation do not interfere with ease of understanding.*	• *Communication is clearly intelligible;* • *Pronunciation, stress, rhythm, and intonation do not interfere with ease of understanding.*	• *Communication is clearly intelligible;* • *Pronunciation, stress, rhythm, and intonation do not interfere with ease of understanding.*
Discourse Management (structure, connectors, etc.) & Coherence	• *Speech is rarely affected by repetitions, pauses and self-correction, and these never interfere with ease of understanding;* • *Discourse markers and connectors are used well and spontaneously;* • *Consistently appropriate and well structured ideas which follow a clear sequence;* • *Fillers, if any, are used appropriately.*	• *Speech is rarely affected by repetitions, pauses and self-correction, and these never interfere with ease of understanding;* • *Discourse markers and connectors are used well and spontaneously;* • *Consistently appropriate and well structured ideas which follow a clear sequence;* • *Fillers, if any, are used appropriately.*	• *Speech is rarely affected by repetitions, pauses and self-correction, and these never interfere with ease of understanding;* • *Discourse markers are used well and spontaneously;* • *Consistently appropriate and well structured ideas;* • *Fillers are used appropriately.*
Task Achievement	• *Task is achieved in full;* • *Reply is relevant to the question.*	• *Task is achieved in full;* • *Choice of utterances are relevant to the topic.*	• *Task is achieved in full;* • *Turn taken is relevant to the given turn (e.g. question – answer).*

Discussion (with a given role) Rating Scale (based on 40 marks)

	MQF 3	MQF 2	MQF 1
	Candidates' spoken interaction typically demonstrates these features:	Candidates' spoken interaction typically demonstrates these features:	Candidates' spoken interaction typically demonstrates these features:
	10 – 6	5 – 3	2 – 0
Vocabulary (includes register)	• *Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics;* • *Word choice is appropriate and sensitive to register.*	• *Vocabulary range and accuracy are often sufficient to communicate effectively on a topic, but range might be limited;* • *Word choice is fairly appropriate but not consistently sensitive to register.*	• *Vocabulary range is fairly sufficient to communicate on topic, but range is limited;* • *Word choice is often inappropriate and mostly not sensitive to register.*
Spoken Grammar	• *An good range of accurate structures are produced with ease;* • *Grammatical structures are varied even though dominated by chained clauses, and sentence patterns are consistently well controlled;* • *Utterances, which may constitute features of spoken grammar (e.g. clusters, ellipses, etc.), are well controlled and show evidence of fluency.*	• *A fair range of structures are produced with inaccuracies;* • *Grammatical structures are fairly varied even though dominated by chained clauses, and sentence patterns are fairly well controlled;* • *Errors sometimes interfere with meaning.*	• *A limited range of structures is produced with a fair amount of inaccuracies;* • *Basic grammatical structures and sentence patterns are not always well controlled;* • *Errors frequently sometimes interfere with meaning.*
Speech fluency & Intelligibility (pron, pitch, articulation, etc.)	• *Communication is effortless and intelligible;* • *Pronunciation, stress, rhythm, and intonation do not interfere with ease of understanding.* • *Clear articulation (does not mumble);* • *Speech is rarely affected by repetitions, pauses and self-correction, and these never interfere with ease of understanding.*	• *Communication is fairly intelligible;* • *Pronunciation, stress, rhythm, and intonation interfere with ease of understanding, but do not put strain on the listener.* • *Articulation is quite clear;* • *Speech is somewhat affected by repetitions, pauses and self-correction, but these only interfere sometimes with ease of understanding.*	• *Communication is quite intelligible but with evidence of difficulties in some parts;* • *Pronunciation, stress, rhythm, and intonation interfere quite frequently with ease of understanding, and/or put strain on the listener.* • *Articulation is generally fair (some mumbling).* • *Speech is often affected by repetitions, pauses and self-correction and these interfere with ease of understanding.*
Interactional patterns / Discussion skills (turn-taking, asking of questions, initiation and maintenance of topic, summarising, clarification, etc.)	• *Discourse markers and connectors are used well and spontaneously;* • *Whenever necessary, organizational patterns are employed effectively and competently;* • *A good balance between listening, initiating, and maintaining the discussion;* • *Good immersion in the given role;* • *Good knowledge and understanding of purpose;* • *The discussion is focused and on topic;* • *Clear interactive role in the construction of the interaction and use of the whole range of discussion skills.*	• *Discourse markers and connectors are used fairly well;* • *Whenever necessary, organizational patterns are employed fairly effectively;* • *A fairly good balance between listening, initiating, and maintaining the discussion;* • *A moderate immersion in the given role;* • *A fairly good knowledge and understanding of purpose;* • *The discussion is fairly focused and on topic;* • *Adequately clear interactive role in the construction of the interaction and use of the whole range of discussion skills.*	• *Some use of discourse markers or connectors;* • *Minimal use of organizational patterns when these are required;* • *Lack of balance between listening, initiating, and maintaining the discussion;* • *A fair immersion in the given role;* • *Fair knowledge and understanding of purpose;* • *The discussion is somewhat focused and on topic;* • *Not a consistently clear interactive role in the construction of the interaction and use of the whole range of discussion skills.*

Writing Rating Scale – (based on 40 marks)

	MQF 3 (40%)	MQF 2 (30%)	MQF 1 (30%)
	Candidates' work typically demonstrates these features:	Candidates' work typically demonstrates these features:	Candidates' work typically demonstrates these features:
	10 – 6	**5 – 3**	**2 – 0**
Task achievement (content, relevance, text type features)	• *Task is achieved in full or quite well;* • *Content is completely or mostly relevant;* • *Text type features are entirely or mostly appropriate.*	• *Task is achieved in part;* • *Content is not always relevant;* • *Text type features are not always appropriate.*	• *Task is hardly achieved;* • *Content is under-developed;* • *Text type features are minimally appropriate.*
	10 – 6	**5 – 3**	**2 – 0**
Language use	• *Varied and accurate or mostly accurate grammatical structures and syntax;* • *Excellent or good choice of expression;* • *Accurate or good use of punctuation.* • *Accurate or good use of spelling.*	• *Grammatical structures and syntax are rather basic and sometimes inaccurate;* • *Adequate choice of expression but with some inaccuracies;* • *Adequate use of punctuation but with some errors.* • *Adequate use of spelling but with some errors.*	• *Grammatical structures and syntax are limited and mostly inaccurate;* • *Limited choice of expression and with some inaccuracies;* • *Punctuation use is rather poor.* • *Spelling is rather poor.*
	10 – 6	**5 – 3**	**2 – 0**
Organisation and Structure (Coherence and Cohesion)	• *Writing is structured and organised into a coherent prose ;* • *Paragraph features are adhered or mostly adhere to;* • *Sentences and paragraphs are mostly cohesively linked;* • *The reader can follow the line of argumentation / exposition / idea / thought quite effortlessly.*	• *Paragraph and sentence structure are fairly correct though unambitious;* • *Paragraph features are somewhat evident;* • *There may be some evidence of cohesion between and within sentences as well as between paragraphs;* • *The reader may have to make some effort to follow the line of argumentation / exposition / idea / thought*	• *Paragraph and sentence structure show lack of control;* • *Paragraph features are rarely evident;* • *There may be little evidence of cohesion between and within sentences as well as between paragraphs;* • *The reader has to make an effort to follow the line of argumentation / exposition / idea / thought.*
	10 – 6	**5 – 3**	**2 – 0**
Vocabulary and Register	• *Wide-or good ranging and appropriate vocabulary;* • *Excellent choice of register or appropriate use of register.*	• *Choice of vocabulary is unambitious and sometimes inaccurate;* • *Adequate use of register but with some inaccuracies.*	• *Limited vocabulary, possibly seen in the repetition of words;* • *Not sensitive to the choice of register*

Specimen Assessments: Controlled Paper MQF 1-2 (Booklet)

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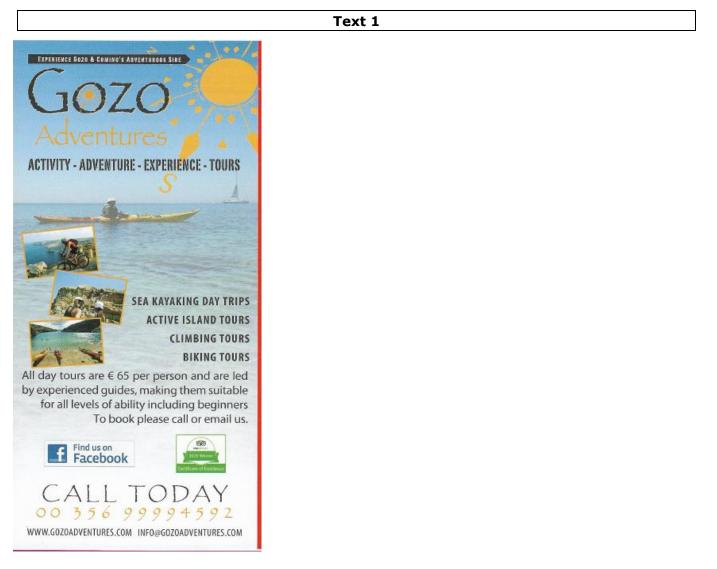ta' Malta

SECONDARY EDUCATION APPLIED CERTIFICATE

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION**
PAPER NUMBER:	Level 1-2 (Extracts Booklet)
DATE:	
TIME:	

SECTION B: READING

Text 1

Text 2

First Aid

Have you ever thought of training to be a first aider? First aid is about keeping yourself and those about you safe. **It** includes being alert to signs of danger as well as helping others to feel better, getting help and even saving lives. Adults and children can learn, and give, first aid. If someone has a burn, a sprain, an accident or is suddenly taken ill, they need help fast – and that is the point of first aid: you are the first person to help someone. They may need other help too, but the first aider makes sure that the injury or illness doesn't get worse.

Paragraph 1

- Stop the burn from getting worse by stopping the cause of the burn.
- Remove any clothing or jewellery near the area of the burn.
- Cool the burn with lukewarm running water for 20 minutes. Do not apply ice.
- Cover with cling film or a plastic bag to prevent it from becoming infected.
- Treat the pain with a painkiller, such as ibuprofen, which is appropriate for the person's age.
- Elevate the burn by lifting it to above the level of the heart to reduce swelling.

Paragraph 2

Most nosebleeds are not serious and can be safely treated at home.

- Sit the patient down and get them to compress the soft part of their nose by firmly pinching it just above the nostrils for 10-15 minutes.
- Tell the patient to lean slightly forward and to breathe through their mouth.
- Place an ice pack on the bridge of the nose – the hard part at the top of the nose.
- Don't allow the patient to lie down. Sitting up discourages further bleeding.

Paragraph 3

People who are asthmatic should carry their preventive inhaler (usually blue) with them at all times so they can manage their asthma before it becomes an asthma attack. However, if they do have an asthma attack, take the following action.

- Give the patient one or two puffs of their inhaler.
- Ask them to sit down and take slow, steady breaths.
- If the patient doesn't start to feel better, give one puff of the inhaler every two minutes. They can have up to 10 puffs. Between puffs, continue with slow, deep breaths.
- When they recover, tell the patient to make an appointment to see their GP within 48 hours.
- If the patient has not started to recover after 20 minutes, phone 999.

Paragraph 4

Sprains and strains are common in children. Strains are injuries to muscles as a result of overstretching; sprains involve a stretch or partial tear of the ligament or tendon.

Think **PRICE** for the first 48 hours.

Protect the injured limb or joint so that no further damage can be done.

Rest the injured part until it is less painful.

Ice – wrap an ice pack or pack of frozen vegetables in a towel and place over the injured part immediately. Continue for no more than 20 minutes at a time, four to eight times a day.

Compression – support the injured part with an elastic compression bandage (e.g. Tubigrip) for at least 2 days.

Elevation – raise the injured part above heart level to decrease swelling.

Drugs such as age-appropriate ibuprofen can be used to help manage the pain.

After you have given any first aid, you should inform a responsible adult.

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SECONDARY EDUCATION APPLIED CERTIFICATE LEVEL

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION**
PAPER NUMBER:	Level 1-2
DATE:	
TIME:	

SECTION A: LISTENING 40 marks

Please listen to the interview and answer all the questions that follow.

Part 1

1. Underline the correct answer.

    a. The talk show host invited Jay Shetty to the show because (2)
        i. she wanted to meet someone who is popular
        ii. she wanted to give him another way of getting his message across to people
        iii. she wanted to question what he was doing

    b. The talk show host (2)
        i. Believes in what Jay Shetty is doing
        ii. Disagrees with what Jay Shetty is doing
        iii. Is indifferent to what Jay Shetty is doing

       Quote a word which supports your answer: _____ (2)

    c. Which school did Jay decide to go to? (2)
        i. Law school
        ii. Medical school
        iii. Business school

    d. Every week, Jay listened to presentations delivered by (2)
        i. Doctors
        ii. Entrepreneurs
        iii. Lawyers

    e. Jay (2)
        i. Wasn't interested in the monk's presentation
        ii. Was eager to listen to the monk
        iii. Helped the monk deliver the presentation

    f. Who helped Jay change his mind about going to listen to the presentation? (2)
        i. His friend
        ii. The monk

    iii. His parents

  g. Did he regret his decision? (Yes / No),   (2)

    because the presentation_____
                                               (2)

Part 2

2. Underline the correct answer.
    a. What did the monk speak about which inspired Jay Shetty?   (2)
        i. Success in life
        ii. Kindness and service
        iii. Meditation

    b. What made Jay Shetty return home?   (2)
        i. He owed people money
        ii. He wanted to share his experience
        iii. He wanted to see his friends

    c. What is Jay's occupation?   (2)
        i. A speaker
        ii. A businessman
        iii. A monk

3. Fill in the following grid with the missing information about Jay Shetty.   (10)

	The age when he quit his job
	The place where he went to become a monk
	The age he returned to London
	The year he started making these videos
	The name of the person who helped support these videos

4. Put the following events in Jay's life in the order you have listened to them: (6)

	He met the monk
	He started making videos online
	He went to school
	He resigned
	His friends invited him to speak
	He lived in India

SECTION B: READING   **40 marks**

Task B1: Please read Text 1 found in the Extracts booklet and answer ALL questions.
---

1. Underline the correct answer.

   a. This extract is taken from a   (2)
      i. novel
      ii. leaflet
      iii. article

   b. Why is this extract written?   (2)
      i. To promote a service
      ii. To inform people about an event
      iii. To give people advice

   c. Who would be interested in reading all of this extract?   (2)
      i. A tourist interested in Japan
      ii. A tourist interested in activities
      iii. A tourist interested in the history of Gozo

2. Write the name of the activity under the right picture.   (2)

_____   _____   _____   _____

3. Fill in the following grid with the missing information.   (2)

The name of the company	
The amount of money each person has to pay	

4. Answer the following questions.

   a. Mention FOUR ways how one can find out more information.   (2)

       i. _____

       ii. _____

       iii. _____

       iv. _____

b. Why do you think the page includes the TRIP ADVISOR AWARD badge? (2)

_____

_____

c. What two/three words would you write in a search engine like Google to find similar companies? (2)

_____

_____

(Total: 16 marks)

Task B2: Please read Text 2 found in the Extracts booklet and answer ALL questions.

5. Underline the correct answer.

    a. First aid is about keeping everyone: (1)
       i. healthy
      ii. happy
     iii. safe

    b. The first aider makes sure the injury: (1)
       i. has healed completely
      ii. Is treated in hospital
     iii. Does not get worse

    c. Why is this extract written? (1)
       i. To promote a service
      ii. To inform people about an event
     iii. To give people advice

6. Which subtitle would best fit which paragraph? Write the correct paragraph number. (2)

Subtitle	Paragraph number
First aid for nosebleeds	
First aid for a sprain or strain	
First aid for burns	
First aid for an asthma attack	

7. Now match the injury with the advice. (4)

	INJURY		ADVICE
i.	Sprain		Deep breaths
ii.	Nosebleed		Cover with cling film
iii.	Burns		PRICE
iv.	Asthma attack		Lean forward

8. What does PRICE stand for? (1)

_____

_____

9. PRICE is how one can help someone who strained or sprained a muscle. Put these pictures in the right order (1 – 3). (3)

_____   _____   _____

10. What do these words refer to? (3)

    a. It (ln 2) _____

    b. They (ln 4) _____

    c. It (ln 11) _____

11. How do you think the extract could have been more helpful for the reader? (2)

_____

_____

12. Why do you think it's important to be trained before you give first aid? (2)

_____

_____

Task B3: Please refer to both Text 1 and Text 2 found in the Extracts booklet and answer ALL questions.

13. Tick (✓) which text you would refer to if: (4)

	TEXT 1	TEXT 2	NONE
you are interested in medicine			
you are interested in helping others			
you are travelling			
you want to read for pleasure			

(Total: 24 marks)

SECTION C: WRITING   40 marks

Task C1: You are Kim Cassar and you've just been to a restaurant and you were impressed with the service offered. The Malta Tourism Authority gives public recognition to people who offer excellent service by honouring them with a STAR AWARD. Fill in the form on the next page and post your nomination now. (15)

NAME AND SURNAME OF PERSON NOMINATED (1)

WHERE DOES HE/SHE WORK? (1)

HOW WOULD YOU RATE THE FRIENDLINESS AND ENTHUSIASM SHOWN BY THIS PERSON? (1)

GOOD 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ EXCELLENT

ADD A BRIEF DESCRIPTION OF THIS PERSON YOU ARE NOMINATING (6)

_____

_____

_____

_____

YOUR DETAILS

Name and Surname (1)

_____

Contact details (telephone and / or email) (1)

_____

Age (1)   Country of Residence (1)

_____

_____   _____
SIGNATURE (1)   DATE (1)

Task C2: You have just visited a health and fitness club and you were not happy with the service and would like to complain about it. Fill in the complaint card which was available at reception and give your suggestions as to how their quality of service could improve. (25)

HEALTHY LIVING

HEALTH AND FITNESS CLUB

COMPLAINT AND SUGGESTION CARD

Please write your complaint and suggestions below.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

END OF PAPER

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

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SECONDARY EDUCATION APPLIED CERTIFICATE LEVEL

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION (Speaking)**
PAPER NUMBER:	Level 1-2
DATE:	
TIME:	

SECTION D: SPEAKING   40 MARKS
SPEAKING MQF 1 & 2 – CONTROLLED

Brief

The Speaking Task involves three parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles, and (iii) a role play that presents candidates with a scenario in which they would need to interact with the interlocutor. The task should last approximately **8 minutes.**

Please refer to the speaking rating scale on page 60.

Here are the instructions for both teachers and candidates to follow during the speaking task.

PART 1 – Guided Teacher-to-Student Conversation (about 1 minute)   10 marks

The teacher tells the student:

Good morning/afternoon. Please have a seat.

In this part of the task, I am going to ask you some questions about a picture. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Look at the picture.

1. What can you see in this picture?
2. How do you feel when you see such a picture?

[If the student answers a question too briefly or is unable to move beyond one- or two-word responses, the teacher should move on to the next question or to the second task.]

After the student has answered all the questions, the teacher says:

Thank you. Now we shall proceed to the second part of the task.

**PART Two – Guided Teacher-to-Student Long Turn (about 2 minutes)
15 marks**

The teacher tells the student:

*In this part of the task, you are to speak for about **two minutes** on the topic you've chosen. Before you start speaking, you have two minutes to think about the topic. Here's a pencil and paper to write some notes. You may refer to these notes during the speaking task.*

The teacher hands a pencil and a sheet of paper to the student and waits for two minutes. At the end of the two minutes, the teacher tells the student:

Are you ready to start? Which title have you chosen?

The teacher waits for the student to state the title. The teacher then says:

You may begin.

Titles:

1. Even teenagers can help save the environment. Discuss.
2. Child obesity can be prevented. Discuss.
3. Technology helps us lead a better life . Discuss.
4. Having a work-life balance is extremely important. Discuss.

If the student is unable to maintain discourse for ONE or TWO minutes, the teacher should pose just ONE prompt to assist the student. If the student is still unable to proceed, then the teacher should bring the task to an end.]

PART Three – Guided Teacher-to-Student Role Play (about 3 minutes)
      15 marks

The teacher tells the student:

In this part of the task, you are to address the prompts provided and react as authentically as possible according to the context presented in this scenario. Try to elaborate and to extend your utterances as much as possible. The full role play should not take less than three minutes. Before you start, you have read the prompts carefully and plan what you wish to say.

Enrolling at a gym

You are interested in enrolling at a gym and you decided to contact the gym to enquire about it. You are talking to the fitness instructor.

Gym instructor: Good afternoon. How may I help you?

Student: Greet the gym instructor and tell him why you are calling.

Gym instructor: Yes, of course. What are you interested in doing?

Student: Describe the kind of activity you are interested in.

Gym instructor: There are a number of package deals available. When would you be available?

Student: Tell him about your availability.

Gym instructor: Why do you wish to enrol?

Student: Give three reasons why you wish to enrol at the gym. Ask about the prices.

Gym instructor: Well, that depends. A list is available online. You would need to do a fitness test and fill in a questionnaire.

Student: Ask about the fitness test and the contents of the questionnaire.

Gym instructor: That's fine. Please give us your contact details and we can send further details via email.

Student: Give the gym instructor your contact details.

Gym instructor: Thank you. You'll hear from us shortly.

Student: Thank the gym instructor.

After the student has concluded the tasks, the teacher says:

Thank you. May I have the paper back, please? This is the end of the speaking task.

Gym instructor: Thank you. You'll hear from us shortly.

Marking Criteria - Controlled Assessment MQF 1-2   **(based on 10 marks)**

Short Writing Task Rating Scale

(10 marks)	Candidates characteristically		
	3	**2**	**1**
Task achievement (content, relevance, text type features)	• Task is achieved but with some flaws; • Content is moderately relevant; • Text type features are moderately appropriate.	• Task is achieved in part; • Content is only partly relevant; • Text type features are partly appropriate.	• Task is hardly achieved; • Content is under-developed; • Text type features are minimally appropriate, if at all.
	3	**2**	**1**
Language use	• Moderately accurate grammatical structures and syntax; • Some variety of grammatical structures; • Moderate accuracy of expression; • Quite good use of punctuation.	• Grammatical structures and syntax are basic and sometimes inaccurate; • Adequate choice of expression but with some inaccuracies; • Adequate use of punctuation but with some errors.	• Grammatical structures and syntax are limited and mostly inaccurate; • Limited choice of expression and with inaccuracies; • Punctuation use is rather poor.
	2	**2**	**1**
Organisation and Structure (Coherence and Cohesion)	• Structure and organisation of writing is somewhat coherent; • Cohesive devices are used fairly appropriately.	• Paragraph and sentence structure are fairly correct though unambitious; • Cohesive devices are rather limited.	• Paragraph and sentence structure show lack of control; • Minimal use of cohesive devices.
	2	**2**	**1**
Vocabulary and Register	• Adequate range and appropriate vocabulary; • Mostly appropriate use of register; • Moderately accurate spelling.	• Choice of vocabulary is unambitious and sometimes inaccurate; • Adequate use of register but with some inaccuracies; • Accuracy in spelling is limited.	• Limited vocabulary, possibly seen in the repetition of words; • Not sensitive to the choice of register; • Poor spelling.

Marking Criteria –Controlled Assessment MQF 1-2   **(based on 30 marks)**

Extended Writing Task Rating Scale

(30 marks)	Candidates characteristically		
	8 – 7	**6 – 3**	**2 – 0**
Task achievement (content, relevance, text type features)	• Task is achieved but with some flaws; • Content is moderately relevant; • Text type features are moderately appropriate.	• Task is achieved in part; • Content is only partly relevant; • Text type features are partly appropriate.	• Task is hardly achieved; • Content is under-developed; • Text type features are minimally appropriate, if at all.
	8 – 7	**6 – 3**	**2 – 0**
Language use	• Moderately accurate grammatical structures and syntax; • Some variety of grammatical structures; • Moderate accuracy of expression; • Quite good use of punctuation.	• Grammatical structures and syntax are basic and sometimes inaccurate; • Adequate choice of expression but with some inaccuracies; • Adequate use of punctuation but some errors.	• Grammatical structures and syntax are limited and mostly inaccurate; • Limited choice of expression and with inaccuracies; • Punctuation use is rather poor.
	7 – 6	**5 – 3**	**2 – 0**
Organisation and Structure (Coherence and Cohesion)	• Structure and organisation of writing is somewhat coherent; • Cohesive devices are used fairly appropriately.	• Paragraph and sentence structure are fairly correct though unambitious; • Cohesive devices are rather limited.	• Paragraph and sentence structure show lack of control; • Minimal use of cohesive devices.
	7 – 6	**5 – 3**	**2 – 0**
Vocabulary and Register	• Adequate range and appropriate vocabulary; • Mostly appropriate use of register; • Moderately accurate spelling.	• Choice of vocabulary is unambitious and sometimes inaccurate; • Adequate use of register but with some inaccuracies; • Accuracy in spelling is limited.	• Limited vocabulary, possibly seen in the repetition of words; • Not sensitive to the choice of register; • Poor spelling.

Specimen Assessments: Controlled Paper MQF 2-3 (Booklet)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

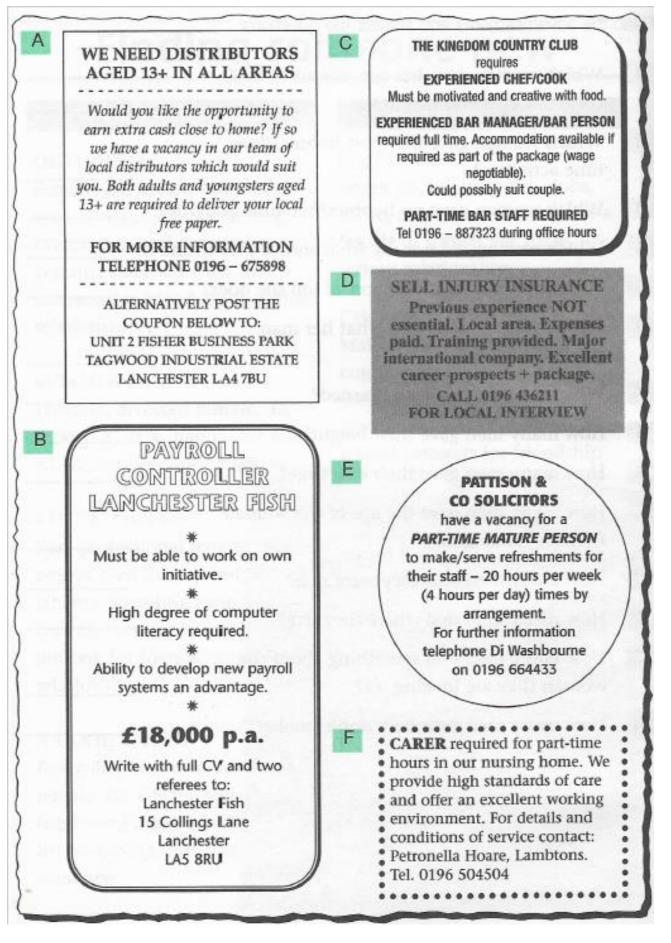**SECONDARY EDUCATION APPLIED CERTIFICATE LEVEL**

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION**
PAPER NUMBER:	Level 2-3 (Extracts Booklet)
DATE:	
TIME:	

SECTION B: READING

Text 1

A

WE NEED DISTRIBUTORS AGED 13+ IN ALL AREAS

- -

Would you like the opportunity to earn extra cash close to home? If so we have a vacancy in our team of local distributors which would suit you. Both adults and youngsters aged 13+ are required to deliver your local free paper.

FOR MORE INFORMATION TELEPHONE 0196 – 675898

- -

ALTERNATIVELY POST THE
COUPON BELOW TO:
UNIT 2 FISHER BUSINESS PARK
TAGWOOD INDUSTRIAL ESTATE
LANCHESTER LA4 7BU

B

PAYROLL CONTROLLER LANCHESTER FISH

*

Must be able to work on own initiative.

*

High degree of computer literacy required.

*

Ability to develop new payroll systems an advantage.

*

£18,000 p.a.

Write with full CV and two referees to:
Lanchester Fish
15 Collings Lane
Lanchester
LA5 8RU

C

THE KINGDOM COUNTRY CLUB
requires
EXPERIENCED CHEF/COOK
Must be motivated and creative with food.

EXPERIENCED BAR MANAGER/BAR PERSON
required full time. Accommodation available if required as part of the package (wage negotiable).
Could possibly suit couple.

PART-TIME BAR STAFF REQUIRED
Tel 0196 – 887323 during office hours

D

SELL INJURY INSURANCE
Previous experience NOT essential. Local area. Expenses paid. Training provided. Major international company. Excellent career prospects + package.
CALL 0196 436211
FOR LOCAL INTERVIEW

E

PATTISON & CO SOLICITORS
have a vacancy for a
PART-TIME MATURE PERSON
to make/serve refreshments for their staff – 20 hours per week (4 hours per day) times by arrangement.
For further information telephone Di Washbourne on 0196 664433

F

CARER required for part-time hours in our nursing home. We provide high standards of care and offer an excellent working environment. For details and conditions of service contact: Petronella Hoare, Lambtons. Tel. 0196 504504

Text 2

Forcing social-media influencers to be clear about #ads? Good luck with that

Amelia Tait

With seemingly infinite ways for celebrities to blur posts that are adverts, authorities' efforts are a laughing stock

Fri 25 Jan 2019 11.31 GMTLast modified on Fri 25 Jan 2019 11.34 GMT

Izzy just wants to tell the world about her skincare regime. The blond teenager has suffered with acne for years – at school, one bully cruelly nicknamed her Dimple Pimple. She has tried so many face washes – she even had prescription meds. It's no wonder her story, told in a series of tweets earlier this month, resonated with hundreds of people, and was "liked" on the site more than 1,000 times.

Thankfully, there is a happy ending. One "random Tuesday about six months ago", Izzy found a cure for her troublesome skin. Coffee Creations coffee scrub!

This Twitter thread – which looks like **it** was sent by an earnest young woman – is an advert posted by a corporation in a process known as "astroturfing" (like the artificial turf, it might look authentic, but it's not the real thing). Izzy's thread – and the countless others "she" has posted like it – sum up just how complicated online advertising is today. That's why, although I'm happy that dozens of celebrities have promised the Competition and Markets Authority (CMA) to be clearer about the way they advertise online, I wonder if it's too little, too late.

Sixteen influencers – including models, reality TV stars, and actors – have vowed to the CMA that they will be clear in their online posts about whether they have been paid (in money or gifts) to promote a product. This comes five years after the Advertising Standards Authority (ASA) first introduced #ad, a way for internet celebrities to clearly mark paid-for posts.

Social media celebs earn thousands of pounds by posting adverts for brands, and this new commitment to transparency is commendable. Young, impressionable audiences deserve to know whether someone they admire is truly recommending a product or being paid to do so. Under the CMA's remit, influencers **who** break the rules can be fined and even jailed for up to two years.

And yet, is anyone really deterred? In September 2017, the ASA upheld a complaint against Geordie Shore star Sophie Kasaei for posting a picture of the diet drink Flat Tummy Tea on Instagram, alongside unverified claims that the drink aided weight loss. **This** was arguably a win for regulators, but Kasaei was undeterred. On 2 January 2018, she told her 1.9 million Instagram followers about her new range of diet supplements, SZKNutrition. Earlier this month, she posted about the supplements again – without #ad or a mention of her recent trip to an exclusive exercise bootcamp in Marrakech.

Ultimately, the public continues to be misled – and things quickly get even more complicated. In December 2017, a 22-year-old American named Jake tweeted a picture of Extra chewing gum alongside a story about his blossoming romance with a classmate. The tweet looked like an ad – the brand was prominent, and Jake even used Extra's official social media slogan #GiveExtraGetExtra. Yet when **I** contacted Extra, they were emphatic that this was not a paid promotion.

Why would a young person create a social media post that looks like an ad, even when they're not being paid? Recently the Atlantic's Taylor Lorenz revealed that hundreds of wannabe-influencers are faking brand deals by posting advertisements that seem paid for, using #ad, so that they look more famous than they are. Good luck, CMA!

Two recent documentary films about the ill-fated Fyre festival have been getting lots of attention – but no influencer who was paid to advertise the disastrous event (which saw attendees at the music festival stranded in the Bahamas with limited food and water) has been punished or faced opprobrium. Kendall Jenner reportedly received $250,000 to advertise Fyre, and did so without using #ad. She hasn't been fined, or even spoken publicly about the deal.

The CMA is making progress, and celebrities who are truly committed to change are commendable, but there are far too many shady influencers who continue to blur the lines – and get away with it.

My personal favourite comes from Jenner's sister, Khloé Kardashian. On 12 June 2017, the reality star posted a candid caption about her love of a sugary hair supplement. "This is more than just an #Ad because I truly love these delicious, soft, chewy vitamins," she wrote on Instagram. And **they** say the Kardashians aren't clever!

Influencers will tell you where the dress they're wearing is from and the name of the lipstick they used – are they being helpful or are they advertising? I've written about this phenomenon for five years, and I can't tell. How on earth could a pre-teen? How on earth can the CMA?

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
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SECONDARY EDUCATION APPLIED CERTIFICATE LEVEL

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION**
PAPER NUMBER:	Level 2-3
DATE:	
TIME:	

SECTION A: LISTENING   40 marks

Task A1: Please listen to the speech and answer all the questions that follow.

Part 1

1. Fill in the following grid with the missing information about the speaker.   (6)

	Name of the speaker
	The age of the speaker
	The speaker's country of birth

2. Underline the correct answer.

    a. What is the speaker talking about?   (2)
        i. Climate change
        ii. Climate justice
        iii. Fossil fuels

    b. What is the speaker's tone?   (2)
        i. Accusatory
        ii. Inspiring
        iii. Amused

    c. Who is the speaker addressing?   (2)
        i. World leaders
        ii. Fellow classmates
        iii. Rich people

    d. Who is the speaker blaming for the crisis?   (2)
        i. World leaders
        ii. Fellow classmates
        iii. Rich people

e. Why is she making this speech? (3)
    i. To announce an event
    ii. To inform people
    iii. To help solve a problem

f. The speaker strongly believes that you are never too young to make a difference. What example does she use to make that point? (3)
    i. Herself in the future
    ii. Her skipping school
    iii. Her making this speech

3. The speaker provides some possible solutions. Tick (✓) the three she mentions.

(3)

Reusing and Recycling		Changing the system	
Electric cars		Wind farms	
Justice		Taking care of fossil fuels	

Part 2

---

4. Put the following points mentioned in the speech in the order you have listened to them: (6)

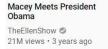|	
	Kids making headlines
	Encouraging people to speak clearly and honestly
	Accusing people of stealing children's future
	The importance of treating this issue as a crisis
	Suggesting solutions
	Change is imminent

5. (a) Who will bring about change according to the speaker? (2)
    i. World leaders
    ii. Fellow classmates
    iii. Rich people

(b) Quote a phrase to support your answer: (3)

_____

6. Imagine you looked this speech up online. What title would it have? (3)
    i. Motivational speech
    ii. Climate activist speaks up
    iii. Full speech at UN conference

7. Tick (✓) the video you think you would find in your feed after listening to this speech: (3)

Macey Meets President Obama
TheEllenShow ✓
21M views • 3 years ago

MOST VIEWED Performances on Britain's Got Talent 2018 …
Got Talent Global ✓
1.9M views • 6 months ago

'I want you to panic': 16-year-old issues climate warning …
Guardian News ✓
203K views • 2 months ago

SECTION B: READING 40 marks

Task B1: Please read Text 1 found in the Extracts booklet and answer ALL questions.

1. Underline the correct answer. (3)

   a. This extract can be found in
      i. a chapter in a novel
      ii. in the classified section in a newspaper
      iii. on the front page of a newspaper

   b. Why is this extract written?
      i. To advertise service
      ii. To advertise jobs available
      iii. To give people advice

   c. Who would be interested in reading this extract?
      i. An employer
      ii. A tourist
      iii. Someone who is unemployed

2. Write the letter of the advert which best describes the following: (8)

	Which advert promotes a part-time job?	
	Which advert can you answer by post?	
	Which adverts have jobs that are for people who have done the job before?	
	Which advert offers somewhere to live?	
	Which job would be suitable for candidates still at secondary school?	
	Which advert asks for a curriculum vitae?	
	Which advert includes the salary?	
	Which advert offers the possibility of going up the career ladder?	

3. Group up the jobs accordingly. Write the letter of the jobs in the advert which are related to: (5)

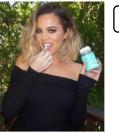|	
Outdoors	
Accounts	
Hospitality	
Health and Social Care	
Insurance	

(Total: 16 marks)

Task B2: Please read Text 2 found in the Extracts booklet and answer ALL questions.

4. Underline the correct answer. (5)

    a. Amelia Tait is a:
        i. journalist
        ii. make-up artist
        iii. celebrity

    b. In her article, Amelia Tait is mainly concerned with:
        i. Celebrities who are deceptive
        ii. Make-up artists selling their products
        iii. the deceptive nature of advertising on the Internet

    c. What is this text about?
        i. How effective online advertising is
        ii. How complicated advertising is
        iii. How to advertise online

    d. Under which tab would you find this text on an online newspaper?
        i. News
        ii. Opinion
        iii. Culture

    e. Why do you think the article was written?
        i. To advertise a product
        ii. To give advice
        iii. To argue against advertisement

5. The writer introduces the article with Izzy's story, but the article is not about Izzy. Choose two reasons from the statements below which best represent the writer's intention for such an opening. (1)

    i. The teenager's concern with her acne condition would have stirred some emotions in the readers that would probably make them pity her.

    ii. Izzy is a celebrity who found a cure for acne and the writer would like to share her story.

    iii. The writer would like to give the reader an example of how important tweets like Izzy's are to encourage readers to follow professional advice.

    iv. The writer is alerting the reader to how tweets are a means by which to keep the public informed about different cures.

    v. The writer concludes Izzy's story with a note of sarcasm to warn the readers of how such stories may be none other but deceptive adverts, and then goes on to explain why.

6. Which picture would suitably represent the main focus of the text? Tick (✓) the appropriate box and explain your answer. (2)

 ☐

 ☐

https://www.theguardian.com/commentisfree/2019/jan/25/social-media-influencers-clear-ads-celebrities-authorities

7. What do these words in bold refer to in the text? (2)

    i. It (line 8) _____

    ii. who (line 25) _____

    iii. This (line 29) _____

    iv. I (line 39) _____

8. Find words between lines in the text which have a similar meaning as the following: (2)

    i. promise _____

    ii. praiseworthy _____

    iii. responsibility _____

    iv. discouraged _____

9. Why is it important to ensure that 'internet celebrities' make it clear that they received payment for an online advert they would have posted? (1)

10. List two things Kasaei did wrongly. (1)

11. Jake may be called a 'wannabe-influencer'. How is he different from celebrity Sophie Kasei in his social media posts? Give a reason for your conclusions. (2)

12. Choose the best answer. Based on the ariticle, the 'social-media' influencer is: (1)
    a. any person who enjoys posting on different social media platforms.
    b. any common friend who likes to share his/her posts online.
    c. a business person who would like to adevertise a product online and influence the readers online.
    d. A celebrity who has many online followers and is likley to leave a strong impression on them.

13. The text explains how 'influencers' use social media to advertise products. Summarise in 60 – 70 words the different strategies used by these influencers who often esacpe punsihment for breaking the law. (5)

14. The writer finishes with a number of questions. Which question shows her genuine concern for young audiences who might see these adverts? Quote the question. (1)

15. A reader posted a comment that said, "Tait does not believe that anything will ever change." Quote a sentence from the text she could use to support her comment. (1)

(Total: 24 marks)

SECTION C: WRITING   **40 marks**

Task C1:

> If you need a breath of fresh, foreign air, work abroad programs are a great way to earn more than *just* money. The list of advantages is practically endless. Your job abroad won't even feel like work; rather, it will be like one crazy (paid!) adventure. Share your travel dreams. Get program matches sent to your inbox.

You are Sam Brown and your email address is sam.brown@zmail.com. You have just seen this advert online and you are interested in knowing more about working holidays and how you can earn money while you're on holiday. Fill in the following form overleaf to receive the information you need and get the program that matches your needs.

(15)

FIRST NAME	
LAST NAME	
EMAIL ADDRESS	
DATE OF BIRTH	
PHONE NUMBER (OPTIONAL)	
WHERE DO YOU WANT TO GO ABROAD? Tell us your top 4 destinations	1. _____ 2. _____ 3. _____ 4. _____
WHAT DO YOU WANT TO DO ABROAD? (Choose 2)	❑ Study Abroad ❑ Volunteer Abroad ❑ Teach Abroad ❑ Language School ❑ Adventure Travel ❑ Degree Abroad
WHEN DO YOU WANT TO GO ABROAD? (Choose 2)	❑ Autumn ❑ Winter ❑ Spring ❑ Summer ❑ Anytime ❑ Specific date: _____

Give us more details about yourself — the more details you give, the more we'll be able to match you to your perfect programme.

_____

What questions would you like us to answer to help you make the necessary arrangements for your working holiday? Write your questions here.
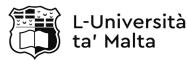
_____

Task C2: You have just seen the advert below for this online blog called TeenSafe Blog. Write a blog post in which you discuss the influence and problems of modern means of communication. Argue whether you agree with this blog and suggest possible solutions to these problems.

TeenSafe has helped millions of parents safeguard their children from online threats. TeenSafe Monitor enables parents to view texts, deleted texts, location, web history and more. TeenSafe gives parents the ability to anonymously monitor their child's mobile phone and online activity, while offering children the independence they desperately crave.

(25)

Add your comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

END OF PAPER

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
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SECONDARY EDUCATION APPLIED CERTIFICATE LEVEL

SPECIMEN PAPER

SUBJECT:	**ENGLISH and COMMUNICATION (Speaking)**
PAPER NUMBER:	Level 2-3
DATE:	
TIME:	

SECTION D: SPEAKING   40 MARKS
SPEAKING TASK MQF 2 & 3 – CONTROLLED

Brief

The Speaking Task involves three parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles, and (iii) a role play that presents candidates with a scenario in which they would need to interact with the interlocutor. The task should last approximately **8 minutes.**

Please refer to the speaking rating scale on page 60.

Here are the instructions for both teachers and candidates to follow during the speaking task.

PART 1 – Guided Teacher-to-Student Conversation (about 1 minute)   10 marks

The teacher tells the student:

Good morning/afternoon. Please have a seat.

In this part of the task, I am going to ask you some questions about a picture. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Look at the picture.

3. What can you see in this picture?
4. How do you feel when you see such a picture?

[If the student answers a question too briefly or is unable to move beyond one- or two-word responses, the teacher should move on to the next question or to the second task.]

After the student has answered all the questions, the teacher says:

Thank you. Now we shall proceed to the second part of the task.

PART Two – Guided Teacher-to-Student Long Turn (about 2 minutes)
    15 marks

The teacher tells the student:

*In this part of the task, you are to speak for about **two minutes** on the topic you've chosen. Before you start speaking, you have two minutes to think about the topic. Here's a pencil and paper to write some notes. You may refer to these notes during the speaking task.*

The teacher hands a pencil and a sheet of paper to the student and waits for two minutes. At the end of the two minutes, the teacher tells the student:

Are you ready to start? Which title have you chosen?

The teacher waits for the student to state the title. The teacher then says:

You may begin.

Titles:

1. When it comes to the environment, you are either part of the problem or part of the solution. Discuss.

2. You are what you eat. Discuss.
3. Social media is not so social. Discuss.
4. One should work to live and not live to work. Discuss.

If the student is unable to maintain discourse for ONE or TWO minutes, the teacher should pose just ONE prompt to assist the student. If the student is still unable to proceed, then the teacher should bring the task to an end.]

PART Three – Guided Teacher-to-Student Role Play (about 3 minutes) 15 marks

The teacher tells the student:

*In this part of the task, you are to address the prompts provided and react as authentically as possible according to the context presented in this scenario. Try to elaborate and to extend your utterances as much as possible. The full role play should not take less than **three minutes**. Before you start, you have read the prompts carefully and plan what you wish to say.*

Enrolling in a part-time afternoon course

You are interested in enrolling in a part-time course and you decided to contact the school to enquire about it. You are talking to the receptionist.

Receptionist: Good afternoon. How may I help you?

Student: Greet the receptionist and tell her why you are calling.

Receptionist: Yes, we have a number of courses you can choose from. Which course would you be interested in?

Student: Describe the course you are interested in.

Receptionist: Have you studied this before or have any training in this?

Student: Reply accordingly.

Receptionist: Why do you wish to take this course?

Student: Give three reasons why you wish to enrol in this course. Ask about the prices.

Receptionist: Well, that depends on the course you choose. A list is available online. Would you be interested in doing it online?

Student: Reply accordingly and give reasons for your choice.

Receptionist: That's fine. Please give us your contact details and we can send further details via email.

Student: Give the receptionist your contact details.

Receptionist: Thank you. You'll hear from us shortly.

Student: Thank the receptionist.

After the student has concluded the tasks, the teacher says:

Thank you. May I have the paper back, please? This is the end of the speaking task.

Appendices:

Glossary

Text types and Genres

Appendix 1: Glossary of Terms

Anaphoric reference	A relation between two linguistic expressions such that the second one refers back to the first: *She must have cut herself*
Backchannel	A word or minimal response used as an utterance to show that the listener is continuing to pay attention: *A: Her name was Martha. B: Uh huh*
Bias	A strong opinion that is presented by a writer or speaker.
Cataphoric reference	A relation between two linguistic expressions such that the first one refers forward to the second: *It's nice, that table.*
Cleft	A grammatical construction with information broken into two clauses, to provide extra focus to one piece of information. *It*-cleft: *It was his voice that held me*. *Wh*-cleft: *What I want is something to eat*.
Cohesion	It is concerned with the formal links between clauses, how an item – a pronoun, a noun or a conjunction – in one clause may refer backwards or forwards to another clause.
Coherence	It is concerned with the overall interpretation of a text as a unified piece of discourse, not just the formal links. Coherence is a combined linguistic and cognitive property.
Continuous text	Texts that are formed by sentences organised into paragraphs. Examples of continuous texts include newspapers, reports, essays, novels, short stories, reviews and letters. Continuous texts are also known as prose texts.
Discourse	It is any connected piece of speech or writing in its social context and refers to the interactive and communicative dimension of language, which involves the dynamic processes of text production and understanding. It entails that large units of language have a definable communicative function.
Discourse marker	A type of insert used in conversation. It signals interactively how the speaker plans to steer the dialogue: *Now, here's some…*
Ellipsis	Omission of clause or phrase elements that can be reconstructed from the context: A: *I have to appease you*. B: *No you don't.*
Genre	It refers to different communicative events which are associated with particular settings and which have recognised structures and communicative functions. Examples of genres according to this conceptualisation would be laboratory reports, news articles, recipes, religious sermons, political speeches, curriculum vitae, and more recent 'virtual' genres such as various types of e-mails, text messages, instant messages, tweets and Facebook pages.
Intelligibility	The communicative effect of pronunciation features. It is often dependent on the amount of strain the speakers cause the listener.

Non-continuous text	Texts that are organised differently than continuous texts, and therefore require a different kind of reading approach. Examples of non-continuous texts include lists, tables, graphs, diagrams, advertisements, schedules, catalogues, indexes and forms.
Register	It refers to the varieties of language that are associated with different circumstances and purposes. They are often dependent on the context and the language chosen is deemed as appropriate to the interaction, situation, communicative purpose and audience.
Repair	An utterance in conversation where a speaker repeats what was said with some sort of correction: *I don't think you sh- I think you should leave…*
Scan	To look through a text quickly in order to find a piece of information that you want or to get to the general idea of what the text contains.
Signposts	They are expressions that outline and structure the points of information or line of argumentation in the spoken interaction or written work.
Skim	To read or consider something quickly in order to understand the main points, without studying it in detail.
Chunks in speaking	We use chunks like *you know, you know what I mean, I know what you're saying* to check and show understanding between speaker and listener
Text structures	The five most common text structures are: <u>compare and contrast</u>, <u>cause and effect</u>, <u>problem and solution</u>, <u>sequence</u> and <u>description</u>.
Text types	Differ in purpose and linguistic characteristics. They are rhetorical modes that follow systematic internal discourse patterns. Problem–solution, exposition and argument are examples of text types.
Transactional	It is language which is used to make a transaction, and which has a result. It can be compared with interactional language, which is used to maintain relationships such as write a transactional letter that has a clear objective, e.g. asking for a refund or for information, or making a complaint.
Utterance	When we speak, we do not strictly produce sentences; instead, we produce utterances. An utterance is a single piece of speech marked off as a unit in some way; for example, by pauses and intonation.

Sources:

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Appendix 2: Text Types

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

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