

**Ministry of Education**

**English Prescription**

**Fiji Junior Certificate Course**

**Curriculum Development Unit**

**2003**

## **1.0 PREAMBLE**

- 1.1 English is the official medium of instruction in Fiji's education system; used in both the formal and informal contexts. It is also the language of wider communication and is encouraged throughout society. All students therefore need to develop the ability and confidence to use English in - listening, speaking, reading, writing and in clear thinking.
- 1.2 This prescription consolidates work coverage at Form 1 and 2 levels. The prescription is designed to meet the needs of students who will progress to senior secondary levels as well as those who will leave school at the end of Form 4. The prescription is for a two year course, incorporating integrated methods of teaching and learning. The Form 3 work will be internally assessed while the Form 4 work will be examinable in the Fiji Junior Certificate Examination.
- 1.3 It is envisaged that the teaching and learning of English at this level will enhance the students' awareness of the significance of moral, cultural, social and environmental issues and values. Furthermore, it is hoped that current technological developments will be incorporated into and utilized in the teaching and learning processes.

## **2.0 AIMS**

**The general aims of the Fiji Junior Certificate English Course is to:**

- 2.1 enable students to communicate their own ideas and responses
- 2.2 communicate meaning and information in all areas of the curriculum
- 2.3 develop students' abilities and confidence in the use of English
- 2.4 provide authentic contexts relevant to the learner and learner's experiences
- 2.5 develop an awareness of the varieties of language situations students experience
- 2.6 allow students to participate in and enjoy some varieties of English
- 2.7 enable students to learn and master listening skills
- 2.8 develop an appreciation for a wide variety of reading materials

- 2.9 encourage tolerance, respect and understanding of different communities in Fiji and inculcate a positive attitude essential for responsible and humane citizenship
- 2.10 develop an awareness and an appreciation of environmental, moral, cultural and social values of society through a range of texts or reading materials
- 2.11 create an awareness of the significance and roles of technology in learning
- 2.12 create an environment that will enhance students' unique and creative talents.

### 3.0 OBJECTIVES

On completion of the course, students should be able to acquire the following knowledge and skills in English:

#### 3.1 Listening Skills

*Students should be able to:*

- a) listen and respond to others
- b) listen attentively and interact with others
- c) recall relevant details
- d) listen and respond to a range of texts and activities.

#### 3.2 Speaking Skills

*Students should be able to:*

- a) communicate their personal experiences and to respond to different language situations
- b) speak with some confidence, effectiveness and fluency
- c) express ideas and articulate words with reasonable interpretations and accuracy
- d) identify and use some commonly used verbal and non-verbal linguistic features

### 3.3 Reading Skills

*Students should be able to read:*

- a) for enjoyment and knowledge acquisition
- b) with some fluency
- c) enjoy and understand a variety of literary genres
- d) with enjoyment for personal development
- e) and relate their understanding of a text to themselves and their community.

### 3.4 Writing Skills

*Students should be able to:*

- a) plan, organise ideas and write compositions implicitly
- b) write with some confidence and reflect on a range of experiences and observations
- c) use expressive writing
- d) express ideas clearly and intelligently in a meaningful way so that they can be understood
- e) develop an appreciation and enjoyment for writing.

### 3.5 Library/Dictionary/Mass Media

*Students should be able to:*

- a) identify parts of a book and classify books correctly
- b) know how books are catalogued in the library
- c) locate fiction/non-fiction books/magazines/references etc. in the library
- d) understand the importance of the library and be able to use the library effectively
- e) understand the importance of using the dictionary for learning
- f) use the dictionary to identify different parts for learning
- g) know the common symbols used in a dictionary
- h) use the correct stress marks on words and in sentences
- i) define and understand the Media and its role in society
- j) identify different forms of Mass Media
- k) understand and learn the positive and negative effects of Mass Media on people and society.



## 4.0 FRAMEWORK FOR ENGLISH

### 4.1 Part A: LANGUAGE STUDIES

UNITS	FORM 3 TOPICS	FORM 4 TOPICS
1	CELEBRATIONS	CULTURES OF OUR PEOPLE
2	LOVE, COURAGE AND FEAR	TOURISM
3	FAMOUS STORIES AND PLACES	TECHNOLOGY
4	SPORTS AND ENTERTAINMENT	HUMANS AND THE ENVIRONMENT
5	RELIGIOUS AND MORAL VALUES	JUSTICE & DEMOCRACY
6	THE FUTURE, GROWING UP, FAMILIES AND FRIENDS	AFTER SCHOOL - WHAT?

4.2 PART B: LITERATURE

Students should study any TWO genres out of the following Four genres. These titles are subject to review and change every three years.

GENRE	FORM 3 TOPICS	FORM 4 TOPICS
NOVEL	Any <b>one</b> of the following prescribed novels: 1. Island of the Blue Dolphin 2. The Cay 3. The Silent One 4. Village by the Sea	Any <b>one</b> of the following novels not done in Form 3. 1. Island of the Blue Dolphin 2. The Cay 3. The Silent One 4. Village by the Sea
SHORT STORIES	Six short stories from <b>Roots</b> : 1. The Pointed Bone 2. The Convert 3. Loloma 4. The Celebration 5. The New Neighbour 6. Matupit's First Businessman	Six short stories from <b>Roots</b> : 1. Afternoon in Town 2. Marama 3. The Concert 4. It's Not That Easy 5. A Pair of Black Shoes 6. The Taboo
POETRY	<b>Either:</b> six poems from <b>LINK 3</b> Or six poems from <b>Rainbows</b> namely: 1. Unfolding Bud 2. The Oyster 3. Flannan Isle 4. The Ugly Child 5. To My Mother 6. Father and Son	<b>Either:</b> six poems from <b>LINK 4</b> Or six poems from <b>Rainbows</b> namely: 1. Steam Shovel 2. Home 3. Friend by Vanessa Collin 4. Fuelled 5. Dear Grandmother 6. Better Life
DRAMA	Two plays from a <b>Selection of One-Act</b> plays 1. Poor John! Poor Jean! 2. The Cinderella Story.	Two plays from a <b>Selection of One Act</b> plays: 1. A Villa on Venus 2. Blue Murder.

## **5.0 COURSE CONTENT: OUTLINE**

The components of the course are:

### **5.1 LISTENING**

- a) Listening comprehension
- b) Scheduling - vocabulary building
- c) Note-taking and dictation
- d) Radio/video/TV

### **5.2 ORAL COMMUNICATION**

- a) Morning talk
- b) Story telling
- c) Conversation web
- d) Role play/miming/drama/skits
- e) Oral presentation

### **5.3 READING COMPREHENSION**

- a) Reading Fiction/Newspaper & Magazine
- b) Skimming and Scanning
- c) Summarizing
- d) Critical reading
- e) Research
- f) Script reading

### **5.4 WRITING**

- a) Paragraph Writing
- b) Personal writing
- c) Formal writing
- d) Poetic analysis
- e) Research project
- f) Report writing
- g) Book review/journal writing

### **5.5 LANGUAGE STUDIES**

- a) Grammar usage & mechanics
- b) Sentence Structure
- c) Parts of Speech
- d) Varieties of English
- e) Vocabulary

### **5.6 LEARNING RESOURCES**

- a) Dictionary
- b) Mass Media
- c) Library

### **5.7 LITERATURE**

- a) Drama
- b) Novel
- c) Poetry
- d) Short Stories

6.0 COURSE CONTENT: DETAIL

6.1 LISTENING SKILLS

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Listening Comprehension	<ul style="list-style-type: none"> <li>understand the importance of listening</li> </ul>	<ul style="list-style-type: none"> <li>pick out and write down the main points</li> </ul>	<ul style="list-style-type: none"> <li>pay attention to speech situations</li> </ul>
b) Scheduling	<ul style="list-style-type: none"> <li>know the difference between listening and hearing</li> </ul>	<ul style="list-style-type: none"> <li>gather details</li> <li>build a vocabulary list</li> </ul>	<ul style="list-style-type: none"> <li>listen wholeheartedly and thoughtfully</li> </ul>
c) Note taking and Dictation	<ul style="list-style-type: none"> <li>adjust to listening situations and learn new vocabularies</li> </ul>	<ul style="list-style-type: none"> <li>use new vocabularies</li> <li>develop note taking skills</li> </ul>	<ul style="list-style-type: none"> <li>use his/her judgement to determine relationships between speakers and listeners</li> </ul>
d) Radio/Video/TV	<ul style="list-style-type: none"> <li>get meaning from voice clues</li> <li>know different viewing patterns</li> <li>develop imaginative responses</li> </ul>	<ul style="list-style-type: none"> <li>interpret information to some degree of accuracy</li> <li>listen for inferential meaning</li> <li>listen for details and main points</li> </ul>	<ul style="list-style-type: none"> <li>be a courteous member of the audience</li> <li>listen selectively</li> </ul>

## 6.2 ORAL COMMUNICATION

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Morning Talk b) Story Telling	<ul style="list-style-type: none"> <li>• communicate accurately</li> <li>• communicate with confidence</li> </ul>	<ul style="list-style-type: none"> <li>• speak with:               <ul style="list-style-type: none"> <li>➤ expression</li> <li>➤ pitch variation</li> <li>➤ stress for meaning</li> <li>➤ pause for meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• develop self-confidence</li> <li>• appreciate ideas and opinions of others</li> </ul>
c) Conversation web	<ul style="list-style-type: none"> <li>• communicate feelings</li> </ul>	<ul style="list-style-type: none"> <li>• speak clearly, audibly and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• stimulate favourable responses from your audience</li> </ul>
d) Role/Miming/ Drama/Skits	<ul style="list-style-type: none"> <li>• communicate orally with some degree of efficiency and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• speak with good voice projection</li> </ul>	
e) Oral Presentation	<ul style="list-style-type: none"> <li>• identify what you want your audience to know, feel and believe</li> </ul>	<ul style="list-style-type: none"> <li>• acquire effective communication skills for both formal and informal speech situations</li> </ul>	<ul style="list-style-type: none"> <li>• cope in different language situations</li> </ul>

### 6.3 READING COMPREHENSION

<b>CONTENT</b>	<b>KNOWLEDGE</b> <i>Using a wide range of contexts, students should be able to:</i>	<b>SKILLS</b> <i>Using a wide range of skills, students should be able to:</i>	<b>VALUES &amp; ATTITUDES</b> <i>Students should be able to:</i>
a) Reading Fiction/ Newspaper & Magazines	<ul style="list-style-type: none"> <li>understand the meanings of written texts</li> </ul>	<ul style="list-style-type: none"> <li>read plays effectively and fluently</li> <li>improve reading competence</li> <li>interpret and evaluate reading materials</li> </ul>	<ul style="list-style-type: none"> <li>enjoy reading and appreciate a variety of reading materials</li> <li>appreciate different works of literature</li> </ul>
b) Skimming and scanning	<ul style="list-style-type: none"> <li>understand the significance of skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>read to understand and relate reading to real life situations</li> </ul>	<ul style="list-style-type: none"> <li>take interest in reading a wide selection of books</li> </ul>
c) Summarizing	<ul style="list-style-type: none"> <li>have different knowledge and vocabularies to foster comprehension</li> </ul>	<ul style="list-style-type: none"> <li>read for pleasure and for information to know more about people and places</li> </ul>	<ul style="list-style-type: none"> <li>encourage a desire to be good readers</li> </ul>
d) Research		<ul style="list-style-type: none"> <li>read to learn and adapt to changes</li> </ul>	
		<ul style="list-style-type: none"> <li>think critically about meaning, message and the aesthetic value of texts</li> </ul>	

## 6.4 WRITING

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Paragraph	<ul style="list-style-type: none"> <li>understand a wide variety of writing activities</li> </ul>	<ul style="list-style-type: none"> <li>write fluently, clearly, coherently and accurately in a variety of styles</li> </ul>	<ul style="list-style-type: none"> <li>be aware of and appreciate the conventions of writing</li> </ul>
b) Personal Writing	<ul style="list-style-type: none"> <li>understand the purpose of writing</li> </ul>	<ul style="list-style-type: none"> <li>think and write creatively</li> </ul>	<ul style="list-style-type: none"> <li>encourage interest in writing</li> </ul>
c) Formal Writing	<ul style="list-style-type: none"> <li>identify the functions, processes and styles of writing</li> </ul>	<ul style="list-style-type: none"> <li>record personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>appreciate a variety of writing styles</li> </ul>
d) Poetic Analysis	<ul style="list-style-type: none"> <li>learn various methods of sentence combinations:</li> </ul>	<ul style="list-style-type: none"> <li>write effective sentences: <i>that are clearly expressed with correct construction with appealing style</i></li> </ul>	<ul style="list-style-type: none"> <li>be mindful of what others write about and learn to appreciate others' views</li> </ul>
	<b>By the use of Phrases</b> <ul style="list-style-type: none"> <li>➤ <i>Prepositional Phrase</i></li> <li>➤ <i>Participial Phrase</i></li> <li>➤ <i>Infinitive Phrase</i></li> <li>➤ <i>Appositive Phrase</i></li> </ul>	<ul style="list-style-type: none"> <li>present points of view logically</li> <li>organise ideas into appropriate and well-linked paragraphs</li> </ul>	
	<b>By Joining Clauses</b> <ul style="list-style-type: none"> <li>➤ <i>Adjectival Clause</i></li> <li>➤ <i>Adverbial Clause</i></li> <li>➤ <i>Noun Clause</i></li> </ul>		

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
e) Research Project f) Report Writing	<ul style="list-style-type: none"> <li>Know the basic structure of writing               <ul style="list-style-type: none"> <li>&gt; introduction</li> <li>&gt; body-content</li> <li>&gt; conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>develop research skills</li> <li>write a story</li> </ul>	<ul style="list-style-type: none"> <li>take interest in a variety of writing tasks</li> <li>appreciate different writing styles</li> </ul>
f) Book Review and Journal Writing	<ul style="list-style-type: none"> <li>know how to create an original story by:               <ul style="list-style-type: none"> <li>&gt; selecting a Topic</li> <li>&gt; arranging events in order</li> <li>&gt; writing a story</li> <li>&gt; presenting the story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>describe people/items events and actions using the five senses of:               <ul style="list-style-type: none"> <li>&gt; sight</li> <li>&gt; hearing</li> <li>&gt; smell</li> <li>&gt; taste</li> <li>&gt; touch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>enjoy writing</li> <li>appreciate literary writings by a wide range of authors</li> <li>appreciate the value of writing for communication purposes</li> </ul>
	<ul style="list-style-type: none"> <li>differentiate between formal and informal genres</li> </ul>	<ul style="list-style-type: none"> <li>write instructions and give directions</li> </ul>	
		<ul style="list-style-type: none"> <li>use imaginative and creative thinking in writing</li> </ul>	



## 6.5 LANGUAGE STUDIES

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to understand:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Grammar, Usage and Mechanics	<ul style="list-style-type: none"> <li>the basic structure of sentences</li> </ul>	<ul style="list-style-type: none"> <li>identify and use different parts of speeches correctly</li> </ul>	<ul style="list-style-type: none"> <li>be aware of the need to communicate effectively by using correct grammar and language usage</li> </ul>
b) Sentence Structure	<ul style="list-style-type: none"> <li>the systematic way in which words are put together to form sentences</li> </ul>	<ul style="list-style-type: none"> <li>use prepositions, conjunctions etc</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the importance of grammar rules for effective communication</li> </ul>
c) Parts of Speech	<ul style="list-style-type: none"> <li>Grammatical Rules</li> </ul>	<ul style="list-style-type: none"> <li>show an understanding of correct grammar and language usage</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the importance of grammar rules in learning a second language (English)</li> </ul>
c) Varieties of English	<ul style="list-style-type: none"> <li>the mechanics of grammar usage</li> </ul>	<ul style="list-style-type: none"> <li>use language appropriately in a variety of language situations</li> </ul>	<ul style="list-style-type: none"> <li>be aware of the need to be competent in grammar and language usage both in spoken and written forms</li> </ul>
	<ul style="list-style-type: none"> <li>language usage in different language situations</li> </ul>	<ul style="list-style-type: none"> <li>build and use vocabularies accurately</li> </ul>	<ul style="list-style-type: none"> <li>appreciate different language usage in different language situations</li> </ul>

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Dictionary	<ul style="list-style-type: none"> <li>• learn how to use the dictionary accurately</li> <li>• understand the conventions for word presentations in dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• identify different parts of the dictionary</li> <li>• use the dictionary for information and for improving language skills</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy using the dictionary</li> </ul>
b) Mass Media	<ul style="list-style-type: none"> <li>• understand various forms and roles of mass media</li> </ul>	<ul style="list-style-type: none"> <li>• read newspapers and other media materials and use them discriminatorily</li> <li>• identify the functions of mass media</li> <li>• identify different parts of a mass media</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate different forms of mass media</li> </ul>
c) Library	<ul style="list-style-type: none"> <li>• know the Dewey Decimal Classification System</li> <li>• know the different parts of a library</li> </ul>	<ul style="list-style-type: none"> <li>• identify the classification system in libraries</li> <li>• locate books accurately</li> </ul>	<ul style="list-style-type: none"> <li>• develop confidence in using the library responsibly</li> <li>• observe and adhere to library rules</li> </ul>

## 6.7 LITERATURE

CONTENT	KNOWLEDGE <i>Using a wide range of contexts, students should be able to:</i>	SKILLS <i>Using a wide range of skills, students should be able to:</i>	VALUES & ATTITUDES <i>Students should be able to:</i>
a) Drama b) Novel c) Poetry d) Short Stories	<ul style="list-style-type: none"> <li>understand the differences in the four literature genres:               <ul style="list-style-type: none"> <li>➤ <b>Drama</b></li> <li>➤ <b>Novel</b></li> <li>➤ <b>Poetry</b></li> <li>➤ <b>Short Stories</b></li> </ul> </li> <li>understand the structures and conventions of each genre</li> <li>learn how to use literature as an integrated approach to learning Language</li> <li>evaluate works of playwrights, poets and authors</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe various structures in literature studies:               <ul style="list-style-type: none"> <li>➤ <b>Plot (Main/Sub Plot)</b></li> <li>➤ <b>Theme</b></li> <li>➤ <b>Character</b></li> <li>➤ <b>Style</b></li> <li>➤ <b>Structure/Form</b></li> <li>➤ <b>Setting etc</b></li> </ul> </li> <li>identify literary: devices used in each genre:               <ul style="list-style-type: none"> <li>➤ <b>Figures of Speech</b></li> <li>➤ <b>Sound Devices</b></li> <li>➤ <b>Forms etc</b></li> </ul> </li> <li>know the mechanics of:               <ul style="list-style-type: none"> <li>➤ staging a play</li> <li>➤ writing a novel</li> <li>➤ writing a poem</li> <li>➤ writing short stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>appreciate the different genres in literature</li> <li>enjoy reading works in each genre</li> <li>enjoy the cultural and social implications in a given genre</li> <li>learn to appreciate other cultures through reading literature texts</li> <li>understand differences in norms and values of societies through literature texts.</li> <li>be able to relate to any work of literature</li> </ul>

**TASK ONE: TEST 1**

**Aims :** The aims of this task are to test students'

- listening skills
- comprehension skills
- knowledge in a given situation
- knowledge of mass media

**TASK ONE: DESCRIPTION**

1. This test will be administered in Term 1, Week 12 with a time of 35 minutes.
2. The task will be in the form of a written test comprising three parts with a total mark of 30

Part 1 :	Listening Comprehension	10 marks
Part 2 :	Letter Writing	10 marks
Part 3 :	Mass Media	10 marks

3. The Listening Comprehension Passage will be related to TOPICS of Units 1 & 2 of Link 3

Unit 1	:	'Celebrations'
Unit 2	:	'Love, Courage and Fear'

**PART 1: Listening Comprehension**

**(10 marks)**

1. The passage with a length of 200-250 words is to be read twice.
2. Students can take notes during the reading of the passage.
3. Ten (10) questions based on the passage will be answered on paper
4. A Blueprint for questions is to be prepared. (Use Bloom's Taxonomy to assist in the construction of test questions)

# BLUEPRINT FOR LISTENING COMPREHENSION TEST

Knowledge/Recall	Comprehension	Application
4	3	3

## 5. A Sample: *Listening Comprehension Passage and Questions*

Tomasi rang his classmate Lui. "I have two free tickets for Village Six this afternoon," he told Lui. "Meet me at Sukuna Park. We will have something at MacDonalds then we'll go on to the cinema." Lui was very happy because he had been studying so hard at home that he just needed this kind of break. The two friends met as they had arranged. They had a cheese burger each with some juice and they left for Village Six.

"At the entrance, Tomasi took out his purse to get the tickets. "Hey! That's funny! The tickets aren't here."

"Are you sure you brought them with you?" asked Lui. "Yes, I did. I double-checked my wallet before I left home to meet you at Sukuna Park," said Tomasi.

Tomasi looked very embarrassed. "What's the matter?" "Well," Tomasi explained, "Now I remember leaving them beside the shoe rack while I was looking for my shoes." "Never mind Tomasi! We can come again another day." said Lui.

*Answer the questions on this paper. Follow the instructions given for each exercise.*

### A. MULTIPLE CHOICE: Draw a circle around the best answer either A,B,C, or D

Question Type

1. Tomasi

- a. bought the tickets
- b. stole the tickets

- c. was given the tickets
- d. found the tickets

Comprehension

2. Tomasi arranged to meet Lui

- a. at Village Six Cinema
- b. at MacDonalds

- c. at Sukuna Park
- d. at the bus stop

Recall

3. Lui was happy about the invitation because
- a. he had not watched a movie for a very long time
  - b. he had been looking forward to seeing Tomasi
  - c. he hadn't seen Tomasi for a long time
  - d. he wanted to relax a bit after studying so hard

Comprehension

4. When Tomasi remembered where he left his wallet and the tickets, he was
- a. ashamed
  - b. angry
  - c. puzzled
  - d. unhappy

Application

5. Tomasi and Lui were,
- a. enemies in school
  - b. in the same class
  - c. always eating at MacDonalds
  - d. sharing the same home

Application

**B. SENTENCE COMPLETION: Complete each sentence**

6. Tomasi and Lui went to \_\_\_\_\_
7. Tomasi was embarrassed because \_\_\_\_\_

Comprehension

Application

**C. OPEN-ENDED QUESTIONS: Answer the questions in a complete sentence**

8. Who said the following and why?  
"Hey ! That's funny!"

---

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Recall

9. What kind of food is sold at MacDonalds?

Knowledge

10. Why do you think the Cinema was called Village Six?

Knowledge

(10 marks)

## **PART 2 LETTER WRITING**

1. Students will be asked to write a semi formal/formal letter on a variety of topics
2. The length of the letter, (the body) will be 80 words.
3. The format of the letter is to be similar to the one in Link 2. Unit 13

### **A. Sample Letter**

Your name is Mereoni Tawai or David Edwards and you attend Johann Central College, P O Box 1772, Labasa. Your Form Teacher has asked you, as the form prefect, to write a letter to the Publicity Officer, Fiji Museum, P O Box 15617, Suva to arrange for a visit. Ask the Publicity Officer for information on the museum visiting hours, admission rates and special events at the museum's during the time of visit. In your letter, mention when you plan to visit, the number of students going, what they are interested to see and other necessary details.

The body of your letter should be about 80 words

Johann Central School,  
P O Box 1772,  
Labasa.  
19<sup>th</sup> June, 2002.

The Publicity Officer,  
Fiji Museum,  
P O Box 15617.  
Suva.

Dear Sir/Madam,

On behalf of Form 4B students, I wish to ask for permission to visit the museum as part of our Social Science study towards a project. There will be 28 students and two teachers accompanying the students on this trip. We plan to visit in September.

We are also requesting that you furnish us with information on the visiting hours at the museum, admission rates and forthcoming special events in September.

We look forward to your assistance.

Yours faithfully

.....  
Mereoni Tawai.  
Form Prefect, Form 4B



### Marking Scheme

Setting	3 marks
Content	4 marks
Language Accuracy	3 marks
<b>TOTAL</b>	<b>10 marks</b>

#### Setting (3 marks)

Inside address	1 mark
Outside Address	1 mark
Salutation	½ mark
Closing	½ mark

#### Content (4 marks)

Award ½ mark each for the following points raised.

- writing on behalf of Form 4B ½ mark
- requesting for permission to visit ½ mark
- number of people visiting ½ mark
- date and time of visit ½ mark
- visiting hours ½ mark
- admission rates ½ mark
- special events in September ½ mark
- any other relevant information ½ mark

**Language Accuracy**

**(3 marks)**

1. Mark for Language Accuracy on the body of the letter only.
2. Minus ½ mark from 3 marks for every type of grammatical error incurred.

**PART 3      Mass Media**

**(10 marks)**

1. Construct 10 short answer questions e.g Questions asked will be on forms of mass media they are taught.
2. Blueprint for Mass Media Questions.

Knowledge	Comprehension	Application	Analysis
3	3	3	1

**TASK ONE:****RECORD SHEET: TEST 1****MARKS: 30**  
**WEIGHTING: 7%****Name of Student:** \_\_\_\_\_**School:** \_\_\_\_\_**Year:** \_\_\_\_\_**Form:** \_\_\_\_\_

<b>CRITERIA</b>	<b>POSSIBLE MARK</b>	<b>MARKS SCORED</b>	<b>TEACHERS COMMENTS AFTER ASSESSING EACH ASPECT OF TASK</b>
Part 1: Listening Comprehension	10		
Part 2: Letter Writing	10		
Part 3: Mass Media	10		
<div><b>Total Marks Scored:</b> _____</div> <div><b>Percentage:</b> _____</div>			

**Aim:** The aims of this task are to test students' skills and knowledge in

- speaking to an audience
- using the library and understanding its functions and values
- studying and using the dictionary

### TASK TWO DESCRIPTION

1. This task will be administered in Term 2, Weeks 7-10.

2. The task has 3 parts

Part 1 :	AN ORAL PRESENTATION	(15 marks)
Part 2 :	A LIBRARY ASSIGNMENT	(8 marks)
Part 3:	A DICTIONARY ASSIGNMENT	(7 marks)

3. Part 1: ORAL PRESENTATION (15 marks)

(i) Students will speak on any topic based on the topics in Units 3 & 4 of Link 3

Unit 3:	Topic: Famous Stories and Places
Unit 4:	Topic: Sports and Entertainment

(ii) Each presentation will last 3-5 minutes.

(iii) Presentations will run for two (2) weeks beginning in Week 9 and continuing in Week 10.

(iv) Criteria of Assessment

(15 marks)

- Choice of Topic (1 mark)
- Content (4 marks)
- Student's Initiative (3 marks)
- Delivery (4 marks)
- Other features (3 marks)

Content

(4 marks)

- 0-4 facts and/or ideas (2 marks)
- 3 facts and/or ideas (1½ marks)
- 2 facts and/or ideas (1 mark)
- 1 fact and/or ideas (½ mark)

- Organisation :
- logical organisation (1 mark)
  - Poorly organised (½ mark)

Student's Initiative

(3 marks)

- Preparation :
- Well prepared (1 mark)
  - Poorly Prepared (½ mark)
- Facing the Audience :
- Highly confident (1 mark)
  - Not confident (½ mark)
- Active Participation :
- Knows subject well (1 mark)
  - Poor knowledge of subject (½ mark)

**Delivery****(4 marks)**

Projection of voice : Voice loud enough (1 mark)  
Voice not loud enough (½ mark)

Fluency : flow of speech with intonation (1 mark)  
lack of fluency, monotonous (½ mark)

Appropriate gestures : gestures used (1 mark)  
No gestures used (½ mark)

**Other features****(3 marks)**

Resources Used : 1-2 (1 mark)  
Humour : 2 or more (1 mark)  
1 only (½ mark)

Audience Response : 2 or more (1 mark)  
1 only (½ mark)

**PART 2: LIBRARY ASSIGNMENT****(8 marks)**

- (i) This assignment is to be done in Week 7 in class.
- (ii) The Library is to be made available for students' use during this week.
- (iii) The objectives of this assignment are to enable students to be familiar with
  - ❖ a library set up
  - ❖ its functions
  - ❖ the values of books and reading.

**Sample:** Describe in 1-2 sentences the following sections of the library.

- (i) The Issue Desk (1 mark)
- (ii) Non-Fiction Section (1 mark)

**Choose A Book From The Library. Fill In The Detail. Write A Summary.**

**Books, Fact Or Fiction**

- 1.0 Title of Book \_\_\_\_\_ (½ mark)
- 2.0 Author \_\_\_\_\_ (½ mark)
- 3.0 Type of Book: Fiction or Non Fiction \_\_\_\_\_ (½ mark)
- 4.0 Pages reviewed \_\_\_\_\_ (½ mark)
- 5.0 Write a summary of the pages reviewed in 40-50 words (4 marks)

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**Marking Scheme**

Setting	1 mark	} 4 marks
Characters	1 mark	
Plot	1 mark	
Theme	1 mark	

## PART 3 DICTIONARY ASSIGNMENT

(7 marks)

- 1.0 This assignment will be done in Week 8 Term 2 in class.
- 2.0 The Word Power Dictionary is to be used when attempting this assignment.
- 2.1 Students need to show their understanding of how to use the dictionary by
  - identifying the different parts of a dictionary
  - understanding the common symbols and why they are used in the dictionary

Activities given will be adapted from the Oxford Wordpower Dictionary Free Worksheets whose contents are as follows:

- a. getting to know the dictionary
- b. looking at word families
- c. looking at idioms
- d. using the dictionary for topic vocabulary
- e. using notes in the dictionary

### Sample

#### ① Getting to know the dictionary

##### PURPOSE

to make sure that you understand the short forms and symbols used in Wordpower so that you can make the most of the information the dictionary provides

##### TO BEGIN

Open the dictionary and look inside the front cover. The list of Short forms and symbols will help you fill in the answers in the word puzzle on the opposite page. You will also need to look at pages 252 – 253 in the dictionary.

##### ACROSS

- 3 the plural of formality
- 6 'Found' is the past \_\_\_\_\_ of find.
- 8 The word fort is a(n) \_\_\_\_\_.
- 9 The grammatical information at 'former' tells us that it is a(n) \_\_\_\_\_ used only before a noun.
- 10 Formerly is a(n) \_\_\_\_\_ that means 'previously'.
- 11 The sound *f* represents the letters \_\_\_\_\_ in the phonetics table at the bottom of the page.
- 12 Fossil is a(n) \_\_\_\_\_ noun.
- 17 Look at the note at 'forward'. It gives a list of examples. The short form used before examples is \_\_\_\_\_.
- 18 \_\_\_\_\_ meanings are given for the word formal.
- 19 When fortune means 'luck' as in *Fortune was not on our side that day*, it is a(n) \_\_\_\_\_ noun.
- 20 The symbol that looks like a finger pointing shows the start of a \_\_\_\_\_.
- 21 Fortnight is a word used in \_\_\_\_\_ English.
- 23 The present participle of fortify is \_\_\_\_\_.

##### DOWN

- 1 The noun fortnight is usually \_\_\_\_\_.
- 2 the short form used in this dictionary with American English words
- 3 Fortieth comes after forthwith in the alphabet, but the definition is at \_\_\_\_\_.
- 4 'Found' is the past \_\_\_\_\_ of find.
- 5 A formula is 'a list of substances used for making \_\_\_\_\_'.
- 7 Formative means 'having an important and lasting influence on \_\_\_\_\_'s character'.
- 13 The \_\_\_\_\_ is the opposite of the former.
- 14 At the entry for which word will you find out what put the clocks forward means?
- 15 Fortifies is the third \_\_\_\_\_ singular of the verb fortify.
- 16 If a verb has a label [I], it means it is \_\_\_\_\_.
- 22 \_\_\_\_\_ meanings are given for the verb foster.



### Blueprint for the Dictionary Assignment

<b>Types of Questions</b>	<b>Marks</b>
Locating words	1
Parts of a dictionary entry	1
Dictionary as a Spelling Aid	1
Word Meanings	1
Word Derivations	1
Part of Speech	1
Syllables	1

**TASK TWO:****RECORD SHEET: ASSIGNMENTS/TASK****Marks 30**  
**Weighting 10%**

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Year: \_\_\_\_\_

Form: \_\_\_\_\_

<b>CRITERIA</b>	<b>POSSIBLE MARKS</b>	<b>MARKS SCORED</b>	<b>TEACHERS COMMENTS AFTER ASSESSING EACH ASPECT OF TASK</b>
Part 1: Oral Presentation	15		
Part 2: Library Assignment	8		
Part 3: Dictionary Assignment	7		
<div>Total Marks Scored: _____</div> <div>Percentage: _____</div>			

### TASK THREE: TEST 2

MARKS:  
WEIGHTING

50  
13%

**Aim:** The aim of the task is to test students on

- writing skills on a given topic
- understanding a given comprehension passage
- language usage and grammar
- their understanding of poetry, drama, short stories and novel.

### TASK THREE DESCRIPTION: TEST 2

1. This test will be administered for 1½ hours in Week 8 of Term 3.
2. The written test will have 4 parts with a total mark of 50 marks.

Part 1	:	Composition	(15 marks)
Part 2	:	Language Usage and Grammar	(15 marks)
Part 3	:	Comprehension	(8 marks)
Part 4	:	Literature	(12 marks)
Part 1	:	Composition	(15 marks)

- 1.0 Students are expected to write a composition of about 150-180 words on any topic chosen from a number of topics given related to Topics 1-4 in Link 3.

- Unit 1 Topic: Celebrations
- Unit 2 Topic: Love, Courage and Fear
- Unit 3 Topic: Famous Stories and Places
- Unit 4 Topic: Sports and Entertainment

**2.0 Marking Criteria** - Use the marking criteria shown below.

Content	7 marks
Language	5 marks
Style	3 marks

**Content**

**(7 marks)**

1. The Composition Plan *(2 marks)*
2. Introduction *(1 mark)*
3. Ideas/Facts discussed *(3 marks)*
4. Conclusion *(1 mark)*

**Language Accuracy**

**(5 marks)**

1. Follow the Language Accuracy marking criteria shown below.
2. When marking, use the following symbols
  - error of structure (str)
  - tense (t)
  - preposition (prep)
  - article (art)
  - punctuation (p)
  - omission (^)
  - spelling (sp)
  - wrong word order (wo)
3. While marking, indicate in the margin the first instance of an error type incurred.
4. Minus ½ mark from 5 for each type of error incurred.

## Style

(3 marks)

1. Follow the marking criteria shown below

- Variety of sentence structures and beginnings (1 mark)
- Good use of linking devices (1 mark)
- Use of appropriate vocabulary (1 mark)

## SAMPLE: COMPOSITION

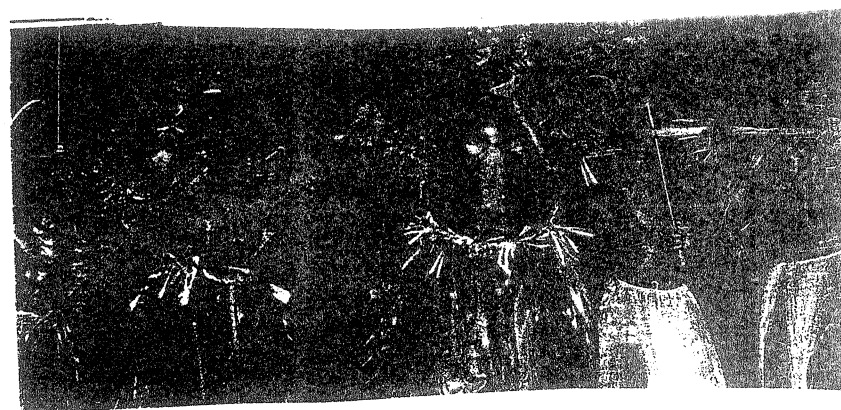
1. Write a composition on one of the following topics. Give your composition a title. Your composition should be about 150-180 words long.

2. Write a plan of your composition.

(a) i) Write a story that includes this sentence

When I regained consciousness, I found myself in a room full of computerized machines. Suddenly, a single-eyed silver being appeared and announced that I was on planet Mars.

(b) i) Study the pictures below and then write a composition based on one of them.



(c) State your views on:

- Either* i) Punishments in schools should be abolished  
*Or* ii) School-based assessments are better than examinations

**PART 2: LANGUAGE USAGE AND GRAMMAR**

**(8 marks)**

1. This question will involve a wide range of language activities using a wide range of question types from Cloze Exercises to Filling in the Blanks, Multiple Choice Questions, Short Answer Questions, Rewriting Exercises etc.

**2. BLUEPRINT FOR LANGUAGE TEST**

Question Type		Marks
Grammar	G	2
Vocabulary	V	1
Phonics	PH	1
Punctuation	P	1
Sentence Structure	S	2
Register	R	1

**SAMPLE: LANGUAGE TEST**

A. **Multiple Choice:** Draw a circle around the most suitable answer A, B, C or D

1. He accused me of \_\_\_\_\_ lies.

- a. speaking      b. saying      c. telling      d. talking      (G)

2. A ritual is \_\_\_\_\_.

- a. a set of actions following a custom      c. learning in an abnormal way  
b. behaving in an abnormal way      d. a culture of a group of people      (V)

3. I enjoy looking \_\_\_\_\_ the children playing in the park  
a. looking on      b. looking      c. looking at      d. looking to (G)

4. The *heir* to the British throne is Prince Charles  
Heir in this sentence is pronounced like  
a. here      b. hair      c. air      d. hire (PH)

B. **FILLING IN THE BLANKS:** *Use a suitable word or phrase to fill in the blanks*

5. Tawake usually \_\_\_\_\_ to the cinema about once a week but she  
\_\_\_\_\_ four films already this week (S)
6. I was \_\_\_\_\_ (embarrassed/embarrassing) at having lost my temper. (S)

C. **SHORT ANSWER QUESTIONS**

7. Write this sentence down using a possessive form.  
Tomasi owns this car (P)

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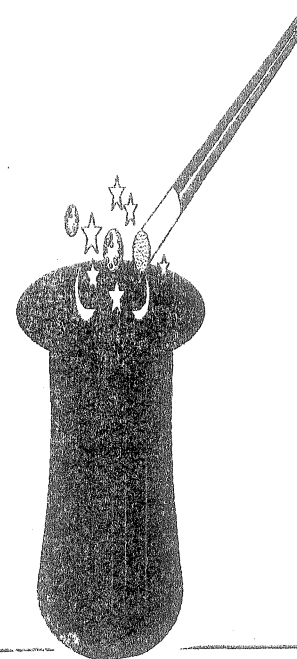
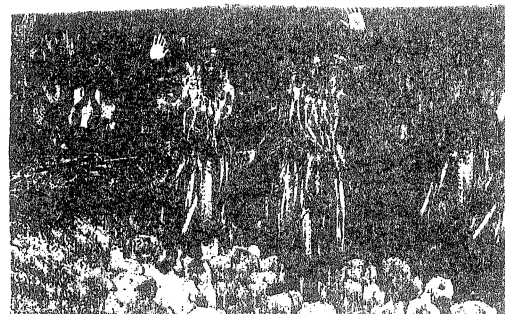
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entertainment

at

Birdland!

Read this advertisement and answer the question that follows.



What entertainment is going to be held at Birdland?

(R)

### PART 3: COMPREHENSION

(15 marks)

1. Teachers are to prepare
  - A reading Comprehension passage with a length of 250-300 words long
  - 10 questions based on the comprehension passage following the Blueprint shown below.
2. Questions given will be on the following types
  - Multiple Choice
  - Completion Questions
  - Open-ended Questions



### 3. BLUEPRINT FOR THE COMPREHENSION QUESTIONS

Knowledge	Comprehension	Application	Analysis
3	6	3	3

### PART 4: LITERATURE

(12 marks)

*Construct questions on any two genres based on the genres studied.*

### BLUEPRINT FOR LITERATURE QUESTIONS

Recall	Comprehension	Application	Analysis
2	3	5	2

- Novel
- Short Stories
- Drama
- Poetry

Questions will require short answers.

**SAMPLE: SHORT STORIES PART 1:** *Provide an extract from a Short Story studied:-e.g. The Concert by Vanessa Griffith*

- What did they do on their way back home and why was Mrs Renner not happy about it? (2 marks)
- Discuss how this concert was different (2 marks)
- Where will the concert be and who will be going to attend? (2 marks)

**PART II:      EXTRACT FROM BLUE MURDER    *By Kenneth Lilington***

- (i)      Discuss in two or three sentences 2 poetic devices used by the poet. ***(2 marks)***
- (ii)      Explain in two or three sentences the themes of the poem. ***(2 marks)***
- (iii)      In what ways does the poem relate a message. ***(2 marks)***

**TASK THREE:****RECORD SHEET: TEST 2****Marks 50**  
**Weighting**

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Year: \_\_\_\_\_

Form: \_\_\_\_\_

<b>CRITERIA</b>	<b>POSSIBLE MARKS</b>	<b>MARKS SCORED</b>	<b>TEACHERS COMMENTS AFTER ASSESSING EACH ASPECT OF TASK</b>
Part 1: Composition	15		
Part 2: Language Usage and Grammar	8		
Part 3: Comprehension	15		
Part 4: Literature	12		
<div>Total Marks Scored: _____</div> <div>Percentage: _____</div>			

**Aim:** The aim of this task is to enable students' to use their skills and knowledge in research work.

**Task Description: Research Project**

1. This task will be in the form of a Research Project that is worth 50 marks.
2. Each student in Form 3 will be required to present a research project at the end of the Form 3 year beginning with the project work in Week 1 and continuing through to Week 10.
3. The number of words to be used in writing the project will be approximately 300-350.
4. Each student will be expected to follow the 8 steps in writing a project discussed in this paper.
5. Each step has a specific task which will be assessed. The 8 steps include
  - Step 1 : Choosing a topic
  - Step 2 : Exploring it
  - Step 3 : Finding out about it
  - Step 4 : Taking notes
  - Step 5 : Organising ideas
  - Step 6 : Writing the project draft
  - Step 7 : Editing
  - Step 8 : Preparing and presenting the final report
6. Each step takes 1 week.

## MARK DISTRIBUTION

Task Description	Step	Marks	Weighting
Presentation			
Defining Skills	1 & 2	7 marks	10 marks
Gathering Skills	3	10 marks	
Presenting Skills	4,5,6	15 marks	
Referencing		3 marks	
Content	7 & 8	10 marks	6%
Language	7 & 8	5 marks	4%
TOTAL			20 marks

### Step 1: CHOOSING A TOPIC

(4 marks)

1. Think of topics you would like to do research on.

List 3 topics

(1 mark)

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

2. Ask yourself: How interested am I in the topics?  
Rearrange the topics in the order of interest/preference

(1 mark)

- (i) \_\_\_\_\_  
\_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

3. Which topic are you interested in and would like to do your research on?  
Choose **one** topic from the list given above. (1 mark)

\_\_\_\_\_

4. Discuss your topic with the teacher. Write down two (2) points that came out of the discussion with the teacher regarding your choice of topic. (1 mark)

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

**STEP 2: EXPLORING THE TOPIC (3 marks)**

1. Now that you have decided on the topic of your research, think about the ideas that you have to explore to find out answers to the questions you have, regarding your topic.
2. Ask yourself, what would I like to know and write about the topic.
3. Use the following as a guideline.

- i) Who
- ii) What
- iii) Where
- iv) When
- v) Why
- vi) How

**SAMPLE: Iguanas in Fiji (Na Vokai)**

1. Which animal family do they belong to? ( $\frac{1}{2}$  mark)
2. Where in Fiji do we find them? ( $\frac{1}{2}$  mark)
3. What do Iguana s look like? ( $\frac{1}{2}$  mark)
4. What food do they eat? ( $\frac{1}{2}$  mark)
5. How do they eat? ( $\frac{1}{2}$  mark)
6. How do they reproduce? ( $\frac{1}{2}$  mark)

**STEP 3: FINDING OUT ABOUT THE TOPIC**

(10 marks)

1. Having decided on the questions, you should begin gathering information.
2. Sources of information-
  - i) From the library
- a) Choose 2 sources of information: at least, one of which must be a printed material that has information on your topic

Book 1: Title \_\_\_\_\_ ( $\frac{1}{2}$  mark)

Author \_\_\_\_\_ ( $\frac{1}{2}$  mark)

Pages \_\_\_\_\_ ( $\frac{1}{2}$  mark)

Information gathered: in brief

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

(4 marks)

**Other Sources:**

Source of information \_\_\_\_\_

(½ mark)

Time and Date \_\_\_\_\_

(½ mark)

Location \_\_\_\_\_

(½ mark)

Choose 2 sources of information

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(3 marks)

**STEP 4: TAKING NOTES**

(5 marks)

1. You now have a collection of resources and must begin taking notes on them
2. First, read through the brief information gathered in Step 3 from library books and other sources of information



3. List points in order which you will expand later in your final research report. Ideas/points - in order for discussion in the project.

	Mark
1.	$\frac{1}{2}$
2.	$\frac{1}{2}$
3.	$\frac{1}{2}$
4.	$\frac{1}{2}$
5.	$\frac{1}{2}$
6.	$\frac{1}{2}$
7.	$\frac{1}{2}$
8.	$\frac{1}{2}$
9.	$\frac{1}{2}$
10.	$\frac{1}{2}$

**STEP 5: ORGANISATION OF IDEAS**

(5 marks)

1. It is now time to work on the notes and information gathered and plan how to write out your report in paragraphs
2. Put your ideas in a logical sequence.
3. Plan of writing the report.

**A. Writing**

Paragraph 1:

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----- (1mark)

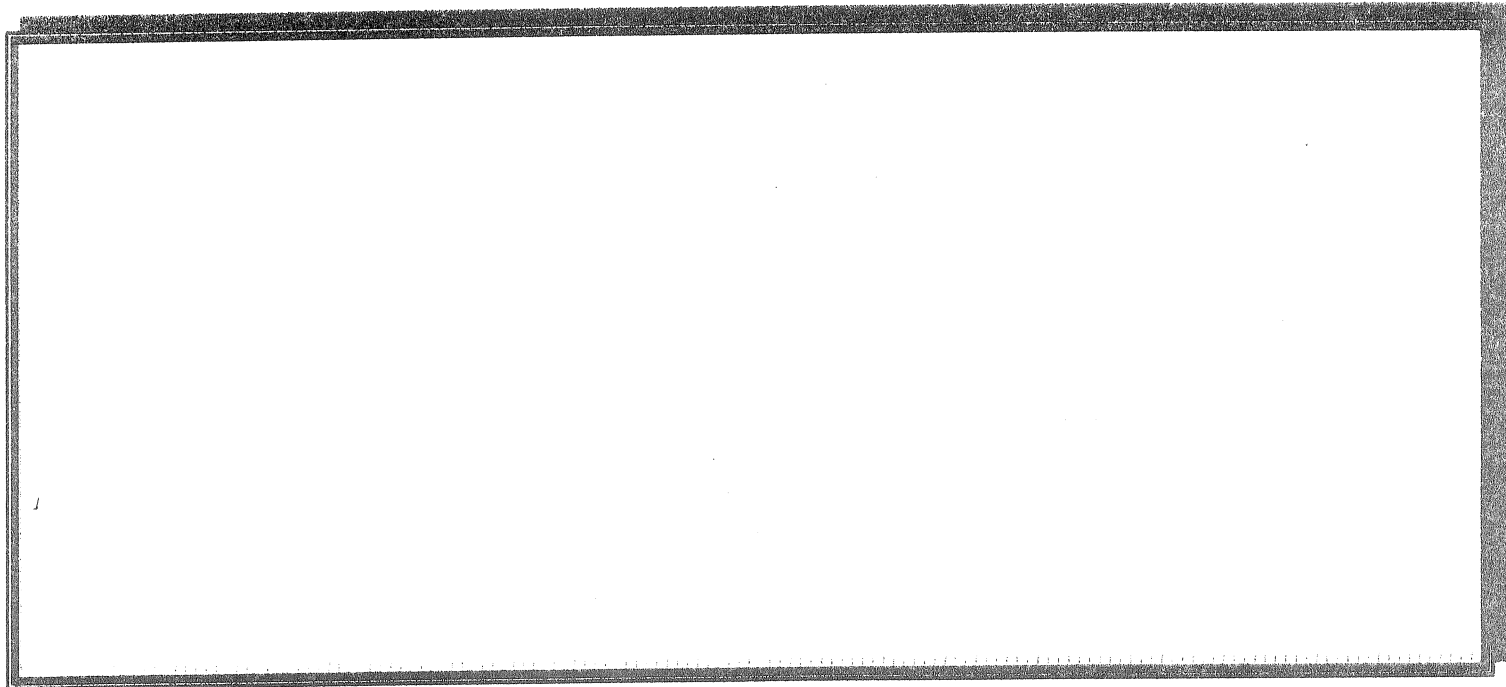
Paragraph 2:

(1mark)

Paragraph 3:

(1mark)

B. **Diagrams/Pictures and other Resources.** Include pictures, diagrams, illustrations etc



### Step 6 WRITING THE DRAFT

(5 marks)

1. Using your ideas and plan done in Steps 4 and 5, write a rough copy of the information in complete sentences.
2. As soon as you finish your draft, submit it to the teacher for marking.
3. **A SAMPLE DRAFT**

#### Iguanas in Fiji

1. What animal family do they belong to?  
*Iguanas belong to the family of lizards and are reptiles.  
They are related to the iguanas of Central America*
2. Where in Fiji do we find them?  
*Iguanas are found on Yadua Tabu, an island off the coast of  
Bua, Vanua Levu.*
3. What do iguanas look like?  
*They are green with a white stripe across their body*
4. What food do they eat?  
*Iguanas live on leaves of plants, fruits and flowers*
5. How do they eat?  
*They chew their food before swallowing them*
6. How do they reproduce?  
*They lay eggs which hatched into young iguanas similar to  
lizards*

**B. Criteria for Marking**

5 - 6 correct answers	5 marks
4 correct answers	4 marks
3 correct answers	3 marks
2 correct answers	2 marks
1 correct answer	1 mark

**C. STEP 7: EDITING THE DRAFT**

**(5 marks)**

1. Re-read the project draft and make changes to ensure that it is interesting to read.
2. Check that it makes sense
3. Check to see that your sentences are well-structured and that grammar is correct.
4. Use the checklist below for editing

QUESTIONS FOR YOURSELF	WHAT TO DO
1. Have all the questions been answered?	Place a ✓ in the margin if you need to add more information
2. Is the information clear? Does it make sense	Check the facts to see they are correct

QUESTIONS FOR YOURSELF	WHAT TO DO
3. Is the information specific?	Add, delete or change where necessary
4. What will the readers learn from this project?	Add, delete or change
5. Have I used correct grammar?	Circle those that need to be corrected
6. Can I improve on the pictures/diagrams?	Mark on the diagram any improvements to be made

**Step 8: Final Copy of Project Report**

**(15 marks)**

1. Rewrite your edited draft as a final copy
2. Presentation of the report will be
  - A Written Report

**MARKING CRITERIA OF FINAL  
RESEARCH PROJECT REPORT**

Content	10 marks
Language	5 marks

## Content

(10 marks)

Introduction	(1 mark)
Ideas raised	(5 marks)
5 or more ideas	(5 marks)
4 ideas	(4 marks)
3 ideas	(3 marks)
2 ideas	(2 marks)
1 idea	(1 mark)
Relevancy of ideas	(1 mark)
Logical sequence of ideas	(1 mark)
Clarity of discussion	(1 mark)
Conclusion	(1 mark)

## LANGUAGE ACCURACY

(5 marks)

1. Follow the Marking Criteria used in other writing exercises under 'Language Accuracy'
2. Minus ½ mark from 5 for every type of grammatical error incurred

## Reference/Bibliography

Listed below are references used in this research work.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

**MARKING CRITERIA: References must be appropriately done**

3 or more references	<i>(3 marks)</i>
2 references	<i>(2 marks)</i>
1 reference	<i>(1 marks)</i>



**TASK FOUR:****RECORD SHEET**

Marks 50  
Weighting 20%

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Year: \_\_\_\_\_

Form: \_\_\_\_\_

<b>CRITERIA</b>	<b>MAXIMUM POSSIBLE</b>	<b>MARKS SCORED</b>	<b>TEACHERS COMMENTS AFTER ASSESSING EACH ASPECT OF TASK</b>
Step 1: Choosing Topic	4		
Step 2: Exploring it	3		
Step 3: Finding out about it	10		
Step 4: Taking Notes	5		
Step 5: Organising ideas	5		
Step 6: Writing the project draft	5		
Step 7: Editing	5		
Step 8: Preparing and presenting the final reports	5		
<p>Total Marks Scored: _____</p> <p>Percentage: _____</p>			

# OVERALL RECORD SHEET

Marks 50  
Weighting 20%

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Year: \_\_\_\_\_

Form: \_\_\_\_\_

CRITERIA	MAXIMUM POSSIBLE	MARKS SCORED	TEACHERS COMMENTS AFTER ASSESSING EACH ASPECT OF TASK
Task 1: Test 1	30		
Task 2: Assignments Task	30		
Task 3: Test 2	50		
Task 4: Research Project	50		
Total Marks Scored: _____			
Percentage: _____			

## RECOMMEND TEXTS

### LANGUAGE TEXTS

FORM 3			FORM 4		
NO.	TITLE	AUTHOR	NO.	TITLE	AUTHOR
1.	Link 3	Ministry of Education	1.	Link 4	Ministry of Education
2.	Target 3	Cliff Benson	2.	Target 4	Cliff Benson
3.	Target English	Etherton	3.	Target English	Etherton
4.	Oxford Wordpower Dictionary	Oxford University Press	4.	Oxford Wordpower Dictionary	Oxford University Press

### LITERATURE TEXTS

Students study one Novel in Form 3 and one in Form 4. They study Six Short stories in Form 3 and six short stories in Form 4. Students study one drama in Form 3 and one in Form 4. For poetry, six Poetry are to be studied in Form 3 and six in Form 4. The six poems may be selected from either the six recommended ones in **RAINBOWS** or the six in the **LINK 3** and **LINK 4 Pupil's Books**. Students are not allowed to study the same text in Form 3 and Form 4. The novels, short stories, drama and poems studied in Form 3 must be different from those studied in Form 4.

NO.	TITLE	GENRE	AUTHOR	PUBLISHER
1.	Island of the Blue Dolphin	NOVEL	Scott O'Dell	New Windmill Series
2.	The Cay	NOVEL	T Taylor	Puffin Books
3.	The Silent One	NOVEL	Joy Cowley	Whitcoull
4.	The Village by the Sea	NOVEL	Anita Desai	New Windmill Series
5.	Roots	SHORT STORIES	Francis Mangubhai	Fiji Centre
6.	A Selection of One Act Play	DRAMA	Heinemann	Heinemann
7.	Rainbows	POETRY	Cliff Benson	IOE USP

## ASSESSMENT

FORM 3 INTERNAL ASSESSMENT			FORM 4 EXTERNAL ASSESSMENT
Task 1:	TEST 1	7%	There will be an external examination at the end of Form 4.
Task 2:	Part 1 Part 2 Part 3	10%	
Task 3:	Test 2	13%	
Task 4:	Research Project	20%	

### FORM 3 INTERNAL ASSESSMENT DETAIL

TASK	DURATION	COMPLETION DATE	TASK DESCRIPTION	WEIGHTING
Test 1	35 minutes	Term 1 Week 12	Written Test comprising the following:	
			1) Listening Comprehension Multiple Choice questions Completion Questions and Open-Ended Questions	2
			2) Letter Writing: Setting Content Style	1 1 1
			2) Mass Media: Short Answer Questions	2
			<b>TOTAL</b>	7%
3 Assignments	Spread over 4 weeks	Term 2 Weeks 7-10	1) An Oral Presentation 2) A Library Assignment 3) A Dictionary Assignment	10%
Test 2	1½ hours	Term 2 Week 8	1) Composition 2) Language Usage 3) Comprehension 4) Literature	13%
Research Project	10 weeks in Term 3	Term 3 Week 10		20%
<b>TOTAL</b>				50%

# FIJI JUNIOR CERTIFICATE EXAMINATION BLUEPRINT

<i>Question</i>	<i>Content</i>	<i>Duration</i>	<i>Knowledge</i>	<i>Comprehension</i>	<i>Application</i>	<i>Analysis</i>	<i>Marks</i>
1	Writing: Formal & Informal	24 mins	2	3	4	3	12
2	Letter Writing: Formal & Informal	10 mins	1	2	3	2	8
3	Comprehension	20 mins	2	8	3	2	15
4	Grammar and Vocabulary	10 mins	2	2	4	2	10
5	Language Usage	10 mins	3	1	4	2	10
6	Dictionary /Mass Media Library	10 mins	3	1	4	2	10
7-10	Literature (Any 2) Novel	18 mins	2	4	5	4	15
	Short Stories Drama/ Poetry	18 mins	2	4	5	4	15

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