Aims:
A qualification in this syllabus demonstrates to universities and employers that candidates can communicate effectively in Standard English through:

- Communicative competence: the ability to communicate with clarity, relevance, accuracy and variety
- Creativity: the ability to use language, experience and imagination to respond to new situations, create Original ideas and make a positive impact
- Critical skills: the ability to scan, filter and analyse different forms of information
- Cross-cultural awareness: the ability to engage with issues inside and outside own community, dealing with the familiar as well as the unfamiliar. (This is not an assessment objective but forms the context of writing tasks and reading passages.)

<table>
<thead>
<tr>
<th>Writing to:</th>
<th>Reading to:</th>
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<tbody>
<tr>
<td>Communicative competence</td>
<td>Communicate precisely and appropriately</td>
</tr>
<tr>
<td>Creativity</td>
<td>Develop ideas effectively</td>
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<tr>
<td>Critical skills</td>
<td>Identify and respond to main ideas</td>
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<tr>
<td>Cross-cultural awareness</td>
<td>Reflect on the familiar</td>
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Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum.

Reflecting the communication demands facing candidates in the real world, the syllabus distinguishes between task and language as the focus of Section 1 and Section 2 respectively in each paper:

<table>
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<th>Section</th>
<th>Focus</th>
<th>Writing</th>
<th>Reading</th>
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<td>1</td>
<td>Task</td>
<td>Directed Writing</td>
<td>Reading for Ideas</td>
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<td>2</td>
<td>Language</td>
<td>Creative Writing</td>
<td>Reading for Meaning</td>
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</table>

The Task aspect of Paper 1 is Directed Writing, where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. Language (as well as content) is tested in the Creative Writing section, where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination.

The Task aspect of Paper 2 is Reading for Ideas, where, for example, scanning for and summarizing specific information is required to achieve and convey a global understanding of a text. Language is tested in the Reading for Meaning section, where there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text.

In this way, it is hoped that candidates will develop strategies to be able to transfer these communication skills to other subjects and to their future careers/studies as they encounter a variety of texts and are required to make a positive impact through the written word.
Assessment Objectives:

Reading
- Understand explicit meanings, through literal and vocabulary questions.
- Understand implicit meanings and nuances of language, through inferential questions and questions on writer’s craft.
- Scan and analyze text, by identifying and summarizing required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences.
- Identify and respond to main ideas of a text, such as follow a sequence or argument, identify a conclusion, distinguish fact from opinion, and give a personal response to a theme in a text.

Writing
- Communicate appropriately, with a clear awareness of purpose, audience and register.
- Communicate clearly and develop ideas coherently, at word level, at sentence level and at whole text level.
- Use accurate spelling, punctuation and grammar.
- Communicate creatively, using a varied range of vocabulary, sentence structures and linguistic devices. Description of components.

Description of components:
Paper 1: Writing
1 hour 30 minutes, 60 marks
This paper has two sections and candidates answer on a separate answer sheet.

Section 1: Directed writing (30 marks)
- Candidates are presented with a task, e.g. write a letter, speech, report, article, fit for purpose and relevant to the world of study, work or the community.
- Candidates should write 200–300 words to inform or persuade a particular audience.
- 15 marks are allocated for task fulfillment and 15 marks for language.

Section 2: Creative writing (30 marks)
- This is an essay, testing language and content combined.
- Candidates answer one question from a choice of five narrative/descriptive/argumentative essay titles and should write 350–500 words.

Course Books: Oxford English International Approach 4
Work Book: Oxford English International Approach 4 Workbook

Syllabuses break down:

AUGUST

Course Book:
Unit 10: The English Language:
Page 206: ‘Where does English come from?’
Page 207: ‘How does language change?’
Page 208: ‘What did English look like in the past?’
Page 209: ‘Beowulf’
Page 210: Compiling an Old English-English dictionary’ and ‘When an old English developed into Middle English.’
Page 211: The Canterbury Tales

Informal Letter, Formal Letter
SEPTEMBER

Course Book:
Unit 10 (continued): The English Language
Pages 212-215: ‘How is the English language continuing to change?’
Pages 216-217: ‘Call disting English?’
Pages 218-219: Poem ‘South to North; 1965’

Writing (Journal Entry)

OCTOBER

Unit 1: Money
Page 9: Looking closely, Comprehension (Writing Activity)- Talking points (Speaking Activity)
Page 11: Writing to your MP (Writing Activity)
Page 12-14: How would you describe the money market? (Comprehension)
Page 16-19: What is the bondage of money? (Writing, Speaking, Listening Activity)

Composition (Narrative Essay)

NOVEMBER

Unit 9: Colour
Pages 186-189: ‘Where do colours come from?’
Pages 196-199: ‘Writing about colour in culture.’
Pages 200-201: ‘What are colour customs?’

Composition: Expository Essay

DECEMBER

Unit 5: Time
Page 93: ‘What role does time play in our daily life?’
Pages 94-95: ‘All the world’s a stage’
Pages 103-104: Autobiography ‘Return to a Lost Homeland’
Page 105: ‘Ozymandius’

Composition: Descriptive Essay

JANUARY

Unit 4: Reaching Out
Page 77: What does ‘to reach out’ mean to you?
Page 78-79: Poem ‘The Malfeasance’ (Reading, Writing and listening activities)
Page 86-91: ‘The Monkey who would be King’

Report Writing

FEBRUARY

Unit 3: Fire
Page 56-61: ‘Fire in the Snow’
Page 67-70: ‘The Phoenix and the Carpet’
Pages 62-65: ‘What happens when a city is on fire?’ and ‘What did London burning look like?’

Composition: Expository Essay

MARCH

Unit 2: First Impressions
Page 29-35: First Day at the Village School’ and ‘First Day at school in Barbados’
Page 42: ‘Who are you calling an impressionist’?
Page 43-46: Meeting someone for the first time

Formal Letter