



THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



**FOREIGN
LANGUAGES
SYLLABUS**
FRENCH/GERMAN



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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FOREWORD

This four-year Syllabus for Foreign Languages is one of the 20 subjects of the Lower Secondary School Curriculum. It reflects contemporary approaches in the teaching and learning process, while the Learning Outcomes give the learner opportunities to develop understanding and skills in different topics and sub-topics at levels commensurate with his/her ability. The Lower Secondary Syllabus for Foreign Languages builds upon concepts, skills, attitudes and values developed at the primary school level, which provides a firm foundation specifically for the higher-achieving minority learners who will go on to study these languages at a higher level of education.

Foreign Languages contributes to the development of the knowledge, understanding, skills, attitudes and values that the learner needs to live responsibly in society. It promotes the spiritual and moral development of the learner, which enables him/ her to search for meaning, value and purpose in life. The learner becomes aware that beliefs and values are fundamental to the self, the families and the fabric of society through discovery of the meaning and purpose of morality, beliefs and the values upheld by society.

The study of Foreign Languages enables the learner to develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity which are crucial in the modern world.

Teachers of Foreign Languages are required should shape the learning experiences to cater forth needs and interests of each learner.

I, therefore, endorse this Syllabus as the official document for the teaching and learning of Foreign Languages at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports (MoES), for overseeing the development of the curriculum and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this Curriculum. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contribution towards shaping this curriculum. Their efforts are invaluable towards having this curriculum implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners, teachers and consultants from Cambridge Education and Curriculum Foundation UK, who worked with NCDC specialists. Great thanks go to members of Foreign Languages Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical support and the Government of Uganda for funding the rest of the processes up to implementation of the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or through our *Contact Us* page on our website at www.ncdc.go.ug.



Grace K. Baguma

Director
National Curriculum Development Centre



INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically-oriented elite, yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with the aims of secondary education in Uganda, as for provided in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up- to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;

- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leader- ship skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, and science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the review is based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the review implies:

“This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.”

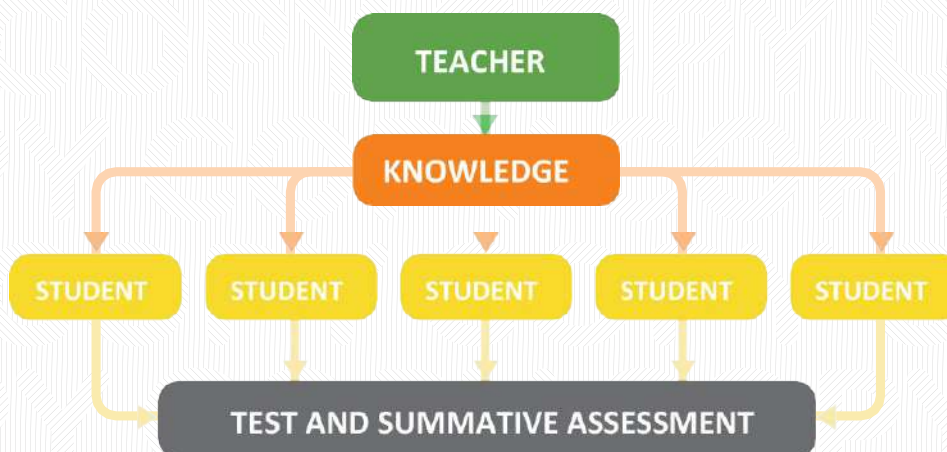
KEY CHANGES IN THE CURRICULUM

The key change in the curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge, and transferred that knowledge to the students by lecturing, talking and asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow development into life-long learners. Besides, there are also cross cutting challenges that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out ‘Key Learning Outcomes’ that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behaviour and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical computation and ICT proficiency

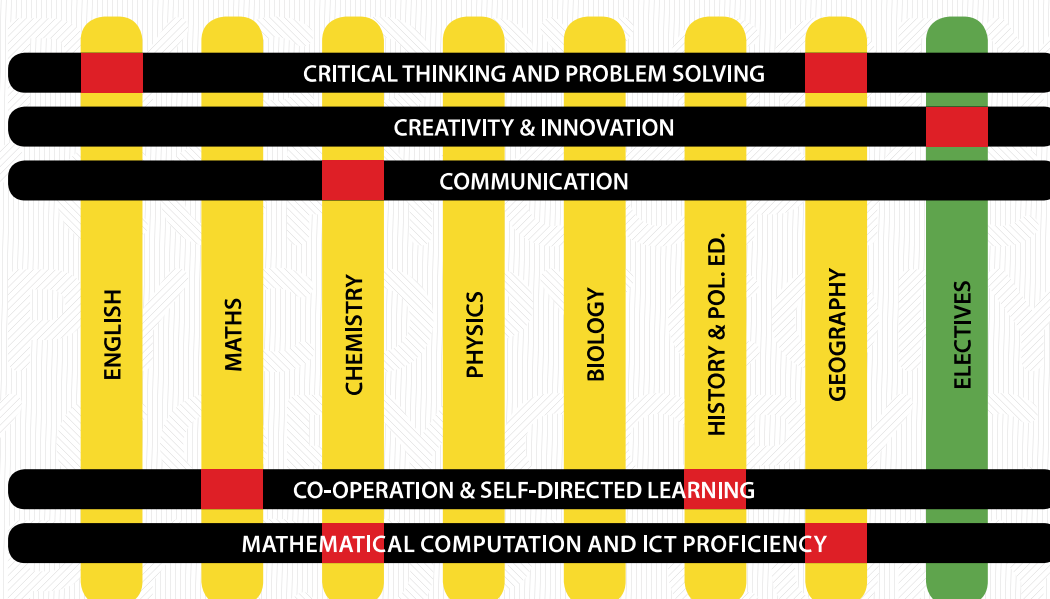
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

GENERIC SKILLS WITHIN FOREIGN LANGUAGES

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and these subjects provide the context for the skill development. Foreign Languages provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from the point of view of another country.

The Subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 2. Thus the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one Subject. These are the 'Cross-cutting Issues' and they need to be studied across the Subjects. These issues develop learners' understanding of the connections between the subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills

- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism.

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills.

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

THE FOREIGN LANGUAGES SYLLABUS

Foreign Language is an elective subject from Senior 1 to Senior 4.

Time allocation

FOREIGN LANGUAGES	SENIOR 1 & 2	SENIOR 3 & 4
	2 periods a week	3 periods a week

Rationale

Learning a foreign language enables learners to communicate with those in neighboring countries and around the world. Proficiency in other languages is important to help the nation to extend its participation in the global economy. It helps the learner to understand the culture and traditions of other countries and to appreciate the richness of diversity in the world. It widens horizons, raises aspirations and enables young people to become global citizens. Language learning provides a wider communication base for the learners and increases their job opportunities beyond the borders.

Languages make an important contribution to the development of all five of the generic skills. Language learning involves a high degree of critical thinking as learners build their understanding and establish cross-links between the languages they are learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along with communication. Languages reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation.

Teaching and Learning Foreign Languages

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Foreign Languages is on the development of understanding through listening, speaking, reading writing and cultural awareness to avoid stereo-type knowledge about others so that they harmony, cooperation and mutual development among people of different cultural backgrounds.

In common with established best practice around the world, language learning takes place principally in the target Language, and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

The new syllabuses provide learners with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- be responsible for their own learning
- think for themselves and form their own ideas and opinions
- become critical thinkers, ready to face new challenges and situations for themselves

THE FOREIGN LANGUAGES SYLLABUS PROGRAMME PLANNER

Senior 1	Themes	To pic	Duration (No. of periods)
Term 1	1. Introduction and Acquaintances	1.1 Welcome and introductions	8
	"	1.1 Welcome and introductions	8
	"	1.1 Welcome and introductions	2
	2. Building culture for real life	1.2 Life at school	6
Term 2	"	1.2 Life at school	8
	"	1.2 Life at school	4
	"	1.3 Getting around	4
	"	1.3 Getting around	8
Term 3	"	1.3 Getting around	6
	"	1.4 Work and ambitions	2
	"	1.4 Work and ambitions	8
	"	1.4 Work and ambitions	8
Total			72

Senior 2	Themes	Topic	Duration (No. of periods)
Term 1	3. Working for healthy body Part 1	2.1 Free time activities and celebrations	8
	"	2.1 Free time activities and celebrations	8
	"	2.1 Free time activities and celebrations	2
	"	2.2 Food and drink	6
Term 2	"	2.2 Food and drink	8
	"	2.2 Food and drink	4
	4. Interaction with the Environment	2.3 Clothes and fashion	4
	"	2.3 Clothes and fashion	8
Term 3	"	2.3 Clothes and fashion	6
	"	2.4 The environment	2
	"	2.4 The environment	8
	"	2.4 The environment	8
Total			72

Senior 3	Themes	Topic	Duration (No. of periods)
Term 1	5. Building Healthy Relationships	3.1 Relationships with family and friends	12
	"	3.1 Relationships with Family and friends	12
	"	3.1 Relationships with family and friends	2
	"	3.2 Entertainment and sport	10
Term 2	"	3.2 Entertainment and sport	12
	"	3.2 Entertainment and sport	4
	6. Working for Healthy Body (Part 2)	3.3 Holidays and travel	12
	"	3.3 Holidays and travel	12
Term 3	"	3.3 Holidays and travel	2
	"	3.4 Illness, accident and emergency	10
	"	3.4 Illness, accident and emergency	12
	"	3.4 Illness, accident and emergency	12
Total			108

Senior 4	Themes	Topic	Duration (No. of periods)
Term 1	7. Working for Healthy Body (Part 3)	4.1 Education and aspirations	12
	"	4.1 Education and aspirations	12
	"	4.1 Education and aspirations	2
	"	4.2 Technology in everyday life	10
Term 2	"	4.2 Technology in everyday life	12
	"	4.2 Technology in everyday life	4
	8. Building harmony	4.3 Social responsibilities	8
	"	4.3 Social responsibilities	12
Term 3	"	4.3 Social responsibilities	6
	"	4.4 Global issues	6
	"	4.4 Global issues	12
	"	Examination	
Total			96

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR FOREIGN LANGUAGES

SENIOR 1: TERM 1

Theme 1: Introduction and Acquaintances

TOPIC 1.1: WELCOME AND INTRODUCTIONS

18 PERIODS

Competency: The learner understands cultural differences and exchanges information orally and in writing in relation to own country and community and those where the target language is spoken,.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Know where in the world the target language is spoken. (k) b) Locate some principle cities and countries. (k, s)	<ul style="list-style-type: none"> Identify target language countries and communities (TLCC) on a world map noting whereabouts i.e. hemisphere, continent, locality. Listen to people saying where they live and identify towns and countries. 	<ul style="list-style-type: none"> Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. Circulate during oral and written activities to check understanding and accuracy including of pronunciation Evaluate contribution to pair and group work ensuring coverage of all learners over time.
c) Know and use simple phrases for conducting classroom business (k, s)	<ul style="list-style-type: none"> Match up key phrases to pictures and work in pairs to practise and rehearse pronunciation 	<ul style="list-style-type: none"> Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess quality of products: family tree; identity card; presentation against agreed and shared success criteria.
d) Know a range of words and simple phrases for greetings, introductions, farewells and polite requests. (k) e) Greet a range of people using correct convention (k, u,s)	<ul style="list-style-type: none"> Explore the different cultural conventions when meeting and greeting peers and adults at different times of the day using pictures, words, and role-play. In groups read and understand different greeting cards. 	
f)) Introduce self, stating name, town and country and ask others for the same information. (k, u,s) g) Understand that some simple prepositions of place change with the noun. (k, u)	<ul style="list-style-type: none"> Practise key phrases in a simple exchange of information with a partner until known by heart e.g. (Look, Cover, Say) 'Speed date' four new classmates to find out their names. 	
h) Recognise letters and sounds of the alphabet and use them to spell names and clarify spelling and pronunciation of new words (k, u,s) i) Understand when to use capital letters (k, u)	<ul style="list-style-type: none"> Listen to, pronounce, sing and practise the sounds of single letters. Move to accented letters, syllables and words. Work out in pairs how to use the 'rules' to pronounce and write new words (include months) using question and answer 'How is it pronounced? Written, spelt?' 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
j) Recognise numbers 1-31, days of the week and months and use in contexts such as date, age and birthday. (k, u, s) k) Know some key question words and phrases. (k, u) l) Ask questions using correct word order and good pronunciation. (k, u,s) m) Respond to others questions taking part in two/three exchanges about name, age and birthday. (k, u,s)	<ul style="list-style-type: none"> Practise numbers together in class and then in pairs. Play number games such as fizz-buzz and lotto in groups. Listen to and identify numbers used in context – age and birthday – and practise question and answer with a partner. How old are you? When is your birthday? Read and understand some brief introductions from people of different ages from TLCC. In groups, take on the character of an imaginary guest at a cocktail party and exchange information using language learnt so far with other students. 	
n) Understand the concept of gender and number. (u) o) Know a range of words for family members and friends and understand possessive adjectives e.g. my, her, (k,u) p) Introduce family and friends (name, age, birthday) using 3rd person (k, u, s) q) Use the verb to have to describe hair and eyes and understand and apply adjectival agreement. (k, u,s)	<ul style="list-style-type: none"> View labelled pictures of families from different TLCC and recognize key words. Categorise friend and family vocabulary by gender. Label own family tree using possessive adjectives. Identify and explore texts about families, which include the full paradigm of verbs learnt so far. Substitute words in a text to introduce family members including plurals (my sisters). 	
r) Use the verb to be to describe nationality, size and personality. (k, u, s)	<ul style="list-style-type: none"> Identify colours and play 'Repeat if it's true'. Listen to short texts to identify hair and eye colour. Read the same texts and explore adjectival agreement. Read and understand longer descriptions that include personality, size and nationality. Derive and note when capital letters are used. Categorise adjectives in text into gender and number. Compare how the verbs to have and to be work in the target language with own or other language. Play opposites to reinforce adjectives and memory games to produce longer descriptions. Complete an identity card (electronic where possible) with personal details including name, age, birthplace, height, weight eye and hair colour etc. Give a presentation using prepared set phrases and visual prompts if preferred describing self, friends and family members stating name, age, nationality, birthday physical description and personality. 	

SENIOR 1: TERM ½**Theme 2: Building culture for real life****TOPIC 1.2: LIFE AT SCHOOL****18 PERIODS**

Competency: The learner understands cultural differences and exchanges information orally and in writing in relation to own country and community and those where the target language is spoken, basing on life at school.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recognise and use a range of words, simple set phrases and questions related to school including subjects, people, school environment, specialist rooms, school equipment. (k, s)	<ul style="list-style-type: none"> In groups match key vocabulary subjects, rooms, places and people to pictures/symbols. Play games to practise key words and their spellings 	<ul style="list-style-type: none"> Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress.
b) Know how to express likes and dislikes and give an opinion about subjects and people at school. (k, u,s) c) Use basic adjectives (interesting, boring, fun, difficult, etc.), intensifiers (very, quite, really etc) and negatives. (k, u,s)	<ul style="list-style-type: none"> Read a text to identify and understand key vocabulary. Play opposites to reinforce adjectives and intensifiers and memory games to produce longer descriptions. 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy including of pronunciation. Evaluate contribution to pair and group work ensuring coverage of all learners over time.
d) Revise question words already learnt and add where and why. (k)	<ul style="list-style-type: none"> Listen to texts to recognise school subjects and identify opinions of students in TLCC. Use images that represent subject and opinion to role-play responses to prepared questions. 	<ul style="list-style-type: none"> Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks.
e) Ask questions using correct word order and with good pronunciation and respond to others' questions taking part in simple exchanges about subject preferences, times classes start and finish, teachers and classmates. (k, u, s)	<ul style="list-style-type: none"> In groups and using prepared questions, design and conduct a survey about school subjects and favourite teachers. 	<ul style="list-style-type: none"> Record listening and reading comprehension results. Assess products: journal; RAP; response to letter against agreed and shared success criteria.
f)) Recognise numbers 1-60 and days of the week (k,u) g) Tell the time using the 24-hour clock (k, u, s) h) Say what time lessons begin and end each day using time connectives e.g. then, next, after. (k, u,s) i) Identify some common regular verbs used to describe routines at school – study, learn, play, eat, speak, chat etc. – and talk about school routines at break, lunch time, extra-curricular activities. (k, u,s)	<ul style="list-style-type: none"> Complete sentences to demonstrate understanding of the time. Listen to times and identify corresponding clock faces. In groups, listen to TLCC speakers describing their timetable (subject, room, and teacher) and match written sentence halves. View a timetable from a TLCC school and compare to own in pairs. Using a model discuss a timetable with a partner responding to questions and explaining what time lessons begin and end each day. Solve a puzzle by following clues to identify a subject from the timetable. 	<ul style="list-style-type: none"> Observe use of target language when playing games.
j) Know the full paradigm of some commonly used regular verbs and their corresponding sound and letter patterns. (k, u) k) Read and understand short written and spoken texts about the school day, school life and school routines (k,u)	<ul style="list-style-type: none"> In groups read short texts about the school environment, classmates, teachers and subjects and typical school day in TLCC. Complete activities to develop understanding. Compare with home school. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> Investigate verb patterns in the chosen texts and complete related gap-fill activity to consolidate understanding of verb conjugation. In groups, explore strategies to memorise grammar points and vocabulary and share findings with class. Produce an illustrated school journal (using ICT where possible) in pairs and present to the class using prompts if required. 	
<p>l) Talk about school rules using modal verbs and negatives – We can, cannot, must, must not (k, u, s)</p> <p>m) Know how to make polite requests and apologise for breaking classroom rules (Sorry I'm late, I forgot my homework, pen, ruler etc.) and use them in the classroom (k, u, s)</p> <p>n) Know and use some phrases for playing games such as your turn, I won, I lost etc. (k, u, s)</p>	<ul style="list-style-type: none"> Read a short text in the present tense about school rules concerning uniform, homework, behaviour, rewards and sanctions 50 years ago. Categorise them in two columns: changed and unchanged. In groups, play games to memorise vocabulary, spellings and phrases about school rules using the phrases for game playing. Write a 'Rules Rap' where the phrases 'We must' and 'We must not' are repeated. In response to a simple letter from a student in the TLCC and using a model, write a letter that includes an introduction and two short paragraphs about a typical school day. Thank him/her and answer his/her questions about subject preferences, routines and rules. 	

SENIOR 1: TERM 2/3

Theme 2: Building culture for real life

TOPIC 1.3: GETTING A ROUND

18 PERIODS

Competency: The learner understands cultural differences in relation to own country and community and those where the target language is spoken, basing on the following: Home town, campus points, places in the town and direction and using public transport.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Recognise and use a range of words, set phrases and questions related to types of towns and villages, places in a town and locations e.g. compass points, near the sea, in the mountains etc. (k, u,s)</p> <p>b) Know a range of verbs to talk about common tourist activities (k, u, s)</p>	<ul style="list-style-type: none"> • In groups, match key vocabulary places and locations to pictures/symbols. • Read simple texts about towns and villages and put the images in the correct order. Listen to speakers from the TLCC describing where they live and what you can do there. Decide whether their attitude is positive or negative. Record the word/phrase that tells you. 	<ul style="list-style-type: none"> • Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. • Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc.
<p>d) Describe where a town or village is, what it is like, and what there is to see and do. (k, s)</p> <p>d) Say what there isn't in a place using negative expressions. (k,s)</p> <p>e) Express and explain opinions. (k,s)</p> <p>f)) Revise possessive adjectives and understand and use demonstrative adjectives e.g. this, that. (k, u,s)</p>	<ul style="list-style-type: none"> • Turn positive sentences into negatives. Check answers with peers. • In groups, play games to memorise key questions and phrases including negative statements. • Complete activities to reinforce understanding of possessive adjectives. Use knowledge of gender to work out the rules for using demonstrative adjectives. • Complete simple written exercises to consolidate understanding of demonstrative adjectives in the context of showing someone around the town. • In groups, read some simple promotional literature from the tourist board of a chosen TLCC and extract main points. Adapting a model, work with a partner to write a short simple description of a chosen town to promote it at the Tourist office. Present to the class using illustrations as prompts if required 	<ul style="list-style-type: none"> • Circulate during oral and written activities to check understanding and accuracy including conjugation, pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: description; presentation; scripts; play against agreed and shared success criteria. • Observe use of target language when playing games.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g) Recall and use some key questions and phrases relating to asking the way, checking distance, giving directions and locating a place using some common prepositions. (k, u, s) h) Know how to apologise for, or explain lateness, getting lost etc. (k,u)	<ul style="list-style-type: none"> • In groups play games to practise and memorise key questions and phrases. • Listen to single directions and locations and match them to correct sign. • Using a simple, clearly labelled map of a town listen to people asking the way to various places and recognise place, direction and precise location. • Role-play conversations at the tourist office in pairs taking it in turns to play tourists with different temperaments and requests. • In groups listen to people asking the way. Extract main points and listen repeatedly to identify any additional information they give (late, lost, in a car, on foot etc.) • Write a short, humorous script drawing on language learnt so far and perform a play for four people that features asking for directions in the town and at the railway station. 	
i) Know a range of vocabulary and some simple phrases relating to types of transport and travel preferences. (k) j) Say what transport is available in a place using common prepositions. (k,s) k) Ask for and check information about travel and understand responses, signs and announcements. (k, u,s) l) Recognise numbers 1-100 and appropriate currencies (k,u) m) Know how to express lack of understanding, ask for clarification or for help with a word or phrase (k,s)	<ul style="list-style-type: none"> • In groups play games to memorise words and their spellings, key questions and phrases. Match simple statements about travel preferences to pictures. • Complete exercises to practise and consolidate understanding of prepositions in sentences describing travel to different places. • Listen to dialogues and announcements and extract travel information. • Work in groups to read signs, notice boards, tickets, etc. to deduce the meanings of some unfamiliar words. Check unknown words in the dictionary. • Role-play different simple transactions at a travel desk asking for tickets and clarifying prices, arrival and departure times. 	

SENIOR 1: TERM 3**Theme 2: Building culture for real life****TOPIC 1.4: WORK AND AMBITIONS****18 PERIODS**

Competency: The learner understands cultural differences and exchange information orally and in writing in relation to own country and community and those where the target language is spoken, basing on the following: job and where people work, work routines and future ambitions.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recognise and use a range of words and set phrases and questions related to jobs and places of work (office, laboratory) and location i.e. outside, abroad etc. (k, u,s) b) Recall how to express a preference and use a wider range of verbs to talk about likes and dislikes such as I'm interested in, I'm passionate about, I can't stand, I loathe. (k, u,s)	<ul style="list-style-type: none"> Match key vocabulary re jobs with work locations. Listen to people talking about their jobs and work places and match to pictures. Read simple paragraphs about work and decide whether the speaker's attitude is positive or negative. In pairs find the expressions that denote like and dislike. 	<ul style="list-style-type: none"> Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc.
c) Know a range of verbs to talk about work routines including some simple reflexives (k, u) d) Revise the time and use a wider range of time sequencers such as in the morning, at midday, in the evening etc. when talking about routines (k, u, s)	<ul style="list-style-type: none"> Work in pairs to express preferences for some jobs in a list, explaining why or why not. Read short texts about work routines in pairs and put them in the correct chronological order. Read jumbled up longer paragraphs about work routines and reorganise them. Listen to TLCC speakers talking about their work routines and extract main points. Play memory games in groups to reinforce recall of routines. Work in pairs and secretly choose a job. Guess what it is by asking prepared questions. Choose someone you admire and research in TL online where possible. Imagine their daily routine. Write at least two paragraphs about it for a TLCC magazine. 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy including conjugation, pronunciation. Evaluate contribution to pair and group work ensuring coverage of all learners over time. Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: plan; prediction; magazine article against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
e) Understand the future tense of regular verbs and some commonly used irregular verbs (k, u) f)) Know some key question words and phrases. Ask questions with good pronunciation and respond to others' questions taking part in exchanges about future plans. (k, u,s) g) Talk about personal hopes and ambitions for work using some simple future indicators e.g. tomorrow, next week, next year, in two years etc. (k, u,s)	<ul style="list-style-type: none"> • Listen to some simple dialogues about favourite subjects and future plans matching words and symbols. • Recognise future tense in the dialogues. Read short texts to reinforce how to talk in the future. Discuss and record rules for forming the future with support from the teacher. • Play games to memorise key questions and phrases including verbs in the future. • Use horoscopes from TLCC magazines/ newspapers/online to reinforce reading. Write a prediction for a friend. • Play prediction games including imagining some jobs in the future. • Read longer texts about people of different ages from different TLCC talking about future plans. Use dictionary to investigate unfamiliar vocabulary. • Write about own future plans with regard to jobs. 	

SENIOR 2: TERM 1

Theme 3: Working for healthy body (Part 1)

TOPIC 2.1: FREE TIME ACTIVITIES AND CELEBRATIONS

18 PERIODS

Competency:

The learner knows a variety of free time activities, talks about family occasions; present and past celebrations and understands cultural differences and exchanges information orally and in writing in relation to own country and community and those where the target language is spoken, basing on free time and celebrations.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Know and use further phrases for conducting classroom business. (k, u, s)	<ul style="list-style-type: none"> Match up key phrases to pictures and work in pairs, reading aloud to practise and rehearse pronunciation. 	<ul style="list-style-type: none"> Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress.
b) Revise the present tense. (k,u) c) Know a range of words and simple phrases for free time activities (k,u) d) Recall how to express likes and dislikes and give an opinion about free time activities (k, u, s) e) Know and use adverbs of frequency (k, u,s)	<ul style="list-style-type: none"> Practise key phrases in a simple exchange of information with a partner until known by heart 'Speed date' four new classmates to find out their favourite activities and how often they participate. Listen to recordings of TLCCspeakers discussing recent past and current events (birthday, Easter etc.) Identify main messages. Investigate verb patterns in the chosen texts and complete related gap-fill activity to consolidate understanding of verb conjugation. Play games in groups to rehearse set phrases. 	<ul style="list-style-type: none"> Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc. Circulate during oral and written activities to check understanding and accuracy including conjugations and pronunciation. Evaluate contribution to pair and group work ensuring coverage of all learners over time. Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: description; presentation against agreed and shared success criteria.
f)) Understand people talking in the past and know how to exchange personal information about past events (k, u,s) g) Understand how to form the simple past tense of common regular verbs (k,u) h) Talk about past events using some simple past indicators e.g. last week, yesterday, two days ago, etc. (k, u,s)	<ul style="list-style-type: none"> Take part in dialogues about past events where some phrases have to be memorised and others substituted. Using a model, role-play conversations e.g. between secretive adolescents and anxious parents following a weekend away with friends. Identify target language countries and communities (TLCC) on a world map noting where certain festivals take place. Listen to people talking about festivals. 	
i) Know words for special days and festivals and locate major TLCC festivals on a world map (k, u, s)		

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
j) Know a range of vocabulary and phrases to exchange information about typical celebrations at home and abroad. (k, u,s) k) Use connectives to compare and contrast (k, u, s) l) Talk about giving and receiving gifts (k, u, s)	<ul style="list-style-type: none"> • Play games in groups to memorise key words and their spellings, questions and phrases. • Match simple statements about celebrations (birthday, Christmas, Eid, Diwali, Chinese New Year etc.) to pictures. Choose most appropriate sentences from a list to describe typical celebration activities. • Read aloud and understand some brief descriptions of festivals from people of different ages from TLCC. • Compare texts to what typically happens at home. • Write two connected paragraphs comparing celebrations at home and abroad. • Take part in memory challenges to produce the longest sentence possible (gifts received for a birthday or special event). 	
m) Exchange information about an event using recent past and present tense. (k, u, s)	<ul style="list-style-type: none"> • In pairs, read short extracts about events in the recent past and present. • Watch YouTube clips or listen to people discussing recent past and present events. Recognise and identify the different tenses and time indicators in each text. • In groups, explore strategies to memorise grammar points and vocabulary and share findings with class. • Give a presentation using prepared set phrases about an imagined festival that is celebrated at home and abroad. Say what usually happens and what happened last year. 	

SENIOR 2: TERM 1/2

Theme 3: Working for healthy body

TOPIC 2.2: FOOD AND DRINK

18 PERIODS

Competency: The learner responds to, and makes simple requests in the target language and understands cultural differences and exchanges information orally and in writing in relation to own country and community and those where the target language is spoken, on the following:

Shopping for food; describing dishes; healthy lifestyle, and ordering snacks and meals.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a) Recognise, recall and use a range of words, set phrases and questions related to shopping in markets, shops and groceries (k, u,s) b) Recall and use some key questions and phrases relating to asking the way and locating a place. (k, u,s) c) Recognise and use numbers 1-1000, specific quantities and currencies in the context of buying food and drink. (k, u,s) 	<ul style="list-style-type: none"> • Match shops and shopping lists to pictures of food in baskets/trolleys. Play games to memorise key questions and phrases in shopping conversations. • Adapt conversations, changing item, quantity, and price. • Read TLCC food labels and recipes to identify ingredients, quantities and prices. • Read about local and regional dishes and complete ingredients table. Recognise how to indicate non-specific quantities and establish grammar rules with the teacher 	<ul style="list-style-type: none"> • Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. • Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc. • Circulate during oral and written activities to check understanding and accuracy including conjugations and pronunciation.
<ul style="list-style-type: none"> d) Know some key question phrases to ask about national and regional dishes and find out the main ingredients(k) e) Describe what's in a particular dish, express preferences and give opinions (k, u,s) f)) Understand how to form the simple past tense of common irregular verbs (k, u) g) Know how to express surprise, enthusiasm or displeasure. (k,u) 	<ul style="list-style-type: none"> • Listen to speakers from the TLCC describing dishes eaten at different times of year, including festivals/special celebrations. • Decide whether their attitude is positive or negative. Identify past tenses in their descriptions and recap how to talk about past events. Discuss strategies for learning irregular forms by heart. • Work in groups to describe favourite dishes using set phrases. • Work with a partner to promote a dish eaten recently at a local restaurant or event. • Memorise prepared sentences to give a presentation to the class about a favourite dish. Respond to questions asking for further information. 	<ul style="list-style-type: none"> • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: descriptions; presentation; blog against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h) Know a range of vocabulary and some simple phrases relating to buying snacks and meals (k) i) Recall how to express lack of understanding and ask for clarification (k, s)	<ul style="list-style-type: none"> • Practise and memorise key questions and phrases. • Work in groups to read and interpret TLCC menus and deduce meaning of some unfamiliar words. Check unknown words in the dictionary. Listen to dialogues in café/restaurant and extract most information. • Role-play different transactions in café or restaurant ordering food and drink, checking ingredients of dishes and clarifying price. 	
j) Know and use a range of vocabulary and phrases to exchange information about healthy food types and drink options. (k, u,s) k) Say what you should and shouldn't eat and drink to stay healthy (k, u,s)	<ul style="list-style-type: none"> • Match food types to pictures. Play games in groups to memorise key questions and phrases include those using modals e.g. I can't resist fast food. • Watch selected YouTube clips or listen to people talking about their diets and decide whether they are healthy or unhealthy and explain why. Read extracts about diets and answer true and false statements/ complete gap fill exercises. • Write a paragraph adapting words in a table in pairs to describe a healthy diet and say what you should and shouldn't eat using adverbs of frequency to enhance sentences. • Produce a blog or write a short article for a magazine about healthy eating 	

SENIOR 2: TERM 2/3

Theme 4: Interaction with the Environment

TOPIC 2.3: CLOTHES AND FASHION

18 PERIODS

Competency: The learner responds to, and makes simple requests in the target language, and understands cultural differences and exchanges information orally and in writing in relation to own country and community and those where the target language is spoken, on the following:

Shopping for clothes; describing what someone is wearing; young people and fashion.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Recognise, recall and use a range of words, set phrases and questions related to shopping for clothing in boutiques and in the shopping mall (k, u, s)</p> <p>b) Recall and use some key questions and phrases relating to asking the way around a shopping mall and locating a department. (k, u, s)</p> <p>c) Recognise and use numbers 1-1000, specific quantities and currencies in the context of buying clothes and shoes (k, u, s)</p> <p>d) Understand the reasons for different items of clothing in relation to their suitability (k, u,s)</p> <p>e) Recall agreement of adjectives and understand comparatives (k, u)</p>	<ul style="list-style-type: none"> • Match key vocabulary to pictures. Use pictures to practise key vocabulary in pairs • Listen to a number of people buying different clothes, in different places and match to photos. • Listen to shopping conversations in boutiques and department stores and note main points and some details. • Work in groups against the clock using a dictionary to compile own list of possible reasons for not buying (too big, small, wide, expensive, bright etc.) Share and check answers and agree on a common list. • Complete texts by adding missing adjectives in pairs. • Role-play different transactions in shops adapting them by changing type of clothing, fabric, size, price etc. and reasons for not buying. 	<ul style="list-style-type: none"> • Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. • Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc. • Circulate during oral and written activities to check understanding and accuracy including conjugations and pronunciation. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks.
<p>f) Know some questions and phrases to talk about what clothes people normally wear at work, at school and at the weekend (k, u, s)</p> <p>g) Understand and apply the imperfect tense to talk about how people used to dress in the past. (k, u,s)</p>	<ul style="list-style-type: none"> • Listen to young people from TLCC talking about how they dress for work and school and at the weekend. Identify main points and some detail. • Listen to people talking about how they will dress for a party and identify them from a series of photos. • In groups, compare current dress to descriptions of how people used to dress. Identify the imperfect tense and discuss rules. Clarify with the teacher. Draw and label outfits based on descriptions. • Conduct a survey (online if possible) to find out the preferred dress styles of peers. • Write a letter to a friend about preferred dress styles of self, family and friends, saying how you/they used to dress as a child. 	<ul style="list-style-type: none"> • Record listening and reading comprehension results. • Assess products: Letter; design and description against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
h) Know a range of words and phrases to talk about fashion and compare styles (k, u, s)	<ul style="list-style-type: none">• Play games to memorise key questions and phrases. Match simple statements about fashion to pictures.• Listen to fashion adverts and extract main information.• Work in groups to read and analyse young people's comments about fashion. Check unknown words in the dictionary.• In pairs design and label an outfit and write a description for a fashion magazine.	

SENIOR 2: TERM 3

Theme 4: Interaction with the Environment

TOPIC 2.4: THE ENVIRONMENT

18 PERIODS

Competency: The learner responds to, and makes simple requests in the target language and understands cultural differences and exchange information orally and in writing in relation to own country and community and those where the target language is spoken, on the following:

Local environment; the weather; recycling; environmental problems.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recall and use a range of words, set phrases and questions related to geographical features i.e. mountains, countryside, sea, hills, river, forest (k, u,s) b) Talk about the advantages and disadvantages of living in different locations and express personal opinions. (k, u, s)	<ul style="list-style-type: none"> Match key vocabulary re location and geographical features to pictures/ symbols. Read aloud, simple texts about locations and put the images in the correct order. Listen to speakers from the TLCC describing their locality and the advantages and disadvantages of living there. Decide whether their attitude is positive or negative. 	<ul style="list-style-type: none"> Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress. Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc.
c) Describe where a town or village is located express and explain opinions. (k, u,s) d) Talk about the climate, and the weather there at different times of year (k, u,s) e) Recall the future tense and understand a simple weather report (k, u)	<ul style="list-style-type: none"> Work in groups to describe different locations using set phrases. Listen to and recite songs about the environment. Match key vocabulary related to climate/weather to pictures/symbols. Revise the future tense. Listen to, watch and read simple weather reports. Create and present own weather forecasts using the future tense, in groups Work with a partner to write a short description of a location, its climate and seasonal weather. 	<ul style="list-style-type: none"> Circulate during oral and written activities to check understanding and accuracy including conjugations and pronunciation. Evaluate contribution to pair and group work ensuring coverage of all learners over time. Involve students in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: descriptions; weather report; contribution to internet forum against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f)) Know and use some key words, phrases and questions relating to recycling (k, s) g) Use simple expressions to talk about cause and consequence (k, s) h) Recall how to ask for new words and to use coping strategies to express what you want. (k, u, s)	<ul style="list-style-type: none"> • Place key nouns into one of three boxes, - throw/compost/recycle. Play games to practise and memorise key questions and phrases. • Listen to TLCC speakers talking about recycling in their localities and countries and extract the main information. Work in groups to work out meaning of new words checking any unknown words in the dictionary. • Complete gap fill activities about recycling, practising simple cause and consequence constructions to say if something happens, something else will happen. • Work in pairs on prepared questions about the environment. Adapt answers from a model and add extra information to improve responses. • Using a model, role-play a conversation advising young children about how to manage their waste better in school. Practise using coping strategies (mime, point, facial expressions etc.) 	
i) Know and use a range of vocabulary and some simple phrases relating to environmental problems such as waste, pollution, climate change, extinction etc. (k, u, s) j) Talk about some environmental problems and possible solutions using the modal verbs must, can etc. (k, u,s)	<ul style="list-style-type: none"> • Read aloud, short texts about environmental problems and highlight key words and phrases. Play games to practise and memorise key questions and phrases. • Listen to TLCC speakers talking about environmental problems in their localities and countries and extract the main information. Note the differences and similarities. • Play games to revise modal verbs. • Match simple statements about environmental issues with possible solutions. • Work with a partner to ask and answer some set questions about sustainability and own routines to help save the planet. • Using a model, work in groups to write a contribution to an internet forum about the most important environmental issue. Offer a couple of solutions. 	

SENIOR 3: TERM 1

Theme 5: Building Healthy Relationships

TOPIC 3.1: RELATIONSHIPS WITH FAMILY AND FRIENDS

18 PERIODS

Competency: The learner responds to, and makes requests in the target language and understands cultural differences and use knowledge of language to communicate with increasing accuracy and exchange information orally and in writing in relation to own country and community and those where the target language is spoken on the following:

Self and family; getting on with others; personal relationships; future relationships.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand longer texts about the family and exchange information about own family and friends (k, u, s) b) Know and use a range of phrases to talk about getting on with people. (k, u, s) c) Recall position and agreement of adjectives including irregulars (k, u)	<ul style="list-style-type: none"> In groups, brainstorm on family, friends and pets' vocabulary. Which group can come up with the longest list? Listen to longer texts spoken and match speakers to photos, extract main points and some details. Read same and/or additional extracts in pairs and note and share new vocabulary. Work with a partner to exchange information using set questions. Write a few sentences about your partner, challenging self to work from memory. Use reference tables and knowledge of grammar to check accuracy. Read blog entries about getting on with family and friends. Match beginnings with ends of phrases In small groups, listen to recordings of TLCC speakers talking about positive and negative relationships with parents, siblings and friends. Listen repeatedly until maximum amount of information is extracted (Who they are describing, the relationship, additional points) Share findings with whole class. Listen again to check understanding. In pairs, investigate verb patterns in the chosen texts and complete related gap-fill activity to consolidate key grammar points (verb conjugations/adjectival agreement etc.). In groups, write a description of a character from a TV series without naming him/her. Take it in turns to read aloud group descriptions and identify the character. 	<ul style="list-style-type: none"> Routinely observe and check developing understanding/ spontaneous use of target language. Circulate during oral and written activities to check understanding and application of learnt rules to improve accuracy. Evaluate contribution to pair and group work ensuring coverage of all learners over time. Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: descriptions; presentation against agreed and shared success criteria

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d) Know and use a range of words, phrases and questions to talk about marital status and personal relationships (k, u, s)	<ul style="list-style-type: none"> • Play games in groups to memorise key questions and phrases. Match statements about people to pictures. • In pairs, rewrite sentences adding adjectives in the correct position and ensuring they agree with nouns. Choose most appropriate sentences from a list of qualities to describe ideal partner. • In groups, explore strategies to memorise grammar points and vocabulary and share findings with class. • Take part in group memory challenges to recite the longest paragraph possible about family and friends. 	
e) Exchange information about future plans for work, marriage and children (k, u, s) f)) Recall and use the immediate future and the future tense. (k, u, s)	<ul style="list-style-type: none"> • Compare written and spoken texts about attitudes to marriage in different TLCC. • Investigate verb patterns in the chosen texts and complete related gap-fill activity to consolidate key grammar points (future endings etc.) • In pairs, read extracts about individual's current opinions and match them to possible future plans. Explain choices. • Using a model, write a description of your ideal partner and plans for work, marriage and children. Give a presentation from memory about relationships and future plans. 	

SENIOR 3: TERM 1/2**Theme 5: Building Healthy Relationships****TOPIC 3.2: ENTERTAINMENT AND SPORT****18 PERIODS**

Competency: The learner responds to, and makes requests in the target language and understands cultural differences and uses knowledge of language to communicate with increasing accuracy; takes part in exchanges of information orally and in writing in relation to own country and community and those where the target language is spoken on the following:

Television, music and films; free time activities; sport and sporting interests.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Know and use a range of words, phrases and questions to talk about television, music and film (k, u, s) b) Exchange opinions about different types of entertainment (s) c) Find out what time programmes, events etc. begin and end and arrange to meet someone (k, u, s)	<ul style="list-style-type: none"> Match TV programmes, music and film types to pictures. Play games in groups to memorise key vocabulary. In groups, view TLCC TV programme, film and music adverts and posters noting simple items of information such as title, cost, genre, venue, time, day etc. Complete information gap activities. 	<ul style="list-style-type: none"> Routinely observe and check developing understanding/ spontaneous use of target language. Circulate during oral and written activities to check understanding and application of learnt rules to improve accuracy. Evaluate contribution to pair and group work ensuring coverage of all learners over time.
d) Use the past tenses to talk about a film or TV programme seen recently and give an opinion (k, u, s)	<ul style="list-style-type: none"> Take part in dialogues organising a trip to see a film, show or event. Working with a partner, write text messages to each other arranging to meet up before going to an event. Listen to speakers from the TLCC describing music, films, programmes. Extract main points and some additional information and decide whether their attitude is positive or negative. Work in groups to describe favourite TV programme, film or music, adapting set phrases. Read short reviews and complete true/false statements or answer questions. Identify the past tenses and revise rules using verb tables in pairs In pairs produce a poster for a film or play enjoyed recently. Adapt a model to write a review and present it to the class from memory using the poster for support. 	<ul style="list-style-type: none"> Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: poster; descriptions; blog; article; presentation against agreed and shared success criteria

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
e) Understand longer texts about the free time activities and leisure. (k, u,s) f)) Recall and use adverbs of time to talk about leisure activities (k, u,s)	<ul style="list-style-type: none"> • In groups, brainstorm leisure activities vocabulary. Which group can come up with the longest list? • Work in groups to read and interpret longer texts about how some famous entertainers spend their free time. Deduce meaning of some unfamiliar words. Check unknown words in the dictionary. Listen to dialogues about leisure activities in groups. Keep listening until all information is extracted. • Role-play different dialogues about taking part in leisure activities at different times of the year. 	
g) Know and use a range of vocabulary, phrases and questions to exchange information about sport and sporting interests. (k, u, s)	<ul style="list-style-type: none"> • Match sports to celebrities (pictures or names). Play games in groups to memorise key questions and phrases. • Listen to people talking about their sporting passions. Complete true and false statements or complete gap fill exercises. • Write a paragraph from memory in pairs to describe sporting interests and passions using adverbs of time to enhance sentences. • Produce a blog or write a short article for a magazine about a sports person of choice. 	

SENIOR 3: TERM 2/3**Theme 6. Working for Healthy Body (Part 2)****TOPIC 3.3: HOLIDAYS AND TRAVEL****18 PERIODS**

Competency: The learner responds to, and makes requests in the target language and understands cultural differences, including using knowledge of language to communicate with increasing accuracy; takes part in exchanges of information orally and in writing in relation to own country and community and those where the target language is spoken on the following:

Holiday destinations, preferences and plans; booking accommodation; complaints; describing a holiday.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recognise and recall vocabulary and phrases used to talk about holidays (k, u, s) b) Exchange information about holiday preferences and plans (k, u, s)	<ul style="list-style-type: none"> • In groups, create a mind-map to capture prior learning re holiday vocabulary. Listen to, view and read TLCC holiday adverts and match phrases about destinations, localities, transport and holiday duration, price to pictures. • Listen to speakers from TLCC discussing their holiday preferences and match to photos, extract main information and most details. • Use adverts, pictures and photos to practise and memorise key vocabulary in pairs and groups. In pairs take part in conversations about holidays using a model and memorising most questions and answers. • Complete spot the mistake, adapt to suit personal context exercises and gap fill tasks to revise the future tense. • Read aloud, a description of holiday plans to practise pronunciation and fluency. Select an advert and work in groups to plan a holiday to a TL country for a particular target group. Use known grammar rules to improve accuracy in using future tense etc. 	<ul style="list-style-type: none"> • Routinely observe and check developing understanding/ spontaneous use of target language. • Circulate during oral and written activities to check understanding and application of learnt rules to improve accuracy. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: plan; description; presentation against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d) Know and use a range of vocabulary, phrases and questions relating to booking accommodation in a hotel, campsite, hostel etc. (k, u,s) d) Ask for and check information about travel and understand responses, signs and announcements. (k, u,s) e) Know how to make a complaint politely. (k, s)	<ul style="list-style-type: none"> • In groups, match record new vocabulary and work out meanings together. Play games to practice new vocabulary. • Listen to TLCC speakers booking into a hotel either on the 'phone or in person and extract most details about room type, occupancy, cost, check in times, meals, view etc. • View online hotel adverts and read brochures and extract details. In pairs, role-play transactions at a hotel based on information. • Listen to people checking into other types of accommodation and identify differences. Working with a new partner, role-play transactions at a campsite and hostel using set phrases. • Practise set phrases for complaints about things missing or not working in groups. • Listen to longer dialogues that include complaints, some including language from other topics, and extract main points and most details. • Using set phrases, and working in pairs role-play dialogues at two hotels; one good and one bad. Write a review for each one. 	
f)) Recall and use the past tenses. (k, u,s) g) Understand descriptions of past, present and future holidays (k, u,s)	<ul style="list-style-type: none"> • In groups, read texts and investigate the difference between the perfect and imperfect tenses. Complete related gap-fill activities to consolidate understanding. Write some sentences using both tenses together independently. • Listen to people talking about their holidays in groups. Work out who is speaking, identify tense and extract most details. Listen once all information is extracted and check unknown words in the dictionary or with the teacher. • Work in pairs on prepared questions about holidays past, present and future. Write own description, memorise and present to group responding to any questions. 	

SENIOR 3: TERM 3**Theme 6. Working for Healthy Body****TOPIC 3.4: ILLNESS, ACCIDENT AND EMERGENCY****18 PERIODS**

Competency: The learner responds to, and makes requests in the target language and understands cultural differences; uses knowledge of language to communicate with increasing accuracy; take part in exchanges of information orally and in writing in relation to own country and community and those where the target language is spoken on the following:

Accidents, injuries and emergencies; seeing the doctor; going to the chemist, staying healthy.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recall and use a range of words, set phrases and questions related to accidents and illness (k, u, s)	<ul style="list-style-type: none"> Match key vocabulary re parts of the body and simple ailments to pictures/ symbols. Play games in groups to commit vocabulary to memory. Read aloud texts about injuries and put the images in the correct order. Work in pairs to describe simple ailments and injuries using set phrases 	<ul style="list-style-type: none"> Routinely observe and check developing understanding/ spontaneous use of target language. Circulate during oral and written activities to check understanding and application of learnt rules to improve accuracy. Evaluate contribution to pair and group work ensuring coverage of all learners over time.
b) Describe an accident in the past explaining what happened when, the cause and the outcome (k, u,s) c) Understand newspaper articles about accidents and emergencies (k, u,s) d) Recall expressions to talk about cause and consequence (k, s)	<ul style="list-style-type: none"> In groups, record new vocabulary re accidents and emergencies and work out meanings together. Categorise and classify vocabulary to improve recall. In groups, match news headlines with pictures. Look at a page of a TLCC newspaper chosen by the teacher (online if preferred) in groups and extract information from pictures, headlines and subtitles only. Discuss the importance of visual clues in understanding context. Read short newspaper extracts and listen to short reports about e.g. sporting, traffic accidents, natural disasters etc. in TLCC and their causes and consequences. Complete gap fill activities about accidents and emergencies, practising simple cause and consequence constructions to say because something was happening, something else happened as a result. Work with a partner to write a short report of an accident for a newspaper using reference materials to check accuracy (e.g. use of past tenses). 	<ul style="list-style-type: none"> Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. Record listening and reading comprehension results. Assess products: newspaper report; information leaflet against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
e) Know and use some key words, phrases and questions relating to visiting the doctor (k, u, s)	<ul style="list-style-type: none"> • Play games to practise and memorise key questions and phrases. • Listen to dialogues in the doctor's surgery and extract the main information. Read aloud and highlight key words and phrases. • Using a model role-play a conversation in the doctor's surgery between the receptionist or doctor and a patient. 	
f)) Know and use a range of vocabulary, phrases and questions relating to visiting the chemist. (k, u, s) g) Talk about some simple medical problems and possible solutions using modal verbs (k, u, s). h) Recall and use vocabulary and phrases to talk about staying healthy (k, u,s).	<ul style="list-style-type: none"> • Play games to practise and memorise key words, questions and phrases. • Listen to conversations at the chemist and extract the main information and some details. • Revise modal verbs in groups by matching statements about common medical issues with possible solutions. • Listen to TLCC people talking about their lifestyles and decide whether they are healthy or unhealthy. Explain why. Read extracts about healthy lifestyles and answer true and false statements/ complete gap fill exercises/ match sentence beginnings to ends. • Write a paragraph adapting words in a table in pairs to describe a healthy lifestyle, and say what you should and shouldn't do to stay healthy. • Using a model, work in groups to produce an information leaflet about staying healthy and first aid in the home. 	

SENIOR 4: TERM 1**Theme 7. Working for Healthy Body (Part 3)****TOPIC 4.1: EDUCATION AND ASPIRATIONS****18 PERIODS**

Competency: The learner expresses and develops thoughts and ideas spontaneously and fluently; understands a rich range of authentic written and spoken material; draws on broader knowledge of language and culture of the target language communities and countries to interact and communicate effectively orally and in writing on the following:

School life; school in different countries; ideal school; hopes and aspirations.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a) Recall and use a range of vocabulary and phrases to talk about school and school routines (k, u, s) b) Memorise new words and apply copying strategies to work out meanings in longer texts (k, u, s) c) Recognise and respond to important themes and ideas in relation to school life (k, u, s) 	<ul style="list-style-type: none"> • In groups, create an alphabet grid for subjects, places, people and equipment in school. Which group can compile the most complete grid? • Work with a partner, taking it in turns to describe one of the words on the list. (e.g. It's a room. You study science in it. It begins with the letter 'L'). The partner has to guess the word correctly. • In groups, listen to a number of people talking about their school, routines, what they like and dislike what they are good at etc. at near normal speed. Listen again and identify additional information. Share findings and read same text to extract further detail. Check meaning of unknown words with the teacher who responds by giving a description of the word. • Read a longer text about a student's first day at a secondary school in a TLCC. Respond to true/false statements/Answer some questions/Find deliberate errors. • Listen to another student's account of a school trip and respond to questions giving details. • Complete activities to reinforce understanding and application of specific grammar points in the texts (past tenses, present, position of adverbs etc.). 	<ul style="list-style-type: none"> • Routinely observe and check development of spontaneous use of target language, and ability to draw on previously learnt language • Circulate during oral and written activities to check fluency, understanding and application of learnt rules to improve accuracy. • Evaluate contribution to pair and group work ensuring coverage of all learners over time. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: travel blog; script and video; interview against agreed and shared success criteria

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d) Compare and contrast schools in different countries (k, u, s)	<ul style="list-style-type: none"> • In groups, listen to someone’s account of a visit to a school in a different TLCC and note the differences identified in a table. Complete the third column of the table with any additional differences in own school. • Identify the words and phrases in the text that are used to indicate similarity and difference. • In pairs, write a travel blog for a week imagining you are on an exchange at one of the other two schools. What is similar? What is different? Which system do you prefer and why? 	
e) Know how to use the conditional tense to talk about hypothetical situations and possibilities. (k, u,s) f)) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)	<ul style="list-style-type: none"> • In groups, identify conditional tense in everyday transactions. Investigate conditional tense patterns in sentences and record rules. Complete spot the mistake, adapt to suit personal context exercises and gap fill tasks to practise and consolidate understanding of conditional including in sentences using two tenses such as If I were ... I would. • Practise using cause and consequence constructions in pairs saying if something was happening, something else would happen as a result, giving a reason. • Listen to students talking at near normal speed about what they would do to improve their schools. Note comments about uniform, homework, timetable, teachers, etc. • Using some set phrases and drawing on previous learning, work in groups to describe what the school would be like if you were the head teacher. Produce a script for a video and make a recording, visiting places in school if possible. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
g) Explain requirements for different jobs using modal verbs (k, u, s) h) Talk about hopes and aspirations (k, u,s)	<ul style="list-style-type: none"> • In groups, brainstorm subjects and jobs. Take part in a group discussion about the pros and cons of different jobs. Use impersonal phrases such as one has to, one must to talk about requirements for different jobs e.g. To be an engineer, you have to be good at science and maths; To be an interpreter you have to be good at languages etc. • In groups read and analyse texts in which future and conditional tenses are used together to describe TLCC speakers' plans, aspirations and hopes for the future. • In pairs, interview someone you don't normally work with. Use your own questions to find out three pieces of information about them and some prepared questions to find out their hopes and aspirations about college, university, work and travel. Give extended responses, drawing on language learned in this and previous units. 	

SENIOR 4: TERM 1/2**Theme 6. Working for Healthy Body****TOPIC 4.2: TECHNOLOGY IN EVERY DAY LIFE****18 PERIODS**

Competency: The learner expresses and develops thoughts and ideas spontaneously and fluently; understands a range of authentic written and spoken material; draws on broader knowledge of language and culture of the target language communities and countries to interact and communicate effectively orally and in writing on the following:

Communicating online; uses of social media at home and at work; advantages and disadvantages of mobile technology.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a) Use a range of verbs in different tenses to talk about social media activities. (k, u, s) b) Memorise new words and apply coping strategies to work out meanings in longer texts (k, u, s) c) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s) 	<ul style="list-style-type: none"> • Match key phrases about what people do on social media to pictures. • In groups listen to a number of people discussing their activities on social media at near normal speed. Match speech to photos. Listen again and identify additional information. Share findings and read the same text to extract further detail. Ask for meaning of any remaining unknown words or use dictionary to check. • Play games in groups to practise key vocabulary in pairs. • Read descriptions about communication methods in the past and present. Work in groups to categorise the activities into past and present. • Revisit grammar rules re tenses and complete activities to reinforce understanding and application. 	<ul style="list-style-type: none"> • Routinely observe and check development of spontaneous use of target language, and ability to draw on previously learnt language • Circulate during oral and written activities to check fluency, understanding and application of learnt rules to improve accuracy. • Evaluate contribution to pair and group work ensuring coverage of all learners overtime. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: survey; vlog; discursive article against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
d) Know a range of words and phrases to debate uses of social media and its impact at school and at work (k, u, s) e) Recognise and respond to important themes and ideas in relation to social media (k, u, s)	<ul style="list-style-type: none"> • In groups review some phrases for giving an opinion and expressing agreement and disagreement. Read extracts about social media and highlight and share key vocabulary. Read the text again in groups and identify and note phrases indicating agreement and dissent. • Listen to young people and employers discussing the advantages and disadvantages of social media and complete a grid capturing perceived pros and cons. • In groups, design and conduct a survey (online where possible) to find out the classes involvement in, and opinions of, social networks. • Using a model, role-play a teenager, persuading parents about the advantages of having virtual friends. Make a vlog for parents if possible. 	
f) Know a range of words and phrases to talk about mobile technology old and new, and its uses (k, u, s) g) Memorise new words and apply coping strategies to work out meanings in longer texts (k, u, s) h) Recognise and respond to important themes and ideas in relation to mobile technology (k, u, s) i) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)	<ul style="list-style-type: none"> • In groups explore new vocabulary and phrases ensuring full understanding of all terms by all group members. • Match simple statements about mobile technology to pictures. Write sentences about gadgets. Who can write the longest list of gadgets in their home, family, and village? • Read text messages in TL and rewrite them accurately in full sentences. • Listen to dialogues and work out who is speaking and their opinion. • Listen to adverts for mobile technology and extract the detail. • Work in groups to read and analyse longer texts about mobile technology. Ask for or check unknown words in the dictionary. • Work in pairs on prepared questions about mobile technology. Adapt answers from a model, adding extra information to improve responses. Practise speaking without prompts using coping strategies such as asking for words you have forgotten • Using a model, take part in a group debate about the pros and cons of modern communication. • Write a discursive article for a magazine about the pros and cons of modern communication in the workplace. 	

SENIOR 4: TERM 2/3

Theme 8: Building harmony

TOPIC 4.3: SOCIAL RESPONSIBILITIES

18 PERIODS

Competency: The learner expresses and develops thoughts and ideas spontaneously and fluently; understands a rich range of authentic written and spoken material; draws on broader knowledge of language and culture of the target language communities and countries to interact and communicate effectively, orally and in writing on the following:

Helping at home and in the community; types of charity work; importance of charity work; pros and cons of volunteering.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<p>a) Know, remember and use a range of words and phrases to talk about household chores and helping in the community (k, u, s)</p> <p>b) Memorise new words and apply coping strategies to work out meanings in longer texts (k, u, s)</p> <p>c) Compare and contrast gender roles in the context of household chores (k, u, s)</p> <p>d) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)</p>	<ul style="list-style-type: none"> • In groups create a list of words already known for household chores and helping the community. Classify them as verbs and nouns. Collate class findings and expand the list with the teacher’s help. • Match key phrases for household chores and community tasks with images. Write own linked sentences to describe who does what at home (mum, dad, sisters, brothers etc) • In groups create a graph to show gendered division of labour in the home. Nominate a spokesperson to explain findings about which gender normally does different tasks. Use a model to explain the possible reasons for the differences. • In groups, listen to a number of people from TLCC talking at near normal speed about chores at home and in school. Does the same gender division exist? Extract main points and listen again for additional information. Share findings and listen again if necessary until all group members have grasped most details. Read the same text to consolidate understanding. Ask for or check meaning of unknown words using a dictionary. Present findings to the class. • Read a longer text about a community work in TLCC. Respond to true/false statements/Answer some questions/ Find deliberate errors etc. to consolidate understanding. • Complete activities to reinforce understanding and application of specific grammar points in the texts (past tenses, present, position of adverbs etc.). 	<ul style="list-style-type: none"> • Routinely observe and check development of spontaneous use of target language, and ability to draw on previously learnt language. • Circulate during oral and written activities to check fluency, understanding and application of learnt rules to improve accuracy. • Evaluate contribution to pair and group work ensuring coverage of all learners overtime. • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks. • Record listening and reading comprehension results. • Assess products: graph; presentation; written account against agreed and shared success criteria.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>e) Know, remember and use a range of words and phrases to talk about different types of charity work (k, u, s)</p> <p>f) Memorise new words and apply coping strategies to work out meanings in longer texts (k, u,s)</p> <p>g) Recognise and respond to important themes and ideas in relation to charity work (k, u, s)</p> <hr/> <p>h) Talk about the importance of charity work. (k, u, s)</p> <p>i) Recall how to talk about hypothetical situations and possibilities. (k, u,s)</p> <p>j) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)</p>	<ul style="list-style-type: none"> • In groups read through words for the different types of charity work (soup kitchens, food parcels, hostels, fundraising, youth work etc.) and work out pronunciation. Write a list of international charity organisations. How are they pronounced in the TL? • In groups read two texts about charities written by different young people from TLCC. Match images to author. Reread to extract further details. Ask for or check unknown words in the dictionary. • Listen to a charity worker speaking at length about their charitable work abroad. Extract main points and listen again to complete additional tasks. Share findings and listen again if necessary until all group members have grasped most details. Read the same text to consolidate understanding. Check meaning of unknown words using a dictionary. • Choose one of two or three charity worker diary entries. With only five minutes to prepare, tell the rest of the group who you are and what you do. You are allowed to add additional details! • In groups read extracts and listen to recordings at near normal speed of people in different situations (unemployed, homeless, on a pension/ benefits, in debt; orphaned etc.) from different TLCC in different parts of the world talking about their experience of receiving charity. Complete tasks to ensure full comprehension: match paragraph to image; answering questions, true/false; gap-fill etc. • In pairs, practise using cause and consequence constructions in pairs saying if something was happening, something else would happen as a result giving a reason. e.g. If I were homeless, I would try to sleep in a hostel because the streets are dangerous • Complete spot the mistake, adapt to suit personal context exercises, and gap fill tasks to practise and improve writing in context 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
k) Talk about the pros and cons of volunteering (k, u,s) l) Recognise and respond to important themes and ideas in relation to volunteering (k, u,s) m) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)	<ul style="list-style-type: none"> • In groups recall expressions to indicate agreement and disagreement, benefits and disadvantages. In groups, draw a table and brainstorm the benefits and disadvantages of volunteering. Write as many of them as you can into complete sentences and share findings with the class. • In groups read and analyse a longer text of three or four paragraphs about the pros and cons of for example, gap year volunteerism. Highlight key words from each paragraph. Answer questions using full sentences. • Using a model, and drawing on own knowledge, write your own account of work you do to help at home and other community work, the benefits and the disadvantages. Make a presentation to the class either from memory or with a small number of prompts. 	

SENIOR 4: TERM 3**Theme 8: Building harmony****TOPIC 4.4: GLOBAL ISSUES****18 PERIODS**

Competency: The learner expresses and develops thoughts and ideas spontaneously and fluently; understands a rich range of authentic written and spoken material; draws on broader knowledge of language and culture of the target language communities and countries to interact and communicate effectively, orally and in writing on issues such as:

Inequality; poverty; conflict; sustainability etc.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Recall and use a range of vocabulary and phrases to talk about global issues (k, u, s) b) Recognise and respond to important themes and ideas in relation to global issues (k, u, s) c) Memorise new words and apply coping strategies to work out meanings in longer texts (k, u, s)	<ul style="list-style-type: none"> In groups catalogue words related to global issues in a chosen format. Share with the class, ask for and add other key words needed for the unit? In groups match some newspaper headlines about global issues e.g. famine, war, climate change, pollution, de-forestation to pictures or photos. Agree how to memorise keywords. In groups listen to and/or view some short TLCC news items and extract key points. Listen again to pick out further details. Note and record any unknown vocabulary. 	<ul style="list-style-type: none"> Routinely observe and check development of spontaneous use of target language and ability to draw on previously learnt language Circulate during oral and written activities to check fluency, understanding and application of learnt rules to improve accuracy Evaluate contribution to pair and group work ensuring coverage of all learners overtime Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks.
d) Debate some common views about inequality (k, u, s) e) Draw on knowledge of language learnt and reference materials to improve accuracy in writing (k, u, s)	<ul style="list-style-type: none"> Read longer reports from TLCC about inequality. Respond to true/false statements/Answer some questions/ Find deliberate errors etc. to consolidate understanding. Check meaning of unknown words with the teacher. Recall some key phrases for agreeing and disagreeing e.g. It's true, you are right, absolutely, I agree, it's false, you are wrong, certainly not, etc. In pairs read some common one-liner opinions about equality and discuss them saying whether you agree or not, offering your reasons. In pairs ask and answer some prepared questions about equality. Complete activities to reinforce understanding and application of specific grammar points in texts (tenses, present, position of adverbs etc.) Using some prompts and drawing on previously learned material, write an article about inequality and propose some solutions. 	<ul style="list-style-type: none"> Record listening and reading comprehension results. Assess products: article re inequality; mini-projects against agreed and shared success criteria

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
f) Analyse texts independently and extract relevant information to express and justify a point of view (k, u, s)	<ul style="list-style-type: none">• Choose from a range of written texts and recorded extracts about global issues and complete activities to consolidate understanding.• Choose from a list of open-ended tasks and produce two pieces, one written and one oral using varied vocabulary and structures and a range of people and tenses.	

APPENDIX 1: GERMAN GRAMMAR LIST

Students are expected to have acquired knowledge and understanding of German grammar during their course. They will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive.

German

The case system

Nouns:

- gender;
- singular and plural forms, including genitive singular and dative plural;
- weak nouns: nominative and accusative singular (Herr, Junge, Mensch, Name)
- adjectives used as nouns (ein Deutscher).

Articles:

- definite and indefinite;
- kein.

Adjectives:

- adjectival endings: predicative and attributive usage, singular and plural, used after definite and indefinite articles, demonstrative and possessive adjectives;
- adjectival endings after etwas, nichts, viel, wenig, alles;
- comparative and superlative including common irregular forms (besser, höher, näher);
- demonstrative (dieser, jeder);
- possessive;
- interrogative (welcher).

Adverbs:

- comparative and superlative including common irregular forms (besser, lieber, mehr);
- interrogative (wann, warum, wo, wie, wie viel);
- adverbs of time and place (manchmal, oft, hier, dort);
- common adverbial phrases (ab und zu, dann und wann, letzte Woche, nächstes; Wochenende, so bald wie möglich).

Quantifiers/intensifiers:

- sehr, zu, viel, ganz, ziemlich, ein wenig, ein bisschen.

Pronouns:

- personal: all subjects, including man;
- reflexive, accusative and dative
- relative: nominative; other cases and use of was;
- indefinite: jemand, niemand;
- interrogative: wer, was, was für; wen, wem.

Verbs:

- regular and irregular verbs;
- reflexive;
- modes of address: du, Sie; Ihr;

- impersonal verbs
- separable/inseparable;
- modal: present and imperfect tenses, imperfect subjunctive of mögen; können, sollen;
- infinitive constructions
- negative forms;
- interrogative forms;
- tenses;
- present;
- perfect: excluding modals;
- imperfect/simple past;
- future;
- pluperfect;
- imperative forms.

Prepositions:

- fixed case and dual case with accusative and/or dative;
- with genitive.

Clause structures:

- main clause word order;
- subordinate clauses, including relative clauses.

Conjunctions:

- coordinating and subordinating

Number, quantity, dates and time:

- including use of seit with present and imperfect tense.

APPENDIX 2: GERMAN VOCABULARY LIST

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all students will need to acquire. It is an essential vocabulary list that learners should refer to and build on when preparing for the duration of their study. The Language units also refer to topic specific vocabulary.

Word lists

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours
- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries

- Continents
- Nationalities
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages

APPENDIX 3: FRENCH GRAMMAR LIST

Students will be expected to have acquired knowledge and understanding of French grammar during their course. They will be required to apply their knowledge and understanding, drawing from the following lists. The examples in brackets are indicative, not exclusive.

French

Nouns:

- gender;
- singular and plural forms.

Articles:

- definite, indefinite and partitive, including use of *de* after negatives.

Adjectives:

- agreement;
- position;
- comparative and superlative;
- demonstrative, (*ce, cet, cette, ces*);
- indefinite (*chaque, quelque*);
- possessive;
- interrogative (*quel, quelle*).

Adverbs:

- comparative and superlative;
- regular;
- interrogative (*comment, quand*);
- adverbs of time and place (*aujourd'hui, demain, ici, là-bas*);
- common adverbial phrases.

Quantifiers/intensifiers:

- *très, assez, beaucoup, peu, trop*.

Pronouns:

- personal: all subjects, including *on*;
- reflexive;
- relative: *qui* and *que*;
- object: direct and indirect;
- position and order of object pronouns;
- disjunctive/emphatic;
- demonstrative (*ça, cela*);
- indefinite (*quelqu'un*);
- interrogative (*qui, que*);
- possessive (*le mien*)
- use of **y**, and **en**.

Verbs:

- regular and irregular verbs, including reflexive verbs;
- all persons of the verb, singular and plural;
- negative forms;
- interrogative forms;
- modes of address: (*tu, vous*);
- impersonal verbs (*il faut*);
- verbs followed by an infinitive, with or without a preposition;
- tenses;
- present;
- perfect;
- imperfect;
- immediate future;
- future;
- conditional;
- pluperfect;
- passive voice;
- imperative;
- perfect infinitive;
- present participle;
- subjunctive, only in commonly used expressions (*Je veux que, je pense que*)

Prepositions:

- common prepositions, e.g. *à, au, à l', à la, aux, de, du, de l', de la, des, après, avant, avec, chez, contre, dans, depuis, derrière, devant, entre, pendant, pour, sans, sur, sous, vers*.
- common compound prepositions, e.g. *à côté de, près de, en face de, à cause de, au lieude*.

Conjunctions:

- common coordinating conjunctions, e.g. *car, donc, ensuite, et, mais, ou, ou bien, puis*
- common subordinating conjunctions, e.g. *comme, lorsque, parce que, puisque, quand, que, si*.

Number, quantity, dates and time:

- including use of *depuis* with present and imperfect tense

APPENDIX 4: FRENCH VOCABULARY LIST

The following vocabulary list is intended to assist teachers in planning their work. It provides the core generic vocabulary that all learners will need to acquire. It is an essential vocabulary list that learners should refer to and build on when preparing for the duration of their study. The Language units also refer to topic specific vocabulary.

Word lists

High-frequency language

- Common verbs
- Common adjectives
- Common adverbs
- Prepositions
- Colours

- Numbers
- Ordinal numbers
- Quantities and measures
- Some useful connecting words
- Time expressions
- Times of day
- Days of the week
- Months and seasons of the year
- Question words
- Other useful expressions
- Other high-frequency words
- Countries
- Continents
- Nationalities
- Administrative regions of France
- Areas/mountains/seas
- Useful acronyms
- Social conventions
- Language used in dialogue and messages

Acknowledgements

Grammar and Vocabulary lists drawn from Pearson Edexcel GCSE specifications

ASSESSMENT

This section should be considered alongside the Assessment Guidelines.

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The "Learning Outcomes" in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k, u, s & v/a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a 'concept'.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram.

Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

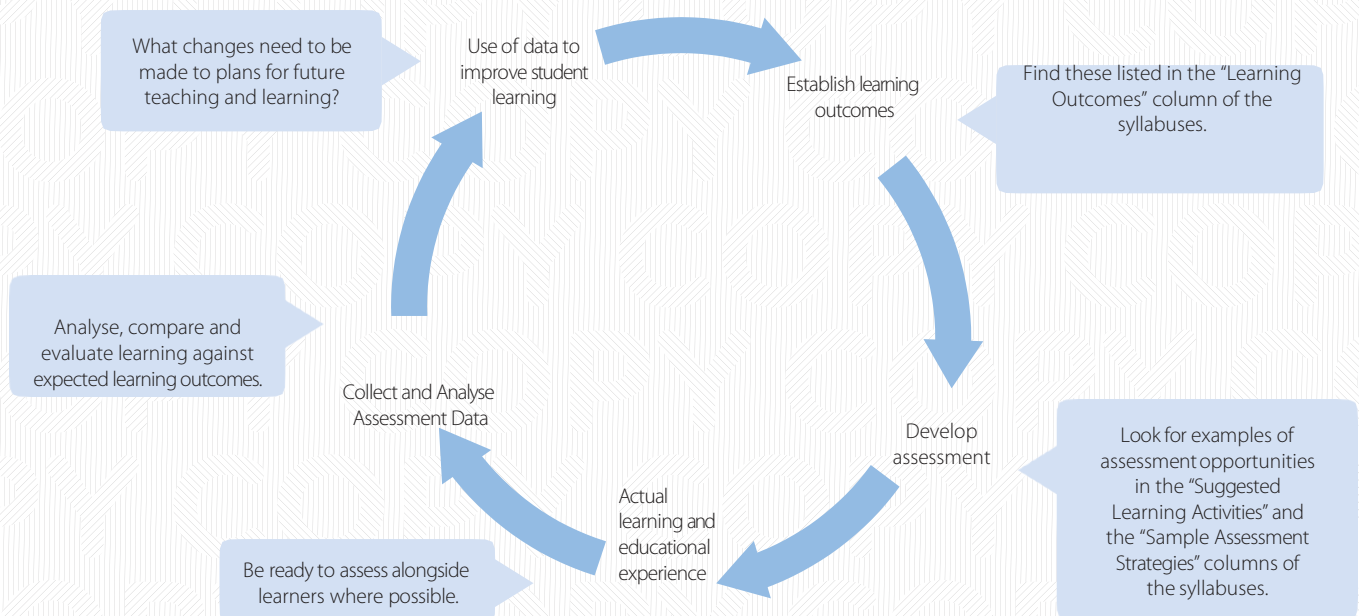
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes have been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

ASSESSMENT

How do we find the opportunity to make formative assessments?

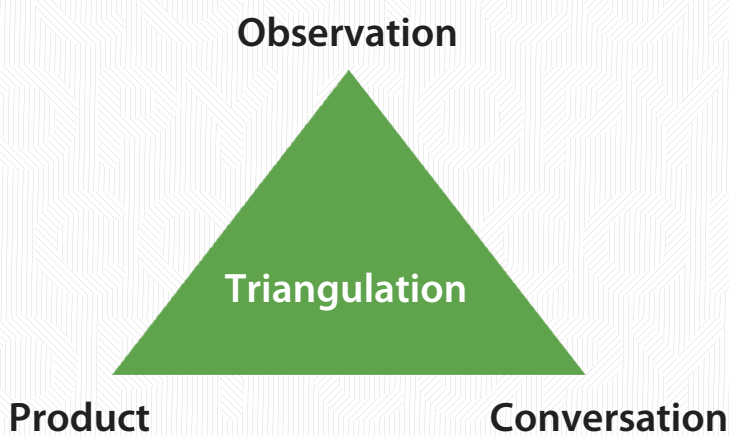
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give 'Sample Assessment strategy', and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or topic. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole to be achieved. This will vary with the subject and topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

ASSESSMENT

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in

each category for different subjects and topics. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus topic through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual topic assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

Foreign Languages										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Activity	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.



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