

**FIRST LANGUAGE ENGLISH**

Examination Board: Cambridge International Examinations (CIE) Syllabus code 0500

Assessment Pattern: End of course examination, externally set and marked. The examination boundaries are Grades A-E (extended curriculum). All candidates take paper 2 Reading Passage 50% and paper 3 Directed Writing and Composition 50%.

Course Description: All pupils study English as a central component of the British National Curriculum. Pupils whose first language is English and those with facility in the language, although it may not be their native tongue, will be entered for the examination First Language English.

Language is crucial in the process of communicating accurately, appropriately and effectively in speech and writing. The course is structured to enable candidates to understand and respond appropriately to what they hear, read and experience. Pupils will be encouraged to enjoy and appreciate a variety of language and to work imaginatively both individually and in groups. Additionally, the course will stimulate personal development and an understanding of self and others, whilst concurrently complementing other areas of study through the development of the skills of analysis, synthesis and the drawing of inferences.

Assessment Objectives: Candidates will be assessed on the following reading skills:

- To understand and collate explicit meanings
- To understand, collate and explain implicit meanings, attitudes and biases
- To select, analyse and evaluate what is relevant to a specific purpose
- To understand how writers achieve effects through various language techniques



Candidates will be assessed on the following writing objectives:

- Articulate experience and express what is thought, felt and imagined
- Order and present facts, ideas and opinions
- Understand and use a wide range of appropriate vocabulary
- Use language and register appropriate to audience and context
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

For further information see: Dr L A Morris