

**COURSE INFORMATION**
**Subject: ENGLISH LANGUAGE LEARNERS (ESOL)**
**Head of Subject: MRS LIZ CHEETHAM**

	YEAR 11	YEAR 12	YEAR 13
<b>COURSE CONTENT</b>	It is unlikely that an international student arriving with less than 4.5 IELTS could achieve Level 1 English. To be successful at this level, students must be able to work competently at a 2000 or higher word level and have developed sound grammatical structures. The course contains a combination of the core skills of writing, reading, speaking and listening. Students will develop their close reading, as well as their creative and formal writing. <i>It is important to understand that Year 11 students of 2024 will go back into the current Level 2 standards in 2025 and will therefore still need a broad set of skills.</i>	Success at this level requires a vocabulary of 3000 words or more and a proficient working knowledge of advanced grammatical structure. The Level 2 programme covers the writing and reading requisites for University Literacy.	Students must be able to work competently at a high academic level of written English to achieve at Level 3.
<b>PRE-REQUISITES</b>	Students who do not have a sufficient grasp of English in Year 11 will work on individual programmes with the opportunity of assessment when they are deemed capable of achieving.	Programmes are modified for students who do not have an adequate competency in English to succeed at their appropriate Year level.	The Level 3 programme can be geared to student needs, the first priority being that all students meet NZQA UE Literacy requirements.
<b>ASSESSMENT</b>	<b>(15 credits)</b>  All students will be entered for two externals and one internal.  1.2. Demonstrate understanding of specific aspects of studied text. (5) <b>Internal</b>  1.3. Develop ideas in writing using stylistic and written conventions (5) – <b>although done at school, it is externally marked.</b>  1.4. Demonstrate understanding of significant aspects of unfamiliar texts. (5) <b>External</b>	<b>(17 credits)</b>  AS 2.4 Produce a selection of crafted and controlled writing (6) (UE Lit Writing) <b>Internal</b>  AS 2.5 Construct and deliver a crafted and controlled oral text (3) <b>Internal</b>  AS 2.8 Use information literacy to form developed conclusions (4) (UE Lit Reading) <b>Internal</b>  AS 2.9 Form developed personal response to independently read texts, supported by evidence (4) (UE Lit Reading) <b>Internal</b>  AS 2.2 Analyse specified aspect(s) of studied visual or oral text(s) supported by evidence (4) <b>External</b>	<b>(13 credits)</b>  AS 3.4 Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (6) (UE Lit Writing) <b>Internal</b>  AS 3.5 Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas (3) <b>Internal</b>  AS 3.6 Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language (3) <b>Internal</b>  AS 3.7 Respond critically to significant connections across texts, supported by evidence (4) <b>Internal</b>
<b>COST</b>	Nil	Nil	Nil