



Secondary English O-Level / IP / IB

*In every author let
us distinguish the
man from his works.*



VOLTAIRE

PRIMARY ENGLISH VS SECONDARY ENGLISH

PSLE Requirements	O-Level Requirements
<p>Editing</p> <ul style="list-style-type: none"> - errors are identified for students 	<p>Editing</p> <ul style="list-style-type: none"> - <i>students</i> have to identify the errors
<p>Comprehension OE</p> <ul style="list-style-type: none"> - one narrative text - no summary question 	<p>Comprehension OE</p> <ul style="list-style-type: none"> - one narrative text and one non-narrative text - 15-mark summary question for non-narrative text - <i>two</i> comprehension text genres
<p>Visual Text Comprehension</p> <ul style="list-style-type: none"> - multiple choice questions 	<p>Visual Text Comprehension</p> <ul style="list-style-type: none"> - open-ended questions
<p>Continuous Writing</p> <ul style="list-style-type: none"> - word count: 150 words - only one question 	<p>Continuous Writing</p> <ul style="list-style-type: none"> - word count: 350 – 500 words - four questions of different genres
<p>Situational Writing</p> <ul style="list-style-type: none"> - less mark weighting compared to continuous writing 	<p>Situational Writing</p> <ul style="list-style-type: none"> - equal mark weighting as continuous writing
<p>MCQ components</p> <ul style="list-style-type: none"> - grammar - vocabulary - vocabulary cloze 	<p>MCQ components</p> <ul style="list-style-type: none"> - none



PROGRAMME HIGHLIGHTS



Rigorous Practice

Students complete the equivalent of a full Paper 1 and Paper 2 every four weeks. In addition, they will have mock semestral assessments to prepare them for their exams in school. That means they will complete 10 exam practices over the course of a year.

- Every four lessons, students will complete
 - a visual text comprehension
 - a narrative text comprehension
 - a non-narrative text comprehension
 - an editing exercise
 - a continuous writing question
 - a situational writing question



Comprehension & Summary Skills

- Comprehension
 - Close reading of comprehension texts and annotation techniques
 - How to structure precise and concise answers
 - “How language achieves impact” questions
e.g. What effect does the writer create by using a short sentence followed by a longer one? (2017 O-Level question)
- Summary Writing
 - Close reading of comprehension texts and annotation techniques
 - How to structure precise and concise answers



Writing Skills

- Personal recount
 - Organising thoughts and content
 - Reflective writing
 - Tone and literary techniques
- Expository writing
 - Point-Evidence-Explain-Link (PEEL) technique
 - Persuasive writing language tools





Detailed Analysis and Commentary on Written Work

Drills and practice are only half the battle when it comes to writing. The other half is making a conscious effort in identifying areas for improvement and working on them consistently.

For every piece of writing done – be it continuous writing or situational writing – students will receive a marked and graded composition accompanied by a detailed, one-page report with notes and examples highlighting the salient points and areas for improvement. They will also receive a rubric to see how well they have fared according to O-Level criteria. This way, students know what they should focus on when they revise.

Sample marked composition and report

Lower Secondary English
Expository Writing
Feedback

"Technology creates more problems than it solves." To what extent do you agree?

Highlights of composition

You elaborate thoroughly for each body paragraph, and you take especial care to ensure that you have all the components of PEEL in your composition. You also use good linking words to ensure that your writing is fluent.

Note A: Write a more elaborate introduction

Remember to include all the components of the introduction in your composition. As the introduction is the first paragraph that the marker reads, it is important to give a good first impression and provide context for the rest of the composition.

Example

Introduction Components	
Hook	You have this (labelled in the composition)
Background	Man's progress has been inextricably linked with the progress of technology – and it is virtually impossible to think of a world where technology does not exist.
Importance	As technology continues to become more advanced, it is more important than ever that humanity understands the pros and cons of technology.
Thesis Statement	You have this (labelled in the composition)
List of Points	In this composition, I will examine how technology has resulted in inappropriate social media content and fake news permeating the world, even though it has benefited the elderly.

Note B: Quote news sources

You integrate the quotes from the news sources into your composition well! However, you should also try to state where the news came from, to make it more credible for the reader.

Example

Use the following structure to quote your news sources

News Source	Connector	Example
The Straits Times	recently stated that	
Channel Newsasia	published an article which said	(insert evidence here)
Today	had an article which reported	

Sample marking rubric

Lower Secondary English Continuous Writing Marking Rubric						
Assessment Criteria	Mark Allocation					
	Band 1 27 – 30	Band 2 23 – 26	Band 3 19 – 22	Band 4 15 – 18	Band 5 11 – 14	Band 6 7 – 10
Accuracy of language	Highly accurate, apart from occasional slips	Accurate, occasional errors are either slips or caused by ambition	Mostly accurate; errors from ambition do not mar clarity of communication	Sufficiently accurate to communicate meaning, with patches of clear, accurate language	Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content	Many serious errors of various kinds of 'single-word' type, although 'weight of error' may cause some 'blurring'
Sentence structure	Sentence structures varied for particular effects	Sentence structures show some variation to create some natural fluency	Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect	Some variety of sentence length and structure, not always for particular purpose	Some simple sentence structures accurate but unlikely to sustain accuracy for long	Sentences probably simple and repetitive in structure
Grammar	Verb forms largely correct and appropriate tenses consistently used	Occasional slips in verb forms or tense formation but sequence consistent and clear throughout	Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas	Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturbance of communication	Errors in verb forms and tenses will sometimes confuse sequence of events	Frequent errors in verb forms and haphazard changes of tense confuse meaning
Punctuation	Accurate and helpful	Accurate and generally helpful	Generally accurate and sentence separation correctly marked, but errors may occur	Used but not always helpful; occasional sentence separation errors	Simple punctuation usually accurate, but there may be frequent sentence separation errors	May be haphazard or non-existent
Spelling	Accurate, apart from very occasional slips	Nearly always accurate	Spelling of simple vocabulary accurate; some errors in more ambitious words	Spelling of simple vocabulary accurate; errors in more difficult words	Spelling of simple vocabulary accurate; frequent errors in more difficult words	May be inconsistent





Educational Puzzles & Hands-On Activities

We've all been there before – sitting down for two hours straight just focusing on answering examination-style questions is not much fun. To keep students engaged and motivated, our Secondary English programme incorporates both in and out-of-classroom activities that are tied to the coursework.

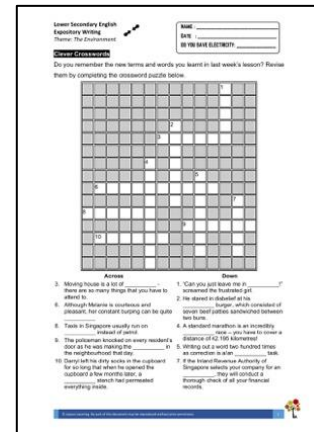
Clever Crosswords

To help our students fatten up their vocabulary bank, every lesson starts with a crossword puzzle where students revise the words they've learnt from the previous lesson.

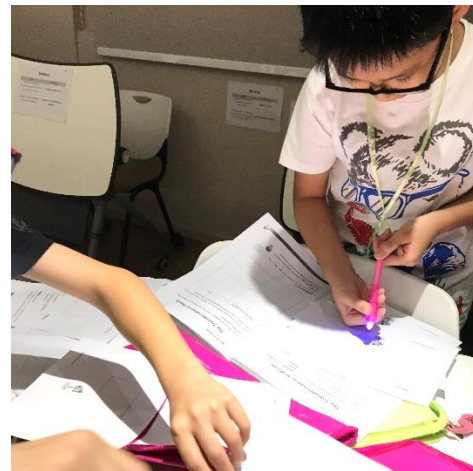
The puzzle element motivates students to learn new words through self-directed learning.

Hands-on Activities

Hands-on activities get students out of their seats and their adrenaline pumping. Excited and engaged students make better learners!



In this learning activity, students have to figure out how the writing skills they've learnt so far help with Paper 1



This escape room game requires students to analyse comprehension texts for clues to solve puzzles



Secondary English



Experienced Secondary English Curriculum Team

Our Secondary English teachers are experienced teachers who have been teaching the different Secondary English streams – O-Levels, Integrated Programme (IP), International Baccalaureate (IB) for more than 15 years.

Our Secondary English teachers are

- Ligaya Ong
 - Ex-MOE teacher
 - Ex-Teacher Trainer and Mentor at a major enrichment chain
 - English Language and English Applied Discourse major
- Marcus Goh
 - Ex-GEP Student (Rosyth-RI alumnus)
 - Co-writer of English and the Thinking Writer curriculum
 - Writer with Yahoo!, Rice Media and scriptwriter with Mediacorp



Frequently Asked Questions

How often do students write compositions?

Students write a composition every four weeks. The compositions will alternate between personal response questions and expository writing questions.

Students will also be required to answer a situational writing question every four weeks. For the O-Levels, situational writing carries the same weighting as continuous writing, which is why regular practice for both types of writing is critical.

Is this course suitable for Normal Academic students?

Yes. The N-Level syllabus tests similar skills as the O-Level syllabus.

Students will get a head start in learning expository writing in our Secondary English programme before they are exposed to them in school.

Is this course suitable for Integrated Programme students?

Yes. For most IP schools such as TJC or NUS High, English or Language Arts in Year 1 and 2 is similar to the O-Level syllabus.

With the exception of Situational Writing, IP students will encounter the same types of questions in school. Situational Writing questions will give IP students the exposure necessary for them to ace their project work in Year 5 and Year 6.



Secondary English

Is this course suitable for International Baccalaureate students?

Yes. For IB schools like ACS(I), Language Arts in Year 1 and 2 is similar to the O-Level syllabus with the exception of the marking scheme and Situational Writing.

Essay questions are graded upon 25 marks for IB with 5 discrete categories (as compared to 30 marks with a holistic marking scheme for O-Levels), so their written work for this course will be graded according to the 25-mark IB marking scheme.

Situational Writing exercises will expose students to texts of different formats and genres. This is critical in preparing students for their Individual Task or Extended Essay in Year 6.



REGISTRATION DETAILS

Commencement date:	January
End date:	End of November
Duration per session:	2 hours
Programme fee:	\$340 for every 4 lessons
Maximum class size:	9 students



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