

English Alternative Annual Examination Guidelines

1. INTRODUCTION

The English Alternative Annual Examinations – namely Alternative Paper 1 and Alternative Paper 2, target aspects of language learning set by the Learning Outcomes Framework (2012) and the LOF Supporting Documents for Level 5 (Year 3 and Year 4). Alternative Paper 1 complements Checklist 1, while Alternative Paper 2 complements Checklist 2.

The English Alternative Papers assess the learners' **reading** and **writing** skills. The learners' listening and speaking skills will be assessed through the mainstream papers. For this year only (2021-22), the speaking component will not be included in the Year 5 English annual mainstream paper but will be part of the continuous assessment.

Although literature is an integral part of the English curriculum, it is not summatively assessed in any of the Annual Examination papers (alternative or mainstream). Literature (poetry / prose / drama) is to be assessed throughout the year through regular continuous assessment tasks carried out by the class teacher, as indicated in the LOF Supporting Documents of Year 3 and Year 4.

2. THE ENGLISH ALTERNATIVE ANNUAL EXAMINATION PAPERS

Alternative Paper 1 and Alternative Paper 2 consist of reading and writing tasks that are different from the tasks in the mainstream papers. The Alternative Annual Examination is 90 minutes long, with a 30-minute break between the two sections. The table below identifies the two different parts of the examination, their duration and weighting.

ALTERNATIVE PAPER 1				
COMPONENT		DURATION	MARKS (100)	SUMMATIVE EXAM (60%)*
READING	Section A: Reading	45 minutes	20	12%
	A1: Reading at word level			
	A2: Reading at sentence level			
	A3: Reading a non-continuous / continuous text A4: Reading non-continuous / continuous text			
BREAK (30 minutes)				
WRITING	Section B: Writing	45 minutes	40	24%
	B1: Writing at word level with a word bank			
	B2: Writing at word level with a word bank			
	B3: Short writing task at word level without support			
	B4: Short writing task at sentence level without support B5: Long writing task at paragraph level with prompts			

Table 1: Paper 1

*The continuous assessment of the five language components (listening, reading, speaking, writing and literature) carried out throughout the scholastic year by the class teacher carry **40%** of the final mark.

ALTERNATIVE PAPER 2				
COMPONENT		DURATION	MARKS (100)	SUMMATIVE EXAM (60%)*
READING	Section A: Reading	45 minutes	20	12%
	A1: Reading a non-continuous / continuous text			
	A2: Reading a non-continuous /continuous text A3: Reading a non-continuous / continuous text			
BREAK (30 minutes)				
WRITING	Section B: Writing	45 minutes	40	24%
	B1: Writing at word level with a word bank			
	B2: Writing at word level with a word bank			
	B3: Short writing task at word level without support			
	B4: Short writing task at sentence level with support B5: Long writing task at paragraph level with prompts			

Table 2: Paper 2

* The continuous assessment of the five language components (listening, reading, speaking, writing and literature) carried out throughout the scholastic year by the class teacher carry **40%** of the final mark.

3. READING AND WRITING

Section A: READING

Learners will be given four tasks in Paper 1 and three tasks in Paper 2. The texts can be continuous or non-continuous. The tasks aim to assess the learners' ability to understand different texts and use a range of comprehension strategies as specified in the LOF supporting document at Level 5 and in the reading performance indicators outlined in Checklist 1 and Checklist 2.

The range of topics is the same as in the Year 4 supporting document. The texts, which may or may not be related to each other, can be any of the following:

- picture/s with / without a caption/s
- diagram or picture or set of pictures with some text
- notice/s; simple timetables and schedules
- short texts such as tickets, receipts, messages, signs, posters and invitations
- instructions or directions
- extract from a newsletter / magazine / website
- advertisements and blurbs

Learners might be asked to carry out any of the following tasks:

- underlining
- circling
- ticking the correct answer
- matching

- marking statements True or False
- writing words / phrases, dates, time or numbers in gaps
- completing grids with information (information transfer)
- sequencing
- labelling pictures or simple diagrams
- producing short-answer responses

Although learners will not be penalised for punctuation, spelling and grammatical errors in questions requiring constructed responses, teachers should still encourage learners to write legibly and accurately.

Section B: WRITING

In this part of the exam, learners are to complete five graded writing tasks which assess writing at word, sentence and paragraph level. Conventions of spelling, punctuation, and grammar apply in all writing tasks and will be assessed accordingly. Learners are awarded marks for their ability to communicate ideas / information clearly, fluently, accurately, effectively and relevantly.

An example of the marking criteria for writing can be found on page 8 of this document. The actual marking criteria specific to the relevant writing tasks will be provided to markers as part of the marking scheme.

Writing Task 1 and Writing Task 2

In the first two tasks, there will be a focus on a particular language structure. For instance, learners might be asked to complete a recipe with missing verbs or complete directions with missing linking words. A word bank will be given for support in both tasks.

Writing Task 3 and Writing Task 4

In the third writing task, learners will be assessed on writing single words in context. Word banks will not be provided in this task but visual support will be given. Learners might be asked to write lists or fill in gaps in a text.

In the fourth writing task, learners will be asked to write at sentence level. This task might include any of the following genres:

- identity kit
- filling in a form
- invitation
- message / note
- caption/s
- advert

Writing Task 5

In the fifth task, learners will be given a choice of two titles and they are expected to choose one and write a paragraph. The genre of both titles will be the same, but the audience, purpose and lexical area might be different.

This task might include any of the following genres:

- short story
- recount
- instructions
- directions
- postcard

The paper will include a space for planning and learners will be provided with prompts to help with their writing. Learners are encouraged to plan their writing. However, plans carry no marks. They are simply there to help the learners organise their ideas.

In Alternative Paper 1 learners are expected to write between 30 – 50 words.

In Alternative Paper 2 learners are expected to write between 50 – 70 words.

Learners are not to be penalised if they do not adhere to the word limit.

	2	1	0
Grammar	Varied, complex and accurate grammatical structures and syntax	Limited and sometimes inaccurate grammatical structures and syntax	Inaccurate grammatical structures and syntax throughout
Spelling	Accurate spelling throughout	Adequate spelling with some errors (up to 2 different mistakes)	Very poor spelling (3 or more different mistakes)
Punctuation	Accurate punctuation throughout	Generally accurate punctuation (up to 2 different mistakes)	Inaccurate punctuation (3 or more different mistakes)
Coherence and Cohesion	Structured and organised writing Cohesive devices are varied and link together well.	Fairly accurate paragraph and sentence structure Cohesive devices are quite varied and generally correct.	Unstructured and disorganised writing No or mistaken use of linking words or phrases
Vocabulary	Wide-ranging and appropriate vocabulary Excellent choice of expression	Good range and appropriate vocabulary Good choice of expression	Very limited and inappropriate choice of vocabulary Poor choice of expression
Relevance	Content is completely relevant and writing follows given instructions / rubric. Task is fully achieved.	Content is irrelevant at times and writing does not always follow given instructions / rubric. Task is partially achieved.	Content is irrelevant and writing does not follow given instructions / rubric. Task is not achieved.

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