

## ◆ **MODULE 3: SPEAKING AND WRITING**

### **GENERAL OBJECTIVES**

On completion of this Module, students should:

1. *use the structures of English correctly and appropriately, as well as with a degree of elegance;*
2. *evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;*
3. *apply basic communication principles to their own communication choices and behaviours in specific situations;*
4. *distinguish among the major forms of communication (oral, written, non-verbal) and assess the appropriateness of their use in specific communication situations;*
5. *appreciate the use of speech and writing as mental and social processes;*
6. *express themselves in speech and writing with precision, accuracy, clarity and fluency;*
7. *demonstrate organizing competencies in oral and written communication;*
8. *produce different types of communication relevant and appropriate to their social, academic, professional and vocational needs;*
9. *use different forms, media, channels and technologies of communication to maximize effective communication in specific contexts;*
10. *appreciate the possibilities which technology offers to the communicative process.*

### **SPECIFIC OBJECTIVES**

Students should be able to:

1. *speak and write with control of grammar, vocabulary, mechanics and conventions of speech and writing in the use of English;*
2. *describe the process of communication;*
3. *apply the communication concepts to different situations;*
4. *identify the specific features of verbal and non-verbal communication;*

## ◆ MODULE 3: SPEAKING AND WRITING (cont'd)

5. *describe the mental and social processes involved in speaking and writing;*
6. *manipulate non-verbal elements and modes of speech and writing, appropriate to specific purposes and audiences;*
7. *employ appropriate channels for specific oral and written presentations;*
8. *speak in English on prepared and impromptu topics, using appropriate non-verbal communication cues;*
9. *use appropriate organizing and formatting strategies in producing specific types of oral and written communication;*
10. *evaluate their own communication according to set criteria: intention, audience awareness, coherence, mechanics and depth.*

### CONTENT

#### 1. Structural Competence (oral and written)

- (a) Grammar.
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) Correcting errors and mistakes, revising and editing drafts.

#### 2. Process of Communication

- (a) Identifying the elements in the process (sender, message, channel receiver, feedback).
- (b) Describing the process (conceptualization, encoding, selection of channels, decoding, interpretation, feedback).

### ◆ **MODULE 3: SPEAKING AND WRITING (cont'd)**

(c) Media, channels and technologies.

(d) Facilitators and barriers.

#### **3. Forms of Communication**

(a) Verbal (speech, writing).

(b) Non-verbal:

(i) body language (for example, gestures, posture, facial expression);

(ii) use of space;

(iii) use of objects;

(iv) dress;

(v) graphics (charts, tables, diagrams);

(vi) integrating forms for specific purposes and situations (practice cases, role play and simulation).

#### **4. Contexts of Communication**

(a) Intrapersonal (for example, thinking, solving problems, imagining).

(b) Interpersonal (for example, interviews, conversations, intimate communication).

(c) Small group (for example, leadership meetings, role-taking, goal setting).

(d) Organizational (for example, business, government, educational purposes).

(e) Academic (for example, essay, research paper).

(f) Public (for example, speeches, debates).

(g) Intercultural (for example, communicating across social sub-groups, in tourism).

## ◆ MODULE 3: SPEAKING AND WRITING (cont'd)

### 5. Types of Speaking and Writing

#### (a) Speaking:

- (i) conversation;
- (ii) short expository, persuasive and argumentative speeches.

#### (b) Writing:

- (i) reflective (for example, journals, diaries);
- (ii) academic essays (for example, argument, exposition, persuasion).

### 6. Organizing Skills (oral and written)

- (a) Introductions and conclusions.
- (b) Focus and emphasis (that is, defining scope; streamlining; placing and keeping central ideas in the foreground; and highlighting).
- (c) Logical linkages (linkages within and between paragraphs [for example, the use of transitional words like 'although', 'therefore', and 'however'; and variation of sentence structure to achieve coherence]).
- (d) Formatting (selecting and using particular styles of arrangement correctly, for example, appropriate headings and sequences of headings for a short informal report).
- (e) Revising and editing drafts (via conferencing, peer-evaluation, self-evaluation).

### Suggested Teaching and Learning Activities

*To facilitate students' attainment of the objectives in Module 3, teachers are advised to engage students in the following teaching and learning activities.*

*Teachers should stress that the written product, like any other, must go through a process leading to completion and students must be able to identify the tools, which forge successful written communication. Show students how to use the process approach to writing as illustrated by the following activities.*



## ◆ MODULE 3: SPEAKING AND WRITING (cont'd)

### Prewriting

1. Students can keep journals (a notebook) where they record thoughts, observations, and experiences. These can serve as starting points or ideas for more extended writing.
2. Brainstorming can be done as an oral class activity where students pick a topic and try to exhaust it by saying everything that comes to mind. The next step is to try to arrange the ideas logically and try to connect them to the topic. Students can work in groups and create different combinations of ideas, which would give different perspectives on the topic.
3. Clustering or Semantic mapping helps students organize ideas in useful patterns for later drafting. Students write a general idea, then related ideas, which connect to each other, as well as to the general idea. They can create any physical design for their maps and present them on charts to their small group or class. They can challenge each other to defend the connections made between ideas.
4. Choose a broad topic and have students examine its treatment in two different publications or broadcasts. Ask them to consider audience and purpose of each presentation. Have students narrow the topic and write an appropriate thesis statement.

### Writing and Revising

5. Students select a topic and try to create as many different introductory sentences as possible. They can discuss the type of sentences, the level of interest and practise rephrasing vague sentences.
6. Have students practise uninterrupted, sustained writing for a specified time from their pre-writing notes. They should not pause to consider grammar, usage or mechanics at this point.
7. Help students develop checklists, which they can use with peers or alone, to evaluate the content, organization and language of the first draft. Let them choose partners or groups to discuss their writing. Students must be instructed to concentrate on both strengths and weaknesses. At this point students must concentrate on fluency and elegance of writing.

### Editing and Proof-reading

8. Have students form editing groups where they can use checklists to check grammar and mechanics in each other's writing.
9. Mini lessons on problematic grammatical areas can be taught here. Encourage students to research spelling and grammatical rules themselves and discuss with peers.

## ◆ MODULE 3: SPEAKING AND WRITING (cont'd)

### Practice in Writing

10. Practical projects like class or group magazines facilitate the Writing Process and give students excellent purpose for writing. Motivation is key to sustaining interest in producing written communication. Groups can work on different collections, for example, short stories, anecdotes, inspirational pieces and poems according to interest.
11. Ensure that school libraries allocate space for the displaying of student writing. Teachers should also encourage the submission of pieces to local newspapers.
12. Written pieces can be shared orally. Some class time can be allocated to the daily reading, where students read from their completed pieces of whatever genre. At this point the audience is required to simply listen and respond appreciatively.
13. Teachers may wish to share your own writing with students.

### RESOURCES

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|--|--|
| Evans, D.  | <i>People, Communication and Organizations</i> , London: Pitman, (Chs. 2, 4, 8, 9, 14), 1990.  |
| Lalla, B.  | <i>English for Academic Purposes</i> , St. Augustine: University of the West Indies, Distance Education Unit, (Chs. 1, 3, 5, 6, 7, 8, 9A, 9B, 10A, 10B), 1997.                 |
| O'Hair, D., Friedrich, G. and Shaver, L.         | <i>Strategic Communication in Business and the Professions</i> . Houghton Mifflin, (Part 1: Chs. 1 and 2; Part 2: Ch. 5; Part 3: Chs. 7 and 8; Part 4: Chs. 13, 14, 15), 1995. |
| Simmons-MacDonald, H. Fields, L. and Roberts, P. | <i>Writing in English: A Coursebook for Caribbean Students</i> , Kingston: Ian Randle, 1997.   |
| Zeuschner, R.                                    | <i>Communicating Today</i> , Boston : Allyn and Bacon, (Chs. 5 -17), 1997.   |

## ◆ OUTLINE OF ASSESSMENT

### EXTERNAL ASSESSMENT

80%

#### Written Papers - 4 hours

<b>Paper 01A</b> (1 hour)	Ten compulsory short-response questions.	25%
<b>Paper 01B</b> (30 minutes)	Four compulsory questions requiring short-response.	5%
<b>Paper 02</b> (2 hours 30 minutes)	Three compulsory questions requiring more depth of understanding than questions in Paper 01.	50%

### INTERNAL ASSESSMENT

20%

#### Paper 03A

A portfolio on a theme selected by the candidate and approved by the teacher.

#### Paper 03B

Private candidates are required to write Paper 03B, an Alternative Paper to the Internal Assessment Paper. The details are on page 38.

### MODERATION OF INTERNAL ASSESSMENT

An internal Assessment Record Sheet will be sent each year to schools submitting candidates for the examinations.

All Internal Assessment Record Sheets and samples of assignments must be submitted to CXC by May 31 of the year of the examination. A sample of assignments will be requested by CXC for moderation purposes. These samples will be re-assessed by CXC Examiners who moderate the Internal Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools.

Copies of the candidates' assignments must be retained by the school until three months after publication by CXC of the examination results.

## ASSESSMENT DETAILS

### Paper 01A (1 hour - 25% of Total Assessment)

1. **Number of Questions**

This paper consists of ten compulsory short-answer questions based on the syllabus. There are two questions on Module 1, four questions on Module 2 and four questions on Module 3.

2. **Syllabus Coverage**

This paper tests candidates' knowledge across the breadth of the syllabus.

3. **Question Type**

Short-answer questions will be presented using words or illustrations, or a combination of words and illustrations, as stimulus material.

4. **Mark Allocation**

No question should be worth more than 8 marks.

The maximum number of marks available for this paper is 75.

This paper contributes 25% towards the final assessment.

5. **Award of Marks**

Full marks are awarded for correct answers.

Partial marks are awarded for partially correct answers.



**Paper 01B (30 minutes – 5% of Total Assessment)**

**1. Number of Questions**

This paper consists of four compulsory short-answer questions based on Module 1.

**2. Syllabus Coverage**

Knowledge of Module 1 is required.

**3. Question Type**

Candidates are required to listen to a piece of communication read by an oral examiner and to respond, in writing to four short-answer comprehension questions presented in writing.

**4. Mark Allocation**

The maximum number of marks available for this paper is 15. This paper contributes 5% towards the final assessment.

**5. Award of Marks**

Full marks are awarded for correct answers.

Partial marks are awarded for partially correct answers.

**Paper 02 (2 hours 30 minutes – 50% of Total Assessment)**

**1. Number of Questions**

This paper consists of three compulsory questions, one on each of the Modules in the syllabus.

**2. Syllabus Coverage**

This paper requires more depth of understanding than questions in Paper 01.

### 3. Question Type

Questions 1 and 2 require the candidate to respond in the form of an extended essay.

Question 3 requires the candidate to select an appropriate presentation.

Questions may be presented using words or illustrations, or a combination of words and illustrations.

### 4. Mark Allocation

This paper is worth 150 marks and contributes 50% towards the final assessment.

Each question contributes 50 marks or about 16.7% towards the final assessment.

### 5. Award of Marks

Marks are awarded for expression, organization and content.

## INTERNAL ASSESSMENT (20% of Total Assessment)

Internal Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the Internal Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their Internal Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of Internal Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the Internal Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of the Internal Assessment assignments marked by each teacher.

Internal Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies. Internal Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. Internal assessment, therefore, makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the Internal Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.

### Internal Assessment – Paper 03A

#### Portfolio

1. Each candidate will compile a portfolio on a theme selected, determined by the candidate and approved by the teacher. The portfolio should have an introduction that identifies the theme selected and shows how it relates to the student's academic, work-related and personal interest.

The portfolio should be internally coherent and should be organized under three major headings:

- Expository
- Reflective
- Analytical

**Expository** – This section of the portfolio will be orally presented and examined. The duration should be no more than 10 minutes per candidate. Topics chosen in this section should be current. Candidates should collect at least two pieces of related information on the selected topic.

Candidates' presentation should include:

- an explanation of the topic and of their personal interest in it;
- a discussion of the issues raised and the challenges experienced by the candidate in exploring the selected topic;
- an evaluation of the effect of source, context and medium or channel on the reliability and validity of information gathered; Refer to page 7 content 4c (vi)
- a conclusion;

Candidates may bring to the examination room a cue card with headings related to their presentation.

#### Reflective

Candidates will produce TWO samples of original work which together should not exceed 1200 words. Samples produced should cover TWO literary genres and **may include** one piece of oral work (on audio or video tape). Audio or video tapes if used should run for 3 -5 minutes.

Candidates should provide a rationale for the selections in this section of the portfolio detailing:

- the inspiration;
- the intended audience;
- the situation;
- the purpose for the pieces.

Please note that the two pieces created must relate to the theme selected.



### Analytical

Candidates may select for analysis with the approval of the teacher, ONE of the pieces presented under the reflective section of the portfolio **OR** they may select an appropriate piece from another source. The piece selected, should allow for analysis of all the following:

- registers;
- dialectal variations;
- attitudes to language;
- communicative behaviours.

Please note that the piece selected for analysis must relate to the theme selected. The analysis of the piece should not exceed 350 words.

### Paper 03B (1 hour 30 minutes)

#### 1. Number of Questions

This Paper consists of three compulsory questions, one on each Module.

This Paper test skills similar to those listed in the Internal Assessment (Paper 3A).

#### 2. Question Type

Each question requires the candidate to respond in the form of an extended essay.

#### 3. Mark Allocation

This paper is worth 60 marks and contributes 20% towards the final assessment.

#### 4. Award of Marks

Marks are awarded for expression, organization and content.



## MARKING CRITERIA FOR INTERNAL ASSESSMENT

### EXPOSITORY

20 marks

#### (a) Rationale

(2 marks)

- Clear explanation of topic and reason for personal interest. 2 marks
- Vague explanation of topic and reason for personal interest. 1 mark
- No explanation of topic. 0 mark

#### (b) Body

(6 marks)

- Excellent description of issues and challenges. 6 marks
- Evaluation of the effect of sources, content and medium on the validity and reliability of information.
- Very good description of issues and challenges. 5 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- A good description of issues and challenges. 4 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- A satisfactory description of issues and challenges. 3 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- An inadequate description of issues and challenges. 2 marks
- Evaluation of the effect of source, content and medium on validity and reliability of information.
- A weak description of issues and challenges. 0 - 1 mark
- Evaluation of the effect of source content and medium on validity and reliability of information.

## MARKING CRITERIA FOR INTERNAL ASSESSMENT

### EXPOSITORY

20 marks

#### (a) Rationale

(2 marks)

- Clear explanation of topic and reason for personal interest. 2 marks
- Vague explanation of topic and reason for personal interest. 1 mark
- No explanation of topic. 0 mark

#### (b) Body

(6 marks)

- Excellent description of issues and challenges. 6 marks
- Evaluation of the effect of sources, content and medium on the validity and reliability of information.
- Very good description of issues and challenges. 5 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- A good description of issues and challenges. 4 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- A satisfactory description of issues and challenges. 3 marks
- Evaluation of the effect of sources, content and medium on validity and reliability of information.
- An inadequate description of issues and challenges. 2 marks
- Evaluation of the effect of source, content and medium on validity and reliability of information.
- A weak description of issues and challenges. 0 - 1 mark
- Evaluation of the effect of source content and medium on validity and reliability of information.

(c) Expression (6 marks)

- Excellent. 6 marks
- Very fluent and accurate speech.
- Good. 5 marks
- Fluent but, minor errors in grammar or word choice.
- Fair. 4 marks
- Reasonable fluency, some errors in grammar or word choice but not affecting coherency.
- Moderate, marked hesitation frequent errors in grammar or word choice. 2 - 3 marks
- Weak. 0 - 1 mark
- Barely comprehensible. Too little said to be gradable.

(d) Non-Verbal Behaviour and Paralinguistic Control (6 marks)

- Clear, audible voice. 6 marks
- Eye contact.
- Appropriate body movement in respect to situation.
- Clear, audible voice. 5 marks
- Eye contact.
- Minor problems in body movement which detract from attention of listener.
- Clear, audible voice. 4 marks
- Some inconsistency in eye contact.
- Minor problems in body movement which detract from attention of listener.
- Poor voice control but audible speech. 2 - 3 marks
- Little eye contact.
- Excessive/inappropriate body movement which interfere with the speaker's presentation.
- Poor voice control, inaudible speech. 0 - 1
- No eye contact.
- Excessive/inappropriate body movement which interfere with the speaker's presentation.

**NB** Students who experience severe speech impediments, should not be penalised.



## REFLECTIVE

20 marks

### (a) Content

(6 marks)

Where there is an excellent treatment of purpose, audience and context of the portfolio:

6 marks

- justification and rationale;
- adequate variety of pieces;
- originality;
- depth of content;
- correct/appropriate use of genres and style.

Where there is a very good treatment of purpose, audience and context of the portfolio:

5 marks

- justification and rationale;
- adequate variety of pieces;
- originality;
- depth of content;
- correct/appropriate use of genres and style.

Where there is a good treatment of purpose, audience and context of the portfolio:

4 marks

- justification and rationale;
- adequate variety of pieces;
- originality;
- depth of content;
- correct/appropriate use of genres and style.

Where there is a satisfactory treatment of purpose, audience and context of the portfolio:

3 marks

- justification and rationale;
- adequate variety of pieces;
- originality;
- depth of content;
- correct/appropriate use of genres and style.

Where the following are inadequate:

2 marks

- definition of purpose;
- definition of audience;
- definition of context;
- commentary on process of composition;
- rationale.

Where the following are weak:

1 mark

- definition of purpose;
- definition of audience;
- definition of context;
- commentary on process of composition;





- rationale;
- depth of content.

- Where there is extensive weakness on all criteria plus plagiarism or for extensive plagiarism.

0 mark

(b) Creativity

(4 marks)

- excellent use of creative ideas;
- able to stimulate audience and gain their attention;
- a consistently imaginative approach to the theme selected.

4 marks

- good use of creative ideas;
- some attempt at a new approach but not as effective in holding the audiences attention;
- an imaginative approach for the most part.

3 marks

- satisfactory use of genres to portray themes though on occasion glimpses of an imaginative approach.

2 marks

- adequate portrayal of themes through different genres though somewhat unimaginative.

1 mark

- no creativity shown;
- candidate plagiarises.

0 mark

(c) Organisation

(4 marks)

Where there is excellent use of:

4 marks

- introduction, development and conclusion;
- bibliography and appendices where necessary;
- thematic coherence through devices such as linking words between sections and paragraphs;
- unity among paragraphs and between script and audio/video-tape where used;
- appropriate section headings and subheadings.

Where there is good use of:

2 - 3 marks

- introduction, development and conclusion;
- bibliography and appendices where necessary;
- thematic coherence through devices such as linking words between sections and paragraphs;

- unity among paragraphs and between script and audio/video-tape where used;
- appropriate section headings and subheadings.

Where there is little evidence of unifying strands:

0 – 1 mark

- the portfolio is confused;
- there are significant flaws in the use of introduction, development and conclusion;
- there are significant weaknesses in paragraphing.

**(d) Expression**

(6 marks)

Where:

6 marks

- there is clear, correct English;
- there is excellent control of style, and of genres selected;
- there is good paralinguistic control and pronunciation on tape (where used);
- there is flawless proofreading or presentation.

Where:

5 marks

- there is clear, correct English;
- there is good control of style, and of genres selected;
- there is good paralinguistic control and pronunciation on tape (if used); but
- there is flawless proofreading or presentation.

Where:

4 marks

- there is good paralinguistic control and pronunciation (where necessary);
- there is good control of style, and of genres selected;
- there are flawless in proofreading and presentation and
- there are some errors in English.

Where:

3 marks

- there is average paralinguistic control and pronunciation (where necessary);
- there are few flaws in proofreading and presentation;
- there is average control of style, and of genre and
- there are some errors in English.

Where:

2 marks

- there are many flaws in proofreading and presentation;
- there is poor control of style, and of genre;
- there are many errors in English;
- there is little paralinguistic control, poor pronunciation (where necessary).

Where:

1 mark

- there are extensive errors in proofreading and presentation;
- there is poor control of style of genre;
- there are extensive errors in English;
- there is poor paralinguistic control and pronunciation (where necessary).

Where there is incoherence.

0 mark

### ANALYTICAL

20 marks

(a) Content

- An effective analysis of all registers and dialectal variations.
- Attitudes to language and communicative behaviours demonstrated in the given piece.
- A good analysis of all registers and dialectal variations.
- Attitudes to language and communicative behaviours demonstrated in the given piece.
- A fair attempt at analysing the salient features. However there are some identified features not discussed.
- An inadequate analysis where the candidate identifies but does not adequately discuss the salient features of the language demonstrated in the piece.
- Very weak; little or no identification or analysis of the given piece.

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(8 marks)

8 marks

6 - 7 marks

4 - 5 marks

2 - 3 marks

0 - 1 mark

(b) Expression

(7 marks)

If the analysis is done in clear English:

7 marks

- there is excellent control of formal syntactic structures;
- there are no grammatical errors and style is fluent.

If the analysis is done in clear English:

6 marks

- there is good control of formal syntactic structures;
- there are no grammatical errors and style is fluent.

If the analysis is done in clear English:

5 marks

- there is some control of formal syntactic structures;
- there are few grammatical errors and style is fluent.

If the analysis is clear:

4 marks

- there is some control of formal syntactic structures;
- there are several grammatical errors and style is not fluent.

If the analysis is discernable:

3 marks

- there is little control of formal syntactic structures;
- there are many grammatical errors and style is not fluent.

If few elements of analysis are evident:

2 marks

- there is poor control of formal syntactic structures;
- there are extensive grammatical errors and style is not fluent.

Where expression interferes with coherence of analysis:

1 mark

- there is almost no control of syntactic structures;  
and
- English grammar is not used.

Where answer is incoherent

0 mark



(c) Organisation

(5 marks)

Where the candidate demonstrates superiority in the use of:

4 – 5 marks

- introduction;
- development;
- conclusion;
- coherence;
- paragraph unit/transition words between paragraphs.

Where the candidate demonstrates competence in the use of:

3 marks

- introduction;
- development;
- conclusion;
- coherence;
- paragraph unit/transition words between paragraphs.

Where the candidate suggests competence in the use of:

2 marks

- introduction;
- development;
- conclusion;
- coherence;
- paragraph unit/transition words between paragraphs.

Where the candidate demonstrates incompetence in the use of:

0 – 1 mark

- introduction;
- development;
- conclusion;
- coherence;
- paragraph unit/transition words between paragraphs.

## ◆ REGULATIONS FOR PRIVATE CANDIDATES

Candidates who are registered privately will be required to sit Paper 01A, 01B, Paper 02 and Paper 03B. Paper 03B will test the candidate's acquisition of the skills in the same areas of the syllabus identified for the internal assessment. Consequently, candidates are advised to undertake a portfolio similar to the portfolio that the school candidates would normally complete and submit for internal assessment. It should be noted that private candidates would not be required to submit a portfolio.

### Paper 03B (1 hour 30 minutes)

#### 1. Number of Questions

This Paper consists of three compulsory questions, one on each Module.

This Paper tests skills similar to those listed in the Internal Assessment (Paper 3A).

#### 2. Question Type

Each question requires the candidate to respond in the form of an extended essay.

#### 3. Mark Allocation

This paper is worth 60 marks and contributes 20% towards the final assessment.

#### 4. Award of Marks

Marks are awarded for expression, organisation and content.

## ◆ REGULATIONS FOR RE-SIT CANDIDATES

Re-sit candidates must re-write Papers 01 and 02 of the examination for the year in which they re-register. However, re-sit candidates who have earned 50% of the CXC moderated marks for the Internal Assessment component may elect not to repeat this component, provided they re-write the examination no later than the year following their first attempt. The marks for the Internal Assessment can be transferred once only, that is, to the examination immediately following for which they were obtained.

Re-sit candidates who have obtained less than 50% of the moderated marks for the Internal Assessment component must repeat the component at any subsequent sitting.

Re-sit candidates must be entered through a school, a recognized educational institution, or the Local Registrar's Office.

## ◆ ASSESSMENT GRID

The Assessment Grid for the Unit contains marks assigned to papers and Modules, and percentage contributions of each paper to total scores.

Papers	Module 1	Module 2	Module 3	Total Marks (%)
	Gathering and Processing Information	Language And Community	Speaking and Writing	
External Assessment Paper 01A	15	30	30	75 (25)
Paper 01B	15	-	-	15 (5)
Paper 02	50	50	50	150 (50)
Internal Assessment Paper 03A/03B	20	20	20	60 (20)
Total	100	100	100	300 (100)

Western Zone Office  
2003/05/05

