

**Item Specification Form (Level: KS3 English)**

**Title: Giving Directions \*\***

**Code: E9EL012**

**Module: Cultures of the World**

**Class Level: S3**

**Purpose: To assess learner's performance/progress in the following aspects:**

| <b>Strand Targets</b>  | <b>Descriptions for Basic Competency</b>   | <b>Language Skills</b> | <b>Forms and Functions</b>  | <b>Generic Skills</b> | <b>Suggested Time</b> | <b>Suggested Answers</b>  | <b>Possible Problems</b>  |
|--|--|------------------------|---|-----------------------|-----------------------|---|---|
| To interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarising and drawing conclusions (KSb) | L5-L-2-S3BC<br>Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly in generally familiar accents (IS, KS, ES)<br><br>Discriminating between words with a range of vowel and consonant sounds (KS) | Listening              | Use a variety of tenses to refer to events in the past, present and future and to the frequency with which things occur (F04)<br><br>Use the passive voice to refer to events in the past, present and future and to the frequency with which things occur (F06)<br><br>Use sequence words to seek information (F14)<br><br>Use formulaic phrases to ask for minor favours and assistance (F15) | Communication Skills  | 25 minutes            | Section 1<br>1 – D<br>2 – A<br>3 – C<br>4i – C<br>4ii – D<br>4iii – E<br><br>Section 2<br>1 – D<br>2 – A<br>3 – B<br>4 – D<br><br>Section 3<br>1 – D<br>2 – C<br>3 – B<br>4 – C | Unable to distinguish main ideas from supporting details<br><br>Unable to identify the sequence of events, causes and effects<br><br>Unable to extract specific information<br><br>Unable to listen for gist/main ideas<br><br>Unable to recognize, or confuse, specific consonant and vowel sounds |

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| <b>Suggested Answers</b>  | <b>Question Intents</b>   |
|---|---|
| Section 1<br>1 – D<br>2 – A<br>3 – C<br>4i – C<br>4ii – D<br>4iii – E | 1: Distinguishing main ideas from supporting details<br>2: Identifying the sequence of events<br>3: Extracting specific information<br>4i-iii Identifying the sequence of events                              |
| Section 2<br>1 – D<br>2 – A<br>3 – B<br>4 – D                         | 1: Extracting specific information<br>2: Extracting specific information<br>3: Understanding the connection between ideas by identifying a range of cohesive devices<br>4: Identifying the sequence of events |
| Section 3<br>1 – D<br>2 – C<br>3 – B<br>4 – C                         | 1: Extracting specific information<br>2: Understanding the connection between ideas by identifying a range of cohesive devices<br>3: Extracting specific information<br>4: Listening for main ideas           |