

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

**Title: Body Image \*\*\***

**Code: E9EL031**

**Module: Getting Along with Others**

**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>                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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)</p> <p>To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc)</p> | <p>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)</p> <p>Discriminating between words with a range of vowel and consonant sounds (KS)</p> | Listening              | <p>Use the simple present tense to make general statements about the world and “universal truths” (F04)</p> <p>Use formulaic phrases to describe one’s feelings and responses to happenings and states of affairs in some detail (F15)</p> | Communication Skills  | 20 mins               | <p><b>Section 1</b><br/>1 – C<br/>2 – B<br/>3 – B<br/>4 – C<br/>5 – B</p> <p><b>Section 2</b><br/>1 – A<br/>2 – A<br/>3 – A<br/>4 – C<br/>5 – A<br/>6 – A</p> <p><b>Section 3</b><br/>1 – N (given)<br/>2 – B<br/>3 – C<br/>4 – N<br/>5 – J</p> | <p>Unable to extract specific information from the test</p> <p>Unable to identify the cohesive devices that provide connection between ideas</p> <p>Unable to identify the sequence of events, causes and effects</p> <p>Unable to recognize the unstressed words and weak forms of functional words</p> |

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

**Title: Body Image \*\*\***

**Code: E9EL031**

**Module: Getting Along with Others**

**Class Level: S3**

| <b>Suggested Answers</b>                                        | <b>Question Intents</b>                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section 1<br>1 – C<br>2 – B<br>3 – B<br>4 – C<br>5 – B          | 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: Extracting specific information<br>5: Extracting specific information                                                          |
| Section 2<br>1 – A<br>2 – A<br>3 – A<br>4 – C<br>5 – A<br>6 – A | 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: Identifying the causes and effects<br>5: Understanding the connection between ideas by identifying a range of cohesive devices |
| Section 3<br>1 – N (given)<br>2 – B<br>3 – C<br>4 – N<br>5 – J  | 1-5: Understanding the connection between ideas by identifying a range of cohesive devices                                                                                                                                                                                                                |