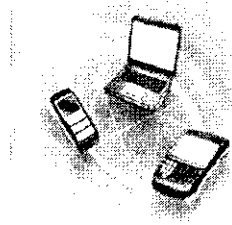


**Mr. Shelton's  
AICE Language (A)  
Syllabus  
2014-2015**



**Course Objective:** Cambridge International AS Level English is designed for learners who can already communicate effectively in English as it may be their first or second language. The Cambridge International AS Level English syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of English in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

**The syllabus aims to develop:**

- A critical and informed response to texts in a range of forms, styles and contexts
- The interdependent skills of reading, analysis and research
- Effective, creative, accurate and appropriate communication
- A firm foundation for further study of language and linguistics.

**Assessment objectives:**

Candidates must demonstrate:

AO1: The ability to read with understanding written material in a variety of forms, and to comment on its effectiveness.

AO2: A knowledge and understanding of the features of English language.

AO3: The ability to write clearly, accurately and effectively for a particular purpose or audience.

**Paper 1 – Passages for Comment (2 hours)**

Candidates answer two out of three questions. Questions carry equal marks.

Each question is based on a passage, or passages, of text printed in the question paper.

These are taken from a balanced range of sources, and include informative and narrative writing in a wide variety of styles. Each question involves a commentary on use of language in the passage(s) followed by a directed writing task based on the passage(s).

Candidates should:

- Identify distinguishing features of passages, relate them to the function and context of the writing, and organise information in their answers.

- Comment on aspects such as vocabulary, figurative language (e.g. use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice.
- In the directed writing tasks, write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

Dictionaries may **not** be used.

### **Paper 2 – Composition (2 hours)**

The paper is divided into two sections:

Section A: Narrative/Descriptive/Imaginative Writing

Section B: Discursive/Argumentative Writing.

Each section has a choice of four composition tasks:

- Candidates choose two tasks, one taken from each section.
- Questions carry equal marks.
- Candidates should write between 600–900 words for each composition.
- In both sections, candidates must use language accurately, in an appropriate style, clearly presented.
- In Section A candidates must show they can write an imaginative piece, using language to create deliberate effects, such as a mood or a character.
- In Section B candidates must show they are able to construct an argument, presenting a view or views clearly, coherently and persuasively.

### **2.4.3 Paper 3 – (2 hours 15 minutes) (A Level only): Text Analysis**

- The paper contains two questions.
- Candidates must answer both questions.
- Questions carry equal marks.

Each question is based on text(s) printed on the question paper. One of the texts (either for Question

1 or Question 2) will be a transcription of speech/spoken material/scripted speech (e.g. a campaigning broadcast or political speech). The other texts will be drawn from forms such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, diaries, essays, and narrative/descriptive writing.

In Question 1(a) candidates are required to write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

In Question 1(b) and Question 2 candidates are required to:

- identify and analyse distinguishing features of written and spoken language in the text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice
- relate these features to the function and context of the text(s)
- organise information coherently in their answers.

#### 2.4.4 Paper 4 – (2 hours 15 minutes) (A Level only): Language Topics

- The paper contains three questions, each on a separate topic area.
- Candidates answer any two questions.
- Questions carry equal marks.

The topic areas for examination in 2014 are:

- *Topic A: Spoken language and social groups*
- *Topic B: English as a global language*
- *Topic C: Language acquisition by children and teenagers*

One essay question will be set on each topic area. These topic areas will also be examined in 2015.

Each question will incorporate a short stimulus (such as a relevant text extract or speech transcription) relating to the topic area. Candidates will be expected to refer to this and to their own wider reading and research in answering.

Dictionaries may **not** be used.

#### *Topic A: Spoken language and social groups*

Relevant areas for study include:

- specific features of spoken language which are influenced by context
- the use of language to include and exclude
- group identity, power and status
- slang, jargon and other non-standard features
- idiolect/sociolect/dialect
- speech sounds and accents
- theories and studies of social variation in language, for example variations according to gender, age, occupation, social class

#### **Grading:**

##### **A. Pop quizzes/Tests (Reading/Writing)-weekly or monthly: (20% of overall grade)**

Quizzes will be generated from our articles, journals, diaries, ipod casts, and lessons throughout the week. Therefore, please make sure to leave some time during the week to read and annotate

text. Also, focus on taking your notes while reading, and not waiting to take them after you have read. Quizzes will be in the form of short answer essays.

**B. Exercises/Activities (Homework): Daily and Weekly: (30% of overall grade)**

Exercises and activities will be generated from our daily and weekly lessons. Each student will be responsible for at least (2-3) days of homework each week that requires them to complete and re-enforce lessons taught during class.

**C. Written/Oral/Audio/Video Assignments: (40% of overall grade)**

Each course paper will be (1-3) pages in length, require analytical insight, show proper control of his/her language, understand their audience, and be peer reviewed by a classmate for mistakes. Moreover, then each student will submit his/her paper in a proper package that demonstrates the writing process: brainstorming, rough-draft, peer review, revision, and a final product. Also, grading criteria (Rubric) will determine each assignment's score. Furthermore, students will be required to present a novel to the class every four to five weeks using poster boards, power point presentations, or any other form of visual manipulative which will help the class understand the characters, plot, themes, conflicts, allusions, etc.

**D. Participation/Preparation: (10% of overall grade) (Journal Entries included)**

Each day every student will have required assignments and materials in hand i.e. paper, pencil, home work (Expectation will be that you come prepared every day). Furthermore, all students will contribute to classroom activities, discussions on a daily bases. Points will be deducted for lack of contribution (group work is included in this category).

**E. Extra Credit Opportunities: (Possible 10- points of extra credit)**

1. Research Paper: Students may complete a research paper every eighteen weeks for 10 extra credit points if they choose. The students will identify several works that a particular author has completed, and compare those works, identifying similar qualities (rhetorical devices) that exist between each piece. (More information will be given when upon student request).

- ❖ MLA Citation
- ❖ Work Cited Page
- ❖ (3-4) pages typed
- ❖ Cover Sheet
- ❖ Rough-draft
- ❖ Brainstorming

2. Rhetorical Device/Diction: If a student uses one of the rhetorical devices or vocabulary words that we have learned either during class activities or in their homework assignments, they will earn (1) extra credit point for each one: limited to (15) extra credit points per nine weeks.

3. Writing (Typed papers): If students type any assignment throughout the nine weeks, they will earn three extra credit points for each assignment: limited to (15) extra credit points per nine weeks.

**F. Discipline Plan-** You can find this information on the "Discipline Contract" you and your parents will sign and return to me.

**G. Missed Work due to Absences:** Any school missed, it is each student's responsibility to find out what he/she needs to make-up by reviewing the activities calendar within the classroom before or after class, or by visiting my website: [www.sheltonm.com](http://www.sheltonm.com)! In addition, every student has two days for every day missed to make-up his/her work. It is the student's responsibility to hand it in to the teacher. If any student does not hand in make-up work on time, it will not be accepted.

**H. Important:**

❖ Participation and effort will mean everything to each student. If you try, you will succeed, guaranteed! ❖ No tolerance for Cheating, **Plagiarism**- If any person is caught, you will receive an "F" and a call home to your parents.

**I. Teacher's Web Site:** [www.sheltonm.com](http://www.sheltonm.com) (all assignments, lessons, activities, etc. for my class can be found at this site.

**Supplies Required (List):**

1. Three-ring binder (required to retain all notes, activities, and homework)
2. Paper: Loose College or regular
3. Dictionary: Hand-held
4. Pencils/Pens (blue or black only)

**BYOT: Bring Your Own Technology**

We would like to welcome your student to the B.Y.O.T. (Bring Your Own Technology) team.

There are nine teachers on campus who are involved in this brand new pilot program designed to integrate student's technology in to our curriculum. The following teachers are participating:

Mrs. Susin- Dean

Ms. Harding- U.S. Government

Mrs. Griswell- AVID

Mrs. Tinsley- Reading Coach

Mr. Shelton- English

Mrs. Shelton- English

Mrs. Webb- Science Research

Mrs. Hewitt- Business Education

Mrs. Tyler- Math

For more information please visit the Eau Gallie High School web site and go to the BYOT tab.