

**OTUMOETAI COLLEGE**  
**NCEA INTERNATIONAL ENGLISH UNIVERSITY ENTRANCE LEVEL 3– (IEUE) 2019**

INTERNATIONAL ENGLISH UNIVERSITY ENTRANCE – IEUE					
<i>Course Relationship to the National Vocational Pathways</i>					
<b>Construction &amp; Infrastructure</b> 10	<b>Manufacturing &amp; Technology</b> 10	<b>Primary Industries</b> 10	<b>Services Industries</b> 10	<b>Social &amp; Community Services</b> 10	<b>Creative Industries</b> 10
<b>Course Entry</b>	This course is for senior ESOL students or for students who have graduated from IEAP.				
<b>Course Overview</b>	Students will read and write on familiar topics, such as recounts of famous people from New Zealand or from history, information reports, research, persuasive or explanatory writing. Students will be required to read a wide range of texts independently and write detailed personal responses about their reading. This senior ESOL class is generally for students from Year 12 or Year 13. It is 4 hours a week.				
<b>Assessment</b>	This course will be assessed to NCEA Level 3 Unit Standards. Students will have the opportunity to gain up to 30 credits at Level 3. There will be regular vocabulary testing, internal reading and writing assessments as well as mid-year and end-of-year exams.				
<b>Cost Materials</b>	Textbook fee for vocabulary book supplied by the college (from international students' course allowance).				<b>\$50.00</b>

**Course Aims**  
 This course aims to prepare students for tertiary study by providing them with Level 3 English Language (formerly called ESOL) credits and/or Level 2 Achievement Standards in English for university literacy.

**Description of Course**  
 The course will include an individual reading programme (wide reading), writing recounts and information texts, novel study, film study, poetry and reading non-fiction. Students will do additional activities to build vocabulary, grammar and fluency in English, as well as exam preparation. There will be mid-year and end-of-year examinations.

**Assessment Programme**  
 This course will be assessed to English Language Level 3 Unit Standards (formerly called ESOL). Assessment will focus on internally assessed standards. Students will have the opportunity to gain credits from some of the following standards.

US28050 v2	Demonstrate understanding of spoken information on familiar topics (EL) <i>5 Credits</i>
US28056 v2	Read and understand texts on familiar topics (EL) <i>5 Credits</i>
US28057 v2	Read and understand texts for practical purposes (EL) <i>5 Credits</i>
US28058 v2	Read and demonstrate understanding of a range of written texts independently (EL) <i>5 Credits</i>
US28068 v2	Write texts on familiar topics (EL) <i>5 Credits</i>
US28070 v2	Write a response for a specific purpose (EL) <i>5 Credits</i>
AS91101 v2	Produce a selection of crafted and controlled writing <i>6 Credits (UE – writing literacy)</i>
AS91106 v2	Form developed responses to independently read texts, supported by evidence <i>4 Credits (UE – reading literacy)</i>

**Own Work / Plagiarism (copying)**

When doing research, if students copy whole sentences or paragraphs, they must put it in quotation marks and write the title and author's name in a bibliography or reference list. They are allowed to copy ideas and information if they put those ideas into more simple words.

If students copy work and do not state where the information came from, the teacher can make the student do the work again, or give no marks for it.

**Appeals**

If a student is not happy with a grade for assessed work, he or she should talk to the teacher about it. If he or she is still not satisfied, the student should see the Director of International or the school Deputy Principal responsible for Assessment and Curriculum.

**Marking and Moderation**

Student work will be marked using guidelines from the Ministry of Education or NCEA guidelines from the NZQA (the New Zealand Qualifications Authority who are responsible for all high school, polytechnic and university qualifications in New Zealand).

**Storage of Student Work**

Student work for NCEA (National Certificate of Educational Achievement) will be kept in a locked cupboard at school. Exam papers will also be stored at school.

<b>COURSE: International English for University Preparation</b>		<b>Duration: Full year</b>
<b>ELIP/ELLP Stage 3+</b>		
<b>Achievement or Learning Objectives:</b>		
To prepare students for tertiary study by providing them with Level 3 English Language (formerly called ESOL) credits and/or Level 2 Achievement Standards in English for university literacy.		
To increase academic vocabulary, improve critical reading skills across a number of different text types and develop writing skills across a number of different text types.		
<b>Values:</b>	<b>How will students be encouraged to develop the selected values?</b>	
<ul style="list-style-type: none"> <li>* Excellence – aiming high, persevering</li> <li>* Innovation, enquiry and curiosity</li> <li>* Diversity – culture, language, heritage</li> <li>* Respect – for themselves and others</li> <li>* Equity – fairness and social justice</li> <li>* Community and participation for the common good</li> <li>* Care for the Environment</li> <li>* Integrity and accountability</li> </ul>	<ul style="list-style-type: none"> <li>• By doing their best and achieving credits</li> <li>• Reading, research and sharing new learnings</li> <li>• Communicating experiences and ways of thinking</li> <li>• Being kind to themselves and others</li> <li>• Learning to see inequity</li> <li>• Joining in is encouraged and supported</li> <li>• Keep our room tidy</li> <li>• Take responsibility for ourselves and step up</li> </ul>	
<b>Key Competencies:</b>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Managing self – self motivation, personal goals, appropriate behaviour, resourcefulness, sense of self, importance of heritage</li> <li><input type="checkbox"/> Relating to others – listen actively, recognise different points of view, negotiate, share ideas</li> <li><input type="checkbox"/> Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member</li> <li><input type="checkbox"/> Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions, intellectual curiosity</li> <li><input type="checkbox"/> Using language, symbols and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding</li> <li><input type="checkbox"/></li> </ul>		
<b>Course Aims:</b>		
By the end of the course students will be able to:		
<ul style="list-style-type: none"> <li>• vocabulary: increase their academic vocabulary, as measured by Paul Nation’s vocabulary level tests (receptive and productive)</li> <li>• reading: read and understand texts on familiar topics using different text types and/or form developed personal responses to independently read texts supported by evidence.</li> <li>• writing: write on familiar topics and for specific purposes using different text types and /or produce a piece of crafted and controlled writing which develops, sustains and structures ideas.</li> </ul>		
<b>Learning Outcomes:</b>		
Reading:		
<ul style="list-style-type: none"> <li>○ Read and understand a range of texts on familiar topics</li> <li>○ Read and understand texts for practical purposes</li> <li>○ Read and demonstrate understanding of a range of written texts independently</li> </ul>		
Writing:		
<ul style="list-style-type: none"> <li>○ Write texts on familiar topics</li> <li>○ Write a response for a specific purpose</li> </ul>		
Listening:		
<ul style="list-style-type: none"> <li>○ Demonstrate understanding of spoken information on familiar topics</li> </ul>		
Vocabulary:		
<ul style="list-style-type: none"> <li>○ Increase their academic vocabulary</li> </ul>		
Literacy:		
<ul style="list-style-type: none"> <li>○ Produce a selection of crafted and controlled writing</li> <li>○ Use information literacy skills to form developed conclusions</li> <li>○ Form developed personal responses to independently read texts supported by evidence</li> </ul>		

<p><b>Learning Activities:</b></p> <p>Reading: Individual reading programme (wide reading), studied class texts, range of texts</p> <p>Writing:</p> <p>Listening:</p> <p>Speaking:</p>	<p><b>Themes:</b></p> <ol style="list-style-type: none"> <li>1) <u>Simply the Best</u> (leaders, role models, setting goals, knowing ourselves, recognising difference, careers, education, future choices)</li> <li>2) <u>Get Outside</u> (Aotearoa NZ, festivals and celebrations, nature, safety in nature, disasters, drive safely)</li> <li>3) <u>Facing a challenge</u> (disability, health, old age, adversity, internet safety, party safely)</li> </ol>
<p><b>Resources:</b></p> <p>Teacher Resources:</p> <ul style="list-style-type: none"> <li>• graded readers to Level 6</li> <li>• Nation’s Essential Vocabulary (Books 4 – 6 – as available in print)</li> <li>• Macmillan Essential Dictionary for Learners of English (class set)</li> <li>• Cambridge - English Grammar in Use (Murphy)</li> <li>• Cambridge - Advanced Grammar in Use (Hewings)</li> <li>• Practice materials for EL Unit Standards (own/vln/based on Breda Matthews, English Language resource Centre)</li> <li>• IELTS practice – individual texts available for students to borrow</li> </ul> <p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• My Wedding and Other Secrets (dir. Roseanne Liang)</li> <li>• Shawshank Redemption (dir. Frank Darapont)</li> <li>• Beyond the Edge (dir. Leanne Pooley)</li> <li>• Tuesdays with Morrie (Mitch Albom)</li> <li>• Requiem in a Townhouse (Owen Marshall)</li> <li>• The Bath (Janet Frame)</li> <li>• Glenn Colquhoun poetry</li> <li>• War poetry (Sassoon, Owens...)</li> <li>• Student selected texts from school library (wide reading)</li> </ul>	<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>• graded readers to Level 6</li> <li>• Nation’s Essential Vocabulary (Books 4, 5 or 6 provided)</li> <li>• Macmillan Essential Dictionary for Learners of English (class set)</li> <li>• Grammar sheets</li> <li>• Teacher worksheets</li> <li>• Library texts for wide reading</li> <li>• Reading texts/notes</li> </ul>
<p><b>Assessment:</b></p> <p>Informal Assessment includes teacher observation; peer feedback of student activities, self reflection</p> <p>Formative Assessment: self-assessment using checklists; practice tasks</p> <p>Summative assessment: Unit Standard assessments; Achievement Standard assessment tasks; exams; vocab tests</p>	