



Bhutan Council for School Examinations and Assessment

English Assessment Syllabus

Key stage 2

2026 - 2030

Contact Us

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1. Why Choose This Syllabus?

This syllabus is designed to meet the learning needs of Bhutanese students while aligning with internationally benchmarked standards, particularly the Cambridge Primary English as a Second Language (0057). It offers a balanced and progressive approach to developing the core language skills of writing, reading, and use of English, ensuring that learners build strong foundational competencies. The syllabus is thoughtfully structured to reflect the national vision for education while preparing students to engage meaningfully with global academic standards.

Assessment Focus Areas

This syllabus is guided by essential language learning principles and the core values of Gross National Happiness (GNH). It identifies the key areas through which learners' language development is observed and assessed, promoting both academic growth and personal wellbeing.

The following focus areas represent the broad competencies that the syllabus aims to develop and that the teachers can observe and assess in students' work:

- **Communication** – Using spoken and written English to express ideas clearly, confidently, and respectfully.
- **Comprehension** – Understanding and interpreting texts, ideas, and perspectives, demonstrating empathy and awareness of diverse cultures and values.
- **Accuracy** – Applying grammatical structures, vocabulary, and language conventions correctly and appropriately to ensure clear communication.
- **Creativity** – Expressing ideas imaginatively and originally, while valuing cultural identity and personal expression.
- **Critical Thinking** – Analysing, evaluating, and responding thoughtfully to texts, language use, and ideas.
- **Reflection** – Demonstrating self-awareness and emotional intelligence through engagement with texts, ideas, and communication experiences.

Assessment Outcome

Students completing this syllabus will have developed a range of language skills that will support their academic progress and everyday communication. Specifically, learners will be able to:

- learn to write effectively for different purposes and audiences, using appropriate tone, structure, and vocabulary.
- develop the ability to read fluently and critically, understanding both explicit meaning and deeper implied ideas in a variety of texts.
- gain confidence in using grammatical structures accurately and appropriately, supporting clearer and more precise communication.
- acquire the skills to analyse, infer, compare, summarise, and present ideas, abilities essential for both academic success and lifelong learning.
- become more independent learners and communicators, able to express ideas, opinions, and emotions in written English with clarity and creativity.

- be better prepared for higher levels of English learning, national assessments, and possible future engagement with international curricula and examinations.

Assessment Support for Teachers

Quality education relies on alignment between the curriculum, teaching practices, learning experiences, and assessment. The BCSEA ensures that assessment practices are closely aligned with the intended learning outcomes of the curriculum. Such alignment enhances the overall quality of learning and ensures that students are assessed on the knowledge, skills, and understanding envisioned in the curriculum framework.

To ensure the effective delivery of the syllabus, BCSEA provides structured and ongoing support to teachers, including:

- specimen papers, mark schemes, and past papers to help teachers guide students in meeting curriculum expectations.
- professional development workshops and training sessions that focus on key areas such as assessment design and mark schemes.
- collaboration through teacher networks, online forums, and school clusters where teachers can share best practices, resources, and experiences.

These support systems aim to empower teachers with the knowledge, skills, and confidence needed to deliver the syllabus effectively, assess students fairly, and nurture their holistic development in alignment with Bhutan's national education goals.

2. Syllabus Overview

The Key Stage 2 English syllabus develops foundational skills in Writing, Reading and Literature, Use of English, Listening, and Speaking through a structured, progressively challenging learning experience. Aligned with Bhutan's national education priorities and the values of GNH, it aims to foster linguistic competence alongside creativity, critical thinking, empathy, and cultural awareness. Targeted at learners aged 9–11, the syllabus broadly corresponds to Common European Framework of Reference (CEFR) A2 and progresses towards B1, enabling students to understand and produce straightforward texts, communicate effectively in familiar contexts, and engage confidently with ideas.

Aims

The syllabus aims to enable students to:

- communicate clearly, confidently, and appropriately in both speech and writing.
- read with understanding, respond critically to texts, and explore meaning beyond the surface level.
- strengthen grammatical accuracy, vocabulary control, and sentence structure to support fluent and effective language use.
- encourage creativity, self-expression, and personal reflection in language use.
- promote respect for others' ideas, opinions, and cultural contexts through reading and communication.
- support learners' emotional wellbeing, ethical reasoning, and civic responsibility through the study and use of language, in line with the values of GNH.

3. Content Overview

The syllabus is organised into five main strands that reflect an integrated approach to English language learning:

i. Writing

This strand develops learner's ability to express their own ideas, write creatively, and support opinions with reasons and evidence. It focuses on accurate spelling, appropriately style and tone, precise language use, and correct punctuation in writing. Learners also develop coherent sentence and paragraph construction using a variety of connectiveness and apply suitable layouts to produce different written genres.

ii. Use of English

This strand builds learners' grammatical knowledge, vocabulary range, and sentence structure. Students learn how to use a variety of tenses, modal verbs, conditionals, prepositions, and relative clauses accurately. Sentence-level work focuses on cohesion, clarity, and effective communication in context.

iii. Reading and Literature

This strand develops learners' ability to comprehend a range of short and extended texts (seen and unseen). It focuses on identifying key ideas, understanding specific information and details, and following the development of ideas within a text. They build fluency, interpret both explicit and implicit information, and begin analysing how language and structure contribute to meaning. They also explore idiomatic and figurative language and learn to identify authorial viewpoints.

Each strand promotes critical thinking, ethical communication, and learner independence, contributing to both academic progress and personal development in line with Bhutan's holistic education goals.

iv. Listening

Learners identify main ideas, details, and specific information with minimal support. They infer meaning, understand implied messages and opinions, and evaluate spoken content through reasoned responses. Varied listening tasks build skills for accurate comprehension and critical engagement in academic and real-life contexts.

v. Speaking

Learners develop the ability to describe events, express opinions with supporting arguments, and engage listeners using appropriate language and tone. They practise sustaining conversations, asking and answering questions, and organising ideas clearly, enabling them to communicate confidently and effectively in both academic and everyday situations.

4. Assessment Overview

Structured for Classes IV to VI, the assessment focusses on Writing, Reading and Literature and Use of English, while Listening and Speaking are taught and internally assessed as school-based coursework. The coursework marks earned by class VI students in Listening and Speaking are included in their board examination result.

Paper 1	Coursework
English Section A Candidates complete two unstructured writing tasks: an Essay or Story worth 10 marks and a Formal or Informal Letter worth 8 marks. Section B Focuses on the Use of English and consists of four very structured questions totalling 12 marks, which include multiple-choice, sentence completion, transformations, and word re-arrangement. Section C Covers Reading and Literature through three distinct parts totalling 30 marks: Part 1 is a Seen Story (11 marks), Part 2 is an Unseen Essay (11 marks), and Part 3 is an Unseen Poem (8 marks). All parts in this section utilize a mix of multiple-choice and short-response questions (very structured and structured questions). 1 hour 30 minutes 60 marks Externally assessed Weightage 80% Questions are based on Writing, Use of Language and Reading and Literature	• Listening (20 marks) • Speaking (20 marks) Internally assessed and externally moderated Weightage 20%

5. Assessment Objectives

Assessment Objectives (AOs) are:

AO1 Writing

Candidates will be assessed on their ability to:

- W1 communicate ideas clearly using appropriate tone, style, and vocabulary.
- W2 organise writing coherently with sentences, paragraphs, and simple linking devices.
- W3 develop content with relevant ideas, details, and supported opinions.
- W4 use spelling, punctuation, and grammar accurately to make writing understandable.

AO2 Use of English

Candidates will be assessed on their ability to:

- U1 use grammatical forms accurately to convey meaning.
- U2 select and use vocabulary appropriately for context.
- U3 structure sentences and link ideas clearly.
- U4 adapt and transform sentences for clarity and meaning.

AO3 Reading and Literature

Candidates will be assessed on their ability to:

- R1 understand and interpret the main ideas in a range of texts.
- R2 identify and comprehend specific details, events, and arguments in texts.
- R3 recognise and interpret opinions, viewpoints, and implied meanings in texts.
- R4 analyse the use of language, narrative techniques, and literary devices in texts.

AO4 Listening

Candidates will be assessed on their ability to:

- L1 listen to short and extended talks to understand main ideas, key details, and important points in arguments.
- L2 infer meaning from context and comprehend implied ideas independently or with minimal support.
- L3 identify inconsistencies, recognize speakers' points of view, and draw logical conclusions from the listening texts.
- L4 identify facts versus opinions and recognize when a speaker shows bias.

AO5 Speaking

Candidates will be assessed on their ability to:

- S1 describe events or ideas clearly, using appropriate intonation, mostly accurate grammar and vocabulary, and support main points with relevant details.
- S2 ask relevant questions, clarify meaning, and respond thoughtfully, expressing personal views with reasons while respecting others' opinions.
- S3 link ideas and arguments smoothly using a range of connectives to create coherent and logical speech.
- S4 summarise information effectively and connect their ideas to others' contributions during discussions.

Weighting for Assessment Objectives in the Board Examination

The approximate weightings for each Assessment Objectives (AOs) are detailed below.

Assessment Objective	Weighting in Key Stage 2 (%)
AO1 Writing	18
AO2 Use of English	12
AO3 Reading and Literature	30
AO4 Listening	20
AO5 Speaking	20
Total	100

Assessment Objectives as a percentage of each component

Assessment objective	Weighting in Components (%)	
	Paper 1	Coursework
AO1 Writing	30	
AO2 Use of English	20	
AO3 Reading and Literature	50	
AO4 Listening		50
AO5 Speaking		50
Total	100	100

6. Subject Content

Subject Content	Examples
Writing	
Write fiction and non-fiction texts independently, describing people, places, and events with relevant detail; express opinions supported by reasons and examples. Use punctuation accurately and organise sentences and paragraphs clearly using suitable connectives and layouts for different text types.	Writing a narrative essay about a festival, sharing views on school rules. Writing a story using connectives such as “however” and “after that”.
Spell familiar and high-frequency words correctly and use the writing process, including planning, drafting, revising, and editing, to improve writing. Use appropriate style and tone for different purposes.	Writing a formal/informal letter. Drafting and revising a personal story.
Use of English	
Use a range of grammatical structures accurately, including different verb tenses, active and passive	Writing sentences such as “The classroom was cleaned by the

voice, conditionals, modal verbs, direct and indirect speech, and phrasal verbs.	students,” using modals like “must” and “might.”
Use a wide range of vocabulary, including dependent prepositions, comparative adverbs, abstract and compound nouns, quantifiers, and complex noun phrases.	Using expressions such as “interested in,” “far less quickly,” and “many students.”
Construct varied sentences using pronouns, relative clauses, gerunds, infinitives, adjectives, and connectives for reasoning and explanation.	Writing sentences such as “The boy who won the race is my cousin” and “Swimming is healthy.”
Reading & Literature	
Understand main ideas and purposes of short and extended fiction and non-fiction texts, reading fluently and confidently.	Summarising the moral of a folktale, reading an article aloud with expression.
Identify specific information, infer meaning from context, and understand idiomatic and figurative language in texts.	Explaining idioms such as “break the ice,” identifying similes and metaphors in poetry.
Distinguish between facts and opinions and recognise the writer’s viewpoints and arguments in texts.	Identifying opinions in a newspaper article, explaining the author’s message in a speech.
Listening	
Listen to short and extended conversations to identify main ideas, opinions, and specific details with minimal support.	Listening to a discussion and identifying the topic, opinions, and important details.
Infer meaning from tone, word choice, and context to understand implied messages and feelings.	Recognising sarcasm from a speaker’s tone of voice.
Evaluate what is heard by identifying opinions and giving reasons for agreement or disagreement.	Listening to a discussion about school uniforms and sharing reasons for agreement or disagreement.
Speaking	
Describe actions, events, people, places, and objects clearly using relevant vocabulary and complete sentences.	Describing a visit to a market and explaining what happened there.
Ask questions to clarify meaning and express opinions using reasons and examples.	Saying, “I think recycling is important because it reduces waste.”
Use appropriate intonation, stress, vocabulary, and connectives to organise ideas and maintain conversations.	Telling a story using sequence words such as “first,” “then,” and “finally.”

7. Details of the Assessment

Component 1 – Writing, Use of Language, and Reading and Literature

Marks: 60

Duration: 1 hour 30 minutes

Assessment Objectives:

AO1: Writing

AO2: Use of English

AO3: Reading and Literature

This paper is divided into three sections and candidates are required to answer all questions.

Section A: Writing

Section B: Use of English

Section C: Reading and Literature.

The Writing section consists of two tasks: an imaginative story or narrative essay of approximately 140 - 150 words, and a formal or informal letter (100 – 120 words). Marks are awarded based on content (task completion and idea development), organisation (correct genre-specific layouts and paragraphing), and language (vocabulary range and grammatical accuracy).

The Use of English section consists of a grammar exercise designed to test structural recognition, functional mechanics, and sentence transformation. It includes multiple-choice questions, sentence completion, rewriting of sentence, and word re-arrangement tasks.

The Reading and Literature section features three distinct text types: a seen story, an unseen essay (300–350 words), and an unseen poem (100 – 120 words). Assessment includes multiple-choice questions and short written responses focusing on literal comprehension, the ability to distinguish between fact and opinion, and the analysis of how an author uses language to create effects.

Candidates write their answers directly on the question paper.

Dictionaries may not be used.

Description of questions

Section A: Writing (18 Marks)

There are two questions in this section.

Section A: Writing (10 Marks)	
Question 1 requires candidates to compose a piece of continuous prose, taking the form of either an imaginative story or a narrative essay.	
Section A: Question 1	
Assessment Objectives	W1, W2, W3, W4
Task	Candidates will write a piece of continuous prose or a story of approximately 140 - 150 words, ensuring they address all prompts provided in the task. Example: Write a narrative essay or a story of approximately 140 - 150 words on any ONE of the topics given below. - It is a wonderful feeling to brighten someone's day by offering a little bit of what you have. Write about a time when you helped someone that made you feel very happy. - Write an essay beginning with, "I built a robot for a science project, and it did something strange at midnight. I thought it was just a dream..."
Type of response	A story or a narrative essay
Total marks	10

Mark Scheme

Level	Marks	AO(s): W1, W2, W3, W4 Description
5	9-10	- Applies all components of the essay format accurately and consistently; clear title, well-developed introduction, logically organized body paragraphs, and a strong, effective conclusion. - Uses paragraphs and links ideas logically. - Spelling, punctuation, and grammar are mostly correct.
4	7-8	- Applies nearly all components correctly; structure is clear and well-organized with only minor lapses (e.g., slightly weak introduction or conclusion). - Paragraphs and linking words are mostly used. - Minor spelling, punctuation, or grammar mistakes, meaning is clear.
3	5-6	- Applies most components of the essay format; overall structure is evident but may lack clarity or consistency in some parts. - Paragraphs or links may be inconsistent.

		Some spelling, punctuation, or grammar errors, but sentences are understandable.
2	3-4	- Applies some components; organisation is weak, and key elements (e.g., introduction or conclusion) are underdeveloped or partially missing. - Little or no paragraphing; links missing. - Many errors make some sentences hard to read.
1	1-2	- Content is off-topic, too short, or mostly incomprehensible. - Shows minimal understanding of essay format; most components are missing, unclear, or incorrectly structured. - Errors prevent understanding.
0	No Credit	No relevant content or the response is too short to be assessed.

Section A: Writing (8 Marks)

Question 2 requires candidates to write a letter, which may be formal or informal depending on the specific prompt provided.

Section A: Question 2

Assessment Objective

W1, W2, W3, W4

Task

Candidates produce a formal or informal letter of approximately 100–120 words, ensuring they address all prompts provided.

Example:

You are Tshering Tashi, a Class VI student of Tabtey Primary School, Bumthang. Your school is preparing for the 2025 National Day celebration, and you are taking part in one of the cultural programmes.

Write a letter approximately 100 – 120 words on any **ONE** of the following situations:

- Write an application to your Principal requesting for additional time to practice dance in the school hall. Mention why you need more time for practice and explain how it will help you improve your performance.
- Write a letter to your brother requesting him to send Nu. 5,000/- to buy some things required for the dance programme. List them down and explain why they are important for the programme.

Type of response

A formal or an informal letter writing

Total marks

8

Mark Scheme

Level	Marks	W1, W2, W3, W4
4	7-8	- Communicates ideas clearly for the reader and purpose. - Applies all components of the letter format correctly and in the proper order; no errors. - Uses paragraphs and simple linking words. - Uses spelling, punctuation, and grammar correctly; only a few small mistakes.
3	5-6	- Communicates most ideas clearly; tone mostly correct. - Applies most components correctly; minor errors or one element may be missing. - Uses paragraphs; linking may be basic. - Some spelling, punctuation, or grammar mistakes, but meaning is clear.
2	3-4	- Ideas are simple and partially clear; tone may be inconsistent. - Applies some components correctly; several elements are missing or incorrectly formatted. - Paragraphs and links may be missing or weak. - Errors in spelling, punctuation, or grammar may cause minor confusion.
1	1-2	- Ideas are unclear or off-topic. - Shows minimal understanding of letter format; most components are missing or incorrect. - No clear paragraphs or links. - Many errors make some sentences hard to understand.
0	No Credit	No relevant content or the response is too short to be assessed.

Section B: Use of English (12 marks)

There are four questions in this section.

Section B: Use of English (12 marks)	
Question 1 requires candidates to demonstrate structural recognition by selecting the correct grammatical forms and vocabulary types through multiple-choice questions.	
Assessment Objective	U1, U2
Task	Three MCQs worth 1 mark each
Type of response	MCQ
Total marks	3
Question 2 requires candidates to apply functional mechanics by completing sentences with the correct question tags, pronouns, and punctuation marks.	
Assessment Objective	U1, U2, U3

Task	Three Sentence completion (fill in the blanks) worth 1 mark each
Type of response	Sentence completion
Total marks	3
Question 3 requires candidates to demonstrate sentence control by transforming sentences between different grammatical structures, such as active/passive voice and direct/indirect speech.	
Assessment Objective	U1, U3, U4
Task	Four written responses (rewrite of sentence) worth 1 mark each
Type of response	Written response in the form of rewriting of sentence
Total marks	3
Question 4 requires candidates to apply syntax and logic by re-arranging scrambled words into grammatically correct and coherent sentences.	
Assessment Objective	U1, U2, U3
Task	Two written responses (re-arranging scrambled words) worth 1 mark each
Type of response	Written response in the form of re-arranging scrambled words
Total marks	3
Grand Total Marks	12

Section C: Reading and Literature (30 marks)

There are three parts in this section.

Part 1: Short Story (Seen Text)

11 Marks

Candidates demonstrate comprehension of one or two texts from the following.

1. The People Who Hugged the Trees - *Deborah Lee Rose*
2. The Orphan Boy - *Tololwa M. Mollel*
3. The Umbrella Man - *Roald Dahl*
4. Fly Like an Eagle - *Elizabeth Van Steenwyk*
5. The Three Questions - *Leo Tolstoy*

Section C: Part 1 (Short Story)

Question 1 requires candidates to identify key details and the main gist.

Assessment Objective	R1, R2, R4
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Task	Five MCQ worth 1 mark each
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Type of response	MCQ
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Total marks	5
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Question 2 requires candidates to focus on explaining character motivations and inferring meaning from the text.

Assessment Objective	R1, R2, R3
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Task	Three short-response questions worth 2 marks each
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Type of response	Short-response questions
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Total marks	6
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Part 2: Passage (Unseen Text)**11 Marks**

Candidates apply analytical skills to an unseen non-fiction passage of approximately 300 – 350 words.

Section C: Part 2 (Passage)

Question 1 requires candidates to locate specific information and distinguish between facts and opinions.

Assessment Objective	R1, R2, R3
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Task	Five multiple-choice questions worth 1 mark each
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Type of response	MCQ
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Total marks	5
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Question 2 requires candidates to explain ideas, thoughts, or opinions in their own words and to interpret writer's viewpoint and attitude.

Assessment Objective	R2, R3, R4
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Task	Three short-response questions worth 2 marks each
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Type of response	Short-response questions
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Total marks	6
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Part 3: Poem (Unseen Text)

8 Marks

Candidates explore how the poet employs language within an unseen poem of approximately 100 – 120 words.

Section C: Part 3 (Poem)	
Question 1 requires candidates to identify figurative language and poetic devices.	
Assessment Objective	R3, R4
Task	Two multiple-choice questions worth 1 mark each
Type of response	MCQ
Total marks	2
Question 2 requires candidates to explain the meaning of certain phrases and how the poem makes the reader feel.	
Assessment Objective	R2, R3, R4
Task	Three short-response questions worth 2 marks each
Type of response	Short-response questions
Total marks	6

8. Command Words

Command words are the words in assessment tasks that tell candidates what they need to do. Understanding these words is essential, as they guide the depth, detail, and type of response expected. BCSEA uses command words consistently across its syllabuses and assessments to ensure clarity and fairness. These command words can be used when designing both formative classroom tasks and summative assessment items and should be clearly understood by both teachers and learners to ensure consistency and clarity in assessment expectations.

Command word	Meaning
Choose	Select the correct or most appropriate option(s) from a given list.
Circle	Mark the correct answer or word(s) in a multiple-choice or gap-fill activity.
Compare	Show the similarities or differences between two or more items.
Complete	Fill in blanks or missing information in a sentence, table, or paragraph.
Correct	Identify and fix errors in grammar, spelling, punctuation, or usage.
Create	Produce original content based on given instructions, such as a story, dialogue, or poem.

Define	Give the exact meaning of a word or term, usually in a clear and concise sentence. It may also require an example to support the definition, depending on the task.
Describe	Use detailed language to explain what something is like, including features or characteristics.
Explain	Give reasons or justify an answer with evidence or examples.
Fill in	Write the missing word(s) in a blank space, often in a sentence or table.
Give	Provide the required information or answer without needing to explain or justify it.
How	State the method, process, or way in which something happens or is done.
Identify	Recognise and name or list specific information or features in a text or sentence.
Justify	Provide reasons or evidence to support an answer, opinion, or choice.
List	Write down key points, features, or examples without needing full sentences.
Match	Connect items that correspond, such as linking words to definitions or questions to answers
Mention	State or refer to specific information briefly, without giving detailed explanation.
Rearrange	Arrange items, events, or steps in the correct or logical order.
Rewrite	Express something in a different way, such as changing verb tenses or sentence structures.
Select	Pick the most suitable word, phrase, or option for the context
State	Give the required fact, answer, or information clearly and concisely, without detailed explanation or justification.
Summarise	Provide a brief statement of the main points or ideas from a longer text.
Underline	Highlight or mark specific parts of a sentence or passage, such as verbs or key ideas.
What	State the required information, fact, or idea in response to the question.
Which	Choose or identify the correct option, item, or example from a given set.
Who	Identify the person or people being referred to or asked about.
Why	Give the reason or cause for something, often with supporting explanation or evidence.
Write	Produce a piece of writing such as a story, report, letter, or summary.

9. Glossary of Text Types

Learners should be encouraged to engage with a variety of text types through reading, writing, and listening. The commonly encountered text types include:

Text Type	Meaning
Descriptive	A text that paints a picture with words, focusing on sensory details to describe a person, place, object, or event.
Narrative	A text that tells a story, usually with characters, a setting, and a sequence of events.
Personal Recount	A text that describes personal experiences or events from the writer's point of view.
Report	A factual text that provides information about a topic, often organized with headings and facts.
Letter	A written message addressed to a person or organization, which can be formal or informal.
Book Review	A text that gives an opinion and summary of a book, discussing what the reader liked or disliked.
Fantasy Writing	A type of creative writing that involves imaginative and magical elements beyond reality.
Summary	A brief statement that presents the main points or ideas from a longer text.
Poem	A text written in verse, often using rhythm, rhyme, and figurative language to express feelings.
Dialogue/Text Talk	A written conversation between two or more characters, showing spoken interaction.
Advertisement	A text designed to persuade or inform readers about products, services, or events.
Instructional Text	A text that gives directions or steps on how to do something, such as recipes or manuals.
Factual Description	A text that describes people, places, objects, or events with factual and detailed information.

Component 2 – Coursework

Assessment Objectives:

AO4: Listening

20 Marks

AO5: Speaking

20 Marks

The BCSEA has not previously assessed the Listening and Speaking strands as part of board examinations. Introducing these components centrally for the first time presents significant practical challenges, particularly the need for equipment, appropriate testing conditions, and trained personnel. Given the current resource limitations and teacher capacity constraints across schools, as well as within BCSEA, centralised implementation at this stage is not feasible.

Such an initiative would require extensive training of EAOs, along with the development of comprehensive guidelines to ensure standardised and reliable assessment practices nationwide. Building this capacity will require time and sustained investment.

Considering these limitations, the Listening and Speaking strands will be assessed internally at the school level until such time as the necessary capacity and resources are established for centralised implementation. During this period, schools will use task types aligned with AO4 (L1–L4) and AO5 (S1–S4), guided by the performance expectations outlined in the curriculum framework.

To ensure quality and consistency, BCSEA will implement a phased capacity-building approach, including structured training programmes for language teachers in primary and lower secondary schools. In addition, BCSEA will conduct external moderation of a sample of student work annually. This will include reviewing audio recordings, teacher assessment records, and grading decisions to ensure alignment with national standards and grade descriptors.

This approach balances the need to uphold assessment quality and fairness with the current realities of school resources, while laying the foundation for potential centralised assessment in the future.

10. What else you need to know

This section outlines important details regarding the syllabus and administrative processes. It is intended to help teachers, candidates, and centres understand how to manage entries, assessments, and access arrangements effectively. More information is available on the BCSEA portal (www.bcsea.bt) and in the official guidance documents.

Previous study

Learners beginning this course are recommended to have studied English as a Second Language curriculum in the earlier key stages of learning.

Combining with other syllabuses

Candidates must take this syllabus alongside other BCSEA syllabuses in a single exam series.

Making entries

Centres are responsible for submitting candidate entries and must ensure that candidates are registered for the correct syllabus components. Detailed entry instructions can be found in the Operation Guidelines for Examination and Assessment (OGEA), available at www.bcsea.bt.

Retakes

Candidates may retake the paper and coursework as many times as they want to; but they may not resubmit, in whole or in part, coursework from a previous series.

Language

This syllabus and the related assessment materials are available in English only.

DRAFT

11. Accessibility and Equality

Syllabus and assessment design

- BCSEA aims to avoid discrimination and maximise inclusivity for all candidates, including those with special educational needs and disabilities (SEN), religion, gender, or other protected characteristics.
- Materials are designed to be accessible, using clear language and design principles.

Access arrangements

- BCSEA provides access arrangements to minimise barriers for candidates with SEN, disability, illness, or injury.
- Arrangements should reflect a candidate's normal way of working. Approval must ensure that adjustments are reasonable, cost-effective, and do not compromise assessment integrity.
- Centres should confirm access arrangements at the start of the course. For special arrangements not included in standard lists as per OGEA, contact BCSEA for guidance.
- Candidates unable to access all components may receive an award based on completed components.

12. After the Examination

Assessment and Grading

Students' performance will be assessed against standards set by the BCSEA, a process referred to as grading. The grading system is structured as follows: however, BCSEA is still in the process of finalising the grading document for the 2026 academic year. The final document will be communicated to school and stakeholders before the Mid-Term Exam 2026.

- Grades A – G, with 'A' representing the highest level of achievement and 'G' the lowest.
- Grade U (Ungraded), is assigned to candidates who do not meet the minimum passing criteria.

Grade Descriptors

Grade descriptors provide a general indication of the level of performance typically expected at Grades A, C, E, and G; they are not mark schemes and should be interpreted in relation to the syllabus content, assessment objectives, and task contexts. These descriptors support teachers in lesson planning and curriculum development and help students understand what is required to achieve different grades.