

AM SYLLABUS (2008-2010)

ENGLISH

AM 10

SYLLABUS

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| English AM 10 Syllabus | (Available in September) Paper I (3 hrs)+Paper II (3 hrs)+Paper III(3 hrs) |
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Paper I (3hrs; 33 .33%) + Paper II (3hrs; 33 .333%) + Paper III (3hrs; 33 .33%)

Aims

The syllabus assumes knowledge of English Language and English Literature at SEC level. A course based on this syllabus should enable the following to be achieved:

- an understanding of the way in which writers use form, structure and language to shape meanings;
- the development of critical sense, personal response and independent judgement;
- an understanding of the ways in which readers respond to, interpret and value texts;
- knowledge of various aspects of style, and the ability to apply this knowledge;
- the ability to respond to, describe, explain and comment on language;
- the ability to write accurately, clearly and effectively for different purposes and audiences;
- the ability to understand written English in terms of its ideas, expression and appropriateness;
- the enjoyment and appreciation in a disciplined and critical way of literary and non-literary texts.

Assessment Objectives

The examination will assess a candidate's ability to :

1. write lucidly, fluently and accurately on one of a number of subjects using appropriate vocabulary and style;
2. summarise or adapt material for a given purpose;
3. demonstrate understanding of the content and purpose of previously unseen material, drawn from a wide variety of sources;
4. respond with understanding to texts of different types and periods;
5. understand the ways in which writers' choices of form, structure and language express meaning, tone and attitude;
6. demonstrate knowledge of the contexts in which literary works are written and understood;
7. produce informed, independent opinions and judgements;
8. communicate clearly the knowledge, understanding and insight appropriate to literary studies;

Quality of Language

Candidates will also be assessed on their ability to organise and present information, ideas, descriptions and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. In all papers continuous prose answers are required and the marks awarded will take into account the quality of the language used by the candidate.

Subject Content

Paper I (33.3% of global mark)

- (a) Shakespeare: Set texts
- (b) Poetry : (Set texts)
- (c) Literary Criticism : Poetry (unseen)

Paper II (33.3% of global mark)

- (a) Novels: Set Texts
- (b) Literary Criticism: Prose (unseen)

Paper III (33.3% of global mark)

- (a) Language Essay
- (b) Comprehension and Summary
- (c) Linguistics

Paper I

Section A: Shakespeare : *Julius Caesar*; *King Lear*

There will be two essay type questions on each of the Shakespeare plays. One question to be answered. Literary essays must not be less than 400 words.

Section B: Keats: *The Odes*; *Isabella*; *Lamia*; *The Eve of St. Agnes*; *La Belle Dame Sans Merci*; *Bright Star! Would I Were Steadfast As Thou Art*; *When I Have Fears That I May Cease To Be*; *On First Looking Into Chapman's Homer*.

Wilfred Owen: *Anthem for Doomed Youth*; *Apologia pro Poemate Meo*; *Asleep*; *At a Calvary near the Ancre*; *A Terre*; *The Chances*; *Conscious*; *The Dead-Beat*; *Disabled*; *Dulce et Decorum Est*; *Exposure*; *Futility*; *Greater Love*; *Insensibility*; *Inspection*; *The Last Laugh*; *Le Christianisme*; *Mental Cases*; *Miners*; *The Next War*; *The Parable of the Old Man and the Young*; *The Send-Off*; *The Sentry*; *The Show*; *S.I.W*; *Smile, Smile, Smile*; *Spring Offensive*; *Strange Meeting*.

Elizabeth Jennings: *Selected Poems* published by Carcanet Press. Manchester 1985.

There will be two essay type questions on each of the collections set. One question to be answered. Essays should be no less than 400 words.

Section C: Literary Criticism: Poetry (unseen)

Candidates should be prepared for Section C through the practice of close textual analysis of poetry in the classroom. Students should be able to discuss tone, diction, figures of speech, sound, rhythm, form and symbolism. Essays should be no less than 400 words. (33.3% of global mark)

Paper II

The paper is divided into **two** sections: **Section A: prose texts** and **Section B: literary criticism (prose)**. In **Section A**, four prose texts are set. There will be two essay type questions on each and students will be required to answer on **two** different texts.

Anthony Trollope: *Last Chronicle of Barset*

Margaret Atwood: *The Handmaid's Tale*

John Fowles: *The French Lieutenant's Woman*

John Steinbeck: *Of Mice and Men*

Section B consists of **Literary Criticism: Prose (unseen)**. Candidates should be prepared for Section B through the practice of close textual analysis of prose passages in the classroom. Students should be able to discuss features of style. Essays should be no less than 400 words. (33.3% of global mark)

In this paper, candidates should concentrate on coherent arguments that directly relate to the subject in hand. Mere narration of the plot, prefabricated answers and irrelevance will be heavily penalised. Quotations must illustrate relevant points. References to other works may be made provided they are pertinent to the argument under discussion.

Paper III

Section A: Essay

This provides opportunities for candidates to write on a chosen topic employing an appropriate style. They can draw on their own experiences and ideas, showing awareness of different forms of written and spoken expression, and the demands of a particular purpose and audience. Thought and discussion about current and philosophical issues, evaluation of experience, and the exploration and practice of different kinds of creative writing will prepare candidates for this paper. Students will be expected to write an essay of not less than 500 words, the title being chosen from a list which may include examples of argumentative, discursive, narrative and descriptive essays.

Section B: Comprehension and Summary

This exercise provides candidates with the opportunity to demonstrate the ability to understand unseen non-literary material. Questions will test the ability to read for understanding, to deduce a writer's intentions, and to analyse the language and structures which are employed. Summary skills will be tested in questions requiring the selection of appropriate material from the given passage and its adaptation for a given purpose. Material for this exercise may originate from contemporary newspapers, periodicals or other non-literary sources.

Section C: Linguistics

Candidates should be prepared for Section C by reading two books: *English as a Global Language* by David Crystal (Topics: Why a global language? and Why English – The Cultural Legacy) and *Living Languages in Malta – A Sociolinguistic Perspective* by Lydia Sciriha and Mario Vassallo (Topics: Code-switching; Bilingualism: Language Use in Different Domains and Language Ranking). There will be three essay type questions, from which candidates will be required to answer one. Essays should not exceed 400 words.

GRADE DESCRIPTIONS

| EXCELLENT* | GOOD | AVERAGE |
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| a. Relevance | Comprehensive. Notes subtleties, complexities and/or relevant divergencies. Argues cogently. Extremely relevant. | Answers full. Follows obvious obvious line of argument. May present a stock answer reasonable adapted for the purpose. |
| b. Content | Full, relevant and <i>incisive</i> with sufficient and well-chosen examples, illustrations or cited authorities. | Moderately full. Still relevant but less controlled and less rigorous. |
| c. Structure | Well planned and well focused, following a logical sequence in argument. Clever paragraph linking. | Line of argument still evident but less controlled and less focused. Tendency to be too wordy and to labour valid points. |
| d. Style | Clear, correct and incisive. Elegant but not literary. Uses appropriate register. | Easily comprehensible. At times, ambiguous, drab or colourless. Technically correct, but lacks precision. |
| e. Maturity | Knowledge and understanding of text combined with wider awareness that leads to a balanced sensitive response. Ability to argue and analyse. | Less sensitive and aware of the wider implications in the text. Less able to relate the part to the whole. |
| EXCELLENT: Maintaining consistent excellent performance across paper and genre. | | |