

SEC SYLLABUS (2022)

ENGLISH LITERATURE

SEC 12

SYLLABUS

SEC 12 English Literature
Syllabus Addendum
Mitigating factors for 2022 MATSEC Examinations Session

Changes in Subject Content	<ul style="list-style-type: none"> - Six of the twelve set poems have been identified as core and the first two of three questions will focus only on these. Candidates may prepare only these six poems. - The six core poems are: <ol style="list-style-type: none"> 1. <i>My Parents Kept me from Children who were Rough</i> 2. <i>Sea Fever</i> 3. <i>The Discovery</i> 4. <i>The Lesson</i> 5. <i>We are going to see the Rabbit</i> 6. <i>Wind</i>
Changes in Coursework	N/A
Changes in Exam Paper(s)	<p>Paper II:</p> <ul style="list-style-type: none"> - No questions will be set on <i>form and style</i> in the Drama and Prose sections. - Two of the three questions set for the Poetry section will focus on the six poems identified as core for the 2022 examination only. - The third question of the set will be thematic with a possibility for candidates to focus on poems other than the ones identified as core.

English Literature SEC Syllabus	(*Not available in September)
Paper I (2 hrs): Poetry+Prose &/or Drama+Paper II (2 hrs): Drama+Poetry+Prose	

Introduction

The syllabus which is here presented has been designed to lead to an examination that covers texts written in English.

1. Aims

The aims of a course in English Literature leading to the award of a Secondary Education Certificate should be:

- to promote a love and appreciation of Literature and of reading in English;
- to give candidates the skills, knowledge and the opportunity to respond in writing to different types of literary texts;
- to engage candidates in exploring different cultural and historical backgrounds as evidenced in texts;
- to support the teaching of English through the interface of language and literature.

2. Assessment Objectives*Paper I*

Candidates are expected to:

- answer all questions in English;
- recognise differences between prose (fiction and non-fiction), poetry and drama;
- recognise differences within a range of literary forms and purposes (e.g. biography, autobiography, narrative, sonnet, ode);
- extract meaning beyond the literal;
- explain how choice of language and other literary devices (e.g. diction, syntax, figures of speech, imagery) together with formal features (e.g. stanza and paragraph structure) can help to convey meaning.

Paper IIA

In addition to objectives set out for Paper I, candidates are expected to:

- show a detailed knowledge of the chosen texts as well as an understanding of plot, setting, theme, characters, form and style;
 - give a personal response to the chosen works supported by both reference to and quotation from the text;
 - show an awareness of the writer's purpose and intended audience where relevant.
- d) show an awareness of drama as text and in performance.

Paper IIB

In addition to objectives set out for Paper I, candidates are expected to:

- show a general comprehension of the text including an understanding of plot, theme, setting, characters and form;
- show a personal response to the chosen works supported by reference to texts.

3. Scheme of Assessment

The examination will consist of two papers of two hours' duration each.

Paper I (50% of the global mark). This paper is to be taken by all candidates.

Paper II (50% of the global mark). There will be two versions of this paper: Paper IIA and Paper IIB.

Candidates are required to indicate on the registration form which Paper II they wish to sit for. No change in the choice of paper will be allowed after the registration period. Paper IIA will comprise questions that are more demanding than those in Paper IIB.

4. Results

Candidates sitting for Paper I and Paper IIA may qualify for a grade within the range 1 to 5 (i.e. Grades 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

Candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. Grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

5. Syllabus – Subject content

Paper I (2 hours) (50%)

The paper shall be divided into two Sections.

There will be two compulsory questions of equal weighting, one in each section. Section One will consist of an unprepared poetry text and Section Two an unprepared prose or drama text followed by a series of questions. (All answers are to be written on the examination paper).

Among others, texts or online resources such as, or similar to, the following:

a) <http://www.edexcel.com/resources>

b) *Language of Literature* by David Clarke (Cambridge University Press). c)

Language of Poetry – John McRae (Routledge)

d) *Now Read On* - John McRae (Routledge)

e) *Developing Poetry Skills: Reading Poetry* – Geoff Barton (Pearson Education) ISBN 9780435104122

are recommended for class practice. However, examination questions will not be based on any of the above texts or online resources.

Paper II (2 hours) (50%)

Candidates are required to answer a question on **three** of the prescribed texts. One text from each of Sections One, Two, and Three must be chosen.

Section One: DRAMA

Candidates will be required to answer one question on one of the prescribed texts listed below. There will be a choice of three questions on each text. Questions on Shakespeare will include a gobbet-type question. **Please note that for the purpose of these instructions, *Fast* and *The Play of Kes* should be considered as one text. That is, there will be a total of three questions set on these two texts. Each question may be on one or both of these two texts.**

Prescribed plays.

a) *Twelfth Night* – William Shakespeare

b) *The Merchant of Venice* – William Shakespeare

c) *Macbeth* – William Shakespeare

d) *A View from the Bridge* – Arthur Miller (Heinemann Educational Publishers) ISBN 978 0435233 129*

e) *Fast* by David Grant (Kent: Pearson Education Limited) ISBN 978-0-435046-8-11* **and**

The Play of Kes by Barry Hines & Allan Stronach (Heinemann Plays) ISBN 978-0-435232-88-7*

These short plays in e are separate publications but both plays are to be covered if choice falls on e.

*These editions are highly recommended.

Section Two: POETRY

Candidates will be asked to answer one question. Candidates will be required to write about one or more of the 12 poems in the prescribed list (below) of the anthology. There will be a choice of three questions.

Prescribed anthology:

The New Dragon Book of Verse ed. Harrison & Stuart Clark (Oxford University Press)

The selected poems from *The New Dragon Book of Verse* will be:

1. *Dulce et Decorum Est* – Wilfred Owen
2. *My Parents Kept me from Children who were Rough* – Stephen Spender
3. *Not Waving but Drowning* – Stevie Smith
4. *Ozymandias* – Percy Bysshe Shelley
5. *Sea Fever* – John Masefield
6. *Sonnet LX* – William Shakespeare
7. *The Discovery* – J. C. Squire
8. *The Lesson* – Edward Lucie-Smith
9. *The Soldier* – Rupert Brooke
10. *The Tiger* – William Blake
11. *We are going to see the Rabbit* – Alan Brownjohn
12. *Wind* – Ted Hughes

Section Three: PROSE

Candidates will be required to answer one question on one of the prescribed texts listed below. There will be a choice of three questions on each text.

- 1) *Frankenstein*, Mary Shelley
- 2) *The Great Automatic Grammatizator and other Stories*, Roald Dahl
- 3) *Animal Farm*, George Orwell
- 4) *The Boy in the Striped Pyjamas*, John Boyne (Random House) ISBN 0385751532
- 5) *Private Peaceful*, Michael Morpurgo (Harper Collins) ISBN 0007150075
- 6) *The Other Side of Truth*, Beverley Naidoo (New Windmills Fiction - Heinemann) ISBN 0435125303

Grade Descriptors

Grade I

Candidate shows full understanding of the requirements of the questions and is able to respond coherently with evidence of both knowledge of text and insight. Arguments are well organized, relevant and consistent, reflected through an acceptable use of language.

Grade 5

Candidate shows adequate knowledge and understanding of text but response is not well-organized. There is some evidence of insight and ability to support arguments with textual references, but arguments are not always directly relevant and there is a tendency to narrate. Language is adequate for basic communication rather than for analytical comment.

Grade 7

Candidate shows evidence of poor knowledge and understanding of text, with a few exceptions, and is unable to deal with the requirements of the questions. There is haphazard or even careless organisation of question content with irrelevant information. Use of English (i.e. usage, syntax and spelling) is poor.