

# **Alternative English Literature Syllabus for Forms 4 and 5 2008**

## Important Note on the use of this Syllabus

This part of the English Literature syllabus is being offered as an alternative to the SECE English Literature Syllabus published by the University of Malta. The Alternative Syllabus is recommended in those learning contexts where the SECE syllabus is not deemed appropriate and where students have no plans to sit for the SECE English Literature exam. Teachers wishing to adopt this syllabus should first seek approval from their Head of School.

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Alternative English Literature Syllabus  
for Forms 4 and 5  
2007

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## Main Features

1.

The attainment targets presented in this section lay stress on the **process** rather than the outcomes of the given tasks. They are designed in such a way as to enable students to be engaged in interesting activities and experiences that help them learn and discover the joys and benefits of reading appropriate literature texts. For this to take place, they should be encouraged and trained to respond to them in various ways. Such experiences, irrespective of the degree of achievement obtained, are bound to have positive short- and long-term effects on the learners' development.

2

The targets contain a **minimum of specific prescriptions**, in order to allow teachers to choose materials that they know their students will enjoy, and to undertake tasks and activities that are accessible and meaningful to their students.

3

The syllabus exploits **links between works of literature and media** such as film, art, music, theatre and television. Teachers are encouraged to exploit these media in order to engage learners, facilitate response, and help students appreciate the works being dealt with.

4

The syllabus includes tasks aimed at encouraging students to try their hand at **writing verse, drama and fiction**. This provision links up with similar ones in the Primary Syllabus (6.3.17 on p.69). Such experiences will no doubt enrich the students' understanding of the genres as well as provide them with an opportunity to express their creativity.

5

The provision of **school-based assessment** is aimed at giving teachers more control over the syllabus and its assessment. This should provide teachers with more space for initiative and flexibility in what they do in class, and to produce a fair assessment of students' abilities.

6

The syllabus encourages teachers to seek **student response in various ways** apart from the written. Participation by students in performances of literary works or using them as an inspiration or stimulus for other creative work is to be encouraged and credited.

7

The syllabus requires students **to see one or more plays** other than those in the syllabus. For this purpose, teachers are encouraged to avail themselves of the annual productions of the Drama Unit. Students should be encouraged to see other plays if the opportunity arises.

## Note on student response

The term *response* is used in its widest sense, and may be expressed in various forms such as: oral and written work (paraphrasing, commenting, extending, changing, adapting, rewriting), artwork, mime, movement and drama, photography, audio and video, realia, song, music, and ICT media.

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## Attainment Targets

### Form 4

#### Poetry

*By the end of Form 4, students will have been given opportunities to*

1. Work with a minimum of six poetry texts
2. Read with understanding the chosen poems
3. Recite in a meaningful way the chosen poems
4. Describe and respond to the chosen poems
5. Draw comparisons and contrasts between poems
6. Practise writing in verse

#### Drama

*By the end of Form 4, students will have been given opportunities to*

1. Work with a minimum of one play
2. Read with understanding the chosen play/s
3. Perform one or more parts with effect and enthusiasm
4. Participate in the production of the play/s
5. See at least one play (other than that in the syllabus) in performance
6. Discuss the highlights of the play/s in performance
7. Practise script-writing

#### Prose

*By the end of Form 4, students will have been given opportunities to*

1. Work with a minimum of two short texts or one longer text
  2. Read with understanding the chosen text/s
  3. Describe and respond to the chosen text/s
  4. Practise creative writing in prose
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## Attainment Targets

### Form 5

#### **Poetry**

*By the end of Form 5, students will have been given opportunities to*

1. Work with a minimum of three poetry texts
2. Read with understanding the chosen poems
3. Recite in a meaningful way the chosen poems
4. Describe and respond to the chosen poems
5. Draw comparisons and contrasts between poems
6. Practise writing in verse

#### **Drama**

*By the end of Form 5, students will have been given opportunities to*

1. Work with a minimum of one short play
2. Read with understanding the chosen play
3. Perform one or more parts with effect and enthusiasm
4. Participate in the production of the play
5. Become aware of some of the conventions of script writing
6. See one or more plays (other than those in the syllabus) in performance
7. Discuss the highlights of the play/s in performance
8. Share some ideas about the differences between film and theatre productions
9. Practise script- writing

#### **Prose**

*By the end of Form 5, students will have been given opportunities to*

1. Work with a minimum of one text
  2. Read with understanding the chosen text
  3. Describe and respond to the chosen text
  4. Practise creative writing in prose
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## Assessment

In order to allow for initiative and flexibility of content and approach, a main feature of this syllabus, assessment should be school-based.

Assessment should consist of three components, namely, (1) written work, (2) coursework and (3) active participation.

### **(1) Written work (30%)**

The written work should consist of a writing task or tasks related to the text or texts covered during the year. This task(s) may or may not be set in test conditions.

### **(2) Coursework (40%)**

Coursework should consist of one or more tasks or projects completed during the year. These tasks or projects should be related in some way to texts covered during the year, and may take various forms, such as creative writing, artwork, performance and photography (see also *Note on Student Response* on page 3).

### **(3) Active participation (30%)**

Active participation should consist of regular attendance of lessons, participation in the activities presented by the teacher, interest in the subject, and cooperation.