

CURRICULUM DEPARTMENT
EDUCATION DIVISION

JUNIOR LYCEUMS
AND
AREA SECONDARY SCHOOLS

ENGLISH LITERATURE SYLLABUS

1998

(Updated in 2007 to include changes announced
in official circulars since 1998)

Please note that
the Syllabi for Form 1 and Form 2
as shown below
have been replaced by a new curriculum
which can be accessed through the
Form 1 and Form 2 Curriculum pages.

CONTENTS

	PAGE
GENERAL AIMS	2
AREA SECONDARY	
FORM ONE ATTAINMENT TARGETS	4
FORM ONE RECOMMENDED TEXTS AND GUIDELINES	5
FORM TWO ATTAINMENT TARGETS	7
FORM TWO RECOMMENDED TEXTS AND GUIDELINES	8
FORM THREE ATTAINMENT TARGETS	10
FORM THREE RECOMMENDED TEXTS AND GUIDELINES	11
JUNIOR LYCEUM	
FORM ONE ATTAINMENT TARGETS	14
FORM ONE RECOMMENDED TEXTS AND GUIDELINES	15
FORM TWO ATTAINMENT TARGETS	17
FORM TWO RECOMMENDED TEXTS AND GUIDELINES	18
FORM THREE ATTAINMENT TARGETS	20
FORM THREE RECOMMENDED TEXTS AND GUIDELINES	21
RECOMMENDED CRITERIA	22

GENERAL AIMS

The aim of this syllabus is to present English Literature as:

- a source of enjoyment
- a source leading to knowledge of the world
- an art form

- A source of enjoyment

Literary texts, chosen wisely so as to fit in with the intellectual and interpersonal development of the student, should give the reader pleasure. This view of literature, once inculcated, may encourage the student to pursue reading beyond school-life.

- A source leading to knowledge of the world

Reading appropriate literature texts may enable the student to learn about the ‘world’ in the widest sense of the term; that is, in terms of people, places, culture and values.

- An art form

The writer is also an artist who makes use of language to create a work of art. Literary works, in their form and content, often exhibit artistic qualities which in themselves may provide material for the development of an aesthetic sensibility in the student.

AREA SECONDARY

ATTAINMENT TARGETS

FORM ONE AREA SECONDARY

By the end of Form One students should

POETRY

1. be able to understand and express in writing the subject of the text
2. be able to recognise verse
3. be able to recognise stanza, rhyme, personification and simile
4. be able to respond personally to the text
5. be able to express reasons for liking or disliking particular texts

PROSE

1. be able to understand and express in writing the plot of the text
2. be able to distinguish between the main and minor incidents of the text
3. be able to distinguish between the main and minor characters of the text
4. be aware of the division of a narrative into chapters or sections

DRAMA

1. as in “Prose” above, excluding 4, and in addition
2. be able to recognise a drama script
3. be aware of the division of a play into acts and scenes, as they occur

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RECOMMENDED TEXTS AND GUIDELINES

FORM ONE AREA SECONDARY

POETRY

Text:

Poetry Street 1	D. Orme & J.Sale	Longman
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Poems:

Conversation with an Angel	Barford Wanda
The Bed	Bowden Adrian
Missing Person	Andrew Moira
First Day at School	McGough Roger
My Parents Kept Me	Spender Stephen
The Wind was on the Withered Heath	Tolkien J.R.R.

A minimum of eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

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PROSE READERS

Any five readers from the following:

A Town like Alice	Neville Shute	Heinemann
Choky	John Wyndham	Penguin
Detective Work	John Escott	Penguin
Ghost Stories	Rudyard Kipling et al.	Penguin
Money for a Motorbike	John Milne	Heinemann
The Case of the Dancing Bees	Allen Sharp	Cambridge
The Star Zoo	Harry Gilbert	OUP
Time Bird	John Escott	Penguin
White Fang	Jack London	Penguin
Black Beauty	Anna Sewell	Longman
Oliver Twist	Charles Dickens	Nelson

DRAMA

Teachers should cover one or more drama texts. Optional questions on drama are set in the annual examination.

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ATTAINMENT TARGETS

FORM TWO AREA SECONDARY

By the end of Form Two students should be able to

POETRY

1. recognise metaphor, alliteration, assonance and onomatopoeia, as they occur
2. recognise contrast on the level of words and ideas

PROSE

1. identify significant qualities in the main characters of the text
2. identify different styles of speech as they occur
3. be able to distinguish between the 1st and 3rd person narrative, as they occur

DRAMA

1. identify asides, monologues and stage directions as they occur
2. understand and express the plot and sub-plot as they occur
3. read in an appropriate way part of the script

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RECOMMENDED TEXTS AND GUIDELINES

FORM TWO AREA SECONDARY

POETRY

Poetry Street 2	D.Orme & J.Sale	Longman
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Poems:

Parrot	Smith Stevie
Black March	Smith Stevie
Sally	Hesketh Phoebe
Death of a Snowman	Scannell Vernon
The Apple's Song	Morgan Edwin
Tree	Smith-Brown Colleen

A minimum of eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

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PROSE READERS**All five readers**

Jane Eyre	Charlotte Bronte	Nelson
Geordie	David Walker	Nelson
Gwennie	Frances Usher	Ginn
The Titanic is Sinking	K.R. Cripwell	Nelson
The Pit	Linda Hoy	Ginn

DRAMA

Teachers should cover one or more drama texts. Optional questions on drama are set in the annual examination.

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ATTAINMENT TARGETS

FORM THREE AREA SECONDARY

By the end of Form Three students should be able to

POETRY

1. understand and express the theme of the texts orally and in writing
2. identify poetic genres [eg. sonnet, elegy] as they occur

PROSE

1. understand and express the theme of the texts orally and in writing
2. compare and contrast important characters and events

DRAMA

1. as for 'Prose' above, and
2. identify the setting of time and place of the play
3. distinguish between verse and prose in the script, as they occur

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RECOMMENDED TEXTS AND GUIDELINES

FORM THREE AREA SECONDARY

POETRY

POETRY STREET 2	D.ORME & J.SALE	LONGMAN
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POEMS

V is for Victory, as you can plainly see	Marsden Hartley
Kob Antelope	Anon.
The Plaint of the Camel	Charles Edward Carryl
City Nomad	James Berry
Frying Tonight	Julie O'Callaghan

A minimum of eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

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PROSE READERS

All four Readers are to be covered.

KING SOLOMON'S MINES	RIDER HAGGARD	LONGMAN CLASSICS
THE CALL OF THE WILD	JACK LONDON	LONGMAN CLASSICS
LORNA DOONE	RD. BLACKMORE	LONGMAN CLASSICS
WUTHERING HEIGHTS	EMILY BRONTE	LONGMAN CLASSICS

DRAMA

Teachers should cover one or more drama texts. Optional questions on drama are set in the annual examination.

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JUNIOR LYCEUM

ATTAINMENT TARGETS

FORM ONE JUNIOR LYCEUM

By the end of Form One students should

POETRY

1. be able to understand and express in writing the subject of the text
2. be able to recognise verse
3. be able to recognise stanza, rhyme, personification and simile
4. be able to respond personally to the text
5. be able to express reasons for liking or disliking particular texts

PROSE

1. be able to understand and express in writing the plot of the text
2. be able to distinguish between the main and minor incidents
3. be able to distinguish between the main and minor characters
4. be aware of the division of a narrative into chapters or sections

DRAMA

1. as in “Prose” above, excluding 4, and in addition
2. be able to recognise a drama script
3. be aware of the division of a play into acts and scenes

cont. on next page/-

RECOMMENDED TEXTS AND GUIDELINES

FORM ONE JUNIOR LYCEUM

POETRY

Text:

Poetry Street 1	D. Orme & J.Sale	Longman
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Poems:

Conversation with an Angel	Barford Wanda
The Bed	Bowden Adrian
Missing Person	Andrew Moira
First Day at School	McGough Roger
My Parents Kept Me	Spender Stephen
The Wind was on the Withered Heath	Tolkien J.R.R.

A minimum of eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

PROSE READERS

Any four readers from the following:

The Clashing Rocks	Ian Serraillier	Heinemann
The Silver Sword	Ian Serraillier	Windmill
The Railway Children	E.Nesbit	Windmill
Black Beauty	Anna Sewell	Penguin
Time Bird	John Escott	Penguin
White Fang	Jack London	Penguin
The Case of the Dancing Bees	Allen Sharp	CUP
Detective Work	John Escott	Penguin

DRAMA

Teachers should cover one or more drama texts. Optional questions on drama are set in the annual examination.

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ATTAINMENT TARGETS

FORM TWO JUNIOR LYCEUM

By the end of Form Two students should

POETRY

1. recognise metaphor, alliteration, assonance and onomatopoeia
2. recognise contrast at the level of words and ideas

PROSE

1. identify significant qualities in the main characters of the text
2. identify different styles of speech, as they occur
3. distinguish between 1st and 3rd person narratives, as they occur

DRAMA

1. identify asides, monologues and stage directions, as they occur
2. understand and express the plot and sub-plot, as they occur
3. read in an appropriate way part of the script

cont. on next page/-

RECOMMENDED TEXTS AND GUIDELINES

FORM TWO JUNIOR LYCEUM

POETRY

Text:

Poetry Street 2	D. Orme and J. Sale	OUP
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Poems:

Parrot	Smith Stevie
Black March	Smith Stevie
Sally	Hesketh Phoebe
Death of a Snowman	Scannell Vernon
The Apple's Song	Morgan Edwin
Tree	Smith-Brown Colleen

Eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

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PROSE READERS

Any **five** of the following texts:

The Otterbury Incident	C. Day Lewis	Windmill
Tom's Midnight Garden	Philippa Pearce	Windmill
The Little Fishes	Eric Haugaard	Windmill
The Thirty Nine Steps*	John Buchan	Penguin
A Town like Alice*	Neville Shute	Heinemann
Jane Eyre*	Charlotte Bronte	Nelson
The Titanic is Sinking*	K R Cripwell	Nelson.
Sherlock Holmes and the Mystery of Boscombe Pool*	Arthur Conan Doyle	Penguin

*These texts are shorter than the first three and contain support material. In choosing the texts, teachers are advised to consider the ability of the target students. Co-ordination with other Form Two teachers is also recommended.

DRAMA

Teachers should cover one or more drama texts. Optional questions on drama are set in the annual examination.

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ATTAINMENT TARGETS

FORM THREE JUNIOR LYCEUM

by the end of Form Three, students should be able to

POETRY

1. understand and express the theme of the texts orally and in writing
2. recognize poetic genres as they occur [eg sonnet]

PROSE

1. understand and express the theme of the texts orally and in writing
2. compare and contrast important characters and events

DRAMA

1. as for “Prose” above, and in addition
2. describe the setting of time and place in the play
3. describe the relationships among the main characters of the play

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RECOMMENDED TEXTS AND GUIDELINES

FORM THREE JUNIOR LYCEUM

POETRY

Text:

Poems 2	M.Harrison & C.Stuart-Clark	OUP
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Poems

Advice to a Knight	T.H.Jones
Prelude [excerpt]	William Wordsworth
Abbey Tomb	Patricia Beer
Icarus Allsorts	Roger McGough
The Astigmatic	Philip Hobsbaum

Eight poems are to be covered. These poems may not necessarily be chosen from the recommended text. The choice of these poems should be made in consultation with other teachers of English in the same school to ensure that **texts chosen for a particular Form are not chosen again for another Form.**

PROSE READERS

Any two texts from the following:

Rebecca	Daphne du Maurier	Longman Fiction
The Invisible Man	H.G. Wells	Longman Fiction
The Old Man and the Sea	Ernest Hemingway	New Windmill
The Pearl	John Steinback	New Windmill
The Endless Steppe	Esther Hautzig	New Windmill
The Enchanted Island	Ian Serrailier	New Windmill
Walkabout	James Vance Marshall	New Windmill

DRAMA

<i>The Three Caskets</i> from The Drama Highway [Book 6]
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RECOMMENDED CRITERIA FOR CHOOSING POETRY TEXTS

The following specifications are provided as guidelines and are therefore not prescriptive.

Presentation

Texts which are
not longer than one page of normal print
illustrated

Content

Texts about
the landscape and seascape
animals and other aspects of nature
children and family life
childhood and school-life
occupations
friendship
dramatic episodes
heroism
the harm caused by war and other forms of violence

Style

Texts which
are descriptive in approach
are of an appropriate language level
are about concrete subjects
appeal to the imagination

END OF SYLLABUS

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