

IM SYLLABUS (2019)

ENGLISH

*SYLLABUS*

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English	(Available in September)
Syllabus	1 Paper: Oral (15 minutes) + Written (3 hours)

## Introduction

The aim of this syllabus is to provide candidates sitting for the Intermediate level examination in English with information about the aims, assessment objectives, subject content and scheme of assessment.

The syllabus is structured in three sections, namely:

- A. General Policies
- B. Oral Session
- C. Written Paper

In **Section A**, the overall aims of a programme leading to the attainment of an Intermediate level in English are explained. The assessment objectives derived from the programme are listed and these indicate what candidates should be able to do or demonstrate during the examination. A note about the quality of English expected of candidates is included to emphasise its importance in the examination.

**Section B** consists of a detailed explication of the oral session forming part of the examination. Each one of the three parts of the oral session is described in terms of content, tasks, marks, marking criteria, timing, learning outcomes, and procedures. *Assessment of candidates' performance is based on the learning outcomes.*

In **Section C**, each one of the three components forming part of the written paper in the examination is described in terms of content, tasks, marks, marking criteria, timing, text types, and learning outcomes. *Assessment of candidates' performance is based on the learning outcomes.*

## B. General Policies

### A.1 Aims

This syllabus assumes proficiency in English Language at SEC level. It aims to consolidate knowledge, skills and competences, and to extend them to include more advanced concepts, which are dealt with in a broad manner. Most of these new concepts are included to provide a general and coherent view of the subject.

The syllabus aims to develop:

- The skills to analyse and evaluate different types of written texts
- A critical and informed response to writing in a range of forms, styles and contexts

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- Independent thinking skills
- The skills of reading, analysis and communication in a variety of contexts
- The ability to discern and consider values and attitudes in texts
- Informed personal responses and independent judgements on short stories in English
- Accurate, effective and task-appropriate communication
- A firm foundation for using English as the main medium of communication in preparation for further/higher education.

### A.2 Assessment Objectives

The examination assesses a candidate's ability to:

- AO 1 Demonstrate a knowledge and understanding of English language and its use in the given contexts
- AO 2 Understand spoken English and to communicate clearly, effectively and appropriately in the English language
- AO 3 Read with understanding and analyse writing in a variety of forms and contexts
- AO 4 Write clearly, accurately and fluently for different purposes/audiences, using appropriate vocabulary and style
- AO 5 Write with a special focus on the convention particular to the text type
- AO 6 Organise the writing in a coherent and cohesive way
- AO 7 Summarise or adapt material for a given purpose
- AO 8 Demonstrate an understanding of the content and purpose of previously unseen material, drawn from a wide variety of (non-fiction) sources
- AO 9 Present reasoned explanations, show recognition of a writer's attitudes and values and communicate them clearly and logically
- AO 10 Demonstrate an understanding of how writers' choices of form, structure and language shape meanings
- AO 11 Produce informed, independent opinions and judgements on literary texts
- AO 12 Understand and produce an informed response on the interplay between characters, plot and ideas in a text.

Assessment Objectives	Oral Session	Written Paper		
		Writing	Reading & Language Awareness	Literary Awareness
AO 1	✓	✓	✓	✓
AO 2	✓			
AO 3			✓	✓
AO 4		✓	✓	✓
AO 5		✓		✓
AO 6		✓	✓	✓
AO 7			✓	✓
AO 8	✓		✓	
AO 9			✓	✓
AO 10			✓	✓
AO 11				✓
AO 12				✓

### A.3 Quality of Language

Candidates are also 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 questions, the marks awarded take into account the quality of the language used by the candidate.

## B. Oral Session

(10 Marks)

The oral session is approximately 15 minutes long and consists of three parts.

- Part 1: Guided Examiner-to-Candidate Conversation
- Part 2: Guided Examiner-to-Candidate Conversation
- Part 3: Guided Candidate-to-Examiner Long Turn

### *Generic Learning Outcomes*

Candidates should be able to:

- LO 1 Express themselves in a fluent and coherent manner
- LO 2 Express themselves effortlessly and intelligibly by means of a standard pronunciation
- LO 3 Use a wide range of lexis and idiomatic expression that is appropriate to context and topic
- LO 4 Use both simple and complex structures accurately.

### *Marking Criteria*

The oral session assesses candidates' spoken English on the basis of four criteria that carry equal weighting:

- Fluency and Coherence
- Pronunciation
- Vocabulary
- Grammar

### B.1 Part 1: Guided Examiner-to-Candidate Conversation

(about 3 minutes – 2 marks)

Part 1 consists of an informal interview intended as a conversation starter where the examiner will ask basic questions about topics such as *Career*, *Leisure Plans*, *Study*, and *Work*. The task takes the form of a two-way exchange initiated by the examiner where the candidate is expected to provide one- or two-sentence/utterance responses to the questions posed. The questions asked by the examiner may focus on past, present or future situations.

### *Learning Outcomes*

Candidates should be able to:

- LO 1 Indicate basic information about themselves
- LO 2 State general views as well as specific details on familiar topics.

*Procedure*

- B.**The examiner greets the candidate and asks him/her to confirm their identity.
2. The examiner explains the procedure to be followed in Part 1.
3. The examiner then asks a set of questions within the time available (3 minutes).
4. If the candidate answers a particular question at length, the examiner intervenes and proceeds to the next question. If the candidate answers a question too briefly or is unable to move beyond one- or two- word responses, the examiner moves on to the next question or to the next part of the oral session.

**B.2 Part 2: Guided Examiner-to-Candidate Conversation**

(about 4 minutes – 3 marks)

Part 2 consists of a conversation initiated by the examiner, based on a visual prompt that consists of one/two photograph(s)/image(s) that are presented to the candidate at this point in the interview. This task is made up of two stages: (a) a brief description of the visual prompt; and (b) a two-way exchange between the examiner and the candidate where topics and issues related to the visual prompt are developed.

*Learning Outcomes*

Candidates should be able to:

- LO 1 Describe the visual prompt in as much detail as possible
- LO 2 Use vocabulary and expression that are relevant and appropriate to what is portrayed in the visual prompt and to the questions asked
- LO 3 Identify similarities and differences within the visual prompt
- LO 4 Explore possibilities associated with what is portrayed in the visual prompt
- LO 5 Evaluate topics and issues related to the visual prompt
- LO 6 Discuss themes/situations/experiences linked to the topics and issues associated with the visual prompt
- LO 7 Propose alternative perspectives linked to the topics and issues of the visual prompt.

*Procedure*

- B.**The examiner explains to the candidate the procedure to be followed in Part 2.
2. The examiner presents the candidate with a visual prompt and provides the candidate with 30 seconds to look at it, before the examiner proceeds to ask the candidate to briefly describe the visual prompt.
3. The candidate's turn is expected to take one minute.
4. At the end of the one minute, the examiner stops the candidate and proceeds to the next stage of Part 2. If the candidate is unable to sustain his/her turn for one minute, the examiner proceeds to the second stage of Part 2.
5. The examiner then follows by asking a set of questions. The examiner asks *all* the questions in the set within the time available (3 minutes).

6. If the candidate answers a particular question at length, the examiner intervenes and proceeds to the next question. If the candidate answers a question too briefly or is unable to express him/herself fluently and coherently, the examiner moves on to the next question or to Part 3.
7. After the candidate has answered all the questions in the set, the examiner collects the candidate's paper (visual prompt) and proceeds to Part 3.

### **B.3 Part 3: Guided Candidate-to-Examiner Long Turn**

(about 3 minutes – 5 marks)

Part 3 consists of a presentation expressed as a long turn by the candidate based on a topic (which could be in the form of a question or a title) selected by the candidate from a list of five presented to him/her *some* minutes before entering the examination room for Part 1. The list of five topics reflects five of the following: *art, culture, current affairs, education, entertainment, environment, lifestyle, modern technology, music, relationships, religion, sport, and war or conflict.*

This task focuses on extended, structured speaking on a clearly defined topic to assess the candidate's fluency and accuracy in presenting, defining, developing, and exploring a topic. The questions/titles presented to the candidate do not focus exclusively on personal experience and are worded in such a way as to ensure that the candidate can move from a general to a more specific development of the topic. The candidate may include personal experience as one of the various factors/aspects within the presentation.

#### *Learning Outcomes*

Candidates should be able to:

- LO 1 Introduce the topic by means of an overview of the main issues to be presented
- LO 2 Define particular aspects relevant to the topic
- LO 3 Structure their presentation according to different perspectives/aspects
- LO 4 Indicate different stages of the presentation by means of appropriate signposting
- LO 5 Illustrate specific issues to add weight to their main ideas
- LO 6 Use functional patterns of discourse as appropriate, e.g. cause-effect, comparison-contrast, problem-solution, generalisation-qualification
- LO 7 Summarise the main issues discussed in their presentation
- LO 8 Identify the main areas of concern and future developments with respect to the topic
- LO 9 Propose a course of action related to the topic
- LO 10 Indicate their personal opinion in relation to the topic if applicable.

#### *Procedure*

1. The candidate is allowed ten minutes to think about and plan the presentation before entering the examination room for Part 1 and Part 2. The candidate is not to bring into the examination room any kind of written or printed material.

2. The examiner explains to the candidate the procedure to be followed in Part 3.
3. The candidate is given two minutes to go over the main points of the presentation, and is provided with a pencil and a sheet of paper to make notes. The candidate may begin earlier if he/she wishes. The notes made by the candidate during the two minutes prior to the initiation of Part 3 must not be taken out of the examination room.
4. The examiner asks the candidate which topic/question/title has been selected and invites him/her to begin the presentation.
5. At the end of the three minutes, the examiner stops the candidate and brings the test to an end. If the candidate is unable to maintain discourse for the required three minutes, the examiner poses just one prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner brings the test to an end.
6. At the end of the presentation, the examiner collects paper and pencil, and the candidate's paper.

## C. Written Paper

(90 Marks)

The written session is three hours long and consists of three components.

- Component 1: Writing (30 marks)
- Component 2: Reading and Language Awareness (30 marks)
- Component 3: Literary Awareness (30 marks)

### C.1 Component 1: Writing

(30% of global mark)

In this section of the written paper, candidates are asked to produce a text of 450 (+/- 10%) words. The text they choose to produce is derived from a list of text types that consists of at least one example of each of the following kinds of writing: descriptive, narrative, discursive, letter/email, and report. Whenever the rubric indicates or specifies how a title needs to be interpreted candidates will be expected to adhere to the conventions of that text type. If an essay title does not unequivocally indicate a specific text type (for example, a one-word title) different interpretations will be accepted.

#### *Generic Learning Outcomes*

Candidates should be able to:

- LO 1 Use a good range of context appropriate vocabulary
- LO 2 Produce writing which is free of grammatical and spelling errors
- LO 3 Use paragraphs and correct punctuation to make the sequence of events/ideas coherent and clear.

#### *Marking Criteria*

In this component, candidates' written English is assessed on the basis of four criteria that carry equal weighting:

























