

IM SYLLABUS (2011)

ENGLISH

IM 10

SYLLABUS

English IM 10 Syllabus	(Available in September) 1 Paper: Oral (10 mins)+Written (3 hours)
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AIMS

The syllabus assumes proficiency in English Language at SEC level. The syllabus aims to consolidate this knowledge and to extend it 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, and they will not be treated with the same rigour and at the same depth as in the Advanced level course in the subject. A pass (Grade E) indicates that candidates have reached a level that enables them to follow an undergraduate course with profit. A course based on this syllabus should enable students to develop the skills of reading, analysis and communication, demonstrating the ability to:

- understand and respond to explicit and implicit meanings in texts;
- describe and make judgements about form, structure and language;
- discern and consider values and attitudes in texts;
- develop informed personal responses and independent judgements based closely upon what has been read;
- express clearly and effectively their understanding, response and judgement;

ASSESSMENT OBJECTIVES

The examination will assess a candidate's ability to :

1. understand spoken English and to communicate clearly, effectively and appropriately in the English language;
2. write lucidly, fluently and accurately on one of a number of subjects using appropriate vocabulary and style;
3. summarise or adapt material for a given purpose;
4. demonstrate understanding of the content and purpose of previously unseen material, drawn from a wide variety of sources;
5. show recognition of a writer's bias and intentions;
6. show how a writer evokes different kinds of responses in readers or audiences;
7. discern and consider attitudes and values in texts;
8. make well-considered personal responses to prescribed texts;
9. understand the interplay between characters, plot and ideas in a text;

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 questions where continuous prose answers are required, the marks awarded will take into account the quality of the language used by the candidate.

ORAL SESSION (10 marks)

The Oral Session will be of approximately 10 minutes' duration, and it shall have two components:

- 1) Reading Passage (about 5 minutes; 5 marks). The candidate is given a few moments to read over a short passage, encouraged to identify its general intention and then asked to read it aloud. The examiner assesses the candidate's control of sound system, timing and placing of stress, intonation patterns and range of pitch within sentence, and natural linking of phrases.

Scheme of Assessment

Marks

- 5 - at or near native speaker level.
- 4 - coherent and consistent ; clear and controlled.
- 3 - full intelligibility even if foreign.
- 2 - incorrectness and foreign articulation impede understanding; stress and intonation unsteady.
- 1 -1 - represent only a crude approximation to English sounds; incorrect phrasing impedes intelligibility.

2) Discussion (about 5 minutes; 5 marks). A brief discussion on a topic chosen by the candidate from a list of at least six. Both the list and the extract shall be made available to the candidate at least ten minutes before the start of the examination. The examiner will begin the discussion with a question or comment but will remain silent while the candidate takes a 'Long Turn' of about 2 minutes to demonstrate his/her command of speaking skills.

Examiner assesses candidate's fluency, grammatical accuracy and vocabulary. Examiner notes candidate's ability to vary speed and rhythm correctly, and takes note of the range and choice of structures and words.

Scheme of Assessment

Marks

- 5 - at or near native speaker level.
- 4 - standard of expression mainly effective and natural, vocabulary resourceful and correct.
- 3 - errors, though not basic, limiting rather than distorting expression, vocabulary not sufficiently varied or at command.
- 2 - halting and unclear delivery, errors impede intelligibility; vocabulary frequently inadequate.
- 1-0 - complete incapacity for connected speech, no awareness of basic grammatical functions, consistent breakdown over choice of words.

WRITTEN PAPER

The written session will consist of:

SECTION A : Language (60 marks)

SECTION B : Literature (30 marks)

SECTION A : Language (60% Of global mark)

1. Continuous Writing (30 % of global mark) Candidates are asked to write an essay of about 450 words, the title being chosen from a list which shall contain at least one example of each of the following essay-types: narrative, descriptive, discursive, informative, epistolary as well as reports.

Scheme of Assessment

- 24 – 22 Excellent
Content is completely relevant and well-organised. Wide ranging and appropriate vocabulary. Varied grammatical structures and syntax show command over language. Style appropriate to task. Accurate spelling and punctuation. Task fully and ambitiously accomplished.

21 – 19	<p>Very Good Content almost completely relevant and well organised. Cohesive devices are varied and link together well. Good range of vocabulary. Grammatical structures and syntax are varied and correct. Punctuation and spelling correct. Task achieved very well.</p>
18 – 15	<p>Good Content for the most part relevant and well organised. Cohesive devices are quite varied and generally correct. Punctuation and spelling mostly correct. Task well achieved.</p>
14 – 11	<p>Adequate Content is quite relevant and organised quite well though there may be some gaps, and redundant information. Paragraph and sentence structure are generally correct though unambitious. Grammatical structures used are rather simple but usually correct. Vocabulary may be rather limited but expression is mostly idiomatic. Some punctuation and spelling errors, not usually of the basic kind. Task is achieved satisfactorily.</p>
10 – 7	<p>Weak. Content is under-developed and often irrelevant. Paragraph and sentence structure show lack of control. Unidiomatic expression evident. Limited vocabulary, possibly seen in the repetition of the same words. Grammar structures and syntax are basic and often incorrect. Punctuation and spelling rather poor. Task is not well achieved.</p>
6 – 0	<p>Very weak Content is under-developed, irrelevant. Poor sentence and paragraph structure. Poor vocabulary. High incidence of errors in grammar, punctuation and spelling. Task not achieved.</p>

2. Comprehension and Summary (30% of global mark). Candidates are encouraged to read widely in order to develop language skills and to widen their horizons. This exercise will test the understanding of unseen material. The Comprehension passage will be taken from a non-literary source. 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.

Recommended Text:

Kathy Gude & Michael Duckworth, *Proficiency Masterclass* (Oxford University Press) (2002)

SECTION B : Literature (30% Of global mark)

The following three texts are set and candidates choose one:

John Steinbeck	<i>Of Mice and Men</i>
Chimamanda Ngozi Adiche	<i>Purple Hibiscus</i>
Robert Bolt	<i>A Man for All Seasons</i>

There will be a gobbet and two essay questions on each text. Candidates will answer one question on one text (30 marks).

GRADE DESCRIPTIONS

The following grade descriptions indicate the level of attainment characteristic of grades A, C and E at Intermediate level. The grade awarded will depend on the extent to which the student has met the assessment objectives overall.

Grade A demonstrates that the candidate has given an excellent performance in all parts of the examination.

Grade C demonstrates that the candidate has given fairly comprehensive answers that show awareness of subtleties, complexities, and relevant divergences in language use.

S/he is able to present cogent and very relevant arguments.

Both language and literature essays are well planned and well focused and the language used is clear, correct, and of an appropriate register.

The candidate has a good knowledge of set texts so that answers are full and relevant with well chosen examples.

Grade E demonstrates that the candidate has given incomplete answers, which however, still show adequate awareness of language use.

The line of arguments presented is not rigorous enough, at times deficient, but still generally relevant.

Language and literature essays are not consistently focused but the main points are still discernible.

The language used is easily comprehensible but often lacks colour and precision.

The candidate has understood the set texts but is only partially aware of complexities and subtleties.