



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme

AM English

First Session 2025

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Paper I & II

Literature Essays (/33)

	EXCELLENT	VERY GOOD	GOOD	ADEQUATE	WEAK
	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
	6	5	4-3	2	1-0
Knowledge and Understanding of Content (6)	<ul style="list-style-type: none"> Communicate thorough knowledge and understanding of the text demonstrate mature understanding of the text 	<ul style="list-style-type: none"> Communicate knowledge and understanding of the text Demonstrate an in- depth understanding of the text 	<ul style="list-style-type: none"> Communicate basic knowledge and understanding of the text Demonstrate some depth of understanding Of the text 	<ul style="list-style-type: none"> Communicate limited knowledge of the text Demonstrate limited understanding of the text 	<ul style="list-style-type: none"> Communicate very limited knowledge and understanding of text Uses inaccurate details
	10-9	8-7	6-5	4-3	2-0
Relevance and Selection (10)	<ul style="list-style-type: none"> Present relevant, well-informed responses by selecting appropriate textual references as supporting material Identify relevant aspects of form, structure and language with insight Confidently analyse how the writers use specific aspects to shape meaning 	<ul style="list-style-type: none"> Present relevant responses by selecting appropriate textual references as supporting material Identify relevant aspects of form, structure and language Explore analytically how the writers use specific aspects to shape meaning 	<ul style="list-style-type: none"> Present generally relevant responses Make use of appropriate textual references as supporting evidence Identify obvious aspects of form, structure and language Describe some aspects with reference to how writers shape meaning 	<ul style="list-style-type: none"> Demonstrate limited focus Make use of limited textual references Identify few aspects of form, structure and language Show some inaccuracies in their references 	<ul style="list-style-type: none"> Communicate limited understanding of the question Show inappropriate choice of material

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	8-7	6-5	4-3	2-1	0
Organisation and Structure (8)	<ul style="list-style-type: none"> • Structure and organise their writing in a cogent manner • Demonstrate maturity of argumentation and interpretation 	<ul style="list-style-type: none"> • Structure and organise their writing into a coherent prose • Choose sound arguments to support interpretation 	<ul style="list-style-type: none"> • Attempt to structure and organise their writing but not consistently successful • Argument with some flaws 	<ul style="list-style-type: none"> • Attempt to structure and organise their writing with very limited success • Limited argumentation 	<ul style="list-style-type: none"> • No attempt to structure and organise their writing • No attempt to produce argument
	9-8	7-6	5-4	3-2	1-0
Expression (9)	<ul style="list-style-type: none"> • Communicate using sophisticated and mature writing 	<ul style="list-style-type: none"> • Communicate using clear, accurate writing 	<ul style="list-style-type: none"> • Communicate meaning using straightforward language 	<ul style="list-style-type: none"> • Attempt to communicate meaning with limited accuracy 	<ul style="list-style-type: none"> • Attempt to communicate meaning by using inaccurate language

Literary Criticism (/33)

	EXCELLENT	VERY GOOD	GOOD	ADEQUATE	WEAK
	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
	13-12	11-9	8-6	5-3	2-0
Interpretation supported by appropriate evidence from poem/prose (13)	<ul style="list-style-type: none"> • Support interpretation(s) by referring to relevant parts of the text • demonstrate an understanding of the aspects of the text, both subtle and distinctive • demonstrate sensitivity to both the distinction and distinctiveness of literary language and effects 	<ul style="list-style-type: none"> • Support interpretation(s) by referring to relevant parts of the text • demonstrate an understanding of the aspects of the text that are distinctive • demonstrate great awareness of both the distinction and distinctiveness of literary language and effects 	<ul style="list-style-type: none"> • Provide interpretation(s) with only occasional reference to the text • demonstrate an understanding of some aspects of the text that are distinctive • demonstrate awareness of both the distinction and distinctiveness of literary language and effects 	<ul style="list-style-type: none"> • Provide interpretation(s) with little reference to the text • demonstrate an understanding of some aspects of the text but with inaccuracies • demonstrate some awareness of both the distinction and distinctiveness of literary language and effects 	<ul style="list-style-type: none"> • Provide interpretation(s) with no reference to the text • fail to demonstrate an understanding of aspects of the text • demonstrate little to no awareness of both the distinction and distinctiveness of literary language and effects

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	10-9	8-7	6-5	4-3	2-0
Tools of critical analysis (10)	<ul style="list-style-type: none"> Insightfully recognize and discuss literary effects insightfully comment on striking and stylish use of language demonstrate great familiarity with tools of critical analysis, esp. identification of/commentary on rhetorical devices and use of critical terms/idiom 	<ul style="list-style-type: none"> Recognise and discuss literary effects comment on striking and stylish use of language demonstrate familiarity with tools of critical analysis, esp. identification of/commentary on rhetorical devices and use of critical terms/idiom 	<ul style="list-style-type: none"> Recognise and discuss some literary effects make some comment on striking and stylish use of language demonstrate some familiarity with tools of critical analysis, esp. identification of/commentary on rhetorical devices and use of critical terms/idiom 	<ul style="list-style-type: none"> Recognise and discuss a few literary effects make little comment on striking and stylish use of language demonstrate little familiarity with tools of critical analysis, esp. identification of/commentary on rhetorical devices and use of critical terms/idiom 	<ul style="list-style-type: none"> Fail to recognise and discuss literary effects make no comment on striking and stylish use of language demonstrate no familiarity with tools of critical analysis, esp. identification of/commentary on rhetorical devices and use of critical terms/idiom
	4	3	2	1	0
Organisation and Structure (4)	<ul style="list-style-type: none"> Structure and organise their writing very cogently and cohesively 	<ul style="list-style-type: none"> Structure and organise their writing cogently and cohesively 	<ul style="list-style-type: none"> Structure and organise their writing cogently and cohesively, but with inaccuracies 	<ul style="list-style-type: none"> Adequate structure and organisation of writing, with several inaccuracies 	<ul style="list-style-type: none"> Poor structure and organisation of writing, with many inaccuracies
	6	5	4-3	2	1-0
Expression (6)	<ul style="list-style-type: none"> Communicate using sophisticated and mature writing that is both accurate and fluent 	<ul style="list-style-type: none"> Communicate using accurate and fluent writing 	<ul style="list-style-type: none"> Communicate using accurate and fluent writing, with few inaccuracies 	<ul style="list-style-type: none"> Communicate using appropriate writing, with some inaccuracies 	<ul style="list-style-type: none"> Communicate using language poorly and inaccurately

B. Paper III

Section A - Language Essay (/33)

	VERY GOOD	GOOD	ADEQUATE	WEAK	VERY WEAK
	8-7	6-5	4	3	2-0
Task achievement (content, text type features, relevance) (8)	<ul style="list-style-type: none"> Task is achieved in full Content is completely relevant Text type features are entirely appropriate 	<ul style="list-style-type: none"> Task is achieved quite well Content is mostly relevant Text type features are mostly appropriate 	<ul style="list-style-type: none"> Task is achieved in part Content is not always relevant Text type features are not always appropriate 	<ul style="list-style-type: none"> Task is hardly achieved Content is under-developed Text type features are minimally appropriate 	<ul style="list-style-type: none"> Task is not achieved Content is irrelevant Text type features are not appropriate
	9-8	7-6	5-4	3	2-0
Language use (9)	<ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax Excellent choice of expression Accurate use of punctuation 	<ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax Quite varied grammatical structures Good choice of expression Good use of punctuation 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate Adequate choice of expression but with some inaccuracies Adequate use of punctuation but some errors 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate Limited choice of expression and with some inaccuracies Punctuation use is rather poor 	<ul style="list-style-type: none"> Grammatical structures and syntax are inaccurate Very poor choice of expression and inaccurate Punctuation use is very poor
	8-7	6-5	4	3	2-0
Organisation and Structure (Coherence and Cohesion) (8)	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner Cohesive devices are varied and link together well 	<ul style="list-style-type: none"> Structure and organise their writing into a coherent prose Cohesive devices are quite varied and generally correct 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious Cohesive devices are rather limited 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control 	<ul style="list-style-type: none"> No attempt to structure and organise their writing
	8-7	6-5	4	3	2-0
Vocabulary and Register (8)	<ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary Good use of register 	<ul style="list-style-type: none"> Good range and appropriate vocabulary Appropriate use of register 	<ul style="list-style-type: none"> Choice of vocabulary is unambitious and sometimes inaccurate Adequate use of register but with some inaccuracies 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words Not sensitive to the choice of register 	<ul style="list-style-type: none"> Very limited and inappropriate choice of vocabulary Register is ignored

Section B – Summary (/15)

	EXCELLENT	GOOD	ADEQUATE	WEAK
Identification of Salient Points (6)	<ul style="list-style-type: none"> Identify all salient points in the passage Mention the different points 	<ul style="list-style-type: none"> Identify most salient points in the passage Mention the different points 	<ul style="list-style-type: none"> Identify some salient points in the passage Make little mention of the different points 	<ul style="list-style-type: none"> Identify almost none or none of the salient points in the passage Make almost to no mention of the different points
Synthesis and Language Use (6)	<ul style="list-style-type: none"> Synthesise the different points Use own words as much as possible Very fluent and accurate 	<ul style="list-style-type: none"> Synthesise the different points Often use own words as much as possible Mostly fluent and accurate 	<ul style="list-style-type: none"> Only sometimes synthesise the different points Sometimes use own words Sometimes not fluent and accurate 	<ul style="list-style-type: none"> Hardly or do not synthesise the different points Hardly or do not use own words/repeats words from the text Hardly or not fluent and accurate
Organisation and Structure (3)	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner Use a single paragraph Adhere strictly to the given word count 	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner Use a single paragraph Adhere strictly to the given word count 	<ul style="list-style-type: none"> Structure and organise their writing cogently, but with flaws Use a single paragraph Adhere to the given word count 	<ul style="list-style-type: none"> Flawed/Poor structure and organisation of the writing Do not use a single paragraph Do not adhere to the given word count

Section C – Linguistics Essay (/33)

1. Answer tasks a, b, c **AND** d.

a. Write **ONE** sentence with each of the following words. In your sentence the word must function as the part of speech indicated in the bracket. The first word, **(0) faithful (adjective)**, is given to you as an example.

(0) faithful (adjective)

Answer: The film was not faithful to the novel.

(i) weak (noun) **The weak can never overpower the strong.**

(ii) all (pronoun) **All was ready for the morning after.**

(iii) fast (verb) **Let us fast, we've eaten enough.**

(iv) love (adjective) **Love letters are a thing of the past.**

(v) right (verb) **To right a wrong is always necessary.**

(vi) where (conjugation -> conjunction) **Many emigrate to places where the standard of living is higher.**

(vii) weather (verb) **You must weather the storms in life and not give up.** (7)

b. State whether each sentence is Simple, Complex or Compound. Briefly explain your decision.

i. Should I put everything we used in the dishwasher?

This is a complex sentence as it is made up of an independent clause and a dependent clause.

ii. The film was good, but rather long.

This is a compound sentence as it is made up of two independent clauses joined by a coordinating conjunction (but).

iii. I bought that expensive-looking Italian leather jacket from a flea market in our village for about ten euro.

This is a simple sentence as it is made up of only one main clause.

iv. The power tool you lent me is not working properly.

This is a complex sentence as it is made up of an independent clause and a dependent clause.

v. Jane had never entered the chapel before her wedding day.

This is a simple sentence as it is made up of only one main clause.

vi. Exercising until one is totally exhausted is inadvisable.

This is a simple sentence as it is made up of only one main clause.

vii. Late that afternoon, the three men in dark suits were seen entering the warehouse through a small door at the back.

This is a simple sentence as it is made up of only one main clause.

viii. Some students prefer online classes, others traditional classroom settings

This is a compound sentence as it contains two independent clauses (8)

c. Briefly explain the following terms. Support your explanations with examples.

From English Language AS & A2 (Pearson Longman)

i. Denotation

Denotation refers to the straightforward, objective meaning of a word. It is the kind of meaning we might expect to find if we looked the word up in a dictionary. The word 'winter', for example, denotes the season between autumn and spring.

ii. Connotation

The connotations of a word are the associations that a word has – the emotions and attitudes that are aroused by it. For example, we might associate the word 'winter' with dark evenings and cold, unpleasant weather.

iii. Synonyms

Synonyms are words that are similar in meaning. For example, the words 'begin', 'commence' and 'start' are considered synonymous.

iv. Hypernymy

Hypernyms are more general than hyponyms, and a single hypernym will usually have several hyponyms. The word flower is a hypernym. Words referring to specific kinds of flower are hyponyms: 'carnation', 'rose', 'daffodil' and so on. (8)

d. In the pairs of sentences below, cohesive devices are used to help the two sentences hang together. Focussing on the underlined word/s,

- name the cohesive device connecting the two sentences in each pair, **AND**
- briefly explain how the cohesive device helps connect the two sentences

i. I can understand why someone paid that kind of money for it. Experts consider the painting a rare find.

The cohesive device being used is that of 'reference'. In this sentence, the pronoun 'it' cataphorically refers to the 'painting' mentioned in the subsequent sentence.

- ii. A small procession came up the country lane. The procession went past us towards the Red Fox Inn.

The cohesive device being used is identification. The indefinite article 'a' in the first sentence is then replaced by the definite article 'the' in the second sentence to specify which procession is being referred to.

- iii. He was new to the group and did not know his way around. But he sure learned very quickly.

The cohesive device being used is conjunction as it links the first sentence to the second to indicate the relationship between them. In this case, there is a contrast between what is first being stated and the change in behaviour mentioned in the second sentence.

- iv. This was a rather negative review of the play. Both the director and actors were strongly criticised for their loose interpretation of the script.

- v. Once on the mountain, they stopped their ascent twice because of the strong wind. This made the climb very challenging.

The cohesive device being used is repetition. The synonyms 'ascent' and 'climb' lexically connect the two sentences together for the sake of cohesion. (10)

	EXCELLENT	VERY GOOD	GOOD	ADEQUATE	WEAK
	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
Task Achievement (6)	6 <ul style="list-style-type: none"> Achieve task in full Present content that is completely relevant Include text type features which are entirely appropriate 	5 <ul style="list-style-type: none"> Achieve the task quite well Present content which is mostly relevant Include text type features which are mostly appropriate 	4-3 <ul style="list-style-type: none"> Only achieve the task in part Present content which is not always relevant Choose text type features which are not always appropriate 	2 <ul style="list-style-type: none"> Hardly achieves the task Present content which is under-developed Choose text type features which are minimally appropriate 	1-0 <ul style="list-style-type: none"> Do not achieve the task Present irrelevant content Do not select (if at all) appropriate text type features
Relevance and Selection (10)	10-9 <ul style="list-style-type: none"> Present relevant, well-informed responses by selecting appropriate textual references as supporting material Identify relevant aspects of the stylistic features Confidently analyse how the writers use specific aspects to communicate intent Demonstrate maturity of argumentation and interpretation 	8-7 <ul style="list-style-type: none"> Present relevant responses by selecting appropriate textual references as supporting material Identify relevant aspects of the stylistic features Explore analytically how the writers use specific aspects to communicate intent Choose sound arguments to support interpretation 	6-5 <ul style="list-style-type: none"> Present generally relevant responses Make use of appropriate textual references as supporting evidence Identify obvious aspects of the stylistic features language Describe some aspects with reference to how writers communicate intent 	4-3 <ul style="list-style-type: none"> Demonstrate limited focus Make use of limited textual references Identify few aspects of the stylistic features Show some inaccuracies in their references 	2-0 <ul style="list-style-type: none"> Communicate limited understanding of the question Show inappropriate choice of material
Organisation and Structure (8)	8 <ul style="list-style-type: none"> Structure and organise their writing in a cogent manner 	7-6 <ul style="list-style-type: none"> Structure and organise their writing into a coherent prose 	5-4 <ul style="list-style-type: none"> Attempt to structure and organise their writing but not consistently successful 	3-2 <ul style="list-style-type: none"> Attempt to structure and organise their writing with very limited success 	1-0 <ul style="list-style-type: none"> No attempt to structure and organise their writing
Expression (9)	9 <ul style="list-style-type: none"> Communicate using sophisticated and mature writing 	8-7 <ul style="list-style-type: none"> Communicate using clear, accurate writing 	6-5 <ul style="list-style-type: none"> Communicate meaning using straightforward language 	4-3 <ul style="list-style-type: none"> Attempt to communicate meaning with limited accuracy 	2-1 <ul style="list-style-type: none"> Attempt to communicate meaning by using inaccurate language