

J C LITERATURE IN ENGLISH Syllabus 120
November 2018 – 2020 Examinations

CONTENTS

	Page
Junior Certificate	
Introduction	3
Main Sections	3
Identification of learners	3
Rationale for Teaching Literature in English	3
Approach	4
Learning and Teaching	4
Aims	5
Assessment Objectives	5
Specification Grid	5
Assessment	6
Scheme of assessment	6
Descriptions of components	6
Curriculum Content	9
Expected Competencies	9
Grade Descriptions	11
Appendix	12

1. INTRODUCTION

Literature in English is an Art subject that falls into a group of subjects referred to as Social Sciences and Humanities Field of Study that include: History, Geography, Development Studies, Religious Studies, Environmental Management and Languages.

The syllabus recognises that the majority of learners in Swaziland are reading Literature in a second language and their proficiency in the language may be at different levels. Learners' needs and the strategies available to teachers may vary greatly from area to area and within any class; but in all cases the Literature in English Syllabus must encourage appreciation of works of art, making learners realise the importance of aesthetics in understanding human behaviour and foreign cultures.

The Literature syllabus is a three year course, beginning in **Form I** (Grade 8) and examinable in Form 3.

Form I (Grade 8) : An introduction to Literature

Form II and III : The study of Literature and preparation for examinations.

1.1 Main Sections

The main sections of the syllabus are as follows:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

1.2 Identification of Learners

This syllabus assumes that the learners have been through an extensive language programme at the primary level, which seeks to inculcate the literary world for learners. Learners of Literature in English may fall into one of the following categories:

- Those that read Literature in English proficiently
- Those that read Literature in English less proficiently.

1.3 Rationale for Teaching Literature in English

The rationale to teach Literature in English is as follows:

- To promote a national culture of reading
- To afford learners an opportunity to develop the reading skill that is vital in ensuring a literate society
- To improve English language acquisition and fluency
- To equip all learners with functional literacy in English
- To develop and promote appreciation of world cultures, histories and different situations
- To develop foundation skills such as communication, interpersonal skills and team work
- To develop critical thinking and problem-solving skills
- To assist learners develop personally and socially

- To promote an appreciation and an awareness of the different literary genres and what characterizes each
- To promote the development of positive attitudes towards self and others' feelings such as – tolerance, love, kindness, forgiveness, happiness, generosity, fairness, respect, responsibility, self-restraint, gender sensitivity, peace, excitement, being well-mannered, sharing, etc.
- To promote study skills required for further study and training as well as lifelong learning.

1.4 Approach

While the approach aims at a higher level of proficiency in the study of Literature, the teaching methodology acknowledges that the majority of learners in Swaziland are reading the Literature in a second/third language. The programme of study should be taught in ways appropriate to their abilities.

1.5 Learning and Teaching

Learners are therefore faced with the following challenges:

- Appreciating a text expressed in a language that is not their own
- Appreciating unfamiliar historical, social and cultural contexts
- Displaying appropriate linguistic, literary and analytical skills

In view of the above, the teaching of Literature in English should ensure the following:

- The development of reading for enjoyment and as a skill for life
- A holistic appreciation of Literature, including the language aspect
- The appreciation of literature as a work of art
- That learners are exposed to local and international historical, social and cultural backgrounds of texts
- That the reading level of the learners is assessed before the text is taught to determine appropriate instructional measures to be utilised
- The use of learner-centred approaches
- That instead of forcing learners to read sections of the book, learners be given interesting tasks that will compel them to read without being pushed
- The development of the individual in appreciating that there are some central concepts, beliefs and traditions that are widely accepted by most members of the global village
- That students explore their own feelings and attitudes to compare and contrast them with those displayed by characters in the texts they read.
- Cross-curricula links with other subjects such as English Language, History, Geography, Religious Studies, SiSwati, etc.

2. AIMS

The aims set out below describe the general purpose of a course in Literature in English for the Junior Secondary Certificate (JC), and are the same for all learners.

The aims are to encourage and develop students' ability to:

- Enjoy the experience of reading Literature
- Communicate efficiently and effectively in English
- Understand and respond to literary texts in different forms (genres) and from different cultures including theirs
- Communicate an informed personal response appropriately and effectively
- Appreciate different ways in which writers achieve their effects
- Experience literature's contribution to aesthetic, imaginative and intellectual growth
- Explore the contribution of literature to an understanding of areas of human concern.

3. ASSESSMENT OBJECTIVES

Students will be assessed on their ability to:

1. Show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose);
2. Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;
3. Recognize and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects:
 - i.e. -with narrative, the power and technique of story;
 - with poetry, the emotional range and affect of words and how they are set out on the page;
 - with drama, the incarnation and presentation of a text to a live audience which becomes itself part of the drama.
4. Communicate a sensitive and informed personal response to literary texts and understanding of the way the writer shapes that response.

3.1 Specification Grid: PAPER I 2 hours 70%

Assessment Objectives	1	2	3	4
Section A Drama	✓	✓	✓	✓
Section B Prose	✓	✓	✓	✓
Section C Poetry	✓	✓	✓	✓

4. ASSESSMENT

4.1 SCHEME OF ASSESSMENT

Candidates take:

Literature in English Paper 1	Duration	Weighting
Set Texts: Closed Book	2 hrs 15minutes	70 %

The full range of grades (A - E) is available

Literature in English Paper 2	Duration	Weighting
Unseen Texts:	1 hrs 30 minutes	30

3.2 DESCRIPTION OF COMPONENTS

There are **TWO** Literature in English Examination Papers:

Literature in English Paper: Closed Book

Paper 1	Set Texts	2 Hrs 15 minutes
----------------	------------------	-------------------------

Section A

Drama:

- One question should be answered from this section.

Section B

Poetry:

- One question should be answered from this section.

Section C

Prose:

- One question to be answered from a choice of: a novel or a short story anthology.

Each candidate **must** answer **three** questions in all.

On each set text there will be a choice of **three** questions:-

One text based

One general essay

One empathic

NB. Poetry will not include the empathic task.

Paper 2	Unseen text	1 hr 20 min
----------------	--------------------	--------------------

Candidates will be required to answer **ONE** question. Unseen text will either be prose or poetry. All questions will encourage informed personal response, and are designed to test all the Assessment Objectives. In practical terms this means that candidates will be asked to demonstrate:

- knowledge of the text through the use of close reference to details and use of quotations from it
- understanding of characters, relationships, situations and themes
- understanding of the writer's intentions and methods, and response to the writer's use of language
- personal response: sometimes directly, for example, 'what do you think?' 'What are your feelings about...?' and sometimes by implication: 'Explore the ways in which...'

(Empathic tasks: sometimes known as 'empathetic' or 'creative response' tasks: address the same assessment objectives as the essay and passage-based questions. They are intended to test knowledge, understanding and personal response; but they give the candidate the opportunity to engage more imaginatively with the text, by the assumption of a suitable 'voice', i.e. manner of speaking, for the character concerned.

Candidates must answer at least **ONE** passage-based question and at least **one** essay or empathic question.

All questions carry equal marks.

5. CURRICULUM CONTENT

Candidates should be able to demonstrate an appreciation of texts and themes in ways which may range from straightforward knowledge of content and surface meaning to the communication of an informed personal response.

Candidates should study in detail individual texts in the three main literary forms of prose, poetry and drama.

For set texts see Appendix

5.1 Expected Competencies should include the ability to:

- distinguish text by type: drama, poetry and prose
- distinguish the characteristics of each type of text which separates it from other forms of literature
- identify characters and their roles in the text
- recall and narrate the story or parts of it
- establish the main character and setting
- describe characters, settings, themes and plots in the text
- listen to the different sounds and rhythm of language as found in text for example -rhyme and alliteration
- recall sequence of events
- understand stage directions in drama and be able to apply and respect them when reading this type of text
- act out parts of text as required (dramatise)
- paraphrase
- understand and tell the relationship between characters
- select relevant detail from text
- predict outcomes
- compare and contrast situations in text
- distinguish between reality and fantasy
- make use of figurative language e.g. Similes, metaphors, personification, symbolism, etc.
- recognize cause and effect
- distinguish viewpoint
- appreciate suspense and understand climax and anti-climax in narrative prose
- detect and explore theme, motivation and symbolism
- comment on, and analyse plot, characterization and setting
- empathize (say how character might feel, etc.)
- employ basic critical terminology

J C LITERATURE IN ENGLISH Syllabus 120
November 2018 – 2020 Examinations

- discuss ways in which writers achieve effects and appeal to all five senses
- state reason why certain events occurred
- draw inferences
- draw conclusions
- assess the writers' intentions
- state opinion
- argue and support arguments
- interpret
- articulate thought and discuss feelings and attitudes
- integrate apposite quotation and comment
- communicate a considered (well thought) personal response
- appreciate the purpose of differences in layout on a page.

6. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall, and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Grade A

A grade A candidate will have demonstrated the ability to:

- sustain a perspective and convincing response with well chosen detail of narrative and situation;
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays (tone);
- make much well selected reference to the text;
- respond sensitively and in detail to the way language works in the text;
- communicate a considered and reflective personal response to the text.

Grade C

A grade C candidate will have demonstrated the ability to:

- make a reasonably sustained/extended response with detail of narrative and situation;
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays;
- show some thoroughness in use of the text for support;
- communicate an informed personal response to the text.

Grade E

A grade E candidate will have demonstrated the ability to:

- make some relevant comments in terms of narrative and situation;
- make some reference to the surface meaning of the text;
- make a little reference to the text for support;
- communicate a basic personal response to the text.

APPENDIX: SET TEXTS FOR JUNIOR CERTIFICATE LITERATURE IN ENGLISH

Students must answer on at least four different texts that include: Drama, Poetry, Prose and from an Unseen Text.

Students must use prescribed set texts.

Section A: Drama

Section B: Poetry

Section C: Prose

Form I: An Introduction to Literature (examinable internally)

For this level, students should study at least **ONE** type of text, although it is recommended that students be exposed to all three genres. Choice should be made from the following texts:

- “When lightning strikes” by Nicholas Bushy Mani (Mamillan) -Novel
- ‘Small Affairs’ by Ken Rowley – Novellet
- ‘Tale of Tamari’ by Shimmer Chinodya – Novel
- ‘High life low life’ –Novellet – A. Battersby
- “Reading Matters” – compiled by Dorothy Dyer and Glynis Lloyd (Cambridge) short stories, poetry, drama
- Poetry for pleasure – Sadler & Hayllar –

Form II and III

EXAMINABLE TEXTS

Section A

Drama (2 texts)

-**The Merchant of Venice** - William Shakespeare Macmillan/
Longman
-**The Gods are not to blame** – Ola Rotimi

Section B

Poetry (1 text)

When fishes flew and other poems
- Z.L. Dlamini & D. Vilakati – compilers

- 1 **A Young Tree** – Stella Ngatho
- 2 **If** – Jared Angira
- 3 **Just a Word** – Sheikha A. El-Miskery
- 4 **The Tyger** – William Blake
- 5 **Hearken My Children** - Mzi Mahola
- 6 **To Daffodils** - Robert Herrick
- 7 **Just a Passerby** - Oswald Mbuyiseni Mtshali
- 8 **A sudden Storm** - Pius Oleghe
- 9 **My African Tears Sing a Song** - Karen Zamberia
- 10 **The Passionate Shepherd to His love** - Christopher Marlowe
- 11 **Blackberry Sweet** - Dudley Randall
- 12 **The Woman I Married** – Edwin Waiyaki
- 13 **Night of the Scorpion** – Nissim Ezekiel
- 14 **Sadism** – Milton Mphicwa Dlamini
- 15 **Hawk Roosting** – Ted Hughes
- 16 **My Parents** – Stephen Spender
- 17 **Hunting Snake** - Judith Wright

J C LITERATURE IN ENGLISH Syllabus 120
November 2018 – 2020 Examinations

- 18 **They Joy** - E A Winful
- 19 **Caged Bird** - Maya Angelou
- 20 **Before the Sun** - Charles Mungoshi
- 21 **The Sick Rose** - William Blake

Section C

Prose (novel and short story)

- 1 **The Pearl** - John Steinbeck
- 2 **The Mending Season by** - Kahiso Lesego Molepe
- 3 **Africa kills her sun** – Velaphi Mamba (ed)
 - Section A – **Back on Course** – Francis Selormey
 - The Stick Insect Affair** – Kenneth Rowley
 - Ha’penny** - Alan Paton
 - The Bus Conductor** - Velaphi Mamba
 - The Man With the Ugly Wife** - H A S Johnson
 - Africa Kills Her Sun** - Ken Saro-Wiwa
 - Dirt to Dirt** - Lucy Z Dlamini
 - Zuziwe’s Funeral** - R L Peteni
 - Rain Woman** - Diane L Saunders
 - The Toilet** - Gcina Mhlophe
 - Heaven Is Not Closed** - Bessie Head
 - The Quarry** - Alan Paton