

**GENERAL CERTIFICATE OF EDUCATION
(ADVANCED LEVEL)**

GRADES 12 & 13

**ENGLISH SYLLABUS
(Effective from 2009)**

**Department of English
National Institute of Education**

1.0 Introduction

This syllabus has been designed in order to develop advanced skills in the use of the English Language and an appreciation of and critical response to its Literature. Students are expected to use English accurately and effectively to express their opinions and views. The syllabus comprises two parts in which Part -1 will be based on prescribed texts and Part- 11 will be on production and response to different registers, comprising essay précis, and unseen passages.

Students will have to study Language in both grades 12 and 13. Prescribed texts could be done according to the guidelines given below. The order proposed for the subject content is only a suggestion. Teachers need to prioritize the order of the texts according to the requirements in teaching. Of the four plays prescribed, any two could be taught. Of the Novels too, any two could be taught while all the Short Stories and all the Poems have to be taught.

2.0 Aims and Objectives of the Subject

This syllabus aims to give candidates the opportunity to:

- a. engage with and respond to literary experience
- b. develop a critical appreciation of the writer's craft through close textual study and through wide reading
- c. explore through literature their own cultures and those of other societies.
- d. explore literature as a means of emotional and intellectual growth.

After following this syllabus candidates will be expected to demonstrate

- a. a first-hand knowledge of the texts
- b. the ability to communicate with sensitivity and informed personal responses
- c. the ability to demonstrate some understanding and appreciation of authors' uses of characterization, narrative , plot, setting and language
- d. understanding of form and poetic devices used to communicate the literary experience.

Proposed term-wise breakdown of the syllabus

Grade	Term	Scheme of Work	Periods
12	1	Midsummer Night's Dream/ Othello, Great Expectations, The Open Window Poetry - Nos. 1 – 4 on page 4. Essay, Précis, Comprehension of unseen passages	100
	2	Midsummer Night's Dream/ Othello, Sense and Sensibility, The Boarding House Poetry - Nos. 5 – 8 on page 4. Essay, Précis, Comprehension of unseen passages	100
	3	Waiting for Godot, Sense and Sensibility, Professional Mourners Poetry - Nos. 9 – 14 on page 4. Essay, Précis, Comprehension of unseen passages	100
13	1	The Seagull, July's People, A Temporary Matter Poetry - Nos. 1 – 3 on page 11 Essay, Précis, Comprehension of unseen passages	100
	2	The Sea Gull, July's People, Hills Like White Elephants Poetry - Nos. 4 – 7 on page 11 Essay, Précis, Comprehension of unseen passages	100
	3	The House of Bernada Alba, The Road from Elephant Pass, Action and Reaction Poetry -Nos. 8 – 11 on page 11 Essay, Précis, Comprehension of unseen passages	100

3.0 Syllabus

3.1 Grade 12

Competency	Competency Level	Subject content	Periods
<p>Part I</p> <p>1. Identifies and analyses themes, literary techniques and the use of language in creating different levels of meaning.</p>	1.1 Understands the concept of theme and knowing the different literary techniques related to different genres	<p>Drama Students are required to show a critical understanding of at least two plays out of the four prescribed for the two grades.</p> <p>William Shakespeare - <i>A Midsummer Night's Dream</i> <u>or</u> <i>Othello</i> Samuel Beckett - <i>Waiting for Godot</i></p>	<p>60 Periods</p> <p>According to the needs and level of the students, these can be adjusted by the teacher as needed.</p>
	1.2 Becomes aware of the special use of language in the literary text/s set for study		
	1.3. Identifies themes in selected context through experiential learning.	<p>Novel Students are required to show a critical understanding of at least two novels out of the four prescribed for the two grades.</p> <p>The length and complexity in the novels should be taken into account when making the selection for the final year.</p> <p>Charles Dickens - <i>Great Expectations</i> Jane Austen - <i>Sense and Sensibility</i></p>	<p>60 Periods</p>
	1.4 Recognizes literary techniques in the texts selected for study		
	1.5. Analyzes themes in the selected context and relates techniques to the development of the themes.		
	1.6. Examines how the themes are developed in the structure of the texts selected for study.	<p>Short Stories Students are required to study all the short stories</p> <p>Saki - <i>The Open Window</i> James Joyce - <i>The Boarding House</i> Alagu Subramaniam - <i>Professional Mourners</i></p>	<p>40 Periods</p>
	1.7. Evaluates the overall effect created by the use of language and literary techniques.		

<p>2. Recognize the basic characteristics of different literary genres.</p> <p>3. Responds to and engage with the texts in relation to imagery, ideas, emotions, attitudes, contexts etc.</p>	<p>2.1. Knows the different genres and recognizes their main features</p> <p>2.2. Relates these features to the context selected for the study.</p> <p>2.3. Traces these features in the context selected for the study</p> <p>2.4. Examines unique features in the particular text in relation to the genre/ correspondingly examine lapses if any</p> <p>2.5. Examines how the “unique “ features enrich the text/ weakens it</p> <p>3.1. Understands the concept of imagery (how objects in the world are transformed to images in literature)</p> <p>3.2. Knows the terminology and recognizes different kinds of imagery as :</p> <p>a) Sensory : e.g. visual, auditory, olfactory, gustatory, tactile</p>	<p>Poetry Students are required to study all the poems.</p> <ol style="list-style-type: none"> 1. William Shakespeare- <i>My mistress’ eyes (Sonnet 130)</i>, 2. William Shakespeare- <i>When my love swears that she is made of truth (Sonnet 138)</i> 3. John Donne- <i>The Good-Morrow</i>, 4. John Donne- <i>Song (Go and catch a falling star)</i> 5. George Herbert - <i>Avarice</i> 6. John Dryden - <i>Extract from Absalom & Achitophel (Portrait of Zimri lines 543-568)</i> 7. Alexander Pope - <i>Extract from The Rape of the Lock (Canto lines 1-26)</i> 8. William Blake - <i>The Tiger</i> 9. John Keats - <i>Ode to a Nightingale</i> 10. PercyBysshe Shelley-<i>To a Skylark</i> 11. Alfred Lord Tennyson - <i>Extract from Morte D’ Arthur (lines 239-264)</i> 12. Gerard Manley Hopkins - <i>Felix Randal</i> 13. Emily Brontë –<i>Remembrance (“Cold in the earth”)</i> 14. Wilfred Owen - <i>Disabled</i> 	<p>40 Periods</p>
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<p>4 Develops a personal response to a text through critical thinking and analysis.</p> <p>5 Uses English accurately to express opinions and views effectively.</p>	<p>b) Literary devices e.g. simile, metaphor ,symbol</p> <p>3.3. Understands the relationship between image and effect.</p> <p>3.4. Analyzes and responds to the effect created by the imagery in terms of ideas, emotions and attitudes</p> <p>4.1. Uses parameters mentioned above to analyze selected texts and empathize with contexts, characters, emotions/ attitudes</p> <p>4.2. Relates the ideas/ emotions and attitudes generated by the text to one's personal experience/ world knowledge.</p> <p>4.3. Scrutinizes them in relation to one's own reality / understanding of the world.</p> <p>5.1. Develops language skills for appreciation</p> <p>5.2. Develops essay writing skills</p>		
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Competency	Competency Level	Subject content	Periods
<p>Part II</p> <p>6. Selects the relevant content required for a given topic</p> <p>7. Presents relevant aspects /issues/episodes connected to the topic</p> <p>8. Discusses substantiates and illustrates points of view.</p> <p>9. Analyses and comments on the selected topic</p>	<p>6.1 Understands the question/theme/topic</p> <p>6.2. Accesses material related to topic</p> <p>6.3. Recalls, produces material related to the topic</p> <p>7.1. Prioritises aspects/issues episodes</p> <p>7.2. Selects a framework for presenting the material</p> <p>7.3. Organizes the material</p> <p>8.1 Sees context from different points of view</p> <p>8.2. Selects linguistic / structural form for different points of view</p> <p>8.3. Relates the different points of view to a central stand point.</p> <p>9.1. Looks at the topic from different perspectives.</p> <p>9.2. Understands the background for the difference in the point of view.</p>	<p>Essay Students are required to write on one of several given topics covering a wide range, allowing for logical argument and debate, presentation of facts, expression of individual opinions and creative writing from personal experience.</p> <p>Précis Students are expected to comprehend a passage of reasonable length (550-575) words and express the meaning, the gist, coherently, clearly and economically using newspapers, magazines relating to definite issues, and articles of similar length on issues of general interest for classroom teaching.</p> <p>Comprehension of unseen passages Prose passages and poetry should be used for this. Prose passage could be fiction or nonfiction and one of poetry will be given. Students would</p>	<p>100 periods</p>

<p>10. Writes accurately and use appropriate structure and vocabulary</p> <p>11. Paraphrase where necessary in his /her own words</p>	<p>9.3. Analyzes the topic from different points of view giving examples</p> <p>9.4. Interprets the different points of view</p> <p>10.1 Writes with appropriate structures</p> <p>10.2 Uses correct grammatical structures</p> <p>10.3 Uses appropriate vocabulary with nuances where necessary</p> <p>10.4 Selects structures and writes clear grammatical prose carrying the tempo of thought and feeling</p> <p>11.1 Recognizes words and word groups that need explanation in context</p> <p>11.2. Restates in simple language without affecting the meaning.</p> <p>11.3. Writes clearly grammatically correct prose</p>	<p>be required to respond to nuances, connotations, denotations, and specific use of language, express appreciation of varied experiences and show ability to perceive human issues and values.</p>	
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<p>12. Employs appropriate structures to summarize while retaining the meaning</p>	<p>12.1 Avoids repetition and illustration in explaining complex phrases and words 12.2. Uses deletion and construction effectively. 12.3. Avoids ambiguity</p>		
<p>13. Responds to different levels of meaning</p>	<p>13.1 Becomes aware of many levels of meaning. 13.2. Identifies words, phrases belonging to different fields 13.3. Sees the relationship among these words and phrases to create other alternative meaning</p>		
<p>14. Makes inferences correctly, and read insightfully</p>	<p>14.1. Observes the presence of the unstated 14.2. Identifies the significance of implied meanings in the unstated. 14.3. Interprets the unstated plausibly</p>		

<p>15. Recognizes the main features of prose and poetry</p> <p>16. Identifies and analyses literary techniques in prose and poetry</p>	<p>15.1. Identifies the physical features of prose and poetry.</p> <p>15.2. Observes differences within each genre prose, poetry</p> <p>15.3. Responds to the author's selection of a particular subclass within the main genre.</p> <p>16.1 Identifies the literary techniques by name</p> <p>16.2. Understands the significance of a particular technique and its impact.</p> <p>16.3. Evaluates the technique within the process of production/creation</p>		
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3.2 Grade 13

Competency	Competency Level	Subject content	Periods
<p>Part I</p> <p>1. Identifies and analyses themes, literary techniques and the use of language in creating different levels of meaning.</p>	<p>1.1 Understands the concept of theme and knowing the different literary techniques related to different genres</p>	<p>Drama Students are required to show a critical understanding of at least two plays out of the four prescribed for the two grades.</p>	<p>60 Periods</p> <p>According to the needs and level of the students, these can be adjusted by the teacher as needed.</p>
	<p>1.2 Becomes aware of the special use of language in the literary text/s set for study</p>	<p>Anton Chekov – <i>The Seagull</i> Federico Garcia Lorca – <i>The House of Bernada Alba</i></p>	
	<p>1.3. Identifies themes in selected context through experiential learning.</p>	<p>Novel Students are required to show a critical understanding of at least two novels out of the four prescribed for the two grades.</p>	<p>60 Periods</p>
	<p>1.4 Recognizes literary techniques in the texts selected for study</p>		
	<p>1.5. Analyzes themes in the selected context and relates techniques to the development of the themes.</p>	<p>Nadine Gordimer – <i>July’s People</i> Nihal De Silve – <i>The Road from Elephant pass</i></p>	
	<p>1.6. Examines how the themes are developed in the structure of the texts selected for study.</p>		
	<p>1.7. Evaluates the overall effect created by the use of language and literary techniques.</p>		<p>40 Periods</p>

<p>2. Recognize the basic characteristics of different literary genres.</p> <p>3. Responds to and engage with the texts in relation to imagery, ideas, emotions, attitudes, contexts etc.</p>	<p>2.1 Knows the different genres and recognizes their main features</p> <p>2.2 Relates these features to the context selected for the study.</p> <p>2.3 Traces these features in the context selected for the study</p> <p>2.4 Examines unique features in the particular text in relation to the genre/ correspondingly examine lapses if any</p> <p>2.5 Examines how the “ unique “ features enrich the text/ weakens it</p> <p>3.1. Understands the concept of imagery (how objects in the world are transformed to images in literature.</p> <p>3.2. Knows the terminology and recognizes different kinds of imagery as :</p> <p>a) Sensory : e.g. visual, auditory, olfactory, gustatory, tactile</p>	<p>Poetry Students are required to study all the poems.</p> <ol style="list-style-type: none"> 1. Robert Frost – <i>Mending wall</i> 2. T.S. Eliot – <i>Preludes</i> 3. Sylvia Plath – <i>Mirror</i> 4. Gwendolyn Brooks – <i>My dreams, my dreams, my works, must wait till after hell</i> 5. Edna St Vincent Millay- <i>Feast</i> 6. Nissim Ezekiel – <i>Night of the scorpion</i> 7. Derek Walcott - <i>A Far Cry from Africa</i> 8. Sitakant Mahapatra – <i>Grandmother</i> 9. Lakdasa Wikkramasinha – <i>The Poet</i> 10. Angela de Silva (Richard de Zoysa)- <i>Birds, beasts and relatives</i> 11. Anne Ranasinghe – <i>At what dark point</i> 	<p>40 Periods</p>
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<p>4 Develops a personal response to a text through critical thinking and analysis.</p> <p>5 Uses English accurately to express opinions and views effectively.</p>	<p>b) Literary devices e.g. simile, metaphor, symbol</p> <p>3.3. Understands the relationship between image and effect.</p> <p>3.4. Analyzes and responds to the effect created by the imagery in terms of ideas, emotions and attitudes</p> <p>4.1. Uses parameters mentioned above to analyze selected texts and empathizes with contexts, characters, emotions/ attitudes</p> <p>4.2. Relates the ideas/ emotions and attitudes generated by the text to one's personal experience/ world knowledge.</p> <p>4.3. Scrutinizes them in relation to one's own reality / understanding of the world.</p> <p>5.1. Develops language skills for appreciation</p> <p>5.2. Develops writing skills</p>		
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Competency	Competency Level	Subject content	Periods
<p>Part II</p> <p>6. Selects the relevant content required for a given topic</p> <p>7. Presents relevant aspects /issues/episodes connected to the topic</p> <p>8. Discusses substantiates and illustrates points of view.</p> <p>9. Analyses and comments on the selected topic</p>	<p>6.1 Understands the question/theme/topic</p> <p>6.2. Accesses material related to topic</p> <p>6.3. Recalls, produces material related to the topic</p> <p>7.1. Prioritizes aspects/issues episodes</p> <p>7.2. Selects a framework for presenting the material</p> <p>7.3. Organizes the material</p> <p>8.1 Sees context from different points of view</p> <p>8.2. Selects linguistic / structural form for different points of view</p> <p>8.3. Relates the different points of view to a central stand point.</p> <p>9.1. Looks at the topic from different perspectives.</p> <p>9.2. Understands the background for the difference in the point of view.</p> <p>9.3. Analyzes the topic from different points of view giving examples</p>	<p>Essay</p> <p>Students are required to write on one of several given topics covering a wide range, allowing for logical argument and debate, presentation of facts, expression of individual opinions and creative writing from personal experience.</p> <p>Précis</p> <p>Students are expected to comprehend a passage of reasonable length (550-575) words and express the meaning, the gist, coherently, clearly and economically using newspapers, magazines relating to definite issues, and articles of similar length on issues of general interest for classroom teaching.</p>	<p>100 periods</p>

<p>10. Writes accurately and use appropriate structure and vocabulary</p> <p>11. Paraphrase where necessary in his /her own words</p> <p>12. Employs appropriate structures to summarize while retaining the meaning</p>	<p>9.4. Interprets the different points of view</p> <p>10.1 Writes with appropriate structures</p> <p>10.2 Uses correct grammatical structures</p> <p>10.3 Uses appropriate vocabulary with nuances where necessary</p> <p>10.4 Selects structures and writes clear grammatical prose carrying the tempo of thought and feeling</p> <p>11.1 Recognizes words and word groups that need explanation in context</p> <p>11.2. Restates in simple language without affecting the meaning.</p> <p>11.3. Writes clearly grammatically correct prose</p> <p>12.1 Avoids repetition and illustration in explaining complex phrases and words</p> <p>12.2. Uses deletion and construction effectively.</p> <p>12.3. Avoids ambiguity</p>	<p>Comprehension of unseen passages</p> <p>Prose passages and poetry should be used for this. Prose passage could be fiction or nonfiction and one of poetry will be given. Students would be required to respond to nuances, connotations, denotations, and specific use of language, express appreciation of varied experiences and show ability to perceive human issues and values.</p>	
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<p>13. Responds to different levels of meaning</p>	<p>13.1 Becomes aware of many levels of meaning. 13.2. Identifies words phrases belonging to different fields 13.3. Sees the relationship among these words and phrases to create other alternative meaning</p>		
<p>14. Makes inferences correctly, and read insightfully</p>	<p>14.1. Observes the presence of the unstated 14.2. Identifies the significance of implied meanings in the unstated. 14.3. Interprets the unstated plausibly</p>		
<p>15. Recognizes the main features of prose and poetry</p>	<p>15.1. Identifies the physical features of prose and poetry. 15.2. Observes differences within each genre prose, poetry 15.3. Responds to the author's selection of a particular subclass within the main genre.</p>		

<p>16. Identifies and analyses literary techniques in prose and poetry</p>	<p>16.1 Identifies the literary techniques by name 16.2. Understands the significance of a particular technique and its impact. 16.3. Evaluates the technique within the process of production/creation</p>		
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4.0 Teaching Learning process

Approach to “Teaching Learning Process” not only varies according to the genres but it also varies according to the nature of the learner and the individuality of the teacher. The teacher should not try to impose his /her views on the students. Teaching methods used should foster sensitivity to literary texts, intuition, imagination, feeling, spontaneity and naturalness in children. There should be a departure from teaching through lectures and giving notes. Lessons should be more interactive, employing a variety of techniques such as small group work, discussions, role-plays etc.

5.0 School Policy and Programmes

A living language like English cannot be mastered within the limited opportunities provided by the class timetable only. Both the teachers and the classroom must create a language rich environment. This should include activities for interactive learning, as well as self-learning. This will be made possible by providing a resource room where learners will have easy access to reading material and technology like tape recorders/ TV etc. Although libraries are available in most schools they are not utilized. Some activities requiring library reading must be made part of the teaching /learning process.

6.0 Assessment and Evaluation

It is intended to implement this syllabus in schools with the School Based Assessment (SBA) process. Teachers will prepare creative teaching – learning instruments on the basis of school terms.

The First Examination under this syllabus will be held in 2011.

The details together with the format and the nature of questions will be introduced by the Department of Examinations.