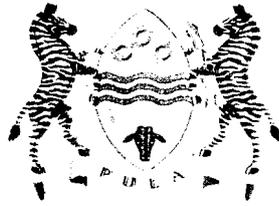


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T. UNDERHILL



REPUBLIC OF BOTSWANA

BOTSWANA SENIOR SECONDARY ASSESSMENT SYLLABUS

LITERATURE IN ENGLISH



EXAMINATIONS RESEARCH AND TESTING DIVISION

MINISTRY OF EDUCATION

**BOTSWANA SENIOR SECONDARY ASSESSMENT
SYLLABUS FOR LITERATURE IN ENGLISH
BECOMES
EFFECTIVE FOR EXAMINATION IN 2000**

LITERATURE IN ENGLISH

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FOREWORD

The Ministry of Education is pleased to authorise the publication of this senior secondary syllabus which marks a watershed in the development of the public education system in Botswana and signals another milestone of progress in fulfilment of the goals set by the Revised National Policy on Education, Government Paper No: 2 of 1994.

In this era of widespread and rapid technological change and an increasingly inter-dependent global economy, it is essential that all countries foster human resources by preparing children adequately for their future. Survival in the coming millennium will depend in the ability to accommodate change and to adapt to environmental needs and emerging socio-economic trends. It is the wish of government to prepare Botswana for future growth and adaptation to ongoing change in the socio-economic context; specifically the transition from an agro-based economy to the more broadly based industrial economy which we are aiming at.

The senior secondary programme builds on the Ten Year Basic Educational programme and seeks to provide quality learning experiences. It aims to prepare our students for the world of work, further education and lifelong learning. However, secondary education must also pay attention to the all round development of the individual. It should provide not only for the acquisition of those skills needed for economic, scientific and technological advancement. It should also provide for the development of cultural and national identity and the inculcation of attitudes and values which nurture respect for oneself and for others.

Critical to the success of our secondary education programme is the recognition of individual talents, needs and learning styles. Hence, the role of the teacher in the classroom has changed. She/he must be a proficient manager and facilitator: a director of learning activities. She/he should be conscious of students' needs to take on board a measure of accountability and responsibility for their own learning. She/he must also take into account the widening range of ability of the student body and the different levels of achievement which they aspire to. This means active participation for all and the creation of rich and diverse learning environments.

It is important then that we value the students' own experiences, build upon what they know and reward them for positive achievement. At the same time, we must be prepared to offer them guidance and counselling at all levels; assisting them to make the best decisions in keeping with their own interests, career prospects and preferences. In that way we shall prevail in nurturing at the roots of our system, the national ideals of democracy, development, self-reliance, unity and social harmony.

This syllabus document is the outcome of a great deal of professional consultation and collaboration. On behalf of the Ministry, I wish to record my appreciation and thank sincerely those who contributed to and were involved in the production of this syllabus.



P.T. Ramatsui
Permanent Secretary
Ministry of Education

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1. INTRODUCTION

As part of the Senior Secondary Education Programme, this Literature in English Assessment is designed to assess candidates who have completed a two-year course based on the Senior Secondary Literature in English Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability and candidates will be assessed in ways that encourage them to show what they know, understand, and which provide opportunities to articulate their insights, perceptions and responses.

The syllabus will be assessed by two papers, details of which are given in Sections 4 and 6.

Differentiation will be achieved by performance rather than through tiered papers.

Candidates will be graded on a scale A - G. As a guide to what might be expected of a candidate's performance, grade descriptions are given later in section 7.

This syllabus should be read in conjunction with:

- a) the Senior Secondary English Teaching Syllabus;
- b) the specimen question papers and marking schemes.

2. AIMS

By the end of the two year **Literature in English** course candidates should:

1. read and understand different types of literary texts and genres;
2. have acquired life experience through the reading of literature;
3. appreciate cultural differences and similarities through interaction with texts;
4. evaluate, judge and form opinions about other people based on what characters say, do, and think;
5. apply knowledge acquired from literary works to real-life situations and problems
6. examine closely personal relationships and the interaction of literary characters in order to gain personal insight;
7. interpret literary texts to acquire desirable human values and attitudes;
8. have developed concepts of moral and ethical behaviour for overall personal development and growth;
9. have developed study skills by accessing and interpreting information from different texts and media sources;
10. have acquired problem-solving, critical thinking , inquiry and nterpersonal skills through the study of literature to adapt and survive in a changing society;
11. be prepared for their personal, social and economic future through their interaction with literary texts;
12. improve self-confidence by expressing personal opinion supported by evidence from texts;
13. understand that creative writing is a means of self-expression and self-fulfilment.

As far as possible, the Aims will be reflected in the Assessment Objectives, however, some Aims cannot readily be assessed.

3. ASSESSMENT OBJECTIVES

Based on the texts chosen for study, candidates should be able to demonstrate competence and proficiency in the following areas:

1. Knowledge with Understanding

Candidates should be able to :

- 1.1 recall and narrate events in texts studied;
- 1.2 provide details of settings and summaries of plots, themes and characters.
- 1.3 explain literal meanings in texts;
- 1.4 paraphrase aspects of a text;
- 1.5 select details relevant to tasks set and use quotations appropriately .

2. Critical Interpretation

Candidates should be able to:

- 2.1 distinguish different points of view;
- 2.2 work out various themes in texts studied;
- 2.3 provide analyses of plots, characters, etc;
- 2.4 analyse texts studied beyond literal meaning;
- 2.5 employ appropriate literary language in their critical analysis of texts studied.

3. Judgement and Personal Response

Candidates should be able to :

- 3.1 appraise texts studied;
- 3.2 communicate an informal personal response to texts studied;
- 3.3 discuss relationships in texts studied;
- 3.4 articulate and discuss their own assumptions, feelings and attitudes;
- 3.5 compare and contrast themes, characters, etc.

4. SCHEME OF ASSESSMENT

The syllabus is assessed through two components; Paper 1, a written paper and Paper 2, Coursework.

All candidates will do Papers 1 and 2.

Paper 1

Written Paper

Duration : 2 hours 30 minutes

Weighting: 80%

There are four sections. Candidates are required to answer one question from each section. They should answer at least one context-based question, one text-based question and one essay question. The fourth question can be any of these types.

Section A: Drama (30 marks)

There will be one context question, one text-based question and one essay question for each play set.

Section B : Novel (30 marks)

There will be one context question, one text-based question and one essay question for each set of novel.

Section C : Short Stories (20 marks)

There will be one text-based question and two essay questions for each set of stories .

Section D : Poetry (20 marks)

There will be one text-based question and two essay questions covering the prescribed set of poems

Paper 2: Coursework**Weighting : 20%****Project**

The coursework will consist of a project, based on those skills which are not readily assessed through the timed, written paper and which are best assessed in the centre, over a period of time. The project report will be marked in the centre against Marking Criteria given in the coursework booklet.

The marking will be externally moderated.

The centre-assessed coursework component will be introduced as soon as material and training are available. **In the interim, therefore, candidates will be assessed solely by Paper 1, the written component, which shall carry the full 100% weighting.**

Assessment Grid

The following grid summarizes the connection between the Assessment Objectives and the papers.

Assessment Objective	Paper 1	Paper 2
1	*	*
2	*	*
3	*	*

5. CONTENT

The framework for the body of literature to be studied is set out below. There are four sections; A, B, C, D.

Section A: DRAMA

All full-length, major play is to be studied.

Select one text from:

- a) a pre-20th Century play;
- b) an African play;
- c) a modern play from another continent.

Section B: NOVEL

A novel is to be studied.

Select one text from :

- a) a pre-20th Century novel;
- d) an African novel;
- e) a modern novel from another continent.

Section C: SHORT STORIES

A minimum of **four** short stories are to be studied.

Select one prescribed set of stories from any one of three anthologies.

Section D: POETRY

At least **eight** poems are to be studied.

Select one prescribed set of poems. The selection should feature different poetic genres ; for example. lyric, sonnet, ballad, and **both** pre-20th century and modern poets, from Africa and other countries.

Candidates should select one text from each of the four sections, covering drama, prose (novel and short-story) and poetry. All sections should feature writers from Botswana, or elsewhere in Africa, and other continents. Candidates will be assessed on all four sections. Thus, it is expected that, over a two-year period, they will have studied four texts.

In making their choices candidates must include **one** pre- 20th century work. A candidate choosing the pre-20th century play in Section A should **not** select the pre-20th century novel in Section B. Similarly, a candidate choosing the pre-20th century novel in Section B should **not** select the pre-20th century play in Section A. That is , no candidate may select **both** the pre-20th century play and the pre-20th century novel.

6. COURSEWORK

This component will be introduced as soon as exemplar material and training are available.

7. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement expected of candidates for the award of particular grades. The grades awarded will depend upon the extent to which the candidate has met the Assessment Objectives.

Grade A

Candidates should:

- show, by precise analytical responses to the tasks set, an in-depth understanding of texts studied supported by appropriate quotations.
- distinguish different points of view in their contemporary settings
- employ appropriate literary language in their critical analysis of texts studied with evidence of original thought;
- comment critically on ways writers achieve literary effects;
- articulate and discuss their own assumptions, feelings and attitudes based on textual evidence.
- provide analytical comparisons of texts studied in order to define alternative meanings and interpretations and to discuss style.

Grade C

Candidates should:

- provide analyses summaries of plots, themes, and characters supported by references and quotations;
- explain meanings and contexts using appropriate literary language;
- paraphrase aspects of text studied;
- detect various themes in texts studied;
- communicate an informed personal response to texts studied.
- explore connections between texts studied and draw conclusions.

Grade F

Candidates should:

- recall and narrate events in texts studied;
- show simple understanding of literal meanings in texts studied;
- describe settings, themes, characters and relationships;
- state their feelings about texts studied.