

**MINISTRY OF EDUCATION, WOMEN,
CULTURE, SCIENCE AND TECHNOLOGY**

**FIJI SEVENTH FORM CERTIFICATE
EXAMINATION**

ENGLISH

Curriculum Development Unit

1991

MINISTRY OF EDUCATION ,YOUTH & SPORT

FIJI SEVENTH FORM EXAMINATION

ENGLISH PRESCRIPTION

(Revised 1991)

1.0 PREAMBLE

- 1.1 The Form 7 English course is designed for students who will undertake further studies in a tertiary institution as well as for those that will complete their formal education at the end of the Form 7 year.
- 1.2 The course focuses attention on extending the students' skills in communication. The study of literature gives an added dimension in exploring and appreciating human values and helps in making the language learning process more informative, interesting and enjoyable.

2.0 AIMS AND OBJECTIVES

2.1 AIMS

The aims of this course are to

- (a) help extend the ability of students to present an argument in a piece of prose
- (b) help extend the ability of students to respond to a topic in a more personal way
- (c) enable students to read with understanding a wide variety of writings
- (d) extend the students' range of vocabulary
- (e) teach students the skills of note-taking, note-making and summarising
- (f) further develop the students' listening skills
- (g) create a greater awareness of how language is used for different purposes on different occasions
- (h) help students acquire greater insight into life by identifying with other people, and by exploring attitudes and experiences through literary works
- (i) help students develop research skills.

2.2 OBJECTIVES

On completing this course of study, students should be able to

- (a) demonstrate an understanding of the main features of the language
- (b) use language appropriately for different purposes and in different situations
- (c) explore and describe how language can be used effectively in different situations
- (d) use the writing process (pre-writing, drafting, editing, proof-reading, rewriting, publication) and observe the conventions of language
- (e) listen to others with courtesy, respect and sensitivity, and to respond in an appropriate manner
- (f) adapt their spoken language to suit a range of audiences and situations using appropriate language and expressions
- (g) read widely for personal enjoyment and respond in personal ways to this reading
- (h) respond thoughtfully, critically and objectively to their reading from a range of genres
- (i) understand, appreciate and describe the complexity and subtlety of a literary genre's content, structure, style and form
- (j) undertake research tasks by searching for and sifting through information, drawing conclusions from information gathered, and presenting the results clearly and cogently in the form of an original paper.

3.0 COURSE CONTENT : OUTLINE

The course covers the following areas

- I. Writing
- II. Reading Comprehension
- III. Summary Writing
- IV. Varieties of Language
- V. Literature
- VI. Listening Comprehension
- VII. Research

4.0 COURSE CONTENT : DETAIL

4.1 WRITING

The writing task that should be emphasised is the expository writing.

Particular attention should be placed upon

- (i) the content i.e. the quality of ideas expressed, the use of relevant and accurate material, the presence of evidence to support statements, and the adequacy and validity of the conclusions.
- (ii) the form

This includes

- (a) appropriateness, lucidity, precision and effectiveness of the vocabulary, sentence structure, spelling and punctuation used.
- (b) paragraphing, particularly the development of paragraphs, fluency, cohesion, linking devices and unity.

4.2 READING COMPREHENSION

A variety of passages written in different styles on a wide variety of topics should be included for study.

4.3 SUMMARY WRITING

A wide variety of passages, including passages that incorporate statistical data, should be used for summary writing and note-taking.

4.4 VARIETIES OF LANGUAGE

This part of the course is divided into two sections.

(i) Section I : Language Usage

Emphasis should be placed on the study of the correct and appropriate use of language, the purpose of any piece of writing, the audience for which it has been written and the formality or informality of the language used.

(ii) Section II : Register Study

The following four topics are to be studied. One may be changed from time to time.

1. The language of advertising

2. The language of science

3. The language of newspaper reporting

4. The language of administration

4.5

LITERATURE IN ENGLISH

4.5.1 Two genres are to be studied from the following

a) PROSE

b) DRAMA

c) POETRY

4.5.2 Schools will be required to select works for study from a list of books that will be prescribed periodically.

4.5.3 Only one text from each of the genres selected is required to be studied. The texts are listed in the FIJI SEVENTH FORM EXAMINATION ENGLISH TEXTBOOKS.

4.6 LISTENING COMPREHENSION

Emphasis in this section is on the skills of listening to spoken language as in lectures and speeches. Note - taking skills should also be mastered.

4.7 RESEARCH

Each student is expected to do a research project during the year. The research project is compulsory. A student who does not submit a research project will not be eligible to sit the written examination.

The students should carry out whatever research is needed for an adequate coverage of the topic chosen, and present the findings in the form of an original paper. The project should be of 1,500 words.

The topics will be chosen from a list of four, one of which is changed each year.

5.0 TIME ALLOCATION

It is expected that schools will allocate at least 7 hours per week to this course, of which no less than an hour should be for tutorial sessions.

6.0 THE EXAMINATION

The examination will consist of a written paper lasting three hours, an aural test lasting thirty minutes, and an internal assessment of the Research Project. The written examination, although marked out of 100, is worth 90%; the Research Project makes up the other 10%.

6.1 THE WRITTEN EXAMINATION

The written examination will cover the following areas

<u>SECTION A</u>	<u>WRITING</u>	<u>MARKS 25</u>
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Candidates will be expected to write 2 essays one of which will be an expository essay.

<u>SECTION B</u>	<u>COMPREHENSION</u>	<u>MARKS 12</u>
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One or more passages of prose and/or verse will be set to test the students' ability in reading. Questions will test the understanding of form and content and may involve the comparison of passages. Objective test questions may be set but will carry no more than 4 marks.

SECTION C**SUMMARY WRITING****MARKS 7**

Candidates will be required to make a summary of a given passage.

SECTION D**VARIETIES OF ENGLISH****MARKS 18****Part I Language Usage**

Candidates are expected to recognise the appropriate language use in different situations. They should be able not only to identify incorrect usage but also to explain why it is regarded as incorrect.

Part II Register Study

Questions will be asked on the four topics given in the prescription and will test the candidates' ability to comment on the language of passages in the paper. Candidates will be expected to answer two questions.

SECTION E**LITERATURE IN ENGLISH****MARKS 28**

Candidates must answer a question from two different genres. A choice of questions will be offered within each genre.

6.2 LISTENING COMPREHENSION**MARKS 10**

There will also be an examination in Listening Comprehension lasting 30 minutes. A taped speech will be played once to the candidates who may make notes while they listen. Written questions on the speech will follow. The speech will be tested in part by multiple-choice questions which will carry no more than 4 marks. Candidates may use their notes to answer the questions.

6.3 INTERNAL ASSESSMENT

The Research Project will constitute 10% of the marks towards the examination. The projects will be assessed by teachers and moderated by officials appointed by the Ministry of Education.

The enclosed Marking Scheme ASSESSMENT SEVENTH FORM PROJECTS must be used by the teachers for the internal assessment of students' research projects.

Teachers should ensure that the Research Projects are neat, clean, and aesthetically presented in folders. The thesis should be clearly stated and the referencing should be uniform. There should be a page each for

1. Title
2. Thesis
3. Acknowledgement
4. Declaration of originality
5. Contents
6. Introduction
7. Conclusion
8. Bibliography

The teacher assessing the Research Projects must write a comment on each student's work.

The Projects must be sent to the Ministry of Education before 31st August.

7.0

TEACHING NOTES

7.1

As the seventh form course provides the last opportunity for the formal study of English for many students, it is important that they be given the opportunity to achieve standards of excellence in all aspects of the English course available to them. The teaching programme should encourage students to develop their ability to discriminate and evaluate material, so that they become independent learners who can operate effectively in the world beyond the school.

7.2

The following are notes to help teachers handle the different sections of the prescriptions.

I. WRITING

- a) Where possible, writing should be integrated with other language activities, such as reading, discussion, listening and viewing. Students write well when they have something they want to write about and can draw on their own background and experiences, when they have a sense of a real purpose for their writing and when they feel comfortable about asking for advice and assistance.
- b) Teachers can facilitate students' writing development when they encourage
 - * exploratory uses of language, such as note -making, recording experiences, brainstorming, jottings
 - * discussion prior to writing
 - * students to plan and shape their material
 - * students to write on topical issue expressing well-founded opinion.
- c) Good reference material may be found in Process and Product by P R Smart, Focus on General Paper by Ho & Joo and in Senior School English by J S Arnold. Senior Language by Sadler, Hayllar, Powell also has some useful writing hints.

- d) The students will be expected to write two essays. The expository essay will be worth 15 marks, and the second essay will be worth 10 marks.

II. READING COMPREHENSION

- a) The extracts for study should be chosen from a variety of sources and should vary in subject and form. The extracts should stimulate the pupils to explore and express their feelings and ideas on subjects which are important and meaningful to them. It is hoped that teachers would have a three fold purpose in their choice of comprehension extracts

1. psychological - educating the emotions
2. social - deepening awareness of social issues
3. literary - encouraging reading and giving practice in comprehension and the different forms of written expression.

- b) Teachers should encourage

- * discussion on issues raised in the passages studied
- * making comparison of passages that have similar subject matter but are written in different styles-prose, drama, poetry, statistical data
- * dictionary exercises on vocabulary and expressions
- * writing exercises from argumentative to creative types.

- c) Useful sources of comprehension passages are periodicals, Senior Language by Sadler, Hayllar and Powell, Target 7 by Cliff Benson, Senior School English by J S Arnold and Opinion, Prejudice and Argument (Eds) Noel Volk and Robert Bridge.

III. SUMMARY WRITING

- a) Summary writing need not be done in isolation. It is advisable to incorporate the skills of writing a summary into other lessons involving language activities.
- b) Teachers should encourage
 - * the rereading of the passage so that students are familiar with the material and have grasped the meaning and structure of the passage
 - * the use of preparatory notes and not just a string of quotations from the passage
 - * the making of drafts before the writing of the final version
 - * the practice of reducing a passage to 1/3 of the original length using their own words
 - * summarising a variety of passages of different styles.
- c) All the language texts in the list of recommended books are useful for summary writing, in particular, Summary and Directed Writing by Roy Dyche.

IV. VARIETIES OF LANGUAGE

- a) This course should include the study of the forms of language - sounds, letters, words, sentences, and how these relate to meaning. A key goal in a comparative study of the forms of English is to develop students' understanding of the particular features that characterise the English Language.
- b) During the teaching of language in situations, students need to understand register and the influences of a situation on the ways spoken and written languages are used.
- c) Language Studies for the Senior School by C. Kitson and the other recommended language texts have exercises for Varieties of Language.

LITERATURE

- a) Reading and responding to Literature have always been vital ingredients in the teaching and learning of English.

Literature study enables students to explore human relationships, to extend their awareness of ideas and values and to appreciate many aspects of language.

- b) Teachers need to encourage students to

- * read widely for enjoyment
- * bring their own view-points and experiences to their reading
- * acquire a working knowledge of literary categories and terms so that they may convey in a concise and economical way their understanding of Literature and so that they may study Literature in depth
- * link and integrate the study of Literature with language learning.

- c) The questions will be general questions, but the students are expected to use their study texts chosen from the FIJI SEVENTH FORM EXAMINATION ENGLISH TEXTS to answer questions. Only one text should be chosen from each of the two genres selected for study.

- d) Themes to be studied in Poetry are

Relationship
Alienation
Progress.

One of these themes may be changed from time to time.

VI. LISTENING COMPREHENSION

- a) As in the Fiji School Leaving Certificate English, the Listening Comprehension requires the students to be attentive listeners and to master the skills of note-taking.

b) Teachers need to

- * expose students to different speakers and a variety of taped speeches
- * encourage attentive listening
- * encourage the methodical jotting down of important points
- * discourage crossing out and general untidiness.

c) The examination will include multiple-choice questions which will carry no more than four (4) marks, and open-ended questions as well. The students should make use of their notes to answer the questions.

VII. RESEARCH

a) It is important that the students develop an aim or purpose or thesis before they collect data for the research. In establishing an aim, students will find it easy to select information that relate to that aim.

b) The paper should be set out in an appropriate format with a bibliography indicating works that have helped the students in the preparation of the project.

c) Students should be encouraged to include in their research papers in support of their arguments, when appropriate, passages of the following discourse types:

- descriptive (appearance and process)
- narrative
- illustrative (general and specific)
- cause and effect
- contrastive
- comparative
- definition and extended definition
- classification

Students need practice in writing these basic patterns of academic texts using the grammatical structure and semantic markers which commonly occur with them.

d) Teachers should encourage students to

- * be original
- * acknowledge all sources
- * use a variety of methodology
- * venture into new subject areas
- * select a specific topic from the general ones given in the prescription.

e) It is recommended that one hour each week be devoted to general discussions and tutorials to give students opportunities to talk about their findings in their research.

f) Topics for 1992 & 1993

1. Entertainment and Enrichment
2. Mass Media in the Pacific
3. Cultural Diversity
4. Morality and Justice

Topics for 1994 & 1995

1. Science & Development
2. Entertainment and Enrichment
3. Mass Media In The Pacific
4. Cultural Diversity.

Circulars to the schools will advise teachers of changes in the topics.

g) The research project is compulsory. Any student who does not submit a research project will not be eligible to sit the written examination.

7.2 The written examination is marked out of 100. However this mark is worth 90% of the English paper. The research project makes up the other 10%.

ASSESSING SEVENTH FORM PROJECTS

The following guide should be used by teachers when assessing their students' research papers.

A. PRESENTATION : 3 MARKS

(a) FORMAT :

- Clear appropriate lay out : 1 mark
- Minor blemishes : 0.5 mark
- Very confused : 0 mark

(b) STYLE : Appropriate style : 1 mark
 Immature or inappropriate : 0.5 mark
 Unintelligible : 0 mark

(c) REFERENCE : Accurate footnoting and bibliography : 1 mark
 Minor blemishes : 0.5 mark
 Inconsistent or unintelligible : 0 mark

B. CONTENT : 4 MARKS

- Clear, worthwhile, cogent argument or exposition with some pleasing insights, judgements or observations; a thoroughly worthwhile accomplishment. : 4marks
- Basically, as above, but with minor blemishes doesn't have the same quality or power or value; gives facts but very little interpretation. : 3 marks
- An average effort; lacks insight; just manages to fulfill its purpose. : 2 marks
- just fails to convince; lacks information and/or interpretation. : 1 mark
- Fails completely; shows little capacity in the area. : 0 mark

C. LANGUAGE : 3 MARKS

- Free of major errors in expression and grammar. : 3 marks
- Basically free of errors but a handful of serious lapses. : 2 marks
- Contains a fair proportion of errors; consistently below standard for correct English : 1 mark
- Far too many major errors; reading of the paper is seriously affected. : 0 mark

NOTE

1. The teacher should mark all errors in red, in the paper. Comments are also welcome and should be made wherever appropriate to indicate the teacher's thinking or reaction.
2. When assessing the paper, the teacher should present the marks for each area as well as the grand total. The marking should be presented as in this example:

A	(a)	=	0	B	=	2
	(b)	=	0.5	C	=	3
	(c)	=	0			
				<hr/>		
				<u>Total</u> = 5.5		
				<hr/>		

FIJI SEVENTH FORM EXAMINATIONENGLISH TEXTBOOKS - 1992

<u>TITLE</u>	<u>AUTHOR AND PUBLISHERS</u>
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A. LANGUAGE

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>✓ 1. Senior Language
<i>For My Father Began As
A God</i></p> <p>2. Senior School English</p> <p>3. Process and Product</p> <p>4. Language Studies for Senior</p> <p>✓ 5. Target 7</p> <p>6. A study Skills Handbook for
Students Studying in English</p> <p>7. Opinion, Prejudice and Argument</p> <p>8. Focus on General Paper</p> <p>9. Summary and Directed Writing</p> | <p>Hayllar, Powell & Sadler,
Macmillan, Australia</p> <p>Josie Arnold, Heinemann
Education, Australia.</p> <p>P R Smart, Longman Paul
Limited, New Zealand</p> <p>Celestina Kitson,
Jacaranda Press,
Schools Australia.</p> <p>Cliff Benson (still to
be published)</p> <p>Smith, Mike & Glenda
(1988)
Oxford University Press,
Melbourne</p> <p>(Eds) Noel Volk and
Robert Bridges, Heinemann</p> <p>Shirley Lau Guan Ho &
Tan Sok Joo,
Pan Pacific Book
Distributors, Singapore</p> <p>Roy Dyche, Longman,
Hong Kong</p> |
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B. LITERATUREI. PROSE

1. Siddhartha
Herman Hesse, Bantam Books
2. China Men
Maxine Hong Kingston,
Ballantine Books, New York
3. The Heart of the Matter
Graham Greene, Penguin
4. The Razor's Edge
W. Somerset Maugham,
Heinemann
5. A Bend in the River
V. S. Naipaul, Penguin or
HEB Carribean Writers
Series.
6. The River Between
James Ngugi, HEB
African Series
7. To the Is-Land
(An Autobiography)
Janet Frame, Women's Press,
UK
8. * A Slender Thread
(An Anthology of Short Stories)
(Ed) Brian Kyte & Richard
baines, Nelson, Australia
9. * International Short Stories
The New Net Goes Fishing
(Ed) Daniel Halpern,
Penguin, New Zealand.

II. DRAMA

1. Night and Day
Tom Stoppard, Heinemann,
London
2. Te Raukura, (The Feathers of
the Albatross)
Harry Dansey, Longman Paul,
New Zealand
3. The play of To Kill a Mocking-
bird
Christopher Segel,
Heinemann Educational, UK
4. The Winslow Boy
Terence Rattigan,
Longmans
Study texts, Hong Kong.

*5. Pygmalion

George Bernard Shaw,
Longmans, Green, UK

*6. Hamlet

William Shakespeare, Pan
Pacific Book Distributors
Singapore.

7. Twelfth Night

William Shakespeare, Pan
Pacific Book Distributors
Singapore.

8. The Tempest

William Shakespeare, Pan
Pacific Book Distributors,
Singapore.

III. POETRY

1. Touched with Fire

Jack Hydes,
Cambridge University
Press, Sydney

*2. Langakali/Hingano

Konai Helu Thaman,
Mana Publications,
Suva

3. Pattern and Voice

(Compiled) John
and Dorothy Colmer,
Macmillan, Australia

4. The Penguin Book of
New Zealand Verse

(Ed) Ian Weddler &
Harvey Mc Queen
Penguin Books,
New Zealand

5. The Second Tongue
Anthology of Poetry from
Malaysia & Singapore

(Ed) Edwin Thumboo,
Heinemann Educational
Books, Singapore

6. Poems in the prescribed Language texts may be used for study.