

**MINISTRY OF EDUCATION, YOUTH & SPORT**

**ENGLISH COURSE PRESCRIPTION**

**FIJI SCHOOL LEAVING CERTIFICATE  
EXAMINATION**

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ENGLISH COURSE PRESCRIPTION  
(FORMS 5 AND 6)

1. INTRODUCTION

- 1.1 This prescription is for a course of two years' duration commencing at the beginning of the Form 5 year and being examinable at the end of the Form 6 year.
- 1.2 The course prescription is designed to meet the needs of students who may terminate their formal education, take up employment or proceed for further studies in Fiji or abroad during the course of the two-year period or at the end of it.
- 1.3 The allocation of marks to the different parts of the course is to be taken only as a guide to the degree of emphasis intended to be given to those parts of the course.
- 1.4 Lists of suggested and recommended (not prescribed) books and other types of resources material will be sent to schools from time to time by the Ministry of Education. Texts recommended for any genre in the Literature component of the course will be changed periodically.

2. THE RATIONALE

- 2.1 Growth in a person's capacity to use language is an integral part of his development as an individual. English being the medium of instruction at all levels of the education system, . . . being the medium of communication in a wide range of situations, the aim of this prescription is, accordingly, to promote the maturity of students by enriching their language experience through English and Literature.
- 2.2 The course prescription has to be seen as a further stage in the continuous process of developing students' mastery of English from the time they began learning English. Emphasis is therefore on a spiral curriculum approach to the two-year programme. This is to ensure that the knowledge students acquire will grow at a broader and deeper level while the skills they develop will continue to be refined and strengthened.

- 2.3 It is essential to take into account that language learning is a cumulative process and the individual learner's needs must be met as far as possible. It is assumed that each school will devise schemes and strategies that will respond most effectively to the needs of its students. The prescription also envisages that teachers will regard the teaching of the various aspects of English as an integrated activity.

### 3.0 AIMS

The prescription aims to promote the personal development of students by exploring interests through English and by increasing their skill in using English. For Fiji students, access to a great deal of knowledge in the natural sciences and the humanities is possible only through competence in English. This course prescription has, therefore, a major role to play in the overall development of students, in particular in influencing their success in other disciplines which are taught in English at secondary and post-secondary levels.

- 3.2 Another aim of the course prescription is to give students an opportunity to read a wide range of literary works with enjoyment and understanding. Through reading, students will be able to develop a variety of skills to improve their command of English.

- 3.3 Stated in more specific terms, the aims are:

- (a) to better equip students with the English language skills needed in
  - (i) secondary and tertiary education
  - (ii) employment
  - (iii) a multilingual community whose lingua franca is English
  - (iv) international communication.
- (b) to identify students who have potential for higher academic studies
- (c) to help students develop an interest and insight into life and the attitudes and experiences of other people through literary works
- (d) to help students develop an interest in and appreciation for works of literature
- (e) to develop students' confidence in communication, both orally and in writing
- (f) to develop students' creative literary talents.

4.

#### OBJECTIVES

By the end of the course, students should be better able to:

- (a) understand a wide variety of spoken and written English
- (b) express themselves fluently and correctly in a range of spoken and written styles
- (c) obtain and use information from a variety of sources
- (d) form and express opinions on a variety of issues
- (e) understand and enjoy a variety of literary works and express their responses orally and in writing
- (f) have an interest in and enjoyment of reading in general.

5.

#### COURSE CONTENT : OUTLINE

5.1

The course content is divided into different areas to facilitate its implementation. The inter-relationship of the various language skills and knowledge must, however, be remembered. An approach in which all aspects of language learning are developed in an integrated fashion is therefore recommended.

5.2

The components of the two-year course are:

I. Oral English

II. Writing

Personal : including descriptive,  
narrative, imaginative,  
letter.

Formal including expository essay,  
letter, report.

III. Language Study

Grammar and Usage

Vocabulary

Varieties of English.

IV. Comprehension

Reading

Listening

Summary

Learning Resources

Dictionary

Library

Mass Media

VI. Literature.

COURSE CONTENT : DETAILS

I. ORAL ENGLISH

(i) INTRODUCTION

Although difficult to test in the external examinations, Oral English is regarded as vital in assisting in the acquisition of other skills. It is also important in students' future careers and lives in general. Schools therefore are advised to include an assessment for oral skills in their school examinations.

Teachers should constantly present situations that encourage students to interact orally. Emphasis should be on encouraging fluency and confidence; however, correctness and appropriateness are also important.

(ii) OBJECTIVES

By the end of the course, students should show an increased ability to:

- (a) listen attentively and with understanding to a variety of types of spoken language
- (b) read aloud with confidence and correct pronunciation
- (c) speak fluently, clearly, confidently and correctly in a variety of situations.

(iii) CONTENT

The following are basic types of lessons (or parts of lessons) which teachers may wish to supplement and/or adapt:

group discussions, dialogues, oratory (prepared and impromptu), drama, role playing, meetings, interviews, debates.

II. WRITING

(i) INTRODUCTION

Writing is divided into two general areas: personal and formal. Emphasis should be on developing students' skills and on motivating them to write.

While particular types of writing are specified, teachers are encouraged to take advantage of any opportunities that allow students to write.

(ii) OBJECTIVES

By the end of the course, the students should be better able to:

- (a) write fluently, clearly, coherently and accurately in a variety of styles
- (b) include adequate and relevant content in their writing
- (c) present points of view logically
- (d) organise their points into appropriate and well-linked paragraphs
- (e) express themselves imaginatively
- (f) set out written work appropriately following current conventions.

(iii) CONTENT

The main types of writing tasks should include:

Personal Writing: including descriptive, narrative and imaginative prose, letter writing;

Formal Writing: including expository essay, letter, report.

### III. LANGUAGE

#### (i) INTRODUCTION

At this level students are still in the process of acquiring the complex grammatical rules of English. Therefore, a variety of exercises helping students to use English more appropriately should be given. Students should also be exposed to good models of English such as those found in high interest reading materials. Such exposure is also a key means of facilitating rule acquisition.

Students' command of vocabulary (both passive and active knowledge) needs strengthening.

"Varieties of English" work is given importance to assist students to understand and use different types of English in a range of contexts.

#### (ii) OBJECTIVES

By the end of the course, students should be better able to:

- (a) understand and explain basic grammatical concepts
- (b) construct grammatically correct sentences of various types
- (c) understand a large range of words and use a proportion of these appropriately
- (d) identify language features appropriate to a wide variety of registers and be able to explain these features.

#### (iii) CONTENT

##### Grammar and Usage

This should include work on items such as:

verb forms, inflexions (i.e. word forms), agreement (e.g. subject-verb), tense, parts of speech (functions and correct use), punctuation, spelling, prepositions, articles, direct and reported speech.

Work should also - done on:

sentence building, including work on simple, compound and complex sentences, active and passive voice, sentence synthesis and transformation.

#### Vocabulary

This should include work on:

prefixes, suffixes, stems, synonyms, antonyms, and other word relationships; discrimination between superficially similar words; derivation; word attack skills (e.g. use of context), building up of vocabulary in other subject areas.

#### Varieties of English

This should include:

how purpose, medium, audience, situation and relationship of the participants affect language use; concept of tenor; linguistic and non-linguistic features typical of various registers, including literary style and figurative language, and reasons for their use.

NOTE: "Varieties of English" work aims not only at training students to recognise features of different registers but also to use appropriate language for a particular purpose (e.g. letter of job application).

### IV. COMPREHENSION

#### (i) INTRODUCTION

The ability to listen and read with understanding is a very important skill for students at any level. At this senior level, the comprehension needs of school leavers and of those going on to further study must be met. Material from a wide range of sources (including other subject areas) should be included in the course. Students' general knowledge should be broadened by a choice of topics of interest and importance.

(ii) OBJECTIVES

By the end of the course, students should be better able to:-

- (a) listen attentively and with understanding to oral language
- (b) read and understand a variety of written texts
- (c) restate part or all of a given passage in their own words
- (d) discern a writer's main ideas, attitudes and purposes.

(iii) CONTENT

Comprehension lessons should be of the following types:

Listening Comprehension  
Reading Comprehension  
Summarising

V. LEARNING RESOURCES

(i) INTRODUCTION

The purpose of this component is to help students to make better use of a variety of sources of information. Teachers may find it useful to include project work to achieve this aim.

(ii) OBJECTIVES

By the end of the course, students should be better able to:

- (a) use the dictionary to find information about the meaning, pronunciation, spelling, derivation, grammatical forms and various uses of words
- (b) understand the organisation and uses of a library
- (c) find information in a library
- (d) read with enjoyment
- (e) be discriminating in their use of the mass media
- (f) identify sensationalism, bias, objectivity and propaganda in the mass media

- (g) express opinions about the information and propaganda in the mass media
- (h) use the mass media for their own enrichment and entertainment
- (i) use the community as a source for learning.

### (iii) CONTENT

#### Dictionary

This should include work on the layout of the dictionary used, symbols and their meanings, abbreviations and their meanings.

#### Library

Lessons should include the uses of a library, organisation of a library and its stock, different types of books and what each offers to readers, reference books and how to use them, (e.g. using the index, bibliography and encyclopedia entries), parts of a book, reading for leisure.

#### Mass Media

Lessons should be on newspaper, radio, cinema, video and television as sources of information and entertainment, and as means of persuasion.

### 71 LITERATURE

#### (i) INTRODUCTION

Emphasis is on the enjoyment and enrichment offered by literature. Students should study a variety of genres, including Pacific literature in English and other works relevant to their lives. It is advisable that most of the literary works studied should be modern or contemporary, but this advice should not be interpreted too literally to mean that suitable works of earlier periods, such as the plays of Shakespeare, should be excluded. Translated works may also be studied.

NOTE: A list of recommended texts for each genre will be provided.

## (ii) OBJECTIVES

By the end of the course, students should be better able to:

- (a) read and enjoy a variety of literature in English
- (b) express their responses to the works they read
- (c) have an understanding of the various aspects of a work, including plot, setting, theme and style (where appropriate)
- (d) view literature as depicting and commenting on life and social change.

## (iii) CONTENT

The genres to be included in the course are as follows:

Poetry, Short Stories, Novel and Non-Fiction, Drama.

## EVALUATION

### IN SCHOOL

It is assumed that continuous, on-going evaluation of students' progress in all areas will be made by teachers. This will be both formative, to help plan for future work, and summative, to assess student achievement. Teachers' records should include assessment of students' listening and speaking skills.

It is also suggested that students do at least one project during the two-year course. This will provide students with an opportunity to incorporate into one writing assignment all the skills they have been learning. The project may be undertaken towards the end of the Form 5 year, but some schools may find it advantageous to defer the project work till the Form 6 year.

## 7.2 EXTERNAL EXAMINATION

### 7.2.1 TIME

There shall be one paper of three hours' duration. Ten minutes' reading time will be allowed in addition to these three hours. These three hours and ten minutes do not include the time for testing Listening Comprehension for which additional time, not exceeding twenty minutes, will be allowed,

### 7.2.2 THE EXAMINATION

#### Section A                      WRITING                      Marks : 20

- (a) Candidates will be required to write two pieces of prose, each consisting of about 200 words. One of these will consist of formal prose (expository essay, letter, report) and the other of personal prose (descriptive, narrative, imaginative, letter).

#### Section B                      COMPREHENSION                      Marks : 25

- (a) Marks will be allocated as follows:

Listening Comprehension	5 marks
Reading Comprehension and Summary	20 marks

- (b) Candidates will be required to answer all questions.

#### Section C                      LANGUAGE                      Marks : 25

- (a) Marks for this part of the paper will be allocated as follows:

Grammar and Vocabulary	15 marks
Varieties in English	10 marks

- (b) Candidates will be required to answer all questions.

#### Section D                      LITERATURE                      Marks : 30

- (a) Four questions will be set on each of the four genres prescribed. Candidates will be required to answer three questions from any three genres. All questions will be of equal mark value.

- (b) Questions will test candidates' knowledge and understanding of the works studied. Questions will enable candidates to show knowledge of the works recommended. In addition, questions of a general nature will also be asked to enable candidates to base their answers on works other than those recommended in the prescription.

### 7.2.3 THE STRUCTURE OF THE PAPER

The Fiji School Leaving Certificate English Examination will consist of the following:

#### ENGLISH EXAMINATION

Time : 3 hours 20 mins  
plus 10 mins. reading time.

#### PART I

##### LISTENING COMPREHENSION (5 marks)

NOTE : This component will be conducted before Part II of the paper at a time determined by the Ministry of Education.

#### PART II

##### SECTION A WRITING (20 Marks)

Question 1 Formal Writing (about 200 words) (10 marks)

Question 2 Personal Writing (about 200 words)(10 marks)

##### SECTION B COMPREHENSION (20 Marks)

Question 3 Reading Comprehension (15 marks)

Question 4 Summary (5 marks)

##### SECTION C LANGUAGE (25 Marks)

Question 5 Grammar and Vocabulary (15 marks)

Question 6 Varieties of English (10 marks)

##### SECTION D LITERATURE (30 marks)

NOTE : Candidates will answer THREE questions, one each from any three of the following genres:

Question 7 Poetry (10 marks)

Question 8 Short Story (10 marks)

Question 9 Novel and Non-Fiction (10 marks)

Question 10 Drama (10 marks)

TOTAL MARKS : 100

RECOMMENDED TEXTS FOR THE LITERATURE SECTION

1988 - 1990

A. POETRY

Form 5

Possibilities Des Petersen Longman-Paul NZ

Form 6

One World Poets Rhodri Jones (Ed) Heinemann Ed. Books Aust.  
Selected Poems 1957 - 1981 : Ted Hughes. Faber & Faber, London.

B. SHORT STORY

Form 5

Other Worlds (Ed.) F. Mangubhai Longman-Paul, NZ.  
Stories From Three Worlds (Ed) J.A. & J.K. McKenzie.  
Heinemann Ed. Aust.

Form 6

Selected Stories: Katherine Mansfield. Oxford. U.K.

C. NOVEL & NON-FICTION

Form 5

The Old Man and The Sea. Ernest Hemingway.  
Kiki, 10,000 Years In A Lifetime. Albert Maori Kiki  
Longman-Cheshire, Aust.

Form 6

Things Fall Apart Chinua Achebe Heinemann, U.K.

D. DRAMA

Form 5

Androcles and The Lion. G.B. Shaw Longman, U.K.

Form 6

Julius Caesar William Shakespeare  
The Royal Hunt of the Sun. Peter Schaffer.  
Longman, U.K.

## RECOMMENDED TEXTS FOR ENGLISH

The following texts have useful materials. Teachers will need to carefully select want to

### ORAL ENGLISH

Developing Oral Skills - A Resource Pack for the Teaching of Oral Communication. Greg Brooks, J. Latham & A. Rex. Heinemann Ed. Books.

#### N.B.

- . One pack per school would be sufficient.
- . The pack includes:
  - Guidance for teachers on monitoring and assessment.
  - Outlines of practical oral tasks.
  - Practice in the full range of types of talk e.g. instructing, persuading, describing, explaining, etc.
  - Pupil's sheets in a usable photocopyable form.
  - A cassette for developing listening skills.

### WRITING

1. Better Writing, Clearer Thinking. R. D. Walshe. Longma N.Z.
2. Refer to the list of Integrated Course Books below

### III. LANGUAGE STUDY

Refer to the list of Integrated Course Books below.

### IV. COMPREHENSION & SUMMARY WRITING

1. Cope. F. Mangubhai & D. McKeating. Longma N.Z.
2. Pick and Choose R. Best Longman, U.K.
3. Graded Practice in Summary and Directed Writing. R. Dyche. Longman, U.K.
4. Refer to the list of Integrated Course Books below.

### LEARNING RESOURCES

1. Longman Dictionary of Contemporary English
2. Refer to the list of Integrated Course Book

### Integrated Course Books

The books named below have useful materials on the sections indicated by ticks ( ✓ ) on the right.

15.	Title	Author & Publisher	Oral Work	Writing	LANGUAGE			COMPREHENSION			LEARNING RESOURCES			LITERATURE					Exam Techniques	Tests
					Grammar & Usage	Vocabulary	Varities of English	Reading	Listening	Summary	Dictionary (Spelling)	Library	Mass Media	Poetry	Short Story	Novel	Non-Fiction	Drama		
1.	<u>Keep Coping.</u>	F. Mangubhai & D. McKeating Longman, N.Z.		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		
2.	<u>Work Out English Language</u> <u>10<sup>th</sup> Level and GCSE</u>	S. H. Burton Macmillan, U.K.		✓	✓	✓	✓	✓		✓									✓	✓
3.	<u>A Graded Secondary School</u> <u>English Course Bk 4 &amp; 5</u>	A.R.B. Etherton Longman, U.K.		✓	✓	✓		✓											✓	✓
4.	<u>Mastering Modern English</u> <u>A Certificate Course</u>	A.R.B. Etherton Longman, U.K.		✓	✓	✓		✓		✓			✓						✓	✓
5.	<u>Fifth Form English</u>	P. Smart Longman-Paul, N.Z.		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
6.	<u>Mastering English</u>	P. Wheeler & R.D. Walshe Longman, N.Z.		✓	✓		✓	✓					✓	✓	✓	✓	✓	✓		
7.	<u>Senior School English</u>	Josie S. Arnold Heinemann Ed. Australia	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓		
8.	<u>Senior Language</u>	Sadler, Hayllar & Powell Macmillan, Australia		✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓		
9.	<u>Essential English</u> <u>For GCSE</u>	Susan Davies Heinemann Ed. Books, U.K.	✓	✓			✓	✓					✓	✓		✓	✓	✓		
10.	<u>Target Six</u>	Cliff Benson South Pacific Magazine		✓	✓	✓	✓							✓						✓

BOOKS FOR TEACHER'S REFERENCE

The Spoken Word

Richard McRoberts

Macmillan, Australia.

- . The book combines a theoretical background (it offers a modern view of what oral competence might be) with practical exercises in the use of all the major forms of speech.
- . While the book is written for Australian teachers, Fiji teachers should find it most useful in expanding their knowledge of 'Oral English', a section being given new emphasis in the Fiji School Leaving Certificate.

Communication Skills

David Pinner

Pitman, New Zealand

- A useful book that identifies communication barriers and offers ways of breaking down these barriers.

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