LITERATURE IN ENGLISH

SYLLABUS

Pre-University

H1, H2 & H3

Implementation starting with
the 2017 Pre-University One Cohort

Contents

1. <u>Aims</u>

Through the study of Literature, students will develop:

1. The ability to critically analyse and evaluate literary texts;

2. The ability to appreciate and make informed personal responses to literary texts;

3. The ability to communicate ideas effectively and persuasively;

4. The ability to negotiate complexities and ambiguities, being aware of diverse perspectives;

5. An awareness of the relationship between texts and their cultural contexts;

6. The ability to read texts independently;

7. A love for reading literature.

2. <u>Learning Outcomes</u>

The Literature in English syllabus takes into account the many skills which we would like to develop in our students. Those of immediate relevance to Literature in English include literacy and communication skills, information skills, thinking skills and creativity, and knowledge application skills. These skills are listed below, together with the respective Learning Outcomes.

Learning Outcome 1
Students will be able to analyse and evaluate critically the construction of a text.

Some examples of skills they would need to achieve this are the ability to:
- Understand the elements of a literary genre and literary and stylistic devices including character, conflict, plot, methods of characterisation, themes, literary devices, voice, persona, symbolism, imagery, irony, setting, atmosphere and tone
- Analyse the ideas, viewpoints and language in a text
- Recognise the concerns of society, culture, ideas or behaviour in the text
- Present a sustained interpretation supported by appropriate and detailed references to the text
- Demonstrate an understanding of the ways in which writers" choices of form, structure and language shape meaning
- Show knowledge of the contexts in which literary works are written and understood
- Present an evaluative / critical comparison and make connections between two or more texts (for H2 students only)

Learning Outcome 2
Students will be able to make an informed personal response to the text / texts and account for their responses to one or more texts.

Some examples of skills they would need to achieve this are the ability to:
- Form an informed response to the texts and account for their responses
- Make connections between their own ideas and experiences and those in the text
- Comment on the ways in which events, details of characters, language and other elements of a literary genre shape the reader's response
- Demonstrate understanding of how a text invites the reader to respond

Learning Outcome 3
Students will be able to clearly communicate the knowledge, understanding and insights appropriate to literary study.

Some examples of skills they would need to achieve this include the ability to:
- Write with clarity to convey the knowledge, understanding, and insight they have obtained from the study of literary texts

- Use appropriate literary terms in their responses
- Present a clear and coherent argument in support of their ideas

Learning Outcome 4

Students will be able to understand and comment on literary texts in relation to their awareness of literary approaches, and historical and cultural backgrounds of text and author.

Some examples of skills they would need to achieve this include the ability to:
- Demonstrate knowledge of the social, cultural and historical influences in the creation of texts
- Make connections between a text and its social and historical context
- Comment on ways in which characters, viewpoints, and situations convey the social conventions, beliefs and attitudes of individuals and groups in a particular society
- Identify and interpret the ideas, viewpoints and values expressed in a text
- Analyse a text using different approaches or critical frameworks, e.g. gender theory
- Understand literary influences and traditions and the notion of reader, text and author

In addition to the Learning Outcomes above, H3 students are also expected to attain the following:

Learning Outcome 5

H3 students will be able to engage in independent and self-directed research.

Some examples of skills they would need to achieve this include the ability to:
- Conduct a literature review of a topic of study
- Critically evaluate primary and secondary resources
- Synthesise the information they have evaluated into a research essay

3. <u>Principles of Literature Teaching</u>

Literature teaching should:

1. encourage the development of critical thinking and analysis in students;

2. focus on the study of literary presentation and enable students to understand, analyse, critique and evaluate the presentation;

3. encourage students to develop and explore their own responses and exchange different viewpoints and perspectives;

4. encourage active engagement and participation by students;

5. encourage students to read widely for enrichment and enjoyment.

4. <u>Teaching Literature</u>

4.1 Critical Analysis
Students should be encouraged to read, reflect, discuss, and respond to texts critically and with maturity of thought. The process of literary analysis will require students to be able to identify and examine literary assumptions. Students should be able to express their critical response to Literature in coherent writing.

4.2 Environment
The Literature classroom should provide an environment that supports the engaged reading and critical analysis of literary texts. It should be a liberating space for the expression and articulation of different views. A diversity of opinions and perspectives is desired and students are encouraged to work both independently and collaboratively. Students will learn to negotiate the diversity of opinion with consensus and collaboration. The aim is to nurture confident students who can make informed arguments and defend their reading of texts.

4.3 Reading
Literature should promote the love of reading. In order that students enjoy a varied literary diet in the course of their pre-university education, they will be encouraged to study texts from different genres. While students are expected to read and have a good understanding of their set texts, they are also encouraged to read beyond the examinable parameters of the subject, and develop a spirit of inquiry to guide their own reading. The H1 and H2 Literature in English texts can function as springboards to richer experiences that are accessible through extensive reading. Students may also find it useful to refer to critical texts and essays to extend their reading diet.

4.4 Writing
Students should be able to write coherent and cogent essays on the texts they study. They should be able to construct an argument supported and illuminated by evidence from the text. In their writing, students should reflect engagement with, and provide insight into, the texts studied.

4.5 Resources
In line with the aim of creating an interactive and stimulating learning culture, Literature lessons could involve the use of a variety of different media, such as audio and visual resources, the Internet, film and so on.

4.6 H3 Literature

In addition, for H3 Literature:

A greater degree of independence and autonomy is expected of H3 students. As a certain degree of motivation and ability is expected from H3 students as an entry requirement, teachers should encourage these students to study Literature at a greater depth and breadth. Students at this level should be given appropriate guidance and opportunities to achieve excellence.

5. <u>Areas of Study</u>

The study of Literature at H1, H2 and H3 levels should be seen as a process of critically examining texts. Students should be aware of the stylistic features of texts, contexts that led to the production of these texts, as well as how these texts are relevant to their own experiences. Students should engage with texts at the cognitive and affective levels. The study of Literature covers multiple aspects which may not always be easily demarcated, and the following areas of study are thus broad indications of the ground that could be covered in the course of teaching Literature.

5.1 Literary Features
- This includes elements of a novel, poem or play such as plot and structure, viewpoint, characterization, literary devices, style, setting and atmosphere.
- This involves the study of how these features are used by authors, and to what effect, in the various texts (seen and unseen) that students encounter.

5.2 Text and Context
- This refers to an appreciation of how the texts studied relate to the contexts in which these texts were created. A more informed interrogation of the text can be made when students are aware of its literary context, in terms of the events, ideas and socio-cultural forces that characterised the period.

5.3 Language Use
- This refers to the use of the language in both a functional and literary sense, and requires that students understand how writers use language to create meaning and stylistic effects.
- For example, this includes the examination of elements of style and literary form, register, figurative language, rhythm and language patterns, among others.

6. 21ˢᵗ Century Competencies in Literature

To help our students thrive in a fast-changing world, the Ministry of Education has identified crucial competencies and infused them in the total curriculum. MOE's 21ˢᵗ Century Competencies (21CC) fall under three domains: Civic Literacy, Global Awareness and Cross-Cultural (CGC) skills; Critical and Inventive Thinking (CIT) skills; and Communication, Collaboration and Information (CCI) skills. According to the aims and outcomes of A-Level Literature, students taking the subject will acquire, develop and apply skills from all three 21CC domains. While these skills are described in the syllabus wherever they occur, a consolidated account of how A-Level Literature is aligned with the 21CC is given in **the table in the following two pages**.

A-Level Literature Syllabus	The 21st Century Competencies (21CC) Domains		
	Civic Literacy, Global Awareness and Cross-Cultural (CGC) skills	Critical and Inventive Thinking (CIT) skills	Communication, Collaboration and Information (CCI) skills
Aims and Learning Outcomes (pp2-4)	Under Aim 5 and LO 4, students need to acquire and demonstrate knowledge of the social, cultural and historical influences in the creation of texts. They will also be exposed to the concerns of particular societies and cultures presented in texts. This will contribute to the students' sense of global awareness.	Aims 1 to 5, and LOs 1, 2, 4 and 5 all require students to critically analyse and evaluate how texts are constructed. They are also expected to account for their responses with sound reasoning and appropriate and detailed references to the text. Students must identify relationships and make connections between two or more texts, and between texts and their contexts. Under LO 5, H3 students question and refine their ideas, reassess their conclusions and consider alternatives while engaging in independent and self-directed research.	According to Aim 4 and LOs 1 and 3, students will be able to clearly communicate (verbally and in writing) the knowledge, understanding and insights they have obtained from their study of literary texts. It is essential that they develop the skills to construct a coherent and persuasive argument which puts forth their ideas.
Principles and Teaching Literature (pp5-6)	In the teaching of A-Level Literature, teachers will tap on a variety of different media such as audio and visual resources, film and so on. These resources expose students to global communities and their cultures, as well as the socio-cultural forces that characterised various time periods, hence developing students' awareness of the world and sensitivity to others.	Not only do students have to critically analyse and evaluate texts and their construction, they must identify and examine literary assumptions. They are also required to reflect on and question their own responses to texts. In reading widely within and beyond the syllabus, students develop a spirit of curiosity and inquiry. They also learn to keep an open mind and consider, respect and accept alternative perspectives. The Literature classroom provides students with a safe environment for the articulation of different views.	In discussing their responses to texts, students exchange information and ideas with one another when co-constructing meanings. They learn to negotiate the diversity of opinions with consensus and collaboration. In addition to classroom discussions, students must communicate coherently and cogently in writing while engaging with the texts.

Areas of Study (p7)	Apart from examining the contexts in which the literary texts were created, students also learn to recognise the interconnections between the socio-cultural contexts of those texts and their own experiences. They also engage with the texts at affective levels as they learn to empathise with characters by identifying and analysing their motivations, desires and challenges.	Students study literary features and how they are used by authors and to what effect. Such a study involves the skills of analysis, interpretation, evaluation and synthesis of evidence which are all part of sound reasoning and decision-making. These skills are developed and also applied to unseen texts.	Students are required to understand how language is used in a functional and literary sense in the texts they study. In examining elements of style, form, register, figurative language and rhythm, students learn how to communicate more effectively for specific purposes, audiences and contexts.

7. <u>Assessment</u>

7.1 Assessment Objectives

Students should be able to:

1. Make informed personal and critical responses to the texts and account for   their responses (for 8832/1, H1 students only) OR

   Make informed personal and critical responses to the texts, exploring connections between texts where appropriate, and account for their responses (for Paper 9509/1, H2 students only);

2. Demonstrate how the literary context of the text informs their understanding   of the text;

3. Critically analyse and evaluate ways in which writers' choices of form, structure and language shape meanings; and

4. Clearly communicate the knowledge, understanding and insights appropriate to literary study.

7.2 Assessment Structure

H1 and H2 students will sit for separate papers. H1 students will offer 8832/1 **only**, while H2 students will offer 9509/1 and 1 elective paper, out of 2 elective paper options (9509/2 and 9509/3).

Each paper will be 3 hours long. Students will answer **3** questions in each paper. Questions are given equal weighting in the computation of marks for the paper (i.e. 33⅓% each).

Examinations are open book: students will be allowed to bring copies of their set texts into the examination room. Only original texts (original published editions) should be taken into the examination room. Nothing else, including critical works or study notes of any kind, should be taken into the examination room. The use of dictionaries is not allowed.

Only underlining, highlighting or the use of vertical lines in the margins is permitted. Nothing else should be written in the texts. Separate pieces of paper such as post-its and tape flags are not allowed. Any kind of folding or flagging of pages in texts (e.g. use of post-its, tape flags or paper clips) is not permitted. The use of correction tape or correction fluid is also not allowed.

7.2.1 Question Types and Specifications

The questions in the examinations focus on the following areas of skill –
- Response and Analysis for H1 students (8832/1).
- Response, Analysis and Comparison for H2 students (9509).

Response
This is the student's ability to respond to either an unseen text extract or a passage from a set text. In doing so, students will demonstrate the ability to analyse both the formal and stylistic features of the extract (Assessment Objectives **1** and **3**). This skill is assessed in Sections A, B and C of Paper 1 (both H1 and H2), and Section A of the Elective Papers 2 and 3 (H2 only). For the elective papers, students will also demonstrate the ability to relate the extract to key features of the period or topic covered by the paper (Assessment Objective **2**).

Analysis
This is the student's ability to write a critical analysis of the set texts they have studied. In doing so, students will demonstrate an ability to make an informed personal and critical response to the text as a whole (Assessment Objectives **1, 2** and **3**). This skill is primarily assessed in Sections B and C of both Paper 1 and the elective papers.

Comparison
This is the student's ability to critically compare and evaluate unseen texts (with regard to the H2 Paper 1) and the set texts they have studied (with regard to the elective papers). In doing so, students will demonstrate an ability to identify, compare and

critically assess key features of each text (Assessment Objectives **1, 2** and **3**). This skill is assessed in Section A of Paper 1 for H2 students. For each elective paper, this is assessed with appropriate reference to the literary features of the period or topic covered by the paper (Assessment Objective **2**). This skill is assessed in Section B of the elective papers.

All of these types of questions will also require the student to organise and present information, ideas and arguments clearly and effectively (Assessment Objective **4**). Their grammar, punctuation, and spelling will also be taken into account.

7.2.2 The Papers

Overview
Paper 1 is designed to give students broad exposure to literary study. H1 and H2 students will offer a **different Paper 1 under their respective codes**. The design of Section A is different for H1 and H2 students. H1 students are required to analyse a **single unseen poem** while H2 students compare and analyse **two unseen poems**. Both H1 and H2 students will be offered the same text list for Sections B and C. The texts set will be texts of recognised importance and significance spanning the main genres of prose and drama in Literature in English. Students will answer one question from each of the three sections which will cover the genres of poetry, prose and drama respectively. All questions hold equal weighting in the computing of marks for the paper.

Papers 2 and 3 are elective papers, which allow H2 students to build on the foundation gained in Paper 1, and continue their study of Literature in greater depth. In selecting texts, students and schools are strongly advised to take advantage of the range of text choices available and to choose texts that collectively offer sufficient scope and breadth of study.

7.2.3 Description of Papers
The following section provides a description of the papers.

8832 Paper 1: Reading Literature for H1 students
9509 Paper 1: Reading Literature for H2 students
9509 Papers 2 and 3: The elective papers for H2 students

Paper 1: Reading Literature (for H1) and Reading Literature (for H2)
Paper 1 is an introductory paper designed to provide students with a broad exposure to literary study, focusing on the three genres of writing in Literature. Texts chosen for this paper will be texts of recognized importance and significance spanning the main genres of poetry, prose and drama in Literature in English. Paper 1 has 3 sections, each centered on a particular genre. It has an unseen component which is assessed in Section A.

Section A: Poetry
For H1 students (8832/1)**: Two** questions will be set focusing primarily on response and analysis skills (see "Question Types and Specifications"). These questions will require

the student to respond to and analyse one unseen poem. At least one of the two questions set will feature a Singapore poem. The student will answer **one** question.

For H2 students (9509/1)**: Two** questions will be set focusing primarily on response and comparison skills (see "Question Types and Specifications"). These questions will require the student to respond to and critically compare two unseen poems. At least one of the two questions set will feature a Singapore poem. The student will answer **one** question.

Section B: Prose
In this section, the student will study one prose text from a text list of 4 texts.
Two questions will be set for each text, focusing primarily on analysis skills (see "Question Types and Specifications"). One question will be an essay question and the other will be a passage-based question. The student will answer **one** question on one text.

Section C: Drama
In this section, the student will study one drama text from a text list of 4 texts.
Two questions will be set for each text, focusing primarily on analysis skills (see "Question Types and Specifications"). One question will be an essay question, the other will be a passage-based question. The student will answer **one** question on one text.

Papers 2 and 3 (9509/2 and 9509/3)**: Elective papers for H2 students**
Papers 2 and 3 are elective papers. These papers are designed to allow students to build on the foundation gained in Paper 1, and to study Literature in greater depth. Paper 2 is a period-based paper, focusing on one distinct period of literary writing. Paper 3 is a topic-based paper, focusing on a topic of literary significance. The topic-based paper will focus on issues that span a range of periods and writers, and will avoid overlap with the period-based paper. The period-based paper will focus on a distinct period within literary history. Students will study 3 texts out of a text list of 9 texts.

Each elective paper has 3 sections, each focusing on particular skills.

Students will answer **three** questions in the elective paper they offer.

Section A:
In Section A, students will answer **one** question from a choice of **two** on an unseen text extract from the period or topic that is the focus of the paper. This question will focus primarily on response and analysis skills (see "Question Types and Specifications").

Section B:
In Section B, students will answer **one** comparison question from a choice of **two**. The question will require them to compare two texts that they have studied and will focus primarily on comparison and analysis skills (see "Question Types and Specifications").

Section C:

In Section C, students will answer **one** question, primarily focusing on analysis skills (see "Question Types and Specifications") from a choice of eighteen. Two questions will be set on each set text. Students must not use the same texts in Section B and Section C.

7.3 H3 Literature

Introduction
H3 Literature (9805) is intended for students who display an exceptional ability and interest in the study of Literature, and are willing to pursue their studies to a greater depth and with greater specialisation. H3 students will be assessed via a research essay, written on a topic chosen with the guidance of a teacher and the approval of University

of Cambridge International Examinations (CIE). Students will also be assessed via an evaluative commentary on the research essay to be submitted before the end of their studies.

Aims
To develop in students:

- Detailed knowledge and understanding of a well-defined literary subject;
- Understanding of different methods of literary analysis;
- Confidence in forming independent judgements;
- Skills in literary research;
- Skills in the formal academic presentation of a wide range of information and complex ideas.

Assessment Structure
- H3 students will produce a research essay of 3000-3500 words[1], as well as an evaluative commentary of 800-1200 words.

- The essay should focus on an area of literary study, show evidence of extensive reading and research, adhere to an academic essay format and use conventions such as bibliography, references, and in-text citation.

- The research essay should be completed by students over an extended period of 6 months from the approval of their research proposal. In the evaluative commentary, the student should reflect on the research done and the process of planning and writing the essay.

Selection of Students
- H3 Literature is intended for students who are identified as having both the potential and desire to deepen their studies beyond the scope of the H2 syllabus. The H3 syllabus begins at the end of Year 1 in order to allow students time to discover their interest in the subject, as well as to allow teachers time to assess whether students have the potential for the subject.

- Aptitude for H3 Literature can be partially assessed by the students' performance in the H2 Literature promotional examinations at the end of Year 1. Considerations such as classroom behaviour and the teacher's professional assessment of the students' potential could also be taken into account. Schools are advised to select students based on a balanced assessment of their ability, aptitude and potential.

Selecting the Research Topic
Initial Research and Literature Review

---

[1] Excludes bibliography and appendices (if any).

- The process of selecting the research topic will begin with the proposal of several possible areas of research by students.

- Teachers will assist students in refining, narrowing, and selecting at least 3 areas of potential research, based on their assessment of the viability and rigour of the topics.

- Students will then conduct an initial literature review for these topics.

- The purpose of the literature review is to enable the teacher to monitor the thoroughness of the students" research, and to enable the students to ascertain whether there are enough primary and secondary sources available to support their research topic.

- At the end of this process, students should be able to select one research topic and prepare a proposal for submission to CIE.

Approval of the Research Task
- The subject of the extended essay must be approved by CIE before the student embarks on the essay.

- Students are required to submit a proposal of 150 - 250 words, which provides a working title and the aims and scope of the proposed research.

- Students should also propose a minimum of 3 primary sources and some secondary sources that they intend to consult and provide details on these texts.

- If approval is not given for the research topic, the reasons will be provided, and students will have to submit a second proposal. The time frame is such that if the student's research topic is not approved, the student must propose a suitable topic within the time given by SEAB When assisting students in crafting the second proposal, teachers are advised to alert students to address the concerns raised by CIE.

Guidelines for the Research Essay
Tutors assisting students in the selection of their research topics should follow these guidelines:

- The research essay should be a rigorous academic exercise.

- The research topic should be on an area of legitimate study with sufficient scope for the student to read widely in the course of the research process.

- The research topic should also allow for depth and rigour of literary analysis.

- The research essay should display some degree of originality, and extend the student's exposure and appreciation of Literature beyond that of the areas already covered in the H2 syllabus. As such, students cannot choose any of the texts that they have studied for H2 as the main focus of the extended essay. Students may however, mention the H2 Literature texts in support of their argument in the research essay.

- In their research essays, students of H3 Literature will be expected to examine a minimum of **3** primary sources, none of which can be an H2 Literature text that they have studied.

- Students of H3 Literature will also be expected to consult secondary sources, so as to ensure that there is sufficient breadth of reading and research.

(Primary sources here refer to the original literary texts being studied and exclude by definition, translated or abridged texts. Secondary sources refer to works of criticism or commentary, and include adaptations of literary texts, in both print and non-print forms, such as film.)

Suggested Taught Component: *Engaging Critically with Literature*
This **suggested** taught component is conceived on the basis that H3 students should have initial literary interests which they intend to pursue through the course of extensive research.

In view of this, research supervisors can choose to focus on specific research areas that may be deemed essential to their students" work. These could include the following:

- Chaucer and Middle English
- Shakespeare and the Renaissance
- Seventeenth Century Literature
- Eighteenth Century Literature
- Romantic Literature
- Victorian Literature
- Modern Literature
- Contemporary Literature

It is important that H3 students develop versatility and acumen so that they can express their ideas in a sophisticated and insightful manner. They should be able to synthesise views garnered from a wide reading of literary texts and criticism.

By evaluating critical writings, students would be introduced to different perspectives and ways of thinking about literary texts and ideas.

Examples of Types of Tasks

The following provide examples of the types of tasks that could be undertaken for the research essay.

- A written reflection and evaluation of a group of texts, commenting on them in view of their literary context (e.g. metaphysical poetry, or modernist novels).

- An exploration of how a particular critical theory or approach to the reading of a group of texts guides and informs the process of reading and/or interpretation.

- An examination of a particular mode of writing (e.g. satirical writing) as exemplified in several texts, and an application of selected critical approaches or ideas in evaluating the mode of writing.

- An exploration and comparative analysis of how a particular theme (e.g. love) is approached in a group of texts.

Evaluative Commentary

Students prepare a commentary of 800-1200 words on the essay. The commentary should reflect on the process of planning, researching and writing the essay, and include, where appropriate, consideration of:

- the original aims of the essay and how these developed or changed;

- the methodology;

- the primary and the secondary sources used - in the case of primary sources, reasons for the use of a particular edition should be given if relevant;

- how those sources were used as a stimulus or point of departure for the student's own arguments;

- how differing critical views have informed the essay;

- the drafting process;

- ways in which the investigation developed and other possible methods or ideas that could have been used;
- how final conclusions were reached.

The Approval Process for the Proposal
- Students must submit the soft copy of their *Research Essay Proposal Form* to SEAB by a specified date in Term 1 of the second year of study. Deadlines for submissions will be specified by SEAB in a circular to schools.

- The proposal must include the following details:
  - working title of the essay
  - a brief summary (between 150-250 words) of the aims and scope of the essay
  - details of the texts (a minimum of 3 primary sources and some secondary sources)

- The hard copy of the proposal must be dated and signed by both the student and the teacher. The hard copy should be retained by the school and submitted with the completed essay by the date specified by SEAB.

- Proposal submissions will be sent electronically to CIE for approval by the Principal Examiner.

- If a proposal is acceptable as it stands, the Principal Examiner may approve it without further feedback.

- If the Principal Examiner rejects a proposal, or indicates that a proposal needs to be revised before it can be approved, s/he will send feedback accordingly. This feedback must be retained and submitted with the completed essay, along with the hard copy of the original proposal submission.

- If a student has been advised by the Principal Examiner that s/he must make a resubmission of the amended proposal for approval, or submit a 2nd proposal, the student must do so by the date specified by SEAB, the hard copy of which must be submitted with the completed essay.

Notes for Guidance on the Research Essay

The essay and evaluative commentary submitted for assessment must be students‟ own work and should represent their ability to work independently. Nevertheless, all students will need support from their Centres in the form of monitoring the work in progress and giving some degree of guidance. The extent of teacher guidance is outlined below.

<u>At the Proposal Stage</u>

Before students embark on the writing of their paper, at the Proposal Stage of the essay, teachers are expected to:

- guide students on the selection of an appropriate research topic

- guide students in the formulation of their research proposal
- advise students on work schedule

- advise students on research ethics

- guide students on research skills and techniques

- advise students on the suitability of resources/references selected

- explain to students what they will be assessed on and how their performance will be assessed

- draw students' attention to the importance of the declaration they will be required to make in the *Research Essay Declaration and Submission Form*.

During the formulation of proposals, teachers may guide students as required. This guidance includes discussion with the student of any feedback given by the Principal Examiner on the proposal, as well as the formulation of a second proposal, should it prove necessary.

<u>During Writing</u>

The teacher may have up to 3 conferences with the student. The first and second conferences are compulsory while the third conference is optional.

- First conference (compulsory) – this must be conducted at the latest by mid-May. The teacher will not be required to complete the Record of Guidance.

- Second conference (compulsory) – this must be conducted at the latest by mid-July. The teacher will be required to complete the Record of Guidance, giving details of key points of guidance provided during the conference. This will aid examiners in evaluating the student's work.

- Third conference (optional) – this, if needed, must be conducted latest by mid-August. The teacher will be required to complete the Record of Guidance, giving details of key points of guidance provided during the conference.

The third conference can be conducted at the request of a student, or, should the teacher feel that a student would benefit from a third conference, s/he may suggest it to the student. However, it should be the student's decision whether or not to take up the suggestion.

There is no time limit on the duration of the conferences, as the length of time required will depend on each student's needs. However, the conferences should each take place over one sitting. This means that Centres should schedule their conferences in such a way that each of the conferences takes place over a single session within one day.

Teachers may accept a draft of a student's work in advance of the conferences, for discussion during the sessions, but teachers are not allowed to give any written feedback on the work submitted.

Teachers should encourage students to take notes during the conferences, so that they can refer to these notes subsequently, when working independently.

It should be noted that the nature and extent of guidance given during the conferences may be taken into consideration during the marking of the student's work.

All completed Record of Guidance forms must carry the teacher's signature and date. The student should be given the opportunity to see what has been noted down on the forms and should sign his/her acknowledgement of the guidance given.

All completed Record of Guidance forms must be submitted with the student's essay.

Plagiarism

Plagiarism is using someone else's work (e.g. phrasing, findings, statistics, graphs, drawings etc) without acknowledging the source of that information. This includes what is commonly known as 'cutting and pasting' information from books, journals, or the Internet. The passing off of another student's, person's, or group's work, past or present, with or without consent, as one's own, also constitutes plagiarism.

Plagiarism amounts to intellectual theft and is seen as an act of dishonesty. An investigation will be conducted when there is cause for suspicion of plagiarism. Where clear and convincing evidence exists, disciplinary action by the examining authority will be taken against any student found to have committed or aided the offence of plagiarism and this could include the withholding of the grade for H3 Literature in English.

Research Supervisors are to impress on students that the research essay to be assessed must be entirely their own work.

Acknowledgement of External Sources of Information

Students are permitted to seek advice or information from people outside of the school environment who have expertise that is relevant to their research. However, as part of their guidance on the ethics of carrying out independent research, teachers should advise students that it is not acceptable for them to either seek or accept help from any outside agency, including family and friends, in the actual writing of their essay.

Students must acknowledge guidance or information provided by people other than their Literature in English teachers. They may do this through the use of footnotes, or endnotes, or in their bibliography.

On Submission and Suspicion of Plagiarism

When students submit their essay and evaluative commentary for assessment, teachers are expected to ensure that students have completed the *Research Essay Declaration and Submission* form and attached it to the front of the work.

Teachers should also submit the hard copy of the proposal(s), along with any feedback given by the Principal Examiner, as well as the *Record of Additional Guidance*, if any has been given.

While teachers do not need to assess the work that is submitted, or check that requirements for the essay and evaluative commentary have been fulfilled, nevertheless, they will need to read the work in order to satisfy themselves that it is authentic.

If the teacher is satisfied that, to the best of her/his knowledge of the student and the progress of the essay and evaluative commentary, the work is authentic, s/he should sign and date the declaration of authenticity on the *Declaration and Submission Form*. It is understood that the declaration is made in good faith by the teacher and that ultimately, the authenticity of the work is the student's responsibility.

If the teacher has cause for suspicion of plagiarism in the work submitted s/he should circle 'reason' [*to believe that the student has plagiarised work in this Research Essay*] and give details in an Irregularity Report which should be submitted to SEAB, along with the work in question, including the student's approved proposal.

All documentation regarding cases of suspected plagiarism, proven or otherwise must be submitted to SEAB. The examining authority will take disciplinary action against any student found to have committed or aided the offence of plagiarism.

If there are no irregular cases, a 'nil return' must be submitted by the school.

Citations

Footnotes
Footnotes are citations found at the bottom of the page to indicate the source from which the factual information is taken. Direct quotations or ideas borrowed from authors, which are expressed in the students' own words, must be acknowledged using footnotes. The suggested way of writing footnotes is as follows:

- **First Reference to a Book**
  Full name of author(s) in normal order*, full title (italicised). Place of publication (a city not a country): publisher, year of publication, page(s).
  * Unlike a bibliography that states the family name (surname) first, this is not required in footnotes.

  Example:

Northrop Frye, *Fearful Symmetry: A Study of William Blake.* Princeton: Princeton University Press, 1947, p. 50.

- **First Reference to a Journal Article**
  Full name of author(s) in normal order, "Title of Article", *Title of journal*, volume, number (month and year), page(s).

  Example:
  Elizabeth K. Heller, "Guise and the Art of Concealment in *Jane Eyre*", *Brönte Studies*, 28, 3 (November 2003), p. 205 – 213.

- **First Reference to a Chapter/Article in a Book**
  Full name of author(s) in normal order, "title of article", in *book title*, edited by [editor's name] (place of publication: publisher, year), page(s).

  Example:
  Anthony Gash, "Shakespeare's Carnival and the Sacred: *The Winter's Tale* and *Measure for Measure*" in *Shakespeare and Carnival: After Bakhtin*, ed. Ronald Knowles (Basingstoke, Hampshire: Macmillan Press, 1998), p. 177 – 210.

- **Use of Ibid**
  If a footnote refers to the same book, cited in the previous footnote, use Ibid. If the footnote refers to the same book but the page is different, indicate Ibid, p. __. Ibid means "in the same place" in Latin.

  Example:
  Anthony Gash, "Shakespeare's Carnival and the Sacred: *The Winter's Tale* and *Measure for Measure*" in *Shakespeare and Carnival: After Bakhtin*, ed. Ronald Knowles (Basingstoke, Hampshire: Macmillan Press, 1998), p. 178.

  Ibid, p.190

- **Subsequent References to the Same Book of Article**
  Subsequent references to the same book or article, already mentioned in an earlier footnote, but not the one that follows the main reference. Cite the surname of the author(s) – not the full name – and an abbreviated title.

  Example:
  Frye, *Fearful Symmetry: A Study of William Blake*, p. 52.

Bibliography

Like any academic work, a good research paper must be accompanied by the bibliography which is a comprehensive list of resources consulted during research. The family name (surname) of the authors of books and articles should be listed in alphabetical order. The bibliography may be categorised under headings such as books and articles (including those downloaded from the Internet). If students intend to incorporate details from interviews in their research paper, the interviewee's

permission must be sought and the interview properly attributed in the bibliography. The suggested way of preparing bibliographic entries is as follows:

- **For Books**

  Full name of author (family name/surname first), full title (italicised), Place of publication (a city not a country): publisher, year of publication.

  Example:
  Mann, Jill, *Chaucer and Medieval Estates Satire*. Cambridge: Cambridge University Press, 1973.

- **For Articles in Journals**

  Full name of author (family name/surname first), "Title of Article", *Title of journal*, volume, number (month and year), pages.

  Example:
  Rivkin, Julie, "The Logic of Delegation in *The Ambassadors*", *PMLA*, 101, 5 (October 1986), p. 819 – 831.

- **For URLS (World Wide Web)**

  Author, *Title of work*. [Form]. Available: full web address, date of access.

  Example:
  Lee Jaffe, *Bibliography of Works Concerning Jonathan Swift and Gulliver's Travels.* [On-line].
  URL: *http://www.jaffebros.com/lee/gulliver/bib/index.html*, 24 Aug 2004.

- **For Audio-video Productions**

  Name of producer(s) and director, *Title of work*. [Form], City: Producer, year of production.

  Example:
  Calley, John, Merchant, Ismail, Nichols, Mike and Ivory, James, *The Remains of the Day.* [Video recording]. Burbank, California: Columbia Pictures, 1994.

- **For Interviews**

  Name of interviewee, designation, personal interview, date of interview.

  Example:
  Chan, L.W, Head of English Language and Literature, personal interview, 5 July 2004.