

Literature in English Teaching Syllabus

H1 Literature in English (8810)

H2 Literature in English (9725)

H3 Literature in English (9805)

Contents

Section 1: Aims **Pg 2**

This section outlines the aims of the subject.

Section 2: Principles of Literature Study **Pg 3**

This section describes the principles that underlie the teaching of Literature.

Section 3: Teaching Literature **Pg 4**

This section outlines how Literature should be taught.

Section 4: Areas of Study **Pg 6**

This section outlines the areas of study within Literature that students should cover.

Section 5: Learning Outcomes **Pg 7**

This section outlines the learning outcomes of the syllabus, as well as the skills that will be taught in the syllabus.

Section 6: Assessment **Pg 9**

This section outlines the assessment objectives and modes, as well as the structure of the examinations.

1. Aims

To develop in students:

1. an appreciation of, and informed personal response to, Literature in English;
2. a love of reading, and the ability to read critically;
3. an understanding of the historical and cultural contexts for literary production;
4. an understanding of the nature and methods of literary study;
5. the interdependent skills of reading, analysis and communication;
6. effective, persuasive and appropriate communication of ideas.

2. Principles of Literature Teaching

Literature teaching should:

1. encourage active engagement and participation by students;
2. encourage the development of critical thinking and analysis in students;
3. encourage students to develop and explore their own ideas, and exchange different viewpoints and perspectives;
4. encourage students to read widely for enrichment and enjoyment;
5. focus on the study of literary concepts, and enable students to understand, analyse, and apply these concepts.

3. Teaching Literature

3.1 Critical Analysis

The Literature classroom should provide an environment that supports the engaged reading and critical analysis of literary texts. Students should be encouraged to read, reflect, discuss, and respond to texts critically and with maturity of thought. Ultimately, students will be able to express their critical response to Literature in coherent writing. At a higher level, students will also be encouraged to consider the concept of the “literary” and what it constitutes. There should be a persistent questioning of textual assumptions, point of view and narrative structure. The course will seek to develop a critical and analytical bent, as well as maturity of thought and response in students.

3.2 Environment

The Literature classroom 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 balance diversity of opinion with consensus and collaboration. The aim is to nurture confident students who can make informed arguments and defend their reading of certain texts.

3.3 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 should only be a springboard to other worlds that extensive reading may open up. Students may also find it useful to refer to critical texts and essays, although excessive reliance on such secondary literature is to be discouraged.

3.4 Writing

Writing is an integral component of the H1, H2 and H3 Literature in English course and 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. A good Literature essay should reflect engagement with the text and provide insight into the use of language.

3.5 Resources

In line with the aim of creating an invigorating learning culture, Literature lessons could involve the use of a variety of different media, such as audio and visual resources, the Internet, film etc. For example, in addition to more traditional research methods, teachers could take advantage of the opportunities offered by IT resources to make lessons more interesting for students.

In addition, for H3 Literature:

3.6 H3 Literature

A greater degree of independence and autonomy is expected of H3 students, and this should be reflected in the way they are taught. 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.

4. Areas of Study

The study of Literature at H1, H2 and H3 levels should be seen as a process of critically examining texts. In addition to the study of inherent stylistic features of texts, students should also be aware of the 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 various cognitive and affective levels. Recognising that the study of Literature covers multiple aspects which may not always be easily demarcated, the following areas of study are broad indications of the ground that could be covered in the course of teaching Literature.

4.1 Literary Features

- This includes elements of a novel, poem or play such as plot and structure, viewpoint, characterization, poetic 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.

4.2 Text and Context

- This refers to an appreciation of how the texts studied relate to the contexts in which these texts were created. This is because 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.

4.3 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.
- This includes the examination of elements of style and literary form, such as register, figurative language, rhythm and language patterns.

5. Learning Outcomes

The Areas of Study are to be taught in relation to the Learning Outcomes which students are expected to attain. The Literature in English syllabus also 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.

5.1 Learning Outcomes

Learning Outcome 1

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 include the ability to:

- Form an informed personal response to the literary text and reflect critically on it
- 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 knowledge of ways in which a text invites the reader to respond

Learning Outcome 2

Students will be able to understand and comment on literary texts in relation to their awareness of literary theory and 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 text / texts
- 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
- Make connections between a text and its social and historical context
- 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

Learning Outcome 3

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

Some examples of skills they would need to achieve this include the ability to:

- Understand the elements of a literary genre and literary and stylistic devices including character, conflict, plot, methods of characterization, 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/ texts
- Present an evaluative / critical comparison and make connections between two or more texts
- 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

Learning Outcome 4

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 effectively so as 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

In addition to the above Learning Outcomes, 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

6. Assessment

6.1 Assessment Objectives

Candidates should be able to:

1. make an informed personal and critical response to texts and account for their responses;
2. demonstrate an understanding of how the literary context of a text informs their understanding ;
3. critically analyse and evaluate ways in which writers' choices of form, structure and language shape meaning;
4. clearly communicate the knowledge, understanding and insights appropriate to literary study.

6.2 Assessment Format

- There is one compulsory paper (Paper 1) that both H1 and H2 candidates will offer.
- There are 4 elective papers (Papers 2 to 5) available and H2 candidates will choose one.
- Each paper will be 3 hours long. Candidates 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: candidates will be allowed to bring copies of their set texts into the examination room. Only original texts (original published editions) are allowed. No other materials, 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. Any kind of folding or flagging of pages in texts (e.g. use of post-its, tape flags or paper clips) is not permitted.

6.2.1 Questions Types and Specifications

The questions in the examinations focus on three areas of skill – Response, Analysis and Comparison.

Response

This is the candidate's ability to respond either to an unseen text extract or a passage from a set text. In doing so, candidates will demonstrate the ability to analyse both the formal and stylistic features of the extract (Assessment Objectives **I** and **III**). This skill is assessed in Sections A, B and C of Paper 1, and Section A of the elective papers. For the elective papers, candidates will also demonstrate the ability to relate the extract to key features of the period or topic covered by the paper (Assessment Objective **II**).

Analysis

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

Comparison

This is the candidate's ability to critically compare and evaluate unseen texts (with regard to paper 1) and the set texts they have studied (with regard to the elective papers). In doing so, candidates will demonstrate an ability to identify, compare and critically assess key features of each text (Assessment Objectives **I**, **II** and **III**). This skill is assessed in Section A of Paper 1. 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 II). This skill is assessed in Section B of the elective papers.

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

6.2.2 The Papers

Overview

Paper 1 is a compulsory paper designed to give students broad exposure to literary study. The texts set will be texts of recognised importance and significance spanning the main genres of poetry, prose and drama in Literature in English. Both H1 and H2 students will offer this paper. Candidates will answer one question from each of the three Sections. All questions hold equal weight in the computing of marks for the paper.

Papers 2 to 5 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, candidates 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.

6.2.3 Description of Papers

The following section provides a description of the compulsory paper (Paper 1: Reading Literature) and the elective papers (Papers 2 – 5).

Paper 1: Reading Literature (Compulsory Paper)

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 centred on a particular genre. It has an unseen component, which is assessed in Section A.

Section A: Poetry

Two questions will be set focusing primarily on response and comparison skills (see “Question Types and Specifications”). These questions will require the candidate to respond to and critically compare two unseen poems. The candidate 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 candidate 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 candidate will answer **one** question on one text.

Papers 2 – 5: Elective papers

Papers 2 – 5 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. Papers 2 and 3 are period-based papers, each focusing on one distinct period of literary writing. Papers 4 and 5 are topic-based papers, each focusing on a topic of literary significance. The topic-based papers will focus on issues that span a range of periods and writers, and will avoid overlap with the period-based papers. Similarly, the period-based papers will focus on distinct periods within literary history. Candidates will study 3 texts out of a text list of about 9 texts.

Each elective paper has 3 sections, each centred around particular skills.

Candidates will answer **three** questions in the elective paper they have chosen.

Section A:

In Section A, candidates 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, candidates 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, candidates 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. Candidates must not use the same texts in Section B and Section C.

6.3 H3 LITERATURE

Introduction

H3 Literature 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.

Assessment Objectives

H3 candidates will produce a research essay of 3000-3500 words¹, 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 10 months. 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

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.

¹ Excludes bibliography and appendices (if any).

Approval of the Research Task

The subject of the extended essay must be approved by CIE before the student embarks on the essay. Candidates are required to submit a proposal of 150 - 250 words, which provides a working title and the aims and scope of the proposed research. Candidates 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 candidates will have to submit a second proposal. The time frame is such that if the candidate's research topic is not approved, the candidate must propose a suitable topic within the time given (see "Proposed Schedule for H3 Literature in English Research Essays" on pg 22). 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 candidate's exposure and appreciation of Literature beyond that of the areas already covered in the H2 syllabus. As such, candidates cannot choose any of the texts that they have studied for H2 as the main focus of the extended essay. Candidates 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.

RESTRICTED

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

Candidates 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;

RESTRICTED

- 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 candidate'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

- Candidates 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 candidate 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 candidate 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 candidate 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 candidates' own work and should represent their ability to work independently. Nevertheless, all candidates will need support from their Centres in the form

RESTRICTED

of monitoring the work in progress and giving some degree of guidance. The extent of teacher guidance is outlined below.

At the Proposal Stage

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

- guide candidates on the selection of an appropriate research topic
- guide candidates in the formulation of their research proposal
- advise candidates on work schedule
- advise candidates on research ethics
- guide candidates on research skills and techniques
- advise candidates on the suitability of resources/references selected
- explain to candidates what they will be assessed on and how their performance will be assessed
- draw candidates' 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 candidates as required. This guidance includes discussion with the candidate of any feedback given by the Principal Examiner on the proposal, as well as the formulation of a second proposal, should it prove necessary.

During Writing

- The teacher will schedule 1 conference with the candidate, at the latest by the 4th month of writing.
- There is no time limit on the duration of the conference, as the length of time required will depend on each candidate's needs. However, the conference should take place over one sitting.
- Teachers may accept a draft of a candidate's work in advance of the conference, for discussion during the session, but teachers should not give any written feedback on the work submitted.
- Teachers should encourage candidates to take notes during the conference, so that they can refer to these notes subsequently, when working independently.
- At the request of a candidate, the teacher may schedule a 2nd conference. In the event of a 2nd conference being scheduled, the teacher will be required to complete the *Record of Additional Guidance*, giving details of key points of guidance given during the 2nd conference. The completed form must carry the teacher's signature and date.

RESTRICTED

- The candidate should be given the opportunity to see what has been noted down on the form and should sign his/her acknowledgement of the additional guidance given.
- The completed *Record of Additional Guidance* must be submitted with the candidate's essay.
- It should be noted that the nature and extent of additional guidance given may be taken into consideration during the marking of the candidate's work.
- Should the teacher feel that a candidate would benefit from a 2nd conference, s/he may suggest it to the candidate, but it should be the candidate's decision whether or not to take up the suggestion.

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 candidate'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 candidate 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 candidates that the research essay to be assessed must be entirely their own work.

Acknowledgement of External Sources of Information

- Candidates 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 candidates 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.
- Candidates 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 candidates submit their essay and evaluative commentary for assessment, teachers are expected to ensure that candidates have

RESTRICTED

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 candidate 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 candidate's responsibility.
- If the teacher has cause for suspicion of plagiarism in the work submitted s/he should circle 'reason' [*to believe that the candidate 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 candidate'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 candidate 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 or 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 candidates 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.

Proposed Schedule for H3 Literature in English Research Essays

Time Frame	Year 1	Year 2
Wk 45 (1 st wk of Nov)	<ul style="list-style-type: none"> ▪ Schools select candidates for H3 (after the Promotional Examinations) 	
Wk 45 (1 st wk of Nov) to end of Wk 4 (End Jan)	<ul style="list-style-type: none"> ▪ Candidates read and conduct research ▪ Candidates prepare the research proposal 	
Beginning of Wk 7 (Mid Feb)		1 st Submission of Proposal Forms to CIE
Beginning of Wk 11 (Mid Mar)		Approval of research proposals by CIE
Beginning of Wk 15 (Mid Apr)		2 nd Submission of Proposal Forms to CIE
Beginning of Wk 17 (End Apr)		Approval of second research proposals by CIE
Wk 11 to Wk 36 (Mid Mar to Mid Sep)		Research essays in progress
Beginning of Wk 37 (Mid Sep)		Final Submission to CIE

Useful References for H1, H2 and H3 Literature in English

1. Ford, Boris, *Medieval Literature, Chaucer and the Alliterative Tradition (The New Pelican Guide to English Literature, Vol 1)*, USA: Penguin, 1982.
ISBN: 0140138064
2. Ford, Boris, *The Age of Shakespeare, (The New Pelican Guide to English Literature, Vol 2)*, London: Penguin, 1982.
ISBN: 0140222650
3. Ford, Boris, *From Donne to Marvell, (The New Pelican Guide to English Literature, Vol 3)*, USA: Penguin, 1990.
ISBN: 0140138099
4. Ford, Boris, *From Dryden to Johnson, (The New Pelican Guide to English Literature, Vol 4)*, USA: Penguin, 1982.
ISBN: 0140222677
5. Ford, Boris, *From Blake to Byron, (The New Pelican Guide to English Literature, Vol 5)*, UK: Penguin, 1982.
ISBN: 0140222685
6. Ford, Boris, *From Dickens to Hardy, (The New Pelican Guide to English Literature, Vol 6)*, UK: Penguin, 1999.
ISBN: 0140138129
7. Ford, Boris, *From James to Eliot, (The New Pelican Guide to English Literature, Vol 7)*, UK: Penguin, 1983.
ISBN: 0140222707
8. Ford, Boris, *From Orwell to Naipaul, (The New Pelican Guide to English Literature, Vol 8)*, UK: Penguin, 1999.
ISBN: 0140238166
9. Ford, Boris, *American Literature, (The New Pelican Guide to English Literature)*, UK: Penguin, 1999.
ISBN: 0140225668
10. Blamires, Harry, *A Guide to Twentieth Century Literature in English*, UK: Methuen, 1983.
ISBN: 0416364500
11. Wood, Jeffery and Lynn, *Cambridge Critical Workshop*, Cambridge: Cambridge University Press, 1995.
ISBN: 0521448794