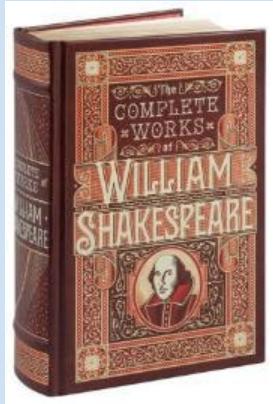
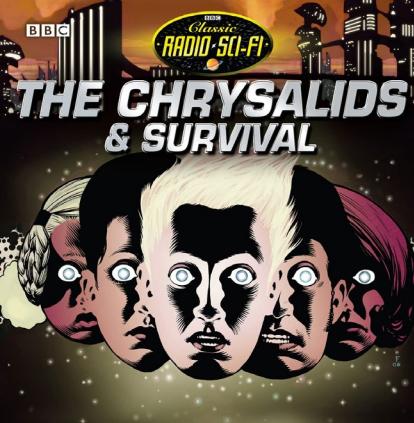


Subject briefing 2022: Sec 2 Express



LITERATURE IN ENGLISH



O-LEVEL LITERATURE IN ENGLISH (SYLLABUS 2065)

and

N(A)-LEVEL LITERATURE IN ENGLISH (SYLLABUS 2022)

PRESCRIBED TEXTS FOR YEAR OF EXAMINATION 2024

Paper 1: Prose

Gail Tsukiyama: *A Hundred Flowers*

Anita Desai: *Games at Twilight*

Octavia E. Butler: *Kindred*

John Wyndham: *The Chrysalids*

Yu-Mei Balasingamchow (ed.): *How We Live Now*

Anthony Doerr: *All the Light We Cannot See*



**THE
CHRYSALEIDS
JOHN WYNDHAM**

O-LEVEL LITERATURE IN ENGLISH (SYLLABUS 2065)

and

N(A)-LEVEL LITERATURE IN ENGLISH (SYLLABUS 2022)

PRESCRIBED TEXTS FOR YEAR OF EXAMINATION 2024

Paper 2: Drama

Lorraine Hansberry: *A Raisin in the Sun*

Jean Tay: *Boom*

Arthur Miller: *The Crucible*

Peter Shaffer: *The Royal Hunt of the Sun*

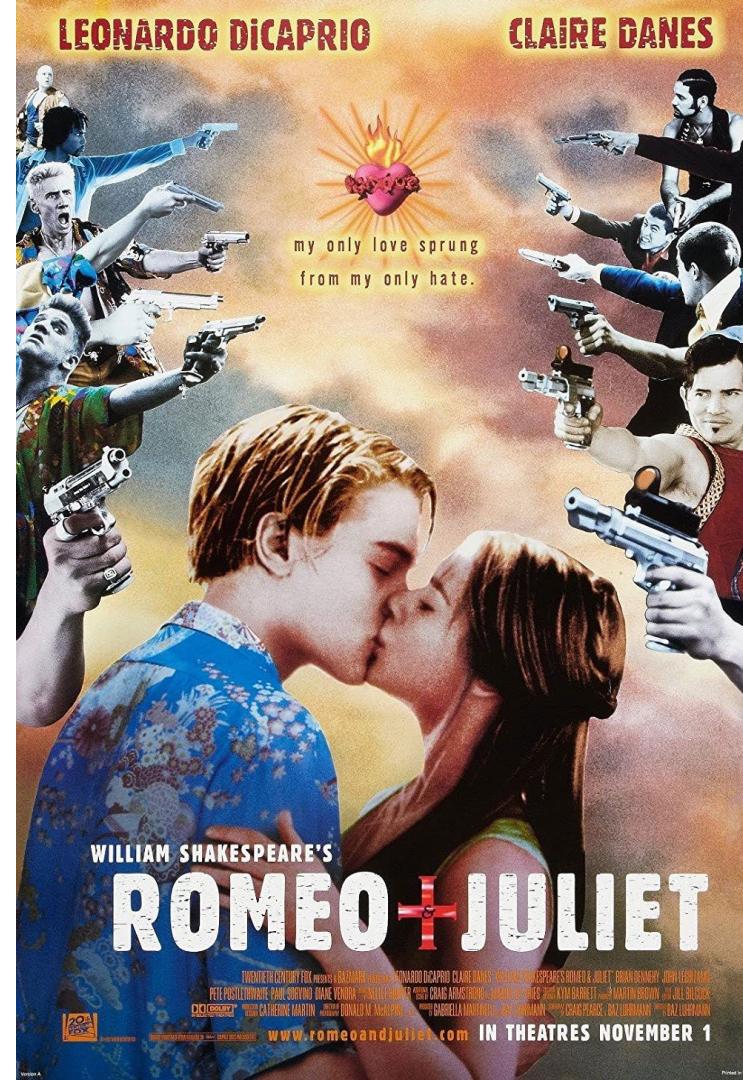
William Shakespeare: *Romeo and Juliet*

Notes:

All texts will continue to be examined in the year 2025.

Schools are NOT to select screenplays or abridged versions of the texts for study.

If a Secondary 4 Normal (Academic) student chooses to study the same texts when he/she progresses to Secondary 5, schools should ensure that the selected texts will continue to be examined in that year.



What is Literature?

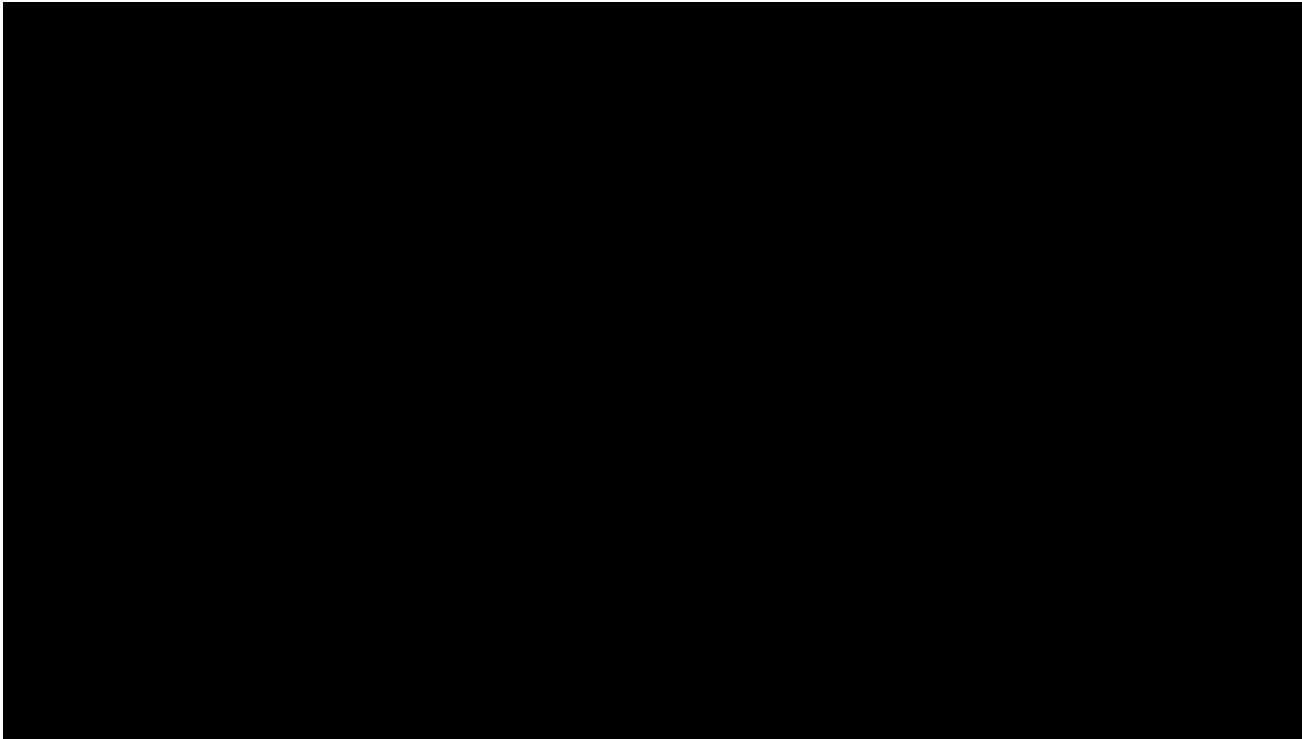
What is Literature?

Go to Menti.com and use the CODE:

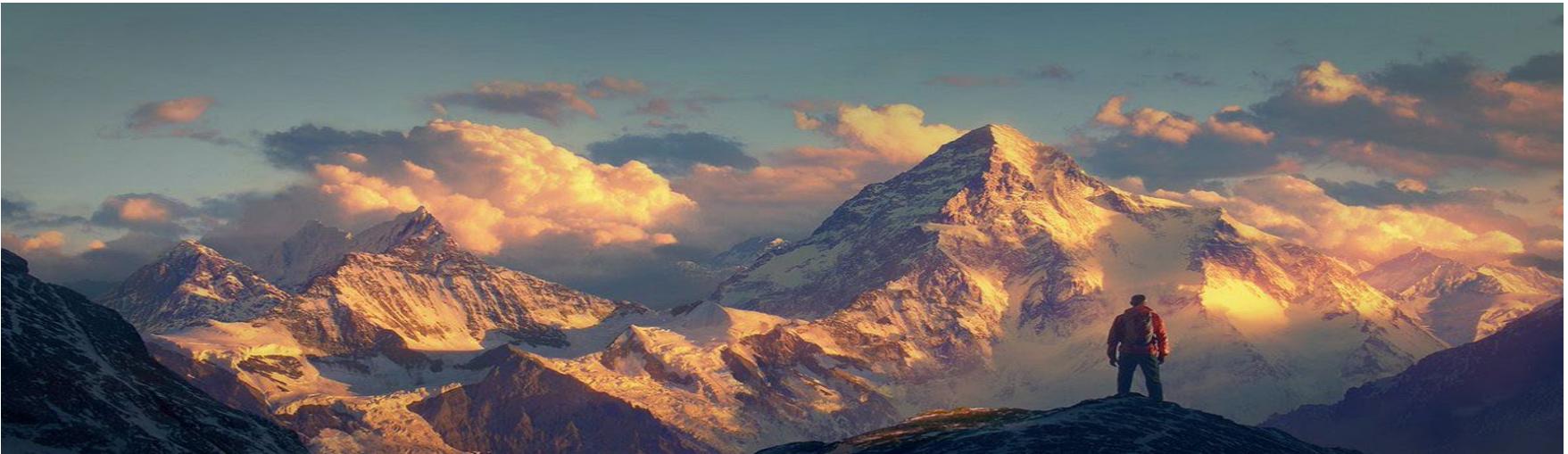
You may post up to 3 words!

Word Choice: Use your words thoughtfully 😊

WHY LITERATURE?



Aims of Teaching Syllabus (Literature in English)



This subject involves reading and analyzing works of literature. This means discussing texts and understanding their ethical, aesthetic and intellectual significance. As a literature student, you'll be responsible for **communicating knowledge**, **understanding** and **explaining** the impact of texts (e.g. poems, plays and novel).

AIMS OF TEACHING SYLLABUS

The aims of the syllabus are to:

Ethical

- raise awareness of timeless issues concerning society
- promote the appreciation of multiple perspectives; and
- build empathy and global awareness.

Aesthetic

- inculcate the habit of close reading
- promote heightened appreciation of nuances of language; and
- sensitise students to artistic decisions made by writers.

Intellectual

- cultivate metacognitive habits of mind as students pay attention to the impact of language on one's thoughts and feelings
- develop greater acceptance for ambiguity and open-endedness; and
- equip students with the skills to convince others of their interpretations, based on sound reasoning with evidence.

Why Study Literature?



BRUH! IT'S LIT!

V U C A

We live in a
World

Volatile . Unpredictable . Complex . Ambiguous

Robots will destroy our jobs - and we're not ready for it

Two-thirds of Americans believe robots will soon perform most of the work currently done by humans but 80% also believe their jobs will be unaffected. Time

65 PERCENT OF TODAY'S STUDENTS WILL BE EMPLOYED IN JOBS THAT

Technological unemployment

From Wikipedia, the free encyclopedia

Technological unemployment is the loss of jobs caused by [technological change](#). Such change typically includes the introduction of labour-saving "mechanical-muscle" machines or more efficient "mechanical-mind" processes ([automation](#)). Just as horses employed as prime movers were gradually made obsolete by the automobile, humans' jobs have also been affected throughout [modern history](#). Historical examples include [artisan weavers](#) reduced to poverty after the introduction of [mechanised looms](#). During World War II, Alan Turing's [Bombe](#) machine compressed and decoded thousands of man-years worth of encrypted data in a matter of hours. A contemporary example of technological unemployment is the displacement of retail cashiers by [self-service tills](#).

That technological change can cause short-term job losses is widely accepted. The view that it can lead to lasting increases in unemployment has long been controversial. Participants in the technological unemployment debates can be broadly divided into optimists and pessimists. *Optimists* agree that innovation may be disruptive to jobs in the short term, yet hold that various compensation effects ensure there is never a long-term negative impact on jobs. Whereas *pessimists* contend that at least in some circumstances, new technologies can lead to a lasting decline in the total number of workers in employment. The phrase "technological unemployment" was popularised by John Maynard Keynes in the 1930s. Yet the issue of machines displacing human labour has been discussed since at least Aristotle's time.



EMPLOYED IN JOBS

yed in jobs that have yet to be

OFFICIAL MEMBER

Forbes
| Coaches

WHY LITERATURE?



The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people being able to stand in somebody else's shoes and see the world through their eyes.

— Barack Obama —

"Sadly, on all sides we hear the cry of a wounded humanity and a broken earth."

"The Buddha and Jesus understood the need to overcome the egoism that gives rise to conflict and violence," he said.

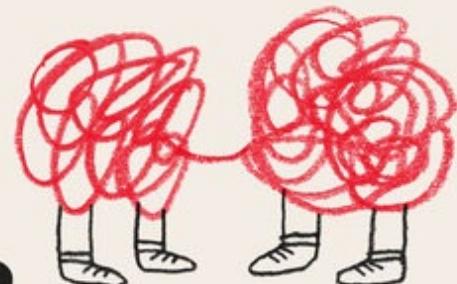
"The Dhammapada sums up the Buddha's teachings thus: 'To avoid evil, to cultivate good, and to cleanse one's mind – this is the teaching of the Buddha' (Dph 183). Jesus told his disciples: 'I give you a new Commandment, that you love one another. Just as I have loved you, you also should love one another'" (Jn 13:34).

Pope Francis told his guests that their common task today is "to guide our respective followers to a more vivid sense of the truth that we are all brothers and sisters."

"We should work together to cultivate compassion and hospitality for all human beings, especially the poor and marginalized."



Modern Love



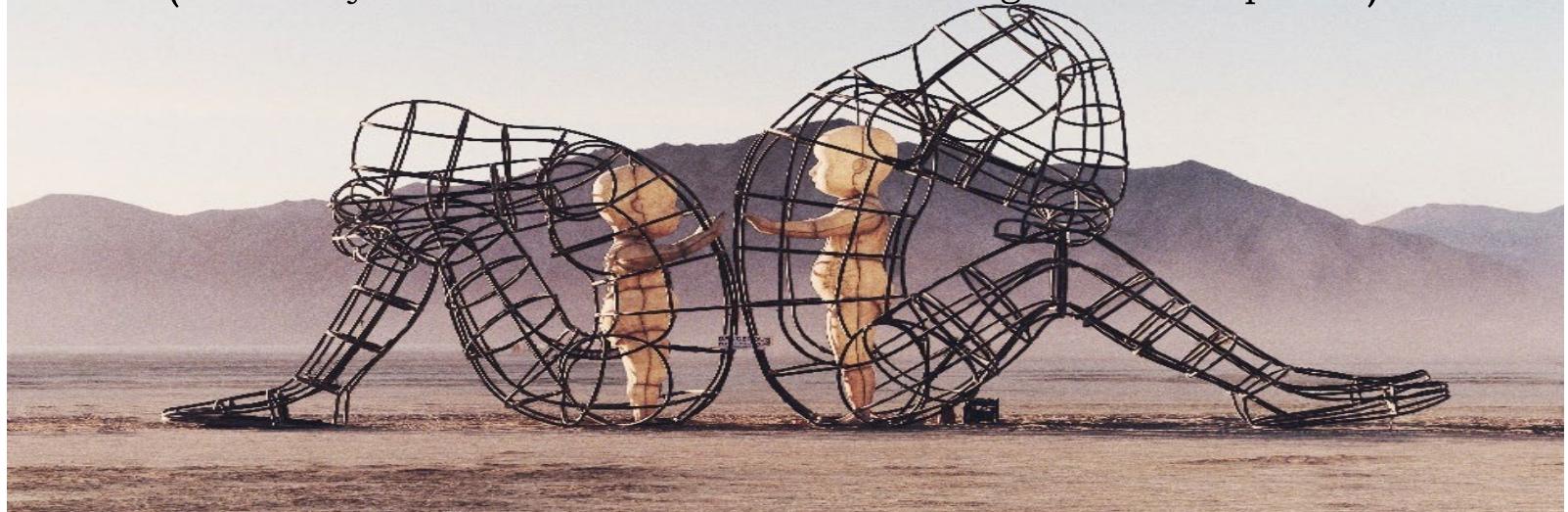
WHY LITERATURE?

THE STUDY OF BECOMING A HUMAN BEING

by developing

EMPATHY

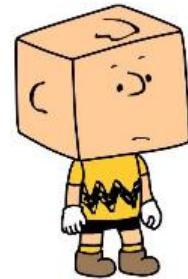
(The ability to understand and share the feelings of another person)



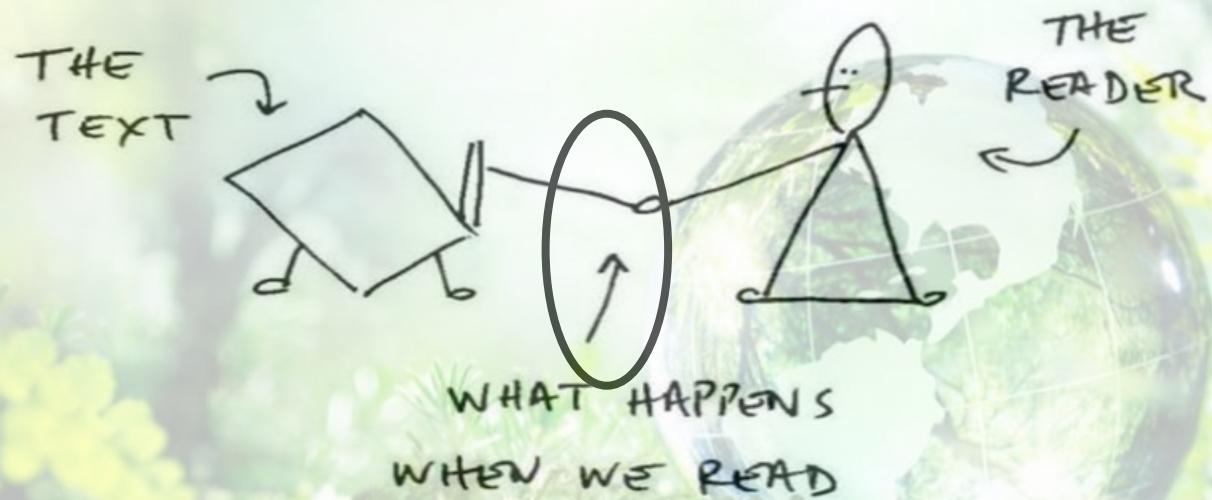
also known as the most essential quality of civilisation

Literature allows one to...

- Forge independent and critical thinking
- Build sensitivity to language and others
- Develop empathy and understanding of other cultures
- Develop a spiritual (meaningful) life



3 SUBJECTS OF THE LITERATURE CLASS



musgrave

Desired Student Outcomes of Literature

Students who complete this course in Literature will be:



Inspired by *The Little Prince*,
Antoine de Saint-Exupéry



Inspired by *The Adventures of Sherlock Holmes*,
Sir Arthur Conan Doyle



Inspired by *Alice's Adventures in Wonderland*,
Lewis Carroll



Inspired by *Charlotte's Web*,
E. B. White

1 EMPATHETIC AND GLOBAL THINKERS

They will learn to:

- empathise with other people's experiences;
- be open to and appreciate multiple perspectives;
- develop global awareness through the study of texts from different parts of the world; and
- reflect on their own values, perspectives and identities as they consider the impact of their beliefs and actions on society.

2 CRITICAL READERS

They will learn to:

- appreciate the aesthetic value and enjoy the nuances of language, with perceptive and questioning minds;
- read widely and independently, from a variety of genres for the appreciation of genre conventions; and
- appreciate the contexts in which literary texts are written, read and understood.

3 CREATIVE MEANING-MAKERS

They will learn to:

- embrace ambiguity and uncertainty as necessary in the meaning-making process; and
- actively and creatively construct their understanding and interpretations of texts.

4 CONVINCING COMMUNICATORS

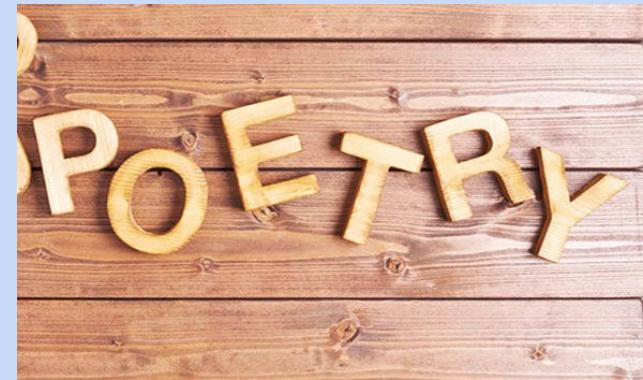
They will learn to:

- demonstrate critical thinking when discussing and writing about texts; and
- convince others of their interpretations, based on sound reasoning with evidence.

Combined Humanities (SS + Elective Literature)

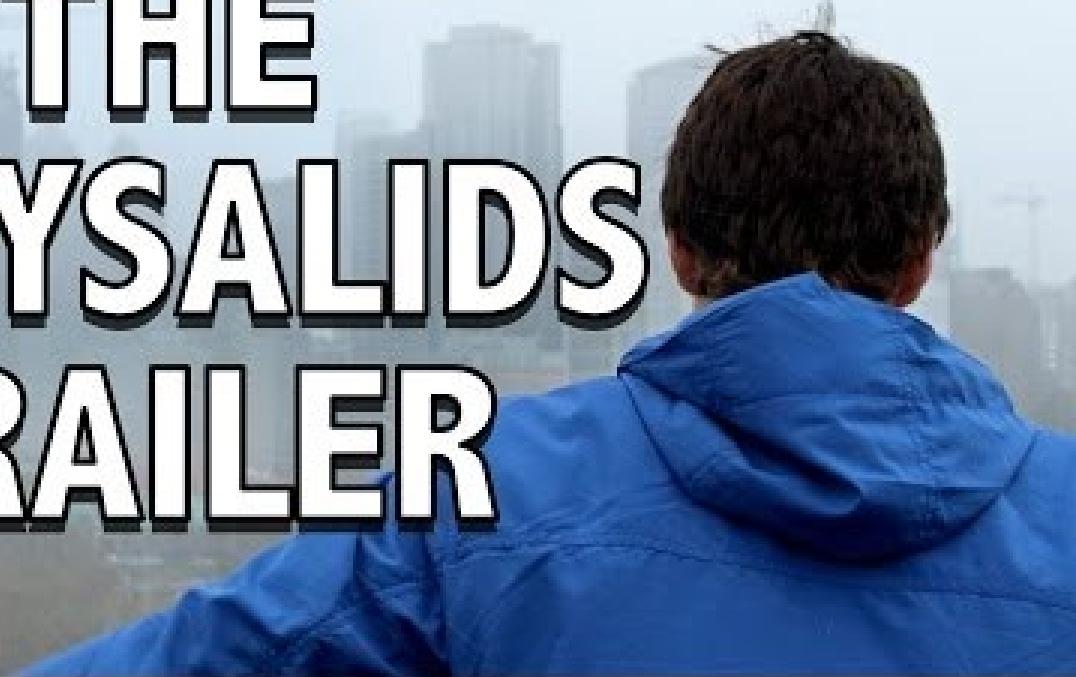


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THE CHRYsalids TRAILER

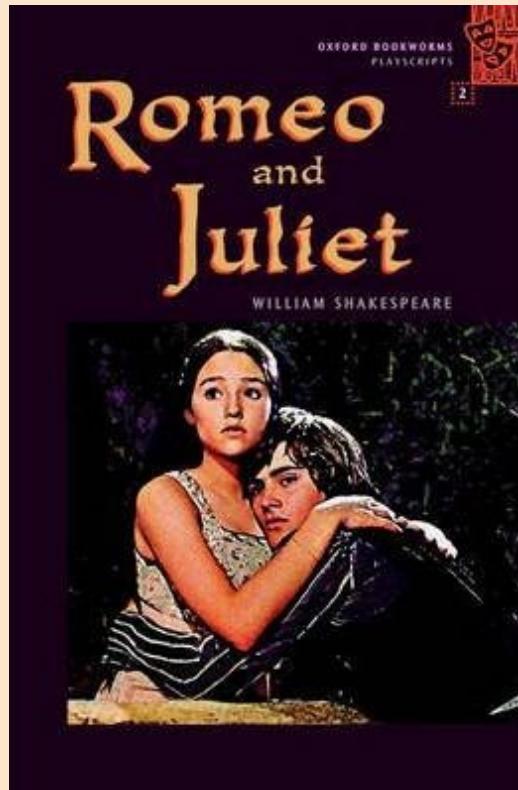




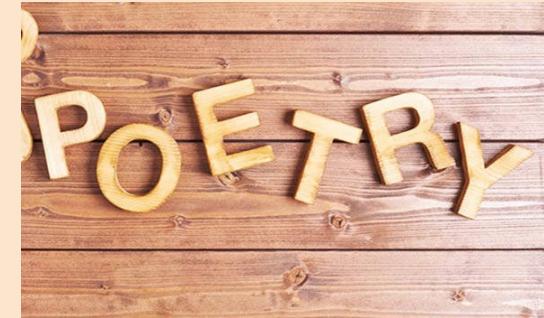
Literature in English (Pure)



+



+





O Level Curriculum & Assessment (100%)

Paper 1	Paper 2
<i>The Chrysalids</i> (25%)	Drama Play (50%): <i>Romeo and Juliet</i>
Unseen Poetry (25%)	

NEW



Choose 1 of 2 poems

NEW

N Level Curriculum & Assessment (100%)

Lit Elective – Paper 1

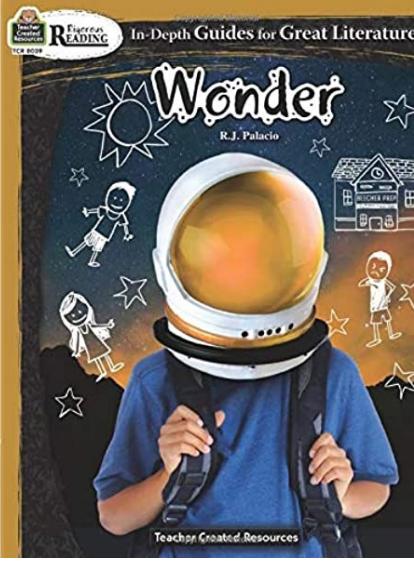
The Chrysalids (25%)

Unseen Poetry (25%)

Social Studies (50%)

Choose 1 of 2 poems



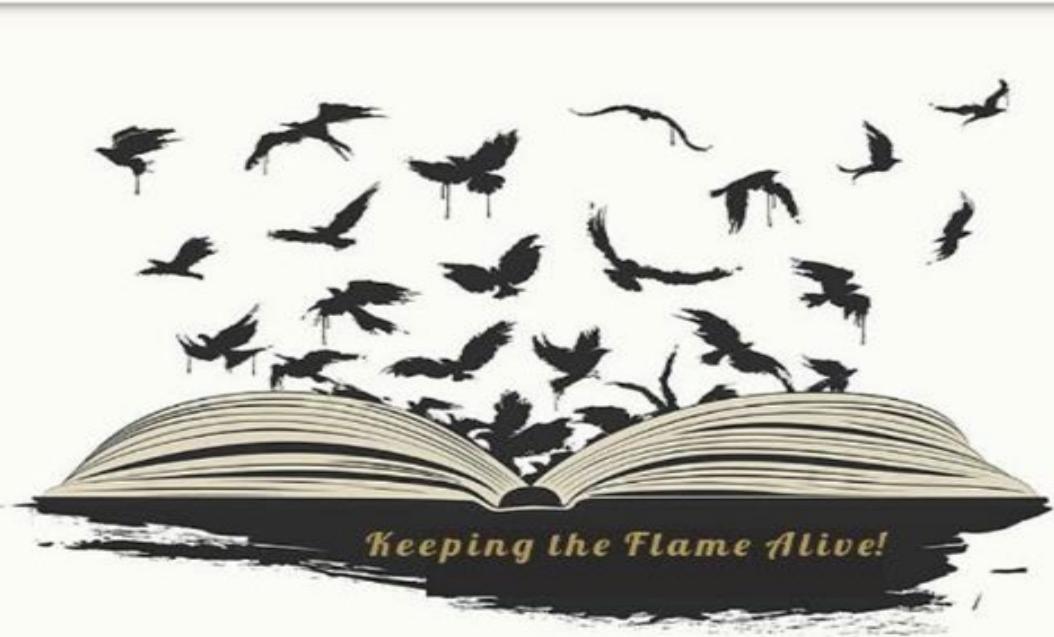


That is part of the beauty
of literature. You discover that
your longings are universal
longings, that you're not lonely
and isolated from anyone.
You Belong.

—F. Scott Fitzgerald



National Schools Literature Festival



ASSESSMENT (Elective Lit – Only P1 / Pure Lit – P1 & P2)

Paper	Duration & Weighting	Details
Paper 1: Set Text & Unseen Texts (2 essays)	1 hour 40 minutes 50% [25 marks each]	<p><u>Section A: Set Text (25%)</u></p> <p>Text: The Chrysalids by John Wyndham</p> <ul style="list-style-type: none">- There will be three questions set.<ul style="list-style-type: none">(i) One passage-based question(ii) Two essay questions <p>Attempt only <u>one</u> question.</p> <p><u>Section B: Unseen Poetry (25%)</u></p> <ul style="list-style-type: none">- There will be two questions set on a choice of 2 poems <p>Attempt only <u>one</u> poem.</p>
Paper 2: Drama Text (2 essays)	1 hour 30 minutes 50% [25 marks each]	<p>Drama Play Text (50%)</p> <p>William Shakespeare's Romeo and Juliet</p> <ul style="list-style-type: none">- One passage-based question and two essay questions will be set- Candidates will attempt <u>one</u> compulsory passage-based question and choose one of the 2 essay questions

Literary Skills and Learning Dispositions

- **Essay-writing** is a must.
 - **Analytical skills** are crucial.
 - **A proficiency in English** will help ☺
- And finally...*
- **A love of reading** will sustain you.



Last tip:

Take your time to decide.

Consider your

(i) passion

and (ii) ability

for the subject

**Both are essential to do well in
Literature! ☺**

