

Harrison College

English and Communication Studies Department

Synopsis of Work to be Completed: Academic Year  
2018-19

Year	English Language	English Literature
First Form	1. CCSLC Syllabus: Modules 1, 5 2. Narrative Writing 3. Comprehension 4. Grammar	1. <u>Prose Fiction</u>  <i>The Call of the Wild</i>  <b>Or</b>  <i>The Silver Sword</i>  Students should be able to identify and discuss key elements of prose including: <ul style="list-style-type: none"><li>• <b>CHARACTERISATION</b></li><li>• <b>SETTING</b></li><li>• <b>NARRATIVE POINT OF VIEW</b></li><li>• <b>PLOT</b></li><li>• <b>THEME</b></li></ul> <u>Characterisation</u> Students should be able to trace the development of the main character/s in the novel and comment on the circumstances that led to their growth, triumphs and failures.  <u>Setting</u> Students should be able to discuss the use of setting as it relates to characterisation, symbolism and plot development.  <u>Point of View</u> Students should be able to identify the narrative point of

		<p>view and discuss the implications of this choice.</p> <p><u>Plot</u> Major incidences and conflicts should be summarized and discussed.</p> <p><u>THEMES</u> Love and Family Relationships (Loyalty) Man’s relationship with the Natural Environment/Animals Attitude to Power and Authority Attitude to Change (Adaptability)</p> <p style="text-align: center;"><b>2. <u>Drama</u></b></p> <p>Text: <i>JD:DJ</i> <b><u>To Be Provided</u></b></p> <p>Students should be able to explain the importance of the following to drama:</p> <ul style="list-style-type: none"> <li>• <b>PLOT</b></li> <li>• <b>CHARACTER</b></li> <li>• <b>SETTING</b></li> <li>• <b>DIALOGUE</b></li> <li>• <b>THEME</b></li> </ul> <p>Students should be able to distinguish between theatre and drama.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• name at least one regional and one non -egional playwright;</li> <li>• identify different kinds of plays</li> <li>• dramatize a scene from a play</li> <li>• discuss the purpose and importance of the following to drama/theatre: <i>Stage</i></li> </ul>
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		<p><i>directions, acts/scenes, props, costume, sound/music.</i></p> <p>Themes to be studied:</p> <p>Power and Authority  Love and Family Relationships  Heroism</p> <p>3. <b>Poetry</b></p> <p>“A Pig’s Tale, David Jazz, What is Orange, What is Black”  (In addition to poems selected by the teacher)</p> <p>Students should be able to identify and discuss key elements of poetry including:</p> <ul style="list-style-type: none"> <li>• <b>FORM</b></li> <li>• <b>LITERAL MEANING</b></li> <li>• <b>INTERPRETIVE MEANING</b></li> <li>• <b>PERSPECTIVE/POINT OF VIEW</b></li> <li>• <b>TONE</b></li> <li>• <b>THEME</b></li> </ul> <p>Form  Students should be able to identify at least 2 traditional poetic forms (limerick, ballad, haiku) and discuss the usual subject matter associated with a particular form.</p> <p>Literal Meaning  Students should be able to explain what the poem is all about, identifying the subject and focus.</p> <p>Interpretive Meaning</p>
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<p><b>Second Form</b></p>	<ol style="list-style-type: none"> <li>1. CCSLC Syllabus: Modules 2, 3, 4</li> <li>2. Narrative Writing</li> <li>3. Descriptive Writing</li> <li>4. Expository Writing</li> <li>5. Comprehension</li> </ol>	<p style="text-align: center;"><b>1. PROSE</b>  Text: <i>Animal Farm</i></p> <p>Students should be able to relate the historical, social &amp; political Background to the novel &amp; author’s purpose.</p> <p>Students should be able to identify and discuss key elements of prose including:</p> <ul style="list-style-type: none"> <li>• <b>CHARACTERISATION</b></li> <li>• <b>NARRATIVE DEVICES</b></li> <li>• <b>NARRATIVE POINT OF VIEW</b></li> <li>• <b>PLOT</b></li> <li>• <b>THEME</b></li> <li>• <b>SETTING</b></li> </ul> <p><u>Characterisation</u>  Students should be able to trace the development of the main character/s in the novel and comment on the circumstances</p>

		<p>that led to their growth, triumphs and failures.</p> <p><u>Narrative Devices/Techniques</u>  Students should be able to discuss the use of narrative devices to deepen meaning and develop themes including:  Symbolism  Irony</p> <p><u>Point of View/Narrative Perspective</u>  Students should be able to identify the narrative point of view and discuss the implications of this choice.</p> <p><u>Plot</u>  Major incidences and conflicts should summarized and discussed.</p> <p><u>THEMES</u>  Love and Family Relationships (Loyalty)  Man’s relationship with the Natural Environment/Animals  Attitude to Power and Authority  Attitude to Change (Adaptability)  Freedom  Political Intrigue/Corruption</p> <p><u>Setting</u>  Identify the time and place the action is occurring and how this contributes to the theme(s)</p> <p><b>2. POETRY</b>  “Ballad of Birmingham”,  “Revelation, Hymn to the Sea”  (In addition to poems selected by the teacher)</p>
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		<p>Students should be able to define and discuss key elements of poetry including:</p> <ul style="list-style-type: none"> <li>• <b>FORM</b></li> <li>• <b>LITERAL MEANING</b></li> <li>• <b>INTERPRETIVE MEANING</b></li> <li>• <b>PERSPECTIVE/POINT OF VIEW</b></li> <li>• <b>TONE</b></li> <li>• <b>THEME</b></li> </ul> <p><u>Form</u> Students should be able to identify at least 2 traditional poetic forms (sonnet, ode, ballad) and discuss the usual subject matter associated with a particular form.</p> <p><u>Literal Meaning</u> Students should be able to explain the poem the subjects and foci which are explored in the poem</p> <p>.</p> <p><u>Interpretive Meaning</u> Students should be able to identify and explain the use of: Simile Metaphor Personification Onomatopoeia Alliteration All forms of Imagery Pun Irony Sarcasm</p> <p><u>Point of View and Tone</u> Students should be able to identify the point of view/ speaker and describe the tone that is assumed in the poem</p>
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		<p><u>THEMES</u>  Childhood Innocence  Nature and its Power  Racism/ Discrimination  Love</p> <p style="text-align: center;"><b>3. DRAMA</b></p> <p><i>Mirad, a boy from Bosnia</i></p> <p>Students should be able to relate the historical, social &amp; political Background to the novel &amp; author's purpose.</p> <p><b>Plot</b>  Students should be able to summarize the plot of the play and create a time line where major incidents are noted sequentially.</p> <p><b>Dramatic Technique</b>  Students should be introduced to the strategies that the playwright uses to create tension and suspense in the play including:</p> <p><b>Characterisation</b> (Mirad's transformation)  Dramatic Irony  Contrast  Role Playing (Two characters assuming different roles)</p> <p><u>Setting</u>  Identify the time and place the action is occurring and how this contributes to the theme(s)</p> <p><b>Themes</b>  Alienation and Loss  Love and Family Relationships  Gender Roles  Discrimination  Attitude to Power and Authority</p>
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		Love and Family Relationships War
<b>Third Form</b>	CSEC English A Syllabus: <ol style="list-style-type: none"> <li>1. Expository Writing</li> <li>2. Summary Writing</li> <li>3. Narrative Writing</li> <li>4. Multiple Choice Paper (Comprehension; Grammar; Sentence Structure)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Prose Fiction:</b> <i>Green Days by the River</i></li> <li>2. <b>Drama:</b> <i>The Merchant of Venice</i></li> <li>3. <b>Poetry (CSEC Syllabus):</b> “Dreaming Black Boy”, “My Parents”, “This is the Dark Time My Love”, “Little Boy Crying” <b>(These must be studied in detail.)</b></li> </ol> <p>In addition to the poems selected by the teacher for practice.</p>
Fourth Form  <b>NB.</b>  <b>1. SBA Submitted at the end of Term 2.</b>  <b>2. Examination Written at the End of the Fourth Year.</b>	CSEC English A Syllabus (Completed): <ol style="list-style-type: none"> <li>1. Argumentative Writing</li> <li>2. Revision <ol style="list-style-type: none"> <li>(a) Expository Writing</li> <li>(b) Summary Writing</li> <li>(c) Narrative Writing</li> </ol> </li> <li>3. Multiple Choice Paper (Comprehension; Grammar; Sentence Structure)</li> </ol>	CSEC English B Syllabus: <ol style="list-style-type: none"> <li>1. <b>Prose Fiction: Either Short Stories</b> (<i>World of Prose</i>) <b>Or</b> <i>To Kill a Mocking Bird</i></li> <li>2. <b>Poetry:</b>  “Once Upon a Time” “The Woman Speaks to the Man Who Has Employed Her Son” “Sonnet Composed Upon West Minster Bridge” “God’s Grandeur” “A Stone’s Throw”</li> <li>3. Multiple Choice Paper: Modules 1 and 2</li> </ol>
<b>Fifth Form</b>	English A Syllabus not taught <b>(From 2019-20 Academic Year).</b> For the 2018-19 Year:	<ol style="list-style-type: none"> <li>4. <b>Drama: Either</b> <i>Ti-Jean and his Brothers</i> <b>OR</b> <i>The Tempest</i></li> <li>5. <b>Poetry:</b></li> </ol>



	<ol style="list-style-type: none"> <li>1. Argumentative Writing</li> <li>2. Revision of areas covered in the Fourth Year.</li> </ol>	<p>“An African Thunderstorm”  “Bird Shooting Season”  “West Indies USA”  “Orchids”  “It is the Constant Image of Your Face”  “Test Match Sabina Park”  “Theme for English B”  “Dulce et Decorum Est”  “Ol’ Higue”  “Mirror”  “South”</p> <p>6. Multiple Choice Paper: Module 3</p> <p>7. Revision of areas studied in the Fourth Year</p>
<b>Lower Sixth</b>	<b>Communication Studies (<u>Only in the Lower Sixth Year</u>)</b>	<b>Literatures in English: CAPE Syllabus Unit 1</b>
	<p>CAPE Syllabus</p> <p><b>NB. Draft of Portfolio to be submitted Week 14 (Term 1)</b></p>	<p><b><u>Module 1: Drama</u></b></p> <p><b>Either</b> <i>The Taming of the Shrew</i></p> <p><b>Or</b> <i>Richard III</i></p> <p><b><u>Module 2: Poetry</u></b></p> <p>Selected poetry of Rita Dove</p> <p><b><u>Module 3: Prose Fiction</u></b></p> <p><i>Purple Hibiscus</i> <b>AND</b> <i>Aunt Jen</i></p> <p><b>NB. Draft of INTERNAL Assessment to be submitted Week 14 (Term 1)</b></p>
<b>Upper Sixth</b>		<b>Literatures in English: CAPE Syllabus Unit 2</b>

	<p><b>The IA is repeated only if the student failed to achieve a 50% pass on moderation.</b></p>	<p><b><u>Module 1: Drama</u></b></p> <p><b>Either</b> <i>A Raisin in the Sun</i> <b><u>And</u></b> <i>Antony and Cleopatra</i></p> <p><b>OR</b></p> <p><i>Antony and Cleopatra</i> <b><u>And</u></b> <i>An Echo in the Bone</i></p> <p><b><u>Module 2: Poetry</u></b></p> <p>Selected poetry of Lorna Goodison</p> <p><b><u>Module 3: Prose Fiction</u></b></p> <p><i>Hard Times</i></p>
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