



**EXAMINATIONS COUNCIL  
OF ESWATINI**

# **Syllabus**

**For Examination in 2027**

## **Literature**

# **JC**

**Junior Certificate  
Examination**

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## JUNIOR CERTIFICATE EXAMINATIONS

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### Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 1 to Form 3) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

### Eswatini's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 will individually, and collectively, enable learners to develop a broad **learning experience** which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g. emerging health issues and climate change.

### The National Curriculum for Form 1 to Form 3

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must take **six compulsory subjects**, and any other subjects selected from the electives below.

#### Compulsory Subjects

- English Language
- Literature in English
- Mathematics
- Religious Education
- Science
- SiSwati

#### Electives

- Additional Mathematics
- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

### **Fields of Study**

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

## **INTRODUCTION**

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The Junior Certificate syllabuses are designed as three-year courses for examination in Form 3.

This syllabus assumes that the learners have been through an extensive language programme at the primary school level, which seeks to inculcate the literary world in learners.

The syllabus recognises that the majority of learners in Eswatini are reading literature in a second language and their proficiency in the language may be at different levels. Learners' needs and the strategies available to teachers may vary greatly from area to area and within any class; but in all cases the Literature in English Syllabus must encourage appreciation of works of art, making learners realise the importance of aesthetics in understanding human behaviour and foreign cultures.

The Literature syllabus is a three-year course, beginning in Form 1 and examinable in Form 3.

Form 1: An Introduction to Literature

Forms 2 and 3: The study of Literature and preparation for examinations.

JC syllabuses follow a general pattern. The main sections are:

- Aims
- Assessment Objectives
- Assessment
- Curriculum Content

## **AIMS**

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The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in Literature in English for the JC Examination. They are not listed in order of priority.

The Junior Certificate Literature in English aims to encourage and develop students' ability to:

- Enjoy the experience of reading literature,
- Communicate efficiently and effectively in English,
- Understand and respond to literary texts in different forms (genres) and from different cultures including theirs,
- Communicate an informed personal response appropriately and effectively,
- Appreciate different ways in which writers achieve their effects,
- Experience literature's contribution to aesthetic, imaginative and intellectual growth,
- Explore the contribution of literature to an understanding of areas of human concern.

### **Identification of learners**

This syllabus assumes that the learners have been through an extensive language programme at the primary school level, which seeks to inculcate the literary world in learners. Learners of Literature in English may fall into one of the following categories:

- Those that read Literature in English proficiently;
- Those that read Literature in English less proficiently.

### **Rationale for teaching Literature in English**

The rationale to teach Literature in English is as follows:

- To promote a national culture of reading
- To afford learners an opportunity to develop the reading skill that is vital in ensuring a literate society
- To improve English language acquisition and fluency
- To equip all learners with functional literacy in English
- To develop and promote appreciation of world cultures, histories and different situations
- To develop foundation skills such as communication, interpersonal skills and teamwork
- To develop critical thinking and problem-solving skills
- To assist learners to develop personally and socially
- To promote an appreciation and an awareness of the different literary genres and what characterises each
- To promote the development of positive attitudes towards self and others' feelings such as – tolerance, love, kindness, forgiveness, happiness, generosity, fairness, respect, responsibility, self-restraint, gender sensitivity, peace, excitement, being well-mannered, sharing, etc.
- To promote study skills required for further study and training as well as lifelong learning.

### **Approach**

While the approach aims at a higher level of proficiency in the study of Literature, the teaching methodology acknowledges that the majority of learners in Eswatini are reading literature in a second/third language. The programme of study should be taught in ways appropriate to their abilities.

### **Learning and Teaching**

Learners are faced with the following challenges:

- Appreciating a text expressed in a language that is not their own
- Appreciating unfamiliar historical, social and cultural contexts
- Displaying appropriate linguistic, literary and analytical skills

In view of the above, the teaching of Literature in English should ensure the following:

- the development of reading for enjoyment as a skill for life
- appreciation of literature as a work of art
- a holistic appreciation of Literature, including the language aspect
- that learners are exposed to local and international historical, social and cultural backgrounds of texts
- that the reading level of the learners is assessed before the text is taught to determine appropriate instructional measures to be utilised
- the use of learner-centred approaches and that instead of forcing learners to read sections of the book, learners be given interesting tasks that will compel them to read without being pushed
- the development of the individual in appreciating that there are some central concepts, beliefs and traditions that are widely accepted by most members of the global village
- that students explore their feelings and attitudes to compare and contrast them with those displayed by characters in the texts they read.

## ASSESSMENT OBJECTIVES (AO)

Students will be assessed on their ability to:

**AO 1** show detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry and Prose);

**AO 2** understand the meanings of literary texts and their contexts and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;

**AO 3** recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects;

**AO 4** communicate a sensitive and informed personal response to literary texts and an understanding of the way the writer shapes that response.

| Assessment Objective | All learners should be able to:                                                                                                                                                                                    | In addition, learners aiming for Grades A to C should be able to:                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A01</b>           | <ul style="list-style-type: none"><li>recall content, narrate</li><li>summarise</li><li>paraphrase</li><li>select relevant detail</li></ul>                                                                        | <ul style="list-style-type: none"><li>employ basic critical terminology</li><li>integrate opposite quotation and comment</li></ul>               |
| <b>A02</b>           | <ul style="list-style-type: none"><li>detect theme</li><li>draw inferences</li><li>articulate and discuss feelings and attitudes of characters</li></ul>                                                           | <ul style="list-style-type: none"><li>analyse plot, characterisation</li><li>make connections</li><li>evaluate</li><li>interpret</li></ul>       |
| <b>A03</b>           | <ul style="list-style-type: none"><li>distinguish characters' viewpoints</li><li>comment on plot, characterisation</li><li>demonstrate some awareness of the ways in which writers achieve their effects</li></ul> | <ul style="list-style-type: none"><li>explore themes, character motivation</li><li>discuss ways in which writers achieve their effects</li></ul> |
| <b>A04</b>           | <ul style="list-style-type: none"><li>state opinions</li></ul>                                                                                                                                                     | <ul style="list-style-type: none"><li>communicate a considered personal response</li></ul>                                                       |

## Specification Grid

| Paper    | Assessment Objectives |      |      |      |
|----------|-----------------------|------|------|------|
|          | AO 1                  | AO 2 | AO 3 | AO 4 |
| <b>1</b> | ✓                     | ✓    | ✓    | ✓    |
| <b>2</b> | ✓                     | ✓    | ✓    | ✓    |



## ASSESSMENT

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### SCHEME OF ASSESSMENT

Candidates take:

| Literature in English Paper 1 | Duration          | Weighting |
|-------------------------------|-------------------|-----------|
| Set Texts: Closed Book        | 2 hours 15minutes | 70 %      |

| Literature in English Paper 2 | Duration          | Weighting |
|-------------------------------|-------------------|-----------|
| Unseen Text                   | 1 hour 30 minutes | 30 %      |

## DESCRIPTION OF COMPONENTS

**All papers are compulsory.** Candidates must sit Papers 1 (Set Texts: Closed Books) and 2 (Unseen Text) and are eligible for the award of Grades A to H.

A description of each paper follows.

### **Paper 1 Set Texts: Closed Books** (2 hours 15 minutes) consisting of **60 marks**.

The paper consists of three sections – Section A: Drama, Section B: Poetry, and Section C: Prose. **Candidates must answer one question from each section.**

Candidates must answer at least **one passage-based question** and at least **one essay or 'empathic' question**. All questions carry equal marks.

On each set text there will be a choice of three questions:

For each poetry text, there will be one passage-based question, and two essay questions.

For each drama and prose text, there will be one passage-based question, one essay question, and one 'empathic' question.

All questions will encourage an informed personal response and are designed to test all the Assessment Objectives. In practical terms this means that candidates will be asked to demonstrate:

- personal response: sometimes directly (for example, 'What do you think?', 'What are your feelings about...?') and sometimes by implication (for example, 'Explore the ways in which...');
- knowledge of the text through the use of close reference to details and use of quotations from it;
- understanding of characters, their roles, relationships, situations and themes;
- appreciation of the writer's techniques, methods, and language use.

[Empathic tasks (sometimes known as 'empathetic' or 'creative response' tasks) address the same Assessment Objectives as the essay and passage-based questions. They are intended to test knowledge, understanding and response; and they also give the candidate an opportunity to engage more imaginatively with the text, by the assumption of a suitable 'voice', i.e., manner of speaking, for the character concerned.]

This is a Closed Book paper and so candidates may **NOT** take their set texts into the examination room. For the passage-based questions, the passage is printed on the question paper.

### **Paper 2 Unseen Text** (1 hour 30 minutes) consisting of **20 marks**.

The paper will contain two questions, each requiring critical commentary and appreciation of previously unseen text printed on the question paper.

One of the questions will be based on a literary prose passage (for example, an extract from a novel or short story); the other question will be based on a poem or an extract of a poem.

Candidates must answer **one** question.

It is recommended that candidates spend about 20 minutes reading the question paper and planning their answer. This is included in the time allowed for the paper.

## CURRICULUM CONTENT

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Candidates should be able to demonstrate an appreciation of texts and themes in ways that may range from straightforward knowledge of content and surface meaning to the communication of an informed personal response.

Candidates should study in detail individual texts in the three main literary forms of prose, poetry and drama. **For set texts see Appendix.**

### **Expected Competencies should include the ability to:**

- distinguish text by type: drama, poetry and prose
- distinguish the characteristics of each type of text which separates it from other forms of literature
- identify characters and their roles in the text
- recall and narrate the story or parts of it
- establish the main character and setting
- describe characters, settings, themes and plots in the text
- listen to the different sounds and rhythm of language as found in text for example rhyme and alliteration
- recall sequence of events
- understand stage directions in drama and be able to apply and respect them when reading this type of text
- act out parts of text as required (dramatise)
- paraphrase
- understand and tell the relationship between characters
- select relevant detail from text
- predict outcomes
- compare and contrast situations in text
- distinguish between reality and fantasy
- make use of figurative language e.g. similes, metaphors, personification, symbolism, etc.
- recognise cause and effect
- distinguish viewpoint
- appreciate suspense and understand climax and anti-climax in narrative prose
- detect and explore theme, motivation and symbolism
- comment on and analyse plot, characterization and setting
- empathise (know how a character might feel, etc.)
- employ basic critical terminology
- discuss ways in which writers achieve effects and appeal to all five senses
- state reasons why certain events occurred

- draw inferences
- draw conclusions
- assess the writers' intentions
- state opinions
- argue and support arguments
- interpret
- articulate thought and discuss feelings and attitudes
- integrate apposite quotation and comment
- communicate a considered (well thought) personal response
- ,appreciate the purpose of differences in layout on a page.

## **GRADE DESCRIPTIONS**

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Grade descriptions are provided to give a general indication of the achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend, in practice, upon the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

### **Grade A**

A grade A candidate will have demonstrated the ability to:

- sustain a perspective and convincing response with well-chosen detail of narrative and situation;
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays (tone);
- make much well selected reference to the text;
- respond sensitively and in detail to the way language works in the text;
- communicate a considered and reflective personal response to the text.

### **Grade C**

A grade C candidate will have demonstrated the ability to:

- make a reasonably sustained/extended response with detail of narrative and situation;
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays;
- show some thoroughness in use of the text for support;
- communicate an informed personal response to the text.

### **Grade E**

A grade E candidate will have demonstrated the ability to:

- make some relevant comments in terms of narrative and situation;
- make some reference to the surface meaning of the text;
- make a little reference to the text for support;
- communicate a basic personal response to the text.

## APPENDIX: SET TEXTS FOR JUNIOR CERTIFICATE LITERATURE IN ENGLISH

### Form 1: An Introduction to Literature (examinable internally)

For this level, students should study at least **ONE** type of text, although it is recommended that students be exposed to all three genres. Choice may be made from the following texts:

- When Lightning Strikes - *Nicholas Bushy Mani*
- Small Affairs - *Ken Rowley*
- Tale Of Tamari - *Shimmer Chinodya*
- High Life Low Life – *A. Battersby*
- Reading Matters – *Dorothy Dyer And Glynis Lloyd* (compilers) Short Stories, Poetry, Drama
- Poetry for Pleasure – *Sadler & Hayllar*

The above list is not conclusive. Teachers may use other suitable texts.

### EXAMINABLE TEXTS

#### Section A

Drama (2 texts)

- 1 **Pygmalion** – *George Bernard Shaw*
- 2 **The Gods are Not to Blame** – *Ola Rotimi*

#### Sections B

Poetry

##### **When Fishes Flew and Other Poems**

- *Z.L. Dlamini & D. Vilakati* – compilers

1. **Childhood** – *Frances Cornford*
2. **I Wandered Lonely as a Cloud** – *William Wordsworth*
3. **Those Winter Sundays** – *Robert Hayden*
4. **The Morning Sun is Shining** – *Olive Schreiner*
5. **Once Upon a Time** – *Gabriel Okara*
6. **Grass Will Grow** – *Jonathan Kariara*
7. **An African Thunderstorm** – *David Rubadiri*
8. **My Scars Run Too Deep** – *Beata da Sales*
9. **When I die** – *Alexandre Daskalos*
10. **Wife of the Husband** – *Micere Githae Mugo*
11. **An abandoned bundle** – *Oswald Mbuyiseni Mtshali*
12. **Last Lesson of the Afternoon** – *D.H. Lawrence*
13. **I Met a Thief** – *Austin Bukenya*
14. **The Ways of Love** – *Elizabeth Barrett Browning*
15. **My Story is on the Leaves** – *Sarah Mkhonza*

#### Section C

Prose

1. **The Amaryllis** - *Lucy Dlamini*
2. **The Mending Season** - *Kagiso Lesego Molope*
3. **Africa Kills Her Sun** – *Velaphi Mamba (ed.)* **Section B:**
  1. **Tekayo** – *Grace Ogot*
  2. **Under the shade of the Sahara** – *Zodwa Motsa*
  3. **Me and the Fish God** – *Ato Bedwei*
  4. **A young Man's Anger** – *Nomsa Zindela*
  5. **Excerpt from Eyes are Moving** – *Sarah Mkhonza*
  6. **The Chief's Bride** – *Lucy Z Dlamini*
  7. **The Sisters** – *Pauline Smith*
  8. **Shall I Compare Thee** – *Kenneth Rowley*
  9. **Tomorrow is Forever** – *Modison Magagula*
  10. **The First Christmas Without My Mother** – *Lucy Z Dlamini*
  11. **The Dishonest Chief** – *Ellis Singano and A A Roscoe*