



GCE ADVANCED LEVEL SYLLABUS

0730 ENGLISH LANGUAGE

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(Revised Version)

GCE BOARD

PMB 10,000

Buea

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GENERAL CERTIFICATE OF EDUCATION BOARD
0730 ENGLISH LANGUAGE

1. INTRODUCTION

The syllabus and examination schemes have been designed to take into account the diversified needs of different groups of students, institutions of higher learning, professionals and employers. Advanced Level English also aims at enhancing social interaction.

It is assumed that the content of the syllabus will be taught to candidates who have taken English Language Ordinary Level course AND MUST HAVE HAD A PASS in it.

It is hoped that this will improve on the standards of English in Cameroon.

2. AIMS

The general aims of the syllabus are:

- a. to encourage the teaching and learning of the four basic language skills i.e. listening, speaking, reading and writing, and the sub skills (grammar and vocabulary) in an integrated manner.
- b. to encourage the development of thinking skills e.g. critical, analysis, induction/deduction, synthesis, inference; etc.
- c. to encourage effective communication in speech and writing.
- d. to promote the use of English as a national and international/global language.
- e. to encourage extensive reading and listening, and respond in various ways to different text types.
- f. to promote an advanced proficiency in the language.
- g. to develop creativity, critical thinking, personal initiative, responsibility and accountability in a balanced human personality.

3. GENERAL OBJECTIVES

Candidates will be expected to demonstrate their ability to:

- a. understand and convey information.
- b. understand, select, order and present facts, ideas and opinions.

- c. evaluate information in reading material and in other media and select what is relevant to specific purposes.
- d. recognise implicit meaning, attitude and point of view.
- e. show a sense of audience and awareness of style in a variety of situations.
- f. listen to, read, understand, speak and write English that is acceptable in national and international and global circles.
- g. exercise control of appropriate structures and conventions, including punctuation and spelling.
- h. understand the current trends in English Language including social appropriateness and gender sensitivity.
- i. develop the ability to write for a variety of purposes and audiences in a variety of forms.
- j. build competence in the different registers in English.
- k. read any literary text in English well and write confidently using clear English grammar.
- l. make use of literary and non-literary discourse.

4. ASSESSMENT OBJECTIVES.

- a. Reading Comprehension, Composition and Summary will assess Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation
- b. Grammar and Vocabulary will assess Knowledge, Comprehension, Application and Analysis
- c. Speech work will assess Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation

5. STRUCTURE OF THE EXAMINATION

Evaluation will be focused on the written examination.

The written examination will consist of **THREE PAPERS** for a total of **SIX** hours.

PAPER 1

This will consist of 50 Multiple Choice Questions to be answered in 1 hour 30 minutes and distributed as follows:

Section A – Reading Comprehension

Section B – Speech Work

Section C – Grammar

Section D – Vocabulary

PAPER 2

This will consist of **THREE** Sections to be answered in 2 hours 15 minutes.

Section A – Composition

Section B – Prescribed texts

Section C – Creative writing

PAPER 3

This will consist of **THREE** Sections to be answered in 2 hours 15 minutes.

Section A – Summary Writing

Section B - Text Reconstruction

Section C - Editing

The structure of the examination is represented in the following table:

Paper	Section	Name	Type of questions	Duration	No of questions set	No of questions to be answered	Marks	Weighting
1	A	Reading comprehension	MCQ	35mins	10	10	10	
	B	Speech Work	MCQ	15mins	10	10	10	30
	C	Grammar	MCQ	25mins	20	20	20	
	D	Vocabulary	MCQ	15mins	10	10	10	
Total	4			1 h 30	50	50	50	
2	A	Composition	Essay	45mins	6	1	20	
	B	Prescribed Texts	Essay	45mins	4	1	20	35
	C	Creative Writing	Essay	45mins	2	1	20	
Total	3			2 h 15	14	3	60	
3	A	Summary Writing	Structured writing	45mins	1	1	15	
	B	Text Reconstruction	Structured writing	45mins	1	1	15	35
	C	Editing	Structured writing	45mins	1	1	15	
TOTAL	3			2 h 15	3	3	45	

6. THE SYLLABUS

6.1. WRITTEN EXAMINATION

PAPER 1

A. Reading comprehension

Aims

- Encourage the teaching and learning of the reading skills
- Encourage reading with understanding of textual material on varied topics
- Increase learner's vocabulary
- Foster a love for extensive/intensive reading

Objectives

- a. Test the ability to read various kinds of material
- b. Test the ability to respond in different ways to various kinds of material
- c. Test the ability to infer the meaning and use of words in context

Content

The examination will be set on one or more passages totalling about 750 to 1,000 words in length. The passages may not have the same subject matter. There will be a total of 10 questions in this section; they will be of multiple-choice type and carry a total of 10 marks.

B. SPEECH WORK

Aims

- a. Develop learners' ability to speak fluently and interactively.
- b. Enable learners to practise use of language items - grammar, vocabulary and other language features.
- c. Develop spoken English that is easily understood.
- d. Develop spoken language that satisfies communicative needs and thus increases self-confidence.
- e. Enhance speech-monitoring abilities and speech-modification strategies.
- f. Enhance appropriate articulation with a bias to stress and intonation.

Objectives

- a. Enable learners to master the combination of English consonant and vowel sounds
- b. Enable learners to make the difference between English vowel and consonant sounds
- c. Enable learners to read and spell unknown words
- d. Enable learners to increase their sight –word vocabulary

- e. Enhance learners' ability to analyse authentic speech data and services;
segmental and supra-segmental elements of phonology
- f. Enable learners to do phonemic transcription well

CONTENT

This section will consist of **TEN** (10) multiple choice questions and will carry ten marks.

C. GRAMMAR

Aims

- a. Encourage the learning of grammar which is the basis of the English Language
- b. Encourage the mastery and application of rules of grammar
- c. Improve communication since there is little effective communication without an adequate language base
- d. Encourage understanding of the basic features and functions of the English Language

Objectives

- a. Enable the teacher and the learner to pay more attention to grammar
- b. Enable the learner to understand, and be understood

Content

This section will consist of 20 multiple-choice questions and will carry 20 marks.

D. VOCABULARY

Aims

- a. Encourage the learner to increase his/her vocabulary use
- b. Encourage him/her to pay more attention to word use

Objectives

- a. Enable the learner to understand the meaning and use of words in context
- b. Enable the learner to understand and use a wide range of idioms and figures of speech

Content

This section will consist of 10 multiple-choice questions and will carry 10 marks.

PAPER 2: WRITING

COMPOSITION, PRESCRIBED TEXTS, CREATIVE WRITING.

A. COMPOSITION

Aims

Encourage learners to:

- a. write English accurately, with correct spelling, punctuation, grammar and good handwriting.
- b. express themselves in correct English.

Objectives

Enable learners to:

- a. acquaint themselves with a variety of written modes.
- b. show relevance to the topic chosen.
- c. be creative.
- d. arrange their ideas logically and coherently.
- e. express an appropriate point of view and show a sense of audience.
- f. engage in independent reflection inquiry.

Content

This section will consist of **SIX** composition topics for candidates to write on **ONE** and will carry 20 marks.

MARK DISTRIBUTION:

Content and Organisation: 10 marks

Expression: 8 marks

Accuracy: 2 marks

B. PRESCRIBED TEXTS

Aims

- a. Expose learners to language usage in varied registers
- b. Encourage learners to cultivate a reading culture
- c. Encourage learners to read extensively
- d. Encourage the teaching and learning of reading skills

Objectives

- a. Enable the learner to understand and respond appropriately to various text types
- b. Enable the learner to read, analyse and evaluate different forms of information
- c. Enable the learner to identify and respond to main ideas of texts
- d. Enable the learner to use the information to write clearly and coherently
- e. Enable the learners to be creative
- f. Enable learners to analyse the different ways which writers' and speakers' choices of language, of form and structure help to produce meaning and style
- g. Enable learners to respond personally to texts through critical thinking and analyses
- h. Enable learners to analyse the different strategies writers employ to communicate with their intended audiences
- i. Enable the learners to have a literary corpus for language learning

- j. Use appropriate writing conventions to present a personal critical response to different literary text types
- k. Enable learners to identify and analyse themes, character traits and literary techniques
- l. Discuss or substantiate and illustrate point of view

Content

The questions will be set on FIVE prescribed texts. Candidates will be expected to use information from the texts and respond appropriately. There will be a total of FOUR questions to answer ONE. They will be of essay type and extracts, and will carry 20 marks.

C. CREATIVE WRITING

AIMS

- a. Develop an appreciation of different concepts and techniques in studying English Language
- b. Develop critical and informed reactions to texts
- c. Enable learners to write effectively, creatively, accurately and appropriately in different contexts and for particular purposes

OBJECTIVES

- a. Analyse and synthesise language data from a variety of sources
- b. Show an understanding of linguistic issues, concepts, methods and approaches
- c. Predict, recognise and analyse different responses made as a result of the strategies writers and speakers use to communicate with their targeted audiences
- d. Report on proceedings of meetings, seminars, workshops, conferences, etc and make news reports

- e. Produce sketches, poems, etc; write short stories, plays, etc and envisage beginning or ending of stories, etc.

Content

This section will consist of TWO questions for candidates to write on ONE and will carry 20 marks. Candidates are expected to write between 200 and 250 words.

PAPER 3: LANGUAGE ANALYSES AND PRODUCTION

SUMMARY WRITING, TEXT RECONSTRUCTION AND EDITING

GENERAL AIMS

- a. Encourage learners to identify and extract important and relevant information from a text
- b. Encourage learners to use the information to write clearly and coherently in a specified number of words and paragraphs
- c. Encourage learners to write with a purpose and for a particular audience

GENERAL OBJECTIVES

Enable learners to:

- a. respond to stimulus material.
- b. select and present facts.
- c. review, organise and edit varied texts.
- d. write different text types.
- e. slant and format information appropriately.
- f. respect word and paragraph limits.

SPECIFIC AIMS and OBJECTIVES

Section A: SUMMARY WRITING

Aims

- a. Use appropriate strategies to summarise a text without altering the meaning of original text.

Objectives

- a. Paraphrase where necessary, using their own words.
- b. Present a personal critical response to different literary text types.

Content

This section will consist of ONE compulsory question and will carry 15 marks.

Section B: TEXT RECONSTRUCTION

Aims

- a. Develop a critical and informed response to different text types in a range of forms, styles and contexts designed for various audiences.
- b. Develop an appreciation of different concepts and techniques in the study of different text types.
- c. Enable candidates to make inferences and determine sequence.
- d. Improve reading and comprehension.

Objectives

- a. Retell, summarise or build different texts types in a proper sequence.
- b. Make productions as a result of form-focused tasks.
- c. Improve expressive ability, using different genre types.
- d. Build a body of knowledge connected meaningfully to a given text.

Content

This section will consist of ONE compulsory question and will carry 15 marks.

Section C: EDITING

Aims

- a. Select and prepare different text materials (written, visual, audible, cinematic or photographic) to convey information.
- b. Promote clarity of ideas and an effective writing skill.
- c. Develop the ability to organise content, paragraph structure in any piece of writing.
- d. Expose learners to grammar as a resource in shaping accurate and effective communication.
- e. Improve reading and comprehension.

Objectives

- a. Correct, condense, organise or modify given material to produce correct consistent, accurate and complete work.
- b. Identify and explain text structures and language features used in different texts like informative, persuasive and imaginative texts.
- c. Facilitate understanding of specific text types or topics with focus on language features used.
- d. Control and internalise of linguistic knowledge.
- e. Sort out and sift appropriate material from different text types.

Content

This section will consist of ONE compulsory question and will carry 15marks.

7. SYLLABUS GUIDELINES

Several of these objectives will be assessed in any one examination.

7.1. READING COMPREHENSION

Candidates will be expected to:

- a. answer different types of questions on selected passages.
- b. answer questions related to grammar, vocabulary and literary aspects of selected passages.
- c. recognize the main idea and supporting details in textual material.
- d. select essential information from a paragraph.
- e. identify the writer's purpose, point of view and intended meaning; also make inferences and use deductions.
- f. identify the meaning of words and expressions (including unfamiliar ones) in context.
- g. interpret figures of speech.
- h. identify the writer's attitude to his/her subject.
- i. provide solutions to a problem.
- j. read to identify chronological order in a series of events in a passage; differentiate between facts and opinion, and make out other people's views on a subject.
- k. summarise; synthesise information from more than one source; recognise similarities between ideas in texts.
- l. identify text types: speech, lecture, story, etc.
- m. identify parts of a speech.
- n. recognise discourse markers, enumeration, addition, contrast, cause and effect, illustration, etc.
- o. recognise markers for exemplification and explanation, and sequence indicators.
- p. recognise redundancies: restatements, repetitions, oppositions, explanations and sequence indicators.
- q. understand relations between parts of a text through lexical cohesive

devices as well as grammatical cohesive devices e.g. pronoun references - it, she, etc.

- r. use critical reasoning to evaluate textual material.

7.2. GRAMMAR

Candidates will be tested in:

- a. Main parts of speech: noun, verb, adjective, pronoun, adverb, preposition and conjunctions.
- b. Nouns: count and the non-count nouns; note should be taken of nouns that do not take plural forms, (e.g. information); quantifiers (much, a lot of, etc.) should be used correctly.
- c. Verbs: tenses, mood, modals (can, may, etc.), voice; reported speech.
- d. Verbal: gerund, infinitive and participle.
- e. Pronouns: all the forms (including correct combination with other words and when to be omitted).
- f. Determiners: articles, numerals, possessive adjectives, quantifiers; etc.
- g. Sentences: simple, compound, complex, and compound-complex.
- h. Sentences: agreement, fragments, run-on sentences, dangling and misplaced modifiers.
- i. The clause, noun, adjective, adverb and preposition.
- j. Comparatives and superlatives.
- k. Conjunctions.
- l. Word order: in questions, question tags, requests, some phrases: adjectives and nouns; main verb and auxiliary; enough/adjective; participle and adverb; relative pronoun and preposition.

- m. Word forms: how these alter depending on the position in the sentence and the part of speech.
- n. Punctuation.

7.3. VOCABULARY

Candidates will be tested in:

- a. Word choice: correctness and appropriateness of words; redundancy and malapropism.
- b. Recognition of simple connotations and figures of speech.
- c. Affixes: prefixes and suffixes.
- d. Formation of words.
- e. Synonyms and antonyms, homonyms, homophones.
- f. Words often confused, etc.
- g. Expressions: figurative; idiomatic.
- h. Spelling.
- i. Correct English used.

7.4. SUMMARY WRITING AND TEXT RECONSTRUCTION

The text types include:

- a. Informal letters
- b. Formal letters
- c. Newspaper articles
- d. Reports
- e. Speech
- f. Debate
- g. Talks/lectures
- h. Minutes of a meeting
- m. Discourse

n. Stories

7.5. COMPOSITION

The essay will be assessed under:

Content and Organization:

The writing will be expected to show relevance to the topic, creativity, logical arrangement of ideas and paragraphing, liveliness and freshness of imagination and progression from the introduction through the development to the conclusion. There should be an appropriate point of view, and a sense of audience.

Expression:

The candidate's writing should reflect a range of skills of expression and appropriate style in relation to the content. Credit will be awarded for positive qualities such as clarity, coherence, adequacy, range and aptness of vocabulary, judicious and imaginative use of figurative language and ability to suit tone to the reader/audience.

Accuracy:

Candidates will be expected to write accurately, without lapse in syntax and sentence structure. Common words should be spelt correctly and punctuation should contribute to the sense, rather than impede it. Although quality is more important than quantity, the composition should not be less than 500 words in length. There will be a proportionate deduction of marks if the composition is shorter than this.

Content

- a. Narrative
- b. Descriptive
- c. Expository and discursive
- d. Argumentative

- e. Open-ended (one-word)
- f. Reacting to visual stimuli: Pictures, cartoons, etc

NB:

- a. Candidates should be trained to use the name and address provided to conceal their identity.
- b. Candidates must suit their style and point of view to the reader and kind of writing.
- c. Candidates must not use obscene language.

7.6. PRESCRIBED TEXTS

Candidates will be tested on the ability to:

- a. analyse different forms of information e.g. similarities and differences, advantages and disadvantages, problems and solutions, causes and effects, actions and consequences, etc.
- b. identify and respond to main ideas such as sequences of arguments, drawing conclusions, stating facts and opinions.
- c. develop ideas coherently with appropriate words and sentences.
- d. identify the writers' purpose and intended meaning.
- e. summarize and synthesize information from prescribed texts.
- f. use critical reasoning to analyse and evaluate texts.

Candidates will be assessed more on expression, accuracy, clarity, coherence, adequacy range and aptness of vocabulary, judicious and imaginative use of figurative language and the ability to appropriately link essay with prescribed texts.

EDITING

Text types include:

Extracts from texts

Newspapers

Journals

Books

Academic papers

Research papers

Articles

Minutes of a meeting

Reports

Talks/ lectures

Speeches

Debates

Formal and Informal letters

Short stories

A. TEXTBOOKS

Etherton, A.R.B (n.d.). Mastering Modern English

Students' Companion

Simo, B.A. (n.d.) Watch your English.

The New First Aid in English

Ndongmanji.(n.d.)Basics of Traditional Grammar. Pearson Longman

English Across Disciplines

Mastering English for High School

B. PRESCRIBED TEXTS

PROSE: -A Cameroonian novel

-An African-European novel

-An American novella

DRAMA: -An African play

POETRY: - Collection of poems from an Anthology of Poetry

C. REFERENCE MATERIAL FOR TEACHERS

a. Writer's Choice: Composition and Grammar

b. The Writer's Handbook

c. Cambridge University Press Material

PAPER 2

SECTION B: PRESCRIBED TEXTS

DRAMA: Three Short Plays –The Swamp Dwellers *by* Whole Soyinka (African Text)

PROSE: 1)Twilight of Misty Foliage *by* Ben Jama (A Cameroonian novel)

2) Unanswered Cries *by* Osman Conteh (An African European novel)

3) The Old Man and The Sea *by* Ernest Hemingway (An American novella)

POETY: Cosmic Anthology To Poetry(ed.) *by* Vainer and Kaby

1) Corruption In The Country	Adebayo Oluwatobi
2) Exploitation	Amos Brazzoli
3) Faceless	Anichebe Chinenye
4) If We Must Die	Claud Mckay
5) Human Degration	Daljit Khankhana
6) Cruel Megalomaniacal Leaders	Francis Duggan
7) Keep Peggin' Along	James Conway Jackson
8) Deceit	Jayme Chapin
9) You Can't Buy Me	John Chizoba Vincent
10) Moral Decay Of Society	Margaret Bailey
11) How Can I Sing	Odia Ofeimun
12) Africa's Plea	Roland Tombekai Dempster
13) If	Rudyard Kipling
14) Just A Word	Shiekha A El-Miskery
15) Power of Corruption	Surenda Deo (S.D) Tiwari
16) Time To Stop Struggling	Tanya
17) Corruption	Theophilus Katon Chidonku
18) I Am An African	Wayne Visser

These texts will be tested alongside the old texts in the 2024/2025 Academic Year.