

HKUGA College Literature in English Handbook

1. Introduction

The study of literature helps learners develop a humanistic outlook on life and further enhances their personal growth, empathy and their awareness of the relationship between literature and society. Through a close interaction with literary or creative works of different cultures which portray a diverse range of human thought, emotion and experience, learners are able to gain knowledge and understanding of the nature of human existence and to develop insights into and an appreciation of the world and of the society in which they live.

Seeking to represent the human situation through a creative, emotive use of language, literary or creative texts are capable of offering learners much aesthetic, intellectual and emotional pleasure.

1.1 The Study of Literature in English and Teaching Methods

The study of literature in English has many practical aspects: it provides ample opportunities for learners to develop their creativity, sharpen their critical and analytical skills, and enhance their language proficiency. It broadens their awareness of the culture of different places where English is used, and enhances their appreciation and understanding of Hong Kong as a culturally diverse society. On the other hand, the intellectual, aesthetic and emotional qualities which Literature in English helps learners develop, prepare them for further study or work, particularly in areas such as publications and the media, where creativity, critical thinking and intercultural understanding are highly valued. Besides, the study of literature helps students in understanding themselves and the people around them better as the analysis of characters' development would enhance their appreciation of human nature and different personalities. Accordingly, apart from the teacher's input in lessons, students engage in independent research and work collaboratively in groups. Class discussions and student presentations will inform the curriculum of Literature in English throughout.

2. Aims and Objectives

The aims of the Literature in English curriculum are to enable learners to:

- appreciate and enjoy a wide range of literary or creative texts and other related cultural forms;
- develop their capacity for critical thinking, creativity, self-expression, personal growth, empathy and cultural understanding;
- enhance their awareness of the relationship between literature and society;
- develop a greater sensitivity to and control over the nuances of the English language; and
- be adequately prepared for areas of further study or work, where qualities promoted in the study of literature, such as creativity, critical thinking and intercultural understanding, are highly valued.

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3. Curriculum and Delivery

The curriculum of each year level will be delivered in the order stated below.

| | Cohort sitting the DSE in 2025 | Cohort sitting the DSE in 2027 |
|----|---|---|
| S4 | Set novel: <i>Rebecca</i> | Set novel: <i>Rebecca</i> |
| S5 | Set film: <i>Vertigo</i> Set play: <i>The Merchant of Venice</i> | Set play: <i>The Merchant of Venice</i> SBA Preparation |
| S6 | Revision of concepts and content covered in S4 and S5 SBA completion | Revision of concepts and content covered in S4 and S5 SBA completion |

Parallel to the set texts above will be:

- Selected set stories according to the HKDSE set text list
- Selected set poems from the poetry anthology *The Rattle Bag* according to the HKDSE set text list
- Poetry appreciation beyond the set texts
- Exploration and creation of poetry: participation in the Hong Kong Budding Poets Award
- Development of essay writing skills and the art of literary analysis
- SBA (**Cohort sitting the DSE in 2025**): The SBA component of Literature in English constitutes 20% of the total weighting for the subject. It involves the preparation of work of around 2000 to 2500 words on **either**:
 1. an extended essay on a theme/work/writer connected to the learner's study in the subject **OR**
 2. an analytical study / review of a film / play / performance **OR**
 3. (a) piece(s) of creative writing.
- SBA (**Cohort sitting the DSE in 2027**): The SBA component of Literature in English constitutes 20% of the total weighting for the subject. It involves the preparation of work of around 2000 to 2500 words on either:
 1. an analytical study of at least one film/ filmmaker/ film genre **OR**
 2. an essay on a topic related to at least one film/ filmmaker/ film genre

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4. Assessment

Assessment is based on continuous formative assessment completed throughout the year and summative end of term / end of year examinations.

The ongoing continuous work (formative assessment) is worth 40% of the final year mark and the examination (summative assessment) is worth 60%. The final mark is then converted into a grade on a 5** – 1 scale.

Conversion of Percentage to Grade

| Percentages | Grades |
|--------------------|---------------|
| 75% or above | 5** |
| 65% – 74% | 5* |
| 58% – 64% | 5 |
| 51% – 57% | 4 |
| 43% – 50% | 3 |
| 31% – 42% | 2 |
| 30% or below | 1 |

4.1 Continuous Formative Assessment

Under the policy of continuous assessment of the school, students need to keep a file of their work. Continuous evaluations are made about students' familiarity with the background and content of literary and film texts as well as the techniques employed by the writers/filmmakers in their works. Students need to be able to give informed personal responses, both verbally and in writing. They need to be able to write clear, succinct answers which will demonstrate critical and analytical skills. Most importantly, students should have the ability to express themselves informally and imaginatively in portfolio work which relates topics of literary significance to issues of importance in contemporary culture.

4.2 Summative Assessment

Students will be examined twice a year (in January and in June). The examination papers will follow the spirit and format of the HKDSE papers.

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5. The Role of Parents at Home

Parents should encourage students to read in English as much as possible and keep a record of the books they read. Teachers will provide reading suggestions and encourage both breadth and depth in their reading. Parents should also encourage students to go and watch English language films and theatre productions whenever the opportunity arises.

6. The Role of E-learning

Teachers will make frequent use of technology to enhance learning where possible. This includes sharing of work online, peer assessment, collaborative work as well as judicious use of appropriate e-learning platforms and apps.

7. Guidelines on the Use of AI

Guideline on AI-assisted Learning

AI tools, such as ChatGPT, can be valuable resources for learning the English language, but they should be used responsibly and ethically.

Encouraged Uses:

- 1. Research and Information Gathering:** Use AI to quickly access a wide range of information on topics covered in lessons.
- 2. Idea Generation and Brainstorming:** Utilise AI to generate initial ideas for essays, projects, or presentations.
- 3. Self-directed Learning:** AI can help in providing suggestions for improving written work.
- 4. Concept Explanation:** Request AI to explain complex concepts in simpler terms or provide additional examples.

Important Considerations:

- 1. Always Verify Information:** AI can sometimes provide inaccurate or biased information. Always cross-check information from reliable sources.
- 2. Develop Critical Thinking:** Don't rely solely on AI for answers. Use it as a tool to enhance your own understanding and analysis.
- 3. Protect Privacy:** Be mindful of the personal information you share with AI tools.

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Guideline on ethical use of AI (Important)

Using AI Responsibly in Your Work

1. **Cite AI Sources:** If you use AI-generated content in your work, be transparent and cite it appropriately.
2. **Avoid Plagiarism:** Never submit AI-generated work as your own. This is a serious academic offense. Copying and pasting or slightly modifying AI-generated text is not considered original work too, even if cited.
3. **Mandatory Declaration of Original Work:** When submitting project work, students must attach a declaration form confirming that the project is entirely their own work and that any external sources or AI assistance used have been fully acknowledged.

Penalties for Unethical AI Use

The unethical use of AI for assignments or projects carries serious consequences. Penalties will be determined based on the severity and frequency of the offense and may include:

- A written reprimand and warning.
- A reduced or capped mark for the affected coursework or project.
- A zero mark for the affected coursework or project.
- A requirement to repeat the coursework or project (if a repeat is granted).
- Additional disciplinary actions as outlined in the school policies.

Please note that multiple penalties may be applied depending on the nature of the offense.

Other Reminders

- Consult your teacher if you have questions about using AI.
- By adhering to these guidelines, you can harness AI's power to enhance your learning while maintaining academic integrity and responsible digital citizenship.