

Term	Week	Topic
1	1 – 2	<b>Unit 1 (Prose 1): <i>The Borrowed Boy</i> by Alfian Sa'at</b> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation</b> <ul style="list-style-type: none"> <li>– How are the characters of Junaidah, her husband, Haikel (her son) and Mydeen portrayed in this story?</li> </ul> </li> <li>• <b>Theme: Conflict</b> <ul style="list-style-type: none"> <li>– What are the external and internal conflicts experienced by Junaidah?</li> <li>– How do these conflicts reveal Junaidah's character development?</li> </ul> </li> <li>• <b>Theme: Marginalisation</b> <ul style="list-style-type: none"> <li>– How is marginalisation portrayed through the character of Mydeen?</li> </ul> </li> </ul> <b>Unit 2 (Poetry 1): <i>Watching my man polishing his shoes</i> by Pooja Nansi</b> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Reader's Impression</b> <ul style="list-style-type: none"> <li>– How does the writer portray the man in the poem?</li> <li>– How do we, as readers, respond and feel about a character?</li> </ul> </li> <li>• <b>Writer's Craft: Diction</b> <ul style="list-style-type: none"> <li>– How does the speaker's word choice reveal the speaker's feelings?</li> </ul> </li> </ul>
	3 – 4	<b>Unit 2 (Poetry 1): <i>Watching my man polishing his shoes</i> by Pooja Nansi (Cont.)</b> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Reader's Impression</b> <ul style="list-style-type: none"> <li>– How does the writer portray the man in the poem?</li> <li>– How do we, as readers, respond and feel about a character?</li> </ul> </li> <li>• <b>Writer's Craft: Diction</b> <ul style="list-style-type: none"> <li>– How does the speaker's word choice reveal the speaker's feelings?</li> </ul> </li> </ul>
	5 – 6	<b>Unit 2 (Poetry 1): <i>Watching my man polishing his shoes</i> by Pooja Nansi (Cont.)</b> <ul style="list-style-type: none"> <li>– Poetry Practice Paper</li> <li>– Error Analysis</li> </ul> <ul style="list-style-type: none"> <li>• <b>Weighted Assessment (WA1): Unseen Poetry [25 marks]</b></li> </ul>
	7 – 8	<ul style="list-style-type: none"> <li>• <b>Post WA1 Error Analysis</b></li> </ul> <b>Unit 3 (Prose 2): <i>Margarine and the Syrian Refugee Project</i> by Koh Choon Hwee</b> <ul style="list-style-type: none"> <li>• <b>Writer's Craft: The First-Person Narrative Voice (Literary Device)</b> <ul style="list-style-type: none"> <li>– What effect does the first-person narrative voice have on the readers?</li> <li>– How does the first-person narrative voice help us understand the character of the (nameless) narrator in the story?</li> </ul> </li> <li>• <b>Character &amp; Characterisation: Getting to Know Marjorie and Nabilah</b> <ul style="list-style-type: none"> <li>– How has the relationship between Marjorie and Nabilah changed in the story?</li> <li>– What role does the narrator play in the relationship between Marjorie and Nabilah?</li> </ul> </li> </ul>

	9 – 10	<p><b>Unit 3 (Prose 2): <i>Margarine and the Syrian Refugee Project</i> by Koh Choon Hwee (cont.)</b></p> <ul style="list-style-type: none"> <li>• <b>Writer's Craft: The First-Person Narrative Voice (Literary Device)</b> <ul style="list-style-type: none"> <li>– What effect does the first-person narrative voice have on the readers?</li> <li>– How does the first-person narrative voice help us understand the character of the (nameless) narrator in the story?</li> </ul> </li> <li>• <b>Character &amp; Characterisation: Getting to Know Marjorie and Nabilah</b> <ul style="list-style-type: none"> <li>– How has the relationship between Marjorie and Nabilah changed in the story?</li> <li>– What role does the narrator play in the relationship between Marjorie and Nabilah?</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Unit 5 (Prose 3): <i>Caveman</i> by Clara Chow (March Holiday Assignment)</b> <ul style="list-style-type: none"> <li>– Analysis of <i>Caveman</i></li> <li>– Essay Question (Practice Paper)</li> </ul> </li> </ul>		

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2	1 – 2	<b>Unit 4 (Poetry 2): <i>The Cord</i> by Leanne O' Sullivan</b> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Reader's Impression</b> <ul style="list-style-type: none"> <li>• How does the writer portray the man in the poem?</li> <li>• How do we, as readers, respond and feel about a character?</li> </ul> </li> <li>• <b>Writer's Craft: Diction</b> <ul style="list-style-type: none"> <li>• How does the speaker's word choice reveal the speaker's feelings?</li> </ul> </li> <li>– <b>Poetry Practice Paper and Error Analysis</b></li> </ul>
	3 – 4	<ul style="list-style-type: none"> <li>• <b>Unit 5 (Prose 3): <i>Caveman</i> by Clara Chow (March Holiday Assignment)</b> <ul style="list-style-type: none"> <li>– Holiday Assignment (Marked and to be returned): Error Analysis</li> </ul> </li> <li>• <b>MYE Revision and In-Class Practice Papers (Prose &amp; Unseen Poetry)</b></li> </ul>
	5 – 6	<ul style="list-style-type: none"> <li>• <b>MYE Revision and In-Class Practice Papers (Prose &amp; Unseen Poetry)</b></li> </ul>
	7 – 8	<ul style="list-style-type: none"> <li>• <b>MYE</b></li> </ul>
	9 – 10	<ul style="list-style-type: none"> <li>• <b>Post MYE: Error Analysis</b></li> </ul> <b>Unit 6 (Prose 4): <i>Identity</i> by Latha</b> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Getting to Know the Protagonist / Other Characters</b> <ul style="list-style-type: none"> <li>– What impressions do readers have of the nameless protagonist and the characters in her family?</li> <li>– How do her family members treat her and how do their actions and words affect the protagonist?</li> </ul> </li> <li>• <b>Theme: Marginalisation of the Protagonist</b> <ul style="list-style-type: none"> <li>– In what ways do we view the protagonist as a marginalised character in the story?</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Unit 7 (Prose 5): <i>The Moral Support of Presence</i> by Karen Kwek (June Holiday Assignments)</b> <ul style="list-style-type: none"> <li>– <b>Annotation of <i>The Moral Support of Presence</i></b></li> <li>– <b>Analysis and Self-Study of <i>The Moral Support of Presence</i></b></li> </ul> </li> </ul>

Term	Week	Topic
3	1 – 2	<p><b>Unit 5 (Poetry 3): <i>The Cord</i> by Leanne O' Sullivan</b></p> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Reader's Impression</b> <ul style="list-style-type: none"> <li>• How does the writer portray the man in the poem?</li> <li>• How do we, as readers, respond and feel about a character?</li> </ul> </li> <li>• <b>Writer's Craft: Diction</b> <ul style="list-style-type: none"> <li>• How does the speaker's word choice reveal the speaker's feelings?</li> </ul> </li> </ul> <p><b>Unit 8 (Prose 6): <i>What They're Doing Here</i> by Yu-Mei Balasingamchow</b></p> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Getting to Know the Protagonist / Other Characters</b> <ul style="list-style-type: none"> <li>– What impressions do readers have of the nameless protagonist and the characters in her family?</li> <li>– How do her family members treat her and how do their actions and words affect the protagonist?</li> </ul> </li> <li>• <b>Theme: Marginalisation of the Protagonist</b> In what ways do we view the protagonist as a marginalised character in the story?</li> </ul>
	3 – 4	<p><b>Unit 8 (Prose 6): <i>What They're Doing Here</i> by Yu-Mei Balasingamchow (cont.)</b></p> <ul style="list-style-type: none"> <li>• <b>Character &amp; Characterisation: Getting to Know Atiqah and Zul</b> <ul style="list-style-type: none"> <li>– What impressions do readers have of Atiqah and Zul?</li> </ul> </li> <li>• <b>Theme: Marginalisation</b> <ul style="list-style-type: none"> <li>– In what ways were Atiqah and Zul marginalised, as food stallholders, in this story?</li> </ul> </li> <li>• <b>Symbolism: Hands and Handholding</b> <ul style="list-style-type: none"> <li>– In what ways are Zul's and Atiqah's hands significant in the story?</li> </ul> </li> <li>• <b>Preliminary Exam: Revision</b></li> </ul>
	5 – 6	<ul style="list-style-type: none"> <li>• <b>Preliminary Exam</b></li> </ul>
	7 – 8	<ul style="list-style-type: none"> <li>• <b>Post-Preliminary Exam Analysis</b></li> <li>• <b>N Level Examinations (Revision)</b></li> </ul>
	9 – 10	<ul style="list-style-type: none"> <li>• <b>N Level Examinations (Revision)</b></li> </ul>

Term	Week	Topic
<b>4</b>	1 – 2	• N Level Examinations
	3 – 4	• N Level Examinations
	5 – 6	
	7 – 8	

**Note:** This scheme of work provided does not include non-weighted assignments which would be assigned to students periodically to assess their learning and progress for the subject