ACKNOWLEDGEMENTS

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- Publishers
- Zimbabwe School Examinations Council (ZIMSEC)
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10.1 Resource List
1.0 PREAMBLE

1.1 INTRODUCTION

The Forms 5 – 6 Literature in English syllabus enhances learners` ability to appreciate, analyse and present arguments (views, opinions) comprehensively. The syllabus endeavours to instil the principles of inclusivity, acceptable attitudes, values and habits. Literature is a vehicle through which Unhu/Umbuntu/Vumunhu (societal norms and values) and experiences of Zimbabweans, Africans and other peoples of the world are interrogated. For this reason, the Zimbabwean and the Comment and Appreciation Papers have been made compulsory.

1.2 RATIONALE

The syllabus is intended to sharpen and broaden the learners` appreciation of different genres (poetry, prose and drama). It enhances analytical skills and creates independent thought. The syllabus cultivates heritage awareness, patriotism and tolerance of other peoples and their cultures. The learners` knowledge enables them to discern and handle social relations objectively. The syllabus promotes enterprise skills through creative writing, audio-visual performances, public displays and creative arts. In addition, learners will acquire the following life skills:

- Communication
- Creative writing and Innovation
- Self-management and Moral judgment
- Problem solving
- Leadership skills and Teamwork
- Technology integration
- Research
- Decision making
- Conflict resolution

1.3 SUMMARY OF CONTENT

The Forms 5 and 6 Literature in English syllabus covers literature from Zimbabwe, Africa and the rest of the world. The emphasis is on the analysis and evaluation of experiences of various peoples and how writers use language and style to convey meaning. The syllabus focuses on the study of drama, poetry and prose.
1.4 ASSUMPTIONS

It is assumed that the learner:

• is able to read and communicate views on a text independently
• has studied different genres of literature and can identify different techniques used in such
• can comment on contemporary issues such as HIV and AIDS, poverty, corruption and gender raised in texts
• is able to identify and explain plot, setting, themes and characters in a given text

1.5 CROSS-CUTTING THEMES

The following cross-cutting themes should be addressed through the teaching and learning of Literature in English at Forms 5 and 6:

• Children’s Rights and Responsibilities
• Communication
• Gender Equity
• Human Rights
• Sexuality, HIV and AIDS
• Disaster Risk Reduction
• Heritage Studies
• Collaboration
• Environmental Issues
• Guidance and Counselling
• Enterprise Skills
• Life Skills

2.0 PRESENTATION OF SYLLABUS

The Literature in English syllabus is presented as a single document that covers Forms 5 and 6.
3.0 AIMS

The syllabus aims to:

- develop an appreciation of, and an informed personal response to Literature in English in a variety of texts in different genres and from different historical periods and cultures
- develop skills of critical literary analysis
- enrich learners’ qualities of Unhu/Ubuntu/Vumunhu; strengthening patriotism and appreciation of national culture and heritage
- empower learners with relevant knowledge and skills to solve problems in different situations
- cultivate a culture of intensive and extensive reading for personal development and enrichment
- enhance enterprise skills in learners for self-sustenance

4.0 SYLLABUS OBJECTIVES

It is expected that by the end of the two-year period of study, learners will be able to:

- appreciate the contexts in which literary works are written and understood
- comment on the ways in which writers’ choices of form, structure and language shape meaning
- produce knowledgeable, independent opinions and judgements on literary texts
- communicate clearly and effectively the knowledge, understanding and insight appropriate to Unhu/Ubuntu/Vumunhu philosophy in Zimbabwean and other literatures
- relate literary works to their personal and social experiences
- read a variety of texts for enjoyment and personal enrichment
- create their own literary works
- use ICT skills to research on a variety of literary issues and cross cutting themes
- use literary skills to start and manage own businesses

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 METHODOLOGY
Interactive, multi-sensory and holistic approaches are recommended to enhance inclusive participation in the teaching and learning of Literature in English. In this regard, the following learner-centred methodologies are suggested in order to enrich and develop the learners:

- Research
- Discussions
- Presentations
- Seminars
- Debate and public speaking
- Theatre and drama
- Educational tours
- Use of ICT tools
- Interviews
- Use of resource persons

5.2 Time Allocation

The learning area should be allocated at least 10 periods of 35-40 minutes per week and at least 2 Educational Tours, that is, one in Form 5 and one in Form 6.

6.0 TOPICS

- Genres
- Critical Appreciation
- Background to set texts
- Setting
- Plot
- Themes
- Literary techniques
- Characterisation
### 7.0 SCOPE AND SEQUENCE

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### 8.0 COMPETENCY MATRIX

**FORM 5**

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<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<td>PROSE, POETRY, DRAMA</td>
<td>• state the characteristics of each genre</td>
<td>• characteristics of each genre</td>
<td>• Researching on the characteristics of each genre</td>
<td>• Reference materials</td>
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<td></td>
<td>• assess the appropriateness of the genre to express the content</td>
<td>• suitability of genre to content</td>
<td>• Analysing set texts</td>
<td>• Sample texts</td>
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<tr>
<td>FORMAL, STRUCTURE AND LANGUAGE</td>
<td>• comment on the form, structure and language used</td>
<td>• Relationship between form, language and structure to meaning</td>
<td>• Discussing the significance of form, structure and language used</td>
<td>• Reference materials</td>
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<td></td>
<td>• analyse the writer’s use of language to convey meaning</td>
<td>• Writer’s use of language</td>
<td>• Commenting on ways in which writers use language to convey meaning</td>
<td>• Sample texts</td>
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<td>• ICT tools</td>
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<td>APPROACHES AND METHODS TO CRITICAL</td>
<td>• demonstrate an understanding of different</td>
<td>• Approaches such as:</td>
<td>• Researching, presenting and discussing</td>
<td>• ICT tools</td>
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<td>- Gender</td>
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| APPRECIATION              | approaches and methods to critical appreciation  
•   compose own literary works                                                                   | - Biographical  
- Historical  
- Reader Response  
- Mythological  
- Sociological  
- Psychological  
•   Use of comparison, contrast, continuation of passages  
•   Effectiveness of approaches and methods to critical appreciation                                    | approaches and methods to critical appreciation  
•   Creating own literary works  
•   Critiquing sample texts                                                                 | •   Sample texts  
•   Resource persons |
| LITERARY APPRECIATION (POETRY) | •   analyse the effectiveness of literary devices used in poetry  
•   use appropriate literary devices in their creative writing                                     | •   Effects of literary techniques  
•   Literary techniques in given contexts  
•   Tone  
•   Mood  
•   Atmosphere                                                                                   | •   Researching on relevance of techniques  
•   Discussing effectiveness of literary devices used in poetry  
•   Writing and performing poetry on cross cutting issues such as HIV and AIDS, poverty, corruption  
•   Attending public performances by professional poets                                             | •   ICT tools  
•   Reference materials  
•   Personal portfolio  
•   Resource persons |
| NARRATIVE TECHNIQUES       | •   analyse different narrative                                                                               | •   Narrative techniques such as:                                                                                   | •   Discussing different narrative                                                                             | •   ICT tools  
•   Reference |
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<th>SUB TOPIC</th>
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</table>
| AND STYLISTIC DEVICES (PROSE) | techniques and stylistic devices used in texts under study • evaluate the appropriateness of narrative techniques to the message of the text | - Author`s point of view  
- Flashback  
- Foreshadowing  
- Stylistic devices  
- Appropriateness of narrative techniques to the message of texts  
- Tone  
- Mood  
- Atmosphere | techniques and stylistic devices used in texts under study • Evaluating the appropriateness of narrative techniques to the message of the text  
• Creating literary works | material  
- Set texts  
- Sample texts  
- Resource persons |
| TECHNIQUES IN DRAMA | • explore techniques in drama  
• examine the effectiveness of dramatic techniques | • Dramatic techniques such as:  
- Soliloquy  
- Aside  
- Costume  
- Characterisation  
• Effectiveness of dramatic techniques  
• Tone  
• Mood  
• Atmosphere | • Analysing techniques in drama  
• Evaluating the effectiveness of dramatic techniques in texts  
• Dramatising extracts from texts | • Relevant texts  
• ICT tools  
• Reference materials  
• Resource persons |
### 8.1.3 TOPIC 3: BACKGROUND TO SET TEXTS

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| HISTORICAL BACKGROUND | • analyse historical background of selected texts  
• comment on the relationship between the background and the central ideas in a text | • Historical background:  
- social  
- political  
- economic  
- cultural  
• writers’ background  
• Critique of background of a text | • Researching on historical information on a text under study  
• Assessing the extent to which the background contributes to the understanding of the text | • Set text  
• ICT tools  
• Reference materials  
• Resource persons |

### 8.1.4 TOPIC 4: SETTING

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<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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| SETTING (TIME AND PLACE) | • Identify different settings in a text  
• assess the relationship between setting and events in a text | • Setting  
- Place and time  
• Significance of setting in a text | • Distinguishing different settings in a text  
• Discussing the relevance of setting to unfolding events  
• Relating setting to different prevailing situations in set texts | • Maps  
• ICT tools  
• Reference materials  
• Resource persons |
### 8.1.5 TOPIC 5: PLOT

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<th>SUB TOPIC</th>
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</table>
| PLOTS AND SUB-PLOTS | • analyse different plot types  
      • explore the relationship between main plots and sub-plots  
      • trace the development of plot in given texts  
      • create short stories and drama using different plot types | • Types of plots:  
      - Linear  
      - Cyclical  
      - Fragmented  
      - Flashback and foreshadowing  
      • Significance of identified types of plot  
      • Relationship between sub-plots and main plots  
      • Plot development | • Discussing the significance of the plots  
      • Exemplifying different plot types  
      • Dramatizing events in set texts  
      • critiquing the plot development  
      • Writing short stories and drama using different plot types | • ICT tools  
      • Reference materials  
      • Set texts  
      • Resource persons  
      • Costumes and props |

### 8.1.6 TOPIC 6: THEMES/CONCERNS

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<th>SUGGESTED LEARNING RESOURCES</th>
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</thead>
</table>
| MAJOR AND MINOR CONCERNS | • identify major and minor concerns  
      • evaluate major themes and minor themes | • Main concerns in a text  
      • Minor themes in a text  
      • Relationship between major and minor themes | • Researching on major and minor themes  
      • Discussing major and minor themes | • ICT tools  
      • Reference materials  
      • Set texts  
      • Resource persons |
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<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
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<th>SUGGESTED LEARNING RESOURCES</th>
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| THEMES IN RELATION TO LEARNERS’ EXPERIENCES | • relate themes in a text to learners' experiences  
• create stories, poems and drama on contemporary and cross-cutting themes from texts | • Themes in relation to learners' experiences | • Critiquing themes in relation to individual experience  
• Composing stories, poems and drama on contemporary and cross-cutting themes for performance and publication | • ICT tools  
• Set texts  
• Reference materials  
• Resource persons  
• Costumes and props |

**8.1.7 TOPIC 7: LITERARY TECHNIQUES**

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<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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</table>
| TITLING | • evaluate the relevance of the title to the text  
• deduce meaning from texts’ cover graphics  
• comment on the significance of texts’ cover designs  
• design cover graphics for studied texts | • Types of titles  
- Metaphorical  
- Ironic  
- Eponymous  
• Pictures and colours of the cover of a text | • Discussing the relevance of titles of studied texts  
• Explaining the meanings conveyed by the cover pictures and colours of texts  
• Creating own cover graphics for studied texts | • Set texts  
• ICT tools  
• Reference materials  
• Resource persons |
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<th>SUGGESTED LEARNING RESOURCES</th>
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<td>• Narrative methods</td>
<td>• Evaluating the effects of narrative techniques used in set texts</td>
<td>• Set texts</td>
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<td>• justify the use of stylistic devices in set texts</td>
<td>• Stylistic devices</td>
<td>• Commenting on the use of stylistic devices in set texts</td>
<td>• ICT tools</td>
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<td>• analyse the different forms of drama</td>
<td>• Forms of drama:</td>
<td>• Differentiating forms of drama</td>
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<td>• comment on the effectiveness of dramatic techniques</td>
<td>- Tragedy</td>
<td>• Discussing the effectiveness of dramatic techniques in a given text</td>
<td>• Resource persons</td>
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<td>• produce a play from a studied text</td>
<td>- Comedy</td>
<td>• Producing and staging contextualised versions of texts</td>
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<td>• adapt a set text play to suit their own environment</td>
<td>- Tragi-comedy</td>
<td>• Creating and staging own plays</td>
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<td>• Exploring different types of poems in relation to different poetic devices</td>
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<tr>
<td>POETIC DEVICES</td>
<td>• analyse the different forms of drama</td>
<td>• Forms of drama:</td>
<td>• Exploring different types of poems in relation to different poetic devices</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• comment on the effectiveness of dramatic techniques</td>
<td>- Tragedy</td>
<td>• Discussing the effectiveness of poetic devices</td>
<td>• Reference materials</td>
</tr>
<tr>
<td></td>
<td>• produce a play from a studied text</td>
<td>- Comedy</td>
<td></td>
<td>• Set texts</td>
</tr>
<tr>
<td></td>
<td>• adapt a set text play to suit their own environment</td>
<td>- Tragi-comedy</td>
<td></td>
<td>• Sample texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dramatic techniques:</td>
<td></td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stage directions</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Exposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Aside</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Soliloquy</td>
<td></td>
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<td></td>
<td></td>
<td>- Dramatic irony</td>
<td></td>
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<td></td>
<td></td>
<td>Stage craft:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Lighting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>- Props</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Theatre and film</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8.1.8 TOPIC 8: CHARACTERISATION

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| CHARACTERS | • relate characters to their societal norms and values  
• describe the role and significance of characters in a text | • Significance and role of characters (thematic development of plot)  
• Characters as symbols  
• Aptness of names  
• Personal response to characters | • Relating characters to their societal norms and values (Unhu/Vuntu/Vumunhu)  
• Discussing the roles and significance of characters in a text  
• Commenting on characters as symbols  
• Evaluating the literary value of some names of characters in a text | • ICT tools  
• Set books  
• Reference materials  
• Resource persons |
## 8.2.1 TOPIC 1: GENRES

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROSE, POETRY, DRAMA</td>
<td>• compare and contrast characteristics of different genres</td>
<td>• characteristics of each genre</td>
<td>• Researching on the characteristics of each genre</td>
<td>• Reference materials</td>
</tr>
<tr>
<td></td>
<td>• assess the appropriateness of the genre to express the content</td>
<td>• suitability of genre to content</td>
<td>• Distinguishing characteristics of genres</td>
<td>• Sample texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Analysing set texts</td>
<td>• ICT tools</td>
</tr>
<tr>
<td>FORM, STRUCTURE AND</td>
<td>• comment on the form, structure and language used</td>
<td>• Relationship between form, language and structure to meaning</td>
<td>• Discussing the significance of form, structure and language used</td>
<td>• Resource persons</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>• evaluate the effectiveness of the writer’s use of language to convey meaning</td>
<td>• Writer’s use of language</td>
<td>• Commenting on ways in which writers use language to convey meaning</td>
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</tr>
</tbody>
</table>
# 8.2.2 TOPIC 2: CRITICAL APPRECIATION

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| APPROACHES AND METHODS TO CRITICAL APPRECIATION | • analyse texts using different approaches and methods | • Approaches such as:  
  - Afrocentric  
  - Gender  
  - Formalist  
  - New Criticism  
  - Biographical/Autobiographical  
  - Historical  
  - Reader Response  
  - Mythological  
  - Marxist  
  - Psychological  
 • Use of comparison, contrast, continuation of passages  
 • Effectiveness of approaches and methods to critical appreciation | • Researching, presenting and discussing approaches and methods to critical appreciation  
 • Comparing and contrasting different approaches and methods to critical appreciation  
 • Creating own literary works | • ICT tools  
 • Reference materials  
 • Sample texts  
 • Resource persons |
| LITERARY APPRECIATION (POETRY) | • analyse the effectiveness of literary devices used in poetry  
 • use appropriate literary devices in their creative writing | • Effects of literary techniques  
 • Tone  
 • Mood  
 • Atmosphere | • Researching on relevance of techniques  
 • Discussing effectiveness of literary devices used in poetry  
 • Writing and performing | • ICT tools  
 • Reference materials  
 • Personal portfolio  
 • Resource persons |
<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| NARRATIVE TECHNIQUES AND STYLISTIC DEVICES (PROSE) | • analyse different narrative techniques and stylistic devices used in texts under study  
• evaluate the appropriateness of narrative techniques to the message of the text | • Narrative techniques such as:  
- Author’s point of view  
- Flashback  
- Foreshadowing  
• Stylistic devices  
• Appropriateness of narrative techniques to the message of texts  
• Tone  
• Mood  
• Atmosphere | • Discussing different narrative techniques and stylistic devices used in texts under study  
• Evaluating the appropriateness of narrative techniques to the message of the text  
• Creating literary works | • ICT tools  
• Reference materials  
• Set texts  
• Sample texts  
• Resource persons |
| TECHNIQUES IN DRAMA | • explore techniques in drama  
• examine the effectiveness of | • Dramatic techniques such as:  
- Soliloquy  
- Aside  
- Costume  
- Characterisation | • Analysing techniques in drama  
• Evaluating the effectiveness of | • Relevant texts  
• ICT tools  
• Reference materials |
### 8.2.3 TOPIC 3: BACKGROUND TO SET TEXTS

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| **HISTORICAL BACKGROUND** | • examine historical background of selected texts  
• evaluate the relationship between the background and the central ideas in a text | • Historical background:  
- social  
- political  
- economic  
- cultural  
- writers’ background  
• Critique of background of a text | • Researching on historical information on a text under study  
• Assessing the extent to which the background contributes to the understanding of the text | • Set texts  
• ICT tools  
• Reference materials  
• Resource persons |
### 8.2.4 TOPIC 4: SETTING

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SETTING (TIME AND PLACE)</td>
<td>- explore different settings in a text&lt;br&gt;- evaluate the relationship between setting and events in a text</td>
<td>- Setting&lt;br&gt;  - Place and time&lt;br&gt;  - Significance of setting in a text</td>
<td>- Distinguishing different settings in a text&lt;br&gt;- Discussing the relevance of setting to unfolding events&lt;br&gt;- Relating setting to different prevailing situations in set texts</td>
<td>- Maps&lt;br&gt;- ICT tools&lt;br&gt;- Reference materials&lt;br&gt;- Resource persons</td>
</tr>
</tbody>
</table>

### 8.2.5 TOPIC 5: PLOT

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLOTS AND SUB-PLOTS</td>
<td>- explore different plot types&lt;br&gt;- examine the relationship between main plots and sub-plots&lt;br&gt;- trace the development</td>
<td>- Types of plots:&lt;br&gt;  - Linear&lt;br&gt;  - Cyclical&lt;br&gt;  - Fragmented&lt;br&gt;  - Flashback and foreshadowing&lt;br&gt; - Significance of</td>
<td>- Discussing the significance of the plots&lt;br&gt;- Exemplifying different plot types&lt;br&gt;- Dramatizing events in set texts&lt;br&gt;- critiquing the plot</td>
<td>- ICT tools&lt;br&gt;- Reference materials&lt;br&gt;- Set texts&lt;br&gt;- Resource persons&lt;br&gt;- Costumes</td>
</tr>
<tr>
<td>SUB TOPIC</td>
<td>OBJECTIVES: Learners should be able to:</td>
<td>UNIT CONTENT (Knowledge, skills and attitudes)</td>
<td>SUGGESTED LEARNING ACTIVITIES AND NOTES</td>
<td>SUGGESTED LEARNING RESOURCES</td>
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<tr>
<td>8.2.6 TOPIC 6: THEMES</td>
<td></td>
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</tr>
</tbody>
</table>
| MAJOR AND MINOR THEMES | • explore the relationship of different themes in set texts  
• distinguish between major and minor themes  
• comment on the treatment of themes in set texts | • Main themes in a text  
• Minor themes in a text  
• Relationship of themes | • Researching on major and minor themes  
• Discussing major and minor themes | • ICT tools  
• Reference materials  
• Set texts  
• Resource persons |
| THEMES IN RELATION TO LEARNERS` EXPERIENCES | • relate themes in a text to learners` experiences  
• create stories, poems and drama on contemporary and cross-cutting themes from texts | • Themes in relation to learners` experiences | • Critiquing themes in relation to individual experience  
• Composing stories, poems and drama on contemporary and cross-cutting themes for performance and publication | • ICT tools  
• Set texts  
• Reference materials  
• Resource persons  
• Costumes and props |

8.2.7 TOPIC 7: LITERARY TECHNIQUES
<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| TITLING   | • evaluate the relevance of the title to the text  
• deduce meaning from texts` cover graphics  
• comment on the significance of texts` cover designs  
• design cover graphics for studied texts | • Types of titles:  
- Metaphorical  
- Ironic  
- Eponymous  
• Pictures and colours of the cover of a text | • Debating on the relevance of titles of studied texts  
• Explaining the meanings conveyed by the cover pictures and colours of texts  
• Creating own cover graphics for studied texts | • Set texts  
• ICT tools  
• Reference materials  
• Resource persons |
| NARRATIVE METHODS AND STYLE | • analyse the effectiveness of narrative techniques in set texts  
• justify the use of stylistic devices in set texts | • Narrative methods  
• Stylistic devices | • Evaluating the effects of narrative techniques used in set texts  
• Commenting on the use of stylistic devices in set texts | • Set texts  
• ICT tools  
• Reference materials  
• Resource persons |
| TECHNIQUES IN DRAMA | • analyse the different forms of drama  
• comment on the effectiveness of dramatic techniques  
• produce a play from a studied text  
• adapt a set text play to suit their own environment | • Forms of drama:  
- Tragedy  
- Comedy  
- Tragi-comedy  
• Dramatic techniques:  
- Stage directions  
- Exposition  
- Aside  
- Soliloquy  
- Dramatic irony  
• Stagecraft  
- Lighting  
- Props | • Differentiating forms of drama  
• Discussing the effectiveness of dramatic techniques in a given text  
• Producing and staging contextualised versions of texts  
• Creating and staging own plays | • ICT tools  
• Costumes  
• Props  
• Set texts  
• Sample texts  
• Resource persons |
### 8.2.8 TOPIC 8: CHARACTERISATION

<table>
<thead>
<tr>
<th>SUB TOPIC</th>
<th>OBJECTIVES: Learners should be able to:</th>
<th>UNIT CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
</table>
| CHARACTERS | • relate characters to their societal norms and values  
• describe the role and significance of characters in a text | • Significance and role of characters (thematic development of plot)  
• Characters as symbols  
• Aptness of | • Placing characters in the learners` societal norms and values (Unhu/Ubuntu/Vumunhu)  
• Justifying the roles and significance of characters in a text  
• Commenting on characters as symbols | • ICT tools  
• Set books  
• Reference materials  
• Resource persons |
9.0 ASSESSMENT

The syllabus scheme of assessment is based on the principle of inclusivity. Modifications of assessment instruments must be visible in both continuous and summative forms to make them accessible to candidates with diverse needs.

Literature in English will be assessed using continuous and summative methods of assessment. Continuous assessment will constitute 30% while summative assessment will constitute 70% of the total mark. Continuous assessment will consist of:

(a) Projects (practical and portfolio)
(b) Written assignments and tests

9.1 ASSESSMENT OBJECTIVES

Learners will be assessed on their ability to:

- demonstrate an appreciation of the context in which literary works are written and understood
- critically analyse and evaluate ways in which writers' choices of form, structure and language shape meaning
- produce knowledgeable, independent opinions and judgements on literary texts
• communicate clearly and effectively the knowledge, understanding and insight appropriate to Unhu/Ubuntu/Vumunhu philosophy in Zimbabwean and other literatures
• relate literary works to their personal and social experiences
• create their own literary works
• perform excerpts from set texts, adaptations and own works

8.2 SCHEME OF ASSESSMENT

Continuous Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment Tasks</th>
<th>Frequency</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 5</td>
<td>Creative writing</td>
<td>1 per term</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
<td>1 per term</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Public Performance Project</td>
<td>Once per year</td>
<td>3%</td>
</tr>
<tr>
<td>Form 6</td>
<td>Creative writing</td>
<td>1 per term</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Written assignments</td>
<td>1 per term</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Public Performance Project</td>
<td>Once per year</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Project (Forms 5 and 6)</td>
<td>1 per course</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

NB: The project will start in Form 5 and the final mark awarded in Form 6

Summative assessment

<table>
<thead>
<tr>
<th>PAPER</th>
<th>MARK</th>
<th>WEIGHTING</th>
<th>DURATION</th>
</tr>
</thead>
</table>

22
Paper 1
Comment and appreciation (Unseen passages) (Compulsory)

Paper 2
Zimbabwean Literature (Compulsory)

Paper 3
African, African-American and Caribbean Literatures (Optional)

Paper 4
English Literature (Optional)

Paper 5
World Literature (Optional)

Total

NB: CANDIDATES MUST ANSWER PAPERS 1 AND 2 AND ANY OTHER FROM PAPERS 3 TO 5

Paper Description

Paper 1: Comment and Appreciation (3 hours)

This paper is compulsory. Questions will be set on previously unseen excerpts. One of the questions may involve a comparison of passages and another might offer the opportunity for imaginative response. Excerpts will be drawn from:

- Poetry
- Drama
- Prose

Candidates must answer two questions out of a choice of four

Paper 2: Zimbabwean Literature (3 hours)

This paper is compulsory. It consists of three sections:
Section A: Poetry  
Section B: Drama  
Section C: Prose  

Six texts are offered – two for each section. Candidates must answer one question from each section. An essay question and a passage-based question will be set on each text.

**Paper 3: African, African-American and Caribbean Literature (3 hours)**  
This paper is optional. It consists of three sections:

Section A: African Literature  
Section B: African-American Literature  
Section C: Caribbean Literature  

Six texts are offered – two for each section. Candidates must answer one question from each section. An essay question and a passage-based question will be set on each text.

**Paper 4: English Literature (3 hours)**  
This paper is optional. It consists of three sections:

Section A: Drama  
Section B: Prose  
Section C: Poetry  

Six texts are offered- two in section A, two in section B and two in Section C. Candidates must answer one question from each section. An essay question and a passage-based question will be set on each text.

**Paper 5: World Literature (3 hours)**  
This paper is optional. It consists of works on prose, poetry and drama by writers from all over the world. Six texts will be set. Candidates must answer three questions from 3 texts.
NB – Candidates will be assessed on their knowledge of texts, their imaginative and personal responses to them, as well as their ability to organise and present information, ideas and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. In all papers, continuous prose answers are required unless otherwise specified.

9.3 SPECIFICATION GRID FOR PAPERS 1, 2, 3, 4 and 5

<table>
<thead>
<tr>
<th>Skill</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension and Knowledge/recall</td>
<td>20%</td>
</tr>
<tr>
<td>Analysis, Application, Synthesis &amp; Evaluation</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

10.0 ASSESSMENT MODEL

Learners will be assessed using both continuous and summative methods of assessment.

Assessment of learner performance in Literature in English

100%

Continuous assessment

- Profiling 10%
- Written Assignments 6%
- Public Performance 6%
- Creative Writing 8%

Summative assessment

- Paper 1 23 1/3
- Paper 2 23 1/3
- Paper 3 23 1/3
- Paper 4 23 1/3
- Paper 5 23 1/3

Summative assessment 70%

Continuous assessment 30%

EXIT PROFILE

- Continuous assessment mark 30%
- Profile Public Performance 6%
- Profile Written Assignments 6%
- Profile Projects 10%

Final mark 100%
APPENDIX A

RESOURCE LIST

Please note that this is NOT a list of prescribed texts, but rather a list of suggested materials.


Andrew Mayne and John Shuttleworth, *Considering Drama*, Hodder and Stoughton (ISBN 0340381949)


Nguni waThiong’o, *Writers in Politics*, Heinemann, 1981


