ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LITERATURE IN ENGLISH SYLLABUS

FORMS 1 - 4

2015 - 2022

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CONTENTS

ACKNOWLEDGEMENTS i

CONTENTS ii

1.0 PREAMBLE 1

2.0 PRESENTATION OF SYLLABUS 1

3.0 AIMS 1

4.0 SYLLABUS OBJECTIVES 2

5.0 METHODOLOGY AND TIME ALLOCATION 2

6.0 TOPICS 2

7.0 SCOPE AND SEQUENCE 3

8.0 COMPETENCY MATRIX 6

FORM 1 6

FORM 2 9

FORM 3 11

FORM 4 14

9.0 ASSESSMENT 17

ASSESSMENT MODEL 19

1.0 PREAMBLE

1.1 Introduction

The Forms 1 to 4 Literature in English syllabus outlines areas to be covered in the learning of Literature in English. Literature is an ideological tool which is used to create self-awareness, inculcate the principle of inclusivity and acceptable attitudes, values and habits. The Literature in English syllabus focuses on the literary qualities of imaginative prose, poetry and drama from which Unhu/Ubuntu/Vumunhu (societal norms and values), identity and the prevailing ideological framework are promoted in the learner. It generates interest in literature in general and Zimbabwean literature in particular, so as to help learners acquire knowledge about themselves and their society as well as other societies.

1.2 Rationale

The syllabus is intended to capture the experiences of Zimbabweans, Africans and other peoples of the world. It builds on the foundation laid at Infant and Junior Levels and also lays a broad foundation for Advanced Level Literature and imparts life-long skills of appreciating literature and literary works. It provides sound background knowledge for 'A' level literature. The syllabus promotes environmental and heritage awareness. The learners' knowledge of literature enables them to tackle life situations with a critical eye, at the same time handle social relations humanely. The syllabus promotes enterprise skills through creative writing and audio-visual performances.

1.3 Summary of Content

The Forms 1 to 4 Literature in English syllabus covers literature from Zimbabwe, Africa and the rest of the world. The emphasis is on Zimbabwean literary heritage which is traceable in pre-colonial, colonial and post-colonial phases. The syllabus will encompass the study of drama, prose and poetry

1.4 Assumption

It is assumed that the learners:

- are able to read and express themselves in English
- have basic exposure to the different genres of literature , that is, drama, prose and poetry
- have a culture to which they can relate
- have had an awareness of contemporary issues such as HIV/AIDS, poverty, gender issues and corruption among others
- are aware of the local literary writers and their works
- appreciate the need to study literature

1.5 Cross - Cutting Themes

Through the teaching and learning of Literature in English in secondary education, the following cross-cutting themes should be taken into consideration:

- Children's rights and responsibilities
- Communication
- Gender Equity
- Human Rights
- Sexuality, HIV and AIDS
- Child Protection
- Heritage
- Collaboration
- Enterprise Skills
- Environmental Issues
- Guidance and Counselling
- Life Skills

2.0 PRESENTATION OF SYLLABUS

The Literature in English syllabus is a single document covering Forms 1- 4.

3.0 AIMS

The syllabus aims to:

3.1 develop skills of critical thinking in learners
3.2 cultivate a culture of extensive reading for-knowedge and enjoyment
3.3 instil in learners Zimbabwean values of Unhu/Ubuntu/Vumunhu
3.4 enhance patriotism and appreciation of national heritage
3.5 develop in learners the knowledge and content of the different genres of literature
3.6 equip learners with skills necessary for teamwork, leadership and enterprise

3.7 promote creative writing skills for livelihood and economic development

4.0 SYLLABUS OBJECTIVES

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

4.1 critically analyse different literary texts
4.2 display an understanding of both literal and metaphorical meanings of literary texts
4.3 offer solutions to challenges raised in the studied texts
4.4 synthesise ideas and produce comprehensive arguments
4.5 respond independently to literary works relating them to their own experiences
4.6 demonstrate an enjoyment of the different genres of literature
4.7 appreciate the Zimbabwean values of Unhu/Ubuntu/Vumunhu
4.8 acknowledge and be proud of their identity as Zimbabweans
4.9 create own literary works to make a living and create employment
4.10 use literary skills to manage their own lives

5.0 METHODOLOGY AND TIME ALLOCATION

Interactive, multi-sensory and holistic approaches are recommended in the teaching of Literature in English. The use of the following suggested methods should meet the diverse needs of all learners:

- Research
- Presentations by students and resource persons
- Discussion
- Debate
- Performance and Display
- Use of ICT tools
- Drama
- Role play
- Song and dance
- Educational tours
- Interviews

5.1 Time Allocation

The learning area should be allocated 4 periods of at least 35 minutes per week. At least 1 educational tour and one performance and display per year are recommended.

6.0 TOPICS

- Introduction to literature
- Rationale for the study of literature
- Genres of literature
- Literary elements
- Background to set texts
- Setting
- Plots and sub-plots
- Themes
- Characterisation
- Literary techniques
- Critical appreciation

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
INTRODUCTION TO LITERATURE	• Definition of literature • Forms of literature: - oral - written • Literature and its functions - as entertainment - as a reflection of society - as an awareness medium for topical and contemporary issues • Literature as a subject of study:	• Literature and its functions - as entertainment - as a reflection of society - as an awareness medium for topical and contemporary issues • Literature as a mirror of Unhu/Ubuntu/ Vumunhu • Literature as a tool for appreciation of other cultures and cultural practices • Literature as a subject of study:	• Promotion of Zimbabwean values (Unhu/Ubuntu/Vumunhu) through literature -Identity and patriotism -Appreciation of other cultures	• Promotion of Zimbabwean values (Unhu/Ubuntu/Vumunhu) through literature -Identity and patriotism -Appreciation of other cultures
GENRES OF LITERATURE	• Different genres in literature • Basic features of each genre	• Literary genres • Classification of sample texts into their respective genres	• Characteristics of each genre	• Characteristics of each genre
LITERARY ELEMENTS	• Basic literary elements • Meanings of basic literary elements • Functions of literary terms in the set texts	• Explanation of meanings of the basic literary elements • Functions of literary elements in the set texts	• Explanation of meanings of literary elements • Functions of literary elements in the set texts	• Explanation of meanings of literary elements • Functions of literary elements in the set texts
BACKGROUND TO SET TEXTS	• Historical background of selected texts - Political - Social - Economic - Cultural • Author's background	• Historical background of selected texts - Political - Social - Economic - Cultural • Author's background	• Significance of background on selected texts • Contexts within which texts were written and their contribution to meaning: - Political - Social - Economic - Cultural - Author's background	• Significance of background on selected texts • Contexts within which texts were written and their contribution to meaning: - Political - Social - Economic - Cultural - Author's background

7.0 SCOPE AND SEQUENCE CONTD..

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
SETTING	• Setting - Place (general and specific) - Time (general and specific)	• Setting - Place (general and specific) - Time (general and specific)	• Significance of setting -Links between setting and events in a text -Relationship between setting and plot	• Significance of setting - Links between setting and events in a text - Relationship between setting and plot
PLOT	• Definition of Plot • Story line • Linear plot	• Main plot • Sub-plot • Story line	• Plot types • Stages of plot development • Comprehension of the story and plot • Sub-plots and their relationship to the main plot	• Stages of plot development • Significance of identified plot types • Comprehension of the story and plot • Sub-plots and their relationship to the main plot
THEMES IN PROSE, DRAMA AND POETRY	• Definition of theme • Identification and explanation of themes	• Themes • Cross cutting themes	• Major themes in the set texts • Minor themes • Themes in relation to learners' experiences	• Major themes in the set texts • Minor themes • Themes in relation to learners' experiences
CHARACTERISATION	• Identification of characters • Description of characters • Personal response to characters	• Major and minor characters • Personal response to characters • Description of characters • Portrayal of characters	• Characterisation • Personal response to characters • Relationships among characters • Aptness of names	• Identification of characters: - major and minor - flat - round • Personal response to characters • Presentation of characters • Relationships among characters • Aptness of names • Portrayal of characters
LITERARY TECHNIQUES	• Identification of basic literary techniques in set texts: - prose - poetry - drama	• Literary techniques in set texts: - prose - poetry - drama	• Literary techniques in: prose, poetry and drama • Techniques specific to a text under study • Literary techniques and their effectiveness	• Literary techniques in: prose, poetry and drama • Techniques specific to a text under study • Literary techniques and their effectiveness

7.0 SCOPE AND SEQUENCE CONTD..

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
CRITICAL APPRECIATION	• Basic understanding of style and form • Identification of stylistic devices used • Moral lessons learnt in a text under study	• Basic understanding of style and form • Identification of stylistic devices used • Moral lessons learnt in a text under study	• Stylistic devices used • Effectiveness of style in bringing out themes • Form, content, values and meaning	• Stylistic devices used • Effectiveness of style in bringing out themes • Form, content, values and meaning

8.0 COMPETENCY MATRIX

FORM 1

TOPIC/SKILL	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INTRODUCTION TO LITERATURE	• define literature • identify forms of literature • state the functions of literature • explain literature as a subject of study • examine literature as a reflection of society	• Forms of literature: -oral (values and practices) -written • Literature and its functions - as entertainment - as a reflection of society - as an awareness medium for topical and contemporary issues • Literature as a subject of study	• Retelling of tales - oral literature • Discussing values and functions of oral and written literature • Analysing videos from Zimbabwe and other African countries • Dramatising oral literature	• Set texts • Relevant literature • Resource persons • ICT tools
GENRES OF LITERATURE	• list the different genres of literature describe the term genre • describe the term genre	• Different genres in literature: - Poetry - Prose - drama • Basic features of each genre	• Listing genres of literature • Matching sample texts with respective genres • Writing pieces in different genres for the school magazine	• ICT tools • Set texts • Resource persons • Relevant literature
LITERARY ELEMENTS	• list literary elements • state the functions of literary elements in set texts • explain meanings of literary elements	• Basic literary elements such as theme, character, plot • Functions of literary elements in set texts • Meanings of literary elements	• Defining literary elements in set texts • Identifying basic literary elements in texts • Identifying the functions of literary elements in set texts.	• Newspapers • Novels • Poetry books • Story books • ICT Tools
BACKGROUND TO SET TEXTS	• outline the contextual background of set texts • state similarities and differences between the texts' social background and that of the learner • identify the cultural values of the society in the set	• Historical background: - Political - Social - Economic - Cultural • Author's background	• Researching for contextual information on texts under study • Discussing on similarities and differences between the texts' social background and that of the learners • Presenting group findings on	• Set texts • Biographies • Reference books • ICT tools

TOPIC/SKILL	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	texts • illustrate the link between the author's life and the story		the background in the set texts • Exploring the cultural values of the society in the set texts • Relating issues and matters in the texts to the author's background	
SETTING	• define the term setting • identify different settings in set texts • describe different settings in set texts	• Setting: - place (general and specific) - time (general and specific)	• Explaining the meaning of setting • Discussing different settings in set texts • Visiting similar settings	• Set texts • Pictures • ICT Tools • Drama costumes and props
PLOT	• define plot • identify the story line of a set text • describe a linear plot	• Definition • Story line • Linear plot	• Explaining a plot • Tracing a story line from a set text • Outlining events in a linear plot • Dramatising events relating to a plot in the set text	• Set texts • Reference material • ICT Tools
THEMES IN PROSE, DRAMA AND POETRY	• define the term theme • identify various themes in the set texts • explain how themes are developed in set texts	• Definition of theme: - Identification and explanation of themes	• Researching on themes • Discussing themes in groups	• Set texts • ICT tools • Reference material • Resource persons
CHARACTERISATION	• identify characters in the text • describe characters in a set text • perform selected roles by characters in a set text	• Characters • Character traits • Personal response	• Identifying characters in a set text • Describing the characters • Performing selected character roles • Discussing the relevance of character traits to learners' experiences	• Set texts • Reference material • ICT tools • Resource persons • Costumes and props

TOPIC/SKILL	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LITERARY TECHNIQUES	• define literary techniques • list the basic literary techniques • discuss specific techniques in the texts under study	• Definition of literary techniques • Basic literary techniques in: - prose - poetry - drama • Techniques specific to a text under study	• Discussing identified techniques • Analysing a given passage • Compiling portfolios on literary techniques	• Set texts • ICT tools • Resource persons
CRITICAL APPRECIATION	• explain style and form • find basic stylistic devices from given texts deduce moral lessons from a given text • deduce moral lessons from a given text	• Style and form • Stylistic devices used • Moral lessons in a text under study	• Identifying the main theme of a given text • Stating the stylistic devices used in a given text • Discussing the moral lessons that are in given texts • Drawing a pictorial depiction of the story • Creating own poems, short stories and sketches	• ICT tools • Reference materials

FORM 2

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INTRODUCTION TO LITERATURE	• explore literature as a subject of study • discuss literature and its functions • examine literature as a reflection of society • relate their own Unhu/Ubuntu/Vumunhu with other cultures	• Literature: – as entertainment – as reflection of society – as an awareness medium for topical and contemporary issues • Literature as a mirror of Unhu/Ubuntu/Vumunhu • Literature as a tool for appreciation of other cultures	• Discussing values and functions of literature • Analysing videos from Zimbabwe and other African countries • Dramatising excerpts from studied texts	• Set texts • Relevant literature • Resource persons • ICT tools
GENRES OF LITERATURE	• contrast the different literary genres • classify sample texts into respective genres	• Poetry • Prose • Drama	• Discussing the similarities and differences of the various genres • Writing pieces in different genres for the community magazine or newspaper	• ICT tools • Resource persons • Novels • Poetry books • Plays
LITERARY ELEMENTS	• identify literary elements • explain meanings of literary elements	• Literary elements such as plot, character, setting, climax and anti-climax	• Naming various literary elements in texts • Discussing literary elements • Illustrating meanings of literary elements	• Newspapers • Various texts of different genres • ICT Tools • Resource persons
BACKGROUND TO SET TEXTS	• outline the contextual background of set texts • identify similarities and differences between the texts' social background and that of the learner • illustrate the link between the author's life and the story • assess the cultural values of the society in the set texts	• Historical background - Political - Social - Economic - Cultural • Author's background	• Researching for contextual information on texts under study • Discussing similarities and differences between the texts' social background and that of the learners • Exploring the cultural values of the society in the set texts • Relating issues and matters in the texts to the author's background	• Set texts • ICT tools • Reference books • Resource persons

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			stories, plays and sketches	

FORM 3

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INTRODUCTION TO LITERATURE	• justify the study of literature • compare Zimbabwean values with those of other cultures through literature • discuss issues of identity and patriotism with reference to texts under study • identify career opportunities related to the study of literature	• Justification for the study of literature: - Promotion of Zimbabwe values: (Unhu/Ubuntu/ Vumunhu) - Identity and patriotism - Zimbabwean and other cultures - Career prospects	• Discussing the reasons for studying literature • Researching on similarities and differences between Zimbabwean values and other cultures in literary texts • Debating on issues of identity and patriotism in texts under study • Deliberating on career prospects	• Set texts • Reference materials • Resource persons • ICT tools
GENRES OF LITERATURE	• state the characteristics of each genre • classify set texts into the genres of literature	• Characteristics of each genre	• Discussing the characteristics of each genre • Collecting materials on different genres • Placing set texts into suitable genres	• ICT tools • Resource persons • Reference materials • Set texts
BACKGROUND TO SET TEXTS	• analyse the significance of backgrounds of selected texts • evaluate the relationship between writers and their works	• Significance of background of selected texts • Contexts within which texts were written and their contribution to meaning	• Researching on the background information of a text under study • Discussing how the writers' backgrounds influence their works	• Set texts • ICT tools • Reference materials • Resource persons
SETTING	• discuss the significance of setting • evaluate the relationship between setting and plot	• Significance of setting • Relationship between setting and events in the text • Relationship between setting and plot	• Discussing the significance of setting in a given text • Evaluating the relationship between setting and plot • Visiting various settings	• ICT tools • Reference materials • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PLOT	• distinguish between plot and sub-plot • discuss common plot types • differentiate the various stages of plot development	• Plot types • Comprehension of the story and plot • Sub-plots and their relationship to the main plot • Stages of plot development	• Differentiating between the main plot and sub-plot(s) of a text • Deliberating on common plot types • Analysing various stages of plot development	• ICT tools • Reference material • Set texts
THEMES IN PROSE, DRAMA AND POETRY	• deduce major concerns in the text • distinguish major themes from minor themes • relate themes in a text to learners' experiences • create their own pieces on contemporary/cross-cutting issues • propose solutions to challenges in studied texts	• Major concerns in the text • Minor themes • Themes in relation to learners' experiences	• Researching on themes on set texts • Comparing individual experiences to themes in set texts • Composing pieces on contemporary/cross- cutting issues for publication • Suggesting solutions to challenges in studied texts	• Set texts • ICT tools • Reference materials • Resource persons
CHARACTERISATION	• identify different characters • explain the role and significance of characters • evaluate different characters • discuss the significance of the names of characters • defend their choice of likeable and dislikeable characters	• Characterisation • Presentation of characters • Relationships among characters • Aptness of names • Personal response to characters	• Describing characters (likeable/dislikeable) • Debating on aptness of names • Discussing the relationship among characters • Role playing • Performing to a paying audience	• Reference materials • Resource persons • ICT tools • Drama costumes and props
LITERARY TECHNIQUES	• identify techniques in set texts • comment on the effectiveness of literary techniques	• Literary techniques in: prose, poetry and drama • Techniques specific to a text under study • Literary techniques and their effectiveness	• Discussing specific techniques • Evaluating the effect of literary techniques in set texts	• Set texts • ICT tools • Resource persons • Reference materials

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CRITICAL APPRECIATION	• explore themes in given texts • discuss the presentation of characters in given texts • describe tone/atmosphere in given texts • assess moral issues raised in a text • comment on the effectiveness of stylistic devices	• Stylistic devices: - Themes - Character - Tone/Atmosphere	• Explaining how stylistic devices contribute to meaning • Analysing themes in given texts • Examining the presentation of characters in given texts • Debating on issues raised in a text • Dramatising excerpts from texts	• Set texts • ICT tools • Reference materials

FORM 4

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INTRODUCTION TO THE STUDY OF LITERATURE	• compare Zimbabwean values and those of other cultures through literature • discuss identity and patriotism in texts under study • discuss career prospects related to the study of literature • identify moral lessons from set texts	• Zimbabwe values (Unhu/Ubuntu/Vumunhu) • Identity and patriotism • Zimbabwean and other cultures • Career opportunities	• Researching on Zimbabwean values and those of other cultures in set texts • Deliberating on career possibilities • Discussing moral lessons from previous texts • Debating on instances of identity and patriotism in texts under study	• Set texts • Relevant texts • Resource persons • ICT tools
GENRES OF LITERATURE	• analyse the characteristics of each genre	• Characteristics of each genre	• Discussing the characteristics of each genre • Selecting sample texts and placing them into suitable genres • Collecting materials on different genres • Dramatising stories/ plays/poems studied	• ICT tools • Resource persons • Reference materials • Set texts • Costumes and props
BACKGROUND TO SET TEXTS	• analyse the significance of backgrounds of selected texts • evaluate the relationship between writers and their works	• Significance of background of selected texts • Contexts within which texts were written and their contribution to meaning	• Researching on background information of a text under study • Discussing how the writers' backgrounds influence their writings	• Set texts • ICT tools • Reference materials • Resource persons
SETTING	• explain the significance of setting • evaluate the relationship between setting and plot	• Significance of setting • Relationship between setting and events in the text • Relationship between setting and plot	• Discussing the significance of setting in a given text • Assessing the relationship between setting and plot • Visiting various settings	• ICT tools • Reference materials • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PLOT	• identify the differences between plot and sub-plot • discuss common plot types • differentiate the various stages of plot development	• Plot types • Stages of plot development • Comprehension of the story and plot • Sub-plots and their relationship to the main plot	• Distinguishing between the main plot and sub-plots of a text • Deliberating on common plot types • Analysing the various stages of plot development	• ICT tools • Reference material • Set texts
THEMES IN PROSE, DRAMA AND POETRY	• deduce major concerns in the text • distinguish major themes from minor themes • relate themes in a text to learners' experiences • create their own pieces on contemporary/cross-cutting issues • propose solutions to challenges in studied texts	• Major concerns in the text • Minor themes • Themes in relation to learners' experiences	• Researching on themes • Relating individual experiences to themes • Composing pieces on contemporary and cross-cutting issues for publication • Suggesting solutions to challenges in studied texts	• Set texts • ICT tools • Reference materials • Resource persons • Costumes and props
CHARACTERISATION	• identify different characters • explain the role and significance of characters • evaluate different characters • discuss the significance of the names of characters • defend their choice of likeable and dislikeable characters	• Characterisation • Presentation of characters • Relationships among characters • Aptness of names • Personal response to characters	• Describing characters (likeable/dislikeable) • Debating on aptness of names • Discussing the relationship among characters • Role playing • Performing to a paying audience	• Reference materials • Resource persons • ICT tools • Costumes and props
LITERARY TECHNIQUES	• identify techniques in set texts	• Literary techniques in: prose, poetry and drama	• Discussing specific techniques	• Set texts • ICT tools

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• comment on the effectiveness of literary techniques	• Techniques specific to a text under study • Literary techniques and their effectiveness	• Evaluating the effect of literary techniques in set texts	• Resource persons • Reference materials
CRITICAL APPRECIATION	• explore themes in given texts • discuss the presentation of characters in given texts • describe tone/atmosphere in given texts • assess moral issues raised in a text • comment on the effectiveness of stylistic devices	• Stylistic devices • Themes • Character • Tone/Atmosphere	• Explaining how stylistic devices contribute to meaning • Analysing themes in given texts • Examining the presentation of characters in given texts • Identifying the tone/atmosphere of a given text • Debating on issues raised in a text • Dramatising excerpts from texts	• Set texts • ICT tools • Reference materials • Costumes and props

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.

9.1 ASSESSMENT OBJECTIVES

Learners will be assessed on their ability to:

- demonstrate knowledge of the content of literary texts
- display an understanding of both the surface and underlying meaning of set texts
- assess the effectiveness of the language used to express meaning in set texts
- synthesise ideas and produce comprehensive arguments
- produce informed critical interpretations of literary texts showing independent opinions and judgement
- apply skills and knowledge acquired in their study to create their own literary works

9.2 SCHEME OF ASSESSMENT

CONTINUOUS ASSESSMENT

Level	Assessment Tasks	Frequency	Weighting
Form 1	Written assignments Public Performance	1 per term Once per year	5%
Form 2	Written assignments Public Performance Project	1 per term Once per year 1 per course	5%
Form 3	Written assignments Public Performance	1 per term Once per term	10%
Form 4	Written assignments Project	1 per term (term 1 and 2) 1 per course	10%
Total			30%

The project can be any form of creative work such as poetry, drama, songs or prose

SUMMATIVE ASSESSMENT

PAPER	MARK	WEIGHTING	DURATION
Paper 1	50	35%	1 hour 30 mins
Paper 2	50	35%	1 hour 30 mins
Total	100	70%	

Paper Description

Paper 1: Zimbabwean Literature

This paper consists of:
- Poetry
- Drama
- Prose

Six questions will be set from three texts. Candidates must answer two questions from at least two texts; one context based and one essay.

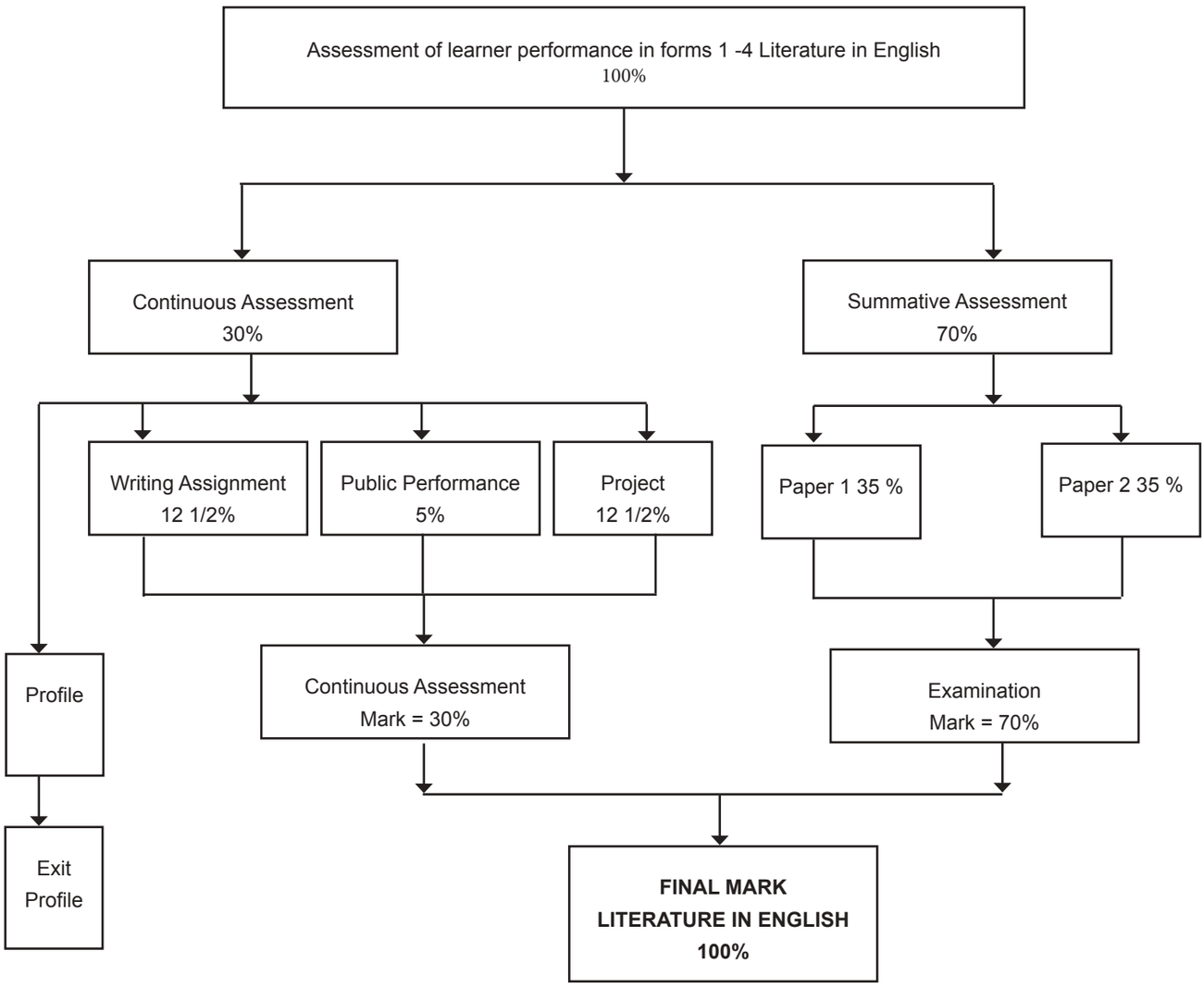
Paper 2: World literature

The paper will be set on World Literature covering:
- African
- Caribbean
- African American
- Russian
- Chinese
- French
- English

The paper consists of eight questions set from four texts. Each text consists of one context based and an essay question. The paper consists of 2 sections:
- Section A : African, African American, Caribbean
- Section B: Russian, Chinese, French, English

Candidates must answer two questions one from each section. One question must be context based and the other a structured essay.

9.3 SPECIFICATION GRID FOR PAPER 1 AND 2

Skill	Weighting
Knowledge/Recall	20%
Comprehension and Application	60%
Analysis/Synthesis/Evaluation	20%
Total	100%

ASSESSMENT MODEL