



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

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## LITERATURE IN ENGLISH SYLLABUS FORMS 5 – 6

(2015 – 2022)

Curriculum Development Unit  
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## 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/Ubuntu/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

TOPIC	FORM 5	FORM 6
<b>GENRES</b>	<ul style="list-style-type: none"> <li>• Prose, poetry, drama</li> <li>• Form, structure and language</li> </ul>	<ul style="list-style-type: none"> <li>• Prose, poetry, drama</li> <li>• Form, structure and language</li> </ul>
<b>CRITICAL APPRECIATION</b>	<ul style="list-style-type: none"> <li>• Approaches and methods to critical appreciation</li> <li>• Effectiveness of literary techniques</li> <li>• Narrative techniques and stylistic devices</li> <li>• Techniques in drama</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches and methods to critical appreciation</li> <li>• Effectiveness of literary techniques</li> <li>• Narrative techniques and stylistic devices</li> <li>• Techniques in drama</li> </ul>
<b>BACKGROUND TO SET TEXTS</b>	<ul style="list-style-type: none"> <li>• Historical background:               <ul style="list-style-type: none"> <li>-Social</li> <li>-Political</li> <li>-Economical</li> <li>-Cultural</li> </ul> </li> <li>• Writers' background</li> </ul>	<ul style="list-style-type: none"> <li>• Historical background:               <ul style="list-style-type: none"> <li>-Social</li> <li>-Political</li> <li>-Economical</li> <li>-Cultural</li> </ul> </li> <li>• Writers' background</li> </ul>
<b>SETTING</b>	<ul style="list-style-type: none"> <li>• Setting (time and place)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting (time and place)</li> </ul>
<b>PLOT</b>	<ul style="list-style-type: none"> <li>• Plots and sub-plots</li> </ul>	<ul style="list-style-type: none"> <li>• Plots and sub-plots</li> </ul>
<b>THEMES/CONCERNS</b>	<ul style="list-style-type: none"> <li>• Major and minor themes in a text</li> <li>• Themes in relation to learners' experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Major and minor themes in a text</li> <li>• Themes in relation to learners' experiences</li> </ul>
<b>LITERARY TECHNIQUES</b>	<ul style="list-style-type: none"> <li>• Titling</li> <li>• Narrative methods and style</li> <li>• Techniques in drama</li> <li>• Poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Titling</li> <li>• Narrative methods and style</li> <li>• Techniques in drama</li> <li>• Poetic devices</li> </ul>
<b>CHARACTERISATION</b>	<ul style="list-style-type: none"> <li>• Characters</li> </ul>	<ul style="list-style-type: none"> <li>• Characters</li> </ul>

## 8.0 COMPETENCY MATRIX

### FORM 5

#### 8.1.1 TOPIC 1: GENRES

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>PROSE, POETRY, DRAMA</b>	<ul style="list-style-type: none"> <li>state the characteristics of each genre</li> <li>assess the appropriateness of the genre to express the content</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of each genre</li> <li>suitability of genre to content</li> </ul>	<ul style="list-style-type: none"> <li>Researching on the characteristics of each genre</li> <li>Analysing set texts</li> </ul>	<ul style="list-style-type: none"> <li>Reference materials</li> <li>Sample texts</li> <li>ICT tools</li> </ul>
<b>FORM, STRUCTURE AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>comment on the form, structure and language used</li> <li>analyse the writer's use of language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between form, language and structure to meaning</li> <li>Writer's use of language</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the significance of form, structure and language used</li> <li>Commenting on ways in which writers use language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Reference materials</li> <li>Sample texts</li> <li>ICT tools</li> </ul>

#### 8.1.2 TOPIC 2: CRITICAL APPRECIATION

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>APPROACHES AND METHODS TO CRITICAL</b>	<ul style="list-style-type: none"> <li>demonstrate an understanding of different</li> </ul>	<ul style="list-style-type: none"> <li>Approaches such as:               <ul style="list-style-type: none"> <li>- Gender</li> <li>- Formalist</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Researching, presenting and discussing</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Reference materials</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>APPRECIATION</b>	<p>approaches and methods to critical appreciation</p> <ul style="list-style-type: none"> <li>• compose own literary works</li> </ul>	<ul style="list-style-type: none"> <li>- Biographical</li> <li>- Historical</li> <li>- Reader Response</li> <li>- Mythological</li> <li>- Sociological</li> <li>- Psychological</li> <li>• Use of comparison, contrast, continuation of passages</li> <li>• Effectiveness of approaches and methods to critical appreciation</li> </ul>	<p>approaches and methods to critical appreciation</p> <ul style="list-style-type: none"> <li>• Creating own literary works</li> <li>• Critiquing sample texts</li> </ul>	<ul style="list-style-type: none"> <li>• Sample texts</li> <li>• Resource persons</li> </ul>
<b>LITERARY APPRECIATION (POETRY)</b>	<ul style="list-style-type: none"> <li>• analyse the effectiveness of literary devices used in poetry</li> <li>• use appropriate literary devices in their creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of literary techniques</li> <li>• Literary techniques in given contexts</li> <li>• Tone</li> <li>• Mood</li> <li>• Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on relevance of techniques</li> <li>• Discussing effectiveness of literary devices used in poetry</li> <li>• Writing and performing poetry on cross cutting issues such as HIV and AIDS, poverty, corruption</li> <li>• Attending public performances by professional poets</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Personal portfolio</li> <li>• Resource persons</li> </ul>
<b>NARRATIVE TECHNIQUES</b>	<ul style="list-style-type: none"> <li>• analyse different narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative techniques such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different narrative</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>AND STYLISTIC DEVICES (PROSE)</b>	techniques and stylistic devices used in texts under study <ul style="list-style-type: none"> <li>• evaluate the appropriateness of narrative techniques to the message of the text</li> </ul>	<ul style="list-style-type: none"> <li>- Author`s point of view</li> <li>- Flashback</li> <li>- Foreshadowing</li> <li>• Stylistic devices</li> <li>• Appropriateness of narrative techniques to the message of texts</li> <li>• Tone</li> <li>• Mood</li> <li>• Atmosphere</li> </ul>	techniques and stylistic devices used in texts under study <ul style="list-style-type: none"> <li>• Evaluating the appropriateness of narrative techniques to the message of the text</li> <li>• Creating literary works</li> </ul>	material <ul style="list-style-type: none"> <li>• Set texts</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>
<b>TECHNIQUES IN DRAMA</b>	<ul style="list-style-type: none"> <li>• explore techniques in drama</li> <li>• examine the effectiveness of dramatic techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic techniques such as:               <ul style="list-style-type: none"> <li>- Soliloquy</li> <li>- Aside</li> <li>- Costume</li> <li>- Characterisation</li> </ul> </li> <li>• Effectiveness of dramatic techniques</li> <li>• Tone</li> <li>• Mood</li> <li>• Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing techniques in drama</li> <li>• Evaluating the effectiveness of dramatic techniques in texts</li> <li>• Dramatising extracts from texts</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant texts</li> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Resource persons</li> </ul>

### 8.1.3 TOPIC 3: BACKGROUND TO SET TEXTS

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>HISTORICAL BACKGROUND</b>	<ul style="list-style-type: none"> <li>analyse historical background of selected texts</li> <li>comment on the relationship between the background and the central ideas in a text</li> </ul>	<ul style="list-style-type: none"> <li>Historical background:               <ul style="list-style-type: none"> <li>- social</li> <li>- political</li> <li>- economic</li> <li>- cultural</li> </ul> </li> <li>writers' background</li> <li>Critique of background of a text</li> </ul>	<ul style="list-style-type: none"> <li>Researching on historical information on a text under study</li> <li>Assessing the extent to which the background contributes to the understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Set text</li> <li>ICT tools</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

### 8.1.4 TOPIC 4: SETTING

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>SETTING (TIME AND PLACE)</b>	<ul style="list-style-type: none"> <li>Identify different settings in a text</li> <li>assess the relationship between setting and events in a text</li> </ul>	<ul style="list-style-type: none"> <li>Setting               <ul style="list-style-type: none"> <li>- Place and time</li> </ul> </li> <li>Significance of setting in a text</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishing different settings in a text</li> <li>Discussing the relevance of setting to unfolding events</li> <li>Relating setting to different prevailing situations in set texts</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>ICT tools</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

### 8.1.5 TOPIC 5: PLOT

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>PLOTS AND SUB-PLOTS</b>	<ul style="list-style-type: none"> <li>analyse different plot types</li> <li>explore the relationship between main plots and sub-plots</li> <li>trace the development of plot in given texts</li> <li>create short stories and drama using different plot types</li> </ul>	<ul style="list-style-type: none"> <li>Types of plots:               <ul style="list-style-type: none"> <li>Linear</li> <li>Cyclical</li> <li>Fragmented</li> <li>Flashback and foreshadowing</li> </ul> </li> <li>Significance of identified types of plot</li> <li>Relationship between sub-plots and main plots</li> <li>Plot development</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the significance of the plots</li> <li>Exemplifying different plot types</li> <li>Dramatizing events in set texts</li> <li>critiquing the plot development</li> <li>Writing short stories and drama using different plot types</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Reference materials</li> <li>Set texts</li> <li>Resource persons</li> <li>Costumes and props</li> </ul>

### 8.1.6 TOPIC 6: THEMES/CONCERNS

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>MAJOR AND MINOR CONCERNS</b>	<ul style="list-style-type: none"> <li>identify major and minor concerns</li> <li>evaluate major themes and minor themes</li> </ul>	<ul style="list-style-type: none"> <li>Main concerns in a text</li> <li>Minor themes in a text</li> <li>Relationship between major and minor themes</li> </ul>	<ul style="list-style-type: none"> <li>Researching on major and minor themes</li> <li>Discussing major and minor themes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Reference materials</li> <li>Set texts</li> <li>Resource persons</li> </ul>

<b>SUB TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>UNIT CONTENT (Knowledge, skills and attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>THEMES IN RELATION TO LEARNERS` EXPERIENCES</b>	<ul style="list-style-type: none"> <li>relate themes in a text to learners' experiences</li> <li>create stories, poems and drama on contemporary and cross-cutting themes from texts</li> </ul>	<ul style="list-style-type: none"> <li>Themes in relation to learners' experiences</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing themes in relation to individual experience</li> <li>Composing stories, poems and drama on contemporary and cross-cutting themes for performance and publication</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Set texts</li> <li>Reference materials</li> <li>Resource persons</li> <li>Costumes and props</li> </ul>

### 8.1.7 TOPIC 7: LITERARY TECHNIQUES

<b>SUB TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>UNIT CONTENT (Knowledge, skills and attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>TITLING</b>	<ul style="list-style-type: none"> <li>evaluate the relevance of the title to the text</li> <li>deduce meaning from texts` cover graphics</li> <li>comment on the significance of texts` cover designs</li> <li>design cover graphics for studied texts</li> </ul>	<ul style="list-style-type: none"> <li>Types of titles <ul style="list-style-type: none"> <li>Metaphorical</li> <li>Ironic</li> <li>Eponymous</li> </ul> </li> <li>Pictures and colours of the cover of a text</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the relevance of titles of studied texts</li> <li>Explaining the meanings conveyed by the cover pictures and colours of texts</li> <li>Creating own cover graphics for studied texts</li> </ul>	<ul style="list-style-type: none"> <li>Set texts</li> <li>ICT tools</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NARRATIVE METHODS AND STYLE</b>	<ul style="list-style-type: none"> <li>• assess the effectiveness of narrative techniques in set texts</li> <li>• justify the use of stylistic devices in set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative methods</li> <li>• Stylistic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the effects of narrative techniques used in set texts</li> <li>• Commenting on the use of stylistic devices in set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Set texts</li> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Resource persons</li> </ul>
<b>TECHNIQUES IN DRAMA</b>	<ul style="list-style-type: none"> <li>• analyse the different forms of drama</li> <li>• comment on the effectiveness of dramatic techniques</li> <li>• produce a play from a studied text</li> <li>• adapt a set text play to suit their own environment</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of drama: <ul style="list-style-type: none"> <li>- Tragedy</li> <li>- Comedy</li> <li>- Tragi-comedy</li> </ul> </li> <li>• Dramatic techniques: <ul style="list-style-type: none"> <li>- Stage directions</li> <li>- Exposition</li> <li>- Aside</li> <li>- Soliloquy</li> <li>- Dramatic irony</li> </ul> </li> <li>• Stage craft: <ul style="list-style-type: none"> <li>- Lighting</li> <li>- Props</li> </ul> </li> <li>• Theatre and film</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiating forms of drama</li> <li>• Discussing the effectiveness of dramatic techniques in a given text</li> <li>• Producing and staging contextualised versions of texts</li> <li>• Creating and staging own plays</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Costumes</li> <li>• Props</li> <li>• Set texts</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>
<b>POETIC DEVICES</b>	<ul style="list-style-type: none"> <li>• evaluate different types of poems in relation to different poetic devices</li> <li>• assess the effectiveness of poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Types of poems: <ul style="list-style-type: none"> <li>- Narrative (epic, mock-epic, ballad)</li> <li>- Lyrical</li> <li>- Descriptive and Didactic</li> </ul> </li> <li>• Poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different types of poems in relation to different poetic devices</li> <li>• Discussing the effectiveness of poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Set texts</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>



SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		such as: - Imagery - Metaphor - Symbolism - Onomatopoeia - Oxymoron - Alliteration - Assonance		

### 8.1.8 TOPIC 8: CHARACTERISATION

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CHARACTERS</b>	<ul style="list-style-type: none"> <li>relate characters to their societal norms and values</li> <li>describe the role and significance of characters in a text</li> </ul>	<ul style="list-style-type: none"> <li>Significance and role of characters (thematic development of plot)</li> <li>Characters as symbols</li> <li>Aptness of names</li> <li>Personal response to characters</li> </ul>	<ul style="list-style-type: none"> <li>Relating characters to their societal norms and values (Unhu/Vuntu/Vumunhu)</li> <li>Discussing the roles and significance of characters in a text</li> <li>Commenting on characters as symbols</li> <li>Evaluating the literary value of some names of characters in a text</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Set books</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

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# FORM 6

## 8.2.1 TOPIC 1: GENRES

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>PROSE, POETRY, DRAMA</b>	<ul style="list-style-type: none"> <li>compare and contrast characteristics of different genres</li> <li>assess the appropriateness of the genre to express the content</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of each genre</li> <li>suitability of genre to content</li> </ul>	<ul style="list-style-type: none"> <li>Researching on the characteristics of each genre</li> <li>Distinguishing characteristics of genres</li> <li>Analysing set texts</li> </ul>	<ul style="list-style-type: none"> <li>Reference materials</li> <li>Sample texts</li> <li>ICT tools</li> <li>Resource persons</li> </ul>
<b>FORM, STRUCTURE AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>comment on the form, structure and language used</li> <li>evaluate the effectiveness of the writer`s use of language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between form, language and structure to meaning</li> <li>Writer`s use of language</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the significance of form, structure and language used</li> <li>Commenting on ways in which writers use language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>Reference materials</li> <li>Sample texts</li> <li>ICT tools</li> </ul>

## 8.2.2 TOPIC 2: CRITICAL APPRECIATION

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>APPROACHES AND METHODS TO CRITICAL APPRECIATION</b>	<ul style="list-style-type: none"> <li>• analyse texts using different approaches and methods</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches such as:               <ul style="list-style-type: none"> <li>- Afrocentric</li> <li>- Gender</li> <li>- Formalist</li> <li>- New Criticism</li> <li>- Biographical/Autobiographical</li> <li>- Historical</li> <li>- Reader Response</li> <li>- Mythological</li> <li>- Marxist</li> <li>- Psychological</li> </ul> </li> <li>• Use of comparison, contrast, continuation of passages</li> <li>• Effectiveness of approaches and methods to critical appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Researching, presenting and discussing approaches and methods to critical appreciation</li> <li>• Comparing and contrasting different approaches and methods to critical appreciation</li> <li>• Creating own literary works</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>
<b>LITERARY APPRECIATION (POETRY)</b>	<ul style="list-style-type: none"> <li>• analyse the effectiveness of literary devices used in poetry</li> <li>• use appropriate literary devices in their creative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of literary techniques</li> <li>• Tone</li> <li>• Mood</li> <li>• Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on relevance of techniques</li> <li>• Discussing effectiveness of literary devices used in poetry</li> <li>• Writing and performing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Personal portfolio</li> <li>• Resource persons</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			poetry on cross cutting issues such as gender, disaster risk reduction, environmental awareness <ul style="list-style-type: none"> <li>• Attending public performances by professional poets</li> </ul>	
<b>NARRATIVE TECHNIQUES AND STYLISTIC DEVICES (PROSE)</b>	<ul style="list-style-type: none"> <li>• analyse different narrative techniques and stylistic devices used in texts under study</li> <li>• evaluate the appropriateness of narrative techniques to the message of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative techniques such as:               <ul style="list-style-type: none"> <li>- Author`s point of view</li> <li>- Flashback</li> <li>- Foreshadowing</li> </ul> </li> <li>• Stylistic devices</li> <li>• Appropriateness of narrative techniques to the message of texts</li> <li>• Tone</li> <li>• Mood</li> <li>• Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different narrative techniques and stylistic devices used in texts under study</li> <li>• Evaluating the appropriateness of narrative techniques to the message of the text</li> <li>• Creating literary works</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Set texts</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>
<b>TECHNIQUES IN DRAMA</b>	<ul style="list-style-type: none"> <li>• explore techniques in drama</li> <li>• examine the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatic techniques such as:               <ul style="list-style-type: none"> <li>- Soliloquy</li> <li>- Aside</li> <li>- Costume</li> <li>- Characterisation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analysing techniques in drama</li> <li>• Evaluating the effectiveness of</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant texts</li> <li>• ICT tools</li> <li>• Reference materials</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	dramatic techniques	<ul style="list-style-type: none"> <li>Effectiveness of dramatic techniques</li> <li>Tone</li> <li>Mood</li> <li>Atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>dramatic techniques in texts</li> <li>Filming performances of extracts from texts</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT tools</li> </ul>

### 8.2.3 TOPIC 3: BACKGROUND TO SET TEXTS

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>HISTORICAL BACKGROUND</b>	<ul style="list-style-type: none"> <li>examine historical background of selected texts</li> <li>evaluate the relationship between the background and the central ideas in a text</li> </ul>	<ul style="list-style-type: none"> <li>Historical background: <ul style="list-style-type: none"> <li>social</li> <li>political</li> <li>economic</li> <li>cultural</li> <li>writers' background</li> </ul> </li> <li>Critique of background of a text</li> </ul>	<ul style="list-style-type: none"> <li>Researching on historical information on a text under study</li> <li>Assessing the extent to which the background contributes to the understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Set texts</li> <li>ICT tools</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

## 8.2.4 TOPIC 4: SETTING

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>SETTING (TIME AND PLACE)</b>	<ul style="list-style-type: none"> <li>• explore different settings in a text</li> <li>• evaluate the relationship between setting and events in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Setting               <ul style="list-style-type: none"> <li>- Place and time</li> </ul> </li> <li>• Significance of setting in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing different settings in a text</li> <li>• Discussing the relevance of setting to unfolding events</li> <li>• Relating setting to different prevailing situations in set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Resource persons</li> </ul>

## 8.2.5 TOPIC 5: PLOT

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>PLOTS AND SUB-PLOTS</b>	<ul style="list-style-type: none"> <li>• explore different plot types</li> <li>• examine the relationship between main plots and sub-plots</li> <li>• trace the development</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots:               <ul style="list-style-type: none"> <li>- Linear</li> <li>- Cyclical</li> <li>- Fragmented</li> <li>- Flashback and foreshadowing</li> </ul> </li> <li>• Significance of</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the significance of the plots</li> <li>• Exemplifying different plot types</li> <li>• Dramatizing events in set texts</li> <li>• critiquing the plot</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Set texts</li> <li>• Resource persons</li> <li>• Costumes</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>of plot in given texts</li> <li>create short stories and drama using different plot types</li> </ul>	<ul style="list-style-type: none"> <li>identified types of plot</li> <li>Relationship between sub-plots and main plots</li> <li>Plot development</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>Writing short stories and drama using different plot types</li> </ul>	<ul style="list-style-type: none"> <li>and props</li> </ul>

### 8.2.6 TOPIC 6: THEMES

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>MAJOR AND MINOR THEMES</b>	<ul style="list-style-type: none"> <li>explore the relationship of different themes in set texts</li> <li>distinguish between major and minor themes</li> <li>comment on the treatment of themes in set texts</li> </ul>	<ul style="list-style-type: none"> <li>Main themes in a text</li> <li>Minor themes in a text</li> <li>Relationship of themes</li> </ul>	<ul style="list-style-type: none"> <li>Researching on major and minor themes</li> <li>Discussing major and minor themes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Reference materials</li> <li>Set texts</li> <li>Resource persons</li> </ul>
<b>THEMES IN RELATION TO LEARNERS' EXPERIENCES</b>	<ul style="list-style-type: none"> <li>relate themes in a text to learners' experiences</li> <li>create stories, poems and drama on contemporary and cross-cutting themes from texts</li> </ul>	<ul style="list-style-type: none"> <li>Themes in relation to learners' experiences</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing themes in relation to individual experience</li> <li>Composing stories, poems and drama on contemporary and cross-cutting themes for performance and publication</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Set texts</li> <li>Reference materials</li> <li>Resource persons</li> <li>Costumes and props</li> </ul>

### 8.2.7 TOPIC 7: LITERARY TECHNIQUES

<b>SUB TOPIC</b>	<b>OBJECTIVES: Learners should be able to:</b>	<b>UNIT CONTENT (Knowledge, skills and attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>TITLING</b>	<ul style="list-style-type: none"> <li>• evaluate the relevance of the title to the text</li> <li>• deduce meaning from texts` cover graphics</li> <li>• comment on the significance of texts` cover designs</li> <li>• design cover graphics for studied texts</li> </ul>	<ul style="list-style-type: none"> <li>• Types of titles: <ul style="list-style-type: none"> <li>- Metaphorical</li> <li>- Ironic</li> <li>- Eponymous</li> </ul> </li> <li>• Pictures and colours of the cover of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Debating on the relevance of titles of studied texts</li> <li>• Explaining the meanings conveyed by the cover pictures and colours of texts</li> <li>• Creating own cover graphics for studied texts</li> </ul>	<ul style="list-style-type: none"> <li>• Set texts</li> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Resource persons</li> </ul>
<b>NARRATIVE METHODS AND STYLE</b>	<ul style="list-style-type: none"> <li>• analyse the effectiveness of narrative techniques in set texts</li> <li>• justify the use of stylistic devices in set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative methods</li> <li>• Stylistic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the effects of narrative techniques used in set texts</li> <li>• Commenting on the use of stylistic devices in set texts</li> </ul>	<ul style="list-style-type: none"> <li>• Set texts</li> <li>• ICT tools</li> <li>• Reference materials</li> <li>• Resource persons</li> </ul>
<b>TECHNIQUES IN DRAMA</b>	<ul style="list-style-type: none"> <li>• analyse the different forms of drama</li> <li>• comment on the effectiveness of dramatic techniques</li> <li>• produce a play from a studied text</li> <li>• adapt a set text play to suit their own environment</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of drama: <ul style="list-style-type: none"> <li>- Tragedy</li> <li>- Comedy</li> <li>- Tragi-comedy</li> </ul> </li> <li>• Dramatic techniques: <ul style="list-style-type: none"> <li>- Stage directions</li> <li>- Exposition</li> <li>- Aside</li> <li>- Soliloquy</li> <li>- Dramatic irony</li> </ul> </li> <li>• Stagecraft <ul style="list-style-type: none"> <li>- Lighting</li> <li>- Props</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Differentiating forms of drama</li> <li>• Discussing the effectiveness of dramatic techniques in a given text</li> <li>• Producing and staging contextualised versions of texts</li> <li>• Creating and staging own plays</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Costumes</li> <li>• Props</li> <li>• Set texts</li> <li>• Sample texts</li> <li>• Resource persons</li> </ul>



SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> <li>Theatre and film</li> </ul>		
<b>POETIC DEVICES</b>	<ul style="list-style-type: none"> <li>Relate different poetic devices to types of poems</li> <li>assess the effectiveness of poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>Types of poems:               <ul style="list-style-type: none"> <li>Narrative</li> <li>Lyrical</li> <li>Descriptive and didactic</li> </ul> </li> <li>Poetic devices such as:               <ul style="list-style-type: none"> <li>Apostrophe</li> <li>Personification</li> <li>Rhyme scheme</li> <li>Imagery</li> <li>Onomatopoeia</li> <li>Oxymoron</li> <li>Alliteration</li> <li>Assonance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exploring different types of devices in relation to types of poems</li> <li>Discussing the effectiveness of poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Reference materials</li> <li>Set texts</li> <li>Sample texts</li> <li>Resource persons</li> </ul>

### 8.2.8 TOPIC 8: CHARACTERISATION

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CHARACTERS</b>	<ul style="list-style-type: none"> <li>relate characters to their societal norms and values</li> <li>describe the role and significance of characters in a text</li> </ul>	<ul style="list-style-type: none"> <li>Significance and role of characters (thematic development of plot)</li> <li>Characters as symbols</li> <li>Aptness of</li> </ul>	<ul style="list-style-type: none"> <li>Placing characters in the learners` societal norms and values (Unhu/Ubuntu/Vumunhu)</li> <li>Justifying the roles and significance of characters in a text</li> <li>Commenting on characters as symbols</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Set books</li> <li>Reference materials</li> <li>Resource persons</li> </ul>

SUB TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		names <ul style="list-style-type: none"> <li>• Personal response to characters in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating the literary value of some names of characters in a text</li> </ul>	

## 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

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

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

### Summative assessment

PAPER	MARK	WEIGHTING	DURATION
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Paper 1 Comment and appreciation (Unseen passages) <b>(Compulsory)</b>	50	23 <sup>1</sup> / <sub>3</sub> %	3 hours
Paper 2 Zimbabwean Literature <b>(Compulsory)</b>	75	23 <sup>1</sup> / <sub>3</sub> %	3 hours
Paper 3 African, African- American and Caribbean Literatures <b>(Optional)</b>	75	23 <sup>1</sup> / <sub>3</sub> %	3 hours
Paper 4 English Literature <b>(Optional)</b>	75	23 <sup>1</sup> / <sub>3</sub> %	3 hours
Paper 5 World Literature <b>(Optional)</b>	75	23 <sup>1</sup> / <sub>3</sub> %	3 hours
<b>Total</b>		<b>70%</b>	

**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.

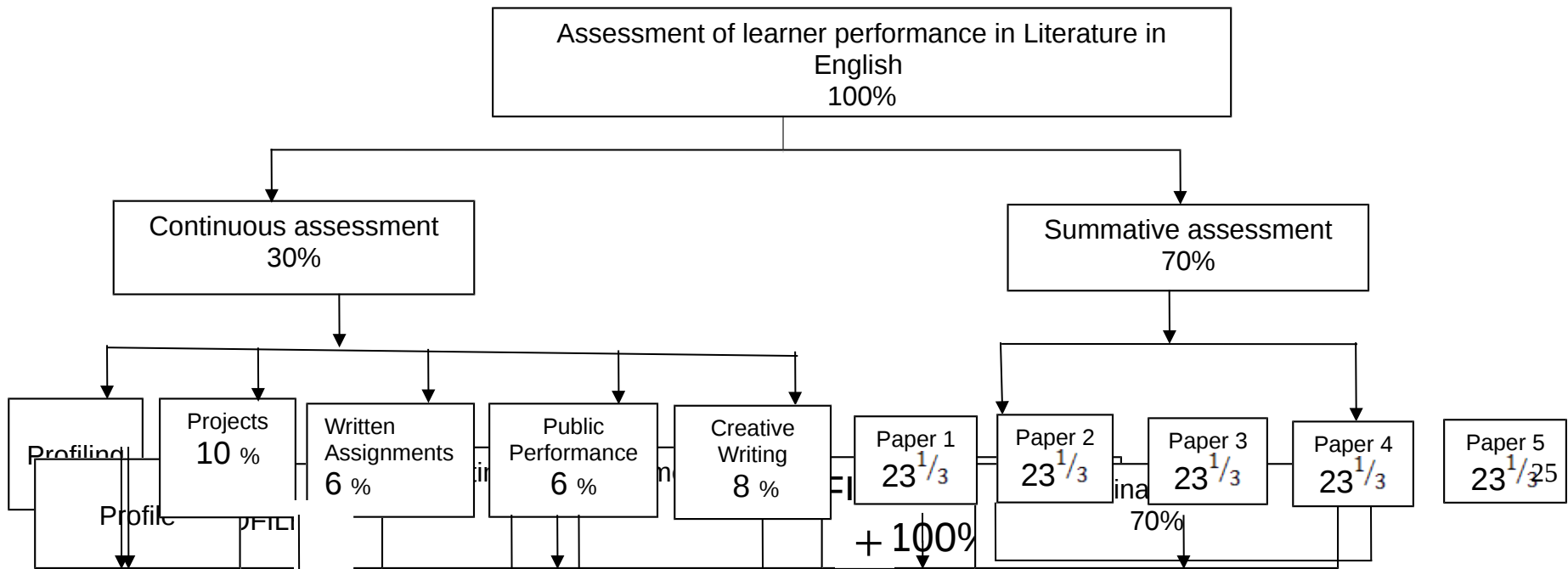
**NB – Candidates will be assessed on their knowledge of texts, their imaginative and personal responses to them, as well as their ability to organise and present information, ideas and arguments clearly and logically, taking into account their use of grammar, punctuation and spelling. In all papers, continuous prose answers are required unless otherwise specified.**

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

Skill	Weighting
Comprehension and Knowledge/recall	20%
Analysis, Application, Synthesis & Evaluation	80%
<b>Total</b>	<b>100%</b>

## 10.0 ASSESSMENT MODEL

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



## APPENDIX A

### RESOURCE LIST

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

Peter Abbs and John Richardson, *The Forms of Narrative: A Practical Guide*, Cambridge University Press (ISBN 0521371597).

Peter Abbs and John Richardson, *The Forms of Poetry: A Practical Guide*, Cambridge University Press (ISBN 0521371600).

John Brown and Terry Gifford, *Teaching A-Level Literature: A Student Centres Approach* (ISBN 041501641 X)

C J Brumfit and R A Carter, ed, *Literature and Language Teaching*, Oxford University Press (ISBN 098314434)

Steven Croft and Helen Cross, *A Practical Guide to Poetry*, Open University Press (ISBN 098314434)

Patrick Dias and Mike Hayhoe, *Developing Response to Poetry*, Open University Press (ISBN 0335158331)

Rex Gibson, *Teaching Shakespeare*, Cambridge University Press (ISBN 0521577888)

Simon Greenhall and Michael Swan, *Effective Reading Skills, Reading Skills for Advanced Students*, Cambridge University (ISBN 0521317592)

Sue Hackman and Barbra Mashall, *Into Literature: A Bridging Course to Advanced Study*, Hodder and Stoughton (ISBN 034073803)

George Keith and John Shuttleworth, *Living Language: Original Writing*, Hodder and Stoughton (ISBN 034073803)

Victor J Lee, *English Literature in Schools*, Open University (ISBN 0335152467)

John Lennard, *The Poetry Handbook*, Oxford University Press (ISBN 01987114920)

John Mcrae and Roy Boardman, *Reading between the Lines: Integrated Language and Literature Activities*, Cambridge University Press (ISBN 0521277906; 0521277892)

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

Emmanuel Ngara, *Teaching Literature in Africa*, Zimbabwe Educational Books, 1984

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

Malcom Peet and David Robinson, *Leading Questions: A Course in Literary Appreciation*, Nelson (ISBN 017432379)

Robert Protherough, *Developing Responses to Fiction*, Open University Press (ISBN 0335104050)

Robert Protherough, *Teaching Literature for Examinations*, Open University Press (ISBN 0335104050)

Rob Pope, *The English Studies Book*, Longman (ISBN 04151287676)

Don Shiach, *Prose and Poetry – The Reading of the Text*, Cambridge University Press (ISBN 0521498945)

F. R. Mhonyera and T.O. Mc Loughlin, *Insights, An Introduction To The Criticism Of Zimbabwean And Other Poetry*  
*Mambo Press, Gweru*