



ZIMBABWE

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

## LITERATURE IN ZIMBABWEAN INDIGENOUS LANGUAGES SYLLABUS

**FORM 1 – 4  
(2015 – 2022)**

Curriculum Development Unit  
P. O. Box MP 133  
MOUNT PLEASANT  
HARARE

©All Rights Reserved  
2015





## ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this syllabus:

- The National Literature in Zimbabwean Indigenous Languages panel
- Government departments
- Representatives of various organisations
- Publishers
- ZIMSEC
- UNICEF
- UNESCO



<b>TABLE OF CONTENTS</b> .....	<b>PAGE</b>
1.0 PREAMBLE.....	1
1.1 INTRODUCTION.....	1
1.2 RATIONALE .....	1
1.3 SUMMARY OF CONTENT.....	1
1.4 CROSSCUTTING THEMES.....	1
1.5 ASSUMPTIONS .....	1
2.0 PRESENTATION OF SYLLABUS .....	1
2.1 Form 1 and 2 Set books and Indigenous Knowledge Systems.....	1
2.2 Forms 3 and 4 Set books and Indigenous Knowledge Systems .....	1
3.0 AIMS.....	1
4.0 OBJECTIVES .....	2
5.0 METHODOLOGY AND TIME ALLOCATION.....	2
5.1 Methodology.....	2
5.2 Time Allocation .....	2
6.0 TOPICS .....	2
7.0 SCOPE AND SEQUENCE .....	3
8.0 COMPETENCY MATRIX.....	9
9.0 ASSESSMENT.....	44
FORM 1 AND 2 .....	44
9.1 SCHEME OF ASSESSMENT.....	44
9.2 DESCRIPTION OF PAPERS .....	45
FORM 3 AND 4 .....	45

## 1.0 PREAMBLE

### 1.1 INTRODUCTION

The Form 1 to 4 Literature in Zimbabwean Indigenous Languages syllabus is a four-year learning phase that highlights areas to be covered in the learning of Literature in Zimbabwean Indigenous Languages. Literature is an ideological tool which is used to create self-awareness, promote patriotism and Unhu/Ubuntu/Vumunhu. It also fosters a foundation for the promotion of Zimbabwean culture and heritage. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with diverse needs. The syllabus is intended to capture and build onto skills such as creativity, critical thinking and problem solving acquired from Infant and Junior Levels. This syllabus promotes the integration of related speech varieties/dialects.

### 1.2 RATIONALE

Literature in Zimbabwean Indigenous Languages has been an integral part of the Zimbabwean culture through Indigenous Knowledge Systems. Throughout history, humanity has endeavoured to sustain and develop literature in order to preserve culture and heritage. The study of Literature in Zimbabwean Indigenous Languages will perpetuate this endeavour. This is even more pronounced in contemporary society and the ability to understand literary concepts is central to most facets of our everyday lives. This syllabus will build onto the Infant and Junior Levels, a foundation for appropriate indigenous language usage in different situations as well as in scientific and technological advances.

Literature develops important generic skills in learners. Therefore, a good understanding of literary concepts and the ability to apply them in practical situations will be valuable attributes in our society.

### 1.3 SUMMARY OF CONTENT

The Form 1 to 4 Literature in Zimbabwean Indigenous Languages syllabus focuses on the study of the story lines, plots, themes, settings, characters, genres, Indigenous Knowledge Systems (Orature) and techniques among others, with a view to developing the following skills in learners:

- appropriate communication
- creativity
- critical thinking
- problem solving
- evaluation and analysis of linguistic and cultural materials
- social interaction/group dynamics
- use of Information and Communication Technology (ICT)

### 1.4 ASSUMPTIONS

It is assumed that the learner:

- can communicate in the indigenous language being used in the learning area
- is conversant with some aspects of Indigenous Knowledge Systems (Orature)
- has some knowledge of his/her cultural values and norms
- has knowledge of Information and Communication Technology (ICT)
- is familiar with local heritage including symbols and sites
- has exposure to project and cooperative work
- has exposure to performing arts

### 1.5 CROSS-CUTTING THEMES

In the teaching and learning of Literature in Zimbabwean Indigenous Languages from Forms 1 to 4, the following crosscutting themes have to be taken into consideration:

- Environmental issues
- Disaster Risk Management
- Health issues, HIV and AIDS
- Culture and heritage
- Financial management
- Enterprise
- Gender
- Child protection
- Information and Communication Technology (ICT)
- Life skills
- Respect for human rights
- Children's rights and responsibilities

### 2.0 PRESENTATION OF THE SYLLABUS

This Literature in Zimbabwean Indigenous Languages syllabus for Forms 1 to 4 is in the form of one document.

### 3.0 AIMS

The syllabus aims to:

- lay the foundation in the learner for the lifelong habit of reading and writing extensively for enjoyment, knowledge and enterprise
- develop in learners an appreciation for aesthetic qualities of literature
- expose learners to ideological, social, political, economic, scientific and technological experiences of characters in literary works for application in real life experiences
- Inculcate in learners an appreciation of national heritage and culture
- develop in learners an appreciation of various authors' world views
- develop in learners the ability to apply technological skills in a variety of ways

## 4.0 OBJECTIVES

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

- 4.1.1 outline the storylines in chronological sequence
- 4.1.2 illustrate the plots in prose or drama
- 4.1.3 discuss contextual and cross-cutting themes in literary works
- 4.1.4 describe the actions, feelings, motives, roles and qualities of characters in a text
- 4.1.5 explain ideas and issues raised in a text
- 4.1.6 evaluate settings of place and time
- 4.1.7 identify literary techniques
- 4.1.8 analyse heritage, cultural aspects and practices portrayed in literary works
- 4.1.9 discuss the author's attitude to his/her subject matter
- 4.1.10 analyse poems paying attention to content and poetic devices
- 4.1.11 relate literary works to their personal and social experiences
- 4.1.12 apply technology in research and production of creative works
- 4.1.13 create literary works
- 4.1.14 enterprise through creative works

## 5.0 METHODOLOGY AND TIME ALLOCATION

### 5.1 Methodology

The communicative and multi-sensory approaches are recommended to enhance inclusive participation, responsiveness and critical analysis in the teaching and learning of Literature in Zimbabwean Indigenous Languages. In this regard, the following learner centred methodologies are suggested:

- discussion
- debating
- dramatising
- singing
- dancing
- filming
- educational tours
- imitation/simulation/role play
- quiz
- problem solving
- research
- games
- riddles
- oral presentations, performance and display
- mock trials
- interviews
- case studies
- internship

### 5.2 Time Allocation

The learning area should be allocated 4 periods of 35 minutes per week for Forms 1 and 2 and 5 periods of 35 minutes per week for Forms 3 and 4. For Forms 3 and 4 the five periods are inclusive of one double period.

Learners to go on at least two educational tours per year.

## 6.0 TOPICS

- Background to the study of literature
- Historical background to texts
- Storyline, plot and subplots in texts
- Conflict and conflict management in texts
- • Setting (time and place) in texts
- Themes and sub-themes in texts
- Characterisation in texts
- Literary techniques in texts
- Heritage, cultural values and beliefs in texts
- Lessons in texts
- Creative works

**7.0 SCOPE AND SEQUENCE**

TOPIC	FORM ONE	FORM TWO	FORM THREE	FORM FOUR
<b>1. BACKGROUND TO THE STUDY OF LITERATURE</b>	<ul style="list-style-type: none"> <li>• Definition of literature</li> <li>• Genres of literature: drama, prose, poetry</li> <li>• Indigenous Knowledge Systems (Orature) such as:                             <ul style="list-style-type: none"> <li>– folktales</li> <li>– songs</li> <li>– riddles</li> <li>– games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Significance of literature in society</li> <li>• Importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political and cultural issues in literary works</li> <li>• Role of literature in the Zimbabwean experiences</li> <li>• Production of literary works</li> <li>• The impact of literature in the local and international community</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political and cultural issues in literary works</li> <li>• Role of literature in the Zimbabwean experiences</li> <li>• Production of literary works</li> <li>• The impact of literature in the local and international community</li> </ul>
<b>2.HISTORICAL BACKGROUND TO TEXTS</b>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources</li> </ul>

	of inspiration	sources of inspiration	of inspiration	of inspiration
	<ul style="list-style-type: none"> <li>• Author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's perception of the world</li> </ul>
<b>3. STORYLINE, PLOTS AND SUBPLOTS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Storyline</li> <li>• Sequence of events in linear progression in simplex plots</li> <li>• Comprehension of the plot</li> </ul>	<ul style="list-style-type: none"> <li>• Storyline</li> <li>• Sequence of events in linear progression in simplex plots</li> <li>• Comprehension of the plot and subplots</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots and subplots (simplex and complex)</li> <li>• Outline events in chronological order from simplex and complex plots</li> <li>• Relationship between plots and subplots</li> <li>• Plot development</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots (simplex and complex)</li> <li>• Outline events in chronological order from simplex/complex plots</li> <li>• Relationship between plots and subplots</li> <li>• Plot development</li> </ul>
<b>4 CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot</li> </ul>



	<ul style="list-style-type: none"> <li>Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>Conflict build up</li> <li>Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>development</li> <li>Conflict management</li> </ul>
<b>5. SETTING IN TEXTS</b>	<ul style="list-style-type: none"> <li>Place</li> <li>Time</li> <li>Chronological order of events</li> </ul>	<ul style="list-style-type: none"> <li>Place</li> <li>Time</li> <li>Chronological order of events</li> <li>Appropriateness of setting in relation to events</li> </ul>	<ul style="list-style-type: none"> <li>Place, time and chronological order of events</li> <li>Significance of setting</li> <li>Realism and fantasy of events in relation to setting</li> </ul>	<ul style="list-style-type: none"> <li>Place, time and chronological order of events</li> <li>Significance of setting</li> <li>Realism and fantasy of events in relation to setting</li> </ul>
<b>6. THEMES AND SUB-THEMES IN TEXTS</b>	<ul style="list-style-type: none"> <li>Identification of themes</li> <li>Main and sub-themes</li> <li>Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Identification of themes</li> <li>Main and sub-themes</li> <li>Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Main and sub-themes</li> <li>Emerging issues in relation to the environment</li> <li>Significance and relationship of themes and sub</li> </ul>	<ul style="list-style-type: none"> <li>Main and sub-themes</li> <li>Emerging issues in relation to the environment</li> <li>Significance and relationship of themes and sub</li> </ul>

	environment	themes	themes
<p><b>7.CHARACTERISATION IN TEXTS</b></p> <ul style="list-style-type: none"> <li>• Identification of major and minor characters</li> <li>• Relationships among characters</li> <li>• Roles of characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Relationships among characters</li> <li>• Roles of characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Roles of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Roles of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals</li> </ul>

			<p>displayed by characters</p> <ul style="list-style-type: none"> <li>• Characters in relation to cross-cutting issues</li> </ul>	<p>displayed by characters</p> <ul style="list-style-type: none"> <li>• Characters in relation to cross-cutting issues</li> </ul>
<p><b>8. LITERARY TECHNIQUES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices</li> <li>• Titling of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices</li> <li>• Titling of texts</li> </ul>	<p>Literary devices in drama and prose</p> <ul style="list-style-type: none"> <li>• Titling of texts</li> <li>• Poetic devices</li> </ul>	<p>Literary devices in drama and prose</p> <ul style="list-style-type: none"> <li>• Titling of texts</li> <li>• Poetic devices</li> </ul>
<p><b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems (Orature)</li> <li>• Importance of values and beliefs in society</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems (Orature)</li> <li>• Importance of values</li> </ul>	<p>Indigenous and contemporary cultural beliefs</p> <ul style="list-style-type: none"> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems (Orature)</li> <li>• Comparison of</li> </ul>	<p>Indigenous and contemporary culture and beliefs</p> <ul style="list-style-type: none"> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems (Orature)</li> <li>• Comparison of</li> </ul>

	<ul style="list-style-type: none"> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• of values and beliefs in society</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>
<b>10. LESSONS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to crosscutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Applicability of lessons learnt</li> <li>• Lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Applicability of lessons learnt</li> <li>• Lessons relating to cross-cutting themes</li> </ul>
<b>11. CREATIVE WORKS</b>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> </ul>



	<ul style="list-style-type: none"> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<p>creative works</p> <ul style="list-style-type: none"> <li>• Publication of materials</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>
--	--	--	--	--	--



## 8.0 COMPETENCY MATRIX

## FORM 1

TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
1. BACKGROUND TO THE STUDY OF LITERATURE	<ul style="list-style-type: none"> <li>define literature</li> <li>explain the importance of literature in society</li> <li>identify the different genres of literature</li> <li>discuss types of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>Definition of literature</li> <li>Importance of literature</li> <li>Genres of literature:               <ul style="list-style-type: none"> <li>poetry</li> <li>prose</li> <li>drama</li> </ul> </li> <li>Indigenous Knowledge Systems (Orature) such as:               <ul style="list-style-type: none"> <li>riddles</li> <li>folktales</li> <li>games</li> <li>clan praises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Defining literature</li> <li>Discussing different genres of literature</li> <li>Explaining the importance of literature in society</li> <li>Discussing types of Indigenous Knowledge Systems (Orature)</li> <li>Telling stories and singing</li> <li>Presentation of poems</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Resource persons</li> <li>ICT tools</li> <li>Braille equipment</li> <li>Talking books</li> <li>Heritage sites</li> <li>Museums and monuments</li> <li>Archives</li> <li>Documentaries</li> </ul>

<p><b>2. HISTORICAL BACKGROUND TO TEXTS</b></p>	<ul style="list-style-type: none"> <li>• give author's brief biography</li> <li>• discuss author's sources of inspiration</li> </ul>	<p>poetry</p> <ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration such as:                         <ul style="list-style-type: none"> <li>– personal experiences</li> <li>– era (historical period)</li> <li>– socio-economic issues</li> <li>– political issues</li> <li>– cultural issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on author's life and history</li> <li>• Discussing issues that inspired the author's work</li> <li>• Citing political, socio-economic and cultural issues being raised in texts</li> <li>• Relating author's issues to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Museums and monuments</li> <li>• Heritage sites</li> <li>• Documentaries</li> <li>• Archives</li> </ul>
<p><b>3. STORYLINE, PLOTS AND SUBPLOTS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• narrate events in order of their occurrence</li> <li>• identify the main plot and simplex plots</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence of events in linear progression in simplex plot</li> <li>• Comprehension of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Tracing the events of a plot</li> <li>• Identifying the simplex and main plot</li> <li>• Writing book reviews</li> <li>• Dramatising events in plots</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Reference books</li> <li>• Resource person</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>

<p><b>4. SETTING IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify places where events occur</li> <li>• describe times when events occur</li> <li>• describe the chronological order of events in relation to time and place</li> </ul>	<ul style="list-style-type: none"> <li>• setting in terms of place such as:                         <ul style="list-style-type: none"> <li>– country</li> <li>– on the bus</li> <li>– village/urban</li> </ul> </li> <li>• Setting in terms of time such as:                         <ul style="list-style-type: none"> <li>– seasons</li> <li>– days of the week</li> <li>– time of the day</li> </ul> </li> <li>• Chronological order of events</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the relationship between events and places</li> <li>• Relating events to time and place</li> <li>• Visiting relevant sites</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Maps</li> <li>• Calendars</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Documentaries</li> <li>• Relevant sites</li> <li>• Cultural centres</li> </ul>
<p><b>5. CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify types of conflicts</li> <li>• discuss causes of conflicts</li> <li>• trace conflict build-up</li> <li>• explain how conflicts are managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of conflicts</li> <li>• Discussing causes of conflicts</li> <li>• Tracing conflict build-up</li> <li>• explaining how conflicts are managed</li> <li>• Dramatising conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>



<p><b>6. THEMES AND SUB-THEMES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify main and sub-themes</li> <li>• discuss emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of themes</li> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main and sub-themes</li> <li>• Relating themes to everyday life</li> <li>• Researching on cross-cutting themes raised</li> <li>• Dramatising on themes</li> <li>• Debating on themes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Drama costumes and props</li> </ul>
<p><b>7.CHARACTERISATION IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify major and minor characters</li> <li>• explain the relationships among characters</li> <li>• state roles of characters</li> <li>• discuss cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of major and minor characters</li> <li>• relationships among characters</li> <li>• roles of characters</li> <li>• personal response to characters</li> <li>• cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying major and minor characters</li> <li>• Explaining the relationships among characters</li> <li>• Stating roles of characters</li> <li>• Discussing cultural values, beliefs and morals displayed by characters</li> <li>• Describing their feelings towards characters</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>

<p><b>8. LITERARY TECHNIQUES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify linguistic devices</li> <li>• explain the relevance of a title</li> <li>• assess the impact of a title on the reader</li> <li>• create appealing titles for literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices such as:                         <ul style="list-style-type: none"> <li>– idiophones</li> <li>– proverbs</li> <li>– idioms</li> </ul> </li> <li>• Titling:                         <ul style="list-style-type: none"> <li>– relevance of a title</li> <li>– impact of a title on the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Quiz on characters</li> <li>• Debating on characters</li> <li>• Singing about characters</li> </ul>	
<p><b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify values, beliefs and heritage aspects linked to Unhu/Ubuntu/ Vumunhu</li> <li>• discuss values and beliefs in relation to</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems (Orature) such as:                         <ul style="list-style-type: none"> <li>– taboos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• discussing values and beliefs in relation to texts</li> <li>• Role-playing a variety of cultural practices</li> <li>• Visiting heritage sites</li> <li>• identifying aspects of cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Artefacts such as <i>mbira</i>, clay pots, animal skins, reed mats, indigenous weapons</li> <li>• ICT tools</li> <li>• Heritage sites</li> <li>• Drama costumes and props</li> </ul>

<p><b>10. LESSONS IN TEXTS</b></p>	<p>texts</p> <ul style="list-style-type: none"> <li>• relate Indigenous Knowledge Systems (Orature) to their culture</li> <li>• demonstrate pride in their cultural heritage</li> <li>• identify aspects of cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>– myths</li> <li>– legends</li> <li>– figurative language</li> <li>– medicines</li> <li>• Importance of values and beliefs</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Relating Indigenous Knowledge Systems (Orature) to their culture</li> <li>• Dramatising</li> <li>• Cartooning</li> <li>• Sculpturing</li> <li>• Painting/drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Culture centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>
	<ul style="list-style-type: none"> <li>• discuss lessons learnt</li> <li>• select relevant cross-cutting themes</li> <li>• analyse lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons</li> <li>• Lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing lessons learnt</li> <li>• Selecting relevant cross-cutting themes</li> <li>• Analysing lessons in relation to cross-cutting issues</li> <li>• Dramatising moral lessons</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Drama costumes and props</li> </ul>

<p><b>11. CREATIVE WORKS</b></p>	<ul style="list-style-type: none"> <li>• identify types of creative works</li> <li>• compose creative works</li> <li>• present creative works</li> <li>• exhibit creative works</li> <li>• discuss copyright issues</li> <li>• devise marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of creative works</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of creative works</li> <li>• Composing creative works</li> <li>• Presenting creative works</li> <li>• Exhibiting creative works</li> <li>• Discussing copyright issues</li> <li>• Devising marketing strategies</li> <li>• Participating in a variety of festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Drama costumes and props</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Documentaries</li> <li>• Culture centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Festival venues</li> </ul>
----------------------------------	---	--	--	--

**FORM 2**

TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>1. BACKGROUND TO THE STUDY OF LITERATURE</b>	<ul style="list-style-type: none"> <li>• discuss the significance of literature in society</li> <li>• explain the importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Significance of literature in society such as: <ul style="list-style-type: none"> <li>– nation building</li> <li>– educating</li> </ul> </li> <li>• Importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the role of literature in society</li> <li>• Explaining the role of Indigenous Knowledge Systems (Orature) in society</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>

<p><b>2. HISTORICAL BACKGROUND TO TEXTS</b></p>	<ul style="list-style-type: none"> <li>• give author's biography</li> <li>• discuss author's sources of inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration such as:                         <ul style="list-style-type: none"> <li>– personal experiences</li> <li>– era (historical period)</li> <li>– socio-economic, political, and cultural issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Researching on author's life and history</li> <li>• Discussing issues that inspired the author's work                         <ul style="list-style-type: none"> <li>• Discussing political, socio-economic and cultural issues being raised in texts</li> <li>• Relating author's issues to the environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>
<p><b>3. STORYLINE, PLOTS AND SUBPLOTS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• narrate events in order of their occurrence</li> <li>• identify the main plot and subplots</li> <li>• discuss simplex plots</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence of events in chronological order</li> <li>• Comprehension of simplex plots</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying events in their chronological order</li> <li>• Identifying the main plot</li> <li>• Discussing simplex plots</li> <li>• Writing book reviews</li> <li>• Dramatising events in plots</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Reference books</li> <li>• Braille</li> </ul>

					<ul style="list-style-type: none"> <li>• Talking books</li> </ul>
<b>4. SETTING IN TEXTS</b>	<ul style="list-style-type: none"> <li>• identify places where events occur</li> <li>• describe times when events occur</li> <li>• relate time and place to real life experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Setting in form of place</li> <li>• Setting in form of time</li> <li>• Appropriateness of time</li> <li>• Appropriateness of place</li> </ul>	<ul style="list-style-type: none"> <li>• Describing place where events occur in texts</li> <li>• Describing times when events occur</li> <li>• Relating time and place to real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Maps</li> <li>• Calendars</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Relevant sites</li> <li>• Documentaries</li> <li>• Cultural centres</li> </ul>	
<b>5. CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b>	<ul style="list-style-type: none"> <li>• identify types of conflicts</li> <li>• identify causes of conflicts</li> <li>• trace conflict build-up</li> <li>• explain how conflicts are</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying conflicts</li> <li>• Dramatising conflicts</li> <li>• Describing conflict build up</li> <li>• Discussing causes of</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Resource</li> </ul>	

	managed	<ul style="list-style-type: none"> <li>Conflict build up</li> <li>Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>conflicts</li> <li>Explaining how conflicts are managed</li> </ul>	<ul style="list-style-type: none"> <li>persons</li> <li>Reference books</li> <li>Talking books</li> <li>Braille equipment</li> </ul>
<b>6. THEMES AND SUB-THEMES IN TEXTS</b>	<ul style="list-style-type: none"> <li>identify main and sub-themes</li> <li>discuss emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Identification of themes</li> <li>Main and sub-themes</li> <li>Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Identifying main and sub-themes</li> <li>Relating themes to everyday life</li> <li>Researching on crosscutting themes raised</li> <li>Debating on themes</li> <li>Dramatising on themes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> <li>Reference books/Braille</li> <li>Talking books</li> <li>Braille equipment</li> <li>Drama costumes and props</li> </ul>
<b>7. CHARACTERISATION IN TEXTS</b>	<ul style="list-style-type: none"> <li>describe characters</li> <li>explain the relationship between characters</li> <li>state roles of characters</li> </ul>	<ul style="list-style-type: none"> <li>Description of characters</li> <li>Relationship between characters</li> </ul>	<ul style="list-style-type: none"> <li>Describing characters</li> <li>Explaining the relationship between characters</li> <li>Stating roles of</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Resource persons</li> <li>Reference</li> </ul>



	<ul style="list-style-type: none"> <li>• discuss cultural values, beliefs and morals displayed by characters</li> <li>• express their feelings towards characters</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• characters</li> <li>• Discussing cultural values, beliefs and morals displayed by characters</li> <li>• Describing their feelings towards characters</li> <li>• Justifying their impressions towards characters</li> <li>• Role playing</li> <li>• Quiz on characters</li> <li>• Singing about characters</li> <li>• Playing games on characters</li> </ul>	<ul style="list-style-type: none"> <li>• books</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>
<p><b>8. LITERARY TECHNIQUES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify linguistic devices</li> <li>• explain the relevance of a title</li> <li>• assess the impact of a title on the reader</li> <li>• create appealing titles</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices such as:                             <ul style="list-style-type: none"> <li>– idiophones</li> <li>– proverbs</li> <li>– idioms</li> </ul> </li> <li>• Titling:</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying linguistic devices</li> <li>• Discussing the relevance of a title</li> <li>• Discussing impact of a title on the reader</li> <li>• Titling literary works</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille</li> </ul>

	for literary works	– relevance of a title – impact of a title on the reader	Quiz Researching on literary devices	equipment
<b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• identify values, beliefs and heritage aspects linked to Unhu/Ubuntu/Vumunhu</li> <li>• discuss values and beliefs in relation to texts</li> <li>• relate Indigenous Knowledge Systems (Orature) to their culture</li> <li>• demonstrate pride in their cultural heritage</li> <li>• identify aspects of cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems (Orature) such as:                             <ul style="list-style-type: none"> <li>– taboos</li> <li>– myths</li> <li>– legends</li> <li>– figurative language</li> <li>– medicines</li> </ul> </li> <li>• Importance of values and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing values and beliefs in relation to texts</li> <li>• Role-playing a variety of cultural practices</li> <li>• Visiting heritage sites</li> <li>• identifying aspects of cultural diversity</li> <li>• Relating Indigenous Knowledge Systems (Orature) to their culture</li> <li>• Dramatising</li> <li>• Cartooning</li> <li>• Sculpturing</li> <li>• Painting/drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Artefacts such as mbira, clay pots, animal skins, reed mats, indigenous weapons</li> <li>• ICT tools</li> <li>• Heritage sites</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>

			<ul style="list-style-type: none"> <li>• Cultural diversity</li> </ul>		<ul style="list-style-type: none"> <li>• Cultural centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>
<b>10. LESSONS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• discuss lessons learnt</li> <li>• select relevant cross-cutting themes</li> <li>• analyse lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons</li> <li>• Lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing lessons learnt</li> <li>• Selecting relevant cross-cutting themes</li> <li>• Analysing lessons in relation to cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>	
<b>11 CREATIVE WORKS</b>	<ul style="list-style-type: none"> <li>• identify types of creative works</li> <li>• compose creative works</li> <li>• present creative works</li> <li>• exhibit creative works</li> <li>• discuss copyright issues</li> <li>• devise marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of creative works</li> <li>• Composing creative works</li> <li>• Presenting creative works</li> <li>• Exhibiting creative works</li> </ul>	<ul style="list-style-type: none"> <li>• Drama costumes and props</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference</li> </ul>	

	<p>strategies</p>	<p>creative works</p> <ul style="list-style-type: none"> <li>• Publication of creative works</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing copyright issues</li> <li>• Devising marketing strategies</li> </ul>	<p>books</p> <ul style="list-style-type: none"> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Documentaries</li> <li>• Culture centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Festival venues</li> </ul>
--	-------------------	---	--	---

**FORM 3**

TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>1.BACKGROUND TO THE STUDY OF LITERATURE</b></p>	<ul style="list-style-type: none"> <li>• identify socio-economic, political, cultural and heritage issues in literary works</li> <li>• discuss the significance of issues raised in literary works to the community</li> <li>• relate issues raised to their environment</li> <li>• discuss the production of literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political, cultural and heritage issues in literary works such as:                             <ul style="list-style-type: none"> <li>– gender</li> <li>– enterprise</li> <li>– patriotism</li> <li>– Unhu/Ubuntu/Vumunhu</li> </ul> </li> <li>• Role of literature in the Zimbabwean experiences such as transmission of:                             <ul style="list-style-type: none"> <li>– values</li> <li>– norms</li> <li>– attitudes</li> <li>– beliefs</li> <li>– awareness</li> </ul> </li> <li>• Production of literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying socio-economic, political, cultural and heritage issues in literary works</li> <li>• Discussing the importance of issues raised in literary works</li> <li>• Relating raised issues to their environment</li> <li>• Assessing the role of literature in society</li> <li>• Discussing how literary works are produced</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>

<p><b>2. HISTORICAL BACKGROUND TO TEXTS</b></p>	<ul style="list-style-type: none"> <li>• discuss author's biography</li> <li>• discuss issues that inspired the author</li> <li>• analyse the author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration such as:                             <ul style="list-style-type: none"> <li>– personal experiences</li> <li>– period</li> <li>– place</li> <li>– socio-economic issues</li> <li>– beliefs</li> <li>– practices</li> <li>– gender</li> </ul> </li> <li>• Author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on authors' biography</li> <li>• Discussing authors' biography in relation to their works</li> <li>• Discussing issues that inspired the author</li> <li>• Analysing the author's perception of the world</li> <li>• Interviewing authors</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Documentaries</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> </ul>
---	---	--	---	--

<p><b>3. STORYLINE: PLOTS AND SUBPLOTS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify the main and sub-plots</li> <li>• discuss the plots and subplots of the texts in sequence</li> <li>• explain the relationship between main plot and subplots</li> <li>• compare and contrast sub-plots</li> <li>• analyse the purpose and effectiveness of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots and sub-plots</li> <li>• Sequencing of plots</li> <li>• Relationship between plots</li> <li>• Suitability of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main and subplots</li> <li>• Tracing the events of plots</li> <li>• Discussing the relationship between plots</li> <li>• Writing book reviews</li> <li>• Conducting an educational tour</li> <li>• Dramatising events in plots</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Reference books</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>
<p><b>4. CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify types of conflicts</li> <li>• discuss the causes of conflicts</li> <li>• analyse the significance of conflict management in plot development</li> <li>• evaluate conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot development</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of conflicts</li> <li>• Discussing the causes of conflicts</li> <li>• Analysing the significance of conflict management in plot development</li> <li>• Evaluating conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>

<p><b>3. STORYLINE: PLOTS AND SUBPLOTS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify the main and sub-plots</li> <li>• discuss the plots and subplots of the texts in sequence</li> <li>• explain the relationship between main plot and subplots</li> <li>• compare and contrast sub-plots</li> <li>• analyse the purpose and effectiveness of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots and sub-plots</li> <li>• Sequencing of plots</li> <li>• Relationship between plots</li> <li>• Suitability of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main and subplots</li> <li>• Tracing the events of plots</li> <li>• Discussing the relationship between plots</li> <li>• Writing book reviews</li> <li>• Conducting an educational tour</li> <li>• Dramatising events in plots</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Drama costumes and props</li> <li>• Reference books</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>
<p><b>4. CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify types of conflicts</li> <li>• discuss the causes of conflicts</li> <li>• analyse the significance of conflict management in plot development</li> <li>• evaluate conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot development</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of conflicts</li> <li>• Discussing the causes of conflicts</li> <li>• Analysing the significance of conflict management in plot development</li> <li>• Evaluating conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Braille equipment</li> </ul>



<p><b>5. SETTING IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• describe setting sequentially</li> <li>• examine the significance of setting</li> <li>• describe how the environment affects events</li> </ul>		<ul style="list-style-type: none"> <li>• Place, time and sequence of events</li> <li>• Significance of setting such as:                             <ul style="list-style-type: none"> <li>– sacred places</li> <li>– monuments</li> <li>– cities</li> </ul> </li> <li>• Setting in relation to crosscutting issues</li> </ul>		<ul style="list-style-type: none"> <li>• Outlining events in the texts and relating them to time and place</li> <li>• Discussing the credibility of events in relation to setting</li> <li>• Visiting relevant sites</li> <li>• Researching on the significance of the setting</li> </ul>	<p>management</p> <ul style="list-style-type: none"> <li>• Dramatising conflict build up and management</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Relevant sites</li> <li>• Documentaries</li> <li>• Cultural centres</li> </ul>
-----------------------------------	---	--	--	--	---	--	---

<p><b>6. THEMES AND SUB-THEMES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify main and sub-themes</li> <li>• debate emerging issues in relation to the environment</li> <li>• examine the relationship between the main and sub-themes</li> <li>• analyse the significance of main and sub-themes</li> <li>• discuss cross-cutting themes as portrayed</li> </ul>	<ul style="list-style-type: none"> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> <li>• Significance of main and sub-themes</li> <li>• Relationship between main and sub-themes</li> <li>• Cross-cutting themes such as:                         <ul style="list-style-type: none"> <li>– gender</li> <li>– heritage</li> <li>– human rights</li> <li>– child protection as portrayed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main and sub-themes</li> <li>• Debating emerging issues in relation to the environment</li> <li>• Examining the relationship between the main and sub-themes</li> <li>• Analysing the significance of main and sub-themes</li> <li>• Discussing cross-cutting themes as portrayed</li> <li>• Dramatising themes</li> <li>• Composing and singing songs on themes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>
---	---	--	--	--

<p><b>7.CHARACTERISATION IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• describe characters</li> <li>• explain the relationships between and among characters</li> <li>• assess the contribution of characters to plot development</li> <li>• illustrate the development of characters</li> <li>• examine the aptness of names</li> <li>• justify their personal responses to characters</li> <li>• assess realism and fantasy in relation to characters</li> <li>• discuss the influence of gender stereotyping on characters</li> <li>• discuss cultural values, beliefs and morals (Unhu/Ubuntu/Vumunhu) portrayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals (Unhu/Ubuntu/Vumunhu) displayed by characters</li> <li>• Characters in relation to cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• Describing characters</li> <li>• Discussing cultural values, beliefs and morals (Unhu/Ubuntu/Vumunhu) portrayed by characters</li> <li>• Assessing realism and fantasy in relation to characters</li> <li>• Relating characters to cross-cutting issues</li> <li>• Role playing and simulation</li> <li>• Playing games</li> <li>• Mock-trials</li> <li>• Debating</li> <li>• Researching</li> <li>• Dramatising cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>
---	---	--	---	--

<p><b>8. LITERARY TECHNIQUES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• relate characters to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• identify literary techniques</li> <li>• discuss literary techniques</li> <li>• explain the relevance of a title</li> <li>• assess the impact of a title on the reader</li> <li>• create appealing titles for own works</li> <li>• create own works using selected literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Literary devices in drama such as:                         <ul style="list-style-type: none"> <li>– soliloquy</li> <li>– aside</li> <li>– stage directions</li> </ul> </li> <li>• Narrative techniques such as:                         <ul style="list-style-type: none"> <li>– interior monologue</li> <li>– songs</li> <li>– letters</li> <li>– irony</li> <li>– flashback</li> <li>– flash-forward</li> <li>– in media resources</li> </ul> </li> <li>• Poetic devices such as                         <ul style="list-style-type: none"> <li>– linking devices</li> <li>– proverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying literary techniques</li> <li>• Discussing literary techniques</li> <li>• Assessing the impact of a title on the reader</li> <li>• Creating own works using selected literary techniques</li> <li>• Dramatising</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>
---	---	---	---	--	--

<p><b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify with values and beliefs linked to Unhu/Ubuntu/Vumunhu</li> <li>• analyse values and beliefs in relation to texts</li> <li>• explain the importance of Indigenous Knowledge Systems (Orature)</li> <li>• debate on changes and adaptations in values and beliefs in relation to crosscutting issues</li> <li>• compare and contrast indigenous and contemporary values and beliefs</li> <li>• demonstrate an appreciation of their and</li> </ul>	<ul style="list-style-type: none"> <li>– parallelism</li> <li>• Titling:             <ul style="list-style-type: none"> <li>– relevance of a title</li> <li>– impact of a title on the reader</li> </ul> </li> <li>• Indigenous and contemporary cultural beliefs</li> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems (Orature)</li> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying with values and beliefs linked to Unhu/Ubuntu/Vumunhu</li> <li>• Analysing values and beliefs in relation to texts</li> <li>• Explaining the importance of Indigenous Knowledge Systems (Orature)</li> <li>• Debating on changes and adaptations in values and beliefs in relation to crosscutting issues</li> <li>• Comparing and contrasting indigenous and contemporary values and beliefs</li> <li>• Growing indigenous</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Artefacts such as mbira, clay pots, animal skins, reed mats, indigenous weapons</li> <li>• ICT tools</li> <li>• Heritage sites</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> <li>• Cultural centres</li> </ul>
---	--	---	---	---

<p><b>10. LESSONS IN TEXTS</b></p>	<p>other people`s cultures</p>	<ul style="list-style-type: none"> <li>• identify lessons</li> <li>• discuss lessons learnt</li> <li>• analyse lessons relating to cross-cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to cross-cutting themes</li> </ul>	<p>plants</p> <ul style="list-style-type: none"> <li>• Demonstrating an appreciation of their and other people`s cultures</li> <li>• Dramatising</li> <li>• Cartooning</li> <li>• Dancing</li> <li>• Painting/drawing</li> <li>• Visiting heritage sites</li> <li>• Role-playing a variety of cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> <li>• Immediate environment</li> </ul>
		<ul style="list-style-type: none"> <li>• Identifying lessons</li> <li>• Discussing lessons learnt</li> <li>• Researching on cross-cutting themes in relation to lessons learnt</li> <li>• Analysing lessons relating to cross-cutting themes</li> <li>• Dramatising lessons relating to cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>		

<p><b>11. CREATIVE WORKS</b></p>	<ul style="list-style-type: none"> <li>• identify types of creative works</li> <li>• compose creative works</li> <li>• present creative works</li> <li>• exhibit creative works</li> <li>• discuss copyright issues</li> <li>• devise marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of creative works</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of creative works</li> <li>• Composing creative works</li> <li>• Presenting creative works</li> <li>• Exhibiting creative works</li> <li>• Discussing copyright issues</li> <li>• Role playing marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Drama costumes and props</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Documentaries</li> <li>• Culture centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Festival venues</li> </ul>
----------------------------------	---	--	---	--

## FORM 4

TOPIC	OBJECTIVES: Learners should be able to:	UNIT CONTENT ( Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>1.BACKGROUND TO THE STUDY OF LITERATURE</b>	<ul style="list-style-type: none"> <li>• identify socio-economic, political, cultural and heritage issues in literary works</li> <li>• discuss the significance of issues raised in literary works to the community</li> <li>• relate issues raised to their environment</li> <li>• discuss the production of literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political, cultural and heritage issues in literary works such as: <ul style="list-style-type: none"> <li>– gender</li> <li>– enterprise</li> <li>– patriotism</li> <li>– Unhu/Ubuntu/Vumunhu</li> </ul> </li> <li>• Role of literature in the Zimbabwean experiences such as transmission of: <ul style="list-style-type: none"> <li>– values</li> <li>– norms</li> <li>– attitudes</li> <li>– beliefs</li> <li>– awareness</li> </ul> </li> <li>• Production of literary works</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying socio-economic, political, cultural and heritage issues in literary works</li> <li>• Discussing the importance of issues raised in literary works</li> <li>• Relating raised issues to their environment</li> <li>• Discussing how literary works are produced</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> </ul>



<p><b>2. HISTORICAL BACKGROUND TO TEXTS</b></p>	<ul style="list-style-type: none"> <li>• relate author's biography to works</li> <li>• analyse issues that inspired the author</li> <li>• comment on the author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration</li> <li>• Author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on author's biography</li> <li>• Relating author's biography to works</li> <li>• Analysing issues that inspired the author</li> <li>• Commenting on the author's perception of the world</li> <li>• Interviewing the author(s)</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Documentaries</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> </ul>
<p><b>3. STORYLINE: PLOTS AND SUBPLOTS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify the main and sub-plots</li> <li>• discuss the plots and subplots of the texts in sequence</li> <li>• explain the relationship between main plot and subplots</li> <li>• compare and contrast sub-plots</li> <li>• analyse the purpose and effectiveness of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots and subplots</li> <li>• Sequencing of plots</li> <li>• Relationship between plots</li> <li>• Suitability of plots</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the main and subplots</li> <li>• Tracing the events of plots</li> <li>• Discussing the relationship between plots</li> <li>• Writing book reviews</li> <li>• Dramatising events in plots</li> <li>• Conducting an educational tour</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> <li>• Heritage sites</li> <li>• Museums and monuments</li> <li>• Archives</li> </ul>

<p><b>4. CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify types of conflicts</li> <li>• discuss the causes of conflicts</li> <li>• analyse the significance of conflict management in plot development</li> <li>• evaluate conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot development</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying types of conflicts</li> <li>• Discussing the causes of conflicts</li> <li>• Analysing the significance of conflict management in plot development</li> <li>• Evaluating conflict management</li> <li>• Dramatising conflict build up and management</li> </ul>	<ul style="list-style-type: none"> <li>• Documentaries</li> </ul>
<p><b>5. SETTING IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• describe setting sequentially</li> <li>• examine the significance of setting</li> <li>• describe how the environment affects events</li> </ul>	<ul style="list-style-type: none"> <li>• Place, time and sequence of events</li> <li>• Significance of setting such as:                         <ul style="list-style-type: none"> <li>– sacred places</li> <li>– monuments</li> <li>– cities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Outlining events in the text and relating them to time and place</li> <li>• Discussing the credibility of events in relation to setting</li> <li>• Visiting relevant sites</li> <li>• Researching on the</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Relevant sites</li> <li>• Documentaries</li> </ul>

		Setting in relation to cross-cutting issues	significance of the setting	Cultural centres
<b>6. THEMES AND SUB-THEMES IN TEXTS</b>	<ul style="list-style-type: none"> <li>• identify main and sub-themes</li> <li>• debate emerging issues in relation to the environment</li> <li>• examine the relationship between the main and sub-themes</li> <li>• analyse the significance of main and sub-themes</li> <li>• discuss cross-cutting themes as portrayed</li> </ul>	<ul style="list-style-type: none"> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> <li>• Significance of main and sub-themes</li> <li>• Relationship between main and sub-themes</li> <li>• Cross-cutting themes such as:                             <ul style="list-style-type: none"> <li>– gender</li> <li>– heritage</li> <li>– human rights</li> <li>– child protection as portrayed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main and sub-themes</li> <li>• Debating emerging issues in relation to the environment</li> <li>• Examining the relationship between the main and sub-themes</li> <li>• Analysing the significance of main and sub-themes</li> <li>• Discussing cross-cutting themes as portrayed</li> <li>• Dramatising themes</li> <li>• Composing and singing songs on themes</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> </ul>
	<ul style="list-style-type: none"> <li>• describe characters</li> <li>• explain the relationships between and among characters</li> <li>• assess the contribution of</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> </ul>	<ul style="list-style-type: none"> <li>• describing characters</li> <li>• Assessing realism and fantasy in relation to characters</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> </ul>
<b>7. CHARACTERISATION IN TEXTS</b>				

	<p>characters to plot development</p> <ul style="list-style-type: none"> <li>• illustrate the development of characters</li> <li>• examine the aptness of names</li> <li>• justify their personal responses to characters</li> <li>• assess realism and fantasy in relation to characters</li> <li>• discuss the influence of gender stereotyping on characters</li> <li>• discuss cultural values, beliefs and morals (Unhu/Ubuntu/Vumunhu) portrayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> <li>• Characters in relation to cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cultural values, beliefs and morals (Unhu/Ubuntu/Vumunhu) portrayed by characters</li> <li>• Role playing and simulation</li> <li>• Playing games</li> <li>• Mock-trials</li> <li>• Debating</li> <li>• Researching</li> <li>• Dramatising</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>
<p><b>8. LITERARY TECHNIQUES IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify literary techniques</li> <li>• discuss literary techniques</li> <li>• explain the relevance of a title</li> <li>• assess the impact of a title on the reader</li> <li>• create appealing titles for own works</li> </ul>	<ul style="list-style-type: none"> <li>• Literary devices in drama such as:                             <ul style="list-style-type: none"> <li>– soliloquy</li> <li>– aside</li> <li>– stage directions</li> </ul> </li> <li>• Narrative techniques such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying literary techniques</li> <li>• Discussing literary techniques</li> <li>• Assessing the impact of a title on the reader</li> <li>• Creating own works using</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> </ul>

	<ul style="list-style-type: none"> <li>• create own works using selected literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>– interior monologue</li> <li>– songs</li> <li>– letters</li> <li>– irony</li> <li>– flashback, flash-forward, in media resources</li> <li>• Poetic devices such as:             <ul style="list-style-type: none"> <li>– linking devices</li> <li>– proverbs</li> <li>– parallelism</li> </ul> </li> <li>• Titling:             <ul style="list-style-type: none"> <li>– relevance of a title</li> <li>– impact of a title on the reader</li> </ul> </li> </ul>	<p>selected literary techniques</p> <ul style="list-style-type: none"> <li>• Dramatising</li> </ul>	
<p><b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify with values and beliefs linked to Unhu/Ubuntu/Vumunhu</li> <li>• analyse values and beliefs in relation to texts</li> <li>• explain the importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary cultural beliefs</li> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying with values and beliefs linked to Unhu/Ubuntu/Vumunhu</li> <li>• Analysing values and beliefs in relation to texts</li> <li>• Explaining the importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Artefacts such as mbira, clay pots, animal skins, reed mats, indigenous weapons</li> <li>• ICT tools</li> <li>• Heritage sites</li> </ul>

	<ul style="list-style-type: none"> <li>• debate on changes and adaptations in values and beliefs in relation to cross-cutting issues</li> <li>• compare and contrast indigenous and contemporary values and beliefs</li> <li>• demonstrate an appreciation of their and other people`s cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Debating on changes and adaptations in values and beliefs in relation to cross-cutting issues</li> <li>• Comparing and contrasting indigenous and contemporary values and beliefs</li> <li>• Growing indigenous plants</li> <li>• Demonstrating an appreciation of their and other people`s cultures</li> <li>• Dramatising</li> <li>• Dancing</li> <li>• Cartooning</li> <li>• Painting/drawing</li> <li>• Visiting heritage sites</li> <li>• Role-playing a variety of cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Resource persons</li> <li>• Braille equipment</li> <li>• Talking books</li> <li>• Drama costumes and props</li> <li>• Cultural centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Documentaries</li> <li>• Immediate environment</li> </ul>
<p><b>10. LESSONS IN TEXTS</b></p>	<ul style="list-style-type: none"> <li>• identify lessons</li> <li>• discuss lessons learnt</li> <li>• analyse lessons relating to</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying lessons</li> <li>• Discussing lessons learnt</li> <li>• Researching on</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Resource persons</li> </ul>

	cross-cutting themes	cross-cutting themes	crosscutting themes in relation to lessons learnt	Braille equipment
<b>11. CREATIVE WORKS</b>	<ul style="list-style-type: none"> <li>• identify types of creative works</li> <li>• compose creative works</li> <li>• present creative works</li> <li>• exhibit creative works</li> <li>• discuss copyright issues</li> <li>• devise marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of creative works</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing lessons relating to cross-cutting themes</li> <li>• Identifying types of creative works</li> <li>• Composing creative works</li> <li>• Presenting creative works</li> <li>• Exhibiting creative works</li> <li>• Discussing copyright issues</li> <li>• Role playing marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Talking books</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Reference books</li> <li>• Talking books</li> <li>• Braille equipment</li> <li>• Drama costumes and props</li> <li>• Documentaries</li> <li>• Culture centres</li> <li>• Museums and monuments</li> <li>• Archives</li> <li>• Festival venues</li> </ul>

## 9.0 ASSESSMENT

The syllabus scheme of assessment is based on the principle of inclusivity. Arrangements, accommodation and modifications must be visible in both continuous and summative assessment to enable candidates with diverse needs to access assessment.

The learning area will be assessed through continuous and summative assessment. Continuous assessment will constitute 30% and summative assessment 70%.

### 9.1 ASSESSMENT OBJECTIVES

It is expected that by the end of Forms 1 to 4, learners will be assessed on their ability to:

- 9.1.1 communicate clearly and effectively the knowledge, understanding and insight supported by textual references
- 9.1.2 assess the writer's presentation of ideas
- 9.1.3 evaluate the themes and major concerns in a text
- 9.1.4 critique the actions, feelings, motives and qualities of characters in selected texts
- 9.1.5 analyse how place and time settings influence content in literary works
- 9.1.6 analyse the writer's literary techniques
- 9.1.7 evaluate heritage and cultural aspects or practices portrayed in literary works
- 9.1.8 evaluate the author's sources of inspiration in relation to the subject matter
- 9.1.9 relate literary works to their experiences
- 9.1.10 apply technology in research on a variety of issues including crosscutting themes
- 9.1.11 produce, edit, exhibit or publish creative works



## 9.2 SCHEME OF ASSESSMENT

### 9.2.1 SUMMATIVE ASSESSMENT

PAPER	DESCRIPTION	DURATION	MARKS	WEIGHTING
Paper 1	Poetry and Indigenous Knowledge Systems(Orature)	1 hour 30 minutes	50	35%
<b>Subtotal</b>			<b>50</b>	<b>35%</b>
Paper 2	Drama and prose	1 hour 30 minutes	50	35%
<b>Subtotal</b>			<b>50</b>	<b>35%</b>
<b>Grand Total</b>			<b>100</b>	<b>70%</b>

## 9.2.2 DESCRIPTION OF PAPERS

The summative assessment will consist of two papers:

**Paper 1:** Poetry and Indigenous Knowledge Systems (Orature)(50 marks)

Duration 1hour 30 minutes

Candidates are expected to answer a total of 2 questions from this paper, 1 from Section A and 1 from Section B.

**Section A: Poetry**

3 questions from 1 or 2 anthologies covering indigenous and contemporary poetry.

Candidates are expected to answer any 1 question from this section (25 marks)

**Section B: Indigenous Knowledge Systems (Orature)**

4 questions from 1 text.

Candidates are expected to answer any 1 question from this section (25 marks)

**Paper 2:** Drama and Prose (Total marks 50)

Duration: 1 hour 30 minutes

Candidates are expected to answer a total of 2 questions from this paper, 1 from Section A and 1 from Section B

**Section A: Drama**

1 drama text

3 questions

Candidates are expected to answer any 1 question from this section (25 marks)

Section B: Prose

2 prose texts

4 questions

Candidates are expected to answer any 1 question from this section (25 marks)

## 9.2.3 CONTINUOUS ASSESSMENT (30%)

Profiling, Tests and Oral/ Aural (Receptive and Expressive) Assignments are administered and collated from Form 1 through to Form 4. Projects on creative works are done and assessed from Form 1 through to Form 4. All the marks scored from the aforementioned aspects, except for profiling, will contribute to the final mark.

**Continuous Assessment will be as follows:**

<b>LEVEL</b>	<b>ASSESSMENT TASK</b>	<b>FREQUENCY</b>	<b>PERCENTAGE WEIGHTING</b>	<b>TOTAL WEIGHTING</b>
Form 1	Theory tests	2 per term	0.5%	5%
	Assignments	2 per term	0.5%	
	Practical presentations	1 per term	1%	
	Creative works/projects (publications/exhibitions)	1 per year	3%	
Form 2	Theory tests	2 per term	0.5%	5%
	Assignments	2 per term	0.5%	
	Practical presentations	1 per term	1%	
	Creative works/projects (publications/exhibitions)	1 per year	3%	
Form 3	Theory tests	2 per term	1%	10%
	Assignments	2 per term	2%	
	Practical presentations	1 per term	2%	
	Creative works/projects (publications/exhibitions)	1 per year	5%	
Form 4	Theory tests	2 per term	1%	10%
	Assignments	2 per term	2%	

	Practical presentations	1 per term	2%
	Creative works/projects (publications/exhibitions)	1 per year	5%
<b>TOTAL</b>			<b>30%</b>

## 9.2.4 SPECIFICATION GRID

ASSESSMENT OBJECTIVES	POETRY	INDIGENOUS KNOWLEDGE SYSTEMS (ORATURE)	DRAMA	PROSE	CONTINUOUS ASSESSMENT
9.1.1	✓	✓	✓	✓	✓
9.1.2	✓	✓	✓	✓	✓
9.1.3	✓	✓	✓	✓	✓
9.1.4	✓	✓	✓	✓	✓
9.1.5	✓	✓	✓	✓	✓
9.1.6	✓	✓	✓	✓	✓
9.1.7	✓	✓	✓	✓	✓
9.1.8	✓	✓	✓	✓	✓
9.1.9	✓	✓	✓	✓	✓
9.1.10	✓	✓	✓	✓	✓
9.1.11	✓	✓	✓	✓	✓



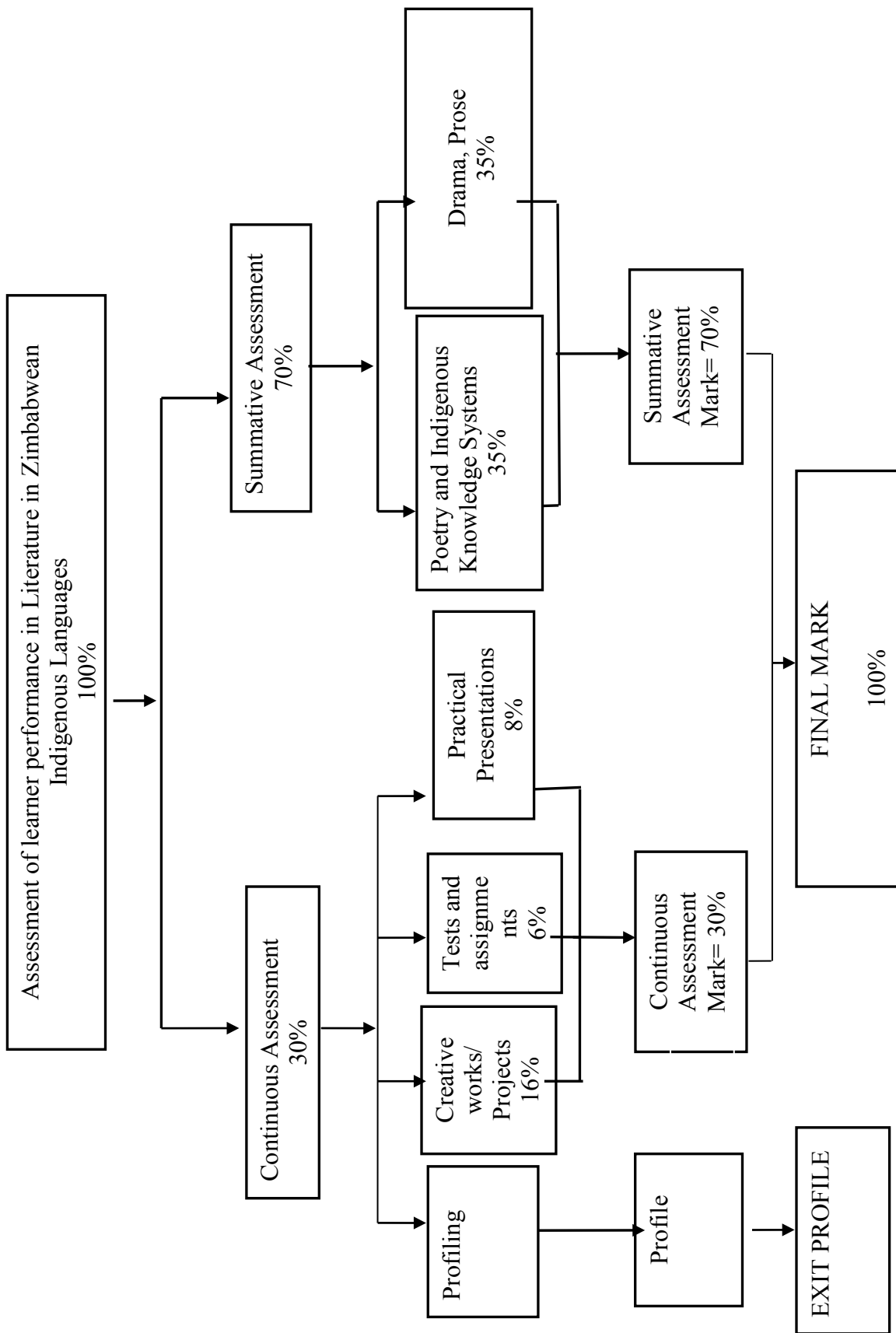
Texts for Forms 1 to 4 will be prescribed in circulars.

The prescribed texts will consist of prose, drama, poetry and Indigenous Knowledge Systems (Orature ) covering different historical periods. The historical periods fully capture the Zimbabwean experience namely: the Pre-colonial, Colonial (including the First and Second Chimurenga/Umvukela) and Post-independence (including the Third Chimurenga / Umvukela and Contemporary).



### 9.3 Assessment Model

## Assessment of Learner Performance in Literature in Zimbabwean Indigenous Languages





## 9.4 LEARNER PROFILE

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the Form 5 to 6 level. The profile will not contribute to the final mark at the end of the form 5 - 6 as shown on the assessment model but will assist to give a full picture of the learner's competency

