



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LITERATURE IN ZIMBABWEAN INDIGENOUS LANGUAGES SYLLABUS

FORMS 5 - 6

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

The Forms 5 to 6 Literature in Zimbabwean Indigenous Languages syllabus is a two-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 and promote community, language and spiritual development, patriotism as well as Unhu/Ubuntu/Vumunhu. The syllabus is intended to capture and build onto skills such as creativity, critical thinking, research, evaluation and problem solving acquired from Forms 1 - 4 Levels. It reinforces the promotion of Zimbabwe's culture and heritage. The syllabus captures Zimbabwean and African philosophy and Indigenous Knowledge Systems (orature). The syllabus also accommodates the integration of related speech varieties for unity and understanding of cultural diversities as well as effective communication. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with diverse needs. The syllabus is intended for use by both formal and non-formal learners.

1.2 Rationale

Literature in Zimbabwean Indigenous Languages forms an integral part of the Zimbabwean culture. The syllabus is intended to broaden appreciation and application of different genres (poetry, prose, and drama) as well as Indigenous Knowledge Systems (orature) in Africa with special reference to our Zimbabwean context. Throughout history humanity has endeavoured to sustain and develop literature in order to preserve and promote culture, heritage and self identity. The syllabus promotes enterprise skills through creative arts. As literature develops important generic skills in learners, a good understanding of literary concepts and the ability to apply them in practical situations will be valuable attributes in our society.

This syllabus will serve as an enhancement of appropriate indigenous language usage in different situations as well as scientific and technological advances.

1.3 Summary of content

The Forms 5 to 6 Literature in Zimbabwean Indigenous Languages syllabus focuses on the study of the story lines, plots, themes, settings, characters, genres, Indigenous Knowledge Systems (orature), techniques among

others with a view to developing the following skills in learners:

- ☐ effective and appropriate communication
- ☐ critical thinking
- ☐ research
- ☐ evaluation and analysis of linguistic and cultural materials in different forms
- ☐ creativity
- ☐ conflict management
- ☐ self-management and moral judgement
- ☐ leadership
- ☐ social interaction/group dynamics
- ☐ technological skills

1.4 Assumptions

It is assumed that the learner:

- ☐ can communicate in the indigenous language being used in the learning area
- ☐ is conversant with all literary genres
- ☐ has practical knowledge and appreciation of his/her heritage, cultural values and norms
- ☐ has practical technological skills
- ☐ has exposure to project work, co-operative work and self-assessment activities
- ☐ can apply a variety of literary techniques
- ☐ has appreciation of Indigenous Knowledge Systems (orature)

1.5 Cross-cutting themes

Through the teaching and learning of Literature in Zimbabwean Indigenous Languages in Forms 5 and 6, the following cross-cutting themes have to be taken into consideration to foster competency development for life and further studies:

- ☐ Environmental issues
- ☐ Disaster Risk Management
- ☐ Health issues, HIV and AIDS
- ☐ Collaboration
- ☐ Heritage and cultural studies
- ☐ Financial management
- ☐ Enterprise
- ☐ Gender
- ☐ Respect for human rights
- ☐ Children's rights and responsibilities
- ☐ Child protection
- ☐ Information and communication technology

2.0 PRESENTATION OF SYLLABUS

This Form 5 to 6 Literature in Zimbabwean Indigenous Languages syllabus is in the form of one document.

3.0 AIMS

The syllabus aims to:

- enhance background knowledge for the study of Literature in Zimbabwean Indigenous Languages
- reinforce and nurture the lifelong habit of writing, researching and reading intensively and extensively
- expose learners to ideological, social, economic, political, scientific and technological issues in selected texts with a view to promoting an appreciation of their and other people's morals, values, attitudes and beliefs
- develop in learners an appreciation of and an informed personal response to literature from different historical periods and cultures
- develop in learners an appreciation for aesthetic qualities of literature
- consolidate in learners an appreciation of national heritage and culture
- develop in learners an appreciation of various authors' world views and how those world views influence the reader's interpretation of the text
- enhance in learners creative and enterprise skills

4.0 OBJECTIVES

It is expected that by the end of Forms 5 and 6, learners will be able to:

- ☐ extract meaning beyond the literal, explaining how language affects implied and explicit meanings
- ☐ reflect on the writer's presentation of ideas and its overall impact to a text
- ☐ explore themes and major concerns
- ☐ analyse the actions, feelings, motives and qualities of characters in a text
- ☐ discuss the suitability of place and time settings in literary works
- ☐ analyse the author's choice of language and style
- ☐ evaluate cultural aspects or practices portrayed in literary works
- ☐ discuss the author's attitude to his/her subject matter

- ☐ relate literary works to their personal and social experiences
- ☐ demonstrate knowledge of Indigenous Knowledge Systems (orature) and their significance
- ☐ apply technology in research on a variety of issues including cross-cutting themes and effectively communicate their findings
- ☐ demonstrate knowledge of national heritage and culture they would have acquired through the study of literature
- ☐ produce creative works
- ☐ exhibit 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 in order to enrich and develop the learners:

- ☐ discussion
- ☐ debate
- ☐ song
- ☐ dance
- ☐ role playing/ simulation/ imitation
- ☐ educational tours
- ☐ quiz
- ☐ resource persons
- ☐ Information and Communication Technology (ICT)
- ☐ research
- ☐ games
- ☐ dramatisation
- ☐ presentations
- ☐ performance
- ☐ exhibitions
- ☐ mock trials
- ☐ interviews
- ☐ internship
- ☐ seminars

5.2 Time Allocation

The learning area should be allocated at least:

- 4 periods of 80 minutes per week
- 1 week internship per year
- 1 educational tour per year

6.0 TOPICS

- Background to the study of literature
- Genres
- Background to texts
- Plots and sub-plots
- Setting
- Themes
- Characterisation
- Conflict and conflict management
- Literary techniques and language usage
- Personal responses to texts
- Cultural values and heritage
- Authors' world view and thrust
- Critical appreciation
- Indigenous Knowledge Systems (orature)
- Creative works

7.0 SCOPE AND SEQUENCE

TOPIC	FORM FIVE	FORM SIX
BACKGROUND TO THE STUDY OF LITERATURE	• Significance of literature in society • Influence of Indigenous Knowledge Systems (orature) to the development of literature • Relationship of literature to the Zimbabwean and African socio-economic, political and cultural experiences	• Significance of literature in society • influence of Indigenous Knowledge Systems (orature) to the development of literature • Relationship of literature to the Zimbabwean and African socio-economic, political and cultural experiences
GENRES	• Drama, poetry, prose: – structure – form – language analysis	• Drama, poetry, prose: – structure – form – language analysis
BACKGROUND TO TEXTS	• Author's background • Relationship between the author and his/her work • Historical background	• Author's background • Relationship between the author and his/her work • Historical background
PLOTS AND SUBPLOTS	• Types of plots(simplex and complex) • Plot development • Relationship between main plot and subplots	• Types of plots(simplex and complex) • Plot development • Relationship between main plot and subplots
SETTINGS	• Setting in terms of time • Setting in terms of place • Realism and fantasy in relation to setting	• Setting in terms of time • Setting in terms of place • Realism and fantasy in relation to setting

TOPIC	FORM FIVE	FORM SIX
THEMES	• Issues in literary works • Main themes and sub themes • Themes/sub themes in relation to real life situations • Cross-cutting themes raised in literary works	• Issues in literary works • Main themes and sub themes • Themes/sub themes in relation to real life situations • Cross-cutting themes raised in literary works
CHARACTERISATION	• Roles of characters • Character development • Aptness of names • Realism and fantasy in characters • Personal responses to characters • Cultural values, beliefs and morals displayed by characters • Characters in relation to cross-cutting themes	• Roles of characters • Character development • Aptness of names • Realism and fantasy in characters • Personal responses to characters • Cultural values, beliefs and morals displayed by characters • Characters in relation to cross-cutting themes
CONFLICT AND CONFLICT MANAGEMENT	• Types of conflict • Conflict lines • Conflict build up • Significance of conflict in plot development • Conflict management	• Types of conflict • Conflict lines • Conflict build up • Significance of conflict in plot development • Conflict management
LITERARY TECHNIQUES AND LANGUAGE USAGE	• Form • Titling • Narrative methods and style • Techniques in drama • Poetic devices	• Form • Titling • Narrative methods and style • Techniques in drama • Poetic devices
PERSONAL RESPONSES	• Unhu/Ubuntu/Vumunhu • Moral lessons in literary works • Personal responses to literary works	• Unhu/Ubuntu/Vumunhu • Moral lessons in literary works • Personal responses to literary works
CULTURAL VALUES AND HERITAGE	• Cultural aspects and heritage portrayed in literary works • Significance of cultural values and heritage portrayed in literary works • Examination of portrayed cultural aspects and heritage issues in literary works in relation to real life situations	• Cultural aspects and heritage portrayed in literary works • Significance of cultural values and heritage portrayed in literary works • Examination of portrayed cultural aspects and heritage issues in literary works in relation to real life situations
AUTHOR'S WORLD VIEW AND THRUST	• Author's view point	• Author's view point

TOPIC	FORM FIVE	FORM SIX
	• Author's inspiration • Author's portrayal of issues	• Author's inspiration • Author's portrayal of issues
CRITICAL APPRECIATION (UNSEEN PASSAGES)	• Approaches and methods of critical appreciation • Narrative techniques and stylistic devices • Effectiveness of literary techniques	• Approaches and methods of critical appreciation • Narrative techniques and stylistic devices • Effectiveness of literary techniques
INDIGENOUS KNOWLEDGE SYSTEMS (ORATURE)	• Aspects of indigenous knowledge systems (orature) • Significance of Indigenous Knowledge Systems (orature) • Application of Indigenous Knowledge Systems (orature)	• Aspects of indigenous knowledge systems (orature) • Significance of Indigenous Knowledge Systems (orature) • Application o Indigenous Knowledge Systems (orature)
CREATIVE WORKS	• Types of creative works • Production of creative works • Presentation of creative works • Exhibition of creative works • Publication of materials • Copyright issues • Marketing strategies	• Types of creative works • Production of creative works • Presentation of creative works • Exhibition of creative works • Publication of materials • Copyright issues • Marketing strategies

8.0 COMPETENCY MATRIX

FORM 5

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
BACKGROUND TO THE STUDY OF LITERATURE	- discuss the significance of literature in society - assess the influence of Indigenous Knowledge Systems (orature) to the development of literature - evaluate the relationship of literature to the Zimbabwean cultural, socio-economic and political experiences	- Significance of literature - Indigenous Knowledge Systems (orature) - Relationship of literature to the Zimbabwean cultural, socio-economic and political experiences	- Discussing the significance of literature in society - Assessing the influence of Indigenous Knowledge Systems (orature) to the development of literature - Evaluating the relationship of literature to the Zimbabwean cultural, socio-economic and political experiences - Conducting educational tours	- Reference books - Resource persons - ICT tools - Braille equipment - Talking books - Heritage sites - Museums and monuments - Archives - Documentaries
GENRES	- distinguish the genres of literature - analyse the structure and form of each genre - assess the appropriateness of each genre in expressing content	- Drama - Poetry - Prose - structure of each genre - form of each genre - language usage - characteristics of each genre	- Discussing characteristics of genres - Singing - Showcasing different types of genres - Researching on different genres - Conducting educational tours	- ICT tools - Resource persons - Reference books - Braille equipment - Talking books - Documentaries - Archives - Museums and monuments - Heritage sites

BACKGROUND TO TEXTS	- analyse the background of the text - examine the author's background - assess the relationship between the author and his/her work	- Historical background of the text - Authors background - Relationship between the author and his/her work	- Researching on the background of the text and the author - Interviewing authors - Assessing the relationship between the author and his/her work	- ICT tools - Resource persons - Reference books - Braille equipment - Talking books - Heritage sites - Archives
PLOTS AND SUBPLOTS	- analyse the main plots and subplots - relate the main plots to the subplots - evaluate the plots sequence	- Types of plots such as - linear - cyclical - fragmented - Plot development - Main plots and sub plots - Significance of identified plot types	- Discussing types of plots - Critiquing plot development - Dramatising events and plots - Researching on different types of plots - Making presentations	- Reference books - ICT tools - Drama costumes and props - Braille equipment - Talking books
SETTING	- describe setting in terms of time - describe setting in terms of place - relate setting to issues in literary works	- Time setting such as historical period: - pre-colonial - colonial - chimurenga/umvukela 1 and 2 - post colonial - chimurenga/umvukela 3 - seasons - time of the day - Place setting such as - world - country - urban/rural - specific place in the	- Discussing the relevance of setting to events - Researching on setting - Visiting relevant settings - Watching audio	- Resource persons - Reference books - Maps - ICT tools - Relevant sites - Cultural centres - Braille equipment - Talking books - Documentaries

	justify realism and fantasy of setting in literary works	home Significance of time and place setting	visual displays	
THEMES	• justify realism and fantasy of setting in literary works • examine major and minor themes • evaluate major and minor themes • analyse themes in relation to life experiences • assess the moral values presented in literary works	• Main themes • Minor themes • Cross-cutting themes such as: – heritage – culture – gender – human rights • Moral values • Beliefs	• Discussing main, minor and cross-cutting themes • Researching on themes • Presenting on themes • analysing moral issues and beliefs • Dramatising episodes • Singing songs on themes	• ICT tools • Reference materials • Braille equipment • Talking books • Resource persons
CHARACTERISATION	• analyse characters' roles in plot development • evaluate the aptness of character names • assess the significance of characters to themes in literary works • analyse the characters' contribution to moral issues (Unhu/Ubuntu/Vumunhu) in literary works • examine gender stereotypes, disparities and roles as portrayed by the characters • analyse characters in relation to cross-cutting themes	• Roles of characters • Aptness of names • Character contribution to plot development • Character significance to settings and themes • Character contribution to moral values (Unhu/Ubuntu/Vumunhu) • Characters in relation to cross-cutting themes	• Exploring the names and roles of characters • Discussing character roles in plot development • Comparing and contrasting characters • Examining gender stereo types, disparities and roles as portrayed by characters	• Pictures and cartoons • ICT tools • Reference books • Songs • Newspapers • Drama costumes and props • Braille equipment • Talking books

	• assess realism and fantasy in characters • justify their personal responses to characters	• Realism and fantasy in characters • Personal responses to characters	• Assessing realism and fantasy in characters • Character mock trials • Role playing • Debating	
CONFLICT AND CONFLICT MANAGEMENT	• identify types of conflict • discuss the causes of conflict • analyse the significance of conflict management in plot development • evaluate conflict management	• Types of conflict • Conflict lines • Conflict build up • Significance of conflict in plot development • Conflict management	• Identifying types of conflicts • Discussing the causes of conflicts • Analysing the significance of conflicts in plot development • Evaluating conflict management • Dramatising conflict build up and management	• Reference books • Resource persons • ICT tools • Braille equipment • Talking books • Costumes and props
LITERARY TECHNIQUES AND LANGUAGE USAGE				
Form	• distinguish literary works according to form • explain how form contributes to meaning in literary works	• Types of form such as: – sonnet – songs – drama – prose – folktale	• Distinguishing literary works according to form • Exploring different types of form • Analysing form in literary works	• Resource persons • Reference books • Braille equipment • Talking books • ICT tools
Titling	• analyse the meaning of the title • analyse the cover design of the text	• Meaning of title • Types of titles such as: – metaphorical – ironic – character name – proverbial	• Discussing the meaning of the title • Analysing the cover design of the text	• Reference books • ICT tools • Braille equipment • Talking books • Resource persons

	• evaluate the relevance of the title to the text	• Title relevance • Relevance of cover design	• Discussing title relevance to the text • Researching on the importance of titling to marketing of literary works • Suggesting title for given extracts • Interviewing resource persons	
Narrative methods and style	• analyse the narrative methods in literary works • evaluate the effects of the devices on a text • justify the use of stylistic devices in set texts	• Narrative methods such as: – 1st person narrative – 3rd person narrative – flashback – flash forward – interior monologue • Stylistic devices such as: – dreams – songs – letters – poems	• Analysing narrative techniques • Evaluating the effects of devices on a text • Debating use of stylistic devices	• Reference books • ICT tools • Resource persons • Braille books • Talking books
Techniques in drama	• analyse the different forms of drama • discuss the effectiveness of dramatic techniques	• Different forms of drama such as : – comedy – tragedy – tragi-comedy • Dramatic techniques such as: – stage directions – aside – lighting – soliloquy – dramatic irony • Performance	• Analysing the different forms of drama • Discussing the effectiveness of dramatic techniques • Dramatising	• Drama costumes and props • ICT tools • Resource persons • Talking books • Reference books • Stage • Braille equipment
Poetic devices	• describe poetic devices • discuss the effects of poetic devices on literary works	• Types of poetic devices such as: – personification – symbolism	• Describing the poetic devices • Discussing the effectiveness of	• Reference books • ICT tools • Braille books • Talking books

		– alliteration and assonance – parallelism – linkings – imagery – rhyme scheme	poetic devices	Resource persons
PERSONAL RESPONSE TO LITERARY WORKS	• justify their opinions towards literary works • relate issues raised in literary works to their environment/society	• Personal views on aspects of literary works such as: – characterisation – themes – setting – moral lessons – plot – Indigenous Knowledge Systems (orature) – culture and heritage	• Discussing their opinions on issues raised in literary works • evaluating issues raised in literary works in relation to their environment /society	• ICT tools • Reference books • Talking books • Braille equipment
CULTURAL VALUES AND HERITAGE	• discuss culture and heritage as portrayed in texts • evaluate cultural and heritage issues raised in texts • relate the portrayal of cultural and heritage issues to real life situations • debate changes and adaptation in cultural and heritage issues portrayed in literary texts • dramatise cultural and heritage issues portrayed in texts	• Cultural and heritage such as: – values – beliefs – attitudes – norms • Significance of cultural and heritage issues • Change and adaptation in cultural and heritage issues such as: – cultural diversity – dynamism – relativism – ethnocentrism	• Discussing culture and heritage as portrayed in texts • Visiting heritage sites • Debating changes and adaptation in cultural and heritage issues portrayed in texts • Dramatising cultural and heritage issues portrayed in texts	• Reference books • Artefacts such as : – <i>mbira</i> – clay pots – animal skins – reed mats – Indigenous Knowledge Systems • ICT tools • Cultural and heritage sites • Resource persons • Braille equipment • Talking books • Museums and monuments • Archives • Documentaries • Costumes and props

AUTHOR'S WORLD VIEW AND THRUST	• discuss author's portrayal of issues in literary works • analyse the author's interest in his/her literary works • assess factors which influence the author in his/her literary works	• Issues portrayed in literary works • Factors influencing author's literary works • Author's interests	• Researching on author's portrayal of issues in literary works • Analysing the author's interest in his/her literary works • Assessing factors which influence the author in his/her literary works • Conducting educational tours • Interviewing the author	• Reference books • ICT tools • Resource persons • Braille equipment • Talking books • Heritage sites • Museums
CRITICAL APPRECIATION (UNSEEN PASSAGES)	• analyse approaches and methods of critical appreciation • discuss narrative techniques and stylistic devices • assess the effectiveness of literary techniques	• Approaches such as: – Afrocentric – Africana womanism – Euro centrism – Feminism – Psychological – Historical – Formalist • Narrative techniques such as: – author's point of view – flashback – flash forward – foreshadowing • Effectiveness of literary techniques such as: – tone – mood – atmosphere (situation) – setting – soliloquy – flashback – foreshadowing	• Researching on approaches and methods on critical appreciation • Discussing narrative techniques and stylistic devices • Assessing the effectiveness of literary techniques	• ICT tools • Cultural and heritage sites • Resource persons • Braille equipment • Talking books • Reference books

INDIGENOUS KNOWLEDGE SYSTEMS (Orature)	outline aspects of Indigenous Knowledge Systems (Orature)	- Aspects of Indigenous Knowledge Systems (Orature) such as: – taboos – songs – games – praise poetry – registers – riddles – figurative language – folktales - Significance of Indigenous Knowledge Systems (Orature)	Outlining aspects of Indigenous Knowledge Systems (Orature)	- Reference books - Resource persons - ICT tools - Cultural centres - Costumes and props - Talking books - Heritage sites - Festival venues - Braille equipment
CREATIVE WORKS	- produce creative works in different genres - apply different styles of producing	- Different genres - Style of writing - Style of producing	- Producing creative works - Showcasing creative	- Reference books - Artefacts such as: – <i>mbira</i>

	creative works • analyse the significance of creative works • adhere to principles of publishing • discuss copyright issues	creative works • Significance of creative works • Principles of publishing • Copyright issues • Stage management • Marketing strategies	works • Participating in internship programs • Discussing principles of publishing creative works • Discussing copyright issues	– clay pots – animal skins – reed mats – traditional weapons • ICT tools • Cultural and heritage sites • Resource persons • Braille equipment • Talking books
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FORM 6

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
BACKGROUND TO THE STUDY OF LITERATURE	- discuss the significance of literature in society - assess the influence of Indigenous Knowledge Systems (orature) to the development of literature - evaluate the relationship of literature to the Zimbabwean cultural, socio-economic and political experiences	- Significance of literature - Indigenous Knowledge Systems (orature) - Relationship of literature to the Zimbabwean cultural, socio-economic and political experiences	- Discussing the significance of literature in society - Assessing the influence of Indigenous Knowledge Systems (orature) to the development of literature - Evaluating the relationship of literature to the Zimbabwean cultural, socio-economic and political experiences - Conducting educational tours	- Reference books - Resource persons - ICT tools - Braille equipment - Talking books - Heritage sites - Museums and monuments - Archives - Documentaries
GENRES	- distinguish the genres of literature - analyse the structure and form of each genre - assess the appropriateness of each genre in expressing content	- Drama - Poetry - Prose - structure of each genre - form of each genre - language usage - characteristics of each genre	- Discussing characteristics of genres - Singing - Showcasing different types of genres - Researching on different genres - Conducting educational tours	- ICT tools - Resource persons - Reference books - Braille equipment - Talking books - Documentaries - Archives - Museums and monuments - Heritage sites

BACKGROUND TO TEXTS	- analyse the background of the text - examine the author's background - assess the relationship between the author and his/her work	- Historical background of the text - Authors background - Relationship between the author and his/her work	- Researching on the background of the text and the author - Interviewing authors - Assessing the relationship between the author and his/her work	- ICT tools - Resource persons - Reference books - Braille equipment - Talking books - Heritage sites - Archives
PLOTS AND SUBPLOTS	- analyse the main plots and subplots - relate the main plots to the subplots - evaluate the plots sequence	- Types of plots such as - linear - cyclical - fragmented - Plot development - Main plots and sub plots - Significance of identified plot types	- Discussing types of plots - Critiquing plot development - Dramatising events and plots - Researching on different types of plots - Making presentations	- Reference books - ICT tools - Drama costumes and props - Braille equipment - Talking books
SETTING	- describe setting in terms of time - describe setting in terms of place - relate setting to issues in literary works - justify realism and fantasy of setting in literary works	- Time setting such as historical period: - pre-colonial - colonial - chimurenga/umvukela 1 and 2 - post- colonial - chimurenga/umvukela 3 - seasons - time of the day - Place setting such as - world - country - urban/rural - specific place in the home - Significance of time and	- Discussing the relevance of setting to events - Researching on setting - Visiting relevant settings - Watching audio visual displays	- Resource persons - Reference books - Maps - ICT tools - Relevant sites - Cultural centres - Braille equipment - Talking books - Documentaries

	THEMES	place setting		
	• examine major and minor themes • evaluate major and minor themes • analyse themes in relation to life experiences • assess the moral values presented in literary works	• Main themes • Minor themes • Cross-cutting themes such as: – heritage – culture – gender – human rights • Moral values • Beliefs	• Discussing main, minor and cross-cutting themes • Researching on themes • Presenting on themes • analysing moral issues and beliefs • Dramatising episodes • Singing songs on themes	• ICT tools • Reference materials • Braille equipment • Talking books • Resource persons
CHARACTERISATION	• analyse characters' roles in plot development • evaluate the aptness of character names • assess the significance of characters to themes in literary works • analyse the characters' contribution to moral issues (Unhu/Ubuntu/Vumunhu) in literary works • examine gender stereotypes, disparities and roles as portrayed by the characters • analyse characters in relation to cross-cutting themes • assess realism and fantasy in characters	• Roles of characters • Aptness of names • Character contribution to plot development • Character significance to settings and themes • Character contribution to moral values (Unhu/Ubuntu/Vumunhu) • Characters in relation to cross-cutting themes • Realism and fantasy in characters	• Exploring the names and roles of characters • Evaluating the moral values of characters in literary works • Discussing character roles in plot development • Examining gender stereo types, disparities and roles as portrayed by characters • Comparing and contrasting characters • Assessing realism and fantasy in characters	• Pictures and cartoons • ICT tools • Reference books • Songs • Newspapers • Drama costumes and props • Braille equipment • Talking books

	justify their personal responses to characters	Personal responses to characters	- Character mock trials - Role playing - Debating	
CONFLICT AND CONFLICT MANAGEMENT	- identify types of conflict - discuss the causes of conflict - analyse the significance of conflict management in plot development - evaluate conflict management	- Types of conflict - Conflict lines - Conflict build up - Significance of conflict in plot development - Conflict management	- Identifying types of conflicts - Discussing the causes of conflicts - Analysing the significance of conflicts in plot development - Evaluating conflict management - Dramatising conflict build up and management	- Reference books - Resource persons - ICT tools - Braille equipment - Talking books - Costumes and props
LITERARY TECHNIQUES AND LANGUAGE USAGE				
Form	- distinguish literary works according to form - explain how form contributes to meaning in literary works	- Types of form such as: - sonnet - songs - drama - prose - folktale	- Distinguishing literary works according to form - Exploring different types of form - Analysing form in literary works	- Resource persons - Reference books - Braille equipment - Talking books - ICT tools
Titling	- analyse the meaning of the title - analyse the cover design of the text - evaluate the relevance of the title to the text	- Meaning of title - Types of titles such as: - metaphorical - ironic - character name - proverbial - Title relevance - Relevance of cover design	- Discussing the meaning of the title - Analysing the cover design of the text - Discussing title relevance to the text - Researching on the	- Reference books - ICT tools - Braille equipment - Talking books - Resource persons

			- importance of titling to marketing of literary works - Suggesting title for given extracts - Interviewing resource persons	
Narrative methods and style	- analyse the narrative methods in literary works - evaluate the effects of the devices on a text - justify the use of stylistic devices in set texts	- Narrative methods such as: 1st person narrative 3rd person narrative - flashback - flash forward - interior monologue - Stylistic devices such as: - dreams - songs - letters - poems	- Analysing narrative techniques - Evaluating the effects of devices on a text - Debating use of stylistic devices	- Reference books - ICT tools - Resource persons - Braille books - Talking books
Techniques in drama	- analyse the different forms of drama - discuss the effectiveness of dramatic techniques	- Different forms of drama such as : - comedy - tragedy - tragi-comedy - Dramatic techniques such as: - stage directions - aside - lighting - soliloquy - dramatic irony - Performance	- Analysing the different forms of drama - Discussing the effectiveness of dramatic techniques - Dramatising	- Drama costumes and props - ICT tools - Resource persons - Talking books - Reference books - Stage - Braille equipment
Poetic devices	- describe poetic devices - discuss the effects of poetic devices on literary works	- Types of poetic devices such as: - personification - symbolism - alliteration and	- Describing the poetic devices - Discussing the effectiveness of poetic devices	- Reference books - ICT tools - Braille books - Talking books - Resource persons

		- assonance - parallelism - linkings - imagery - rhyme scheme		
PERSONAL RESPONSE TO LITERARY WORKS	- justify their opinions towards literary works - relate issues raised in literary works to their environment/society	- Personal views on aspects of literary works such as: - characterisation - themes - setting - moral lessons - plot - Indigenous Knowledge Systems (orature) - culture and heritage	- Discussing their opinions on issues raised in literary work - evaluating issues raised in literary works in relation to their environment /society	- ICT tools - Reference books - Talking books - Braille equipment
CULTURAL VALUES AND HERITAGE	- discuss culture and heritage as portrayed in texts - evaluate cultural and heritage issues raised in texts - relate the portrayal of cultural and heritage issues to real life situations - debate changes and adaptation in cultural and heritage issues portrayed in literary texts - dramatise cultural and heritage issues portrayed in texts	- Cultural and heritage such as: - values - beliefs - attitudes - norms - Significance of cultural and heritage issues - Change and adaptation in cultural and heritage issues such as: - cultural diversity - dynamism - relativism - ethnocentrism	- Discussing culture and heritage as portrayed in texts - Visiting heritage sites - Debating changes and adaptation in cultural and heritage issues portrayed in texts - Dramatising cultural and heritage issues portrayed in texts	- Reference books - Artefacts such as : <i>mbira</i> - clay pots - animal skins - reed mats - Indigenous Knowledge Systems - ICT tools - Cultural and heritage sites - Resource persons - Braille equipment - Talking books - Museums and monuments - Archives - Documentaries - Costumes and props

AUTHOR'S WORLD VIEW AND THRUST	• discuss author's portrayal of issues in literary works • analyse the author's interest in his/her literary works • assess factors which influence the author in his/her literary works	• Issues portrayed in literary works • Factors influencing author's literary works • Author's interests	• Researching on author's portrayal of issues in literary works • Analysing the author's interest in his/her literary works • Assessing factors which influence the author in his/her literary works • Conducting educational tours • Interviewing the author	• Reference books • ICT tools • Resource persons • Braille equipment • Talking books • Heritage sites • Museums
CRITICAL APPRECIATION (UNSEEN PASSAGES)	• analyse approaches and methods of critical appreciation • discuss narrative techniques and stylistic devices • assess the effectiveness of literary techniques	• Approaches such as: – Afrocentric – Africana womanism – Euro centrism – Feminism – Psychological – Historical – Formalist • Narrative techniques such as: – author's point of view – flashback – flash forward – foreshadowing • Effectiveness of literary techniques such as: – tone – mood – atmosphere (situation) – setting – soliloquy – flashback – foreshadowing	• Researching on approaches and methods on critical appreciation • Discussing narrative techniques and stylistic devices • Assessing the effectiveness of literary techniques	• ICT tools • Cultural and heritage sites • Resource persons • Braille equipment • Talking books • Reference books

INDIGENOUS KNOWLEDGE SYSTEMS (Orature)	- outline aspects of Indigenous Knowledge Systems (Orature) - analyse the morals and values instilled by different types of Indigenous Knowledge Systems (Orature) - apply different forms of Indigenous Knowledge Systems (Orature) to life experiences	- Aspects of Indigenous Knowledge Systems (Orature) such as: - taboos - songs - games - praise poetry - registers - riddles - figurative language - folktales - Significance of Indigenous Knowledge Systems (Orature) - Application	- Outlining aspects of Indigenous Knowledge Systems (Orature) - Presenting Indigenous Knowledge Systems (Orature) - Dramatising Indigenous Knowledge Systems (Orature) - Singing Indigenous Knowledge Systems (Orature) - Role playing/Simulation/imitation - Analysing morals and values instilled by different forms of Indigenous Knowledge Systems (Orature) - Applying different forms of Indigenous Knowledge Systems (Orature) to life experiences - Visiting cultural centres - Participating in cultural festivals	- Reference books - Resource persons - ICT tools - Cultural centres - Costumes and props - Talking books - Heritage sites - Festival venues - Braille equipment
CREATIVE WORKS	- produce creative works in different genres - apply different styles of producing creative works - analyse the significance of creative works - adhere to principles of publishing - discuss copyright issues	- Different genres - Style of writing - Style of producing creative works - Significance of creative works - Principles of publishing - Copyright issues - Stage management	- Producing creative works - Showcasing creative works - Participating in internship programs - Discussing principles of publishing creative works - Discussing copyright issues	- Reference books - Artefacts such as: <i>mbira</i> - clay pots - animal skins - reed mats - traditional weapons - ICT tools - Cultural and heritage sites

		Marketing strategies		- Resource persons - Braille equipment - Talking books
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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 5 and 6, learners will be assessed on their ability to:

- 9.1.1 extract meaning beyond the literal, explaining how language affects implied and explicit meanings from literary works
- 9.1.2 assess the writer's presentation of ideas and its overall impact to a text
- 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 ways in which the writer's choice of form and style are used to create meaning and effect
- 9.1.7 evaluate heritage and cultural aspects or practices portrayed in literary works
- 9.1.8 evaluate the author's attitude to his/her subject matter
- 9.1.9 relate literary works to their experiences
- 9.1.10 analyse the significance of Indigenous Knowledge Systems (Orature)
- 9.1.11 apply technology in research on a variety of issues including cross-cutting themes
- 9.1.12 produce, edit, and exhibit/publish literary works

9.2 Scheme of assessment

9.2.1 Continuous assessment (30%)

Profiling, tests and oral/ aural (receptive and expressive) assignments are administered and collated from Form 5 through to Form 6. Projects on creative work are done and assessed from Form 5 through to Form 6. All the marks scored from the aforementioned aspects, except for profiling, will contribute to the final mark.

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASK	FREQUENCY	WEIGHTING
Form 5	Continuous	Presentations	1 in term 2, 1 in term 3	5%
		Theory tests and assignments	1 test in term 2, 1 assignment in term 3	5%
		Creative works/projects	1 per year	5%
Form 6	Continuous	Presentations	1 in term 1, 1 in term 2	5%
		Theory tests and assignments	1 test in term 1, 1 assignment in term 2	5%
		Creative works/projects	1 per year	5%
TOTAL				30%

9.2.2 Summative assessment

PAPER	DESCRIPTION	DURATION	MARKS	WEIGHTING
Paper 1	Comment and Appreciation (unseen passages) and Indigenous Knowledge Systems (Orature) Section A: Comment and Appreciation (unseen passages) Section B: Indigenous Knowledge Systems (Orature)	3 hours	70 30	35%
Sub-total			100	35%
Paper 2	Drama, Prose and Poetry Section A: Drama Section B: Prose Section C: Poetry	3 hours	30 30 40	35%
Sub-total			100	35%
Grand Total			200	70%

9.3 Specification grid

ASSESSMENT OBJECTIVES	POETRY	ORATURE	DRAMA	PROSE	COMMENT AND APPRECIATION	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	✓	✓	✓	✓	✓	✓
9.1.12	✓	✓	✓	✓	✓	✓

9.4 Description of papers

The summative assessment will consist of two papers:

Paper 1: Comment and Appreciation (unseen passages) and indigenous knowledge systems (Orature): (Total marks 100)

Duration: 3 hours

Candidates are expected to answer a total of 3 questions from this paper, 2 from Section A and 1 from Section B.

Section A: Comment and Appreciation

3 questions from 3 passages

3 genres to be covered namely poetry, drama and prose

Candidates are expected to answer any 2 questions from this section (35 marks each)

Section B: Indigenous Knowledge Systems (Orature)

3 questions

Candidates are expected to answer any 1 question from this section (30 marks)

Paper 2: Drama, Prose and Poetry (Total marks 100)

Duration: 3 hours

Candidates are expected to answer a total of 3 questions from this paper, 1 from Section A, 1 from Section B and 1 from Section C.

Section A: Poetry (40 marks)

2 anthologies

2 questions per anthology

Candidates are expected to answer any 1 question from this section

Section B: Drama (30 marks)

3 drama texts

2 questions per text

Candidates are expected to answer any 1 question from this section

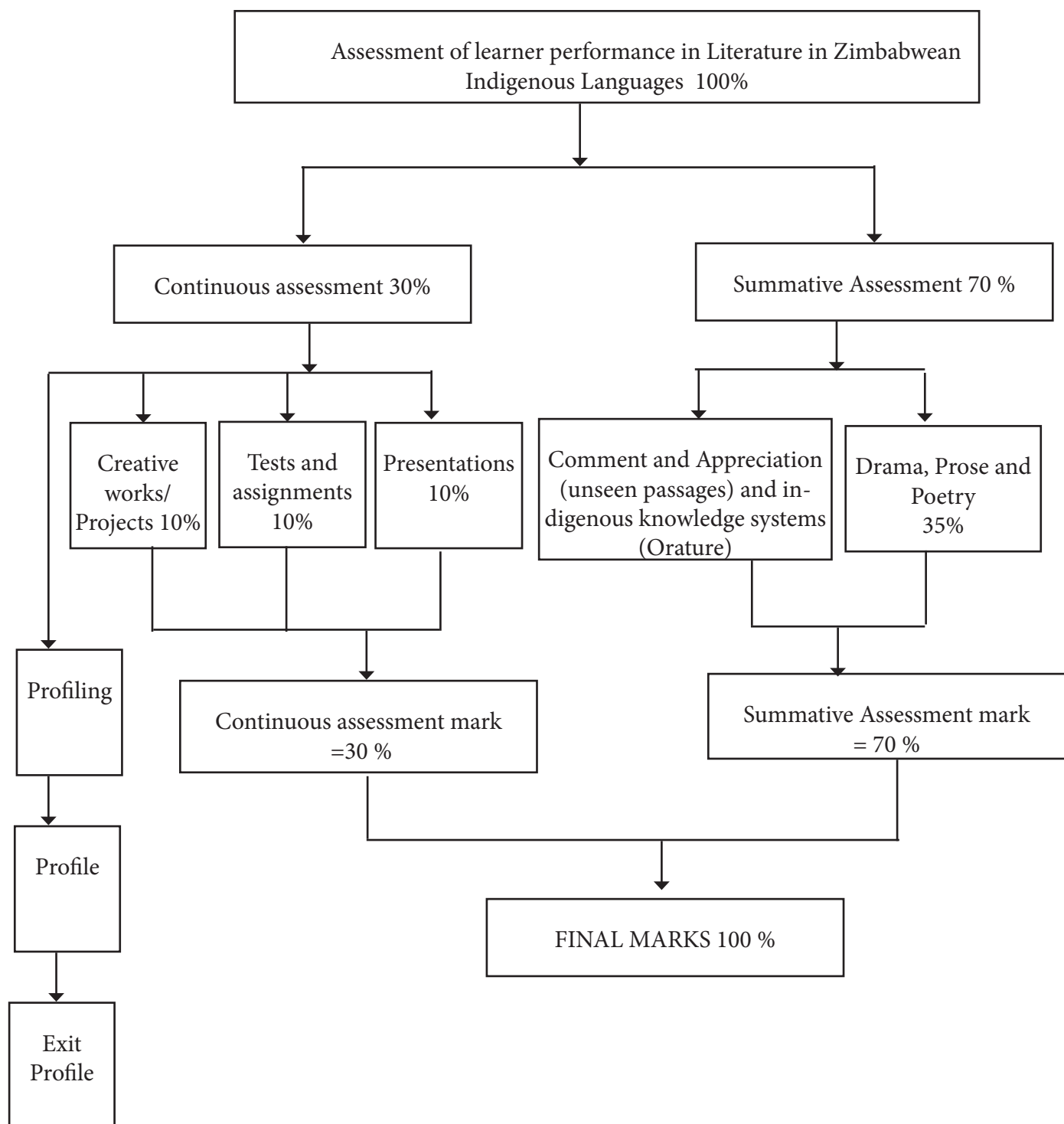
Section C: Prose (30 marks)

3 texts

2 questions per text

Candidates are expected to answer any 1 question from this section

9.5 Assessment model



9.6 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.

9.7 Prescribed texts

Texts for Form 5 and 6 will be prescribed in examination 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), Post-independence (including the Third Chimurenga/Umvukela) and Contemporary.