**ZIMBABWE**

# MINISTRY OF PRIMARY AND SECONDARY EDUCATION

## CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

# LITERATURE IN ENGLISH
## SECONDARY SCHOOL LEVEL
## FORM 1 - 4
### 2015-2022

## TEACHER'S GUIDE

# ACKNOWLEDGEMENTS

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# Introduction

This Teacher's Guide assists the teacher in handling the Literature in English Forms 1 – 4 learning area. Literature is an ideological tool which is used to create self-awareness, inculcate the principle of inclusivity and acceptable attitudes, values and habits. This Teacher's Guide follows a Spiral Approach that will lead learners to grow into a mature relationship with religious and moral thinking and practice.

This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as the teacher must have in the course of curriculum delivery for Literature in English . Part B of the guide focuses on the curriculum delivery on the content which is the Objectives, Methodology, Instructional materials, Class management and Assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (forms 1-4) Literature in English learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners' in your custody at the school where you are teaching.

To enhance your understanding of the Literature in English learning area, it is very important that as a teacher, you read through the given guidelines thoroughly.

**Aims**

**This Teacher's Guide aims to assist:**

- Translate the National Syllabuses into meaningful and functional School Syllabuses, Schemes of Work and Record Books

- Prepare relevant daily teaching notes

- Appreciate the need to keep and maintain useful, comprehensive and up to date Class Records

- Use relevant teaching and learning materials in the delivery of your lessons

- Use effective teaching techniques suitable for the subject and level of learners

- Demonstrate skills of setting reliable and valid tests / examination questions

- Design appropriate strategies for problem solving

- Manage your class effectively

- Be resourceful

- Guide learners to study effectively on their own

- Objectively evaluate your own teaching and the learners' progress

## PART A: CRITICAL DOCUMENTS

## Introduction

As a teacher you need to have access to the critical documents in order to deliver the curriculum effectively. The following documents should be at your disposal:

- Curriculum Framework

- National Syllabus for Literature in English

- School syllabus for Literature in English

- Schemes of Work/Scheme Cum Plan

- Lesson Plans

- Records

- Register of Attendance

### RATIONALE

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

### OBJECTIVES

It is hoped that after going through this teacher's guide, you will be able to:

- Implement the  Literature in English syllabus

- Manage your class effectively

- Mobilise teaching and learning resources

- Prepare appropriate, engaging teaching aids

- Track learner's progress during the learning processes

## Unit 1

# Curriculum Framework for Primary and Secondary Education 2015-2022

### INTRODUCTION

This is a policy document that outlines Underpinning principles, National philosophy, Learning areas, the Description and expectations of MoPSE at policy level. It is important for you as a teacher to read and be familiar with the contents of the Curriculum Framework as a policy document to guide you through the implementation process. It prescribes what the government expects you to deliver as you go about your duties.

### Key Elements of the Curriculum

**Vision:** To be the lead provider and facilitator of inclusive quality education for socio – economic transformation by 2020

**Mission:** To provide equitable, quality, inclusive and relevant Infant, Junior and Secondary Education.

### Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles: inclusivity, life-long learning, equity and fairness, gender sensitivity, respect (Ubuntu/Unhu/Vumunhu), responsiveness, balance, diversity, transparency and accountability.

### Pillars of the Curriculum

The Curriculum Framework for Primary and Secondary Education, 2015 – 2022, is underpinned by five pillars namely:

1 Legal and Regulatory Framework

2 Teacher Capacity Development

3. Teacher Professional Standards

4. Infrastructure Development and

5. The Centre for Education Research, Innovation and Development  (CERID)

**Aims**

The Curriculum Framework is driven by the following aims:

**1. Promote and cherish the Zimbabwean identity in particular the following:**

- Patriotism

- Awareness of heritage, history, culture and traditions

- Inter-cultural understanding and tolerance

- Self-respect and respect for others(Ubuntu/Unhu/Vumunhu)

**2. Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment. this is with respect to, inter alia:**

Life skills such as:

- Team work

- Collaboration

- Negotiation

- Work and enterprise skills

- Personal development and Health

- Being open, receptive, assertive and optimistic

**3. Foster life-long learning in line with the opportunities and challenges of the knowledge society through:**

- Learning-to-learn

- Embracing ICTs and e-learning

- Flexibility and adaptability

- Critical thinking and creativity

- Problem-solving

**4. Prepare learners for participatory citizenship, peace and sustainable development with respect to:**

- Rights, duties and responsibilities

- Tolerance and mutual respect

- Management of diversity, differences and conflicts

- Preserving and protecting the environment and resources

- National unity

**5. Prepare and orient learners for participation, leadership and voluntary service through:**

- Encouraging self-discipline and sense of achievement and fairness

- Fostering joy in serving others and the country

- Developing a sense of accountability and commitment to others

- Fostering a sense of responsibility, transparency and integrity

- Preparing for a vocation

## Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity

- life-long learning

- equity and fairness

- gender sensitivity

- respect (Ubuntu/Unhu/Vumunhu)

- responsiveness

- balance

- diversity

- transparency

- accountability

## Organization of the Curriculum

The Framework organizes the Curriculum into three learning levels namely:

- **Infant School** which covers Early Childhood Development (ECD) to Grade 2 and emphasizes the acquisition of the foundational skills for learning

- **Junior School** which covers Grades 3 to 7  reinforces the foundational skills and provides learners with life and work skills

- **Secondary School** which covers Forms 1 to 6 and prepares learners for various pathways including university education, technical and vocational training or entering the professions in various training programs such as teaching, nursing, the army and police training and various forms of apprenticeship and on-the-job training.

## Learner exit profiles

The Curriculum Framework prepares graduates of the education system to have the following exit profiles:

- Critical thinking

- Problem-solving

- Leadership

- Communication and team building

- Technological skills

The graduates should attain knowledge in the following areas:

- Basic literacy and numeracy

- Business and financial literacy

- Mastery of specific subject content

The graduates should appreciate and cherish national identity and:

- Manifest patriotism

- Recognize and value national symbols

The graduates should voluntarily engage in participatory citizenship

The graduates should have the following values:

- Discipline

- Integrity

- Honest

- Unhu/Ubuntu/Vumunhu

Have the following attitudes and dispositions:

- Self-initiative and enterprising

- Self-management

- Ability to plan and organize

**Learning Areas for the New Learning Levels**

The Framework outlines the following learning areas for the three learning levels:

**Infant School (ECD-Grade 2)**

- Indigenous Language as a  medium of instruction

- Visual and Performing Arts (Expressive Arts)

- Physical Education

- Mass Displays

- Mathematics and Science

- Family and Heritage Studies

- Information and Communication Technology

## Junior School (Grade 3-7)

- Languages including foreign

- Mathematics

- Heritage and LOP – Social Studies

- Science and Technology

- Agriculture

- Information and Communication Technology

- Visual and Performing Arts

- Family, Religion and Moral Education(FAREME)

- Physical Education, Sport and Mass Displays

## Secondary School (Forms 1 to 4)

- Heritage Studies (embracing the Zimbabwe Constitution)

- Mathematics

- Sciences: Physics, Chemistry, Geography, Biology,  option Gen Science

- Humanities including History, Religious Studies, Sociology, Economic History

- Literature in Indigenous Languages and in English

- Indigenous Languages and English Language

- Foreign Languages: French, Swahili, Chinese, Portuguese

- ICT: Programming Language and Packages

- Agriculture: (Agriculture Engineering, Livestock, Cropping, Horticulture)

- Commercials: Accounting, Commerce, Economics, Business Enterprise Skills

- Practical subjects: Wood, Metal, Textile Technologies

- Physical Education, Sport and Mass Displays

## Life-skills Orientation Programme

As a requirement for completing Form Four, learners engage in a Life Skills Orientation Programme that will encompass general and specific life skills training through placement in various work related programs in the private sector, the service sectors such as health and education and the uniformed forces for a period of five months.

**Conclusion**

As a teacher, it is important for you to read and understand the key elements of the Curriculum Framework so that you are guided in your operations. It will also help you to familiarize with policy areas of emphasis and you will in turn emphasize those areas as you deliver in the teaching and learning process.

# Unit 2

# Syllabus Interpretation

## Introduction

As a teacher you constitute the backbone of any education system and as such your ability to deliver effective lessons depends on careful planning. Planning begins with syllabus interpretation which forms the basis for:

- Development of School Syllabus
- Development of Scheme of Work
- Development of Lesson Plan

They are two types of syllabi, i.e. the National Syllabus and the School Syllabus. Development of School Syllabus involves re-organizing the National Syllabus, taking into account local factors. Schemes of Work are derived from the School Syllabus. The daily Lesson Plan is, in turn, derived from the Scheme of Work.
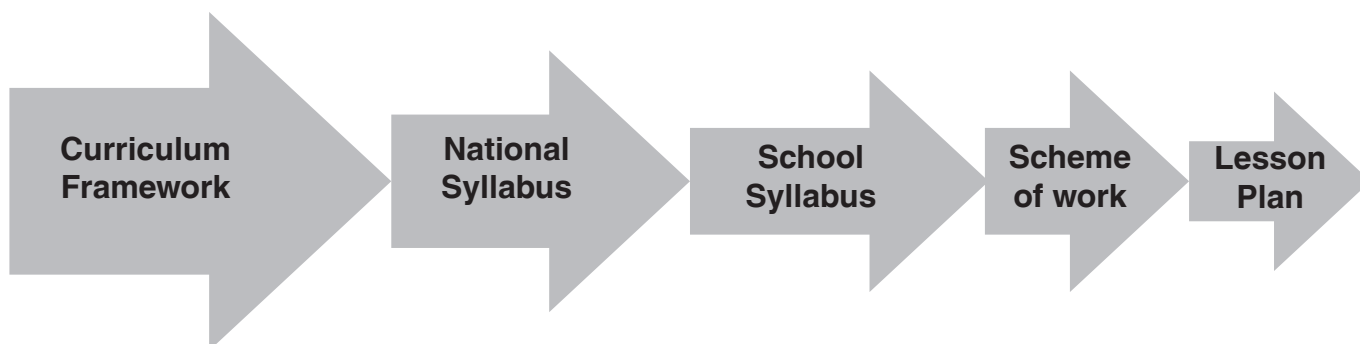


**Figure 2: Chain development of critical documents.**
**Syllabus Interpretation**

Syllabus interpretation is based on the Curriculum Framework for Primary and Secondary Education 2015-2022, as the guiding policy document. Syllabus interpretation:

- is the process of making sense of the syllabus
- is about finding meaning of the syllabus.
- it is the process of unpacking the syllabus in terms of Content, Objectives and Methodology.

As a professional teacher, you need to be eloquent in Syllabus Interpretation. You therefore need to demonstrate this by how you scheme, plan and deliver the lesson during the teaching and learning process.

### Reasons for Interpreting a Syllabus

Syllabuses in a centralized education system are developed at a centre, away from the user system (CDTS). Syllabus interpretation helps you to share the same meaning with the syllabus developer. Syllabus interpretation attempts to put all syllabus users at the same level of understanding the syllabus execution.

- New syllabuses impose new demands on you regarding Content, Methods and Assessment. You therefore need to understand these through syllabus interpretation.
- There always exists a gap between planned curriculum and implemented curriculum. Sylla-

bus interpretation helps to narrow the gap.

- Syllabus interpretation prepares you for effective syllabus implementation.

- A way of communicating new information and new ideas to you.

When syllabus interpretation is well done, it gives confidence to you and you will be able to deliver with clarity as to what is expected from you.

### How Do You Interpret the New Syllabus?

Syllabus interpretation focuses on the following:

- The National Philosophy/Vision as spelt out in the Curriculum Framework (the philosophy of Unhu/Ubuntu/Vumunhu).

- The syllabus aims and objectives-: what does the syllabus intend to achieve within the learners?

- The content, knowledge, skills and attitudes i.e. competencies.

Syllabus interpretation facilitates breaking down of content into teachable units. It focuses on:

- the nature and scope of the content

- organization of the content

- the Spiral Approach of concepts, that is, the same topics taught at every level but gaining in breadth and depth as one goes up the higher grades.

- methods of delivery, which should encourage learner centered and hands on approaches, experimental learning and problem solving methods.

### The Syllabus

It is important for you as a teacher to understand the syllabus. A syllabus is an important document to every teacher. It is a policy document that guides the teacher on how to execute his/her work. It is a plan that states exactly what learners should learn at school in a particular learning area. It is a major curriculum document which:

- prescribes what government would like to see you teaching in Literature in English, as spelt out in the curriculum framework

- Outlines the experiences that learners should undergo in a particular course of study that is Form 1 – 4. It's a subject plan, providing guidance to you and learners about the Literature in English programme of study.

- it is an instrument in which you and learners can achieve the gains of the Curriculum Framework

You are required to teach from the syllabus and should not be guided by the textbooks. Note that assessment is based on the syllabus.

### National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, Aims and Objectives, Learning/teaching concepts and Content, suggested Methodology and Assessment criteria at every level. As a teacher you should always have it and use it to guide you in your day to day teaching and learning activities.

## Components of the Literature in English National Syllabus

To interpret the syllabus you need to identify its components and establish links between and among them. Components of the syllabus include:

- Preamble

- Presentation of Syllabus

- Aims

- Syllabus Objectives

- Methodology

- Time Allocation

- Topics

- Scope and Sequence

- Competency Matrix

- Assessment

### 1. Preamble

The preamble consists of the introductory notes to the syllabus. It has five sub-titles.

i. **Introduction:** Gives a brief insight into the learning area.

ii. **Rationale:** This is a justification of why this particular learning area is included in the curriculum.

iii. **Summary of content:** This is a summary of what should be learnt in a particular learning area.

iv. **Assumptions:** That is knowledge you assume learners already have.

v. **Cross cutting themes:** These are emerging and contemporary issues that cut across all learning areas. You should find ways of incorporating them in the learning and teaching of Literature in English whenever possible. The following are relevant to Literature in English: ICT, Gender, Children rights and responsibilities, Disaster Risk Management, Financial Literacy, Sexuality, HIV and AIDS Education, Child Protection , Human Rights, Heritage Studies, Communication, Collaboration and Environmental Issues

**NB** Not all cross-cutting themes can be applied in all Literature in English topics, some are more applicable to particular topics than others.

### 2. Presentation of the syllabus

This is a description of how the Literature in English syllabus is presented.

### 3. Aims

These are general statements of what the learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole learning area for example, from Forms 1-4.They may differ from level to level for the same learning area e.g. forms 1- 4 may have different aims. They cover all domains of the Bloom's Taxonomy and should cater for all

learners (inclusivity).

## 4. Syllabus objectives

These are specific competencies of the learning areas and are derived from the aims. The Literature in English learning area objectives are SMART (Specific, Measurable, Achievable, Result Oriented and Time Framed). These should also guide you in developing topic and lesson objectives.

## 5. Methodology and Time allocation

This syllabus takes into account learner centered approaches and methods. The choice of teaching methods and approaches should be guided by the principles of inclusivity, relevance, specificity, gender sensitivity and respect. They are guided by the Curriculum Framework's thrust i.e. skills or competence based, promoting problem solving and critical thinking.

**Time Allocation** reflects the number of periods and their duration for the learning area. Four (4) periods of 40 minutes per week for Form 1-4, for adequate coverage of the syllabus. You should allocate time appropriately for learners with individual special education needs. It is your responsibility to plan for Edu-tours and Projects and time for this should be provided for within the school calendar.

## 6. Topics

These are the main posts or pillars of the content for the levels given in itemized form. They form the core of a given learning area. In some subjects topics may be based on broad skills e.g. Languages and Practicals. Topics are broken into sub-topics in the competence matrix depending on the learning area. The topics for Literature in English Forms 1-4 are as shown on the table below.

**Table 1: Syllabi Topics for Forms1-4.**

| Form 1-4 Topics |
|---|
| ● Introduction to Literature |
| ● Rationale for the Study of Literature |
| ● Genres of Literature |
| ● Literary Elements |
| ● Background to Set Texts |
| ● Setting |
| ● Plots and Sub-plots |
| ● Themes |
| ● Characterisation |
| ● Literary Techniques |
| ● Critical Appreciation |

## 7. Scope and Sequence

This shows you the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as learners progress to higher levels. You should understand this Spiral approach for it helps you in developing the School Syllabus as well as Scheming and Planning of your work. However, not all concepts cut across, for instance a concept may be covered in Form 1, 2, and 3 only and will not appear in Form 4. The table below is an example of the Scope and Sequence for form 1-4.

### Table 2: Scope and Sequence Sample

| ASPECTS | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|---|---|---|---|---|
| **Introduction to literature** | • Definition of Literature<br><br>• Forms of Literature<br>-oral<br><br>-written<br><br>• Literature and its functions<br>-as entertainment<br>-as a reflection of society<br>• As an awareness medium of topical and contemporary issues<br>• Literature as a subject of study | • Literature and its function<br>-as entertainment<br>-as a reflection of society<br>-as an awareness medium for topical and contemporary issues<br>• Literature as a mirror of Unhu/ Ubuntu/ Vumunhu<br>• Literature as a tool for appreciation of other cultures and cultural practices<br><br>• Literature as a subject of study | • Promotion of Zimbabwean values (Unhu/Ubuntu/Vumunhu through literature<br><br><br>-Identity and patriotism<br><br>-appreciation of other cultures | • Promotion of Zimbabwean values (Unhu/Ubuntu/Vumunhu through literature<br><br>-Identity and patriotism<br><br>-appreciation of other cultures |

## 8. Competence Matrix

It is a table that presents to you the Concepts/Content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes Topic/Skill, Objectives, Unit/Competence Content, Suggested Learning Activities and Suggested Resources. The table below indicates how the Competence Matrix is presented for you in the Forms 1-4 Syllabus.

**FORM 1**

| TOPIC/ SKILL | OBJECTIVES<br><br>Learners should be able to: | CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED RESOURCES |
|---|---|---|---|---|
| Introduction to literature | • Define Literature | • Forms of Literature-<br><br>-oral (values and practices)<br><br>-written | • Retelling of tales<br><br>-oral literature | ICT tools<br><br><br>Set texts |
| | • Identify forms of Literature | • Literature and its functions:<br><br>-as entertainment<br><br>-as a reflection of society<br><br>-as an awareness medium of topical and contemporary issues | | Relevant literature<br><br><br>Resource persons |
| | • State the functions of Literature | • Literature as a subject of study | • Discussing the values and functions of oral literature | |
| | • Examine<br><br>Literature as a subject of study | | • Analysing videos from Zimbabwe and other African countries<br><br><br>• Dramatizing Oral literature | |

**9. Assessment**

This section gives you information on how the learning area will be assessed, the Weighting and Skills to be tested, Types of questions and Duration of each paper. It gives information on how the three forms of assessments namely; Formative, Continuous, and Summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also

has Assessment Objectives, Scheme of Assessment, Specification Grid and Assessment Model.

The assessment in Literature in English will be based on 30% Continuous Assessment and 70% Summative Assessment for both forms 1-4 Levels.

## School Syllabus

This must be drawn from the National Syllabus by reorganising content taking into account  the local factors. The components of the School Syllabus are similar to the National Syllabus. The development of the Literature in English School Syllabus should be a task for all teachers in the department and you should take part. You can re-organise topics in the National Syllabus to fit your circumstances.

## Conclusion

A comprehensive understanding of the syllabus is mandatory to you so that you facilitate the learning and teaching process effectively for the achievement of Syllabus Objectives as well as Learner Competencies.

## UNIT 3

## Schemes of Work

This is a document that you as a teacher should draw from the National and School syllabus. The Scheme of Work outlines what you ought to execute on your day-to-day teaching and learning activities. The document should therefore be clear in terms of Objectives Activities, Content, and Methodologies to be employed. You should draw your Scheme of Work/Scheme Cum Plan two weeks ahead of the lesson delivery date. (Use of ICT in drawing the documents is encouraged).

**Components of the Scheme of Work**

The Scheme of Work has the following components which will help you to deliver a lesson/lessons with less challenges. The Scheme of Work should have the following components:

- **Week ending:** which is usually fall on every Friday as the last day of the week. For example; 20 May 2017.

- **Topic/ Content:** This constitute the main concept to be covered. For example Characterization

- **Objectives:** These are specific teaching objectives. Good objectives provide you with clear delivery focus, provide a means for assessing learner performance, and also allow for your self-evaluation. The objectives should be SMART.(Specific, Measurable ,Achievable ,Result-Oriented and Time- Framed)

- **Competencies:** These are life-long qualities and skills you would want to see in your learners. They include critical thinking, problem solving, creativity, modelling, communication, collaboration, Unhu/Ubuntu/Vumunhu, leadership and technological competencies.

- **Methods and Activities:** Learning and teaching methods and activities should be learner centred and should encourage learner creativity.

- **Source of Material (SOM)/Reference/Media:** This is an indication of where you are getting your content and the media you are likely to use.

- **Evaluation:** It is a reflection on you, how you have delivered; successes and challenges faced as well as learner performance.

An example of a Literature in English  Form 1 Scheme of Work on a particular topic.

**Table 4: Scheme-Cum Plan Sample**

**Form 1: Scheme of Work**

**Topic: Characterisation (indicate heading)**

**Aims:  Learners should be able to:**

- Identify characters in the text

- describe characters in the set text

- perform selected roles by characters in the set text

| WEEK END-ING | TOPIC/ CONTENT | OBJEC-TIVES By the end of the week learners should be able to: | COMPETEN-CIES | Methods and Activi-ties | SOM /Refer-ences/Media | EVALUA-TION |
|---|---|---|---|---|---|---|
| 11 June 2017 | Characteri-sation | - Identify characters in the text<br><br>- Describe characters in the text<br><br>- Perform selected roles by characters in the text | -analysing<br><br>Exploring<br><br>Describing<br><br>Evaluating<br><br>Relating events | - Reading the set text<br><br>- Intensive reading<br><br>- Identifying characters in the text<br><br>- Describ-ing different characters in the text<br><br>- Perform-ing selected roles by different characters in the text | - ICT Tools<br><br>- Set texts<br><br>- Reference material<br><br>costumes and props<br><br>- Resource persons | |

**Conclusion**

You should always prepare the Scheme of Work well in advance, on average a week ahead but certainly not more than two weeks in advance. The Scheme of Work should not be a rigid docu-ment, you should be able to change it if you realize the need to do so. For example you may realize that there are better methods or aids than you indicated.

# Unit 4

## Lesson Plans

This is a detailed Lesson plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a Scheme of Work rather than a Scheme Cum Plan.

**Components of a Literature in English Lesson Plan**

| | |
|---|---|
| **DATE:** | 17 June 2017 |
| **TIME:** | 10:00 to 10:40 |
| **LEARNING AREA:** | Literature in English |
| **TOPIC:** | Setting |
| **CLASS:** | 1B |

**Sources Of Materials/ Instructional Media**

- National School syllabus
- Scheme of Work
- Set books
- ICT Tools
- Dictionary

**ASSUMED KNOWLEDGE:**

The learners are able to read Literature texts.

**OBJECTIVES:**

By the end of the lesson, learners should be able to:

- Read through a given text
- Explore different settings in the text
- Evaluate the relationship between setting and events

**COMPETENCES:**

- Reading
- Analysing
- Evaluating

**INTRODUCTION:** Teacher writes topic on the board

| STAGE | SUGGESTED ACTIVITIES | SUGGESTED LERANING RESOURCES |
|---|---|---|
| STEP 1 | Learners read through the chapter and say what they understood from the chapter | National syllabus |
| STEP 2 | Teachers asks learners to distinguish different settings in the chapter. | Scheme of work<br><br>Set text |
| STEP 3 | Learners discuss the relevance of setting to the unfolding events as you (the teacher) note them on the board | Dictionary<br><br>ICT Tools |
| STEP 4 | Learners in groups discuss issues relating to the setting in different prevailing situations, give feedback and redirect the feedback | |
| CONCLUSION | A recap of the lesson | |
| ASSIGNMENT | Learners write the significance of setting in the text in their note books | |

**LESSON EVALUATION:**

STRENGTHS:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

WEAKNESSES:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

WAY FORWARD:

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

## UNIT 5

# RECORDS

Records are critical documents about teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely so that the next teacher to take that class when you are absent or you have transferred will be well and correctly informed. The following are some of the reasons why you should keep records:

- Records help guide you on your day-to-day operations

- Help you to track learner's performance

- Planning and re-adjustment of plans

- Source documents for reference

- Basis for profiling

**Types of Records**

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022

- Syllabuses (National and School)

- Schemes of Work,  Lesson Plans/Scheme Cum Plans

- Class Attendance Register

- Teacher's Guide

- Performance Lag Address Programme (PLAP) Record (where applicable)

- Social Record

- Progress Record

- Asset and Stock Control Registers

- Circulars

**Learner Profiles**

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

**Progress Record**

You should have a progress record to capture learner performances. This report should capture all the learner is doing.

- Any other test that you think are important is assessing learner performance.

The progress record also include Continuous Assessment records and PLAP records. The template on how to record Continuous Assessment will be provided to the school by ZIMSEC.

**Attendance Register**

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance. The attendance register should be up-dated daily. Registers are usually provided by the school but you can as well design a class register, with all the critical information.

**Conclusion**

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should also keep them safely, always, with a back-up.

# PART B

## Unit 6: Curriculum Delivery

**Introduction**

Secondary School Literature in English is a learning area that provides learners with opportunities to harness cognitive, writing, analyzing, evaluating and communication experiences. These experiences help learners understand, interpret concepts to their everyday life.  You as a teacher should be able to help the learner to achieve the aims and objectives of the syllabus.

The Literature in English Syllabus enables learners to develop the following skills:

- Communication and investigation
- Problem solving
- Critical thinking
- Decision making
- Technology and innovation
- Conflict management
- Leadership
- Self-management
- Enterprise

The following approaches and methods are recommended in the teaching and learning of Literature in English:

**Approaches**

The syllabus is based upon a learner-centered hands on problem solving approach.

This approach encourages initiative, self-motivation, reflective thinking and practical application of concepts to everyday life.

**Syllabus objectives**

Syllabus and learning objectives should be SMART. They are more specific statements that include both an action verb and a content reference, they should provide a clear statement of intended learning goals and learning outcomes.

Objectives should answer questions such as:

- What do you want your learners to learn? (What are the learning outcomes which you expect from the learning and teaching process?)

- What assignments, classroom activities, and pedagogical approaches will help your learner acquire the identified knowledge, skills, or attitude changes (competencies)?

- How will you determine that learners have accomplished what you set out to teach them? (How will you evaluate their achievements?)

## Methodology

As a teacher it is important for you to use problem-solving and learner-centered approaches. You are the facilitator and the learner is the doer. Minimize methods that encourage rote learning and encourage those that promote the curriculum competencies. Methods you use should help learner`s development (cognitive, affective and psychomotor).

## Suggested Methodologies

As a teacher it is important for you to use problem solving and learner centered approaches. You are the facilitator and the learner is the performer. You should select appropriate teaching methods for your lessons. They should be varied and motivating. The following methods are suggested for you and you should select one or several depending on:

- The subject matter

- Instructional objectives

- The learner

- Your personality

- Learner's level of development (cognitive, affective and psychomotor)

- Content to be covered

- The time

- Instructional materials

- The environment

- Competencies to be developed

It is advisable that the learner be exposed to more than one method in a lesson. Teaching methods can be grouped under three main categories:

a) Cognitive development methods

b) Affective development methods

c) Psychomotor development methods

## A) COGNITIVE DEVELOPMENT METHODS

These are mainly didactive
- Discussion method
- Questioning/Socratic method
- Team teaching method
- Talk show/Recitation method
- Field Trip/Educational tours method
- Futures wheel
- Group work

## b) AFFECTIVE DEVELOPMENT METHODS

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role- Playing Method
- Gallery walk
- Observation

## c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic:
- Gallery
- Inquiry method
- Interactive e-learning method
- Discovery method
- Process approach method
- Demonstration method
- Programmed learning method
- Project method, case studies ,research
- Games
- Mastery learning
- Song and dance

Your learning area matter should determine the most suitable teaching method to use.

Choice of method is influenced by your personality, content to be covered, competencies to be developed, availability of resources and objectives you need to achieve. It is important for you as a teacher to be innovative in choice of methods and resources to use for each particular lesson. Use of a variety of methods spices the learning process and motivate learner participation hence easy of objective achievement.

**NB**. The focus of your methodology should always place "learner at the center". Make learning process exciting through choice of good teaching methods.

## Class Management

This is the process of planning, organizing, leading and controlling class activities to facilitate effective and efficient learning. This should help you to create an effective learning environment, motivate the learners, maintain class discipline and supervise class activities.

## Organizational Skills for Effective Learning

Classroom organization is critical for conducive learning environment. Classroom management covers: physical environment, emotional environment, grouping the learners, class control and discipline and supervision.

## Physical Environment

The classroom should be clean, tidy and airy

Consider safe furniture arrangement which also encourage interactive learning.

Teaching aids should be visible to learners and should also be clear. As a teacher, it's your responsibility to ensure learner safety during learning.

## Emotional Environment

While learning is learner- centered, you remain in control to direct effective learning. You should therefore be firm, warm and pleasant, set the right tone and tell learners what behavior you expect.

## Grouping

Learners may be grouped according to needs, abilities, problems but not sex

Promote sharing of ideas among learners. Whatever way you use to group learners, it should not disadvantage the learner but rather motivate learner to feel being part of the learning process.

## Class Control and Discipline

Know the government and schools policy on discipline. You should be firm and fair. Punishment

should be corrective and constructive. Acknowledge good behavior and reward it wherever possible. Aim for intrinsic discipline. Create an atmosphere of trust and honesty within your class.

## Motivation

Make learners feel important and capable of making it. Create in learners the feeling that learning is easy and enjoyable. Focus on the strength of individual learners and build on that. Recognize and reward attempts to do good work. As a teacher, know that your learners look forward and emulate you, so be a role model in terms of your demeanor.

## Supervision

Check learners` work in order to guide and correct them. Areas that require supervision include practical work, research work, written work, discussions, group work and educational tours. Outcomes of supervision will also help you on learner profiling.

## Conclusion

Classroom management during learning process always help you to achieve the best. It is important for you to know all your learners by name and also understand their backgrounds.

## Teaching-learning Materials

Teaching/learning materials are the tools you should use during learning and teaching process. Any resource you can use as a medium for the delivery of content, helping in achieving learning objectives should be an effective instructional material.

## Importance of Teaching-learning Materials

Teaching and learning aids help learners to learn better and faster. If you carefully choose and use them. They also:

- capture learners` interest and create virtual reality.

- promote meaningful communication, hence effective learning.

- ensure better retention, thus making learning more permanent.

- provide direct or first-hand experience with the realities of the social and physical environment.

- help overcome the limitations of the classroom

- stimulate and motivate learners to learn.

- help develop interests in other areas of learning.

- encourage active participation, especially if learners are allowed to manipulate materials used.

**Types Teaching-learning Materials**

**Visual materials**

**Three dimensional materials**

- Objects: real things-e.g. Computers.

- Models: are recognizable representation of a real thing

- Specimens: are objects which are representative of a group or a class of similar objects

- **Printed materials:** Textbooks, Workbooks, Handbooks and Modules

- **Chalkboards**

- **Flannel or felt boards**

- **Bulletin boards**

- **Still pictures:** Non-projected (photographs, illustrations) and Projected (slides, filmstrips, overhead projectors)

- **Graphics:** Charts, Graphs, Maps and globs, Posters and diagrams.

- **Audio Aids:** Radio and Recorded audio

**Audio-Visual Teaching-learning Materials**

- Motion pictures such as Television and video clips

**Conclusion**

Educational research has it that learners remember only 10% of what they have read, about 20% of what they hear and about 50% of what they hear and see and only 20% of what they touch or manipulate.

You should therefore select appropriate teaching and learning aids, make good quality aids from available resources, use teaching and learning aids effectively and design meaningful and effective instructional aids.

**Evaluation**

There is need to measure your success in terms of teaching and learner performance. Evaluation should provide you with feedback on the acquisition of knowledge, skills and attitudes by learners.

**Evaluation and assessment**

In evaluation and assessment you should consider:

- How do we check whether indeed learners are benefiting from the syllabus implementation?

- Are the objectives being met?

Evaluation/assessment can be in the form of exercises, tests, projects, group tasks. There are two main types of evaluation:

- Formative evaluation on-going/ continuous.

- Continuous assessment is a major innovation in the new curriculum.

- Summative evaluation; coming at the end of the course, terminal.

## Methods of Evaluation

- Tests and exercises

- Projects

- Research

- Examinations

- Assignments

## Conclusion

You should evaluate both your work and that of the learners. Identify the essential evaluation methods that you can use. Monitoring and evaluation of your work and learners' work should be done constantly.

# Unit 7: Scope of the Guide

**Introduction**

The Literature in English syllabus covers the Form 1-4. Topics are further broken down into sub-topics depending on learning area. The Literature in English Scope and Sequence chart has been attached as Annexure A

**ANNEXURE A**

**TOPICS**

- Introduction to Literature
- Rationale for the Study of Literature
- Genres of Literature
- Literary Elements
- Background to set texts
- Setting
- Plots and Sub-plots
- Themes
- Characterisation
- Literary Techniques
- Critical Appreciation

## FORM 1-4

| TOPIC | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|---|---|---|---|---|
| **Introduction to literature** | • Definition of Literature<br><br>• Forms of Literature<br>-oral<br><br>-written<br><br>• Literature and its functions:<br>-as entertainment<br>-as a reflection of society<br>-as an awareness medium of topical and contemporary issues<br><br>• Literature as a subject of study | • Literature and its function:<br>-as entertainment<br>-as a reflection of society<br>-as an awareness medium for topical and contemporary issues<br><br>• Literature as a mirror of Unhu/ Ubuntu/ Vumunhu<br><br>• Literature as a tool for appreciation of other cultures and cultural practices<br><br>• Literature as a subject of study | • Promotion of Zimbabwean values<br><br>(Unhu/Ubuntu/Vumunhu<br><br>through literature<br>-identity and patriotism<br>-appreciation<br>of other cultures | • Promotion of Zimbabwean values<br><br>(Unhu/Ubuntu/Vumunhu<br><br>through literature<br><br>-identity and patriotism<br><br>-appreciation<br>of other cultures |

| | | | |
|---|---|---|---|
| **GENRES OF LITERATURE** | • Different genres in litera-ture<br><br>• Basic feature of each genre | • Literary Genres<br><br>• Classification of sample texts into their respec-tive genres | • Characteristics of each genre | • Characteristics of each genre |
| **LITERARY ELEMENTS** | • Basic literary elements<br>• Meanings of basic literary elements<br>• Functions of literary terms in set texts | • Explanation of meanings of basic literary elements<br><br>• Functions of literary elements in set texts | • Explanations of meanings of literary elements<br>• Functions of literary elements in set texts | • Explanations of meanings of literary elements<br>• Functions of literary elements in set texts |
| **BACKGROUND TO SET TEXTS** | • Historical background of set texts<br>-Political<br>-Social<br>-Economic<br>-Cultural<br><br><br><br>• Author's back-ground | • Historical background of set texts<br>-Political<br>-Social<br>-Economic<br>-Cultural<br><br><br><br>• Author's back-ground | • Significance of background on selected texts<br>• Context within which texts were written and their contribution to meaning:<br>-Political<br>-Social<br>-Economic<br>-Cultural<br><br>-Author's back-ground | • Significance of background on selected texts<br>• Context within which texts were written and their contribution to meaning:<br>-Political<br>-Social<br>-Economic<br>-Cultural<br>-Author's background |

| SETTING | • Setting:<br><br>-Place<br><br>(general and specific)<br><br>-Time<br><br>(general and specific) | • Setting :<br><br>Place (general and specific)<br><br><br>-Time (general and specific) | • Significance of Setting<br><br>-Links between Setting and events in a text<br><br>-Relationship between Setting and Plot | • Significance<br><br>of setting<br><br>-Links<br><br>between<br><br>Setting and<br><br>events<br><br>in a text<br><br>   -Relationship<br><br>between<br><br>Setting and<br><br>Plot |
|---|---|---|---|---|
| PLOT | • Definition of Plot<br><br>• Story line<br><br>• Linear plot | • Main plot<br><br>• Sub-plot<br><br>• Story line | • Plot types<br><br>• Stages of Plot development<br><br>• Comprehension of the story and plot<br><br>• Sub-plots<br><br>and their<br><br>relationship to the main plot | • Stages of Plot development<br><br>• Significance<br><br>of identified<br><br>Plot types<br><br>• Comprehension<br><br>of the story and<br><br>Plot<br><br>• Sub-plots<br><br>and their<br><br>relationship to<br><br>the main Plot |
| THEMES IN PROSE, DRAMA AND POETRY | • Definition of theme<br><br>• Identification and<br><br>explanation of themes | • Themes:<br><br>   Cross-cutting themes e.g<br><br>-Communication<br><br>-Human Rights<br><br>-Heritage | • Major themes in the set texts<br><br>• Minor themes<br><br>• Themes in relation to learners' experiences | • Major themes<br><br>in the set texts<br><br>• Minor themes<br><br>• Themes in relation to learners' experiences |

| | | | |
|---|---|---|---|
| **CHARACTERI-SATION** | • Identification of characters<br><br>• Description of characters<br><br>• Personal response to characters | • Major and minor characters<br><br>• Personal response to characters<br><br>• Description of characters<br><br>• Portrayal of characters | • Characterization<br><br>• Personal response to characters<br><br>• Relationships among characters<br><br>• Aptness of names | • Identification of characters:<br><br>-Major and Minor<br><br>-Flat<br><br>-Round<br><br>• Personal response<br><br> to characters<br><br>• Relationship among characters<br><br>• Aptness of names<br><br>• Portrayal of characters |
| **LITERAL TECH-NIQUES** | Identification of basic literary techniques in set texts<br><br>-prose<br><br>-poetry<br><br>-drama | • Literary techniques in set texts:<br><br>-prose<br><br>-poetry<br><br>-drama | • Literary techniques in:<br><br>-prose, poetry and drama<br><br>• Techniques specific to a text under study<br><br>• Literary techniques and their effectiveness | • Literary<br><br> techniques<br><br>in:<br><br>-prose, poetry and drama<br><br>• Techniques specific to a text under study<br><br>• Literary techniques and their effectiveness |
| **CRITICAL AP-PRECIATION** | • Basic understanding of style and form<br><br>• Identification of stylistic devices used<br><br>• Moral lessons learnt in a text under study | • Basic understanding of style and form<br><br>• Identification of stylistic devices used<br><br>• Moral lessons learnt in a text under study | • Stylistic devices used<br><br>• Effectiveness of style in bringing out themes<br><br>• Form, content, values and meaning | • Stylistic devices used<br><br>• Effectiveness of style in bringing out themes<br><br>• Form, content,values, and meaning |