



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

# LITERATURE IN ZIMBABWEAN INDIGENOUS LANGUAGE

SECONDARY SCHOOL LEVEL

FORM 1 - 6

2015-2022

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**TEACHER'S GUIDE**

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Curriculum Development Unit  
P.O.BOX MP133  
Mount Pleasant  
Harare

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## Introduction

This Teacher's Guide is aimed at assisting the teacher in handling the Literature in Zimbabwean Indigenous Languages Learning area.

### Aims of the Teacher's Guide

**This teachers' guide aims to assist you to:**

- Interpret the national syllabuses and translate them into meaningful and functional school syllabuses, schemes of work and record books
- Prepare relevant daily teaching notes
- Appreciate and understand the need to keep and maintain useful, comprehensive and up to date class records
- Make and use relevant teaching and learning materials in the delivery of your lessons
- Acquire and use effective teaching techniques suitable for the learning area and level of learners
- Acquire and demonstrate skills of setting reliable and valid test/ examination questions
- Cope with specific problem areas in literature teaching
- 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

### Organisation Of The Teacher's Guide

The guide is divided into 2 parts:

- **Part A:** Critical Documents
- **Part B:** Curriculum Delivery (Content, Objectives, Methodology, Instructional Material, Assessment and Evaluation)

It is important for you to constantly refer to critical documents to enhance your effectiveness and efficiency as a teacher.

## **PART A: CRITICAL DOCUMENTS**

### **INTRODUCTION**

This teachers' guide was created to guide you the teacher as you embark on teaching Literature in Zimbabwean Indigenous Languages in the new curriculum. We hope that it will make your undertaking easier and clarify most aspects in the Literature in Zimbabwean Indigenous Languages syllabus.

### **RATIONALE**

Literature is an ideological tool which is used to create self awareness, promote patriotism, community, language and spiritual development as well as Unhu/ Ubuntu/ Vumunhu. It also fosters a foundation for the promotion of Zimbabwean culture and heritage. A good understanding of literary concepts and the ability to apply them in practical situations will be valuable attributes in your learners.

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

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profile
- Progress Records
- Register of Attendance

### **OBJECTIVES**

By the end of this part, you should be able to:

- identify critical documents
- interpret the Literature in Zimbabwean Indigenous Languages syllabus

## UNIT 1

### Curriculum Framework for Zimbabwe 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 prescribes what the government expects you to deliver as you go about your duties. You should therefore be familiar with the document. It also informs you where Literature in Zimbabwean Indigenous Languages is placed.

It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

#### Objectives

By the end of this unit, you should be able to:

- use the goals of the curriculum framework to produce the desired learners

The Curriculum Framework is usually in the possession of the school head/ heads of departments who have to avail it to you whenever need for it arises.

#### Key Elements of the Curriculum Framework

**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.

#### Aims of the curriculum

1. Promote and cherish the Zimbabwean identity
2. Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment.
3. Foster life-long learning in line with the opportunities and challenges of the society.
4. Prepare learners for participatory citizenship, peace and sustainable development.
5. Prepare and orient learners for participation, leadership and voluntary service.

#### 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

### **Organisation of the Curriculum**

The Framework organizes the Curriculum into three learning levels which are:

- **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 reinforcing the foundational skills and provides learners with life and work skills
- **Secondary School** which covers Forms 1 to 6 which prepares learners for various pathways including university education, technical and vocational training or entering the professions in various training programs such as teaching, nursing, 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
- Self-managing
- 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 medium of instruction
- Visual and Performing Arts (Expressive Arts)
- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies
- Information and Communication Technology

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**Junior School (Grade 3-7)**

- Languages including foreign languages
- 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 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.



**Pathways for Forms 5 & 6**

<b>Pathways</b>	<b>STEM</b> Disciplines e.g Additional Maths, Physics, Chem, Bio, Geo, ICT, Agric, Art, Physical Education, Sport	<b>Visual &amp; Performing Arts</b> <b>e.g.</b> Film, Theatre arts, Music, Art, Physical Education, ICT, Agric, Sport	<b>Humanities &amp; Languages</b> <b>e.g.</b> English & Indigenous Literatures, Foreign Language, Heritage, ICT, Agric, Art, Physical Edu- cation, Sport	<b>Design and Technology</b> <b>e.g.</b> Wood, Metal , Food , Building, Tech- nical Graphics, Textile, ICT, Agric, Art,- Physical Education,	<b>COMMER- CIALS</b> <b>e.g.</b> Econom- ics, Principles ofAccounts, Business Studies, ICT, Agric, Art, Physical Edu- cation, Sport	Cumulative: 16 months Forms 5 & 6

**Figure 1: Pathways****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 on your operations. It will also help you to know policy areas of emphasis and you will in turn emphasise those areas as you deliver in the teaching and learning process.

## UNIT 2: Syllabus Interpretation

### Introduction

Syllabuses are key documents to you the teacher. A syllabus is a plan that states exactly what learners should learn at school in a particular learning area. You are required to teach from the syllabus because examinations are set from the syllabus.

### Objectives

By the end of this unit you should be able to:

- interpret the syllabus
- teach as expected by the syllabus
- articulate the parameters of each topic
- break down the national syllabus into a school syllabus

**Syllabus Interpretation** is the process of making sense of the syllabus, finding meaning, unpacking the syllabus, analysing it, synthesizing it. As a professional teacher you need to learn how to interpret the syllabus correctly.

### Types of Syllabuses

There are two types of Syllabuses that you should be in possession of which are the National Syllabus and the School Syllabus.

#### 2.1: National Syllabus

The national syllabus is a major curriculum document which prescribes what government would like to see taught in all schools as spelt out in the curriculum framework. It outlines the experiences that learners should undergo in a particular course of study for example, infant, junior and secondary. Therefore, you are strongly advised to have it and avoid scheming from the text books

The syllabus consists of:

- Cover page
- Acknowledgements
- Contents page
- Preamble
- Introduction
- Rationale
- Summary of content
- Assumptions
- Cross-cutting themes: These are emerging and contemporary issues that cut across all learning areas. As a teacher you should find ways of incorporating them in your teaching whenever possible. These are:
  - ICT
  - Heritage studies

- Gender
- Children's rights and responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS education
- Child protection
- Human rights
- Collaboration
- Environmental issues
- Presentation of the syllabus
- Aims
- Syllabus objectives
- Methodology and Time allocation
- Topics
- Scope and sequence
- Competence matrix
- Assessment
- Glossary/Appendices

Each school is expected to break down the national syllabus into a school syllabus.

## **2.2 School Syllabus**

This is the breakdown of the national syllabus drafted at the school and derived from the national syllabus. It is influenced by the following factors:

- level of learner performance
- facilities and funds available
- time allocation in the official syllabus
- local conditions that affect choice and sequencing of topics
- supply of textbooks and other teaching materials
- education technology
- community influence

As a teacher you should make sure that you have a school syllabus from which you will derive your schemes of work.

## UNIT 3: Scheme of work

A scheme of work is derived from the school syllabus. Your scheme of work is therefore, a plan of action which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work which you consider adequate and appropriate for the class to cover within a given period from those topics which are already set in the syllabus. The scheme should be done in a form that allows for adjustments and should be drawn for at least two weeks in advance.

### Objectives

By the end of this unit you should be able to:

- familiarise with the components of the scheme of work
- break down syllabus topics into teachable units
- draw up a detailed scheme of work
- scheme according to the level of learners
- scheme according to locally available resources

### Components of a scheme of work:

These include the following:

- **Level of learners:** state the level (grade/ form) of learners you are scheming for, for example Form 3C
- **Subject:** Literature in Zimbabwean Indigenous Languages
- **Week ending:** clearly indicate the forecast date ( 15 January 2017)
- **Topic/ Content:** topics should follow the order they are supposed to be taught- from simple to complex
- **Aims:** each topic should have aims which pinpoint the anticipated learning behaviour.
- **Competencies:** indicate the competencies that are expected to be achieved at the end of the topic under focus.
- **Methods and activities:** you should state activities that learners and you the teacher will perform while in the class as well as homework and assignments, for example, answering comprehension questions, reading passages, punctuating sentences.
- **Sources/ References/ Media:** this is where the teaching material is derived from. It should complement the syllabus expectations. A dedicated teacher will use more than one source to broaden learners' horizons and understanding of the concept.
- **Evaluation:** this should be done immediately after the lesson. You are supposed to indicate whether what was planned for has been achieved, whether there was over planning, under planning or failure of a lesson and reasons for either case to help you in future planning. Make use of constructive comments and avoid meaningless comments.

Below is a sample of a scheme of work.

Layout is usually horizontal and comprises the following columns:

<b>Week ending</b>	<b>Topic/ Content</b>	<b>Aims: By the end of the week, pupils should be able to:</b>	<b>Competencies</b>	<b>Methods/ Activities</b>	<b>Sources/ References/ Media</b>	<b>Evaluation</b>
15 January 2017	Characterisation	<ul style="list-style-type: none"> <li>-identify characters in the text</li> <li>-describe characters in the text</li> <li>-discuss flat and round characters</li> <li>-discuss favourable and unfavourable characters</li> <li>-dramatise roles of characters</li> </ul>	Characterisation -Critical analysis -Flat and round characters -Apt naming	Identifying characters -describing characters -discussing significance of characters -dramatising roles of characters	National syllabus School syllabus Setbook Ongororo yeuvanomwe ICT tools costumes	

## UNIT 4: Lesson Plan

This is a written account of the preparation for a lesson that shows in summary form, how your lesson is going to proceed. It is your immediate translation of the scheme of work into action, showing us what you are going to teach, for how many minutes, to whom, how and why.

### EXAMPLE OF A LESSON PLAN

**Level of learners:** (form/ grade, indicate the specific class, for example, Form 3 C )

**Date:** 15 January 2017

**Time:** 0900 – 0935hrs

**Subject** Literature in Zimbabwean Indigenous Languages

**Topic and or Content:** Setting

**Source of material/ Instructional media:** National syllabus, School syllabus, Setbook, Chart with Zimbabwean Historical Periods, Map

**Assumed knowledge:** Learners have learnt about Zimbabwean history

**Lesson objective(s):** By the end of the lesson, learners should be able to:

- describe where and when the story took place
- explore different settings in the plot
- explain the significance of the setting to the plot

### Introduction

Brief summary of the plot by one learner

#### Step 1

Learners discuss where and when the story took place

#### Step 2

Learners identify the setting on the map of Zimbabwe as well as historical period on the chart

#### Step 3

Learners discuss significance of setting to the plot in pairs

#### Step 4

Learners present their findings to the class

### Conclusion

Teacher summarises and gives homework

### Assignment

Discuss the significance of time and place in the story.

### Evaluation

- what work was covered?
- how well was it done?
- what remains to be done?
- any strengths and weaknesses in the approach used?

- how are the weaknesses to be remediated?
- what was the progress of the class as well as individuals?
- was the lesson successful?
- what contributed to the success or failure of the lesson?

#### **4.1 SCHEME-CUM-PLAN**

You might opt for a scheme-cum-plan, which is a scheme of work, coupled with a lesson plan all in one. Lessons in the scheme-cum-plan are planned for and indicated individually capturing each period separately from each other, even if it is a double period. Here is a sample of a scheme-cum-plan.

Week ending	Topic /Content	Objectives: By the end of the lesson, learners should be able to:	Competencies	Methods/ Activities	Sources/ References/ Media	Evaluation
15 January	Characterisation Lesson 1	- identify characters in the text -discuss apt naming	Apt naming	- Identifying characters -discussing names of characters	National syllabus School syllabus Setbook Ongororo yeuvaranomwe ICT tools	
	Lesson 2	--describe characters in the text -discuss flat and round characters	Flat and round characters Critical analysis	-Group discussions -group presentations -written exercise	National syllabus School syllabus Setbook Ongororo yeuvaranomwe ICT tools Work cards	
	Lesson 3	--discuss favourable and unfavourable characters	Critical analysis Likes and dislikes	-debate -group work -presentations -research	National syllabus School syllabus Setbook Ongororo yeuvaranomwe ICT tools	
	Lesson 4	- dramatise roles of characters	Drama Character roles	-dramatising roles -class discussion -research	National syllabus School syllabus Setbook Ongororo yeuvaranomwe ICT tools costumes	



## **UNIT 5: Record Keeping**

### **Definition**

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 for continuity. 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
- Basis for counselling

### **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
- Social record
- Progress record
- Remedial record
- Performance Lag Address Programme (PLAP) record
- Learner profile
- Asset and stock control registers
- Circulars
- Minutes

### **Attendance Register**

This is a critical document you should have as a teacher to track/ record your learner's attendance or lesson attendance. Over and above this, the register contains information on address, contact numbers, names of guardians/ parents, dates of birth, religion and birth registration numbers. The attendance register should be up-dated daily and accordingly. The school usually provides registers.

## Social Record

This is a child study record where information pertaining to the learner is entered. It is an important record because it informs you the teacher on the following aspects about the learner:

- The learner's socio-economic status
- Health aspects
- Learner's position in the family
- Learner's physical address and contact numbers
- Names of guardians/ parents
- Learner's behaviour
- Number of meals per day
- Distance from school

## Progress Record

You should have a progress record to capture learner performances. This record gives you an insight into the actual academic performance level of the learner. The following are included:

- Theory tests
- Practical tests
- Projects and
- Any other exercises that you think are important in assessing learner performance.

The progress record also includes continuous assessment records and PLAP records. The template on continuous assessment will be provided to the school by ZIMSEC.

## Remedial Record

This is a record where learners with difficulties in certain concepts are entered and helped accordingly. Remediation is not done to a group but should be on individual basis and you need to record progress. It is done over a stipulated time frame.

## 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 secondary course. The profile will not contribute to the final mark at the end of the Form 4-6 as shown on the assessment model but will assist to give a full picture of the learner's competency.

## Asset and stock control registers

This is a record of non-perishable assets of the institution and the control register is used to monitor the distribution and use of material.

## Circulars

This is the record of communication done in and outside the school but has to be in line with the department.

## **Minutes**

These are recordings of deliberations of meetings that would have taken place in the departmental or staff meetings.

## **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. Record keeping is something that you cannot do without as it plays a vital role in the day to day running of institutions. If well kept and maintained, they provide the required information whenever demand for it arises.

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## **PART B: CURRICULUM DELIVERY**

### **UNIT 6**

#### **Introduction**

This unit covers content, objectives, learning-teaching materials, methodologies, assessment/evaluation and class management.

#### **6.1 Content**

It is what the syllabus prescribes has to be covered over a given time frame. It includes skills, knowledge and competences that have to be acquired by learners.

#### **6.2 Objectives**

These are statements outlining what learners should have achieved after a taught concept. For example, by the end of the lesson learners should be able to identify characters.

#### **1.3 Methodologies**

These are the means and ways of getting a concept to the learner. As a teacher it is important for you to use problem solving and learner-centred approaches. You are the facilitator and the learner is the doer. 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
- The teacher
- The time
- Instructional materials
- The environment

It is advisable that the learner be exposed to more than one method in a lesson.

- Debate
- Team Teaching Method
- Recitation Method
- Field Trip/Educational tours
- Modelling Method
- Imitation and Simulation Method
- Role-Playing Method
- Story telling
- Exploration
- Research
- Projects
- Games and quizzes
- Question and answer
- Problem solving

- Resource persons
- Educational tours
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Gallery walk

## **6.4 Instructional (teaching-learning) aids**

These are materials that enhance the teaching- learning process. They assist you the teacher to achieve desired objectives while in learners they help in concretising the concepts. They help learners learn better and faster, motivating them and stimulating interest.

### **6.4.1 Selecting appropriate instructional aids**

When selecting instructional aids, you have to consider the following;

- Topic
- Level of learners
- Available resources
- Environment
- Number of learners

These teaching-learning aids should be of good quality and user friendly considering the available resources in the school. Examples of teaching-learning aids appropriate in literature teaching are;

- Set books
- Reference books
- Maps
- Costumes
- Charts
- ICT tools
- Textbooks
- Newspapers
- Magazines
- Resource persons
- Essays
- Past examination papers

Instructional aids should be used effectively, they must serve the purpose they are meant for rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working order. If using complicated technical aids, make sure you practice beforehand so that you do not

embarrass yourself in front of the class.

## 6.5 Class Management

This is the process of planning, organizing, leading and controlling class activities to facilitate learning.

### Creating an effective learning environment

This covers classroom organization from:

- **Physical environment**

Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.

- **Emotional environment**

You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behaviour you expect from them.

- **Grouping**

You may group your learners according to needs, abilities and problems but never by sex. Encourage them to share ideas in groups.

- **Class control and discipline**

You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.

- **Motivation**

As a teacher you must make your learners feel important through recognizing and rewarding achievements, as well as encouraging those who are lagging behind. Rewards should not be food, but positive remarks, or items related to learning like novels, writing pads or even exhibiting their work on assembly. Calling pupils by their names creates good rapport with your class. You should also be a role model to your learners by the way you handle yourself.

- **Supervision**

You must check learners' work in order to guide and correct them in all areas from group discussions, games, field trips and even when they are going to the convenience rooms.

## 6.6 EVALUATION

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners.

**Forms 1 and 2** will be assessed through continuous assessment. Specific tasks and assignments will be administered throughout the course and the marks collated. Assessment tasks are outlined at the end of the syllabus and include theory tests, assignments, practical presentations and creative works/projects.

**Forms 3 and 4** will be assessed through both continuous and summative assessment. Assessment tasks are outlined at the end of the syllabus and include theory tests, assignments, practical presentations and creative works/projects. Summative assessment will constitute two components, Paper 1 and Paper 2. The paper components are explained at the back of the national syllabus.

**Forms 5 and 6** will be assessed through both continuous and summative assessment. Assessment tasks are outlined at the end of the syllabus and include theory tests, assignments, practical presentations and creative works/projects. Summative assessment will constitute two components, Paper 1 and Paper 2. The paper components are explained at the back of the national syllabus.

## **UNIT 7: Scope Of The Guide**

Take note that the topics in the literature in Zimbabwean Indigenous languages syllabus are the same from Form 1– Form 6, but they gain in breadth and depth as you go up the ladder. The list below is a sample of the topics, but you have to see the syllabus for the spiral nature of the topics as pasted in annexure 1.

### **TOPICS COVERED IN THE SYLLABUS**

#### **Forms 1-4**

1. Background to the study of literature
2. Historical background to texts
3. Storyline, plots and subplots in texts
4. Conflicts and conflict management in texts
5. Setting (time and place) in texts
6. Themes and subthemes in texts
7. Characterisation in texts
8. Literary techniques in texts
9. Heritage, cultural values and beliefs in texts
10. Lessons in texts
11. Creative works

#### **Forms 5-6**

1. Background to the study of literature
2. Genres
3. Background to texts
4. Plots and sub-plots in texts
5. Conflicts and conflict management in texts
6. Setting (time and place) in texts
7. Themes and sub-themes in texts
8. Characterisation in texts
9. Literary techniques and language usage in texts
10. Heritage, cultural values and beliefs in texts
11. Personal responses to texts
12. Authors' world view and thrust
13. Critical appreciation
14. Indigenous knowledge systems (Orature)
15. Creative works



## **FORM 3 TOPIC 1 : BACKGROUND TO THE STUDY OF LITERATURE**

**Objectives:** By the end of this topic, learners should be able to:

- define literature
- explain the importance of literature in society
- identify the different genres of literature
- discuss types of indigenous knowledge systems

### **Sub-topics**

1. Definition of literature
2. Importance of literature
3. Genres of literature
4. Indigenous knowledge systems

### **Activities**

- Defining literature
- Explaining the importance of literature in society
- Citing examples of literature in society
- Visiting publishing houses
- Interviewing authors in local environment
- Discussing different genres of literature
- Creating own forms of literary works
- Discussing types of indigenous knowledge systems
- Retelling folktales, riddles, clan praises and traditional games
- Presenting own poems
- Singing and dancing

### **Methodology**

- Research
- Presentations
- Discussions
- Dramatizing
- Interviews
- Educational tours
- Games
- Case studies

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**Teaching- learning aids**

- National syllabus
- School syllabus
- Literary works
- Essays
- Journals
- ICT tools
- Resource persons
- Costumes

**Assessment**

Learners will be assessed on their ability to:

- Differentiate different forms of literary genres
- Evaluate the role of indigenous knowledge systems in society
- Analyse the role of literature in socio-economic, political and cultural transformation
- Apply technology in research on background to the study of literature
- Produce creative works of various genres

**FORM 6 TOPIC 15: CREATIVE WORKS**

**Objectives:** By the end of this topic, learners should be able to:

- Produce creative works of different genres
- Exhibit creative works
- Discuss copyrights issues
- Devise marketing strategies
- Adhere to principles of publishing

**Sub-topics**

- Producing
- Exhibiting
- Copyrights
- Marketing
- Publishing

**Activities**

- Identifying types of creative works
- Composing creative works
- Showcasing creative works

- Discussing copyrights issues
- Discussing principles of publishing
- Participating in internship programmes
- Role playing marketing strategies
- Visiting publishing houses
- Visiting art exhibitions

### **Methodology**

- Research
- Presentations
- Discussions
- Dramatizing
- Interviews
- Educational tours
- Case studies

### **Teaching- learning aids**

- National syllabus
- School syllabus
- Literary works
- Essays
- Journals
- ICT tools
- Resource persons
- Costumes
- Artefacts
- Documentaries

### **Assessment**

Learners will be assessed on their ability to:

- Produce, edit and exhibit/publish literary works
- Apply technology in researching on copyrights, publishing and marketing

## **CONCLUSION**

We hope this guide will help you as you undertake the new curriculum. It should guide you on interpreting the syllabus, making your own school syllabus, deriving a scheme and a lesson plan or scheme-cum plan, choosing appropriate methods and instructional aids, managing your class and making and maintaining records and finally evaluating yours and your learners progress.

**ANNEXURE 1: Form 1 to 4 scope and sequence**

TOPIC	FORM ONE	FORM TWO	FORM THREE	FORM FOUR
<b>1. BACK-GROUND TO THE STUDY OF LITERATURE</b>	<ul style="list-style-type: none"> <li>• Definition of literature</li> <li>• Genres of literature: drama, prose, poetry</li> <li>• Indigenous Knowledge Systems (Orature) such as: <ul style="list-style-type: none"> <li>– folktales</li> <li>– songs</li> <li>– riddles</li> <li>– games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Significance of literature in society</li> <li>• Importance of Indigenous Knowledge Systems (Orature)</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political and cultural issues in literary works</li> <li>• Role of literature in the Zimbabwean experiences</li> <li>• Production of literary works</li> <li>• The impact of literature in the local and international community</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-economic, political and cultural issues in literary works</li> <li>• Role of literature in the Zimbabwean experiences</li> <li>• Production of literary works</li> <li>• The impact of literature in the local and international community</li> </ul>
<b>2. HISTORICAL BACK-GROUND TO TEXTS</b>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration</li> <li>• author's perception of the world</li> </ul>	<ul style="list-style-type: none"> <li>• Author's biography</li> <li>• Author's sources of inspiration</li> <li>• Author's perception of the world</li> </ul>
<b>3. STORYLINE, PLOTS AND SUBPLOTS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Storyline</li> <li>• Sequence of events in linear progression in simplex plots</li> <li>• Comprehension of the plot</li> </ul>	<ul style="list-style-type: none"> <li>• Storyline</li> <li>• Sequence of events in linear progression in simplex plots</li> <li>• Comprehension of the plot and subplots</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots and subplots (simplex and complex)</li> <li>• Outline events in chronological order from simplex and complex plots</li> <li>• Relationship between plots and subplots</li> <li>• Plot development</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots (simplex and complex)</li> <li>• Outline events in chronological order from simplex/complex plots</li> <li>• Relationship between plots and subplots</li> <li>• Plot development</li> </ul>

<b>4 CONFLICT AND CONFLICT MANAGEMENT IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Causes of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot development</li> <li>• Conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• Types of conflicts</li> <li>• Conflict lines</li> <li>• Conflict build up</li> <li>• Significance of conflict in plot development</li> <li>• Conflict management</li> </ul>
<b>5. SETTING IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Place</li> <li>• Time</li> <li>• Chronological order of events</li> </ul>	<ul style="list-style-type: none"> <li>• Place</li> <li>• Time</li> <li>• Chronological order of events</li> <li>• Appropriateness of setting in relation to events</li> </ul>	<ul style="list-style-type: none"> <li>• Place, time and chronological order of events</li> <li>• Significance of setting</li> <li>• Realism and fantasy of events in relation to setting</li> </ul>	<ul style="list-style-type: none"> <li>• Place, time and chronological order of events</li> <li>• Significance of setting</li> <li>• Realism and fantasy of events in relation to setting</li> </ul>
<b>6. THEMES AND SUB-THEMES IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Identification of themes</li> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of themes</li> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> <li>• Significance and relationship of themes and sub themes</li> </ul>	<ul style="list-style-type: none"> <li>• Main and sub-themes</li> <li>• Emerging issues in relation to the environment</li> <li>• Significance and relationship of themes and sub themes</li> </ul>

<b>7.CHARACTERISATION IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Identification of major and minor characters</li> <li>• Relationships among characters</li> <li>• Roles of characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Relationships among characters</li> <li>• Roles of characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Roles of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> <li>• Characters in relation to cross-cutting issues</li> </ul>	<ul style="list-style-type: none"> <li>• Description of characters</li> <li>• Roles of characters</li> <li>• Contribution of characters to plot development</li> <li>• Character development</li> <li>• Relationships among characters</li> <li>• Aptness of names</li> <li>• Realism and fantasy in characters</li> <li>• Personal responses to characters</li> <li>• Cultural values, beliefs and morals displayed by characters</li> <li>• Characters in relation to cross-cutting issues</li> </ul>
<b>8.LITERARY TECHNIQUES IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices</li> <li>• Titling of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of linguistic devices</li> <li>• Titling of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Literary devices in drama and prose</li> <li>• Titling of texts</li> <li>• Poetic devices</li> </ul>	<ul style="list-style-type: none"> <li>• Literary devices in drama and prose</li> <li>• Titling of texts</li> <li>• Poetic devices</li> </ul>

<b>9. HERITAGE, CULTURAL VALUES AND BELIEFS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems(Orature)</li> <li>• Importance of values and beliefs in society</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• Cultural values and beliefs</li> <li>• Indigenous Knowledge Systems(Orature)</li> <li>• Importance of values and beliefs in society</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary cultural beliefs</li> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems(Orature)</li> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary culture and beliefs</li> <li>• Place and role of the portrayed values and beliefs in society</li> <li>• Indigenous Knowledge Systems(Orature)</li> <li>• Comparison of portrayed values and beliefs to real life situations</li> <li>• Cultural diversity</li> </ul>
<b>10. LESSONS IN TEXTS</b>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to crosscutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Lessons relating to crosscutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Applicability of lessons learnt</li> <li>• Lessons relating to crosscutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of lessons learnt</li> <li>• Applicability of lessons learnt</li> <li>• Lessons relating to crosscutting themes</li> </ul>
<b>11. CREATIVE WORKS</b>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Types of creative works</li> <li>• Production of creative works</li> <li>• Presentation of creative works</li> <li>• Exhibition of creative works</li> <li>• Publication of materials</li> <li>• Copyright issues</li> <li>• Marketing strategies</li> </ul>





