



Ministry of Education

**Literature in English Syllabus**

**GRADES 10 – 12**

**Prepared and Published by:  
The Curriculum Development Centre**



**2013**

**Copyright/Vision**

## **Preface**

## **Acknowledgement**

**Content Page**

**Introduction .....**

**Suggested Methodologies .....**

**Time Allocation.....**

**Assessment.....**

**Rationale**

**General Outcomes**

**Key Competences in Literature in English.....**

.....

**Specific Outcomes for Grades 10, 11 and 12.....**

- **Grade 10.....**
- **Grades 11 and 12 .....**

**Meaning of Literary Terminology for Grades 10, 11 and 12 .....**

**Syllabus Interpretation: A Synopsis of the process .....**

**Scope and Sequence Chart.....**

## **Introduction**

The general aim of Literature in English is to develop learners in the following realms:

1. Intellectual or cognitive
2. Emotional or affective
3. Linguistic or communicative

The study of Literature must also help learners towards acquisition of knowledge, skills and positive attitudes and values of the society they live in. The reflection on characters encountered in stories, and their actions, makes students reflect on themselves and issues that take place in society. This should help them build their positive self-image and contribute in developing values to guide members of their society in making decisions in the processes of daily life.

Literature study involves reflecting, valuing, choosing, responding, taking a stand in life of complex issues. It sharpens students' understanding of issues in general. It sharpens their thinking of selves and society as well as enriching their thoughts.

Students are stimulated to read, so they have a better chance of becoming thoughtful, rational human citizens. Texts and artifacts included in the Literature study have profound implications on personal and social meaning making in reading.

Moreover, some people would also say, the purpose of education should prepare someone for a job that will earn him a living and enable one to function within a structured society. There are a number of career paths one can take with the knowledge of Literature; Literature and Languages, Law, Journalism, Social Work, Development Studies, Social Sciences, Psychology, Sociology etc

## **Suggested Methodologies**

This syllabus is not a *prescriptive guide* to be followed passively. It provides guidance to a teacher in order to:

- Structure lessons from simple to the complex
- Help learners understand and appreciate literary concepts
- Guide learners reading, understanding and appreciating the texts

The structure of the outcomes in the syllabus presents a carefully considered approach to the effective teaching of Literature.

Nevertheless, teachers are at liberty to make alterations that will produce positive results in making learners understand and appreciate learning the subject.

**Time Allocation**

The study of Literature in English has four periods of 40 minutes each per week. It would be a good idea for school authorities to consider allocating double periods to the Literature lesson in order to assist a teacher adequately and effectively deliver prepared content at one time.

**Assessment**

Assessment must be an integral part of the teaching process. It is expected that teachers will employ both continuous and summative assessment in the teaching process. This will not only help learners maximise their understanding and appreciation of the texts but also score high marks in their examinations.

**Rationale**

## Grade 10

### Preamble:

In Grade 10, learners will be introduced to the concept of Literature and an understanding of the functions of literature. It is imperative that teachers make it a must that learners are taught the concepts of Literature before that are introduced to reading of texts. A lot of teachers want to rush to introducing the texts before learners do the preliminaries. The results of this have usually been very disastrous.

### General Outcomes:

- **Demonstrate deep understanding and appreciation of Zambian and foreign Literature and cultures**
- **Demonstrate understanding of literary concepts**

### Competencies:

- **Show understanding of literary concepts by answering questions correctly**
- **Apply literary concepts in both spoken and written literary works**

Topic	Sub- Topic	Specific Outcomes	Knowledge	Skills	Values
<b>Introduction to Literature</b>	<b>Introduction to Literature</b>	Define Literature	Definitions by various scholars	Application of definitions	Knowledge and appreciation of various definitions
		Discuss the functions of Literature	Functions of literature: Educate, entertain,	Application of functions of Literature	Knowledge and appreciation of functions of



			rebuke, encourage		Literature
	<b>Types of literature</b>	Discuss types of Literature	Oral Written	Application of	Knowledge and appreciation of
	<b>Oral Literature</b>	Recognise various forms of Oral Literature	Folktales, songs, proverbs, riddles, praises, Narratives	Application of types of Literature	Knowledge and appreciation of types of Literature
		Distinguish various types of folktales	Fables , myths, legends	Application of various types of folktales	Knowledge and appreciation of various types of folktales
		Classify various types of songs:	Hymns or praise and worship songs, political songs, funeral songs, love songs, thematic songs e.g on poverty, hunger, corruption, HIV and AIDS etc	Application of various types of songs	Knowledge and appreciation of various types of songs
		Interpret proverbs and use them in context	Proverbs eg ' <i>What glitters may not always be gold</i> '	Application of proverbs	Knowledge and appreciation of proverbs

		Recognise and interpret idioms	' <i>A snake in the grass</i> ' is a dangerous person	Application of idioms	Knowledge and appreciation of idioms
		Recognize and interpret riddles	If ' <i>T</i> ' was in the sun and ' <i>u</i> ' were not there, what would be there?  The answer is <i>SIN</i>	Application of riddles	Knowledge and appreciation of riddles
		Recite and compose praises	Common praises about God, chiefs, heroes and natural beauties	Application of composing praises	Knowledge and appreciation of composing praises
		Discuss types of narratives	Descriptions of people, objects, rivers, animals etc	Application of narratives	Knowledge and appreciation of narratives
	<b>Written Literature</b>	Recognize and distinguish forms of written Literature;	Prose,  Drama and  Poetry	Application of forms of written Literature	Knowledge and appreciation of forms of written Literature
		Recognize various types of Prose	Stories, essays articles, plays, biographies, novels,	Application of types of Prose	Knowledge and appreciation of types of Prose

			poems etc		
		Discuss types of Biographies	Auto-biography (written by self) Biographies (written by another)	Application of types of Biographies	Knowledge and appreciation of types of Biographies
		Recognize and distinguish types of Literary genres	Comedy eg Tragedy eg Things Fall Apart Satire eg Animal Farm	Application of types of Literary genres	Knowledge and appreciation of types of Literary genres
		Distinguish between fact and fiction	Fact - based on truth or scientifically proven finding Fiction- based on imagination	Application of fact and fiction	Knowledge and appreciation of fact and fiction
<b>The story</b>	<b>Elements of a story:</b> <b>Setting</b>	Recognise elements of Setting of stories	<i>Time</i> – when the story happened <i>Place</i> – where the story was happening	Application of setting of stories	Knowledge and appreciation of setting of stories
	<b>Plot</b>	Recognise and discuss features of Plot	Exposition, conflict, complications, climax resolution or denouement	Application of features of Plot	Knowledge and appreciation of features of Plot

	<b>Characterisation</b>	Discuss different types of characters	Major/main and minor, Protagonist and antagonist, Round and flat, Dynamic and static	Application of types of characters	Knowledge and appreciation of types of characters
		Identify and describe different characters in given stories	Eg Old Major in Animal Farm	Application of types of characters	Knowledge and appreciation of types of characters
		Compare and contrast different characters in given short stories	Eg Okonkwo and Unoka in Things Fall Apart	Application of types of characters	Knowledge and appreciation of types of characters
	<b>Theme</b>	Identify and explain themes in different texts	Theme- the lesson/ teaching/central idea of a stories	Application of themes	Knowledge and appreciation of themes
		Distinguish between themes and titles	Titles/heading Themes/ lesson	Application of the distinction between title and themes	Knowledge and appreciation of the distinction between title and themes
<b>Drama</b>	<b>Elements of Drama</b>	Recognize elements of drama	Plot, characterisation, dialogue, staging,	Application of elements of drama	Knowledge and appreciation of

			theme, symbolism, irony, theme		elements of drama
		Dramatise specific events or episodes of recognized plays		Application of role play	Knowledge and appreciation of role play
<b>Poetry</b>	<b>Elements of Poetry</b>	Recognize and show understanding of elements of poetry	Voice, speaker and tone, diction, imagery, symbolism and allegory, syntax, sound; rhyme, alliteration and assonance, rhythm and meter, structure; closed form and open form	Application of elements of poetry	Knowledge and appreciation of elements of poetry
		Recognize and show understanding of figures of speech in poems	Simile, metaphor, irony, hyperbole, personification, onomatopoeia	Application of figures of speech in poems	Knowledge and appreciation of figures of speech in poems
		Recite poems	Reciting poems recognizing; tone, speaker or voice	Application of reciting of poems	Knowledge and appreciation of reciting of poems
		Compose poems	Composing poems recognizing rhyming, figures of speech e.g simile,	Application of Composing poems	Knowledge and appreciation of Composing poems

			metaphor, personification, hyperbole etc		
--	--	--	--	--	--

## Grade 11 and 12

### Preamble:

Once the foundation of text study has been laid properly by grounding learners in literary concepts, then the study of texts can commence.

As a reminder to the teacher, the sequence of the specific outcomes is not a '*prescriptive and restrictive guide*' to be followed passively. It provides guidance to a teacher in order to:

- Structure lessons from simple to the complex
- Help learners understand and appreciate literary concepts
- Guide learners reading, understanding and appreciating the texts

Teachers may alter the order of teaching the specific outcomes provided they foster pupils understanding and appreciation of texts.

### General Outcomes:

- Express opinions, feelings and thoughts and develop positive attitudes and values about texts read
- Develop analytical and critical thinking skills about texts read
- Apply literary skills in developing their own pieces of writing

**Competencies:**

- Retell detail of the stories read
- Relate the themes of the stories
- Describe characters used in stories and relate their roles to the development of the plot
- Identify and analyse critically language used in stories

Topic	Sub- Topic	Specific Outcome	Knowledge	Skills	Values
<b>Text Study</b>	1. Selected novel	Demonstrate understanding of preliminaries of the selected novel	bibliography and synopsis	Application of Author's bibliography	Knowledge and awareness of Author's bibliography
		Discuss setting of the novel	South Africa An impoverished Mine Compound when racial racism was at its peak in the 1900- 50	<b>Application of setting of novel</b>	<b>Knowledge and appreciation of the setting of novel</b>
		Discuss author's intention	Author's intention	Application of author's intention	Knowledge and appreciation of author's intention
		Discuss chapters read in relation to themes	For instance in Peter Abrahams- <i>Mine</i>	Application of themes	Knowledge and appreciation of the

			<p><i>Boy</i></p> <p>Themes include:</p> <p>Racial division of labour in mine industry</p> <p>Problems experienced in rural/urban drift-alienation, schizophrenia, melancholia</p> <p>Patterns of life in townships</p> <p>Earlier norms of behaviour eg injustice, personal loyalty</p>		themes in the novel
		Read novel silently with understanding	<p>Silent reading</p> <p>Answering oral questions</p>	Application of silent reading	Knowledge and appreciation of silent reading
		Dramatise and discuss episodes of the novel	<p>Dramatising episodes/chapters read</p>	Application of role play	Knowledge and appreciation of role play



		Make summary notes on episodes or chapters read	Note making of main points/ideas of chapters	Application of summary skills	Knowledge and appreciation of summary of the story
		Identify characters used in stories and describe their roles in the development of the story	Characterisation eg Xuma, Daddy, Ma Plank, Leah, Eliza, Maisy, Paddy O'Shea etc	Application of characterisation in the story	Knowledge and appreciation of the characterisation in the novel
		Discuss language used in the text	Language analysis Figures of speech Irony Symbolism	Application of language analysis	Knowledge and appreciation of language used in the novel
		Answer a variety of questions on the text read	Factual and inference  short answers and Essays	Application of answering a variety of questions on the novel	Knowledge and appreciation of the factual and inference information on the novel
		Demonstrate deep understanding of text read by	Appreciation and final review of book	Application of the art of retelling novel	Knowledge and appreciation of the

		retelling the story	Author Title Themes Conclusion		detail of novel
		Produce a variety of written work emanating from the study of the text	Eg A poem on Mine Boy or  A dialogue between characters in the story or  A biography of a character from the time you meet them in the story to the end  Or  An article on 'The way of life of the people in the Mine Compounds'	Application of literary works.	Knowledge and appreciation of Literary works

<b>Topic</b>	<b>Sub- Topic</b>	<b>Specific Outcome</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Values</b>
<b>Text Study</b>	1. Selected Play	Demonstrate understanding of preliminaries of the selected play	Bibliography and synopsis	Application of Bibliography and synopsis	Knowledge and appreciation of Bibliography and synopsis
		Discuss setting of the play	Time – when story happened  Place- where the events happened	Application of setting of the play	Knowledge and appreciation of setting of the play
		Discuss author's intention	Author's intention	Application of author's intention	Knowledge and appreciation of author's intention
		Read aloud sections of the text with understanding	Oral reading and discussions	Application of Oral reading	Knowledge and appreciation of Oral reading
		Read play silently with understanding	Silent reading and discussions	Application of Silent reading	Knowledge and appreciation of Silent reading
		Dramatise and discuss episodes of the play	Dramatising	Application of Role play	Knowledge and appreciation of role play

		Make summary notes on episodes or chapters read	(Note making	Application of summary	Knowledge and appreciation of summary of the play
		Discuss characters used in the play	Characterisation Major and minor Character development	Application of Characterisation	Knowledge and appreciation of Characterisation
		Discuss themes of the play	Themes Main ideas/points Lesson in the play	Application of themes	Knowledge and appreciation of themes
		Analyse language used in the play	Language analysis	Application of Language analysis	Knowledge and appreciation of language analysis
		Answer a variety of questions on the text read	Factual and inference Short answers and Essays	Application of Factual and inference information about the play	Knowledge and appreciation of Factual and inference information
		Retell the story	Retelling the story:	Application of	Knowledge and appreciation of

			<p>Logic presentation of events</p> <p>Coherence and relevance</p>	Retelling the story	Retelling the story
		Review the play	<p>Author</p> <p>Title</p> <p>Themes</p> <p>Conclusion</p>	Application of story review	Knowledge and appreciation of story review
		Produce a variety of written work emanating from the study of the text	<p>A poem or</p> <p>A Narrative or a Report on an incident in the story</p> <p>A biography of a character from the time you meet them in the story to the end</p> <p>Or</p> <p>An article on an issue in the play</p>	Application of Literary works	Knowledge and appreciation of literary works

## **Glossary**

**A**

1. aesthetic: of the beauty of literary works; connected with the appreciation or criticism of the beautiful.
2. adrenalin: a chemical substance that pours into a person's blood stream when he is angry, anxious or excited. It increases the level of commitment in a person.
3. allegory: a carefully written work that describes one thing under the guise of another suggestively similar.
4. alliteration: a literary device where a close repetition not necessarily of the same letter but definitely of the same sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
5. allusion: association with; a reference to some other experience outside what is under discussion.  
    'Lazarus was lucky, Jesus was around'  
This reference or allusion brings a wide world of biblical experience outside the limitation of the topic under discussion.
6. altruism: the desire to end an argument not necessarily that a consensus or an agreement has been reached but to preserve peace.
7. ambiguity: double meaning or an expression capable of more than one meaning.
8. amphibian: a creature that can live both in water and on land.
9. analogy: it is the description of something known in order to suggest in certain respects something unknown; it is a way of describing a relatively unknown entity by comparing its unknown attributes with those of a known entity.
10. anti-climax: in a literary work, a point at which the plot begins to disentangle itself in its complexity and sophistication towards the conflict resolution.
- B** 11. belief: a feeling of certainty that something is right, wrong, exists, or doesn't. If you do not have

belief in a lot of things then you are a skeptic.

- C** 12. character: a person or an animal that plays a role in a dramatic piece of work or in a novel. Different characters play different parts to produce a complete story.
13. charlatan: an impostor; an empty pretender to knowledge or skills.
14. chauvanism: an exaggerated patriotism; an irrational argument advanced by women that puts them in an equal or superior position over men is called female chauvinism. The opposite is called male chauvinism.
15. comedy: a drama that deals with and presents its acts in a funny and humorous way. It speaks the language of everyday life. Its purpose is to amuse but more often than not to ridicule society. Comedians are usually very funny people by their nature.
16. connotation: the implication of the surface meaning of a word or expression; the secondary meaning of a word or expression.
17. crisis: the decisive moment in a story; a point at which a decision can no more be delayed.
- D** 18. denotation: the objective, primary or basic meaning of a word or expression; the meaning that excludes all other shades as a result of the writers feelings or experiences.
19. dialogue: a literary work in the form of a conversation; a discussion that involves more than one person on the basis of question and answer.
20. didactic: a literary work that intends to deliver a lesson. In modern literature, a book that is not didactic is not worth reading.
21. dope: a strong drug taken for reasons other than medicinal; a very strong stimulant often banned for public use.
22. drama: a conversation accompanied by body action usually performed in front of an audience.



- E** 23. electorate: voters.
24. empathy: the behaviour of one putting oneself into a situation (often a painful one) of another person. – of sympathy = the behaviour of just feeling sorry for someone in a painful situation without wishing to feel the same pain.
25. entity: something with usually a form of life that is completely independent of the other things.
26. episode: an incident which forms part of the whole story, plot or narrative.
27. epistemology: the study of knowledge.
28. euphemism: a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.
- F** 29. flashback: a literary technique in which the writer brings the past into the present in order to explain why something is in its present condition.
30. flaw: a detected error in a literary work.
- H** 31. hero: the principal male character with positive or admirable attribute in a play or novel. Heroes never die, if they do physically, they continue to live in legendary.
32. heroine: the female character with attributes like those of a hero.
33. hoodwink: trick, cheat or deceive.
34. humour: the light heartedness; ability to replace gloom with laughter.
35. hyperbole: a literary device consisting of an extravagant statement or exaggeration. It is used to

emphasise the importance or extent of something.

- I** 36. illiteracy: unable to read and write and consequently unable to understand the simple processes of life.
37. imagery: pictures in words; the art of a writer to not only presented the pictures of what he is talking about but also describes those pictures.
38. immunity: an ability to be unaffected by something: a king's palace enjoys immunity status so is a diplomatic house or mission in any country – as long as the offender remains on such grounds no one who knows the laws of immunity can touch him.
39. infringe: violate; break.
40. insinuation: innuendo; the way of referring to something in an indirect way. Most of the proverbs or wise sayings we use are insinuations of the truth.
41. irony: sarcasm; use of words with an intention to ridicule a situation. Almost all ironical statements are a direct opposite of what they actually seem to mean.
- L** 42. literature: it is a department of language in poetry or prose, written and unwritten, of accepted quality whose main aim is to express life in its wholeness. It is both an art and a trade that aims at enriching mankind with all aspects of life and living.
43. legend: a traditional popular tale or a person who achieves great fame while he is still alive. A legend may include truth and imaginative material.
44. lyric: it is a poem that expresses personal feelings intended to be sung.
- M** 45. metaphor: an implied comparison; it is a style of writing that conveys the meaning more clearly and generally in a delightful manner of comparison.
46. metre: means 'measure', and may be defined as any form of measured, or regulated, rhythm. All

language has stressed and unstressed syllables, and in English poetry metre is the technical term for the rhythmic arrangement of the those syllables.

47. miniature: a highly finished portrait of a reduced image.
48. monologue: a speech where there is only one speaker or soliloquy.
49. mood: the disposition of mind and feelings. We can refer to the moods of anger, happiness, sadness that characterise a novel or part of it.
50. moral: education derived from a literary work directly or by implication; such a story that delivers such education is also called a moral.
51. myth: a traditional story or legend that offers an explanation usually based on religion or supernatural phenomenon often appealing to emotions rather than to reasoning.
- N** 52. naivety: the display of lack of experience, wisdom or judgement.
53. narrative: a story.
54. nostalgia: haunting memories; thoughts that bring back strong wishes for someone to go back in time and space.
- O** 55. opera: a dramatical piece of work that is accompanied by music; a musical play.
- P** 56. pandemonium: confusion; disorder.
57. pantomime: a play that is presented to the audience without words but only through signs.
58. paradox: a clever statement that contradicts itself i.e. Love makes me blind and it makes me see – it forces the reader to think harder in order to get the meaning.
59. parallelism: the running side by side of statements or ideas that express similarity in their meaning.

60. partiality: favouritism.
61. personification: the presentation of non-living objects or non-humans or abstract ideas as persons. e.g.  
a) a shadow greeted another shadow on bleek at.  
b) the clouds raced across the open skies.
62. plot: a narrative of events; a well worked out movement of events in a story to create and maintain interest in the reader.
63. premonition: an unsettling feeling that foretells an event usually of an unpleasant nature.
64. proverb: a literary device which is a popular saying memorably expressed.
65. poetic justice: a fitting end or reward for each character according to her or his deeds. Where villains almost always get punished and heroes and heroines get positively rewarded. When the opposite is done we say that there is no poetic justice or it is the miscarriage of justice.
- R** 66. rhyme scheme: a pattern of rhyme usually denoted by small letters. For example, the above poem has the following rhyme scheme:  
a, b; a, b; a, b; a, b;
- S** 67. sarcasm: an offensive remark with the sole intention inflicting pain into someone.
68. satire: a literary work that employs sarcasm and irony to ridicule the ills of the society in order to heal or reverse the order of things.
69. sensibility: the capacity to feel; the ability to be affected emotionally or otherwise by the environment.
70. sentimentality: an unworthy or unnecessary or an excessive emotional response to a situation; an over-stimulated emotional response to what we hear and see.
71. setting: the background in terms of time and place against which a work of literature is written.

e.g. a book written during World II (time) about Russia (place) must be written in such a way that the events fit in that time and place.

72. simile:

an imaginative comparison for purposes of making explanations clear. Similes are denoted by the use of words such as: as, like, as if – of metaphor.

73. soliloquy:

a loud speech addressed to oneself, of monologue.

74. structure:

form; definable parts of a literary work.

75. style:

the manner in which a writer presents his book. Different writers have different styles – even those who have written on the same subjects have used language differently. Some writers use long and winding phrases and yet others are well known for their brevity.

76. suspense:

a literary technique used by many writers to keep their readers guessing as to what is likely to follow in the plot. The intense the suspense the more interesting the book is likely to be.

77. suspension of disbelief:

the nature of the readers to temporarily put away their faculty of doubt in order to accommodate an unlikely happening. When animals talk in animal narratives we never doubt that ability because we usually employ a willing suspension of disbelief.

78. symbol:

a person, object or idea that stands in for something else in a literary work.

79. symbolism:

representation of ideas and emotions by suggestion rather than by direct impression of imagery.

80. syntax:

the order in which words and expressions are used in a grammatical structure.

T

81. tautology:

repetition of a word, words, expression or idea unintentionally. e.g. he is not tall but short.

82. theme:

the central idea or the purpose for which the a book was written. some of the major themes are: corruption, love, war, exploitation, greed, various virtues and vices, etc.

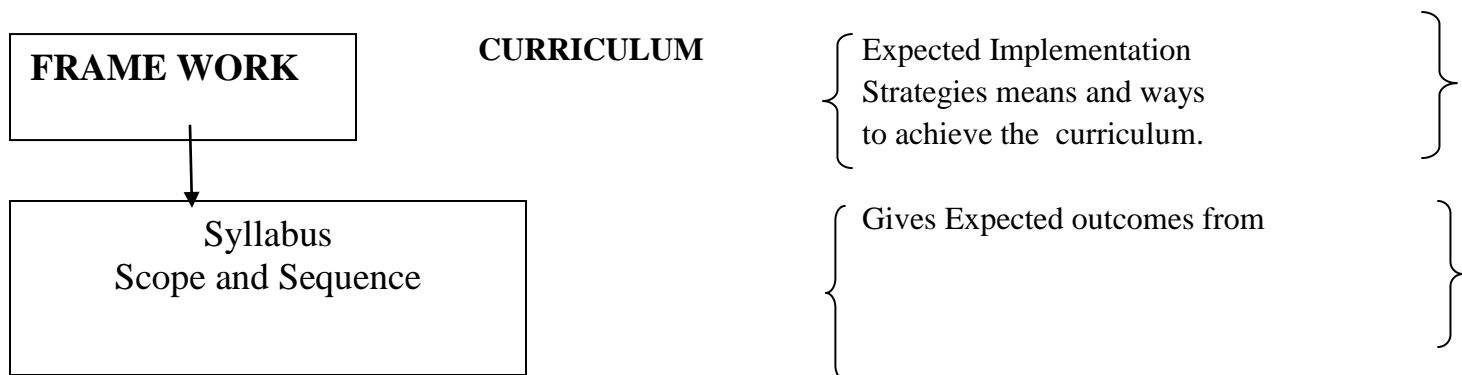
83. tone: the reflection of the writer's mood in his work. The choice of words will tell us whether he was angry, happy or sad. Much as he would like to hide this fact, at some point, his own emotions are bound to appear. This determines the tone of the book.
84. tragedy: a work of art in which the hero dies or fails to achieve his mission which by nature was a hope of the great majority.
- v 85. vices: in the quality of life, the negative attributes of humans; the bad side of humans – is kindness and courage are virtues while jealousy and cowardice are vices.
86. villain: a character with detestable behaviour in a novel or play.
87. virtues: the good side of a human being, see vices above for contrast.

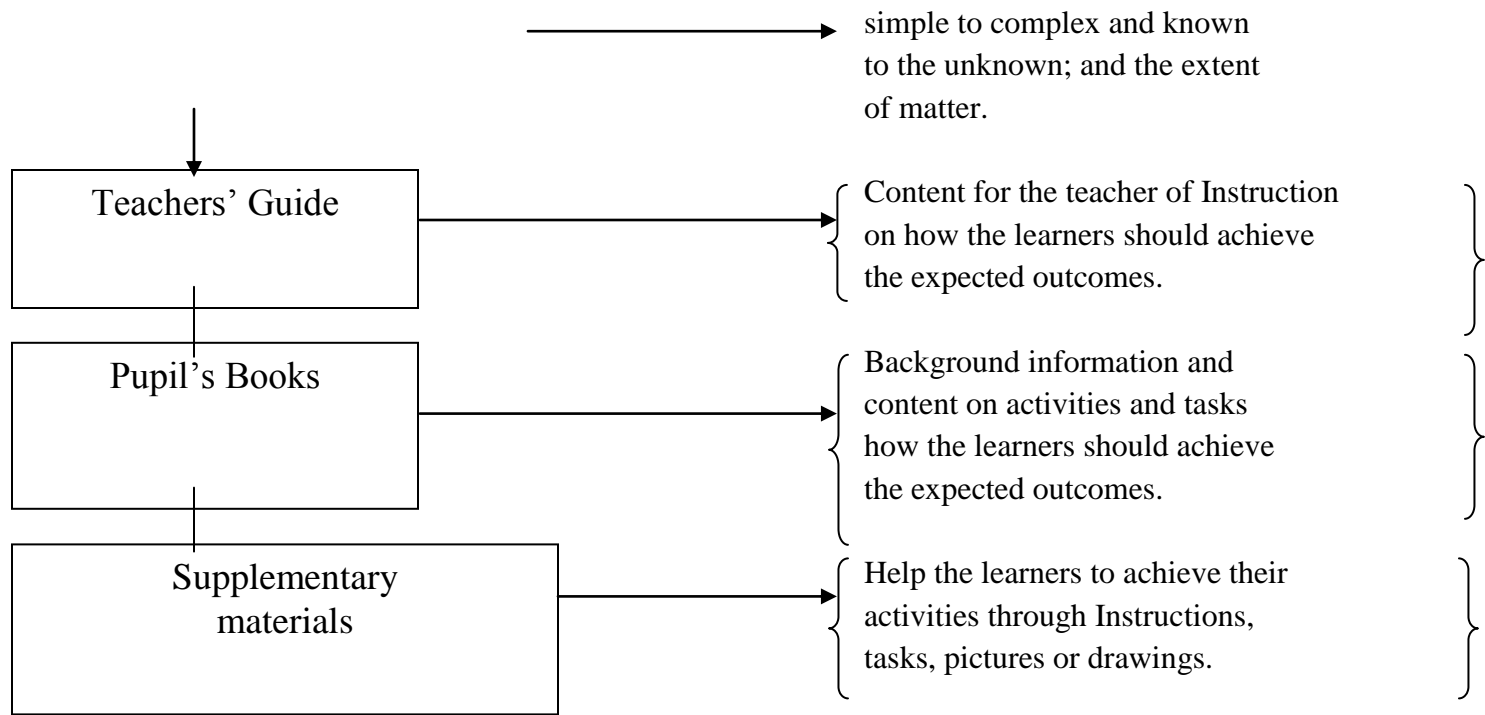
# SYLLABUS INTERPRETATION

## A Synopsis of the Process

A syllabus is an educational document that contains a carefully thought out body of knowledge. This is logically sequenced in a set of outcomes which are intended to meet the educational needs of a learner and the expectations and assignments of society.

1. General EXPECTED OUTCOMES/TERMINAL OBJECTIVES.
  2. General EXPECTED OUTCOMES FOR A YEAR.
  3. SPECIFIC-OUTCOMES for a day, week, month/year.
- ❖ Sequencing → the expected outcomes according to the depth and wide.
  - ❖ Easy to Complex → known to the unknown → familiar to unfamiliar.
  - ❖ The psycho-motor → hands on activities and tasks.
  - ❖ Affective → which touch the heart and the mind.
  - ❖ Cognitive → analytical and synthetically.
  - ❖ Knowledge → content/information for the learner and the teacher.
  - ❖ Intelligence → the level of making things get understood clearly.





**Teaching/Learning Resources**

Charts, books