



Republic of Zambia

**MINISTRY OF EDUCATION**

**LITERATURE IN ZAMBIAN LANGUAGES  
SYLLABUS  
ORDINARY LEVEL SECONDARY EDUCATION  
FORM 1 – 4**



**PREPARED BY THE CURRICULUM DEVELOPMENT CENTRE  
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LUSAKA – ZAMBIA**

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## **VISION**

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

# **PREFACE**

The Literature in Zambian Languages Syllabus has been developed to facilitate learning that will promote literary skills and other skills related to communication, creativity and critical thinking. Learners from Form 1 to 4 will be equipped with competences that will help them appreciate their rich literary traditions, heritage and cultures as they build their personal characters as well as understand other people's character. The content provided in the syllabus has been packaged to stimulate learners in thinking reflectively, logically, creatively, and critically so as to promote the formation of positive social behaviour and socially desirable attitudes.

This syllabus has adopted the Competence Based Education principles in which learners will be given practical experiences during the teaching and learning process, so as to help them gain the desired knowledge of skills and positive values to better their lives. Apart from simply stating the expected competences, the syllabus further outlines the suggested learning activities for each topic that learners need to engage in. Teachers are at liberty to utilise additional learning activities to those suggested so that learners are helped to realise the desired competences.

Cross-cutting themes and emerging issues such as national values and principles, corruption, climate change and financial education have been incorporated in the syllabus to ensure that learners cultivate a positive mindset that prepare them to live responsible lives and be protected from life threatening vices.

It is anticipated that the syllabus, through the suggested activities, will enhance learning at Secondary Ordinary Level and create a deeper understanding of literature, to make teaching and learning more engaging, exciting and meaningful.

Joel Kamoko (Mr.)  
Permanent Secretary- Education Services  
**MINISTRY OF EDUCATION**

# ACKNOWLEDGEMENT

The production of Literature in Zambian Languages syllabus has been as a result of concerns raised by stakeholders and their contributions to the teaching of Literature in Zambian Languages. Literature in Zambian Languages shall be offered as an independent subject detached from Zambian Languages. This syllabus is intended to guide teachers and other experts in the field appropriately and offer relevant lessons for all the forms of Literature as espoused in Zambian Languages.

A number of activities involving various stakeholders facilitated the development of this syllabus. Great appreciation goes to individuals, institutions and organisations that provided financial and technical input to the successful development of this syllabus. These include; the teachers, lecturers from colleges of education, public universities as well as representatives from some Directorates in the Ministry of Education.

Furthermore, I recognise the commitment and hard work of all my staff at Curriculum Development Centre in ensuring the successful development of this syllabus.

Charles Ndakala (Dr.)  
Director – Curriculum Development  
**MINISTRY OF EDUCATION**

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## **Introduction**

The Secondary School Literature in *Zambian Languages* syllabus focusses on the teaching of Literature in *Zambian Languages*. This syllabus is designed to guide the teaching and learning of literature in *Zambian languages* at Ordinary Level from Form 1 to Form 4. It carries useful information that will help teachers plan their teaching and support learners in the learning process. Teachers are therefore, required to read and understand the availed information in this syllabus for them to be acquainted with competences and activities to be covered in teaching Literature in *Zambian Languages* as a subject.

## **Rationale for Teaching Literature in *Zambian Languages***

The significance of Literature in *Zambian Languages* in the *Zambian* classroom is to promote literary skills related to communication, creativity and critical thinking. It also serves as a bridge to enable learners appreciate their rich literary traditions, heritage and cultures as they build their personal characters as well as understand other people's characters.

Literature is an interesting avenue for learners to learn worthwhile values and skills necessary for their existence by connecting to the real world where they live as well as see life in a wider perspective. By subjecting them to literature in the *Zambian languages*, a rich latitude will be provided for them to explore real life issues in and around their society. This is achievable as the learners constructively get involved in reading, studying, analysing and acting novels, drama, short stories, poems, epics and other types like orature.

## **Suggested Teaching Methodology**

The teaching and learning of Literature in *Zambian languages* should be tilted towards the Constructivist Approach. It will avail the learners' chance to be involved in the process of meaning and knowledge construction as opposed to passively receiving information.

This syllabus is not a prescriptive guide to be followed passively; it is a tool through which the teacher or learner experiences the world, builds their own representation and incorporates new information into their pre-existing knowledge.

The methods include thematic approach, single-text, eclectic and others.

The strategies can be many; they include, role play/ simulation, play activities (drama), research, project work, discussions, discovery, information transfer, writing short stories/ drama/ poems, manipulating ICT to create stories/ drama/ poems, among others.

The specific competences in the syllabus present a carefully considered approach to effective teaching of literature in *Zambian Languages* as a subject. Hence, teachers are at liberty to make reinforcements that will produce positive results in making the learners acquire the necessary skills and appreciate learning the subject.

## **Time Allocation**

The standard period allocation for Literature in Zambian Language has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time for this subject is 3 **hours, 20 minutes** per week, translating into **five (5) periods**. The duration of a single period is **40 minutes**.

## Assessment

Assessment remains an essential part of the teaching and learning process. It is expected that teachers will employ Continuous Assessment (CA) in form of School Based Assessment (SBA) and Summative assessments in the learning process.

The SBA for Literature in Zambian Languages will involve practically composing, analysing and presenting literary works through; writing different genres of literature, reciting and memorising poems and acting drama. In this regard, each genre should have assessment tools in form of rubrics, checklists and observation forms with performance levels tabulated to resonate with the marks for each Form level and to assess the targeted competences in the learning of the subject. The following criteria may suffice:

### FORM 1 (10 Marks)

Story (oral) .....	Compose a story
	Narrate the story
	Analyse the story (identifying elements, explaining elements in the story [5] and handling of cross-cutting issues

### FORM 2 (10 marks)

Poetry .....	create a poem
	Present the poem
	Analyse the poem (topic, subject, theme, persona, figures of speech [3] and handling of cross-cutting issues
	Adjudicating a poetry presentation

### FORM 3 (10 marks)

Story (writing) .....	Write a story
	Analyse the story (identifying elements, explaining elements in the story [5] and handling of cross-cutting issues
	Pitch presentation

**FORM 4 (10 Marks)**

- Drama ..... Produce a drama script (story-lining, characterisation, setting design, conflict placement, conflict resolution ...)  
Handling of cross-cutting issues
- Act the play (true to character, consistence with lines, stage use and management, costuming, make-up)
- Direct, adjudicate a staged play, pitching presentation

**SCHOOL BASED ASSESSMENT** ..... 40

**SUMMATIVE ASSESSMENT** ..... 60

Assessment will not only help learners maximise their understanding and appreciation of the subject, but also help demonstrate competences acquired through the learning process as well as anchor the ability of the learners to make use of the attained competences in real life situation.

## Competences to be developed

S/N	COMPETENCE	DESCRIPTORS
1	<b>Analytical Thinking</b>	<ul style="list-style-type: none"> <li>• Make conclusions based on a thorough analysis of available information</li> <li>• Break down a problem</li> <li>• Compile data, create mental images and address issues</li> <li>• Evaluate a solution</li> </ul>
2	<b>Citizenship</b>	<ul style="list-style-type: none"> <li>• Show kindness, honesty, integrity, and helpfulness to others</li> <li>• Practise environmental sustainability</li> <li>• Demonstrate an understanding of civic activities</li> <li>• Understanding one's rights and responsibilities</li> <li>• Show truthfulness and trustworthiness in one's interactions with others</li> <li>• Show empathy</li> <li>• Take responsibility for one's action and obligation</li> <li>• Demonstrate respect for cultural identities</li> </ul>
3	<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Respect the views of group members while working together</li> <li>• Participate fully in the group towards accomplishing a given task</li> <li>• Listen to other group members and make meaningful contribution to a given task</li> </ul>
4	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Use appropriate language (verbal and non-verbal) in different situations</li> <li>• Apply good listening, speaking, reading and writing Skills</li> <li>• Express oneself using different media and symbols</li> <li>• Express oneself (spoken and written) clearly and effectively</li> <li>• Ask for feedback</li> <li>• Take turns when conversing with others</li> </ul>
5	<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li>• Show curiosity about the subject</li> <li>• Explore a topic from different perspectives</li> <li>• Interpret one's goals or plans</li> <li>• Apply knowledge and skills in new and creative ways</li> <li>• Express one's idea in a logical manner</li> <li>• Exhibit multi-literacy and understanding of complex texts</li> <li>• Use different strategies or approaches in response to a problem or question</li> </ul>
S/N	COMPETENCE	DESCRIPTORS

6	<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• Breakdown texts, to improve the ability to understand</li> <li>• Reflect and justify the ways of life and opinions</li> <li>• Establish opinions about what is right and wrong</li> <li>• Solve problems with innovative solutions</li> <li>• Deal with life challenges</li> <li>• Become more open minded towards different views</li> <li>• Evaluate the credibility of sources of information</li> <li>• Participate in debates</li> <li>• Collect specific information and present findings of the same</li> <li>• Analyse and adjust information from various sources</li> </ul>
7	<b>Digital literacy</b>	<ul style="list-style-type: none"> <li>• Use various software products for word processing, generating and presentations</li> <li>• Upload and download information on literary works</li> <li>• Evaluate sources, and reference information</li> <li>• Understand appropriate online and internet behaviour</li> <li>• Communicate literary content responsibly using social media</li> </ul>
8	<b>Emotional Intelligence</b>	<ul style="list-style-type: none"> <li>• Express self-awareness and self-management.</li> <li>• Manage personal emotions and build relationships with others</li> <li>• Express sympathy and empathy</li> <li>• Communicate and relate effectively with others</li> <li>• Work collaboratively</li> <li>• Negotiate and resolve differences in a win-win situation</li> </ul>
9	<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>• Generate ideas of literary works that can be a source of income</li> <li>• Practise effective presentation and communication of business idea</li> </ul>
10	<b>Environmental Sustainability</b>	<ul style="list-style-type: none"> <li>• Bring out issues of environmental sustainability in literary works</li> </ul>
11	<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Weigh up evidence and make appropriate decisions based on experiences and relevant learning</li> <li>• Identify problems and plan for investigations in order to find solutions</li> <li>• Present reasoned explanations for phenomena</li> <li>• Analyse gathered information from diverse sources to make appropriate decisions</li> <li>• Develop plan for problem solving and gather supporting information</li> </ul>

# **FORM 1**

<b>TOPIC</b>	<b>SUB TOPIC</b>	<b>SPECIFIC COMPETENCES</b>	<b>LEARNING ACTIVITIES</b>	<b>EXPECTED STANDARD</b>
<b>1.1 INTRODUCTION TO LITERATURE</b>	<b>1.1.1 Definition of Literature</b>	1.1.1.1 Define literature from different perspectives	<ul style="list-style-type: none"> <li>• Listing various definitions of literature</li> <li>• Explaining various definitions of literature</li> <li>• Defining literature</li> </ul>	<ul style="list-style-type: none"> <li>• Various definitions of literature listed satisfactorily</li> <li>• Various definitions of literature defined satisfactorily</li> <li>• Literature defined correctly</li> </ul>
	<b>1.1.2 Analysis of Various Definitions of Literature</b>	1.1.2.1 Analyse various definitions of literature	<ul style="list-style-type: none"> <li>• Examining the definitions of literature</li> <li>• Comparing and contrasting various definitions of literature</li> <li>• Critiquing various definitions of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions of literature examined adequately</li> <li>• Various definitions of literature compared and contrasted adequately</li> <li>• Various definitions of literature analysed coherently</li> </ul>
	<b>1.1.3 Creation of Definitions of Literature</b>	1.1.3.1 Create own definitions of literature	<ul style="list-style-type: none"> <li>• Formulating own definitions of literature</li> <li>• Justifying own definitions of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Own definitions of literature formulated convincingly</li> <li>• Own definitions of literature created accordingly</li> </ul>
<b>1.2 TYPES OF LITERATURE</b>	<b>1.2.1 Oral Literature</b>	1.2.1.1 Discuss oral literature	<ul style="list-style-type: none"> <li>• Defining oral literature</li> <li>• Identifying oral literature</li> <li>• Categorising forms of oral literature</li> <li>• Outlining characteristics of oral literature</li> <li>• Explaining oral literature</li> </ul>	<ul style="list-style-type: none"> <li>• Oral literature defined satisfactorily</li> <li>• Oral literature identified correctly</li> <li>• Forms of oral literature categorised correctly</li> <li>• Characteristics of oral literature outlined correctly</li> <li>• Oral literature explained accordingly.</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>1.2.2 Written Literature</b>	1.2.2.1 Discuss Written literature	<ul style="list-style-type: none"> <li>Defining written literature</li> <li>Identifying written literature</li> <li>Categorising forms of written literature</li> <li>Outlining characteristics of written literature</li> </ul>	<ul style="list-style-type: none"> <li>Written literature defined satisfactorily</li> <li>Written literature identified correctly</li> <li>Forms of written literature categorised correctly</li> <li>Characteristics of written literature discussed correctly</li> </ul>
	<b>1.2.3 Differences and Similarities Between Oral and Written Literature</b>	1.2.3.1 Compare and contrast oral and written literature	<ul style="list-style-type: none"> <li>Listing the similarities between oral and written literature</li> <li>Listing the differences between oral and written literature</li> <li>Appraising the significance of both oral and written literature</li> </ul>	<ul style="list-style-type: none"> <li>Similarities between oral and written literature listed accordingly</li> <li>Differences between oral and written literature listed accordingly</li> <li>Significance of both oral and written literature appraised satisfactorily</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>1.3 FUNCTIONS OF LITERATURE</b>	<b>1.3.1 Oral Literature</b>	1.3.1.1 Outline the functions of oral literature	<ul style="list-style-type: none"> <li>Listing the functions of oral literature</li> <li>Explaining the functions of oral literature</li> <li>Justifying the functions of oral literature</li> <li>Explaining the use of oral literature in managing cross cutting issues (corruption, climate change, entrepreneurship ...)</li> </ul>	<ul style="list-style-type: none"> <li>Functions of oral literature listed correctly</li> <li>Functions of oral literature explained adequately</li> <li>Functions of oral literature justified satisfactorily</li> <li>Use of oral literature in managing cross cutting issues explained</li> </ul>



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>1.3.2 Written Literature</b>	1.3.2.1 Outline the functions of written literature	<ul style="list-style-type: none"> <li>• Listing the functions of written literature</li> <li>• Explaining the functions of written literature</li> <li>• Justifying the functions of written literature</li> <li>• Displaying the use of written literature in managing cross cutting issues (corruption, climate change, entrepreneurship ...)</li> <li>• Explaining the use of written literature in decolonising the mind</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of written literature listed adequately</li> <li>• Functions of written literature explained adequately</li> <li>• The functions of written literature justified convincingly</li> <li>• Use of written literature in managing cross cutting issues displayed adequately</li> <li>• Use of written literature in decolonising the mind explained adequately</li> </ul>
<b>1.4 ORAL LITERATURE (ORATURE)</b>	<b>1.4.1 Cultural Background of Literary Works (Oral and Written Literature)</b>	1.3.3.1 Discuss literary works within the cultural context	<ul style="list-style-type: none"> <li>• Relating content of literary works (<i>songs, proverbs, stories ...</i>) to social life</li> <li>• Surveying cultural contexts that inform literary works</li> <li>• Interpret how artefacts contribute to literary works</li> <li>• Relating content of literary works (<i>songs, proverbs, stories ...</i>) to Indigenous Knowledge Systems (IKS) (<i>governance, religion and spirituality, technology ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Content of literary works related to social life adequately</li> <li>• Cultural contexts that inform literary works surveyed adequately</li> <li>• Contribution of artefacts to literary works interpreted correctly.</li> <li>• Content of literary works (<i>songs, proverbs, stories ...</i>) related to Indigenous Knowledge Systems adequately</li> </ul>
	<b>1.4.2 Forms of Oral Literature</b>	1.4.1.1 Discuss forms of oral literature	<ul style="list-style-type: none"> <li>• Identifying the forms of oral literature (<i>riddles,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Forms of oral literature identified accordingly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>myths, narratives, poetry/songs, proverbs, folktales...</i>)</p> <ul style="list-style-type: none"> <li>• Defining types forms of oral literature</li> <li>• Stating examples of types of oral literature</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of oral literature defined satisfactorily</li> <li>• Examples of forms of oral literature stated correctly</li> </ul>
	<p><b>1.4.3 Functions of the Forms of Oral Literature</b></p>	<p>1.4.2.1 Outline the functions of various forms of oral literature</p>	<ul style="list-style-type: none"> <li>• Listing the functions of the forms of Oral Literature</li> <li>• Listing the functions of the classes of the forms of oral literature</li> <li>• Explaining the functions of the forms of Oral Literature</li> <li>• Explaining the functions of the classes of forms of Oral Literature</li> <li>• Justifying the functions of the forms of oral literature</li> <li>• Justifying the functions of the classes of forms of oral literature</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of the forms of Oral Literature listed adequately</li> <li>• Functions of the classes of the forms of oral literature listing correctly</li> <li>• Functions of the forms of Oral Literature explained satisfactorily</li> <li>• Functions of the classes of forms of Oral Literature explained adequately</li> <li>• Functions of the forms of oral literature justified adequately</li> <li>• Functions of the classes of forms of oral literature justified adequately</li> </ul>
	<p><b>1.4.4 Interpretation of Forms of Oral Literature</b></p>	<p>1.4.3.1 Interpret forms of oral literature</p>	<ul style="list-style-type: none"> <li>• Identifying forms of oral literature (<i>Tongue twisters, Riddles, Sayings, Proverbs, idioms, Songs/ poetry, Narratives, Myths...</i>)</li> <li>• Explaining the forms of oral literature</li> <li>• Applying the forms of oral</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of oral literature identified correctly</li> <li>• Forms of oral literature explained adequately</li> <li>• Forms of oral literature</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			literature to real life situations	applied to real life situations correctly
<b>1.5 WRITTEN LITERATURE</b>	<b>1.5.1 Forms of Written Literature (prose, poetry, drama)</b>	1.5.1.1 Recognise forms of written literature	<ul style="list-style-type: none"> <li>Identifying the forms of written literature</li> <li>Defining the forms of written literature</li> </ul>	<ul style="list-style-type: none"> <li>Forms of written literature identified correctly</li> <li>Forms of written literature defined accordingly</li> </ul>
	<b>1.5.2 Classes of the Forms of Written Literature</b>	1.5.2.1 Categorise the forms of written literature	<ul style="list-style-type: none"> <li>Identifying the classes of the forms of written literature (prose: short stories, novels; poetry: ode, elegy ...)</li> <li>Explaining the classes of the forms of written literature</li> <li>Exemplifying the classes of the forms of written literature</li> </ul>	<ul style="list-style-type: none"> <li>Classes of the forms of written literature identified correctly</li> <li>Classes of the forms of written literature explained adequately</li> <li>Classes of the forms of written literature exemplified correctly</li> </ul>
	<b>1.5.3 Similarities and Differences Among Forms of Written Literature</b>	1.5.3.1 Compare and Contrast forms of written literature	<ul style="list-style-type: none"> <li>Listing the similarities among the forms of written literature</li> <li>Listing the differences among forms of written literature</li> <li>Appraising the significance of the forms of written literature</li> </ul>	<ul style="list-style-type: none"> <li>Similarities among the forms of written literature listed</li> <li>Differences among forms of written literature listed adequately</li> <li>Significance of the forms of written literature appraised satisfactorily</li> </ul>
	<b>1.5.4 Functions of Written Literature</b>	1.5.4.1 Outline the functions of written literature	<ul style="list-style-type: none"> <li>Listing the functions of written Literature</li> <li>Explaining the functions of written Literature</li> <li>Justifying the functions of written literature</li> </ul>	<ul style="list-style-type: none"> <li>Functions of written Literature listed correctly</li> <li>Functions of written literature explained adequately</li> <li>Functions of written literature justified</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
				satisfactorily

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>1.6 LITERARY TERMS AND DEVICES</b>	<b>1.6.1 Types of Literary Terms and Devices</b>	1.6.1.1 Discuss types of literary terms and devices	<ul style="list-style-type: none"> <li>Identifying the types of literary terms and devices (allegory, alliteration, imagery, satire, figures of speech; irony, simile ...)</li> <li>Defining types of literary terms and devices</li> <li>Stating examples of types of literary terms and devices</li> </ul>	<ul style="list-style-type: none"> <li>Types of literary terms and devices identified correctly</li> <li>Types of literary terms and devices defined correctly</li> <li>Examples of types of literary terms and devices discussed correctly</li> </ul>
<b>1.7 STORY: ELEMENTS OF A STORY (ORAL)</b>	<b>1.7.1 Characterisation</b>	1.7.1.1 Elaborate characterisation in a given oral story	<ul style="list-style-type: none"> <li>Explaining characterisation</li> <li>Defining types of characters (<i>major/ minor, dynamic/static...</i>)</li> <li>Explaining the types of characters in a given story</li> <li>Identifying types of characters in a given story</li> <li>Analysing the role of each character in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation explained adequately</li> <li>Types of characters (major/minor, dynamic/static) defined correctly</li> <li>Types of characters in a given story identified correctly</li> <li>Characters in a given story explained adequately</li> <li>Role of each character in a given story analysed adequately</li> </ul>
	<b>1.7.2 Plot</b>	1.7.2.1 Analyse the plot of an oral story	<ul style="list-style-type: none"> <li>Explaining features of plot (<i>clear exposition, rising action, complications, climax, falling action and resolution</i> or</li> </ul>	<ul style="list-style-type: none"> <li>Features of plot explained correctly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>denouement...</i> ) <ul style="list-style-type: none"> <li>Identifying the features of plot in a given oral story</li> <li>Analysing the flow of the features of plot in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Features of plot in a given oral story identifying correctly</li> <li>Flow of the features of plot in a given story analysed adequately</li> </ul>
	<b>1.7.3 Setting</b>	1.7.3.1 Analyse setting of an oral story	<ul style="list-style-type: none"> <li>Identifying the features of setting (time, place, mood, social and cultural context)</li> <li>Identifying setting in a given story</li> <li>Examining setting in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Features of setting identified correctly</li> <li>Setting in a given story identified correctly</li> <li>Setting in a given story examined appropriately</li> </ul>
	<b>1.7.4 Theme</b>	1.7.4.1 Recognise the theme of an oral story.	<ul style="list-style-type: none"> <li>Explaining the steps of identifying the theme of an oral story</li> <li>Identifying the theme in a given oral story</li> <li>Explaining the theme in a given oral story</li> <li>Interpreting the theme in a given oral story</li> </ul>	<ul style="list-style-type: none"> <li>Steps of identifying the theme of an oral story explained adequately</li> <li>Theme in a given oral story identified correctly</li> <li>Theme in a given oral story explaining satisfactorily</li> <li>Theme in a given oral story interpreted adequately</li> </ul>
	<b>1.7.5 Conflict</b>	1.7.5.1 Examine the conflict in a story	<ul style="list-style-type: none"> <li>Defining conflict</li> <li>Explaining the implication of conflict in a story</li> <li>Identifying conflict in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Conflict defined correctly</li> <li>Implication of conflict in a story explained adequately</li> <li>Conflict in a given story identified correctly</li> </ul>
	<b>1.7.6 Song</b>	1.7.6.1 Analyse a song accompanying a story	<ul style="list-style-type: none"> <li>Discussing the importance of singing in storytelling</li> <li>Relating the message in the song to a given story</li> </ul>	<ul style="list-style-type: none"> <li>Importance of singing in storytelling discussed adequately</li> <li>Message in the song to a given story related adequately</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>Participating in the singing</li> </ul>	<ul style="list-style-type: none"> <li>Singing participated in accordingly</li> </ul>
	<b>1.7.7 Symbolism</b>	1.7.7.1 Interpret symbolism in a story	<ul style="list-style-type: none"> <li>Defining symbolism in literature</li> <li>Identifying symbols in a given story</li> <li>Discussing identified symbols in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Symbolism in literature defined accordingly</li> <li>Symbols in a given story identified correctly</li> <li>Symbols in a given story interpreted adequately</li> </ul>
	<b>1.7.8 Point of View (first, second and third)</b>	1.7.8.1 Deduce point of view of a story	<ul style="list-style-type: none"> <li>Define point of view in literature</li> <li>Discussing first person and second person point of view</li> <li>Establishing the point of view of a given story</li> </ul>	<ul style="list-style-type: none"> <li>Point of view in literature defined correctly</li> <li>First person and second person point of view discussed adequately</li> <li>Point of view of a given story established correctly</li> </ul>
	<b>1.7.9 Narration Techniques</b>	1.7.9.1 Discuss the narration techniques in a story	<ul style="list-style-type: none"> <li>Identifying the narration techniques of storytelling (linear, descriptive and viewpoint)</li> <li>Explaining the narration technique in a given story</li> </ul>	<ul style="list-style-type: none"> <li>Narration techniques of storytelling (linear, descriptive and viewpoint) identified correctly</li> <li>Narration techniques in a given story explained adequately</li> </ul>
	<b>1.7.10 Elements of a Story in a Composed Story</b>	1.7.10.1 Compose an oral story with elements of a story in it	<ul style="list-style-type: none"> <li>Composing a story</li> <li>Making use of elements of a story in the composed story</li> <li>Narrating the composed story</li> <li>Explaining the elements of a story contained in the composed story</li> </ul>	<ul style="list-style-type: none"> <li>Story composed accordingly</li> <li>Elements of a story in the composed story made use of appropriately</li> <li>Composed story narrated correctly</li> <li>Elements of a story contained in the composed story explained accordingly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Role-playing a composed story</li> </ul>	<ul style="list-style-type: none"> <li>• Composed story role-played accordingly</li> </ul>

# FORM 2

**TOPIC**

**SUB TOPIC**

**SPECIFIC COMPETENCES**

**LEARNING ACTIVITIES**

**EXPECTED STANDARD**



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>2.1 ORAL LITERATURE (ORATURE)</b>	<b>2.1.1 Classes of the forms of Oral Literature (Oral prose and fixed forms)</b>	2.1.1.1 Categorise the forms of oral literature	<ul style="list-style-type: none"> <li>Identifying the classes of the forms of oral literature</li> <li>Classifying the forms of oral literature (<i>Prose: Myths, legends, tricksters...</i>)</li> <li>Explaining the classes of the forms of oral literature</li> <li>Deducing the examples of the classes of the forms of oral literature.</li> </ul>	<ul style="list-style-type: none"> <li>Classes of the forms of oral literature identified correctly</li> <li>Forms of oral literature classified correctly</li> <li>Classes of the forms of oral literature explained adequately</li> <li>Examples of the classes of the forms of oral literature deduced correctly</li> </ul>
<b>2.2 LITERARY TERMS</b>	<b>2.2.1 Figures of Speech</b>	2.2.1.1 Recognise and use figures of speech	<ul style="list-style-type: none"> <li>Defining figures of speech</li> <li>Identifying the figures of speech</li> <li>Explaining the importance of figures of speech</li> <li>Exemplifying figures of speech</li> <li>Using figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Figures of speech defined correctly</li> <li>Figures of speech identified correctly</li> <li>Importance of figures of speech explained adequately</li> <li>Figures of speech exemplified correctly</li> <li>Figures of speech used correctly</li> </ul>
<b>2.3 POETRY (ORAL)</b>	<b>2.3.1 Forms of Oral Poetry</b>	2.3.1.1 Discuss forms of oral poetry	<ul style="list-style-type: none"> <li>Identifying the forms of oral poetry (<i>panegyric, (court poetry...), elegiac (for funeral) lyric (short poem) praise poetry.</i>)</li> <li>Defining forms of oral poetry</li> <li>Outlining examples of forms of oral poetry</li> </ul>	<ul style="list-style-type: none"> <li>Forms of oral poetry identified correctly</li> <li>Forms of oral poetry defined correctly</li> <li>Examples of forms of oral poetry outlined correctly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<b>2.3.2 Elements of Oral Poetry (language use, situations, presentation etc)</b>	2.3.2.1 Recognise elements of oral poetry	<ul style="list-style-type: none"> <li>Identifying elements of oral poetry (Voice, speaker and tone, diction, imagery, symbolism, sound; rhyme, alliteration and assonance, rhythm and meter, structure; closed form and open form)</li> <li>Explaining the elements of oral poetry</li> </ul>	<ul style="list-style-type: none"> <li>Elements of oral poetry identified correctly</li> <li>Elements of oral poetry explained correctly</li> </ul>
	<b>2.3.3 Language Use (Figures of Speech)</b>	2.3.3.1 Examine the use of figures of speech in oral poetry	<ul style="list-style-type: none"> <li>Identifying the types of figures of speech (irony, simile, metaphor ...)</li> <li>Defining types of figures of speech</li> <li>Outlining examples of types of figures of speech</li> <li>Identifying figures of speech in a given oral poem</li> <li>Deducing meanings of figures of speech used in oral poetry</li> </ul>	<ul style="list-style-type: none"> <li>Types of figures of speech identified correctly</li> <li>Types of figures of speech defined correctly</li> <li>Examples of types of figures of speech outlined correctly</li> <li>Figures of speech in a given oral poem identified</li> <li>Meanings of figures of speech used in oral poetry deduced correctly</li> </ul>
	<b>2.3.4 Functions of Oral Poetry</b>	2.3.4.1 Outline the functions of oral poetry	<ul style="list-style-type: none"> <li>Outlining the functions of oral poetry</li> <li>Explaining the functions of oral poetry</li> <li>Justifying the functions of oral poetry</li> <li>Discussing the functions of oral poetry</li> </ul>	<ul style="list-style-type: none"> <li>Functions of oral poetry outlined correctly</li> <li>Functions of oral poetry explained adequately</li> <li>Functions of oral poetry justified appropriately</li> <li>Functions of oral poetry outlined adequately</li> </ul>
	<b>2.3.5 Analysis of Oral Poetry</b>	2.3.5.1 Analyse an oral poem	<ul style="list-style-type: none"> <li>Defining poetic analysis</li> <li>Identifying the tools of</li> </ul>	<ul style="list-style-type: none"> <li>Poetic analysis defined correctly</li> <li>Tools of poetic analysis</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p>poetic analysis (topic, subject, theme, persona, figures of speech)</p> <ul style="list-style-type: none"> <li>• Explaining the tools of poetic analysis</li> <li>• Using the tools of poetic analysis in an oral poem</li> <li>• Using cross-cutting issues in an oral poem</li> </ul>	<p>identified accordingly</p> <ul style="list-style-type: none"> <li>• Tools of poetic analysis explained appropriately</li> <li>• Tools of poetic analysis used accordingly</li> <li>• Crosscutting issues in an oral poem analysed correctly</li> </ul>
	<p><b>2.3.6 Adjudication of Poetry</b></p>	<p>2.3.6.1 Discuss the criteria for judging oral poetry</p>	<ul style="list-style-type: none"> <li>• Listing the elements of criteria of adjudicating poetry (<i>Physical presence: stage presence, body language, and poise; Voice and articulation: projection, pace, intonation, rhythm, and proper pronunciation; Dramatic Appropriateness; Evidence of understanding: use of intonation, emphasis, tone, and style of delivery</i>)</li> <li>• Explaining the elements of criteria of adjudicating oral poetry</li> <li>• Identifying the elements of criteria of adjudicating poetry in an oral poetry presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of criteria of adjudicating poetry listed correctly</li> <li>• Elements of criteria of adjudicating oral poetry explained accordingly</li> <li>• Elements of criteria of adjudicating poetry in an oral poetry presentation identified accordingly</li> </ul>
	<p><b>2.3.7 Presentation of Oral Poetry</b></p>	<p>2.3.7.1 Model the presentation of oral poetry</p>	<ul style="list-style-type: none"> <li>• Reciting a poem</li> <li>• Observing elements of criteria of adjudicating poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Poem recited appropriately</li> <li>• Elements of criteria of adjudicating poetry observed correctly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>Analysing the recited poem</li> </ul>	<ul style="list-style-type: none"> <li>Recited poem analysed appropriately</li> </ul>
<b>2.4 TEXT STUDY (POETRY)</b>	<b>2.4.1 Language Use in Poetry</b>	2.4.1.1 Analyse language use in poetry	<ul style="list-style-type: none"> <li>Identifying figures of speech used in a poem</li> <li>Explaining the contextual meanings of figures of speech</li> <li>Discussing the importance of figures of speech in a poem</li> <li>Explaining the concept of poetic licence in poetry</li> <li>Deducing the concept of poetic licence from a written poem</li> <li>Discussing the uses of poetic devices (alliteration, enjambment, imagery and personification)</li> <li>Identifying the poetic devices used in a written poem</li> </ul>	<ul style="list-style-type: none"> <li>Figures of speech used in a poem identified correctly</li> <li>Contextual meanings of figures of speech explained adequately</li> <li>Importance of figures of speech in a poem discussed appropriately</li> <li>Concept of poetic licence in poetry explained adequately</li> <li>Concept of poetic licence from a written poem deduced appropriately</li> <li>Uses of poetic devices discussed adequately</li> <li>Poetic devices used in a written poem analysed correctly</li> </ul>
	<b>2.4.2 Symbolism in Poetry</b>	2.4.2.1 Analyse symbolism in a written poem	<ul style="list-style-type: none"> <li>Identifying symbols in a given written poem.</li> <li>Interpreting symbols in a given written poem.</li> <li>Explaining the importance of symbolism in a given written poem.</li> </ul>	<ul style="list-style-type: none"> <li>Symbols in a given written poem identified correctly</li> <li>Symbols in a given written poem interpreted correctly</li> <li>Importance of symbolism in a given written poem explained adequately</li> </ul>
	<b>2.4.3 Poetic Analysis</b>	2.4.3.1 Analyse a written poem	<ul style="list-style-type: none"> <li>Identifying elements of poetic analysis (persona,</li> </ul>	<ul style="list-style-type: none"> <li>Elements of poetic analysis. Identified correctly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>Themes, Topic, Language use, structure, rhythm, rhyme scheme, imagery).</li> <li>• Explaining elements of poetic analysis</li> <li>• Explicating a given written poem</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of poetic analysis explaining correctly</li> <li>• A given written poem explicated correctly</li> </ul>
	<b>2.4.4 Poetry Writing</b>	2.4.4.1 Create poems	<ul style="list-style-type: none"> <li>• Composing poems</li> <li>• Making use of literary devices in the poem</li> <li>• Explaining literary devices in the poem</li> <li>• Categorising the poem according to forms of poems</li> <li>• Making use of figures of speech in the poem.</li> <li>• Making use of symbolism in the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Poems composed accordingly</li> <li>• Literary devices made use of in the poem</li> <li>• Literary devices in the poem explained exhaustively</li> <li>• Poem categorised according to forms of poems</li> <li>• Figures of speech made use of in the poem.</li> <li>• Symbolism made use of in the poem</li> </ul>
	<b>2.4.5 Presentation of Written Poetry</b>	2.4.5.1 Model the presentation of a written poem	<ul style="list-style-type: none"> <li>• Reciting a written poem</li> <li>• Observing elements of criteria of adjudicating poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Written poem recited appropriately</li> <li>• Elements of criteria of adjudicating poetry observed accordingly</li> </ul>
	<b>2.4.6 Pitching Poetry</b>	2.4.6.1 Analyse pitch for a piece of poetry	<ul style="list-style-type: none"> <li>• Itemising the main issues in the poem</li> <li>• Explaining the theme, topic, subject, persona</li> <li>• Presenting a pitch for</li> </ul>	<ul style="list-style-type: none"> <li>• Main issues in the poem itemising accordingly</li> <li>• Theme, topic, subject, persona explained appropriately</li> <li>• Pitch presented accordingly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			apiece of poetry • Handling of cross cutting issues	• Handling of cross cutting issues explained accordingly

# **FORM 3**

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<b>3.1 TEXT STUDY (NOVEL): ELEMENTS OF A STORY</b>	<b>3.1.1 Characterisation</b>	3.1.1.1 Elaborate characterisation in a given text	<ul style="list-style-type: none"> <li>Explaining characterisation in the text</li> <li>Defining types of characters (major/ minor, dynamic/static)</li> <li>Explaining the types of characters in a given text</li> <li>Analysing the role of each character in a in a given text</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation in the text explained adequately</li> <li>Types of characters defined correctly</li> <li>Types of characters in a given text explaining adequately</li> <li>Role of each character in a given text analysed adequately</li> </ul>
	<b>3.1.2 Plot</b>	3.1.2.1 Analyse the plot of a novel	<ul style="list-style-type: none"> <li>Discussing features of plot (clear exposition, rising action, / complications, climax, falling action resolution or denouement)</li> <li>Identifying the features of plot in a given text.</li> <li>Analysing the flow of the features of plot in a given text</li> </ul>	<ul style="list-style-type: none"> <li>Features of plot discussed adequately</li> <li>Features of plot in a given text identified correctly</li> <li>Flow of the features of plot in a given text plot of the novel analysed adequately</li> </ul>
	<b>3.1.3 Setting</b>	3.1.3.1 Analyse setting of a novel	<ul style="list-style-type: none"> <li>Discussing the features of setting (time, place, social and cultural context)</li> <li>Identifying setting in a given novel</li> <li>Discussing setting in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>Features of setting discussed correctly</li> <li>Setting in a given novel identified correctly</li> <li>Setting in a given novel discussed adequately</li> </ul>
	<b>3.1.4 Theme</b>	3.1.4.1 Recognise the theme of a novel	<ul style="list-style-type: none"> <li>Explaining the steps of identifying the theme in a novel</li> <li>Identifying the theme in a given novel</li> <li>Explaining the theme in a</li> </ul>	<ul style="list-style-type: none"> <li>Steps of identifying the theme in a novel explained correctly</li> <li>Theme/ themes in a given novel identified correctly</li> <li>Theme/ themes in a given</li> </ul>



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>given novel</li> <li>Interpreting the theme in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>novel explained adequately</li> <li>Theme/ themes in a given novel interpreted correctly</li> </ul>
	<b>3.1.5 Conflict</b>	3.1.5.1 Examine conflict in a novel	<ul style="list-style-type: none"> <li>Explaining the implication of conflict in a novel</li> <li>Deducing conflict (major and minor) in a given novel</li> <li>Explaining the resolution of the conflict in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>Implication of conflict in a novel explained adequately</li> <li>Conflict in a given novel deduced correctly</li> <li>Resolution of the conflict in a given novel explained accordingly</li> </ul>
	<b>3.1.6 Symbolism</b>	3.1.6.1 Interpret symbolism in a novel	<ul style="list-style-type: none"> <li>Identifying symbols in a given novel</li> <li>Discussing the identified symbols in a given novel</li> <li>Discussing the importance of the symbols in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>Symbols in a given novel identified correctly</li> <li>Identified symbols in a given novel discussed adequately</li> <li>Importance of the symbols in a given novel discussed adequately</li> </ul>
	<b>3.1.7 Narration Techniques</b>	3.1.7.1 Explore the narration technique used in a novel	<ul style="list-style-type: none"> <li>Identifying the narration techniques used in a novel (linear, descriptive and viewpoint)</li> <li>Explaining the narration technique used in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>Narration techniques used in a novel identified correctly</li> <li>Narration technique used in a given novel explained adequately</li> </ul>
	<b>3.1.8 Cultural Background</b>	3.1.8.1 Determine the cultural background in a given novel	<ul style="list-style-type: none"> <li>Defining cultural background in literature</li> <li>Explaining the cultural background in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>Cultural background in literature defined adequately</li> <li>Cultural background in a given novel explained adequately</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Relating cultural background to other elements of a story (<i>characterisation, plot, conflict and symbolism...</i>) in a given novel</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural background determined to elements of a story in a given novel adequately</li> </ul>
	<b>3.1.9 Differences and Similarities (oral story and novel)</b>	3.1.9.1 Compare and contrast oral and written story	<ul style="list-style-type: none"> <li>• Discussing the similarities and differences between oral story and novel in terms of elements of a story (<i>conflict, setting, plot, characterisation...</i>)</li> <li>• Discussing the similarities and differences between oral story and novel in terms of characteristics (<i>manner of presentation, narration, length, type of audience, audience participation, fluidity ...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences between oral story and novel in terms of elements of a story discussed adequately</li> <li>• similarities and differences between oral story and novel in terms of characteristics discussed correctly</li> </ul>
	<b>3.1.10 Story writing</b>	3.1.10.1 Write stories	<ul style="list-style-type: none"> <li>• Creating a story</li> <li>• Making use of elements of a story</li> <li>• Explaining elements in a story</li> <li>• Categorising the story (political, social, historical)</li> <li>• Making use of figures of speech in the story.</li> <li>• Role-playing a written story</li> </ul>	<ul style="list-style-type: none"> <li>• Story created accordingly</li> <li>• Elements of a story made use of appropriately</li> <li>• Elements in the story explained adequately</li> <li>• Story categorised correctly</li> <li>• Figures of speech made use of in stories appropriately</li> <li>• Written story role-played accordingly</li> </ul>
	<b>3.1.11 Point of View (first and second)</b>	3.1.11.1 Deduce point of view in a novel	<ul style="list-style-type: none"> <li>• Discussing first person and second person point of view</li> </ul>	<ul style="list-style-type: none"> <li>• First person and second person point of view in a novel discussed correctly</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> <li>• Establishing the point of view in a given story</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view in a given story established correctly</li> </ul>
	<b>3.1.12 Pitching a story</b>	3.1.12.1 Analyse pitch for a written story	<ul style="list-style-type: none"> <li>• Itemising the main issues in a story</li> <li>• Explaining the central character, plot, resolution and moral lesson in a story</li> <li>• Explaining the handling of cross-cutting issues in the story</li> <li>• Presenting a pitch on a written story</li> </ul>	<ul style="list-style-type: none"> <li>• Main issues in a story itemised correctly</li> <li>• Central character, plot, resolution and moral lesson in a story explained adequately</li> <li>• Handling of cross-cutting issues in the story explained adequately</li> <li>• Pitch on a written story presented accordingly</li> </ul>

# **FORM 4**

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.1 INTRODUCTION TO DRAMA	4.1.1 Types of Drama	4.1.1.1 Analyse types of drama	<ul style="list-style-type: none"> <li>Identifying the types of drama (<i>tragedy, comedy, melodrama, historical, farce, opera, popular theatre...</i>)</li> <li>Explaining the types of drama</li> <li>Discussing the uses of the types of drama</li> </ul>	<ul style="list-style-type: none"> <li>Types of drama identified correctly</li> <li>Types of drama explained accordingly</li> <li>Uses of the types of drama discussed adequately</li> </ul>
	4.1.2 Elements of Types of Drama	4.1.2.1 Discuss the elements of different types of drama	<ul style="list-style-type: none"> <li>Identifying the elements of drama (<i>characterisation, plot, setting, theme, conflict, symbolism, staging, dialogue ...</i>)</li> <li>Explaining the elements of drama.</li> <li>Discussing the elements of drama within the context of types of drama</li> </ul>	<ul style="list-style-type: none"> <li>Elements of drama identified correctly</li> <li>Elements of drama explained adequately</li> <li>Elements of drama discussed adequately</li> </ul>
	4.1.3 Features of the Elements of Drama	4.1.3.1 Analyse the features of the elements of drama	<ul style="list-style-type: none"> <li>Identifying the features of the elements of drama</li> <li>Explaining the features of the elements of drama (<i>Characterisation: antagonist, protagonist, developing; setting: time: past, present, future; solar regime, nocturnal regime, town, village, shanty; plot: clear exposition, rising action, climax, falling action, resolution ...</i>)</li> <li>Discussing the features of the elements of drama within the context of types</li> </ul>	<ul style="list-style-type: none"> <li>Features of the elements of drama identified correctly</li> <li>Features of the elements of drama explained adequately</li> <li>Features of drama discussed adequately</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			of drama	
	<b>4.1.4 Structural Elements of a Play</b>	4.1.4.1 Analyse the structural elements of a play	<ul style="list-style-type: none"> <li>Identifying the structural elements of a play (<i>episode, scene, act, epilogue, aside ...</i>)</li> <li>Explaining the structural elements of a play</li> <li>Discussing the functions of the structural elements of a play</li> </ul>	<ul style="list-style-type: none"> <li>Structural elements of a play identified correctly</li> <li>Structural elements of a play explained adequately</li> <li>Functions of the structural elements of a play discussed adequately</li> </ul>
<b>4.2 DRAMA TEXT ANALYSIS</b>	<b>4.2.1 Characterisation</b>	4.2.1.1 Analyse characters in plays	<ul style="list-style-type: none"> <li>Identifying characters in a play in context of (<i>antagonist, protagonist, flat foil ...</i>)</li> <li>Explaining the effect of characters to the plot of the play</li> <li>Discussing the role played by characters in the realisation of the theme in the play</li> <li>Discussing the revelation of characters in a play</li> <li>Relating characters to real life situations.</li> </ul>	<ul style="list-style-type: none"> <li>Characters in a play in context of identified correctly</li> <li>Effect of characters to the plot of the play explained adequately</li> <li>Role played by characters in the realisation of the theme in the play discussed adequately</li> <li>Revelation of characters in a play discussed adequately</li> <li>Characters related to real life situations accordingly</li> </ul>
	<b>4.2.2 Themes</b>	4.2.2.1 Analyse themes in plays	<ul style="list-style-type: none"> <li>Identifying theme/ themes in a play</li> <li>Explaining the realisation of the theme/ themes in a play</li> <li>Applying the realisation of the theme/ themes to real</li> </ul>	<ul style="list-style-type: none"> <li>Theme/ themes in a play identified correctly</li> <li>Realisation of the theme/ themes in a play explained adequately</li> <li>Realisation of the theme/ themes applied to real life</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			life situation	situation convincingly
	<b>4.2.3 Plot</b>	4.2.3.1 Analyse plot in plays	<ul style="list-style-type: none"> <li>• Discussing the types of plots used in drama (<i>linear, episodic, parallel and flashback</i>)</li> <li>• Identifying the plot in a given play</li> <li>• Explaining the plot in a given play</li> </ul>	<ul style="list-style-type: none"> <li>• Types of plots used in drama discussed adequately</li> <li>• Plot in a given play identified correctly</li> <li>• Plot in a given play explained adequately</li> </ul>
	<b>4.2.4 Setting</b>	4.2.4.1 Analyse setting in plays	<ul style="list-style-type: none"> <li>• Identifying the setting in a play</li> <li>• Explaining the setting in a play</li> </ul>	<ul style="list-style-type: none"> <li>• Setting in a play identified correctly</li> <li>• Setting in a play explained adequately</li> </ul>
	<b>4.2.5 Conflict</b>	4.2.5.1 Analyse conflict in plays	<ul style="list-style-type: none"> <li>• Identifying conflict/ conflicts in a play</li> <li>• Explaining conflict/ conflicts in a play</li> <li>• Discussing the role of characters on conflict and conflict build up</li> <li>• Discussing the role of characters on conflict and conflict resolution</li> <li>• Explaining conflict resolution in a play</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict/ conflicts in a play identified correctly</li> <li>• Conflict/ conflicts in a play explained adequately</li> <li>• Role of characters on conflict and conflict build-up discussed adequately</li> <li>• Role of characters on conflict and conflict resolution discussed adequately</li> <li>• Conflict resolution in a play explained convincingly</li> </ul>
	<b>4.2.6 Drama Acting</b>	4.2.6.1 Perform drama	<ul style="list-style-type: none"> <li>• Reading the drama script</li> <li>• Identifying characters in a drama script</li> <li>• Assigning actors to characters</li> <li>• Explaining the role of each character in the drama</li> </ul>	<ul style="list-style-type: none"> <li>• Drama script read comprehensively</li> <li>• Characters in a drama script identified correctly</li> <li>• Actors assigned to characters appropriately</li> <li>• Role of each character in the drama script explained</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			script <ul style="list-style-type: none"> <li>• Designing the stage for performance</li> <li>• Acting drama according to characterisation</li> <li>• Retelling the play</li> </ul>	adequately <ul style="list-style-type: none"> <li>• stage for performance designed accordingly</li> <li>• Drama acted according to characterisation correctly</li> <li>• Play retold accordingly</li> </ul>
	<b>4.2.7 Directing</b>	4.2.7.1 Apply directing skills in drama	<ul style="list-style-type: none"> <li>• Reading the script of the play</li> <li>• Identifying characters in a drama script</li> <li>• Assigning actors to characters</li> <li>• Organising appropriate costumes and props</li> <li>• Designing the stage</li> <li>• Managing the stage</li> </ul>	<ul style="list-style-type: none"> <li>• Script of the play read comprehensively</li> <li>• Characters in a drama script identified correctly</li> <li>• Actors assigned to characters correctly</li> <li>• Appropriate costumes and props organised adequately</li> <li>• Stage designed accordingly</li> <li>• Stage managed appropriately</li> </ul>
	<b>4.2.8 Writing Drama</b>	4.2.8.1 Write drama scripts	<ul style="list-style-type: none"> <li>• Story-lining the play</li> <li>• Identifying the theme from the story line</li> <li>• Sequencing the plot (<i>clear exposition, rising action, climax, falling action, resolution of conflict...</i>)</li> <li>• Identifying characters in the story line</li> <li>• Developing the structure of the play based on the plot in the story line (<i>episodes, acts, scene...s</i>)</li> <li>• Creating summary of episodes/ summary of acts</li> <li>• Writing dialogues for</li> </ul>	<ul style="list-style-type: none"> <li>• Play story-lined correctly</li> <li>• Plot sequenced convincingly</li> <li>• Characters in the story line identified correctly</li> <li>• Structure of the play based on the plot in the story line developed accordingly</li> <li>• Summary of episodes/ summary of acts created appropriately</li> <li>• Dialogues for scenes written accordingly</li> <li>• Script edited correctly</li> </ul>



TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			scenes <ul style="list-style-type: none"> <li>• Editing the script</li> <li>• Reviewing the script</li> <li>• Transforming short stories into plays</li> <li>• Retelling the play</li> </ul>	<ul style="list-style-type: none"> <li>• Script reviewed correctly</li> <li>• Short stories transformed into plays correctly</li> <li>• Play retold correctly</li> </ul>
	<b>4.2.9 Adjudication of Drama</b>	4.2.9.1 Discuss the criteria for judging stage drama	<ul style="list-style-type: none"> <li>• Identifying the elements of adjudicating stage drama (<i>voice/projection, blocking and movement, preparation/improvisation, facial expression/Body Language, Characterization, Ensemble, Set/Costumes/Technical Elements...</i>)</li> <li>• Explaining the elements of criteria of adjudicating stage drama</li> <li>• Identifying the elements of criteria of adjudicating poetry in stage drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of adjudicating stage drama identified correctly</li> <li>• Elements of criteria of adjudicating stage drama explained adequately</li> <li>• Elements of criteria of adjudicating poetry in stage drama identified correctly</li> </ul>
	<b>4.2.10 Pitching Drama</b>	4.2.10.1 Analyse pitch for a piece of drama	<ul style="list-style-type: none"> <li>• Itemising the main issues in the play</li> <li>• Explaining the central character, plot, conflict resolution and moral lesson in a play</li> <li>• Explaining the handling of cross-cutting issues in the</li> </ul>	<ul style="list-style-type: none"> <li>• Main issues in the play itemised correctly</li> <li>• Central character, plot, conflict resolution and moral lesson in a play explained adequately</li> <li>• Handling of cross-cutting issues in the play explained</li> </ul>

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			drama • Presenting a pitch	adequately • Pitch presented satisfactorily

## GLOSSARY

1. **Aesthetic:** Concerned with beauty or appreciation of beauty of literary works.
2. **Allegory:** A carefully written work that describes one thing under the guise of another suggestively similar.
3. **Alliteration:** A literary device where a close repetition not necessarily of the same letter but definitely of the same consonant sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
4. **Allusion:** A reference to some other experience outside what is under discussion.
5. **Assonance:** A literary device where a close repetition not necessarily of the same letter but definitely of the same vowel sound usually at the beginning of words for the purposes of enhancing clarity in meaning, emphasis or just for artistic beauty.
6. **Character:** A person, an animal, object or phenomenon that plays a role in a dramatic piece of work or in a novel.
7. **Comedy:** Drama that deals with and presents its acts in a funny and humorous way.
8. **Crisis:** The decisive moment in a story; a point at which a decision can no more be delayed.
9. **Dialogue:** A literary work in the form of a conversation; a discussion that involves more than one

person.

- 10.Drama:** A conversation accompanied by body action usually performed in front of an audience.
- 11.Episode:** An incident which forms part of the whole story, plot or narrative.
- 12.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.
- 13.Imagery:** A part of a literary work that appeals to the senses (e.g., sight, sound, taste, touch and smell) in a way that creates a vivid and emotionally resonant picture for the audience.
- 14.Irony:** Expression of something which is contrary to the intended meaning; the words say one thing but mean another.
- 15.Literature:** An imaginary work of art reflecting social reality transmitted in spoken or written form.
- 16.Lyric:** A song-like poem that expresses personal feelings of emotions or thought.
- 17.Metaphor:** A type of figurative language that describes an object or action in a way that is not literary true, but helps to explain an idea or make a comparison.
- 18. Mood:** The feeling that a piece of literature is intended to create in a reader e.g., anger, happiness, sadness.
- 19.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.
- 20.Narrative:** A collection of events that tells a story which may be true or not, placed in a particular order and recounted through either telling or writing.
- 21.Opera:** A dramatical piece of work that is accompanied by music; a musical play.

- 22.Personification:** The presentation of non-living objects or non-humans or abstract ideas as persons.
- 23.Plot:** A series of events that make up a story.
- 24.Proverb:** A literary device which is a popular saying memorably expressed.
- 25.Rhyme scheme:** A pattern of rhyme used in a poem, generally indicated by matching lower case letters to show which lines rhyme.
- 26.Satire:** A literary work that employs sarcasm and irony to ridicule the ills of society in order to heal or reverse the order of things.
- 27.Setting:** The environment in which the action in a literary work takes place.
- 28.Simile:** A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid typically using words such as: *as, like, as if*.
- 29.Structure:** Form; definable parts of a literary work.
- 30.Style:** The distinctive way that a writer uses language including such factors such as word choice, sentence length, arrangement and complexity, and the use of figurative language and imagery.
- 31.Symbol:** A person, object or idea that stands in for something else in a literary work.
- 32.Symbolism:** The use of any person, situation, or object to represent an idea of some sort.
- 33.Theme:** The central idea or the purpose in a literary work
- 34.Tone:** A writer's attitude towards his readers and his subjects; his mood or moral view.
- 35.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.

## REFERENCES

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