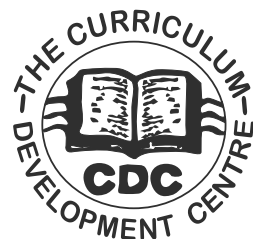**Republic of Zambia**

MINISTRY OF EDUCATION

LITERATURE IN ENGLISH SYLLABUS SECONDARY EDUCATION ORDINARY LEVEL FORMS 1 – 4

Developed by The Curriculum Development Centre

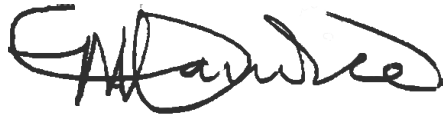2024

TABLE OF CONTENTS

VISION

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

PREFACE

The Form 1 to 4 Ordinary Level **Literature in English Syllabus** has been developed to introduce learners to the required specific competences in the subject. It is designed to help them develop essential skills in debate, role play, simulation and creative writing. The aim is to foster critical, analytical and creative thinking aligned with the **Competence-Based Curriculum** and 21st Century Skills. Further, the syllabus endeavours to instill knowledge, skills, values and positive attitudes by nurturing learners to become productive and beneficial members of both their communities and Zambian society as a whole. This syllabus builds upon the foundations laid at Primary Level, ensuring a smooth transition into Ordinary Level. The content outlined in this syllabus is tailored towards enhancing language skills for effective communication and literary skills development. The suggested learning activities are carefully designed to engage learners in exploring, analysing and creating selected genres of literature, thereby fostering creativity and innovativeness through consistent engagement.

It is envisaged that this syllabus will enrich the learning experiences at the Ordinary Level, making it more responsive to the requirements of the **Competence-Based Curriculum.** Its activity-oriented approach will promote engagement and pave way for a smooth transition into Advanced Level and Tertiary Education.

Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

This syllabus is designed to provide the scope and sequence of topics for Literature in English at the Ordinary Level, with the aim of offering effective teaching and learning of Literature in English. We extend our sincere gratitude to individuals, institutions, and organizations whose technical input contributed to the successful development of this syllabus. This includes teachers, lecturers from colleges and public universities in Zambia, and notably, the Directorate of Secondary Education in the Ministry of Education.

Lastly, I wish to acknowledge the commitment and hard work of all my staff at the Curriculum Development Centre, whose dedication ensured the realiasation of this syllabus.

Charles Ndakala (Dr.)
Director – Curriculum Development
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INTRODUCTION

This syllabus is designed to guide the teaching and learning of Literature in English at the Ordinary Level, from Form 1 to 4. It aims to enhance learners' critical thinking, analytical abilities, self-awareness, and deep appreciation for Literature. By engaging in a wide range of literary works, learners will develop important skills such as interpretation, empathy, and communication, as well as attitudes that promote open-mindedness and cultural awareness.

A key aspect of this syllabus is its competence-based approach, which emphasises hands-on activities. Learners are encouraged to actively participate in the creation of various literary works, showcasing their understanding and mastery of literary concepts and techniques. Through these activities, learners will acquire both theoretical knowledge and practical skills, enabling them to analyse and produce Literature with confidence and creativity.

Additionally, the syllabus highlights the importance of Zambian Literature, offering learners the chance to explore and appreciate their own traditions, heritage, and cultures. This local focus is enriched by the study of literary works from different global contexts, helping learners broaden their perspectives and gain a more comprehensive understanding of the world.

In summary, this syllabus is designed to develop well-rounded individuals who are not only literate but also culturally aware and critical thinkers capable of engaging in meaningful ways. Through this structured yet flexible approach, learners will be empowered to appreciate the richness of Literature and its relevance to their lives, both inside and outside the classroom.

STRUCTURE OF THE SYLLABUS

The Literature in English syllabus is carefully designed to foster a comprehensive understanding of literary theory and various genres. Major areas of focus are highlighted from which a range of topics and sub-topics, along with specific competences are systematically drawn in order to provide the desired expected standard. The topics are complemented by targeting learning activities, all aimed at cultivating a deep appreciation and mastery of Literature in English.

METHODOLOGY

The syllabus does not prescribe a specific set of methodologies for teaching Literature in English. However, it does recommend several effective strategies that teachers may consider incorporating into their lessons. These include teacher exposition, class discussions, group work, collaborative activities, role play, simulation, dramatisation, project-based learning, and multimedia integration. While these methods are suggested as beneficial, teachers are also encouraged to adapt their instructional strategies to meet the diverse needs of their learners and address any specific challenges they may face in the teaching and learning process.

Teachers should note that at Form 1 and 2, the learners will be introduced to Literature in English while text study and analysis shall be done at Form 3 and 4.

TIME ALLOCATION

The Ordinary Level Literature in English content is allocated a total of three hours and twenty minutes of teaching time per week, which is equivalent to five periods. To maintain a consistent and coherent teaching approach each week, this time is distributed as follows:

Lesson Number in a Week	Number of Periods	Duration
1	2	80 Minutes
2	2	80 Minutes
3	1	40 Minutes

This structured distribution ensures that learners receive a balanced and thorough exploration of the Literature material each week.

ASSESSMENT CRITERIA FOR LITERATURE IN ENGLISH ORDINARY LEVEL (O' LEVEL)

To ensure a comprehensive evaluation of learners' competences in Literature in English, a range of assessment methods will be employed. These will include both formative and summative assessments, conducted at both school and national levels. Formative assessments, which are designed to monitor and support ongoing learning, will consist of assignments, class tests, and end-of-term and end of year tests. Additionally, School-Based Assessments (SBAs), such as practical work and projects, will be administered in Form 2 and 3. These SBAs will play a significant role, as they will contribute to the final grade for the School Certificate Ordinary Level examination. This summative assessment, conducted at the end of Form 4, will be administered by the Examination Council of Zambia (ECZ).

COMPETENCES TO BE DEVELOPED

S/N	COMPETENCE	DESCRIPTORS
1	**Analytical Thinking**	• Grasp and breakdown information and effectively share with others • Evaluate solutions
2	**Citizenship**	• Practice environmental sustainability • Treat others with kindness, empathy and fairness • Show respect for human dignity • Demonstrate principles of patriotism and national identity • Understand cultural roots of Zambian society and how the local superstructure functions in relation to the global environment
3	**Collaboration**	• Respect the views of group members while working together. • Learners to participate fully in the group towards accomplishing given tasks • Listen to other group members and make meaningful contribution to a given task
4	**Communication**	• Use appropriate language (verbal and non-verbal) in different situations • Apply good Listening, Speaking, Reading and Writing Skills • Express oneself using different media and symbols • Effectively share one's thoughts and emotions and understand others • Express oneself (spoken and written) clearly and effectively • Ask for feedback • Take turns when conversing with others
5	**Creativity and Innovation**	• Undertake a project • Organise information and ideas • Justify one's reasoning and procedures • Ask thoughtful questions • Understand connections between seemingly unrelated subject matter • Generate new ideas, possibilities and actions from existing ones • Express one's ideas through life experiences • Redefine problems and create new solutions

6	**Critical Thinking**	- Analyse texts, to improve the ability to understand - Establish opinions about what is right and wrong - Deal with life challenges - Become more open minded towards different views - Make one's own decision and form new opinion - Ask the right questions - Think about both the short- and long-term consequences of what one's actions - Participate in debates and discussions on global issues - Identify opportunities in problems - Provide answers to criticisms
7	**Digital Literacy**	Upload and download information
8	**Emotional Intelligence**	- Understand social awareness and build stronger relationship to achieve career and personal goals - Express empathy for others - Work effectively with others - Demonstrate self- control - Communicate and relate effectively with others - Show perseverance in challenging situations - Collaborate with others - Negotiate and resolve differences amicably - Build stronger relationships to achieve career and personal goals
9	**Entrepreneurship**	- Exhibit leadership skills - Ability to maximise available resources efficiently - Willing to take calculated risks.
10	**Environmental Sustainability**	Show personal role in environmental management
12	**Problem Solving**	- Identifying problems and plan for investigations in order to find solutions - Present reasoned phenomena patterns - Make sense of gathered information from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or biases - Analyse problematic situations and identify resources at their disposal to find solutions

FORM 1

INTRODUCTION TO LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.1.1. LITERATURE	**1.1.1.1. The Meaning of Literature**	1.1.1.1.1. Use different definitions to derive the meaning of Literature	• Discussing different definitions of Literature (*study of society through oral and written works of art/pieces of writing that are valued as works of art…*) • Distinguishing Literature as a subject from English Language as a subject (*key differences in terms of purpose, content, approaches and outcomes…*)	• Different definitions to derive the meaning of Literature used accordingly
	1.1.1.2. Functions of Literature	1.1.1.2.1. Relate functions of Literature to real life situations	• Discussing different functions of Literature *(for entertainment, for education, for national integration, for transmission and preservation of culture, for recreation, for economic empowerment, for sharpening artistic and verbal skills, for promotion of critical and analytical thinking skills, for socialisation...)* • Determining the importance of Literature *(fosters empathy, enriches personal life, helps gain valuable insights into human experiences…)* • Relating the importance of	• Functions of Literature related to real life situations accordingly

INTRODUCTION TO LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			Literature to their personal and societal contexts (*gaining new insights, perspectives, understanding other cultures, moral reforms, behavioral change, self-introspection, attainment of career such as law, acting, script writing, journalism…*)	

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
1.2.1. ORAL LITERATURE	**1.2.1.1. Forms of Oral Literature**	1.2.1.1.1. Use forms of Oral Literature in different linguistic contexts	• Discussing Oral Literature (*Literature that is transmitted by word of mouth from one generation to the next…*) • Distinguishing forms of Oral Literature (*Folktales- old tradition story, Praises- Exaltations, Proverbs- wise saying, Idioms- expressions with specific meaning and Riddles-statement that offers a puzzle to be solved…*)	• Forms of Oral Literature used in different linguistic contexts appropriately

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.2.1.2. Folktales	1.2.1.2.1. Demonstrate understanding of folktales	• Discussing folktales and types of folktales *(old tradition story from a particular place passed down from one generation to another orally: fairytales, fables, tricksters, animal tales, legends, hero tales, myths…)* • Discussing functions of folktales *(entertainment, education, moral guidance, cultural preservation, to inspire imagination and creativity…)*	• Understanding of folktales demonstrated clearly
		1.2.1.2.2. Tell folktales	• Telling folktales *(fairytales, fables, tricksters, animal tales, legends, hero tales, myths…)*	• Folktales told logically
		1.2.1.2.3. Analyse folktales	• Analysing folktales *(themes, moral lessons, characters, setting, plot structure…)*	• Folktales analysed accordingly
		1.2.1.2.4. Act out folktales	• Acting given folktales *(fables, animal tales, legends…)*	• Folktales acted out skillfully

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.2.1.3. Riddles	1.2.1.3.1. Relate riddles to real life situations	• Discussing riddles and types of riddles (*question or statement that offers a puzzle to be solved, with a clever answer: story, logic, enigma, brain teaser...*) • Discussing functions of riddles *(entertainment, enhance observation, sharpen thinking, train in memory, boost creativity...)* • Solving riddles (*asking and responding to riddle...*)	• Riddles related to real life situation accordingly
	1.2.1.4. Proverbs	1.2.1.4.1. Demonstrate understanding of proverbs	• Discussing different types of proverbs (*short statement or saying that expresses a basic truth: religious, humorous, ethical, cooperation, hospitality...*) • Brainstorming on functions of proverbs *(entertainment, sharpen thinking, teach wisdom, offer advice, console or inspire...)* • Interpreting proverbs (*slow but sure wins the race, a rolling stone gathers no moss, better slow than sorry, charity begins at home...*)	• Understanding of proverbs demonstrated comprehensively
		1.2.1.4.2. Use proverbs in different linguistic contexts	• Using proverbs in different contexts (*dialogue, role play, stories, debate, essays...*)	• Proverbs used correctly in different contexts

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	1.2.1.5. Songs	1.2.1.5.1. Demonstrate understanding of songs	• Discussing different functions of songs (*piece of music with words that you sing*: *pass message, express feelings and emotions, socialise, educate, inform…*) • Classifying songs (*marriage, love, work, praise, political, occupation, lullaby, worship, funeral…*)	• Understanding of songs demonstrated accordingly
		1.2.1.5.2. Analyse songs	• Analysing songs (*meaning, language, message, structure, stylistic features, occasion...*) • Making presentations (*analysed songs…*)	• Songs analysed skillfully
		1.2.1.5.3. Perform songs	• Performing different types of songs (*modern, religious, traditional…*) • Reviewing performed songs	• Different types of songs performed correctly
		1.2.1.5.4. Compose songs	• Composing songs (*modern, religious, traditional…*) • Making presentations (*composed songs…*)	• Different types of songs composed competently
	1.2.1.6. Praises	1.2.1.6.1. Demonstrate understanding of Praises	• Discussing praises and types of Praises (*an expression of admiration, approval or gratitude directed to a person or thing*: *praises about God, chiefs, heroes, politicians, parents, beauty, nature, self-praises ...*)	• Understanding of Praises demonstrated correctly

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		1.2.1.6.2. Recite Praises	• Reciting Praises (*self, heroes, nature…)* • Discussing recited praises (…)	• Praises recited accordingly
		1.2.1.6.3. Analyse Praises	• Analysing Praises (*message, meaning, context…)* • Presenting analysed Praises (…)	• Praises analysed appropriately
		1.2.1.6.4. Compose Praises	• Composing Praises • Presentation of composed Praises • Reviewing presented Praises (…)	• Praises composed correctly
	1.2.1.7. Idioms	1.2.1.7.1. Demonstrate knowledge of idioms	• Discussing Idioms (*expressions with specific meaning that often differ from the literal meaning…)*	• Knowledge of idioms demonstrated adequately
		1.2.1.7.2. Use idioms in different linguistic contexts	• Using idioms in contexts (*dialogue and role play…)*	• Idioms used in different linguistic contexts appropriately
1.2.2. WRITTEN LITERATURE	**1.2.2.1. Forms of Written Literature**	1.2.2.1.1. Demonstrate understanding of Written Literature	• Discussing written literature *(Literature that is written down and recorded…)* • Distinguishing forms of Written Literature (**Prose**: *written text organised in chapters and paragraphs*, **Drama**: *script meant to be performed on stage*, **poetry**: *piece of writing that uses aesthetic language…)*	• Understanding of Written Literature demonstrated accordingly
	1.2.2.2. Prose	1.2.2.2.1. Demonstrate understanding of Prose	• Discussing prose and its structure (*Prose: written text organised in paragraphs and*	• Understanding of prose demonstrated accordingly

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			chapter: fiction and non-fiction, exposition, rising action, climax, falling action, resolution)	
		1.2.2.2.2. Compose short stories	• Discussing elements of a short story (*Plot, character, theme, conflict, setting…*) • Composing short stories (*short stories…on cross-cutting themes such as gender, climate change, corruption, governance…*)	• Short stories composed creatively
	1.2.2.3. Drama	1.2.2.3.1. Demonstrate understanding of Drama	• Discussing drama and its elements (*script meant to be performed on stage: plot, characters, dialogue, setting: conflict, staging, theme, symbolism, irony*)	• Understanding of Drama demonstrated adequately
		1.2.2.3.2. Perform Plays	• Performing Plays*, (on cross-cutting themes such as gender, climate change, corruption, governance...)*	• Plays performed skillfully
	1.2.2.4. Poetry	1.2.2.4.1. Demonstrate understanding of Poetry	• Discussing poetry and basic elements of poetry (*piece of writing that uses aesthetic language: line, verse, stanza…*)	• Understanding Poetry demonstrated adequately
		1.2.2.4.2. Perform Poems	• Performing Poems (*poems…on cross-cutting, drug abuse, climate change, corruption, human rights, teenage pregnancies,*) • Reviewing performed poems (*content and meaning, poetic*	• Poems performed skillfully

TYPES OF LITERTAURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			devices and techniques, structure and organisation…)	

FORM 2

ZAMBIAN LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.1.1. INTRODUCTION TO ZAMBIAN LITERATURE	**2.1.1.1. Development of Zambian Literature**	2.1.1.1.1. Explore the Development of Zambian Literature	• Discussing Zambian Literature and the development of Zambian Literature (*pre- and post-independence, historical, cultural, and social contexts: Literary works by indigenous Zambians…*)	• The Development of Zambian Literature explored comprehensively
		2.1.1.1.2. Show understanding of different Zambian Oral Traditions	• Exploring different Zambian oral traditions (*folktales, myths, proverbs, songs…*) • Sharing different Zambian Oral Traditions (*folktales, myths, proverbs, songs…*)	• Understanding of different Zambian Oral Traditions shown appropriately
		2.1.1.1.3. Analyse Zambian Oral Traditions	• Analysing Zambian Oral Traditions (*message/meaning, value…*) • Presenting the analysed Oral Traditions • Reviewing the presented Oral Traditions.	• Zambian Oral Traditions analysed critically
	2.1.1.2. Themes in Zambian Literature	2.1.1.2.1. Apply Themes from Zambian Literature in real life situations	• Discussing themes in Zambian Literature (*social issues, identity and culture, colonialism and independence…*) • Relating discussed themes to contemporary society	• Understanding of themes in Zambian Literature applied accordingly

ZAMBIAN LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	2.1.1.3. Zambian Authors	2.1.1.3.1. Explore Prominent Zambian Authors, playwrights and poets	• Discussing works of prominent Zambian authors, playwrights and poets *(David Kenneth Kaunda, Vernon Mwaanga, Dominic Mulaisho, Binwell Sinyangwe, John Luangala, Fwanyanga Mulikita, Helen Banda, Kachinga Sichizya, Andrea Masiye, Weston Mutale Bowa…)*	• Prominent Zambian Authors, playwrights and poets explored extensively

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.2.1. PROSE	**2.2.1.1. Fiction and Non-Fiction**	2.2.1.1.1. Demonstrate understanding of Fiction and Non- Fiction	• Defining fiction and non-fiction (**fiction**: *Literature that describes imaginary people and events*. **Non-fiction**: *Literature that describes real events, people and setting*) • Distinguishing fiction from non-fiction (*Fiction literature describes imaginary people and events while Non-fiction: Literature describes real events, people and setting*) • Reading short stories (*fiction*)	• Understanding of Fiction and Non- Fiction demonstrated accordingly
		2.2.1.1.2. Draw inferences from read texts	• Drawing lessons from the read stories (moral, *values, attitudes…*) • Applying drawn inferences from read texts to real life situations	• Inferences drawn from read stories accordingly
		2.2.1.1.3. Compose Fiction and Non-fiction Stories	• Composing various types of Fictitious and Non- fictitious stories (*Folktales, Epic, Autobiography, Biography, on cross-cutting themes such as environmental health and pollution management, entrepreneurship,…*)	• Fiction and Non-Fiction stories composed correctly

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
	2.2.1.2. Elements of Prose	2.2.1.2.1. Demonstrate understanding of Elements of Prose	• Identify the elements of Prose *(setting, plot, character, theme, point of view…)* • Explaining the elements of Prose	• Understanding of elements of Prose demonstrated precisely
		2.2.1.2.2. Create own Settings	• Identifying settings in various texts • Creating own settings	• Own settings created accordingly
		2.2.1.2.3. Compose own Plots	• Discussing elements of plot *(arrangement of events in a story: exposition, Rising Action, Climax, Falling Action, Resolution)* • Composing own plots	• Own plots composed correctly
		2.2.1.2.4. Demonstrate understanding of Character	• Discussing types of characters (*a person, animal or inanimate being that plays a role in a literary work: protagonist, antagonist, major, minor, flat, round, dynamic, static, hero, villain…)* • Reading sampled texts for character identification *(protagonist, antagonist, major, minor, flat, round, dynamic, static, hero, villain…)* • Role playing different characters.	• Understanding of Character demonstrated appropriately
		2.2.1.2.5. Interpret themes from different texts	• Discussing theme *(the central idea in a literary work)*	• Themes from different texts interpreted accordingly

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Reading sampled texts for Thematic identification • Presenting the interpreted themes (…) • Reviewing interpreted themes *(given passages, texts…)*	
		2.2.1.2.6. Analyse text for point of view	• Discussing different types of points of view *(the perspective from which the story is told: First Person, Second Person, Third Person…)* • Reading for Identification of Point of View in texts *(First Person, Second Person, Third Person, …)* • Analyse view points from given texts	• Text analysed for point of view correctly
		2.2.1.2.7. Analyse prose	• Analysing Prose *(setting, characters, plot, conflict, mood, themes…)*	• Prose analysed intensively
		2.2.1.2.8. Compose prose stories	• Composing prose stories that exemplify *(setting, plot, character, theme, point of View…)*	• Prose stories composed creatively
2.2.2. DRAMA	**2.2.2.1. Types of Drama**	2.2.2.1.1 Demonstrate understanding of different types of drama	• Discussing types of drama *(tragedy, comedy, tragic comedy…)*	• Understanding of different types of drama demonstrated accordingly
	2.2.2.2. Elements of Drama	2.2.2.2.1. Demonstrate understanding of elements of drama	• Identifying the elements of drama *(Plot, character, theme, dialogue, setting, act, staging…)*	• Understanding of elements of drama demonstrated accordingly

		GENRES OF LITERATURE		
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Explaining the elements of drama (plot- a series of events, character – *(a person, animal or inanimate being that plays a role in a literary work; theme – central idea in a literary work...)*	
		2.2.2.2.2. Analyse plot in drama	• Discussing the flow of events in a play *(exposition, rising Action, climax, falling action, resolution)* • Outlining the flow of events in a given play.	• Understanding of plot demonstrated thoroughly
		2.2.2.2.3. Demonstrate understanding of character	• Discussing types of characters *(protagonist, antagonist, major, minor, flat, round, dynamic, static, hero, villain...)* • Identity types of characters in a given play	• Understanding of character demonstrated thoroughly
		2.2.2.2.4. Analyse characters in a play	• Characterising actors in a given play • Acting out different characters in a given play	• Characters in a play analysed correctly
		2.2.2.2.5. Analyse theme	• Discussing various themes in dramatic works • Identifying different types of themes in a given play	• Theme analysed accordingly
		2.2.2.2.6. Demonstrate understanding of dialogue	• Discussing characteristics of effective dialogues *(unique voice, brief, advances plot,...)* • Role playing different characters in a given play	• Understanding of dialogue demonstrated accordingly

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
		2.2.2.2.7. Demonstrate understanding of setting	• Identifying settings in plays • Comparing settings in various plays	• Understanding of setting demonstrated accordingly
		2.2.2.2.8. Demonstrate understanding of act	• Discussing functions of an act *(organising the story, providing clear story structure…)* • Identifying acts in a given play	• Understanding of Act demonstrated accordingly
		2.2.2.2.9. Demonstrate understanding of scene	• Discussing functions of a scene *(sequencing of events within an act…)* • Identifying scenes in a given play	• Understanding of scene demonstrated accordingly
		2.2.2.2.10.Demonstrate understanding of staging	• Discussing staging *(the process of selecting, designing, adapting tool, or modifying the performance space for a play…)* • Demonstrating staging *(clarity, visibility, movement…)*	• Understanding of staging demonstrated correctly
	2.2.2.3. Analysis of Drama	2.2.2.3.1. Analyse Drama	• Analysing dramatic works *(mood, dialogue, theme, staging*	• Dramatic works analysed critically
		2.2.2.3.2. Dramatise Plays	• Dramatising Plays, highlighting cross-cutting themes *(climate change, COVID 19, child abuse, gender, drug and substance abuse, HIV/AIDS, social and emotional learning…)*	• Plays dramatised skillfully

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
2.2.3. POETRY	**2.2.3.1. Types of poetry**	2.2.3.1.1. Demonstrate understanding of poetry	• Discussing the meaning of poetry *(writing that uses aesthetic language…)* • Discussing types of poetry *(Blank and Free Verse, Ode, Lyric, Pastoral, Epic, Elegy…)*	• Understanding of poetry demonstrated comprehensively
	2.2.3.2. Elements of poetry	2.2.3.2.1. Demonstrate understanding of elements of poetry	• Identifying the elements of poetry *(imagery, metaphor, theme, stanza, verse…)*	Understanding of elements of poetry demonstrated adequately
		2.2.3.2.2. Analyse imagery in poetry	• Discussing the meaning of imagery *(the use of language to evoke senses…)* • Identifying imageries from written poems • Analysing imagery in poetry	• Imagery in poetry analysed appropriately
		2.2.3.2.3. Use metaphors in different linguistic contexts	• Discussing metaphors *(comparison between two unlike things…)* • Constructing simple sentences using metaphors *(She is a rose flower …)*	• Metaphor used in different linguistic contexts accordingly
		2.2.3.2.4. Interpret themes in poetry	• Discussing themes *(the main subject that is being described in a piece of writing)* • Discussing different types of themes *(implied, stated…)* • Interpreting themes from given poems	• Themes in poetry interpreted correctly
		2.2.3.2.5. Write own stanzas	• Discussing stanza *(a division of a poem consisting of two or more lines arranged together as a unit)*	• Own stanzas written acceptably

GENRES OF LITERATURE				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			• Identifying stanzas in poetic compositions • Practising writing own stanzas	
		2.2.3.2.6. Write own verses	• Discussing verse *(a single metrical line in a poetic composition)* • *Identifying verses in poetic compositions* • Practising writing own verses	• Own verses written
		2.2.3.2.7. Recite Poems	• Reciting various poems *(praise, ode, lyric, elegy)* • Discussing recited poems *(Title, theme, imagery)*	• Poems recited skillfully
		2.2.3.2.8. Analyse Poems	• Analysing Poems *(sound devices, imagery, figures of speech, structure and form…)* • Making presentations based on the analysed poems	• Poems analysed accordingly
		2.2.3.2.9. Compose poems	• Composing poems *(praise, ode, lyric, elegy, on cross-cutting themes such as climate change, financial education, corruption, HIV/AIDS, drugs and substance abuse…)* • Exhibiting the poems composed	• Poems composed accordingly

FORM 3 - 4

TEXT STUDY				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
3-4.1.1. SELECTED PRESCRIBED TEXT	**3-4.1.1.1. Novel/Play /Poetry**	3-4.1.1.1.1. Demonstrate understanding of background of text	• Discussing the background of the text *(historical, cultural, literary context, author's biography and their works, title, cover page, prediction…)* • Discussing the synopsis of the text *(plot summary: characters, setting, conflict…)* • Reading the selected text *(individual, group, class reading…)* • Discussing the selected text *(chapters, acts, scenes, episodes, stanzas…)*	• Understanding of background of text demonstrated accordingly
		3-4.1.1.1.2. Analyse text	• Analysing selected text *(plot, character / characterization setting, themes, literary devices, mood/ tone, diction /style, didactic lessons, applicability to contemporary society, read…)* • Carrying out follow- up activities *(retelling, answering oral questions, note-making, debating, making inferences, role playing and simulation,*	• Text analysed accordingly

TEXT STUDY				
TOPIC	**SUB -TOPIC**	**SPECIFIC COMPETENCES**	**LEARNING ACTIVITIES**	**EXPECTED STANDARD**
			summarising, watching movies on selected text…)	
		3-4.1.1.1.3. Dramatise text	• Dramatising selected text *(staging, costume, voice projection, gestures, stage directions…)*	• Text dramatised skillfully
		3-4.1.1.1.4. Write a story	• Drafting a story *(create plot, characters, themes, literary devices, diction…)* • Reviewing the stories • Writing stories *(prose /play/poem)* • Presenting stories	• Stories written correctly

GLOSSARY OF LITERARY TERMINOLOGIES AND DEVICES

These literary terminologies and devices should be taught in an integrated manner in topics where they apply and not in isolation.

A

1. **Aesthetic:** appreciation of beauty of literary works.

2. **Allegory:** a story, poem, or picture that can be interpreted to reveal a hidden meaning and teach a moral or political lesson.

3. **Alliteration:** a series of words that begin with the same consonant sound.

4. **Allusion:** an indirect reference to a person, event or thing outside what is being discussed.

5. **Ambiguity:** double meaning or an expression capable of having more than one meaning.

6. **Analogy:** a comparison between two things that may seem different on the surface but share common characteristics.

7. **Antagonist:** the character or force that opposes the main character.

8. **Anti-climax:** a disappointing end to an exciting or impressive series of events.

9. **Antitheses:** a person or thing that is a direct opposite of someone or something else.

10. **Apostrophe:** address or speech to a person who is not present or non-human object.

11. **Aside:** when a character in a work of fiction addresses the audience for a moment to either express a truth, review a feeling, or comment on the events of the story.

12. **Assonance:** the repetition of similar vowel sounds in a line of poetry or text.

B

13. **Ballad:** a narrative poem that was originally meant to be sung.

14. **Belief:** a feeling of certainty that something is right, wrong, exists, or does not.

C

15. **Catastrophe:** the final action that completes the unrevealing of the plot in a play.

16. **Catharsis:** the use of strong feelings in Literature to engage the reader in a type of emotional purification.

17. **Character:** a person or an animal or inanimate being that plays a role in a dramatic piece of work or in a novel.

18. **Characterization:** a device that writers use to describe and provide information about specific characters in their work.

19. **Charlatan:** an impostor; an empty pretender to knowledge or skills.

20. **Chorus:** the part of a poem or song that is repeated following each verse. Or a group of people that speak in unison about the actions of character.

21. **Comedy:** a play that deals with and presents its acts in a funny and humorous way.

22. **Comic relief:** the inclusion of comedy or humor during a serous moment to uplift heavy mood.

23. **Complication:** a thing or an issue that gets in the way of a protagonist/main character pursuing his or her goals.

24. **Conflict:** the struggle between two opposing forces that is the basis of the plot.

25. **Connotation:** a meaning suggested by a word or an expression in addition to its exact meaning.

26. **Consonance:** the close repetition of identical consonant sounds before and after differing vowel sounds.

27. **Costumes:** clothing or props worn by actors.

28. **Crisis:** the decisive moment in a story; a point at which decisions can no more be delayed.

D 29. **Denotation:** the literal meaning of the word. This also means its dictionary definition.

30. **Denouement:** the final unraveling or outcome of the plot in drama or fiction during which the complications and conflicts of the plot are resolved.

31. **Dialogue:** the exchange of spoken words between two or more characters in a play or any other written work.

32. **Diction:** choice and use of words and phrases in speech or writing.

33. **Didactic:** a literary work that intends to deliver a lesson.

E

34. **Drama:** a conversation accompanied by body action usually performed in front of an audience or on stage.

35. **Dramatic monologue:** a type of poem in which a speaker addresses a silent listener or unseen listener.

36. **Dramatis personae:** list of characters or persons in a play.

37. **Empathy:** the behaviour of putting oneself into a situation (often a painful   one) of another person.

38. **Epigraph:** a motto or quotation that appears at the beginning of a book, play, chapter, or poem.

39. **Episode:** an incident which forms part of the whole story, plot or narrative.

40. **Euphemism:** a literary technique in which an accurate but explicit word is substituted with a gentler and less distasteful term.

41. **Exposition:** background information at the beginning of the story, such as setting, characters and conflicts.

F

42. **Fable:** a short story that uses animals, objects or characters to teach a moral lesson or convey a message.

43. **Falling Action:** the period of time in a story that follows the climax and leads to the resolution.

44. **Fiction:** literature in the form of prose that describes imaginary events and people.

45. **Figurative Language:** is language that doesn't have a literal meaning, but rather suggests something with the use of creative language.

46. **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.

47. **Flaw:** a detected error in a literary work.

48. **Foil:** a character that provides a striking contrast to the main character or protagonist.

49. **Foreshadowing:** the giving of an advance hint of what is to come later in the story.

H

50. **Hero:** the principal male character with positive or admirable attribute in a play or novel.

51. **Heroine:** the female character with attributes like those of a hero.

52. **Humour:** the light heartedness; ability to replace gloom with laughter.

53. **Hyperbole:** a literary device consisting of an extravagant statement or exaggeration.

I 54. **Imagery:** a literary device that uses vivid descriptions that appeals to a reader's senses.

55. **Irony :** statements are directly opposite of what is actually meant

L 56. **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.

57. **Line:** a unit of writing into which a poem or play is divided.

58. **Literature:** work of art in both written and spoken language.

59. **Litotes/ understatement:** the use of a negative or weak statement to emphasize a positive meaning.

60. **Lyric:** it is a poem that expresses personal feelings intended to be sung.

M 61. **Metaphor:** an implied comparison.

62. **Metonymy:** a figure of speech in which a word is replaced with another word closely associated with the original concept.

63. **Metre:** describes the rhythm (or pattern of beats) in a line of poetry.

64. **Meiosis:** is a figure of speech which aims at understating.

65. **Monologue:** a speech where there is only one speaker of soliloquy.

66. **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.

67. **Moral:** education derived from a literary work directly or by implication.

68. **Myth:** traditional story, especially one concerning the early history of a people or explaining natural or social phenomena, and typically involving supernatural beings or events.

N

69.   **Narrative:** a story.

70.   **Narrator:** the teller of a story.

71.   **Nostalgia:** haunting memories; thoughts that bring back strong wishes for someone to go back in time and space.

O

72.   **Onomatopoeia:** words containing the sounds similar to the noises they describe.

73.   **Opera:** a dramatic piece of work that is accompanied by music; a musical play.

74.   **Oxymoron:** a figure of speech in which two words with opposing meanings are used alongside one another.

P

75.   **Pantomime:** a play that is presented to the audience without words but only through signs.

76.   **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.

77.   **Parallelism:** the running side by side of statements or ideas that express similarity in their meaning.

78.   **Persona:** the voice or perspective an author adopts to tell a story.

79.   **Personification:** the giving of human attributes to inanimate beings

80.   **Plot:** a sequence of events in which each event affects the next one through the principle of cause and effects

81.   **Poetic Justice:** a fitting end or reward for each character according to her or his deeds.

82.   **Point of View:** the person or character from whom the events of the story are told in a written work.

83.   **Premonition:** an unsettling feeling that foretells an event usually of an unpleasant nature.

84.   **Props:** any moveable articles or objects used on the set of the play or movie.

85.   **Protagonist:** the central or leading character in a story whom we sympathize with or support.

86.   **Proverb:** a wise saying with hidden meaning.

87. **Pun:** a joke exploiting the different possible meanings of a word.

R

88. **Repetition:** the use of the same word or phrase over and over in a poem or speech.

89. **Resolution:** the final literary stage in story's plot structure.

90. **Rhetoric Question:** a question asked in order to create a dramatic effect or to make a point rather than to get an answer.

91. **Rhyme:** the repetition of similar sound in two or more words.

92. **Rhyme Scheme:** the arrangement of lines in a stanza in a poem.

93. **Rising Action:** the section of plot that begins with a conflict and is concerned with the main character's struggle to overcome that conflict.

94. **Sarcasm:** an offensive remark with the sole intention of inflicting pain on someone.

S

95. **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.

96. **Setting:** the background in terms of time and place against which a work of literature is written.

97. **Simile:** a comparison of one thing to another in which the words,' like ' and 'as' are used to draw the comparison.

98. **Soliloquy:** a loud speech addressed to oneself, of monologue.

99. **Stage Direction:** a playwright's descriptive or interpretive comments that provide readers (and actors) with information about the dialogue, setting, and action of a play.

100. **Staging:** the method of presenting a play or other dramatic performance.

101. **Stanza:** a division of a poem consisting of two or more lines arranged together as a unit.

102. **Stream of consciousness:** is a literary technique used to portray a person's thought and feeling as they occur, often in a flowing, uninterrupted manner.

103. **Structure:** form; definable parts of a literary work.

P

104. **Style:** the writer's use of language in a literary work.

105. **Suspense:** a literary technique used by many writers to keep their readers guessing as to what is likely to follow in the plot.

106. **Suspension of Disbelief:** the nature of the readers to temporarily put away their faculty of doubt in order to   accommodate an unlikely happening.

107. **Symbol:** a person, object or idea that stands in for something literary work.

108. **Symbolism:** representation of ideas and emotions by suggestion rather than by   direct impression of imagery.

109. **Synecdoche:** a word or phrase in which a part of something is used to represent a whole or a whole to represent a part.

T

110. **Theme:** the central idea or the purpose for which the book was written.

111. **Tone:** the reflection of the writer's mood in his work.

112. **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

113. **Verse:** a collection of lines in poetry.

114. **Vices:** in the quality of life, the negative attributes of humans; the bad side of humans.

115. **Villain:** a character with detestable behaviour in a novel or play.

116. **Virtues:** the good side of a human being.

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