

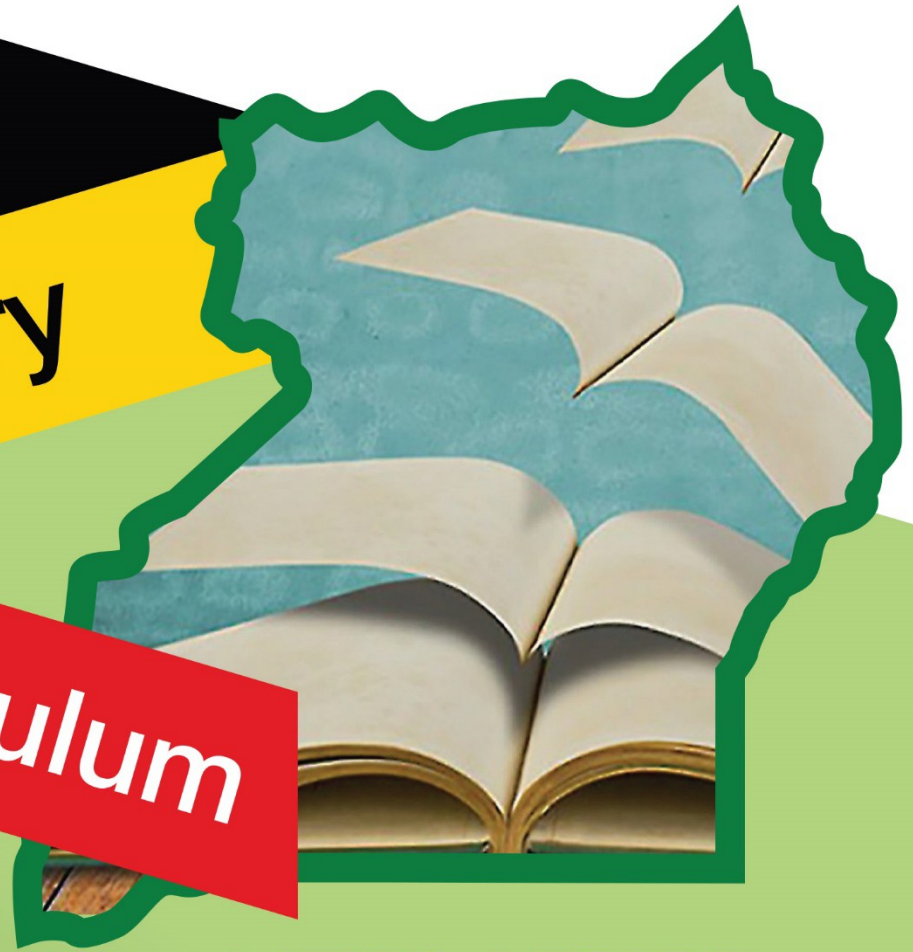


THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



LITERATURE IN ENGLISH SYLLABUS



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

CONTENTS

Foreword	1
Acknowledgement	2
Introduction	3
Background to the New Curriculum	3
Key changes	5
The New Curriculum	
- Key learning outcomes	7
- Values	7
- Generic Skills	8
- Generic Skills in Literature in English	9
- Cross cutting Issues	9
- The Literature in English Syllabus	11
- Time allocation	11
- Rationale	11
- Teaching and learning Literature in English	11
Programme planner	12
Detailed Literature in English Syllabus	13
Assessing Literature in English	29
- Examinations	29
- Formative assessment	29
- How do we find the opportunity to make formative assessment	32
- Generic Skills	33
- Attitudes	33
- Record Keeping	33
Glossary of Key terms	35

© National Curriculum Development Centre, Uganda, 2019

Published by National Curriculum Development Centre,
P.O. Box 7002, Kampala

ISBN: 978-9970-00-124-8

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior written permission of NCDC.

Website: www.ncdc.go.ug

FOREWORD

This four-year Syllabus for literature in English is one of the 20 subjects of the New Lower Secondary School Curriculum. It reflects contemporary approaches in the teaching and learning process, while the Learning Outcomes give the learner opportunities to develop understanding and skills within different topics and sub-topics at levels commensurate with his/her ability. The Lower Secondary Syllabus for Literature in English builds upon concepts, skills, attitudes and values developed at the primary school level, which provides a sound foundation specifically for the higher-achieving minority learners who will go on to study the subject at a higher level of education.

Literature in English contributes to the development of the knowledge, understanding, skills, attitudes and values that the learner needs to live responsibly in society. It promotes the spiritual and moral development of the learner. It enables him/her to search for meaning, value and purpose in life. The learner becomes aware that beliefs and values are fundamental to self, the families and the fabric of society.

The study of literature in English enables the learner to develop values and attitudes such as honesty, integrity, tolerance, respect, love, positive attitude to work, patience, perseverance, kindness, responsibility, generosity, loyalty and unity which are crucial in the modern world.

Teachers of Literature in English are required to shape the learning experiences to cater for the needs and interests of each learner.

I, therefore, endorse this Syllabus as the official document for the teaching and learning of Literature in English at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development of the syllabus and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners and teachers, consultants from Cambridge Education and the Curriculum Foundation UK who worked with NCDC specialists during the writing of this syllabus. Great thanks go to members of Literature in English Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical support and the government of Uganda for funding the rest of the processes up to implementation of the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

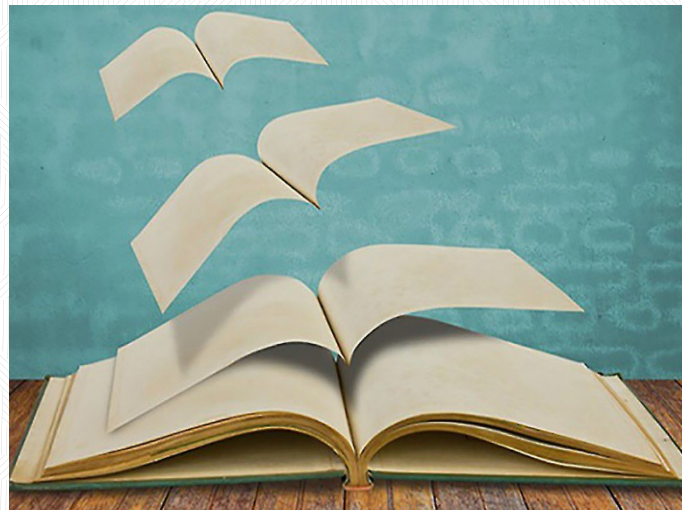
NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email admin@ncdc.go.ug or through our Contact Us page on our website at www.ncdc.go.ug.



Grace K. Baguma

Director

National Curriculum Development Centre



INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognizes the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasizes continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with the aims of secondary education in Uganda, as for provided in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;
- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;

- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE NEW CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

LITERATURE IN ENGLISH SYLLABUS

To meet these requirements, the reforms are based on:

- the development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the reviews imply:

"This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocation specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

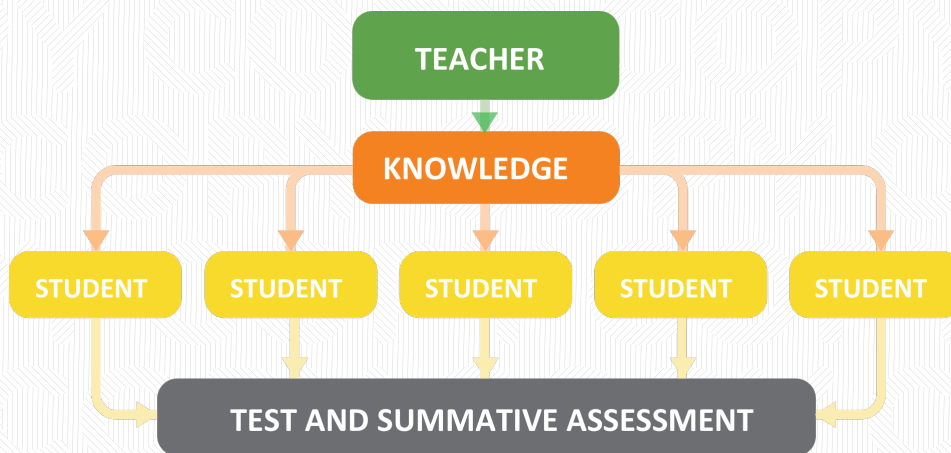
KEY CHANGES IN THE NEW CURRICULUM

The key change in the new curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE NEW CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out ‘Key Learning Outcomes’ that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behaviour and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development.

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical computation and ICT proficiency.

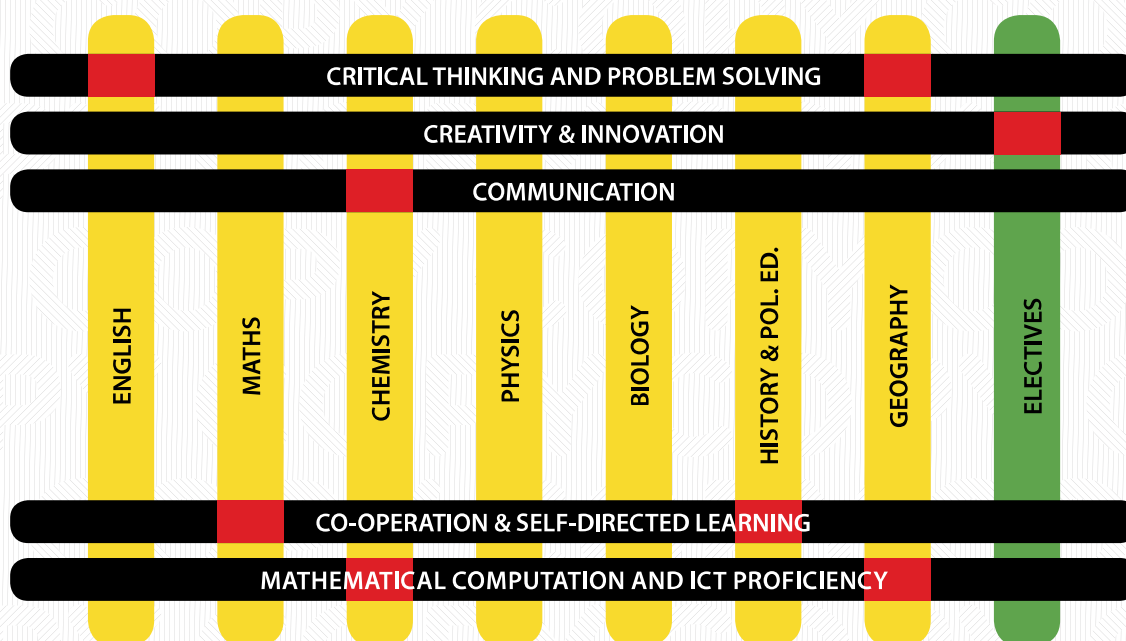
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

GENERIC SKILLS WITHIN LITERATURE IN ENGLISH

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the Subjects, and these Subjects provide the context for the skill development. Literature in English provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a literary point of view.

They also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4. Thus, the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one Subject. These are the 'Cross-cutting Issues' and they need to be studied across the Subjects. These issues develop learners' understanding of the connections between the Subjects, and so of the complexities of life.

The Cross-cutting Issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills
- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills.

ICT Integration

ICT is embedded as a learning/teaching tool. ICT integration framework is summarised below and cuts across all the subjects on the curriculum.

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

THE LITERATURE IN ENGLISH SYLLABUS

Literature in English is an elective subject from Senior 1 to Senior 4.

Time allocation

LITERATURE IN ENGLISH	S1&2	S3&4
	2 periods a week	3 periods a week

Rationale

Language and literature are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, thoughts, learning and sense of personal identity. Literature is a key aspect of culture. We gain access to the oral and literary heritage of our people through mother tongue. Learning literature provides learners with a means of simultaneously exploring and reflecting on our personal world and culture.

Literature in English offers a rich means by which literary and linguistic skills can be imparted to the learners to enable

them communicate more effectively. It enables individuals to develop life skills and values such as problem solving, conflict management, information gathering, negotiation, decision making, critical thinking, tolerance, sharing, respect, self-esteem and confidence.

Literature in English helps develop the learner's ability to communicate more effectively and creatively through speech and writing. Assist the learner to create works of literature in form of poems, prose and drama.

Teaching and Learning Literature in English

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Literature in English is on the development of understanding through literary inquiry and expression, and the development of the skills to do so.

This syllabuses provide learners with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

The role of the teacher is to build on learners' existing knowledge and experience, but to extend that by posing problems to the learners. This makes them think about their

own ideas and experiences as well as adding new knowledge and skills to it.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- Be responsible for their own learning
- Think for themselves and form their own ideas and opinions
- Become critical thinkers, ready to face new challenges and situations for themselves

THE LITERATURE IN ENGLISH PROGRAMME PLANNER

SENIOR 1 & 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1-3	Oral Literature	10
	Poetry	20
	Drama	21
	Prose	21
	Total	72

SENIOR 3 & 4	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1-3	Poetry	72
	Drama	72
	Prose	72
	Total	216

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITIES
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR LITERATURE IN ENGLISH

SENIOR 1 & 2: TERM 1-3

TOPIC 1: ORAL LITERATURE

10 PERIODS

Competency: The learner applies the techniques of oral literature and persuasive speaking creatively.

<p>LEARNING OUTCOMES The learner should be able to:</p>	<p>SUGGESTED LEARNING ACTIVITIES</p>	<p>SAMPLE ASSESSMENT STRATEGY</p>
<ul style="list-style-type: none"> a) use subject specific language. (k, s) b) give instructions orally and in writing. (s, v) c) make reservations in different media and for different purposes. (s, v, gs) d) analyse and evaluate how speakers present points effectively through use of language and gesture. (u) e) sustain a conversation that involves explaining and giving reasons for their views or choices. (u, gs) f) participate in debate, using the conventions and language of debates. (s) g) present spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language. (s, v) h) know how to interpret real life experiences so as to be able to express likes and dislikes. (k, s) i) know how to ask range of questions to extend their thinking. (k, v) j) know how to write own compositions based on questions asked. (k, s) k) understand persuasive techniques related to selling a product or service. (u, s) 	<ul style="list-style-type: none"> • Encourage learners to retell traditional stories in pairs or groups, using the various forms of oral literature. Learners should have access to a range of literature. • In groups, learners decide how they want to tell their story; e.g. through song or role play. They discuss the different characters and how they will use their voices to demonstrate the tone of the story. They think about how they want the audience to feel as they listen to their story. • Learners listen to any themes or story patterns they hear, and discuss them: How did the story make them feel? Were they entertained by the way the story was told? Why, or why not? • In pairs, learners plan and retell a personal experience, using the key features of a good recount: past tense, chronological order, dialogue, humour, drama. For example, a visit to their relatives, using a family tree to explain family relationships. • Pairs join another pair and listen to their recounts, commenting on the way they are told. • As a group, learners role play, tell real and imagined stories using the conventions of familiar story language. • Describe or tell stories from their own experience, recounting events using specific detail. • Take part in conversations/role plays about visits/key scenarios a visit to, for example, the local market, using the language of buying and selling at the market. 	<ul style="list-style-type: none"> • Note the language, tone and creativity used by learners in storytelling, and assess their skill in entertaining their audience. • Listen to whether or not learners are using key features and detail in their accounts creatively to make their stories come alive. • In role plays, note their understanding and application of subject specific language, and their communication skills in making reservations. • In conversation, note learners' ability to analyse a persuasive speech for its key ingredients, and to evaluate how body language is employed in support of the argument. • Listen to learners plan a debate, noting their critical thinking on the issue from both sides. • Observe their debate, and their speech, for their communication skills, critical thinking and ability to apply persuasive techniques. • Listen to their narration of a celebration to assess learners' analysis of why aspects of the event pleased them or not. • Assess the relevance and quality of their questions as reporters, and in identifying the mystery artefact. • In their newspaper reports and critiques, look for their ability to formulate pertinent questions, and then provide an accurate/well-argued account or analysis. • Assess their creative use of persuasive advertising techniques.

LITERATURE IN ENGLISH SYLLABUS

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Learners discuss the positives and negatives of each group's role play and how it could be improved. • A list of key features of a good recount is made. • In groups, learners role play planning a trip. • This could involve a visit to a travel agent to get specific advice about transportation and accommodation. • Make reservations orally at the travel agency, and also by booking the holiday over the phone with the airline and hotel. • Learners follow up their oral instructions with both a letter and an email message to confirm the reservations. • Provide learners with an example of the use of persuasive language: e.g. Martin Luther King's 'I have a dream' speech. In groups, discuss and list features that make the speech effective. Discuss effective persuasive phrases; e.g. 'You must realise that...'; 'It is obvious that', 'Without doubt'. • Learners to identify their favourite sections, sentences or phrases of the example given, and justify their reasons. • Learners identify persuasive body language; e.g. hand gestures, voice level, intonation, eye contact, while watching videos of public speakers, if possible. • In groups, learners plan to debate a school issue; for example, 'cell phones should be banned in classrooms', or a controversy that is in the news. • Through an exchange of views in conversation, brainstorm both sides of the issue, giving reasons, and establish the wording of the motion to be debated. • Learners think about the language of persuasion they would need to use and how they will be presenting their arguments to each other, based upon research. • Groups agree roles of proposer and seconder, opposer and seconder, and chairperson; make contributions from each side, using the rules and formal language of debate; sum up on both sides and vote. • Prepare a formal speech on a topic related to children's rights/gender inequalities. Put points in a logical order that build to a planned conclusion, using evidence to support each point, persuasive language, and practice persuasive body language. • Present the speech to the class. Class to provide feedback on its effectiveness. • Narrate the experience of attending a celebration in an interesting way to a partner, drawing out key moments and dialogue that serve to explain why the event was successful or not, enjoyable or not. • Look at newspaper accounts of celebration events and list the questions that are answered by facts in the reports. • Be a reporter covering a celebration event you have read about or experienced. In pairs, think of questions to ask the host and attendees. Practice asking each other questions; i.e., who was involved, what happened, where did the event take place, why is it newsworthy? Interview main person at event. 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Learners bring in a concealed artefact related to either a topic they are learning about in another subject, or something that is personal to them. • Each learner to provide clues relating to why they have chosen the object. • The rest of the class to devise a series of questions to ask in order to identify the mystery artefact. • Write a newspaper report of the celebration event, answering the who, what, where, when, why and how questions. Invite a visitor to speak to the class on a topic of interest. Learners research the topic in advance and devise a series of questions for the visitor, using topic-specific vocabulary. • Learners write a critique of the talk, indicating where the learner agreed or disagreed, and why, and appraising how persuasive speaker was. • Look at a range of TV, radio and print advertisements and discuss their purpose and audience (age, gender, lifestyle, etc.). • Work collaboratively to agree a set of criteria for what makes a good advert • Role-play a short promotion for radio or TV on a chosen product or service, using the criteria established. 	
<p>ICT Support Use ICT to listen to recorded forms of literature to guide some of the discussion lessons. Use radio or T.V. to listen to examples of the forms of oral literature.</p>		

NOTES FOR THE TEACHER:

Forms of Oral Literature

- Lullabies
- Lyrics
- Rhymes
- Chants
- Dirges
- Work songs
- War songs
- Puzzles
- Proverbs
- Sayings
- Puns
- Tongue twisters
- Fairy tales
- Folk tales
- Myths
- Legends
- Parables
- Allegories

LITERATURE IN ENGLISH SYLLABUS

SENIOR 1 & 2: TERM 1-3

TOPIC 2: POETRY

20 PERIODS

Competency: The learner understands form and structure in poetry, responds to poetic techniques and thinks critically about a poem's meaning.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand basic poetic features such as stanzas, rhythm and rhyme schemes. (k, u) b. compare poems with a similar theme. (u, s, v) c. think critically about what is unique about African poetry (u, v) d. analyse their response to poetry with reference to a particular poem. (u, s, v)	<ul style="list-style-type: none"> Learners should study a range of poems that demonstrate different themes and contain a range of poetic features. Encourage learners to read the poems a few times, and to individually write notes on what they think each poem means, its main features and the attitudes and the feelings it conveys. Working in groups, learners share their notes and agree on key features of a poem. They are guided in a discussion in which they identify these features as stanzas, rhythm and rhyme schemes. Groups present these features to the rest of the class, explaining how they differ from fiction and drama. Learners read selected poems with a similar theme; e.g. war, friendship, loneliness, nature, love, etc. The class discusses the way in which different poets have approached the theme, and the similarities and differences in their thoughts and impressions on the subject. Learners individually note the images that come to mind when reading the poems, how the poem makes them feel, which words evoke a response, and then they share these notes with their group. In groups, learners select, prepare and rehearse a poem to present to the class of sufficient length to allow each member of the group to read a stanza. Afterwards, members of the group explain the poet's thoughts on the theme, citing words and phrases from the poem in support of their view. Read three to five poems written by African poets. Learners individually, identify the themes, language and stylistic features that seem to make these poems different from those written by non-African poets. As a class, decide on what might distinguish African poetry from that produced by poets from other parts of the world. In groups, learners brainstorm and write reasons why they like/dislike poems. They express personal ideas/feelings. Using thoughts expressed in groups, learners write about a poem of their choice, analysing why it encourages or discourages them from reading more poetry, giving specific examples from the poem of language, rhyme and structure/form to back up their points. 	<ul style="list-style-type: none"> Listen to learners discuss the key features of a poem to assess their understanding of structure and form, and how these are used to convey thoughts and feelings. Engage in conversation with them to assess their analysis of the different ways in which poets approach the same theme. Note their ability to respond to the feelings conveyed in poetic language, both in conversation and performance. Note their analytical skills in identifying the special character of African poetry. In their written product, look for analysis and critical thinking when arguing their case about poetry on the basis of a particular poem.

ICT Support

Use ICT to listen to recorded poems to guide some of the discussion lessons.
 Use radio, mobile phone or T.V. to listen to examples of the poems.

NOTES FOR THE TEACHER:

Forms and aspects of poetry

- Ballads
- Sonnets
- Blank verse
- Haiku
- Descriptive poem poetry
- Rhymes/Rhyme scheme
- Lyrics
- Songs
- Free verse
- Meaning of a poem
- Structure of a poem
- Sound features
- Message/Theme in a poem
- Speaker
- Characters in a poem

SENIOR 1 & 2: TERM 1-3

TOPIC 3: DRAMA

21 PERIODS

Competency: The learner understands basic dramatic terms and techniques, and can assess their application in a performance.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>a. analyse the themes and techniques of a range of selected plays using basic drama terminology. (k, u, v)</p> <p>b. understand how drama skills and techniques are used to create characterisation, mood and atmosphere. (u)</p> <p>c. analyse events in plays to deepen understanding of themes and characters, and to enrich a performance. (u, k)</p> <p>d. write short plays (one scene) of their own, and know how to set out dialogue. (k, s, v)</p>	<ul style="list-style-type: none"> Learners should read a range of plays with different themes, and see stage or video performances of the plays, if possible. Discussion of plays should be guided by the use of the appropriate terminology: set, stage directions, dialogue, monologue, flashback/forward, tension, climax, resolution. Share ideas about the themes and characters in the plays they are reading in their reading groups. Groups to select a new play, read the first two scenes, then discuss the theme, dialogue and actions of characters to predict what is likely to happen next. Individually, learners read out loud given parts of the play, thinking about the audience. Learners encouraged to read with anger, make the audience feel frightened, or laugh. In groups, learners select a scene/act and plan how they would perform it and which dramatic skills they would use. Teacher to guide them to think about facial expressions, body language, voice (tone, pitch, volume). In their group, learners practice the various skills and evaluate the impact and effectiveness of each, considering how they will create tension and develop the characters in their play using them. As a group they explore different methods for understanding the play: e.g. freeze frame a part, create a tableau, use thought-tracking to explore issues. Encourage group to consider the use of props to add effect. Groups to rehearse, then act their scene for the class, ending with their reasons for choosing the particular scene/act, and why they employed particular dramatic techniques. Class to evaluate the scene/act with regard to the effectiveness of the techniques used, and how improvements could have been made. In pairs, learners create a simple script using stage directions and dialogue that dramatises a short real event in their lives, adding imaginative touches to enhance the impact on the audience. 	<ul style="list-style-type: none"> Assess learners' understanding of basic drama terms in their conversation. Listen to their analysis of how theme and character are employed, and note their ability to predict outcomes in a play, based on preliminary evidence. Observe their understanding of how acting skills can make a character come alive. Engage with learners as they prepare to act out a scene, noting the depth of their understanding of the play and how it influences their decisions on which dramatic skills/props to use. Note their analysis of the dramatic decisions they made with regard to the performance, as based on specifics in the play. Read their scripts, looking for their knowledge of how to write a play and create a dramatic scene, and their use of imagination.

ICT Support

Use ICT to listen to recorded plays or extracts to guide some of the discussion lessons.

Use radio, mobile phone or T.V. to listen to or watch the texts that learners are studying to guide the class discussions.

NOTES FOR THE TEACHER:

Forms and aspects of drama

- One-man plays/monologue
- Improvised drama pieces such as skits and simulations.
- Mimes
- Comedies
- Tragedies
- Soap opera/Melodrama

SENIOR 1 & 2: TERM 1-3

TOPIC 4: PROSE

21 PERIODS

Competency: The learner responds to a variety of prose, demonstrating understanding and creativity with regard to literary techniques.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a. use them when discussing a variety of prose texts. (u) b. form opinions about a book in a review and other formats based on specific character and plot points. (s, v) c. analyse prose in order to identify themes and structures. (k, s) d. understand and employ literary language effects in order to describe setting and character. (u, s) e. demonstrate understanding of language effects and characterisation in prose by being able to read/act scenes dramatically. (u, s) f. write a short story that reflects their best understanding of literary techniques. (k, s, u) 	<ul style="list-style-type: none"> • Learners should be given a range of prose texts to read. They should also have the opportunity to select a book of their own. • They share their reading experiences with class, guided in the use of key terms: plot, character, setting, dialogue, theme, structure, style/language, point-of-view. • In groups, learners tell each other why they chose their own books, justifying their choice with reasons; e.g., it relates to a personal experience or interest. • Learners discuss the setting and the main plot, summarising the story. • They explain what makes the main character in the book they have chosen interesting, referring to dialogue and actions. • Complete a template and write a short review of their own book, giving a personal response to the characters and plot. • Challenge learners to present their response in different writing formats: e.g. SMS message, email, a letter to an incoming student, a short account for a school magazine. • From the range of prose under consideration, identify some of the themes being employed. Explain how these themes were identified, using examples from the texts to support their answer. • Create a list of the key elements of structure of the texts: e.g. parts/ sections, chapters, prologue, epilogue, character arcs, escalation of tension/suspense, climax, resolution. • Learners work in pairs to read through chosen text and consider the language used to describe character and setting, considering the use of imagery, adjectives, metaphor and simile. • Draw attention to how choice of vocabulary influences the reader's perception of the mood and atmosphere of a setting/character. Think about appearance, movement, smells and textures for setting. Think of images created for effect, highlighting key words/ phrases. Learners create a list of what makes setting/character effective. • Read aloud character descriptions and think about how the writer brings the character/relationships between characters alive, giving reasons to explain. • In groups, learners create character profiles, describing the character and relationships between characters. • In pairs, they share reasons for their liking/disliking of a character. • Learners to be selected to read aloud some of the significant extracts from prose, using the language in the text to create a dramatic effect. • In groups, they can act significant moments/episodes in the story for dramatic effect. • Learners to be given opportunities to write short stories. 	<ul style="list-style-type: none"> • Converse with learners to measure their understanding of key literary terms, and their ability to evaluate setting, plot and character in discussion. • Read their written product, looking for well-formulated opinions based on the text, and creativity in using different formats to express their views. • Listen for their ability to analyse a text to determine its themes and structure. • Assess their understanding and application of the language effects a writer uses to create evocative descriptions. • Observe their ability to turn their understanding of language effects into a dramatic reading or performance. • In their short stories, assess their creative application of the literary techniques they have learned.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • They should plan how they will structure their writing in order to develop theme, plot and character, and plan what style and tone they will adopt. • Groups to read each other's writing and select the best examples, identifying the techniques or literary features that have been used. 	
ICT Support Use radio, mobile phone or T.V. to listen to or watch the texts that learners are studying to guide the class discussions.		

NOTES FOR THE TEACHER:

Forms and aspects of prose

- Descriptive and narrative stories
- Genres: crime, thriller, drama, adventure, horror, romance, etc.
- Short prose such as short stories, micro-stories and novelettes or abridged series
- Storyline/plot
- Characterisation/Character arc
- Climax
- Resolution
- Message/themes
- Structure
- Language effects: adjectives, imagery, metaphor, simile

SENIOR 3 & 4: TERM 1-3

TOPIC 5: POETRY

72 PERIODS

Competency: The learner gains a deeper understanding of poetic techniques and employs them in performance and their own poetic writing.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>a. understand in more depth how poetic forms and techniques are employed to create an effect on a reader, particularly rhythm and rhyme. (u)</p> <p>b. analyse poems to determine how they create an impact on the reader, including characterisation and various types of language effects. (u, k, v)</p> <p>c. write in the voice and style of a poet, using their techniques. (s, u)</p> <p>d. write poems on a given theme that create a strong reader response. (s, u, k)</p> <p>e. convert a poem into prose or a play, demonstrating an understanding of the poem's underlying story. (u, s)</p> <p>f. use their understanding of how a poem works to teach the class about the effectiveness of a poem. (k, s, u)</p> <p>g. co-operate in the choral performance of a poem to highlight and dramatise its impact. (s)</p>	<ul style="list-style-type: none"> Learners study a range of poems using knowledge gained in Senior One and Two. As a class, they practise identifying the common themes, form and language used in the poems, and how the poets intended their readers to feel. In groups, they articulate personal responses to the poems, identifying why and how a poem affects the reader (prompt their memory of stanzas, rhyme/rhyme scheme, structure, etc.). Can learners explain which words/phrases create these effects? In pairs, learners discuss what images come to mind in a particular poem, how the poem makes them feel, what the most impactful words are. In groups, learners tap out the syllables in each line of verse together and discuss the rhythm patterns they hear. They identify different rhyme schemes (e.g., sonnet vs. limerick) and discuss the reasons for the selection of a particular scheme by a poet. One learner in a group to read a poem out loud, and the group to discuss the emotional effect created by the reading. Another learner to see if they can read the poem to create a different effect. Groups to discuss which reading worked the best and why. Hot seat a main character in a poem. As a group devise questions to ask the character, and role-play the character answering them. Discuss how the poet conveyed the character's personality in verse. In groups, learners are guided in identifying the language techniques used for a selected poem: simile, metaphor, alliteration, onomatopoeia, form, rhyme and rhythm. In pairs, learners to carry on write an extra or alternate verse of the same poem in the same style, using the same poetic techniques. In pairs learners plan how they will write their own poems on a given theme. Write and share short poems of about 4 to 12 lines that create a response and use key poetic techniques. Poems can be swapped in their group and learners can read each other's poems and compare how each treats the given theme differently. In groups, choose a poem to write the story behind the poem, changing the poetry into prose/playscript. Pairs to choose a poem to present to the class. They read it dramatically, then present its key features, explaining how they are intended to affect the reader. 	<ul style="list-style-type: none"> Listen to learners as they identify the key features of a poem to assess their knowledge of how they are employed to create an effect on a reader. Engage them in conversation to see if they can base their personal responses to poems on evidence from the texts and identify rhythms and rhyme schemes for themselves. Check their analysis and critical thinking about how emotional effects and characterisation are created in poetry. In their writing in a poet's own style, assess their creative use of the poet's particular language techniques. In their poetic writing on a theme, look for creativity and the application of poetic techniques. In their conversion of a poem into prose or a play, assess their insight into the 'story behind the story' presented in the poem, and their creative ability to flesh that story out. Observe their co-operation and communication skills in the public choral performance of a poem.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Break up a poem for whole class to learn for choral speaking. Each group to have specific lines to practice, and then whole class to come together to perform the poem for another audience within school, explaining why they chose the poem and how it creates its impact. 	

NOTES FOR THE TEACHER:

Forms and aspects of poetry

1. Forms:

- Lullabies
- Free verse
- Sonnets
- Ballads
- Narrative and descriptive poems
- Epics
- Songs/lyrics
- Sagas

2. Aspects:

- Title
- Themes and ideas
- Language
- Meaning of the poem
- Message
- Speaker/persona and other characters in the poem
- Sound patterns such as rhyme, rhythm, assonance, consonance
- Feelings such as those of the persona, subject, the reader and the poet.

SENIOR 3 & 4: TERM 1-3

TOPIC 6: DRAMA

72 PERIODS

Competency: The Learner deepen their understanding and analysis of how plays create an impact on an audience, and they can apply these techniques in writing and performance.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> a. understand the decisions required in order to turn a play script into a stage performance. (u) b. understand how a play is different from prose and poetry, and use specialist drama terminology. (k, u) c. explore their own responses to a play, citing words and actions from the script. (u) d. summarise the plot of a play succinctly and accurately. (s) e. be able to analyse a play in order to identify its themes (s, v) f. understand the importance of non-verbal communication in the staging of a play. (u) g. form written opinions of a play based on all the techniques used. (s, k, u, gs) h. understand how character is portrayed in drama, and practice creating characters. (u, s) i. bring all their knowledge and understanding of dramatic themes and techniques to bear in writing and performing a three-act play. (k, s, u) 	<ul style="list-style-type: none"> • Learners should read selected plays aloud as a class and in groups, with individuals taking the parts of different characters. • Learners should try to watch a performance, either live or on video, of a play they are reading, and discuss the differences between how they perceived the characters and action in the script, and how it was performed. Why did the director choose to present the play in the way they did? What decisions need to be made when turning a play script into a performance? • In groups, learners choose a play to discuss and determine what makes it a play rather than prose or poetry. They are guided in using drama terminology, such as dialogue, monologue, stage directions, set, costume, scene, act, etc. • They share their initial responses to the play, and ask each other key questions: How did the play make them feel? What words support their responses? How did the playwright make the characters sympathetic or unsympathetic? What were the most dramatic moments, and why? • Learners retell the storyline of the play to their group, with others filling in details missed or correcting their interpretation of events. • Individually, learners identify the key themes of their play by copying down the words or phrases that point to these themes. • They then return to their groups to compare their analysis of themes, and the evidence for it, with that of others in the group. • Groups to co-operate to produce a list of themes they agree on. • In groups, learners perform key parts of a play without using dialogue in order to understand the importance of action and body language in conveying drama and meaning in a scene. • Write a review of a play, making reference to: themes, characters, tension/conflict, humour, drama and storyline to justify the learner's opinions. • Groups select a main character from their play and create a character profile, considering the personality traits and appearance of the character, their relationships, how the character is related to a theme of the play, and the emotions the character portrays. Groups record their character profile, then discuss their reasons for their responses, recording key words/phrases to support their profile. • Character profiles are shared with the class. • Individually, learners create a new character profile for a given theme and write a paragraph to describe their character. • In groups, learners write a three-act play related to a recent topic/ issue. 	<ul style="list-style-type: none"> • Listen for learners' ability to imagine the process of turning a play script into a stage performance, and to draw conclusions about the decisions that need to be made. • Engage in their discussion to assess their understanding of terminology, and their ability to give reasoned explanations for their emotional responses to a play. • Listen to their plot summaries to assess communication skills and comprehension of the play. • Look for the quality of their analysis in identifying themes in a play. • Observe their non-verbal performance for creativity in expressing meaning without words. • In their written review, note their critical thinking and ability to back up opinions with evidence from the play. • In their character profiles, look for their understanding of how personality is conveyed in drama. • Watch groups as they write a play to assess individuals' co-operation, communication, ability to apply dramatic techniques, and creativity.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Learners consider how they want their audience to feel, and the message they want to convey to them. • Learners then agree the key components of the play, such as the themes, characters, storyline, main conflict, message and resolution. • In their groups, learners write notes on the roles and actions of main characters, and how the characters change when faced with conflict. They then summarise the main events in each of the three acts. • Plays are performed for the class, then evaluated against criteria agreed by the class as to what makes an effective play. 	
<p>ICT Support Use ICT to listen to recorded plays or extracts to guide some of the discussion lessons. Use radio, mobile phone or T.V. to listen to or watch the plays that learners are studying to guide the class discussions.</p>		

NOTES FOR THE TEACHER:

Forms and aspects of drama

1. Forms:

- Tragedy
- Comedy
- Drama

2. Acts:

- Title Storyline
- Conflict in the play
- Characters and characterisation Themes and ideas
- Moral lessons in the play
- Key dramatic feature such as action, dialogue, humour, suspense, tension, resolution.
- Dramatic techniques such as aside and soliloquy.

SENIOR 3 & 4: TERM 1-3

TOPIC 7: PROSE

72 PERIODS

Competency: The learner identifies and analyses the literary techniques used to convey setting, character, plot and theme, and apply them in their own creative writing.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>a. read and enjoy prose texts with comprehension and understanding, and communicate their opinions about them. (u, v)</p> <p>b. understand the value of the oral tradition of storytelling, and hearing stories aloud. (u)</p> <p>c. communicate what they have learned and enjoyed about books. (s, v)</p> <p>d. analyze the differences between written/fictional accounts and real life. (u)</p> <p>e. know how to identify the theme of a text, and how to analyse its intended effect on the reader. (k, s)</p> <p>f. understand why a novel uses a particular structure. (u)</p> <p>g. analyse how setting is used to convey atmosphere and emotion, and to apply this knowledge to their own description of a setting. (u, s)</p> <p>h. explore the way characters are portrayed through actions, dialogue and relationships in order to understand characterization techniques. (u)</p> <p>i. explore plot development to understand how conflict and tension builds to a climax. (u)</p> <p>j. identify and analyse the effects of different language and dialogue techniques. (s, u, v)</p> <p>k. employ all the literary techniques studied in the composition of an original short story. (k, s, u)</p>	<ul style="list-style-type: none"> Learners have opportunity to read selected fiction texts silently to promote the skill of reading for enjoyment and comprehension. Learners share with the class what they enjoyed about their text, and whether or not they would recommend it to a friend/classmate. As a class, discuss/collect experiences from childhood of hearing stories/having stories read out to them. Discuss the value of the oral tradition in indigenous languages, and why people now want these stories to be written down. Share in groups what they have learned from books. Discuss and list stories that have a message (moral, political, social) for the reader. Retell their favorite memories of books they have read. In pairs, learners select key extracts from texts read of 'real life' events Pairs join to form a group and, in their group, talk about how these events are expressed; in particular, in what ways they are similar and different from real events. Group identify storybooks and novels they have read that reflect real-life experience. In groups, learners can identify the theme of a short story and list any sub-themes they find. Share their ideas in a group/whole class discussion, justifying their responses with examples from the story. Groups explain how the author has developed themes in stories they have covered; what kind of response did they want from the reader: agreement, debate, anger, outrage? As a class, select a novel to explore in detail. First, answer factual questions to confirm comprehension and recall: who, what, when, where and how In groups, learners now further explore the novel and identify any patterns, connections or repetition in the chapters relating to character/plot development (inferential questions). Groups list key reasons to explain what they notice, using examples from the text to support their answers, and decide why these structural effects were used. In groups, learners analyse how the setting (mainly the physical and historical settings) of novel is described in the first few chapters. Learners describe the setting to each other and then identify key words that are used in the text to support this. In groups, learners identify how the setting made them feel, think and whether it made them want to read on – again, listing key words from the text to support their answer. 	<ul style="list-style-type: none"> Engage in discussion with learners to assess their ability to communicate their enjoyment of literature. Listen to their communication skills when they relate experiences of hearing stories read, their assessment of the value of oral storytelling traditions, and their analysis of what books have taught them. Note their critical thinking about the differences between written accounts and real life. Look for their ability to identify themes from evidence in the text and assess their intended effect. Look for their skill in interpreting an author's intended meaning from the structure they have chosen for a novel. Note their appreciation of the importance of setting, the techniques used to convey it, and their ability to apply them in writing a setting of their own. Assess their analytical skills and understanding of techniques as they explore how character is conveyed by a novelist through conversation, mind mapping and creative dramatisation. Look for their understanding and analysis of plot and how it unfolds to dramatic effect. Engage with them as they discuss the variety of ways in which language is used, assessing how they evaluate its different effects.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Groups share their analysis with the class of key features of a good setting. • Using this list, learners in pairs to write a setting for a real-life experience/theme. Settings are read out to the rest of the class. • Discuss up to three characters they have read about so far in the novel and note the description of each character and her/his behaviour. • Mind-map the different characters in groups, listing the language used to describe the character. Think about how the character makes you feel, the type of behaviour the character exhibits and relationships with other characters. • Groups to talk though their mind-maps with another group. • Explain what they find likeable/unlikeable about characters, with reasons. • In groups, learners can: <ul style="list-style-type: none"> - compare the behaviour/actions of characters. - discuss unexpected actions/events concerning characters that have surprised them. - Use strategies of freeze-frame and thought-tracking to demonstrate to rest of class their awareness of characters' feelings and thoughts - dramatise significant moments and events in the story in order to better imagine what motivates the characters • As a class, learners discuss the plot of the set books they are reading. • In groups, they can note cause and effect/expected and unexpected developments. • In groups, create a timeline of events that show how the plot builds to a possible turning point or climax, and use text from the book to support and justify thinking. • Discuss how successive actions lead to further developments/ conflicts/tension in the plot. • Identify in pairs specific language structures, vocabulary and expressions in the novel they are reading; e.g. symbolism, idioms, proverbs, slang, metaphors, similes, imagery, etc. • Write a group report on the most frequently used/characteristic language features employed by the writer of the novel, then share and discuss the report with other groups. • In pairs, write a short story using all that has been learned about structure, plot, character and language, related to a real-life situation. • Compose a piece of creative writing about their future life; e.g. imagining life in a changed Uganda, or imagining life in another country where they would wish to live in future. Use future and conditional tenses. 	<ul style="list-style-type: none"> • Assess their understanding and creative application of all the techniques of a writer of fiction in their written products.
<p>ICT Support Use radio, mobile phone or T.V. to listen to or watch the texts that learners are studying to guide the class discussions.</p>		

NOTES FOR THE TEACHER:

Forms, Aspects and Techniques of Prose

1. Forms:

- Fictional Prose (includes novels, novellas, short stories)
- Non-fictional Prose (includes biographies, essays, journals)
- Heroic Prose (includes legends, tales)
- Poetry Prose (poetry written in prose instead of using verse, but maintaining poetic quality)

2. Aspects/Techniques

- Plot (twist, resolution, open-ended)
- Character

- Setting
- Dialogue
- Language effects: simile, metaphor, hyperbole, personification, pathetic fallacy, onomatopoeia, oxymoron, emotive language, imagery
- Unreliable narrator
- Stream of consciousness
- Epistolary
- Themes
- Symbolism

ASSESSMENT

Classroom based Assessment (Assessment for Learning)

Assessments are used for a wide range of purposes in schools and education systems. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. This syllabus focusses on the evaluation of progressive day-to-day classroom learning; hence

Formative Assessment.

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or activity. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty in acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general purpose of formative assessment is to improve learning and achievement; give educators **in-process feedback** about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are **usually not scored or graded**, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

How to carry out formative assessment:

Carried out while learning is in progress-day to day
 Focused on the learning process and the learning progress
 Viewed as an integral part of the teaching-learning process
 Collaborative-teachers and learners know where they are

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviors or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviors toward a particular object, person, thing or event.

headed, understand the learning needs, and use

assessment information as feedback to guide and adapt what they do to meet those needs.

Fluid-An on-going process influenced by learners needs and teacher feedback.

Teacher and learners use the evidence they gather to make adjustments for continuous improvements

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it’s happening. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., **to inform in-process teaching and learning modifications.**

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k,u,s,v & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example a piece of writing, a picture or diagram.

Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Summative Assessment

There will be examinations or tests set at the end of every year set by the school. In addition, there will also be a summing up of on-going teacher assessments made in the context of learning. This will all be reflected on the learner's report card.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

ASSESSMENT

The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

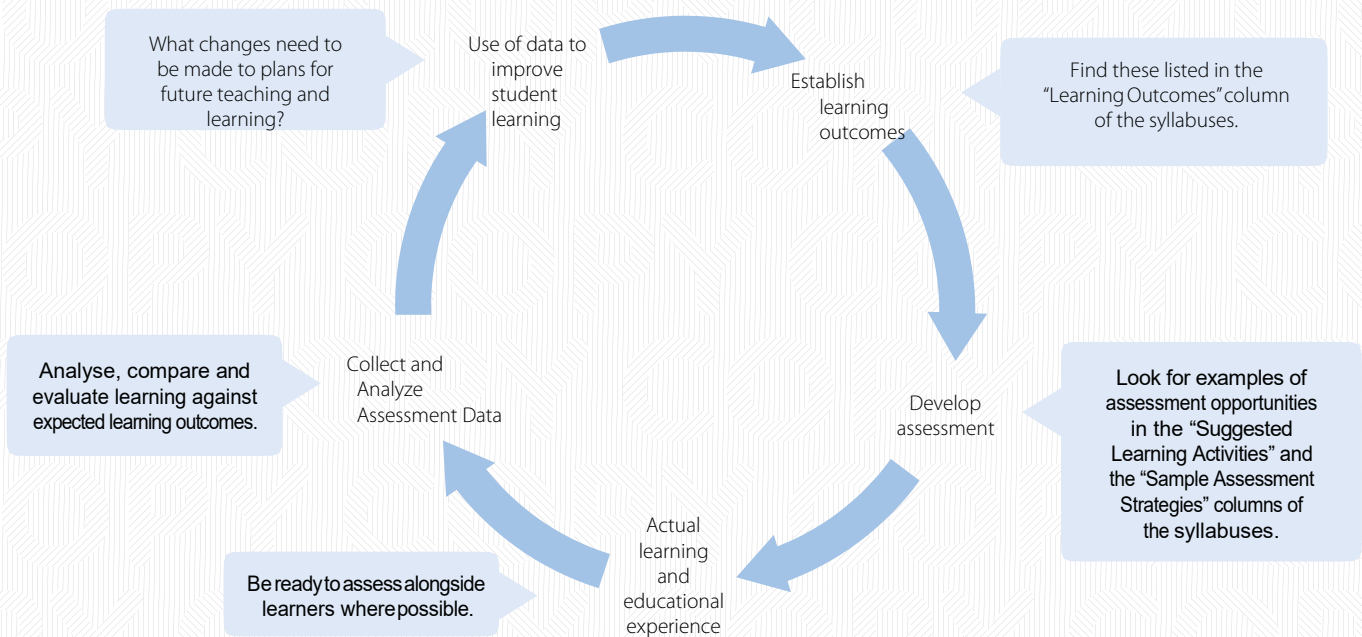
It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes

- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes has been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle:



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE.

How do we find the opportunity to make formative assessments?

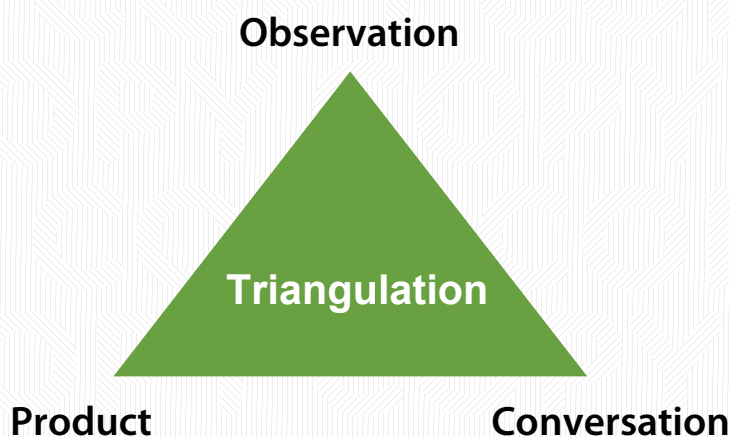
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills and values)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus units. These set out the learning that is expected and give 'Sample Assessment Activities', and in doing so they contain a range of opportunities for the three forms of assessment.

ASSESSMENT

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each Topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the Topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the Topic as a whole to be achieved. This will vary with the Subject and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

The overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the unit. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the unit's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in

each category for different subjects and units. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

<i>Literature in English</i>										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7. All of this is very valuable assessment information and can be used to improve learning. **This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.**

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Sample Assessment Strategy	A strategy which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.
K,s,v,a	Knowledge, Skills, Values and Attitudes. These are the experiences which the learner will acquire in the course of learning this subject.



National Curriculum Development Centre
Ministry of Education and Sports,
P.O. Box 7002, Kampala, Uganda

Website: www.ncdc.go.ug