



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

LITERATURE IN ENGLISH (NON-FORMAL) SYLLABUS

LEVEL I AND II

2015-2022

Curriculum Development Unit
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Draft Syllabus

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1.0 PREAMBLE

1.1 INTRODUCTION

The Compressed Level 1-2 Non Formal Education Literature in English syllabus outlines areas to be covered. Literature is an ideological tool which is used to create self-awareness, inculcate the principle of inclusivity and acceptable attitudes, values and habits. The Compressed Non-Formal Literature in English syllabus focuses on the literary qualities of imaginative prose, poetry and drama from which Unhu/Ubuntu/Vumunhu (societal norms and values), identity and the prevailing ideological framework are promoted in the learner. It generates interest in literature in general and Zimbabwean literature in particular, so as to help learners acquire knowledge about themselves and their society as well as other societies.

1.2 RATIONALE

The syllabus is intended to capture the experiences of Zimbabweans, Africans and other peoples of the world. It builds on the foundation laid at Primary school Levels 1-3 and also lays a broad foundation for Secondary Level 3 Literature and imparts life-long skills of appreciating literature and literary works. It provides sound background knowledge for Level 3 Literature. The syllabus promotes environmental and heritage awareness. The learners' knowledge of literature enables them to tackle life situations with a critical eye, at the same time handle social relations humanely. The syllabus promotes enterprise skills through creative writing and audio-visual performances.

1.3 SUMMARY OF CONTENT

The Levels 1 and 2 Literature in English syllabus covers literature from Zimbabwe, Africa and the rest of the world. The emphasis is on Zimbabwean literary heritage which is traceable in pre-colonial, colonial and post-colonial phases.

The syllabus encompasses the study of drama, prose and poetry.

1.4 ASSUMPTIONS

It is assumed that learners:

- are able to read and express themselves in English
- have basic exposure to the different genres of literature i.e drama, prose, poetry
- have a culture to which they can relate to
- have had an awareness of contemporary issues such as HIV/AIDS, poverty, gender issues and corruption among others
- are aware of the local literary writers and their works
- appreciate the need to study literature

1.5 CROSS CUTTING THEMES

Through the teaching and learning of Literature in English in secondary Non Formal Education, the following cross-cutting themes should be taken into consideration:

- Children's rights and responsibilities
- Communication
- Gender Equity
- Human rights
- Sexuality, HIV and AIDS
- Child Protection
- Heritage Studies
- Collaboration
- Enterprising Skills

- Environmental Issues
- Guidance and Counselling
- Life skills

2.0 PRESENTATION OF THE SYLLABUS

The Non Formal Education Literature in English syllabus is a single document covering levels 1 and 2

3.0 AIMS

The syllabus aims to:

- 3.1 Develop skills of critical thinking in learners
- 3.2 Cultivate a culture of extensive reading for knowledge and enjoyment
- 3.3 Instil in learners Zimbabwean values of Unhu/ Ubuntu/ Vumunhu
- 3.4 Enhance patriotism and appreciation of national heritage
- 3.5 Develop in learners the knowledge and content of the different genres of literature
- 3.6 Equip learners with skills necessary for teamwork, leadership and enterprise
- 3.7 Promote creative writing skills for livelihood and economic development

4.0 SYLLABUS OBJECTIVES

It is expected that by the end of level 2, learners will be able to:

- 4.1 critically analyse different literary texts
- 4.2 display an understanding of both literal and metaphorical meanings of literary texts
- 4.3 offer solutions to challenges raised in the studied text
- 4.4 synthesis ideas and produce comprehensive arguments
- 4.5 respond independently to literary works relating them to their own experiences
- 4.6 demonstrate an enjoyment of different genres of literature
- 4.7 appreciate the Zimbabwean values of Unhu/Ubuntu/Vumunhu
- 4.8 acknowledge and be proud of their identity as Zimbabweans
- 4.9 create own literary works to make a living and create employment
- 4.10 use literary skills to manage their own lives

5.0 METHODOLOGY AND TIME ALLOCATION

Interactive, multi-sensory and holistic approaches are recommended in the teaching of Literature in English. The use of the following suggested methods should meet the diverse needs of learners.

- Research
- Presentations by students and Resource Persons
- Discussion
- Debate
- Performance and Display
- Use of ICT
- Drama
- Role play
- Song and dance
- Educational tours
- Interviews

5.1 TIME ALLOCATION

The learning area should be allocated two hours per week

6.0 TOPICS

- Introduction to Literature
- Rationale for study of literature
- Genres of Literature
- Literary elements
- Background to set texts
- Setting
- Plots and sub-plots
- Themes
- Characterisation
- Literary techniques
- Critical appreciation

7.0 SCOPE AND SEQUENCE

TOPIC	LEVEL 1	LEVEL 2
INTRODUCTION TO LITERATURE	<ul style="list-style-type: none"> • Definition of Literature • Forms of literature: <ul style="list-style-type: none"> -oral -written • Literature and its functions <ul style="list-style-type: none"> - as entertainment <ul style="list-style-type: none"> - as a reflection of societal values - as an awareness medium for topical and contemporary issues • Literature as a tool for appreciation of other cultures and cultural practices • Literature as a subject of study 	
GENRES OF LITERATURE	<ul style="list-style-type: none"> • Different genres in literature • Basic features of each genre • Classification of sample texts into their respective genres 	<ul style="list-style-type: none"> • Characteristics of each genre
LITERARY ELEMENTS	<ul style="list-style-type: none"> • Basic literary elements and their meanings such as: <ul style="list-style-type: none"> -setting -plot -themes -character -characterisation -conflict • Functions of literary terms in the set texts • Explanations of meanings of the basic literary elements 	<ul style="list-style-type: none"> • Explanation of meanings of literary elements • Functions of literary elements in the set texts
BACKGROUND TO	<ul style="list-style-type: none"> • Historical background of selected 	<ul style="list-style-type: none"> • Significance of background on selected texts

TOPIC	LEVEL 1	LEVEL 2
SET TEXTS	texts <ul style="list-style-type: none"> - Political - Social - Economic - Cultural <ul style="list-style-type: none"> • Author's background 	<ul style="list-style-type: none"> • Contexts within which texts were written and their contribution to meaning: <ul style="list-style-type: none"> -political -social -economic -cultural -author's background
SETTING	<ul style="list-style-type: none"> • Setting <ul style="list-style-type: none"> - place (general and specific) - time (general and specific) 	<ul style="list-style-type: none"> • Significance of setting <ul style="list-style-type: none"> -links between setting and events in a text -relationship between setting and plot
PLOT	<ul style="list-style-type: none"> • Definition of Plot • Types of Plot: <ul style="list-style-type: none"> -Main Plot -Sub-plot -Linear 	<ul style="list-style-type: none"> • Plot types • Stages of plot development • Comprehension of the story and plot • Sub-plots and their relationship to the main plot • Significance of identified plot types
THEMES IN PROSE, DRAMA AND POETRY	<ul style="list-style-type: none"> • Definition of theme • Identification and explanation of themes • Cross- cutting themes 	<ul style="list-style-type: none"> • Major themes in the set texts • Minor themes • Themes in relation to learners' experiences

TOPIC	LEVEL1	LEVEL 2
CHARACTERISATION	<ul style="list-style-type: none"> • Identification of characters: <ul style="list-style-type: none"> -major and minor 	<ul style="list-style-type: none"> • Characterisation • Types of characters: <ul style="list-style-type: none"> -flat

TOPIC	LEVEL 1	LEVEL 2
	<ul style="list-style-type: none"> • Description of characters • Personal response to characters 	<ul style="list-style-type: none"> -round • Portrayal of characters • personal response to characters • Presentation of characters • Relationships among characters • Aptness of names
LITERARY TECHNIQUES	<ul style="list-style-type: none"> • Identification of basic literary techniques in set texts: <ul style="list-style-type: none"> -prose -poetry -drama 	<ul style="list-style-type: none"> • Literary techniques in: prose, poetry and drama • Techniques specific to a text under study • Literary techniques and their effectiveness
CRITICAL APPRECIATION	<ul style="list-style-type: none"> • Basic understanding of style and form • Identification of stylistic devices used • Moral lessons learnt in a text under study 	<ul style="list-style-type: none"> • Stylistic devices used • Effectiveness of style in bringing out themes • Form, content, values and meaning

8.0 COMPETENCY MATRIX

LEVEL 1

TOPIC/ SKILL	OBJECTIVES: Learner should be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INTRODUCTION TO LITERATURE	<ul style="list-style-type: none"> • define literature • identify forms of literature • state the functions of literature • explain literature as a subject of study • examine literature as a reflection of society 	<ul style="list-style-type: none"> • Forms of literature: -oral (values and practices) -written • Literature and its functions -as entertainment -as a reflection of society -as an awareness medium for topical and contemporary issues • Literature as a subject of study 	<ul style="list-style-type: none"> • Retelling of tales - oral literature • Discussing values and functions of oral and written literature • Analysing videos from Zimbabwe and other African countries • Dramatising oral literature 	<ul style="list-style-type: none"> • Set texts • Relevant literature • Resource persons • ICT tools

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TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
GENRES OF LITERATURE	<ul style="list-style-type: none"> Define the different genres of literature Classify samples of texts into respective genres 	<ul style="list-style-type: none"> Different genres of literature: poetry, prose, drama Basic features of each genre 	<ul style="list-style-type: none"> Listing genres of literature Matching sample texts with respective genres Writing pieces in different genres for the school magazine 	<ul style="list-style-type: none"> ICT tools Set texts Resource persons Relevant literature School library
LITERARY ELEMENTS	<ul style="list-style-type: none"> List literary elements State the functions of literary elements in set texts Explain meanings of literary elements 	<ul style="list-style-type: none"> Basic literary elements such as themes, character, plot Functions of literary elements in set texts Meanings of literary elements 	<ul style="list-style-type: none"> Defining literary elements in set texts Identifying basic literary elements in texts Identifying the functions of literary elements in set texts 	<ul style="list-style-type: none"> Newspapers Novels Poetry books Story books ICT Tools
BACKGROUND TO SET TEXTS	<ul style="list-style-type: none"> outline the contextual background of set texts explain similarities and differences between the texts' social background and that of the learner identify the cultural values of the society 	<ul style="list-style-type: none"> Historical background <ul style="list-style-type: none"> Political Social Economic Cultural Author's background 	<ul style="list-style-type: none"> Researching for contextual information on texts under study Discussing on similarities and differences between the texts' social background and that of the learners Presenting group 	<ul style="list-style-type: none"> Set texts Biographies Reference books ICT tools

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	in the set texts <ul style="list-style-type: none"> • illustrate the link between the author's life and the story 		findings on the background in the set texts <ul style="list-style-type: none"> • Exploring the cultural values of the society in the set text • Relating issues and matters the texts to the author's background 	
SETTING	<ul style="list-style-type: none"> • define the term setting • describe different settings in set texts • explain the significance of setting in set texts 	<ul style="list-style-type: none"> • Setting: <ul style="list-style-type: none"> – place (general and specific) – time (general and specific) 	<ul style="list-style-type: none"> • explaining the meaning of setting • discussing different settings in set texts • visiting similar settings 	<ul style="list-style-type: none"> • Set texts • Pictures • ICT Tools • Drama costumes and props
PLOT	<ul style="list-style-type: none"> • Define plot • Identify the story line of a set text • Describe a linear plot 	<ul style="list-style-type: none"> • Definition • Types of plot: <ul style="list-style-type: none"> – Main plot – Sub plot – Linear plot 	<ul style="list-style-type: none"> • Explaining a plot • Tracing a story line from a set text • Outlining events in a linear plot • Dramatizing events relating to a plot in the set text 	<ul style="list-style-type: none"> • Set texts • Reference material • ICT Tools
THEMES IN PROSE, DRAMA AND POETRY	<ul style="list-style-type: none"> • define the term theme 	<ul style="list-style-type: none"> • definition of theme: -identification and 	<ul style="list-style-type: none"> • Researching on themes • Discussing themes in 	<ul style="list-style-type: none"> • Set texts • ICT tools

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> • identify various themes in the set texts • explain how themes are developed in set texts • discuss cross cutting themes in relation to learner experiences 	explanation of themes - cross cutting themes	groups	<ul style="list-style-type: none"> • Reference material • Resource persons
CHARACTERISATION	<ul style="list-style-type: none"> • Identify characters in the texts • Describe characters in set texts • Perform selected roles by characters in set texts 	<ul style="list-style-type: none"> • Characters • Character traits • Personal response 	<ul style="list-style-type: none"> • Identifying characters in set texts • Describing the characters • Performing selected character roles • Discussing the relevance of character traits to learners' experiences 	<ul style="list-style-type: none"> • Set texts • Reference material • ICT tools • Resource persons • Costumes and props
	•	•	•	•

LITERARY TECHNIQUES	<ul style="list-style-type: none"> • define literary techniques 	<ul style="list-style-type: none"> • definition of literary techniques 	<ul style="list-style-type: none"> • discussing identified techniques 	<ul style="list-style-type: none"> • Set Texts • ICT Tools
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	<ul style="list-style-type: none"> list the basic literary techniques discuss specific techniques in the texts under study 	<ul style="list-style-type: none"> basic literary techniques in: <ul style="list-style-type: none"> -prose -poetry -drama techniques specific to a text under study 	<ul style="list-style-type: none"> analysing a given passage compiling portfolios on literary techniques 	<ul style="list-style-type: none"> Resource persons
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TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CRITICAL APPRECIATION	<ul style="list-style-type: none"> explain style and form deduce moral lessons learnt from a given text find basic stylistic devices from given texts create own poems, short stories and sketches 	<ul style="list-style-type: none"> Style and form Stylistic devices used Moral lessons in a text under study 	<ul style="list-style-type: none"> identifying the main theme of given texts stating the stylistic devices used in given texts Discussing the moral lessons that are in given texts Drawing a pictorial depiction of the story Creating own poems, short stories and sketches 	<ul style="list-style-type: none"> ICT tools Set Texts Reference materials

LEVEL 2

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
GENRES OF LITERATURE	<ul style="list-style-type: none"> • discuss the characteristics of each genre • classify set texts into the genres of literature: -prose -poetry -drama 	<ul style="list-style-type: none"> • Characteristics of each genre 	<ul style="list-style-type: none"> • Discussing the characteristics of each genre • Placing set texts into suitable genres • Dramatising stories, plays and poems studied 	<ul style="list-style-type: none"> • ICT tools • Resource persons • Reference materials • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
BACKGROUND TO SET TEXTS	<ul style="list-style-type: none"> • analyse the significance of backgrounds of selected texts • evaluate the relationship between writers and their works 	<ul style="list-style-type: none"> • Significance of background of selected texts • Contexts within which texts were written and their contribution to meaning 	<ul style="list-style-type: none"> • Researching on the background information of a text under study • Discussing how the writers' backgrounds and sex influence their works 	<ul style="list-style-type: none"> • Set texts • ICT tools • Reference materials • Resource persons

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SETTING	<ul style="list-style-type: none"> • Discuss the significance of setting • evaluate the relationship between setting and plot 	<ul style="list-style-type: none"> • Relationship between setting and events in the set text • Significance of setting 	<ul style="list-style-type: none"> • Discussing the significance of setting in a given text • Evaluating the relationship between setting and plot • Visiting various settings 	<ul style="list-style-type: none"> • ICT tools • Reference materials • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PLOT	<ul style="list-style-type: none"> • distinguish between plot and sub-plot • discuss common plot types • differentiate the various stages of plot development 	<ul style="list-style-type: none"> • Types of plots • Comprehension of the story and plot • Sub-plots and their relationship to the main plot • Stages of plot development 	<ul style="list-style-type: none"> • Differentiating between the main plot and sub-plot(s) of a text • Summarising chapters or acts of given texts • Analysing the various stages of plot development 	<ul style="list-style-type: none"> • ICT tools • Reference material • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THEMES IN PROSE,	<ul style="list-style-type: none"> • distinguish major 	<ul style="list-style-type: none"> • Major concerns in the text 	<ul style="list-style-type: none"> • Researching on themes on set texts 	<ul style="list-style-type: none"> • Set texts

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DRAMA AND POETRY	<ul style="list-style-type: none"> themes from minor themes relate themes in a text to learners' experiences create their own pieces on contemporary/cross-cutting issues propose solutions to problems in studied texts 	<ul style="list-style-type: none"> Minor themes Themes in relation to learners' experiences 	<ul style="list-style-type: none"> Comparing individual experiences to themes in set texts Composing pieces on contemporary/cross-cutting issues for publication Suggesting solutions to studied texts 	<ul style="list-style-type: none"> ICT tools Reference materials Resource persons

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHARACTERISATION	<ul style="list-style-type: none"> explain the role and significance of characters evaluate different characters discuss the significance of the names of characters defend their choice of likeable and dislikeable characters 	<ul style="list-style-type: none"> Characterisation Presentation of characters Personal response to characters Relationships among characters Aptness of names 	<ul style="list-style-type: none"> Describing characters (likeable/dislikeable) Debating on aptness of names of characters Discussing the relationship among characters Role playing Performing to a paying audience 	<ul style="list-style-type: none"> Reference materials Resource persons ICT tools Costumes and props

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LITERARY TECHNIQUES	<ul style="list-style-type: none"> • identify techniques in set texts • comment on the effectiveness of literary techniques 	<ul style="list-style-type: none"> • Techniques specific to a text under study • Literary techniques and their effectiveness in : -prose -poetry -drama 	<ul style="list-style-type: none"> • Discussing specific techniques • Evaluating the effects of literary techniques in set texts 	<ul style="list-style-type: none"> • Set texts • ICT tools • Resource persons • Reference materials

TOPIC	OBJECTIVES: Learner will be able to:	UNIT CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CRITICAL APPRECIATION	<ul style="list-style-type: none"> • Explore themes in given texts • Discuss the presentation of characters in given texts • Describe tone/atmosphere in given texts • assess moral issues raised in texts • comment on the effectiveness of stylistic devices 	<ul style="list-style-type: none"> • Stylistic devices used: -form -tone/atmosphere -diction 	<ul style="list-style-type: none"> • Explaining how stylistic devices contribute to meaning • Analysing themes in given texts • Examining the presentation of characters in given texts • Identifying the tone/atmosphere of given texts • Dramatising excerpts from texts 	<ul style="list-style-type: none"> • Set Texts • ICT tools • Reference materials

9.0 ASSESSMENT

The syllabus scheme of assessment is based on the principle of inclusivity. Modifications of assessment instruments must be visible in both continuous and summative forms to make them accessible to candidates with diverse needs.

Literature in English will be assessed using continuous and summative methods of assessment. Continuous assessment will constitute 30% while summative assessment will constitute 70% of the total mark

9.1 ASSESSMENT OBJECTIVES

Learners will be assessed on their ability to:

- demonstrate knowledge of the content of literary texts
- display an understanding of both the surface and underlying meaning of set texts
- assess the effectiveness of the language used to express meaning in set texts
- synthesise ideas and produce comprehensive arguments
- produce informed critical interpretations of literary texts showing independent opinions and judgement
- apply skills and knowledge acquired in their study to create their own literary work

9.2 SCHEME OF ASSESSMENT

Continuous Assessment

Level	Assessment Tasks	Frequency	Weighting
1	Written assignments Public Performance Project	1 per level 1 per level Once per level	10%
2	Written assignments Public Performance Project	1 per level 1 per level Once per level	20%
Total			30%

The project can be any form of creative work such as poetry, drama, songs or prose.

Summative assessment

PAPER	MARK	WEIGHTING	DURATION
Paper 1	50	35%	1hour 30 mins
Paper 2	50	35%	1hour 30 mins
Total	100	70%	

Paper Description

Paper 1: Zimbabwean Literature

This paper consists of:

- Poetry
- Drama
- Prose

Six questions will be set from three texts. Candidates must answer two questions from at least two texts, one context based and one essay.

Paper 2: World Literature

The paper will be set on World Literature covering:

- African
- Caribbean
- African American
- Russian
- Chinese
- French
- English

The paper consists of eight questions set from four texts. Each text consists of one context based and an essay question. The paper consists of 2 sections:

- Section A :African, African America, Caribbean
- Section B:Russian, Chinese, French, English

Candidates must answer two questions, one from each section. One question must be context based and the other a structured essay.

9.3 SPECIFICATION GRID FOR PAPER 1 AND 2

Skill	Weighting
Knowledge/recall	20%
Comprehension and Application	60%
Analysis/Synthesis/Evaluation	20%
Total	100%

ASSESSMENT MODEL

