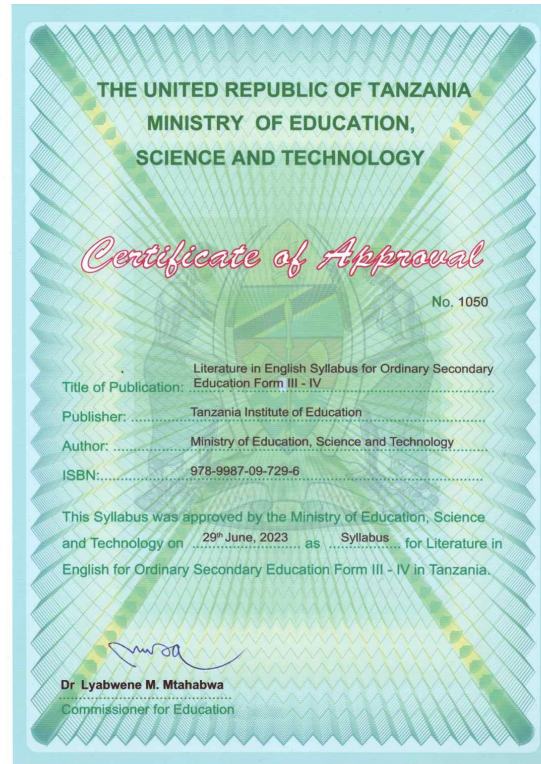# THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

LITERATURE IN ENGLISH SYLLABUS FOR ORDINARY SECONDARY EDUCATION

FORM III–IV

2023

This document should be cited as: Ministry of Education, Science and Technology (2023). *Literature in English Syllabus for Ordinary Secondary Education Form III–IV*. Tanzania Institute of Education.

Table of Contents

List of Tables

Abbreviations and Acronyms

ICT   Information and Communication Technology

TIE   Tanzania Institute of Education

Acknowledgments

The writing of the Literature in English Syllabus for Ordinary Secondary Education Form III–IV involved various experts from both public and private institutions. Therefore, the Tanzania Institute of Education (TIE) would like to thank all the experts who participated in writing of this syllabus, namely, lecturers, tutors, school quality assurance officers, teachers and curriculum developers from TIE. The Institute is also grateful to the National Technical Committee that was formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for pre-primary, primary, secondary and teacher education. The Committee discharged its responsibilities professionally by ensuring that the contents of this syllabus are in line with the main objective of the 2023 curriculum review, which is to ensure that the graduates acquire skills, knowledge and attitude that will enable them to create self-employment, employ others, be employed and able to sustain themselves.

Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Literature in English for Ordinary Secondary Education is an elective subject for students who choose to join the Language or Arts or Music streams. The purpose of learning Literature is to help students appreciate character's beliefs, identities, cultures and perspectives in order to develop self-understanding. It also helps students to develop logical thinking, analytical, creative, communicative and interpersonal skills. Furthermore, the subject helps students to develop English language skills that in turn improves the general performance in other subjects.

The literature in English syllabus is designed to guide the teaching and learning of Literature in English at Ordinary Secondary Education, Form III–IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to plan their teaching process effectively. It also provides teaching and learning opportunities that guide teachers to apply different methods and strategies to promote students literary skills and develop 21st century skills which include creativity, critical thinking, communication, collaboration and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) Develop and improve his or her personalities so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g)   Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h)   Develop national and international cooperation, peace and justice per the constitution of the united republic of tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education, General Education, are to:

(a)   Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;

(b)   Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;

(c)   Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;

(d)   Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;

(e)   Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;

(f)   Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and

(g)   Develop readiness to continue with tertiary and Advanced Secondary Education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education are to:

(a) Use the knowledge and skills acquired in Primary Education to strengthen and expand academic understanding;

(b) Appreciate citizenship and national values;

(c) Demonstrate self-confidence in learning various fields including science and technology, theoretical and technical knowledge;

(d) Use language skills including Tanzanian Sign Language (TSL), Kiswahili, English and at least one other foreign language to communicate;

(e) Use knowledge of cross-cutting issues to manage the environment, economic and other social issues; and

(f) Use knowledge and skills skills for employing oneself, being employed and managing life and environment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form III–IV*

Main competences	Specific competences
1.0 Develop awareness of and empathy with national and global literary works	1.1 Demonstrate empathy for other people's experiences nationally and globally 1.2 Appreciate multiculturalism and develop self-consciousness 1.3 Reflect values, perspectives and identities, and the impact of beliefs and actions on society

Main competences	Specific competences
2.0 Appreciate different implications and layers of meaning in literary works	2.1 Appreciate the use of literary devices in the works of art 2.2 Apply critical thinking when reading, discussing and writing about literary texts 2.3 Justify interpretations based on evidence and logic
3.0 Compose literary works	3.1 Synthesize literary characteristics, themes, and/or approaches in several literary texts 3.2 Recognise ambiguity and uncertainty as necessary in creating literary works 3.3 Create imaginative and original literary works

6.0   Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parent or guardians is fundamental to ensuring successful learning. This section outlines roles for each participant in facilitating effective teaching and learning of Literature in English.

6.1 The teacher

The teacher is expected to:

(a)   Help the student to learn and acquire the intended competencies in Literature in English;

(b)   Use teaching and learning approaches that will allow students with different needs and abilities to:

   (i)   Develop the competencies needed in the 21st century;

  (ii)   Actively participate in the teaching and learning process;

(c)   Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

(d)   Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(g) Treat all students equally irrespective of their differences;

(h) Protect the student while at school;

(i) Keep track of the student's daily progress;

(j) Identify individual student's needs and provide the right intervention;

(k) Involve parents/guardians and the society at large in the student's learning process; and

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

(a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and

(b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The parent/guardian is expected to:

(a) Monitor their child's academic progress in school;

(b) Where possible, provide the child with the needed academic support;

(c) Provide the child with a safe and friendly home environment which is conducive for learning;

(d) Keep track of the child's progress in behaviour;

(e) Provide the child with any necessary materials required in the learning process; and

(f) Instil in their child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to identify and collect or improvise alternative resources available in the school and home environment when needed. Moreover, the teacher is expected to constantly seek for information from various sources in order to facilitate the teaching and learning process effectively. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Literature in English subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Tools	Marks (%)
Form III Terminal Examination	5
Form III Annual Examination	5
Form III Project	5
Form IV Terminal Examination	5
Form IV Mock Examination	10
Form IV National Examination	70
Total	**100**

10.0 Number of Periods

The Literature in English Syllabus for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning by considering the complexity of the specific competence and the learning activities. Two periods of 40-minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested methods, assessment criteria, suggested teaching and learning resources and number of periods as presented in Table 2–3.

Form III

Table 3: *Detailed Contents for Form III*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Develop awareness of and empathy with national and global literary works	1.1 Demonstrate empathy for other people's experiences nationally and globally	(a) Explain the concept of literature and its functions	**Concept mapping:** Guide students through explaining the concept of literature **Discussion:** Guide students in manageable groups through discussing the functions of literature **Story telling:** Guide students through narrating a story and writing down notes on what they perceive as possible literary qualities and functions of that story	The concept of literature and its functions are well explained	Selected literary texts, pictures and audio/ audio-visual materials	8

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Explain the concepts of oral and written literature	**Project activity:** Guide students through collecting literary materials found and shared in their community **Discussion:** Guide students in manageable groups through discussing how the literary materials they have collected are stored and shared **Questions and answers:** Guide students in manageable groups through discussing the meanings and characteristics of oral and written literature **Skills Lab:** Guide students in manageable groups through classifying the collected oral and written literary materials in terms of their genres and sub-genres	The concepts of oral and written literature are clearly explained		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Relate people's life experiences with folktales, songs, riddles, proverbs, fables and idioms from the Tanzanian context	**Discussion:** Guide students in manageable groups through identifying various people's life experiences evident in their immediate surroundings **Project activity:** Guide students through collecting folktales, songs, riddles, proverbs, fables and idioms found and shared in their community **Engaging with oral materials:** Organise students in manageable groups to analyse people's life experiences reflected in oral materials	People's life experiences with folktales, songs, riddles, proverbs, fables and idioms from the Tanzanian contexts are well related		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Reflect on the characters' actions, attitudes and experiences in selected novels	**Close reading:** Guide students through studying characters' personalities (*gender, status, deeds, choices, appearance, feelings* and *judgement*) in a selected novel **Discussion:** Guide students through discussing characters' actions, attitudes and experiences in a selected novel	Characters actions, attitudes and experiences in selected novels are well reflected on		
	1.2 Appreciate multiculturalism and develop self-consciousness	(a) Explain the concepts of multiculturalism and self-consciousness in the context of literature	**Role play:** Guide students through role playing various personalities of interest to them **Simulation:** Guide students through simulating various personalities of interest to them	The concepts of multiculturalism and self-consciousness in the context of literature are well explained	Selected literary texts and audio/ audio-visual materials	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Discussion: Guide students through discussing the concepts of multiculturalism and self-consciousness in the context of literature **Close reading:** Guide students through identifying and discussing varying beliefs, values, symbols, customs, language and practices in a selected text			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Reflect on one's cultural values against those depicted in selected novels	**Brainstorming:** Guide students in manageable groups through sharing information on beliefs, customs, values and taboos they associate with **Questions and answers:** Guide students through discussing and reflecting on their cultural values against those depicted in a selected novel	One's cultural values against those depicted in selected novels are well reflected on		
		(c) Assess the development of the protagonist and antagonist characters in selected novels	**Discussion:** Guide students in manageable groups through discussing protagonist and antagonist characters' personalities,	The development of protagonist and antagonist characters in selected novels is clearly assessed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			backstories, goals, strengths and weaknesses **Jigsaw:** Guide students through discussing their insights on characters' development			
	1.3 Reflect values, perspectives and identities, and the impact of their beliefs and actions on society	(a) Explain the concepts of values, perspectives and identities	**Discussion:** Guide students through discussing attitudes, thoughts, religious and cultural values familiar to them **Role play:** Guide students through role playing the impact of their actions and beliefs in a society	Concepts of values, perspectives and identities are well explained	Selected literary texts and audio/ audio-visual materials	4

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Reflect on the characters' perspectives, and values against one's own	**Engagement with a text:** Guide students individually through identifying the main and minor characters' perspectives and values **Discussion:** Guide students in manageable groups through discussing characters' perspectives and values and relate them with their own	The characters' perspectives, and values against one's own are clearly reflected on		
2.0 Appreciate different implications and layers of meaning in literary works	2.1 Appreciate the use of literary devices in the works of art	(a) Analyse narrative techniques and stylistic devices in selected literary texts	**Brainstorming:** Guide students in manageable groups through brainstorming about what makes the literary works they know interesting.	Narrative techniques and stylistic devices in selected literary texts are clearly analysed	Selected literary texts and audio/ audio-visual materials	8

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Close reading: Guide students through analysing the narrative techniques and stylistic devices used in a selected literary text **Jigsaw:** Guide students through discussing the narrative techniques and stylistic devices used in a selected literary text			
		(b) Explain the significance of narrative techniques and stylistic devices in selected novels	**Discussion:** Guide students in manageable groups through discussing the significance of narrative techniques and stylistic devices in a selected novel	Significance of narrative techniques and stylistic devices in selected novels are well explained		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Discuss literary devices which evoke emotions in selected novels	**Concept mapping:** Guide students through explaining the concept of literary devices **Engagement with texts:** Guide students through discussing literary devices which evoke emotions in a selected novel			
	2.2 Apply critical thinking when reading, discussing and writing about literary texts	(a) Discuss the roles of observation, analysis, inference, communication and problem-solving in literature	**Brainstorming:** Guide students through brainstorming various methods of problem-solving **Discussion:** Guide students in manageable groups through discussing the roles of observation, analysis, inference, communication and problem-solving in literature	Roles of observation, analysis, inference, communication and problem-solving in literature are well discussed	Selected literary texts and audio/ audio-visual materials	16

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Engagement with texts: Guide students through suggesting solutions to problems depicted in a selected text			
		(b) Assess the relationship among characters in selected novels	**Brainstorming:** Guide students through brainstorming how people are variously related in the community **Close reading:** Guide students through assessing the characters' relationship in a selected text	The relationship among characters in selected novels is well assessed		
		(c) Discuss the lessons derived from the choices and decisions of characters in selected novels	**Think-Ink-Share:** Guide students through sharing various lessons they have learned following their decisions and choices made in various life contexts	Lessons derived from the choices and decisions of characters in selected novels are well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Engagement with a text: Guide students through discussing characters' choices and decisions **Discussion:** Guide students in manageable groups through discussing possible lessons resulting from characters' actions and decisions			
		(d) Identify major themes in the selected novels	**Scaffold reading:** Guide students through four reading stages (*setting the scene, assigning tasks, asking questions* and *giving feedback*) to grasp details such as how the story starts and ends, major and minor events, and their likes and dislikes about the story	Major issues in the selected novels are correctly identified		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(e) Analyse themes such as corruption and bribery in selected novels	**Thematic triad:** Guide students through identifying thematic ideas found in a selected novel and evaluate them to get themes **Discussion:** Guide students in manageable groups through discussing themes conveyed in a selected text	Themes such as corruption and bribery in selected novels are correctly analysed		
	1.3 Justify interpretations based on evidence and logic	(a) Justify the actions and context of characters in relation to themes in selected novels	**Brainstorming:** Guide student through brainstorming how issues in their society are related to people's actions and context **Close reading:** Guide students through studying characters' actions, language and context in a selected novel	The actions and context of characters in relation to themes in selected novels are correctly justified	Selected literary texts and audio/ audio-visual materials	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Discussion: Guide students through discussing how the setting, circumstances, language and characters' actions, contribute to the development of themes			
		(b) Discuss the relationship between the title and messages in selected novels	**Project activity:** Engage students in manageable groups to collect several stories and news titles and identify which and why some titles grab attention, predict content and establish tone of the story **Follow-up on project activity:** Guide students through reflecting on the mind-set and skills they used to study the titles they collected to identify	The relationship between the title and messages in selected novels is well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			the relationship between titles of selected novels and messages they are likely to convey			
		(c) Discuss the relevance of the novel to one's society	**Brainstorming:** Guide students in manageable groups through brainstorming several socio-political and economic issues in their community **Discussion:** Guide students through discussing and relating issues they have identified to those depicted in a selected novel	The relevance of the content to one's society is well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Compose literary works	3.1 Synthesize literary characteristics, themes, and/or approaches in several literary texts	(a) Discuss forms of poetry and figurative language	**Engagement with texts:** Guide students in manageable groups through identifying sound patterns, verse and stanza's structures, style and language of several types of poems (*haiku, ballad, sonnet* and *lyrics)* **Discussion:** Engage students through discussing forms of poetry and mwanipulation of language **Resource person:** Invite a guest speaker to present the forms of poetry and figurative language	Forms of poetry and figurative language are well discussed	Selected literary texts and audio/ audio-visual materials	12

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Analyse themes portrayed in selected poems	**Recitation:** Guide students through reciting selected poems in class and identifying themes portrayed **Discussion:** Guide students in manageable groups through discussing themes portrayed in selected poems	Themes portrayed in selected poems are well analysed		
		(c) Discuss lessons derived from selected poems	**Jig saw:** Guide students in manageable groups through studying repetitions and persona's actions and speeches focusing on how they suggest varying lessons **Discussion:** Guide students in manageable groups through discussing lessons derived from selected poems	Lessons derived from selected poems are well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Discussion: Guide students in manageable groups through discussing lessons derived from selected poems			
		(d) Apply literary skills to compose a poem	**Project activity:** Guide students in manageable groups through thinking about a topic, and form, writing the first line, developing ideas and devices, writing the closing line and editing the poem **Shared composition:** Collaborate with students to compose a poem **Collaborative composition:** Guide students in pairs or groups through composing a poem	Literary skills for composing a poem are correctly applied		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Independent composition: Guide students through composing a poem on a topic of their choice			
	3.2 Recognise ambiguity and uncertainty as necessary in creating literary works	(a) Explain the concepts of antithesis, anticlimax, paradox, irony, unreliable narrator and suspense in literary works	**Story telling:** Guide students through telling stories and identifying exciting, apprehensive and uncertain conditions, disappointing ends, self-contradicting statements, and deliberate misleads **Discussion:** Guide students through discussing antithesis, anticlimax, paradox, irony, unreliable narrator and suspense in literary works **Explanation:** Guide students in manageable groups through	The concepts of antithesis, anticlimax, paradox, irony, unreliable narrator and suspense are well explained	Selected literary texts and audio/ audio-visual materials	6

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			applying the acquired knowledge to explain antithesis, anticlimax, paradox, irony, unreliable narrator and suspense			
		(b) Discuss the relationship between the title and the content of selected plays	**Think-Ink-Share:** Guide students through sharing the relationship between people's physical appearance and behaviour **Close reading:** Guide students in manageable groups through relating the title and the central idea of selected plays **Discussion:** Guide students through discussion how the tittle relates to the content of selected plays	The relationship between the title and content of selected plays is well discussed		

27

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Discuss the effect of ironical titles in selected plays	**Think-ink-share:** Guide students through sharing statements/ scenarios/ events reflecting something said but means the opposite; the opposite of what is expected happens; and the audience knows something that characters do not **Knowledge-based approach:** Guide students through using gained knowledge from the previous activity to discuss the effectiveness of ironical titles of selected plays	The effect of ironical titles in selected plays are well discussed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.3 Create imaginative and original literary works	(a) Explain the concepts of creativity and visualization in literary composition	**Discussion:** Guide students through discussing features of newspapers, fictional and non-fictional works **Knowledge-based approach:** Guide students through applying the knowledge gained from the discussion to explain the concepts of creativity and visualisation/ imagination	The concepts of creativity and visualization in literary composition are correctly explained	Selected literary texts, ICT tools and audio/ audio-visual materials	10
		(b) Make a plan for composing a poem (*decide what to write about, determine the best format, explore words, rhymes,* and *rhythm*)	**Project activity:** Task students to research about several issues within their immediate surroundings and compose a poem about them	A plan for composing a poem is clearly made		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Shared planning: Collaborate with students to make a plan (*outline, select words, write, edit, revise* and *organise the idea into a full poem*) for composing a poem			
		(c) Apply writing skills to compose a poem	**Independent composition:** Guide each individual student through composing a poem on a topic of their choice	Writing skills for composing a poem are correctly applied		
		(d) Apply ICT tools and digital platforms in writing and publishing a poem	**Skills lab:** Task students to use ICT tools and writing skills to compose poems **Publishing:** Guide students through publishing their poems on available digital platforms	ICT tools and digital platforms are appropriately		

Form IV

Table 4: *Detailed Contents for Form IV*

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Appreciate different implications and layers of meaning in literary works	1.1 Apply critical thinking when reading, discussing and writing about literary texts	(a) Analyse themes depicted in selected plays	**Engagement with a text:** Guide students in manageable groups through reading, analysing and discussing the depicted themes in a selected play **Discussion:** Guide students in manageable groups through discussing themes depicted in selected plays	Themes depicted in selected plays are well analysed	Selected literary texts and audio/ audio-visual materials	25
		(b) Analyse conflicts portrayed in selected plays	**Discussion:** Guide students in manageable groups through discussing characters relationships, tensions and misunderstandings in selected plays	Conflicts portrayed in selected plays are well analysed		

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Relate personal experiences to themes in selected plays	**Brainstorming:** Guide students in manageable groups through brainstorming personal life experiences **Discussion:** Guide students through relating personal life experiences to themes portrayed in selected plays	Personal experiences are well related to themes in selected plays		
		(d) Discuss the motivations of characters' choices and decisions in selected plays	**Engagement with a text:** Guide students in manageable groups through discussing intrinsic and extrinsic reasons for character's behaviors, choices and decisions in selected plays	Motivations of characters' choices and decisions in selected plays are well discussed		

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(e) Suggest solutions to challenges depicted in selected plays	**Dramatisation:** Guide students through staging some scenes portraying challenges in a selected play **Discussion:** Guide students through discussing and suggesting solutions to the depicted challenges by applying principles of resolution (*affiliate, empathize, engage, own, self-restrain* and *build trust)*	Solutions to challenges depicted in selected plays are clearly suggested		
2.0 Compose literary works	2.1 Synthesize literary characteristics, themes, and/or approaches in several literary texts	(a) Explain the concepts of character, plot, setting, stage direction and spectacle in a play	**Discussion:** Guide students in manageable groups through discussing the concepts of character, plot, setting, stage direction and spectacle	The concepts of character, plot, setting, stage direction and spectacle are well explained	Selected literary texts and audio/ audio-visual materials	15

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Analyse stages of plot development	**Project activity:** Task students to analyse stages of plot development a play of their choice (*exposition, rising action, climax, falling action* and *resolution*) **Exploration:** Guide students in manageable groups through exploring stages of plot development	Stages of plot development are correctly analysed		
		(c) Apply literary skills to compose a two-acts play	**Collaborative composition:** Guide students in pairs or groups through composing a play	Literary skills for composing a two-acts play are correctly applied		

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Recognise ambiguity and uncertainty as necessary in creating literary works	(a) Discuss dramatic and situational irony in selected plays	**Engagement with texts**: Guide students through analysing congruities between what happens and what is expected; what is known to audience and what is known to characters **Discussion:** Guide students through discussing dramatic and situational irony in selected plays **Explanation:** Guide students through explaining the concepts of dramatic and situational ironies	Dramatic and situational irony in selected plays are well discussed		15

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Discuss the effectiveness of suspense in selected plays	**Engagement with texts:** Guide students in manageable groups through analysing how conflict, pacing, red herrings, atmosphere and high stakes are used in selected plays **Discussion:** Guide students in manageable groups through discussing how suspense controls the story line in selected plays	The effectiveness of suspense in selected plays is well discussed		
		(c) Explain how antithesis creates ambiguity in selected plays	**Engagement with texts:** Guide students through identifying exciting, apprehensive and uncertain conditions; disappointing ends; self-contradicting statements; and deliberate misleads in selected plays	Creation of ambiguity through antithesis in selected plays is well explained		

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Discussion: Guide students through discussing how antithesis creates ambiguity in selected plays			
	1.3 Create imaginative and original literary works	(a) Make a plan for composing a play (*plot, setting, characterisation* and *stage direction*)	**Shared planning:** Collaborate with students to make a plan for composing a play **Collaborative planning:** Guide students in pairs or manageable groups through making a plan for composing a play	A plan for composing a play is correctly made	Selected literary texts, ICT tools and audio/ audio-visual materials	15
		(b) Apply literary skills to compose a two-acts play	**Independent composition:** Guide individual students through composing a two-acts play	Literary skills for composing a two-acts play are correctly applied		

Main competence	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Apply ICT tools and digital platforms in writing and publishing a play	**Skills lab:** Guide students through composing a play using ICT tools **Publishing:** Guide students independently or in manageable groups through publishing their plays on available digital platforms	ICT tools and digital platforms are appropriately applied in writing and publishing a play		

Bibliography

Arts Council of England (n.d.). *Literature in the 21st century: understanding models of support for literary fiction*. Arts Council of England.

Botswana Ministry of Education (2000). *Botswana senior assessment syllabus for literature in English*. Botswana Ministry of Education.

Blight, D. (2018). *Contemporary English Literature*. Faculty of Education.

Childs, P. & Fowler, (2006). *The routledge dictionary of literary terms*. Taylor and Francis.

Finnegan, R. (2012). *Oral literature in Africa*. Open Book Publishing.

Fleming, J. (2021). *Teaching multicultural literature in college classroom*. Southern Eastern University.

Warren, L. (2005). *Using multicultural literature to develop empathy and compassion in pre-service teachers: a first step in preparing responsive teachers*. Southern University.

Schirova, L. (2006). *How to analyse fiction*. USSR.

Sosiowati, G. & Malini, N. Eds. (2017). *English prose analysis: from theories to practice*. Udayana University.