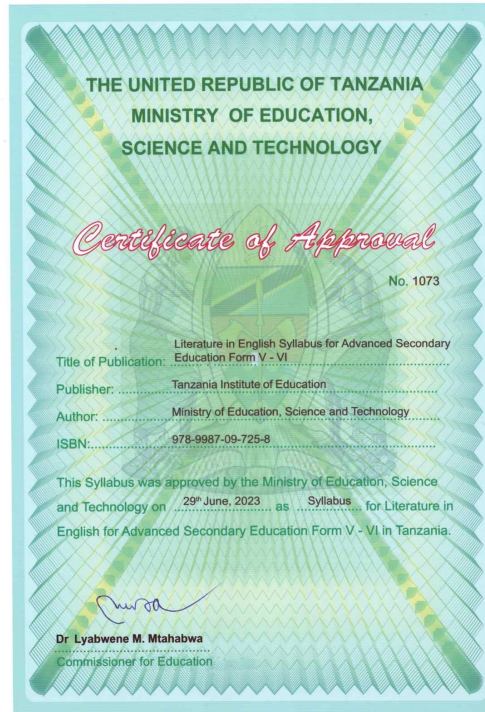# THE UNITED REPUBLIC OF TANZANIA
# MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

# LITERATURE IN ENGLISH SYLLABUS FOR ADVANCED SECONDARY EDUCATION
# FORM V–VI

## 2023

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# Abbreviations and Acronyms

ICT          Information and Communication Technology

TIE          Tanzania Institute of Education

# Acknowledgements

## 1.0 Introduction

Literature in English for Advanced Secondary Education is a compulsory subject for students who choose to join the Social Science or Language or Arts streams taking Literature among the subjects in their combination. The purpose of learning literature is to deepen student's understanding of literary theories, concepts, principles and skills. It will also help them to further develop logical thinking, analytical, creative, communicative and interpersonal skills and apply them in real life situations such as creating and performing literary works. Furthermore, it will help them to understand and appreciate other people's characters, perspectives and cultures and understand better the world around them.

The literature in English syllabus is designed to guide the teaching and learning of Literature in English at Advanced Secondary Education, Form V–VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced 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 student's 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 personality 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 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 Advanced Secondary Education

The objectives of Advanced Secondary Education are to:

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

(b) Safeguard customs and traditions, national unity, national virtues, 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 the use of language in academic communication;

(e) Strengthen accountability for cross-cutting 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 to a college education.

## 4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

    (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;

    (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;

    (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;

    (d) Language studies in conducting academic communication;

    (e) Apply knowledge of cross-cutting issues to master the surrounding environment.

    (f) Use knowledge and skills to enable him/her to employ oneself, be employed as well as manage life and his/her environment; and

    (g) Demonstrate readiness to proceed to the next level of education.

### 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 V–VI*

| Main competences | Specific competences |
|---|---|
| 1.0 Demonstrate mastery of the concepts and principles of literature | 1.1 Demonstrate a broad understanding of the concepts of literature |
| | 1.2 Evaluate theories of the origin and development of literature nationally and internationally |
| | 1.3 Explain the origin and development of African literature in English |
| | 1.4 Assess the contribution of Tanzanian writers to the development of Tanzanian literature in English |
| | 1.5 Analyse the relationship between folklore and written literature |
| 2.0 Appreciate literary works | 2.1 Exhibit an in-depth understanding of elements of literature |
| | 2.2 Analyse literary criticism theories |
| | 2.3 Analyse critically pre-colonial, colonial, liberation, and post-colonial literatures |
| | 2.4 Analyse the nexus between literature and politics, aesthetics and social inequalities |
| 3.0 Demonstrate mastery of argumentative skills | 3.1 Evaluate the effectiveness of various elements of form in shaping meaning |
| | 3.2 Use literary works to build rational arguments and judgements |
| | 3.2 Use literature to adapt and manage new communicative contexts |
| 4.0 Create literary works | 4.1 Demonstrate mastery of the principles of composing literary works |
| | 4.2 Identify opportunities created by literary works |
| | 4.3 Compose 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 competences in Literature in English;

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

(i) Develop the competences needed in the 21$^{st}$ 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 the students equally irrespective of their differences;

(h) Protect the student while at school;

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

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

(k) Involve parents/guardians and the community 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 in various learning activities inside and outside the classroom;

(b) Actively engage in the teaching and learning process; and

(c) 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 their 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, scientific experiments, and projects 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 VI 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 | Form V | Form VI | Total |
|---|---|---|---|
| First Term Examination | 5% | 5T% | 10% |
| Second Term Examination | 5% | - | 5% |
| Project | - | 10% | 10% |
| Mock Examination | - | 5% | 5% |
| National Examination | - | 70% | 70% |
| **Total** | | | **100%** |

## 10.0 Number of Periods

The Literature in English Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in teaching and learning by considering the complexity of the specific competences and the learning activities. Ten 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 3 and 4.

**Form V**

**Table 3:** *Detailed Contents for Form V*

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| 1.0 Demonstrate mastery of the concepts and principles of literature | 1.1 Demonstrate a broad understanding of the concepts of literature | (a) Explain the aspects of society, artist, imagination, and literary language | **Observation:** Guide students in manageable groups through identifying common things found in the selected texts <br><br> **Questions and answers**: Guide students through using the knowledge gained from the texts to explain the concepts of society, artist, imagination, and literary language <br><br> **Discussion:** Guide students in manageable groups through discussing the concepts of society, artist, imagination, and literary language | The aspects of society, artist, imagination, specialized language are broadly explained | Selected literary texts, folklore materials, pictures and audio/ audio-visual materials | 35 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Explain the concept of folklore | **Interview:** Guide students through interviewing a resource person on house building styles, jokes, prohibitions and performances (*dances, poetry* and *drama*) in their community | The concept of folklore is well explained | | |
| | | | **Discussion:** Guide students in manageable groups through applying knowledge gained from the interview to discuss the concept of folklore | | | |
| | | | **Concept mapping:** Guide students in manageable groups through discussing the concept of folklore | | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Classify written literature in its genres | **Questions and answers:** Guide students through classifying written literature in its genres<br><br>**Discussion:** Guide students in manageable groups through discussing the characteristics of various genres of written literature | Written literature is correctly classified in its genres | | |
| | | (d) Examine the use of imagery in reflecting human experiences in a selected literary work | **Think-Ink-Pair-Share:** Guide students through sharing the various life experiences (*e.g. work, friendship, graduation, ceremony, vacation* and *picnic*) | The use of imagery in reflecting human experiences in a selected literary work is well examined | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Engagement with a text:** Guide students through identifying the way different life experiences are represented in a selected literary text **Discussion:** Guide students in manageable groups through discussing the representation of human experiences in a selected literary text | | | |
| | 2.1 Evaluate theories of the origin and development of literature nationally the internationally | (a) Explain mimetic (*imitation*), myth and ritual theories | **Dramatisation:** Guide students through dramatising various common practices in the community e.g. *religious, burial ceremonies, rites of passage* and *birthday parties* | Mimetic (*imitation*), myth and ritual theories are clearly explained | Selected literary texts and audio/ audio-visual materials | 30 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Discussion:** Guide students through using the knowledge gained from the dramatisation to discuss mimetic, myth and ritual theories | | | |
| | | (b) Examine the contribution of imitation, ritual and mythical elements (plot, setting, resolution, conflict and characters) in a selected literary work | **Close reading:** Guide students in manageable groups through analysing the contribution of imitation, ritual and mythical elements in a selected literary text **Discussion:** Guide students through discussing the contribution of imitation, ritual and mythical elements in a selected literary text | The contribution of imitation, ritual and mythical elements in a selected literary work is clearly examined | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Apply mimetic, myth and ritual theories to trace the origin and development of various genres of folklore and written literature | **Brainstorming:** Guide students through brainstorming the different genres of folklore and written literature<br>**Online reading:** Guide students in manageable groups through tracing the origin and development of various genres of folklore and written literature<br>**Library reading:** Guide students in manageable groups through tracing the origin and development of various genres of folklore and written literature | Mimetic, myth and ritual theories are applied correctly in tracing the origin and development of various genres of folklore and written literature | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | 1.3 Explain the origin and development of African literature in English | (a) Discuss the relationship between African oral traditions, Western literary conventions and African literature in English | **Concept mapping:** Guide students in manageable groups through discussing the concepts of African oral traditions and Western literary conventions **Investigation:** Guide students in manageable groups through investigating the presence of oral traditions and western literary conventions in a selected literary text | The relationship between African oral traditions, Western literary conventions and African literature in English are well discussed | Selected literary texts and audio/ audio-visual materials | 40 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Discuss the contribution of African authors in the development of African literature in English | **Project activity:** Engage students in collecting and summarising the biographies of African authors<br>**Discussion:** Guide students through discussing the contribution of African authors (e.g., *Chinua Achebe, Wole Soyinka, Ngugi wa Thiong'o, Elechi Amadi* and *Flora Nwapa*) in the development of African literature in English | The contribution of African authors in the development of African literature in English is well discussed | | |
| | | (c) Explore the features of pre-colonial African literature in a selected literary work | **Interview:** Task students in manageable groups to interview resource persons on pre-colonial African literatures | The features of pre-colonial African literature in a literary | | |

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| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Resourceful person:** Invite a guest speaker to talk about the features of pre-colonial African literature in a selected literary text<br>**Discussion:** Guide students through discussing the features of pre-colonial African literature in a selected literary text | work are sufficiently explored | | |
| | | (d) Explore the features of colonial African literature in a selected literary work | **Discussion:** Guide students through discussing the features of colonial African literature in a selected literary text | The features of colonial African literature in a literary work are sufficiently explored | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Brainstorming:** Guide students in manageable groups through brainstorming the features of colonialism (e.g. *exploitation, slavery, oppression* and *segregation*) | | | |
| | | (e) Explore the features of post-colonial African literature in a selected literary work | **Think-Ink-Pair-Share:** Guide students through sharing features of a post-colonial Africa (e.g. *disillussionment, patriotism, nationalism, neo-colonialism, politics* and *economic activities*) **Discussion:** Guide students through discussing the features of post-colonial African in a selected literary text | The features of post-colonial African literature in a literary work are sufficiently explored | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | 1.4 Analyse the relationship between folklore and written literature | (a) Describe the concepts of material culture, social folk custom and performing folk arts | **Brainstorming:** Guide students through brainstorming on clothing, food, economic activities, households, religious practices, holidays, rites of passage, music (*poetry*), dance and drama in their society **Discussion:** Guide students through using gained knowledge to describe the concepts of material culture, social folk custom and performing folk arts | The concepts of material culture, social folk custom and performing folk arts are clearly described | Selected literary texts and audio/ audio-visual materials | 40 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Identify various forms of folklore in a community (*cultural context*) | **Resource person:** Invite a guest speaker to talk about the various forms of folklore in the community<br>**Discusssion:** Guide students through discussing the various forms of folklore in the community | Various forms of folklore in the community are correctly identified | | |
| | | (c) Identify various forms of folklore used in a selected literary work (*created context*) | **Close reading:** Guide students through identifying forms of folklore in a selected literary text | Various forms of folklore used in a selected literary work are correctly identified | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (d) Examine the relationship between folklore and written literature | **Discussion:** Guide students in manageable groups through discussing the relationship between folklore and written literature | The relationship between folklore and written literature is well examined | | |
| 2.0 Appreciate literary works | 2.1 Exhibit an in-depth understanding of elements of literature | (a) Explain elements of literature (e.g. *setting, theme, message, language, plot, style* and *character*) | **Story telling:** Guide students through narrating an event they recently attended or witnessed **Discussion:** Guide students through discussing the elements of the narrated event **Jigsaw:** Guide students through explaining the elements of literature | Elements of literature are well explained | Selected literary texts and audio/ audio-visual materials | 25 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Discuss the significance of each element of literature in a selected literary work | **Discussion:** Guide students in manageable groups through discussing the significance of elements of literature in a selected literary text | Significance of each element of literature in a selected literary work is well discussed | | |
| | | (c) Examine the relationship between form and content in literature | **Role play:** Guide students through role playing the following scenario: a farmer has hired a lorry to take his crops to the market (*customers*) or any other similar scenario to conceptualise the idea of author, literary work and audience | The relationship between form and content in literature is well examined | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Story telling:** Guide students through narrating stories they know **Discussion:** Guide students through discussing the narrated stories focusing on the relationship between form and content | | | |
| | 2.2 Analyse literary criticism theories | (a) Examine the four traditional critical theories (*mimetic, pragmatic, objective* and *expressive*) | **Role play:** Guide students in manageable groups to role play a doctor and patient to conceptualise the traditional critical theories | The four traditional critical theories are well examined | Selected literary texts and audio/ audio-visual materials | 35 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Project activity:** Engage students in reading any material and saying how it imitates the universe, reflects author's thinking and choices, it addresses the audience thinking and choices and how it gives meaning which is internally driven | | | |
| | | (b) Explain modern theories of literary criticism (*formalism, Marxism, post-colonial, feminism, eco-criticism* and *social learning theory*) | **Project activity:** Engage students in reading about modern theories of literary criticism **Discussion:** Guide students in manageable groups through discussing modern theories of literary criticism | Modern theories of literary criticism are explained clearly | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Apply modern literary theories in critiquing a selected literary text | **Scaffold reading:** Guide students through critiquing a selected literary text using the four scaffold reading stages (*setting the scene, assigning tasks, asking questions* and *giving feedback*) | Modern literary theories are applied effectively in critiquing a selected literary text | | |
| | 2.3 Analyse critically pre-colonial, colonial, liberation, and post-colonial literatures | (a) Apply formalism theory in analysing a selected literary text | **Close reading:** Guide students through analysing a selected literary text using formalism theory <br> **Discussion:** Guide students in manageable groups through applying formalism theory to discuss elements of form | Formalism theory is applied effectively in analysing the form of a selected literary text | Selected literary texts and audio/ audio-visual materials | 50 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Apply modern literary theories to discuss thematic representation in selected pre-colonial and colonial literary texts | **Think-Ink-Pair-Share:** Guide students through sharing issues (*themes*) in the society <br> **Engagement with a text:** Guide students through interpreting the thematic representation in a selected literary text <br> **Discussion:** Guide students in manageable groups through discussing the thematic representation in a selected literary text | Modern literary theories are applied effectively to discuss thematic representation in selected pre-colonial and colonial literary texts | | |
| | | (c) Relate issues represented in selected pre-colonial and colonial literary texts | **Think-Ink-Pair-Share:** Guide students through sharing contemporary issues in the society | Issues represented in selected pre-colonial and colonial literary texts | | |

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| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | to real life experiences | **Discussion:** Guide students in manageable groups through relating issues represented in a selected text with real life experiences **Journaling:** Guide students through recording their personal experiences and connecting them with those represented in a selected literary text | are correctly related to real life experiences | | |
| | | (d) Discern lessons obtained in selected pre-colonial and colonial literary texts | **Think-Ink-Share:** Guide students through sharing real life lessons **Jig saw:** Guide students through discussing lessons obtained from a selected literary text | Lessons obtained in selected pre-colonial and colonial literary texts are well discerned | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Discussion:** Guide students in manageable groups through discussing lessons obtained in a selected literary text | | | |
| 3.0 Demonstrate mastery of argumentative skills | 3.1 Use literary works to build rational arguments and judgement | (a) Explain the principles for making rational argument and judgment in literature | **Debate:** Guide students through debating a selected topic<br>**Discussion:** Guide students in manageable groups in discussing the principles of rational arguments and judgments | Principles for making rational argument and judgment are explained correctly | Selected literary texts and audio/ audio-visual materials | 30 |
| | | (b) Discuss the actions of the characters in a selected literary text | **Anchor chart:** Guide students through analysing the actions of characters in a selected literary text | The actions of the characters in a selected literary text are well discussed | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Role play:** Guide students in manageable groups through role playing the actions of characters in a selected literary text<br>**Discussion:** Guide students in manageable groups through discussing actions of characters in a selected literary text | | | |
| | | (c) Analyse the themes portrayed in a selected literary text | **Observation:** Guide students in manageable groups through observing themes portrayed in a selected literary text<br>**Discussion:** Guide students in manageable groups through discussing themes portrayed in a selected literary text | The themes portrayed in a selected literary text are correctly analysed | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| 4.0 Create literary works | 4.1 Demonstrate mastery of the principles of composing literary works | (a) Distinguish writing for children and writing for adults | **Discussion:** Guide students in manageable groups through discussing features of children and adult literatures based on characters, length of the story, setting, illustration, point of view, tone, language and content | Writing for children and writing for adults are correctly distinguished | Selected literary texts and audio/ audio-visual materials | |
| | | (b) Discuss the principles of composing a work of literature (*point of view, characterisation, plot* and *conflict*) | **Pair work:** Guide students through outlining elements of literature<br><br>**Discussion:** Guide students in manageable groups through discussing the principles of composing a literary work | The principles of composing a literary work are well discussed | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Elaborate the steps for writing a short story (*pre-writing, writing, revision, editing* and *publishing*) | **Pair work:** Guide students through writing a short story<br><br>**Discussion:** Guide students in manageable groups through discussing the steps for writing a short story | The steps for writing a short story are well elaborated | | |
| | 4.2 Compose original literary works | (d) Develop a plan for composing a short story (*idea, plot, setting* and *characterisation*) | **Graphic organiser:** Guide students in manageable groups through developing a plan for composing a short story | A plan for composing a short story is well developed | ICT tools | 45 |
| | | (a) Apply basic skills in creative writing to compose a short story | **Pair work:** Guide students through sharing issues they would like to write about | Basic skills in creative writing are correctly applied in composing a short story | | |

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| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Collaborative composition:** Guide students in pairs or in manageable groups through composing a short story **Independent composition:** Guide individual students through composing a short story | | | |
| | | (b) Use ICT tools and digital platforms to write and publish a short story | **Project activity:** Guide students through applying ICT knowledge and writing skills to compose and publish a short story on available platforms | ICT tools and digital platforms are correctly used to write and publish a short story | | |

**Table 4:** *Detailed Contents for Form V*

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| 1.0 Demonstrate mastery of the concepts and principles of literature | 1.1 Assess the contribution of Tanzanian writers to the development of Tanzanian literature in English | (a) Discuss how the aspects of indigenous socio-cultural setting, Ujamaa and Pan-Africanism have influenced Tanzanian Literature in English | **Exploration:** Guide students in manageable groups through exploring the influence of indigenous socio-cultural settings, Ujamaa and Pan-Africanism on Tanzanian Literature in English **Discussion:** Guide students in manageable groups through discussing the influence of indigenous socio-cultural setting, Ujamaa and Pan-Africanism on Tanzanian Literature in English | The influence of aspects of indigenous socio-cultural setting, Ujamaa and Pan-Africanism on Tanzanian Literature in English are well discussed | Selected literary texts and audio/ audio-visual materials | 40 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Survey the development of Tanzanian Literature in English | **Expeditionary:** Guide students through an in-depth studying of the development of Tanzanian Literature in English | Development of Tanzanian Literature in English is sufficiently surveyed | | |
| | | (c) Use a selected literary text by a Tanzanian author to examine his/her reflections on the national cultural, social and political heritage | **Investigation:** Guide students in manageable groups through investigating author's background (*social class, political affiliation, cultural orientations, family, nationality* and *friends*) **Close reading:** Guide students through examining the representation of the national cultural, social and political heritage in a selected literary text | Tanzanian author's reflection on the national cultural, social and political heritage are well examined | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (d) Discuss the contribution of Tanzanian authors in representing contemporary and topical isstues (e.g. *corruption, gender, taxation and development,* and *environmental health*) | **Exploration:** Guide students in manageable groups through exploring the contemporary and topical issues represented in a selected literary text<br><br>**Discussion:** Guide students in manageable groups through discussing the contemporary and topical issues represented in a selected literary text | Contribution of Tanzanian authors in representing contemporary and topical issues is well discussed | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| 2.0 Appreciate literary works | 2.1 Analyse critically pre-colonial, colonial, liberation, and post-colonial literatures | (a) Examine the effectiveness of narrative techniques, and literary devices in a selected literary text | **Think-Ink-Pair-Share:** Guide students through sharing narrative techniques and various literary devices **Questions and answers:** Guide students through examining the effectiveness of the narrative techniques and various literary devices in a selected literary text | Effectiveness of narrative techniques, and various literary devices used in a selected literary text is well examined | Selected literary texts and audio/ audio-visual materials | 50 |
| | | (b) Apply modern literary theories to discuss thematic representation in selected liberation and post-colonial literary texts | **Engagement with a text:** Guide students through applying modern literary theories in interpreting the thematic representation in a selected literary text | Modern literary theories are applied correctly in discussing thematic representation in selected liberation and post-colonial literary texts | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Discussion:** Guide students in manageable groups through discussing and applying modern literary theories in interpreting thematic representation in a selected text | | | |
| | | (c) Relate issues represented in selected liberation and post-colonial literary texts to real life experiences | **Brainstorming:** Guide students through sharing contemporary issues in the society **Discussion:** Guide students in manageable groups through discussing the relationship between issues represented in a selected text with real life experiences | Issues represented in selected liberation and post-colonial literary texts are well related to real life experiences | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Journaling:** Guide students through connecting their personal experiences with those represented in a selected text | | | |
| | | (d) Reflect on characters' experiences in selected liberation and post-colonial literary texts | **Inquiry:** Guide students through exploring characters' experiences in a selected literary text | Characters' experiences in liberation and post-colonial literary texts are well reflected on | | |
| | 2.2 Analyse the nexus between literature and politics, aesthetics and social inequalities | (a) Examine the representation of political issues (*human rights, good governance, election,* etc) in a selected literary text | **Pair work:** Guide students through sharing political issues in the society | Representation of political issues in a selected literary text is well examined | Selected literary texts and audio/ audio-visual materials | 50 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Discussion:** Guide students in manageable groups through discussing  political issues depicted  in a selected text | | | |
| | | (b) Examine the depiction of social inequalities (*racial discrimination, wage inequality, homelessness, inequality in education,* etc) in a selected literary text | **Think-Ink-Pair-Share:** Guide students through sharing the different forms of inequalities in the society **Discussion:** Guide students in manageable groups through discussing forms of social inequalities depicted  in a selected text | Depiction of social inequalities in a selected literary text is well examined | | |

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| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Explore the use of stylistic features to create aesthetics in a selected literary text | **Flipped classroom:** Guide students through studying the language of different written texts (*words, sentences* and *images*)<br><br>**Knowledge application:** Guide students through applying gained knowledge to study language used in a selected text focusing on stylistic features | The use of stylistic features to create aesthetics in a selected literary text is well explored | | |
| 3.0 Demonstrate mastery of argumentative skills | 3.1 Evaluate the effectiveness of various elements of form in shaping meaning | (a) Discuss the author's choice and use of setting in a selected literary work | **Brainstorming:** Guide students through brainstorming various activities taking place in different settings of the community<br><br>**Graphic organiser:** Guide students in manageable group through analysing setting in a selected text | The author's choice and use of setting in a selected literary work is well discussed | Selected literary texts and audio/ audio-visual materials | 50 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Discussion:** Guide students in manageable groups through discussing the relationship between setting and events in a selected literary text | | | |
| | | (b) Examine the author's development of plot and characterisation in a selected literary work | **Graphic organiser:** Guide students in manageable groups through analysing story and characters' development in a selected literary text | The author's development of plot and characterisation in a selected literary work is well examined | | |
| | | | **Discussion:** Guide students in manageable groups through discussing plot and characterisation in a selected literary text | | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Discuss the author's choice and use of rhetorical devices in a selected literary work | **Brainstorming:** Guide students through brainstorming the rhetorical devices (e.g., *metaphor, hyperbole, onomatopoeia, allusion, satire, simile, irony, personification, euphemism* and *parallelism*)<br><br>**Discussion:** Guide students in manageable groups through discussing the effect of rhetorical devices to a reader | The author's choice of rhetorical devices in a selected literary work is well discussed | | |
| | 3.2 Use literary works to build rational arguments and judgements | (a) Assess moral dilemmas depicted in a literary text | **Jigsaw:** Guide students in manageable groups through sharing the moral dilemmas they know | Moral dilemmas depicted in a literary text are assessed effectively | Selected literary texts and audio/ audio-visual materials | 50 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Debate:** Guide students through debating about the moral dilemmas depicted in a selected text | | | |
| | | | **Discussing:** Guide students through discussing the moral dilemmas depicted in a selected text | | | |
| | | (b) Discuss the conflicts portrayed in a literary text and how they are resolved | **Thought-provoking writing:** Engage students in manageable groups in identifying conflicts in the society and suggesting the possible solutions | Conflicts and their resolutions presented in a literary text are analysed correctly | | |
| | | | **Discussion:** Guide students through discussing conflicts portrayed in a selected text and solutions | | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Assess various interpretations of a literary text | **Summarisation:** Guide students in manageable groups through summarising a selected literary text<br>**Thought – provoking writing:** Guide students through making and assessing various interpretations of a selected literary text | Various interpretations of a literary text are effectively assessed | | |
| | 3.3 Use literature to adapt and manage new communicative contexts | (a) Explain different communicative contexts exhibited in a selected literary text | **Demonstration:** Guide students through demonstrating different communicative contexts in the community (e.g., *restaurant, airport, bus stand, court* and *parliament*)<br><br>**Dialogue:** Guide students through dialoguing in different contexts (e.g., | Different communicative contexts exhibited in a selected literary text are clearly explained | Selected literary texts and audio/ audio-visual materials | 40 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | *restaurant, airport, bus stand, court* and *parliament*)<br><br>**Discussion:** Guide students through discussing the communicative contexts exhibited in a selected text | | | |
| | | (b) Use a selected literary text to examine the communications of a given character in different contexts | **Journaling:** Guide students in manageable groups through recording characters communications in different contexts<br><br>**Discussion:** Guide students in manageable groups through discussing communication of a character in different contexts | Character's communications in different contexts in a selected literary text are well examined | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | | **Dramatisation:** Guide students in manageable groups through staging various extracts from a selected literary text | | | |
| 4.0 Create literary works | 4.1 Identify opportunities created by literary works | (a) Survey various opportunities created by literature (writing, editing, publishing, printing, sales and marketing, and publicity) | **Survey:** Guide students through surveying the various economic opportunities created by literature<br><br>**Discussion:** Guide students through discussing various opportunities created by literature | Various opportunities created by literature are sufficiently surveyed | Selected literary texts and audio/ audio-visual materials | 30 |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (b) Identify various opportunities depicted in a selected literary text | **Think-Pair-Share:** Guide students through sharing various opportunities (e.g. *bussiness, employment, education, fishing* and *agriculture*) in the society | Various opportunities depicted in a selected literary text are clearly identified | | |
| | | | **Scaffold reading:** Guide students through identifying opportunities in a selected literary text using the four scaffold reading stages (*setting the scene, assigning tasks, asking questions* and *giving feedback*) | | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | | (c) Design, write, revise, and edit a script for stage performance | **Project activity:** Guide students in manageable groups through developing and presenting a script for performance<br><br>**Discussion:** Guide students in manageable groups through discussing the steps for developing a script for stage performance | Script for stage performance is well designed, written and edited | | |
| | | (d) Adapt an episode or extract from a selected literary text on the stage | **Dramatisation:** Guide students in manageable groups through staging an episode/extract from a selected literary text | Episode or extract from a selected literary text is well adapted on stage | | |

| Main competences | Specific competences | Learning activities | Suggested teaching and learning methods | Assessment criteria | Suggested resources | Number of periods |
|---|---|---|---|---|---|---|
| | 4.2 Compose original literary works | (a) Develop a plan for composing a novel (*idea, plot, setting* and *characterisation*) | **Graphic organiser:** Guide students in manageable group through making a plan for composing a novel | A plan for composing a novel is well developed | ICT tools | 40 |
| | | (b) Apply basic skills in creative writing to compose a novel | **Independent composition:** Guide students through composing a novel | Basic skills in creative writing are correctly applied to compose a novel | | |
| | | (c) Use ICT tools and digital platforms to write and publish a novel | **Project work:** Engage individual students in applying ICT knowledge and writing skills to compose a novel **Publishing:** Guide individual students through publishing their novels on available platforms | ICT tools and digital platforms are correctly used to write and publish a novel | | |

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