

**REPUBLIC OF RWANDA**



**MINISTRY OF EDUCATION  
NATIONAL CURRICULUM DEVELOPMENT CENTRE (NCDC)  
BP 608 KIGALI**

**CURRICULUM OF LITERATURE IN ENGLISH**

**ADVANCED LEVEL**

**COMBINATIONS:**

- **HISTORY, ECONOMICS & LITERATURE**
- **LITERATURE, ECONOMICS & GEOGRAPHY**
- **HISTORY, GEOGRAPHY & LITERATURE**

***April, 2010***

## **I. GENERAL INTRODUCTION**

The National Curriculum Development Centre (NCDC) has produced this Curriculum of Literature in English in order to help teachers and learners to benefit from works of Literature from Africa and abroad. In this process, it is hoped that students will widen their knowledge of African and Western human values in their mutual enrichment.

This Curriculum is also designed to help students to improve on their Language Skills (Listening, Speaking, Reading and writing). However these skills will be tested through questions on text comprehension and essay writing on different themes tackled in different Works of Literature namely Novels, Plays, Poems and Short Stories.

The knowledge of some major aspects of the Author's biography may help learners and teachers to understand better the works of Literature in English. It is therefore recommended that teachers introduce learners who in turn should carry out research in this matter.

Lastly, this course of Literature in English should help students to develop creativity and their critical thinking capacity through the performance of debates, discussions, essay writing and self expression activities.

Literature in English consists of works realised through oral or written language. These works can be categorized on the basis of continents; for example African Literature, American Literature...or on countries: Rwandan Literature, Kenyan literature...They can be described according to their form, aesthetic, ideological or cultural aspects or values. They identified as belonging to different periods of time, for example medieval literature-XV centuries, modern or contemporary literature.

Literature is now considered among other subjects such as History, geography and Economics... which help to widen the Knowledge of learners on Rwanda in particular and the world in general. They learn about different people, their economy and the physical and social environment in which they live. The language in which works of Literature are written is also herein emphasised. In this curriculum, Rwandan learners will learn literature in English language. Literature also enhances learners' critical thinking and analysis capacity. The teachers will use literature to strengthen students' ability to speak and write in English. Drama and essay writing will be the main tools in this learning and teaching process since they can encourage learners to improve the four language skills: Listening, Speaking, Reading and Writing.

## **I. GENERAL ORIENTATION**

-The new school calendar offers seven periods per week throughout the year for the teaching of literature from Form four to Form six.

-The curriculum for Literature suggests five novels, four plays and a variety of selected poems to be covered in the three years of Advanced Level of Secondary Education.

-The above works of Literature shall be covered in a three year during which students will have the opportunity to read and discuss six novels, four plays and a number of poems respectively. In the course of each year, students will discuss one novel, one play and one poem. During the last term of the year, students will either dramatise the play or recite selected poems.

-Teachers will make sure that students are acquainted with the writers an introduction on their respective bibliographies briefly.

-During the final year of Advanced Level, students will have to review all the novels and plays through practical work such as essay writing and dramatization. Essays will help them to enhance their writing skills while dramatization and reciting poems will encourage them to speak.

**-Set novels are:**

1. THINGS FALL APART by CHINUA ACHEBE
2. THE RIVER BETWEEN by NGUGI WA THIONG'O
3. LORD OF THE FLIES by William GOLDING
4. THE AFRICAN CHILD BY CAMARA LAYE
5. THE CONCUBINE BY ELECHI AMADI

**-Set plays are:**

1. ROMEO AND JULIET by SHAKESPEARE
2. A MAN FOR ALL SEASONS by ROBERT BOLT
3. BETRAYAL IN THE CITY by Francis IMBUGA
4. TRIAL OF BROTHER JERO by WOLE SOYINKA

**-Set poems are:**

1. THE SONG OF LAWINO by OKOT p' BITEK
2. THE SONG OF OCOL by OKOT p' BITEK
3. POEMS FROM EAST AFRICA by David COOK and David RUBADIRI

**NB.** Teachers may refer to the former curriculum designed for Advanced Level for students who take Languages for especially exercises of grammar and essay writing.

TRIAL OF BROTHER JERO, BETRAYAL IN THE CITY and POEMS FROM EAST AFRICA are not analysed in this curriculum. Teachers may apply the same methodologies elaborated for similar works of Literature herein developed.

## **II. EXPECTED OUTCOMES**

Teaching Literature in English will enable students to:

- develop the culture of reading works of Literature,
- appreciate the role of Literature in developing their creative and critical thinking,
- comprehend and react imaginatively and critically to a variety of works literature,
- develop the ability to explore areas of universal human concern /experience, thus leading to a greater understanding of themselves and others,
- develop the ability to express their views accurately, appropriately and effectively by reading a variety of well written works of Literature in English,
- compare different real life events in different Societies and Periods of Time,
- recognise different types of works of Literature; e.g. Fiction, non fiction, fables, biographies etc.
- read, dramatize and watch films on set texts,
- differentiate various works of Literature

### **III. CONTENT**

#### **Introduction**

In order to achieve the above aims, during the three years of Advanced Level of Education, students will be encouraged to read all set study materials. Examination will be set based on all suggested novels, plays and poems studied in the course of the three years but students will have the right to choose from the set questions on given works of Literature.

**1. Form IV** students will read the AFRICAN CHILD by CAMARA LAYE, A MAN FOR ALL SEASONS by ROBERT BOLT; ROMEO AND JULIET by William SHAKESPEARE and two poems “SONG OF LAWINO” and SONG OF OCOL by OKOT P’ BITEK

- Students, however, will analyse with their teacher, one Novel, one Play and one Poem. They can practice reciting the latter if time allows.

**2. Form V** students will read and analyse with the help of their teacher the following material:

- THINGS FALL APART by CHINUA ACHEBE,
- THE CONCUBINE by ELECHI AMADI and
- LORD OF FLIES by William GOLDING

In addition they will study and analyse poems (Poems from East Africa by David COOK and David RUBADIRI)

**3. Form VI** students will study and analyze the following material:

- THE RIVER BETWEEN by NGUGI WA THIONG’O,
- SONG OF LAWINO by OKOT p’ BITEK,
- THE TRIALS OF BROTHER JERO and
- BETRAYAL IN THE CITY by Francis IMBUGA.

In addition after the study and analysis of suggested materials, students will be required to recite one poem of their choice from those they studied. They will also carry out the review of other works of Literature read and analyzed during the previous two years of Advanced Level.

#### IV. SPECIFIC OBJECTIVES

##### Plays, Novels and Poems

- Form four

Literature Work	Expected outcomes	Themes	Activities/Performances	observation
1. ROMEO AND JULIET By William SHAKESPEARE	To demonstrate the following: -context of the play -setting -Plot -Themes -Characters -Language -Style and techniques -Poetry	Gender Courtly love Social classes Politics Religion etc. Violence Fate	Individual reading Group discussion Presentation To highlight the importance of poetry in the play	The teacher will provide the students with some notes on Shakespeare's biography and medieval literature -Students identify some poetic passages and their implication on people's behavior
	To identify values that are highlighted in the play	Gender and love Religion and tradition Marriage etc	Debate Essay writing	Students support their arguments with quotes from the play
	To compare the British and Rwandan traditions	Love and marriage Human rights	Debate Essay writing	Students describe society in past and present times. They suggest which change they would like to introduce in their society
	To identify and carry out analysis of characters	Personalities: Tragedy Controversy Revenge	Discussion Essay writing Characterization	Students express their preferences and expectations
	To demonstrate the understanding of the play	As above	Dramatization in and outside the classroom	Group and individual work enhanced Watching films
	To make appropriate criticism of the play	Suicide by Romeo and Juliet Violence Cruelty	Discussion	Students express their satisfaction or disappointment towards the play

<p>2. "A MAN FOR ALL SEASONS" By Robert Bolt</p>	<p>To comprehend the historical context of the play</p>	<p>Conflict</p>	<p>Discussion on the conflict between the church and the King The struggle between St Thomas and Cromwell</p>	<p>Students will know the difference between being a Christian and a Churchman They will understand the symbolic objects such as Cup, Water, dry Land(infertility)</p>
	<p>To analyze the motive that led King Henry VIII to marry Catherine</p>	<p>Marriage as an institution</p>	<p>Comparison between the old traditions of England and Rwanda with regard to marriage</p>	<p>Students will critically analyze marriage concluded for third party's interest They understand the stages of marriage</p>
	<p>To analyze the reason why King Henry divorced Catherine</p>	<p>Gender roles and bias Heritage to the throne</p>	<p>Discuss why the King had to have a male heir Explain why the church was against the divorce</p>	<p>Students will understand that the reasons advanced for the divorce was a pretext because there were other people in the lineage who would take over</p>
	<p>To identify and carry out analysis of characters</p>	<p>Conservative Faithfulness Honesty Dexterity Selfishness</p>	<p>Discuss the administrative hierarchy</p>	<p>Students establish characters' interactions taking place in the play with their impact it</p>
	<p>To demonstrate the understanding of the play</p>	<p>Intimidation Victimization Conspiracy</p>	<p>Discuss the relevance of the structure, the style of the play Act selected scenes in the play</p>	<p>Students compare this play with Romeo and Juliet by William Shakespeare They relate the situation in this play to some families' similar cases in Rwanda</p>

<b>Literature Work</b>	<b>Expected outcomes</b>	<b>Themes</b>	<b>Activities/Performances</b>	<b>observation</b>
3. 'THE AFRICAN CHILD' by CAMARA LAYE,	To appreciate the African Culture	Parental love Children 's education at home, at school and in the community	Individual reading Group discussions Presentations	Students learn how to relate with each other, their parents, neighbors and teachers
	To identify human values that are described in the Novel	Mother's love Mother land children's gratitude towards parents Homesickness Nationalism/Patriotism	Discussion Essay writing Debate	Students support their argument with extracts from the Novel, example the poem at the beginning of the Novel
	To identify and carry out analysis of characters	Attitudes highlighted in the play	-Discussion -Essay writing	Students write and talk about their parents/guardians
	To demonstrate the understanding of the Novel	-Camara's childhood -His departure to France -His meeting with his uncle in France	-Read and discuss the poem at the beginning of the Novel Dramatization of some scenes Write about their childhood	Students understand the role and importance of mothers in people's life Importance of love and friendship, the sense of responsibility, complementarities between education at home and at school and peer education



• **Form Five**

<b>Literature Work</b>	<b>Expected outcomes</b>	<b>Themes</b>	<b>Activities/Performances</b>	<b>observation</b>
THE CONCUBINE by ALECHI AMADI	To comprehend the Nigerian culture	Gender roles Witchcraft Spiritual powers Diviners Marriage Love Jealous Fate Rituals	Discussion on similarities and differences between the Rwandan culture and that of Nigeria	African beauty and values are appreciated
	To critically analyze the relevance of some African beliefs	-witchcraft/rituals -Gender imbalance (exploitation of women) -Fate and fatality	Discussion on the role of witchcraft, gender imbalance in the African society.	students know the relevance of culture and its reality as it evolves
	To identify and carry out analysis of characters	Character traits of personalities	Students are able to describe the different characters in the story and relate them to people they know in their own community	Students write essays on the different characters and lesson drawn from their roles
	To narrate the story in writing or orally	-To identify the plot development and the purpose of the book	-Students master the message offered by the author in the Novel	Students understand and enjoy reading the Novel
	To demonstrate the understanding of the Novel Subject matter	-Culture based conflicts -Societal values and norms etc.....	Discuss some related passages	Compare the African culture and the values of the Rwandan society in particular
	To identify and carry out analysis of characters	Character traits of personalities	Discussing explaining and commenting on character traits	Explain the purpose of the introduction of characters in the story

<p>'THINGS FALL APART'</p> <p>by CHINUA ACHEBE</p>				<p>Gender issues should be also taken into consideration</p>
	<p>Identification of literary techniques used by the author in the book</p>	<p>The importance of stylistic devices:          Proverbs          Figure of speech          Aesthetic (Color)          Nature(environment)</p>	<p>Discuss each of the stylistic devices of literary techniques employed</p>	<p>Students appreciate the impact of these techniques in bringing out the characters, themes and oral messages of the Novel</p>
	<p>To comprehend the story through its:          Setting          Plot          Subject matter</p>	<p>Colonialism with its consequences          Fate          Okonkwo's expectations and disappointment</p>	<p>Discuss the position taken by Okonkwo towards his people face to changes brought about by colonization</p>	<p>Students should link THINGS FALL APART with THE RIVER BETWEEN They understand the beginning of social disintegration</p>
	<p>To highlight the identity and importance of a mother</p>	<p>The protection of the Child          Identity</p>	<p>Discuss Okonkwo's banishment from his father's home and his reception in his mother's</p>	<p>Students understand the importance of cultural beliefs and practices</p>

<p>“LORD OF THE FLIES”</p> <p>By William GOLDING</p>	<p>To comprehend the essence of the story through stylistic techniques used in the Novel e.g.;</p> <p>Setting Plot Subject matter, characterization and language</p>	<p>Conflict between humans themselves and between humans and the harsh environment</p> <p>Loss of innocence and human values</p>	<p>Oral Presentations of different activities as carried out by children in the Novel</p> <p>Discuss the ways through which they are/or can be solved</p>	<p>Students show full grasp of the themes and understand why the characters acted the way they did</p>
	<p>To identify and carry out analysis of characters</p>	<p>-Leadership qualities</p> <p>-Prejudice and its consequences</p>	<p>Compare/contrast characters: traits of Ralph and Piggy, Sam and Eric, Simon Etc.</p>	<p>Students demonstrate the understanding of themes on human nature in a hostile environment</p>
	<p>To analyze the style and literary techniques in relation to thematic concerns and characters</p>	<p>As above</p>	<p>Interpretation of significant words and structures used in the Novel</p> <p>Discussion of major areas</p> <p>-Writing essays on any major element of the Novel</p>	<p>Students show clear understanding of the language used and other stylistic features such as symbols, flashback, suspense etc.</p>
	<p>To show the relevance of the title of the book in relation to the rest of the story</p>	<p>As above</p>	<p>Discuss and justify suggestions of other alternative titles</p>	<p>Students are able to make a summary of the story</p>

• **Form six**

<b>Literature set books</b>	<b>Expected outcomes</b>	<b>Themes</b>	<b>Activities/ Performances</b>	<b>observation</b>
THE RIVER BETWEEN By NGUGI WA THIONG'O	To show an understanding of the Novel in its entirety	Conflicts about: Land issues Religion Beliefs and practices	Discussion on the loss of land by natives to white settlers	Students are able to critically assess the role of the church in bringing change and eroding traditional beliefs and practices
	To identify and make analysis of characters	As above	discussion on the role of selected characters in relation to major concerns of the Novel Write essays on selected topics	Students understand the intention of the author through various roles played by characters
	-To relate the approaches used by missionaries to establish themselves in Makuyu and Kamenno	Rivalry Prejudice Land dispute Cultural alienation	Description of Kikuyu community essay writing on one suggested themes	Students are able to discover and relate situations described in the Novel to the Rwandan context of that time
	- To comprehend the story through its: Setting Plot Subject matter	Impact of colonization on Kikuyu tradition	Debate on the consequences of interactions between different cultures Write an essay on the title "The River Between"	Students will learn how to benefit from contact with foreigners They learn how to adapt to change

SONG OF LAWINO  by OKOT p'BITEK	To describe Acholi's community as presented by Lawino	Pride Conservatism Fanatism	Interpretation and discussion on the various stylistic techniques used in the Novel	Students recognize various stylistic techniques such as Fantasy, imagery, irony and other poetic devices
	To highlight Lawino's concerns in the song	Rejection Mental alienation (blind imitation) Loss of cultural values	-Discussion on Lawino's lamentation	Students discover the twelve lamentations or complaints of Lawino
	To critically analyse the impact of western culture on the Africans in general and Acholi community in particular	Western influence Prejudices Polygamy	Debate selected contentious themes Eg Prejudices in SONG OF LAWINO Writing essays on various topics	Students learn how to reconcile the Western influence and the traditional way of life
	To link some of Acoli values to those found in Rwandan culture	Rejection of foreign religion Superstition Traditional medicine	Compare Lawino's attitude towards religion, superstition and traditional medicine to the views of some Rwandans about the same cultural aspects	Students appreciate the role of poems, songs in the enhancement of cultural values

## **V. EVALUATION**

Continuous Assessment will focus on students' understanding of Novels, Poems, and Plays. In this process the teacher will test students' ability to apply the four language skills namely Listening, Speaking, Reading and Writing. At the Advanced level, this will be done through Poetry recitation, Dramatization, Essay Writing, Debates, Discussions and Question –Answer Activities.

Summative evaluation will be carried out at the end of each term and year and through the national examinations at the end of Form six.

Tests and exams will be set in Form of papers known as:

- Paper 1 Prose and Poetry
- Paper 2 Plays
- Paper 3 Novels

### **PAPER ONE: PROSE AND POETRY**

#### **Section A: Reading and Comprehension.**

This Section consists of passages of continuous prose. Students will be asked to answer structured questions on the passages.

#### **Section B: Grammar**

This Section consists of one or two passages of prose. Students will be asked to answer structured questions on the passage(s). These questions will test the ability of the student to comprehend the texts and explain them with precision and references from the text. Different Forms of language used by the writer to express his/her intention shall also be examined.

#### **Section C: Poetry**

This section will consist of one or two poems. Students will be asked questions that incite them to comment, to compare and to illustrate their level of understanding of the poem.

They will explain the form, the various poetic devices used and their effect to the reader /listener.

## **PAPER TWO: PLAYS**

This paper will consist of two sections:

### **Section A: Non African writers**

- ROMEO AND JULIET by William SHAKESPEARE
- A MAN FOR ALL SEASONS by Robert BOLT

### **Section B: African Writers**

- THE TRIAL OF BROTHER JERO by WOLE SOYINKA
- BETRAYAL IN THE CITY by Francis IMBUGA

NB. The questions asked in both sections A and B will be either:  
2 context questions from both sections (A & B) and 1 essay from both sections;

Or: 1 context question either sections A or B; or 2 essays: one from section A and the other one from section B.

## **PAPER THREE: NOVELS AND SHORT STORIES**

This paper will consist of two sections.

### **Section A:**

Three selected Novels that include two African writers and one non--African for example:

- THE AFRICAN CHILD by CAMARA LAYE
- THE CONCUBINE by ELECHI AMADI
- LORD OF FLIES by William GOLDING

NB. As for the plays

### **Section B:**

Two selected Novels for comparison.

THINGS FALL APART by CHINUA ACHEBE

THE RIVER BETWEEN by NGUGI WA THIONG'O

In this section, students shall write one essay on a given topic taken from any of suggested Novels and highlight similarities and differences between them.

NB: As by the other sections A & B

## **V. BIBLIOGRAPHY**

- en .wikipedia.org/wiki/literature
- Uganda National Examinations Board
- Regulation and syllabus (2009-2013)
- Mindset content
- AN INTRODUCTION TO THE WRITINGS OF NGUGI by GD KILLAM
- THE DEFENSE OF LAWINO by OKOT p' BITEK
- LIVING LITERATURE by Frank MYSZOR & Jackie BAKER



The draft Curriculum of Literature in English for Advanced Level of Education for the Combinations of:

- History, Economics& Literature
- Literature, Economics& Geography
- History, Geography& Literature, was designed and developed by:

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