

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



CURRICULUM FOR ORDINARY SECONDARY EDUCATION

FORM I – IV

2023

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Abbreviations and Acronyms

| | |
|-------|---|
| ICT | Information and Communications Technology |
| MoEST | Ministry of Education, Science and Technology |
| SADC | Southern African Development Community |
| TIE | Tanzania Institute of Education |
| TSL | Tanzania Sign Language |

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Dr Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

The Curriculum for Ordinary Secondary Education, Form I-IV, was prepared following the 2014 Education and Training Policy, the 2023 Edition, stakeholders' opinions collected and analysed from 2021 to 2022, and a review of written documents to gain experience from other countries. Moreover, this Curriculum follows the vision of education which focuses on preparing an educated Tanzanian with knowledge, skills and positive attitudes and who values equality, justice and lifelong education to bring sustainable national and international development. Likewise, this Curriculum considers the main objectives of education as well as secondary education objectives, Form I-IV. Considering these objectives, this Curriculum sets standards for providing education at the secondary education level, Form I-IV, by specifying the knowledge, skills, and attitudes the student will develop, general competences, main learning areas, main and specific competences, and teaching and learning methods. Moreover, the Curriculum has specified the duration that will be used in the implementation, the language of learning and teaching, teaching and learning resources and methods of assessing the student's progress in terms of developing competences. Likewise, the Curriculum has specified the academic and professional qualifications for the teacher, who is the main implementer of the Curriculum at the ordinary secondary school.

Along with various policy statements and national, regional and international guidelines, this Curriculum is based on theories of student development and learning. Hence, its implementation will enable the student to develop physically, mentally, emotionally and socially. I expect that, through this Curriculum, the teacher will help the student to develop the intended competences. Likewise, all curriculum implementation supervisors and other stakeholders of education in the country will ensure that the education provided meets the standards accepted nationally, regionally and internationally.



Dr Lyabwene M. Mtahabwa
Commissioner for Education

Part One

Introduction

1.1 Background

Many countries, including Tanzania, acknowledge that education is the right of every child and thus have been making various efforts to ensure that quality education is provided fairly and equally. These efforts are made because education is an important tool in the development of every child academically and morally and in the development of various talents and gifts. Due to the nation's commitment to building a country with a nationally competitive economy, the Government has aimed to build a society with knowledge, skills and a positive attitude that will enable full participation in developmental activities. Besides this commitment, Tanzania has ratified the 1997 Southern African Development Community (SADC) Protocol regarding education and training which requires member countries to have compulsory education for not less than nine years.

Tanzania is committed to providing quality and inclusive education based on the philosophy of Education for Self-Reliance founded in 1967 by the Father of the Nation, Mwalimu Julius Kambarage Nyerere. In addition, this curriculum is focused on building basic competences in the 21st Century Skills which are communication, collaboration, creativity, critical thinking, problem-solving, digital skills, ethics and patriotism. Therefore, this curriculum has been prepared to increase the number of Tanzanians with knowledge, skills and positive attitudes towards contributing to the development of the nation by considering the changes in science and technology and the requirements of the 21st century. The preparation of this curriculum has gone through various stages, including collecting the opinions of stakeholders, reviewing various documents and learning from the experiences of other countries for best practice that can be implemented in the Tanzanian environment.

1.2 Structure of Ordinary Secondary Education, Form I – IV

As directed by the 2014 Education and Training Policy, the 2023 Edition, Form I – IV secondary education will last for four (4) years. This secondary education is divided into two streams: General Education and Vocational Education. The student will choose a stream based on his/her preference, abilities and aspirations.

The General Education stream is divided into eleven (11) specialisations, which are Science, Agriculture, Sports, ICT, Business, Music, Social Science, Food and Nutrition, Textile and Garments Construction, Art and Language. Moreover, from

Form I, the student will choose subjects from one of the streams based on his/her preference, ability and aspirations. Besides the subjects in their specialisations, all general education students can choose additional subjects, including those in the vocational education stream, based on the school timetable and capacity.

The Vocational Education stream is divided into fifteen (15) Main Fields, which are Electrical Engineering, Mechanical Engineering, Civil Engineering, Automotive Engineering, Transport and Logistics, Clothing and Textile, Agriculture and Food Processing, Hospitality and Tourism, Commercial and Business Support Services, Printing, Mineral Extraction and Processing, Cosmetology, Creative Arts, Electronics and Computer, and Sports. In addition, each main field has several specific trades, making more than 60 specific trades.

From Form I, the student will choose one specific field according to his or her wishes, abilities and aspirations. In addition, despite the specific field chosen, all students of the Vocational Education stream will have to study four (4) other compulsory subjects which are Mathematics, Business Studies, English Language and *Historia ya Tanzania na Maadili*. Vocational subjects will be undertaken in modular form. Successful completion of a number of modules in the given trade led to National Vocational Awards (NVA). All Vocational Education students of Form I and II will learn the contents leading to the award of NVA Level I of VETA, while Form III will learn the contents leading to NVA Level 2 of VETA and Form IV will learn the contents leading to NVA Level 3 of VETA.

The student will begin Form I at the age of 12 and finish Form IV at the age of 15.

Part Two

Vision, Goals and General Competences

This Curriculum has considered the vision, goals and competences to be developed at every stage of Ordinary Secondary Education, Form I–IV.

2.1 Vision of Tanzanian Education

To have an educated Tanzanian with knowledge, skills and positive attitudes, who values equality, justice and lifelong education in bringing sustainable national and international development.

2.2 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) Develop 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.

2.3 Objectives of Ordinary Secondary Education – General 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 to advanced secondary and tertiary education.

2.4 Objectives of Ordinary Secondary Education - Vocational Education

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

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills that will enable him/her to employ oneself, to be employed and to manage life by using his/her environment appropriately;
- (c) Safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue to vocational and technical education.

2.5 General Competences – General Education

The general competences for Ordinary Secondary Education- General Education are to:

- (a) Use the knowledge and skills acquired in primary education to strengthen and broaden their understanding of general subjects;
- (b) Appreciate citizenship and national values;
- (c) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and practical knowledge;
- (d) Use language skills, including Tanzania Sign Language (TSL), Kiswahili, English and at least one other foreign language to communicate;
- (e) Use the knowledge of cross-cutting issues to manage their surrounding environment; and
- (f) Use the knowledge and skills to employ oneself, be employed and manage life and the environment.

2.6 General Competences – Vocational Education

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross-cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

Part Three

Curriculum Contents

This part describes the learning areas and subjects for Ordinary Secondary Education, Form I – IV, General Education; Main fields and trades for Vocational Education; and main and specific competences for various subjects.

3.1 Learning Areas and Subjects – General Education

The learning areas and subjects at this stage are described in Table 1.

Table 1: *Learning Areas and Subjects*

| No | Learning areas | Subjects |
|----|--|---|
| 1. | Natural Science, Technology and Environment | <ol style="list-style-type: none"> 1. Biology 2. Physics 3. Chemistry 4. Agriculture 5. Computer Science |
| 2. | Social Science, Faith and Ethics | <ol style="list-style-type: none"> 1. Geography 2. Historia ya Tanzania na Maadili 3. History 4. Bible Knowledge 5. Elimu ya Dini ya Kiislamu |
| 3. | Mathematics | <ol style="list-style-type: none"> 1. Basic Mathematics 2. Additional Mathematics |
| 4. | Language and Communication | <ol style="list-style-type: none"> 1. Kiswahili 2. English Language 3. Chinese 4. Arabic 5. French 6. Literature in English 7. Fasihi ya Kiswahili |
| 5. | Vocational Education, Entrepreneurship and Economics | <ol style="list-style-type: none"> 1. Business Studies 2. Bookkeeping 3. Textile and Garment Construction 4. Food and Nutrition |

| No | Learning areas | Subjects |
|----|--------------------------|---|
| 6. | Culture, Arts and Sports | 1. Music 2. Sports 3. Fine Arts 4. Performing Arts |

In addition, the specialisation and subjects for General Education are illustrated in Figure 1.

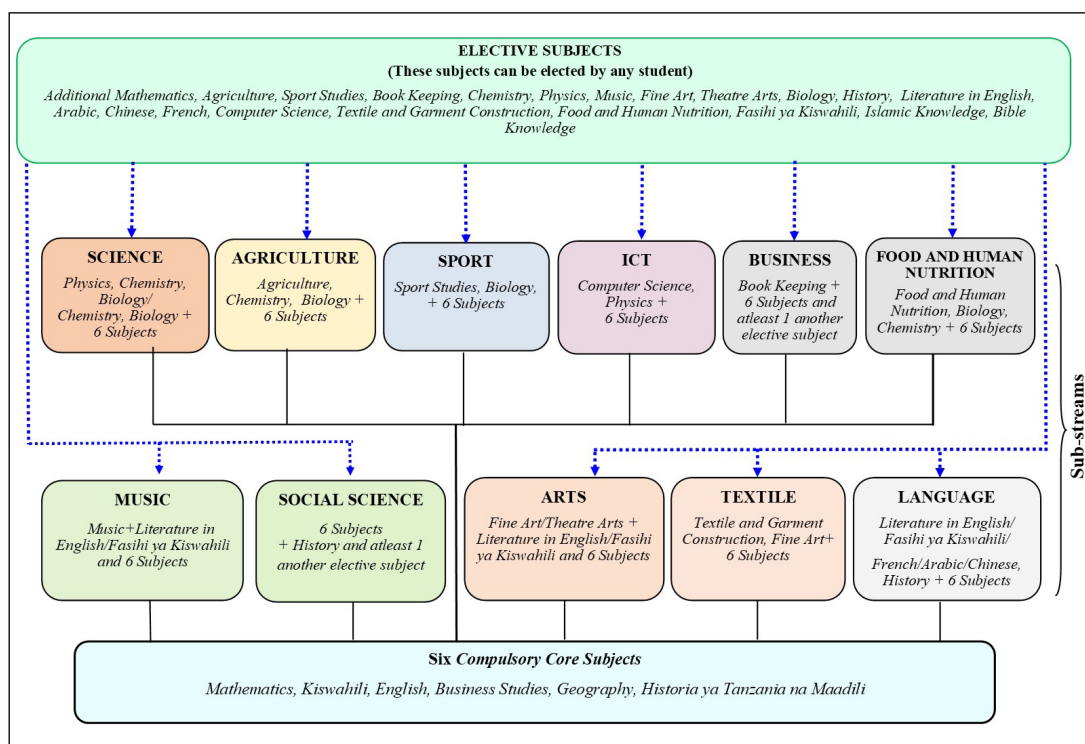


Figure 1: Specialisation and Subjects for General Education

3.2 Main Fields and Trades - Vocational Education

The main fields and trades for Vocational Education are described in Table 2 and illustrated in Figure 2.

Table 2: *Main Fields and Trades*

| S/No. | Main Fields | Trades |
|-------|------------------------|--|
| 1. | Electrical Engineering | 1.1 Electrical installation |
| | | 1.2 Bio-energy installation |
| | | 1.3 Wind power plants installation |
| | | 1.4 Solar power installation |
| 2. | Mechanical Engineering | 2.1 Welding and metal fabrication |
| | | 2.2 Refrigeration and air conditioning |
| | | 2.3 Fitter machinist |
| | | 2.4 Fitter mechanics |
| | | 2.5 Ginnery fitting |
| 3. | Civil Engineering | 3.1 Masonry and brick-laying |
| | | 3.2 Civil drafting |
| | | 3.3 Boat building |
| | | 3.4 Carpentry and joinery with metal works |
| | | 3.5 Plumbing and pipe fitting |
| | | 3.6 Painting and sign writing |
| | | 3.7 Steel fixing |
| | | 3.8 Well drilling |
| | | 3.9 Wood carving |
| 4. | Automotive Engineering | 4.1 Motor vehicle mechanics |
| | | 4.2 Auto-electric mechanics |
| | | 4.3 Auto-body repair |
| | | 4.4 Motor-cycle mechanics |
| | | 4.5 Agro-mechanics |

| S/No. | Main Fields | Trades |
|-------|---------------------------------|--|
| 5. | Electronics and Computer | 5.1 Computer programming |
| | | 5.2 Graphics design |
| | | 5.3 Electronics Repair |
| | | 5.4 Computer maintenance |
| | | 5.5 Mobile phone repair |
| | | 5.6 Office machines maintenance |
| | | 5.7 Film and TV Production |
| 6. | Transport and Logistics | 6.1 Transport operations |
| | | 6.2 Clearing and forwarding |
| 7. | Clothing and Textile | 7.1 Handloom weaving |
| | | 7.2 Finishing craft |
| | | 7.3 Basic knitting |
| | | 7.4 Designing, sewing and cloth technology |
| | | 7.5 Leather goods and footwear |
| 8. | Agriculture and Food Processing | 8.1 Meat processing and technology |
| | | 8.2 Oil seed processing |
| | | 8.3 Animal health and production |
| | | 8.4 Horticulture production |
| | | 8.5 Field crop production |
| | | 8.6 Wood processing |
| | | 8.7 Bee keeping |
| | | 8.8 Fishing and fish processing |
| | | 8.9 Aquaculture and fish processing |
| | | 8.10 Seaweed farming |

| S/No. | Main Fields | Trades |
|-------|--|---|
| 9. | Hospitality and Tourism | 9.1 Front office operations |
| | | 9.2 House-keeping |
| | | 9.3 Food production |
| | | 9.4 Food beverage services and sales |
| | | 9.5 Tour guide and travel operations |
| 10. | Commercial and Business Support Services | 10.1 Business operation assistance |
| | | 10.2 Secretarial |
| | | 10.3 Insurance |
| | | 10.4 Wholesale and retailing |
| | | 10.5 Geospatial technology |
| 11. | Printing | 11.1 Packaging printing |
| | | 11.2 Screen printing |
| | | 11.3 Binding and print finishing |
| 12. | Extraction and Processing of Minerals | 12.1 Jewellery |
| | | 12.2 Salt extraction |
| | | 12.3 Gemology (Gemstone cutting, polishing and carving) |
| 13. | Cosmetology | 13.1 Hair dressing |
| | | 13.2 Beauty therapy |
| | | 13.3 Fitness and nutrition |
| 14. | Creative Arts | 14.1 Acting |
| | | 14.2 Costume and makeup designs |
| | | 14.3 Ngoma performance |
| | | 14.4 Music and sound technology |
| | | 14.5 Music performance |
| | | 14.6 Carving |

| S/No. | Main Fields | Trades |
|-------|-------------|--|
| | | 14.7 Drawing and painting |
| | | 14.8 Pottery and ceramic |
| | | 14.9 Textile design and small-scale printing |
| | | 14.10 Art and design |
| 15. | Sports | 15.1 Football performance |
| | | 15.2 Netball performance |
| | | 15.3 Track events |

Compasory Subjects
Mathematics, Business Education, English Language and Historia ya Tanzania na Maadili

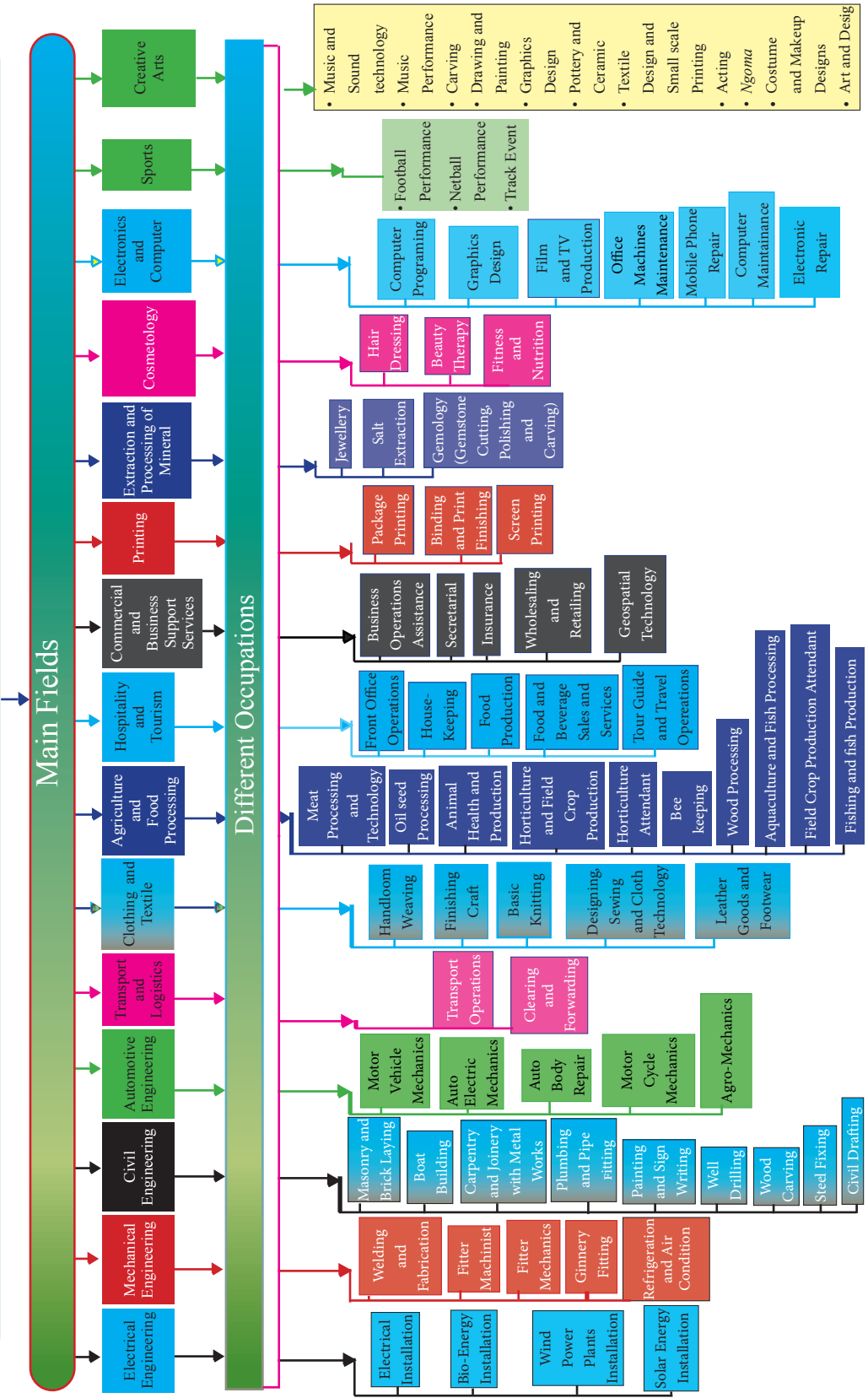


Figure 2: Various Fields and Trades for Vocational Education

3.3 Main Competences and Specific Competences – General Education

The main and specific competences for each subject are presented in Table 3.

Table 3: *Subject, Main Competence and Specific Competence*

| No. | Subject | Main Competence | Specific Competence |
|--|---|---|--|
| 1. | Historia ya Tanzania na Maadili | 1.1 Kulinda historia, urithi na maadili ya Taifa | 1.1.1 Kuelezea chimbuko la jamii za Kitanzania na maadili yake |
| | | | 1.1.2 Kumudu maarifa na ujuzi wa maadili na urithi wa jamii za Kitanzania |
| | | | 1.1.3 Kutumia maarifa na ujuzi wa historia na urithi kubuni fursa mbalimbali zilizopo katika jamii za Kitanzania |
| | | | 1.1.4 Kubaini fursa mbalimbali za kujenga ushirikiano na kukuza uchumi wa kitaifa |
| | | 1.2 Kumudu historia ya jamii za Kitanzania na maadili yake kabla ya ukoloni | 1.2.1 Kuchambua mifumo ya kijamii (elimu, afya, utamaduni, uchumi) iliyokuza na kuendeleza maadili ya jamii za Kitanzania kabla ya ukoloni |
| | | | 1.2.2 Kuchambua mifumo iliyokuza na kuendeleza uchumi na siasa katika jamii za Kitanzania kabla ya ukoloni |
| 1.2.3 Kutathmini vichocheo vya mabadiliko ya sayansi na teknolojia katika jamii za Kitanzania kabla ya ukoloni | | | |
| 1.3 Kumudu historia ya Tanzania na maadili wakati wa ukoloni, 1890-1960 | 1.3.1 Kutumia maarifa na ujuzi wa chimbuko na ukuaji wa mfumo wa ukoloni kuelewa uhusiano wa kihistoria kati ya Tanzania na mataifa yaliyoitawala | | |
| | 1.3.2 Kutathmini athari za mfumo wa ukoloni kwenye maadili ya jamii za Kitanzania | | |
| | 1.3.3 Kuchambua jitihada za jamii za Kitanzania kupinga ukoloni na maadili ya kikoloni | | |

| No. | Subject | Main Competence | Specific Competence |
|-----|---------|--|--|
| | | 1.4 Kumudu historia ya ujenzi wa Taifa la Tanzania na maadili katika kipindi cha 1961-1966 | 1.4.1 Kuchambua mifumo ya uchumi, siasa, utamaduni jamii na maadili iliyojengwa 1961-1966 1.4.2 Kumudu historia ya Mapinduzi Matukufu ya Zanzibar 1.4.3 Kumudu historia ya Muungano wa Tanganyika na Zanzibar |
| | | 1.5 Kutathmini ujenzi wa Taifa na maadili baada ya Azimio la Arusha, 1967-1985 | 1.5.1 Kuchambua chimbuko la Azimio la Arusha na matokeo yake kiuchumi, kisiasa, kiutamaduni na kimaadili 1.5.2 Kueleza nafasi ya Tanzania katika kujenga uhusiano wa kikanda |
| | | 1.6 Kutathmini historia ya Tanzania na maadili wakati wa uliberali, 1986 hadi sasa | 1.6.1 Kuchambua chimbuko la uliberali na utandawazi 1.6.2 Kuishi maadili mema ya Kitanzania wakati wa uliberali na utandawazi |
| | | 1.7 Kufanya utafiti wa historia na maadili ya Tanzania | 1.7.1 Kumudu misingi ya utafiti wa kihistoria 1.7.2 Kutumia misingi ya utafiti wa kihistoria kufanya kazimradi |
| | | 1.8 Kumudu muundo na kazi za Serikali ya Jamhuri ya Muungano wa Tanzania | 1.8.1 Kueleza muundo na kazi za Serikali ya Jamhuri ya Muungano wa Tanzania na Serikali ya Mapinduzi Zanzibar 1.8.2 Kubaini muundo na kazi za serikali za mitaa |
| 2. | History | 2.1 Demonstrate mastery of African history before colonialism | 2.1.1 Demonstrate an understanding of the concept of History and sources of historical information 2.1.2 Demonstrate an understanding of theories of the origin of human beings 2.1.3 Demonstrate an understanding of the economic, political, social and technological development in pre-colonial Africa 2.1.4 Demonstrate an understanding of interactions among African societies during the pre-colonial era |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------|--|---|
| | | | 2.1.5 Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1st Century to the 19th Century |
| | | 2.2 Demonstrate mastery of the relationship between capitalism and Africa | 2.2.1 Demonstrate an understanding of the development of capitalism and its impact on Africa 2.2.2 Demonstrate an understanding of colonial systems in Africa 2.2.3 Demonstrate an understanding of the history of nationalist movements in Africa |
| | | 2.3 Demonstrate mastery of the history of nation-building in post-colonial Africa | 2.3.1 Demonstrate mastery of the history of nation-building in post-colonial Africa 2.3.2 Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa |
| | | 2.4 Demonstrate mastery of the history of Africa's participation in regional and international affairs | 2.4.1 Demonstrate an understanding of the formation of African regional integration 2.4.2 Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation |
| 3. | Geography | 3.1 Demonstrate mastery of the structure of the Earth | 3.3.1 Demonstrate an understanding of the origin and the structure of the Earth and earth systems 3.3.2 Demonstrate an understanding of the major features of the Earth surface 3.3.3 Demonstrate an understanding of the relationship between relief, climate and natural vegetation |
| | | 3.2 Demonstrate mastery of basic skills and techniques Geography | 3.2.1 Demonstrate an understanding of the basic techniques of map and photograph interpretation 3.2.2 Demonstrate an understanding of the basic techniques in land surveying |

| No. | Subject | Main Competence | Specific Competence |
|-----|---------|--|---|
| | | 3.3.3 Demonstrate mastery of human geography | 3.3.1 Demonstrate an understanding of the relationship between geography, human settlement, economic activities and environmental health 3.3.2 Carry out a project in Geography |
| 4. | English | 4.1 Manage information search from different sources for lifelong learning | 4.1.1 Use ICT tools to search for information from different sources 4.1.2 Organize information obtained from different sources |
| | | 4.2 Demonstrate mastery of English language skills | 4.2.1 Develop listening skills 4.2.2 Produce short and coherent oral messages with intelligible pronunciation and fluency 4.2.3 Develop vocabulary from conversations and written texts 4.2.4 Use appropriate grammar and vocabulary in oral and in written language tasks |
| | | 4.3 Comprehend oral and written information | 4.3.1 Read texts for comprehension 4.3.2 Comprehend oral messages with increasing difficulty 4.3.3 Respond appropriately in a variety of oral and written communication contexts 4.3.4 Construct meaning from a variety of text |
| | | 4.4 Communicate effectively in different contexts | 4.4.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts 4.4.2 Create a variety of texts for different communicative purposes using the appropriate tone and register 4.4.3 Conduct a socio-cultural analysis of functional texts |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------------------|---|--|
| | | 4.5 Provide basic English language services to the community | 4.5.1 Apply principles of editing and proofreading in a variety of texts 4.5.2 Apply principles of interpretation to provide simple authentic interpretations 4.5.3 Apply principles of translation to produce simple authentic translation 4.5.4 Manage short translation and editing projects using Computer-Assisted Tools |
| | | 4.6 Appreciate and create literary works | 4.6.1 Appreciate the aesthetics and value of literature 4.6.2 Evaluate the context in which literary texts are written, read and understood 4.6.3 Analyse genres of literature and appreciate their conventions 4.6.4 Create simple literary works |
| 5. | Literature in English | 5.1 Develop awareness of and empathy with national and global literary works | 5.1.1 Demonstrate empathy for other people's experiences nationally and globally 5.1.2 Appreciate multiculturalism and develop self-consciousness 5.1.3 Reflect values, perspectives and identities, and the impact of beliefs and actions on society |
| | | 5.2 Appreciate different implications and layers of meaning in literary works | 5.2.1 Appreciate the use of literary devices in the works of art 5.2.2 Apply critical thinking when reading, discussing and writing about literary texts 5.2.3 Justify interpretations based on evidence and logic |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------|---|---|
| | | 5.3 Compose literary works | 5.3.1 Synthesise literary characteristics, themes, and/or approaches in several literary texts 5.3.2 Recognise ambiguity and uncertainty as necessary in creating literary works 5.3.3 Create imaginative and original literary works |
| 6. | Kiswahili | 6.1 Kumudu misingi ya Kiswahili | 6.1.1 Kutambua Kiswahili kama kielelezo cha utafa na utambulisho wa Mtanzania 6.1.2 Kukuza uelewa wa sarufi ya Kiswahili |
| | | 6.2 Kumudu lugha ya mazungumzo na ya maandishi | 6.2.1 Kusikiliza na kuelewa mazungumzo 6.2.2 Kusoma matini kwa ufasaha na ufahamu |
| | | 6.3 Kuwasiliana katika miktadha mbalimbali | 6.3.1 Kutumia kamusi katika miktadha mbalimbali 6.3.2 Kuwasiliana kwa ufasaha kwa njia ya mazungumzo 6.3.3 Kuwasiliana kwa njia ya maandishi katika miktadha mbalimbali |
| | | 6.4 Kuthamini kazi za fasihi ya Kiswahili | 6.4.1 Kukuza uelewa wa misingi ya fasihi ya Kiswahili 6.4.2 Kuhakiki kazi za fasihi ya Kiswahili 6.4.3 Kubuni kazi za fasihi ya Kiswahili |
| | | 6.5 Kutoa huduma ya lugha ya Kiswahili katika jamii | 6.5.1 Kufanya tafsiri sahili katika lugha ya Kiswahili 6.5.2 Kuhariri matini mbalimbali za Kiswahili 6.5.3 Kufanya ukalimani sahili kwa lugha ya Kiswahili |

| الرقم | المادة | الكفاءات العامة | الكفاءات الخاصة |
|-------|--|--|---|
| 7. | اللغة العربية | 7.1 إظهار فهم المهارات الأساسية للغة العربية | 7.1.1 تطوير مهارات الاستماع باللغة العربية |
| | | | 7.1.2 اكتساب المفردات من المحادثة والكتابة |
| | | | 7.1.3 توصيل المعلومات الفصيحة القصيرة المنطوقة بكلمات فصيحة |
| | | | 7.1.4 استخدام المفردات والقواعد الصحيحة عن طريق التحدث والكتابة |
| | | 7.2 إظهار فهم المعلومات المعروضة شفويا وكتابيا | 7.2.1 تطوير كفاءة الاستماع وفهم المعلومات المعروضة شفويا |
| | | | 7.2.2 تطوير كفاءة القراءة وفهم للنصوص المختلفة |
| | | | 7.2.3 إظهار الاستجابة المناسبة في السياقات التواصلية المختلفة |
| | | | 7.2.4 تطوير كفاءة القراءة وفهم للنصوص المختلفة بشكل صحيح |
| | 7.3 التواصل بفعالية في سياقات مختلفة | 7.3.1 إنشاء النصوص باللغة الفصيحة في سياقات مختلفة | |
| | 7.4 التفسير والتحرير والترجمة للمعلومات السهلة | 7.4.1 تقديم التفسير السهل الصحيح | |
| | | 7.4.2 القدرة على تحرير النصوص السهلة | |
| | | 7.4.3 إجراء الترجمة السهلة بصورة صحيحة | |

| No. | Subject | Main competences | Specific competences |
|-----|---------|--|--|
| 8. | Chinese | 8.1 掌握基本汉语技能 Master basic Chinese language skills | 8.1.1 提升汉语声母、韵母和声调的音素意识并掌握发音 Develop awareness of phonemes, initials, finals, tone, and Chinese Characters. 8.1.2 正确掌握各种语境下的汉语词汇 Master the correct Chinese vocabulary in various contexts 8.1.3 在会话和写作中发展使用适当的语法和词汇的能力 Develop the use of appropriate grammar and vocabulary in conversation and writing |
| | | 8.2 展现出对口头和书面信息的理解 Demonstrate understanding of information in conversation and writing | 8.2.1 提高听懂表达的能力 Develop the ability to listen and understand information 8.2.2 培养阅读和理解各种文本的能力 Develop the ability to read and understand various texts. 8.2.3 在不同的交流环境中做出正确回应 Show the right response in various communicative contexts 8.2.4 提高正确阅读各种文本的能力 Develop the ability to read correctly various texts |
| | | 8.3 在不同的语境下进行有效交流 Communicate effectively in a variety of contexts | 8.3.1 提高对口语和书面语言特征的理解 Develop an understanding of the characteristics of spoken and written language |

| No. | Subject | Main competences | Specific competences |
|-----|---------|---|--|
| | | | <p>8.3.2 在各种语境中，提高使用口语交流的能力 Develop the ability to communicate orally</p> <p>8.3.3 在各种的语境中，提高使用书面语式正确沟通的能力 Develop the ability to communicate accurately in writing in various contexts</p> |
| | | <p>8.4 笔译、口译简单信息 Translate and interpret simple information</p> | <p>8.4.1 进行简单准确的笔译 Provide simple and accurate translation.</p> <p>8.4.2 进行简单准确的口译 Provide simple and correct interpretation</p> |
| 9. | French | <p>9.1 Maîtriser les composantes langagières de base du français</p> <p>9.2 Comprendre des informations orales et écrites</p> | <p>9.1.1 Développer la conscience phonémique et la prononciation française</p> <p>9.1.2 Maîtriser le vocabulaire approprié du français</p> <p>9.1.3 Élargir l'usage de la grammaire et du vocabulaire approprié à travers l'écoute et la lecture</p> <p>9.2.1 Développer la compréhension des informations présentées oralement.</p> <p>9.2.2 Développer la compréhension des informations présentées à l'écrit</p> <p>9.2.3 Réagir de manière appropriée à des divers contextes de communication</p> <p>9.2.4 Lire correctement la variété des textes</p> |

| No. | Subject | Main Competence | Specific Competence |
|-----|---------------|--|---|
| | | 9.3 Communiquer efficacement dans divers contextes | 9.3.1 Maîtriser les caractéristiques de la langue parlée et écrite 9.3.2 Communiquer à l'oral de manière appropriée 9.3.3 Communiquer à l'écrit de manière appropriée |
| | | 9.4 Traduire, éditer et interpréter des informations simples | 9.4.1 Traduire des textes simples 9.4.2 Interpréter 9.4.3 Éditer des textes simples |
| 10. | Sport Studies | 10.1 Demonstrate mastery of the concepts, safety and ethical conduct in sports | 10.1.1 Demonstrate an understanding of the importance of sports 10.1.2 Demonstrate an understanding of ethical conduct in sports |
| | | 10.2 Demonstrate mastery of the role of physical and mental fitness in sports | 10.2.1 Demonstrate an understanding of the principles of building physical and mental fitness in sports |
| | | 10.3 Play various sports | 10.3.1 Perform physical exercises 10.3.2 Develop skills and techniques in sports |
| | | 10.4 Demonstrate mastery of the fundamentals of health and safety in sports | 10.4.1 Demonstrate an understanding of risky behaviour in sports 10.4.2 Demonstrate an understanding of the relationship between nutrition and health in sports |
| 11. | Biology | 11.1 Demonstrate mastery of the concepts, principles and processes of Biology | 11.1.1 Describe the physiological, anatomical and ecological processes of living organisms |
| | | 11.2 Communicating using scientific biological terminologies | 11.2.1 Demonstrate mastery of scientific biological terminologies |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------|--|---|
| | | 11.3 Conduct biological investigations | 11.3.1 Demonstrate mastery of basic skills for conducting biological investigations 11.3.2 Prepare and present results of biological investigations 11.3.3 Carry out a biological project work using biological principles |
| 12. | Chemistry | 12.1 Demonstrate mastery of basic concepts, theories and principles in Chemistry | 12.1.1 Demonstrate mastery of concepts, theories and principles in Chemistry 12.1.2 Demonstrate an understanding of the physical and chemical properties of elements on the basis of their arrangement in the periodic table |
| | | 12.2 Demonstrate mastery of basic terminologies in Chemistry | 12.2.1 Use the International Union of Pure and Applied Chemistry nomenclature to name chemical compounds 12.2.2 Use chemical symbols, formulas and equations to represent chemical reaction |
| | | 12.3 Conduct experiments in Chemistry | 12.3.1 Conduct experiments in Chemistry |
| | | 12.4 Demonstrate mastery of basic principles of extraction of metals | 12.4.1 Demonstrate mastery of principles of extraction of metals |
| | | 12.5 Conduct a project in Chemistry | 1.21.1 Conduct a project in Chemistry |
| 13. | Physics | 13.1 Apply knowledge of Physics in various contexts | 13.1.1 Demonstrate mastery of basic concepts, theories and principles of Physics 13.1.2 Demonstrate mastery of basic terminologies, measurements and symbols in Physics 13.1.3 Use mathematics to explain physical principles and phenomena |

| No. | Subject | Main Competence | Specific Competence |
|-----|-------------|--|---|
| | | 13.2 Conduct experiments in Physics | 13.2.1 Demonstrate mastery of basic experimental skills in Physics 13.2.2 Demonstrate mastery of data analysis, presentation and report writing in Physics |
| | | 13.3 Evaluate and use information in Physics | 13.3.1 Collect, describe and relate physical data 13.3.2 Carry out a project in Physics |
| 14. | Kilimo | 14.1 Demonstrate mastery of the principles of agriculture | 14.1.1 Demonstrate an understanding of the principles of agriculture |
| | | 14.2 Use basic agricultural skills | 14.1.1 Apply basic principles of husbandry in crop production 14.2.2 Apply basic principles of husbandry in animal production 14.3.3 Apply basic principles of husbandry in aquaculture |
| | | 14.3 Conduct a project in Agriculture | 14.1.1 Carry out a project in Agriculture |
| 15. | Mathematics | 15.1 Demonstrate mastery of mathematical language | 15.1.1 Use numerical skills in different contexts 15.1.2 Use ratios, profit and loss in daily life Use rates and variations in different contexts |
| | | 15.2 Demonstrate mastery of basic concepts in geometry and algebra | 15.2.1 Use geometry, approximations, relations, and functions in various contexts 15.2.2 Use algebra and matrices in problem solving 15.2.3 Use sets, sequences and series in problem solving |

| No. | Subject | Main Competence | Specific Competence |
|-----|------------------------|---|---|
| | | 15.3 Demonstrate mastery of basic concepts in coordinate geometry, trigonometry, circles, vectors, probability and statistics | 15.3.1 Use basic coordinate geometry, trigonometry, and vectors skills in daily life 15.3.2 Use probability in problem solving 15.3.3 Use statistics in problem solving |
| 16. | Additional Mathematics | 16.1 Use advanced mathematical knowledge and skills in daily life | 16.1.1 Use some advanced skills in Coordinate Geometry, trigonometry and vectors in daily life 16.1.2 Apply statistical skills in the fields of business and economics 16.1.3 Demonstrate mastery of logic in decision making 16.1.4 Apply the basic skills of probability in daily life |
| | | 16.2 Demonstrate mastery of some advanced concepts in algebra and calculus in problem solving | 16.2.1 Use Algebra and Calculus to solve problems in different contexts 16.2.2 Apply set theory skills in decision making |
| 17. | Computer Science | 17.1 Demonstrate mastery of the basic Concepts of Computer Science | 17.1.1 Demonstrate an understanding the field of Computer Science and its related fields 17.1.2 Demonstrate an understanding of computer systems 17.1.3 Demonstrate mastery of maintenance and troubleshooting of computer systems 17.1.4 Demonstrate mastery of basics of system administration 17.1.5 Demonstrate mastery of the Internet, and basics of cyber security |

| No. | Subject | Main Competence | Specific Competence |
|-----|-------------|--|--|
| | | 17.2 Demonstrate mastery of the basic principles of Computer Science | 17.2.1 Demonstrate mastery of the basic principles of problem solving (concept of problem solving, steps of problem solving, concept of algorithms) 17.2.2 Demonstrate an understanding of basic principles of computer programming (using an appropriate structured programming language such as C, python, etc) 17.2.3 Demonstrate an understanding of the basic principles of computer architecture. 17.2.4 Demonstrate an understanding of the basics of computer networks 17.2.5 Demonstrate mastery of basic principles of web development (HTML, CSS, and JavaScript) 17.2.6 Demonstrate mastery of basic principles of mobile App |
| | | 17.3 Demonstrate mastery of the basic principles of data management | 17.3.1 Demonstrate the mastery of basic principles of databases and database management systems. 17.3.2 Demonstrate the mastery of the basic principles of data analysis (data collection, pre-processing, processing, visualization, interpretation) |
| 18. | Bookkeeping | 18.1 Demonstrate mastery of the principles of Bookkeeping | 18.1.1 Demonstrate an understanding of the basic principles and theories of Bookkeeping 18.1.2 Record business transactions using source documents 18.1.3 Prepare a Trial balance |
| | | 18.2 Prepare basic financial statements | 18.2.1 Prepare basic profit and loss statements 18.2.2 Prepare basic business financial position statements 18.2.3 Prepare basic audit reports |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------------------------------|---|---|
| | | 18.3 Prepare financial statements for non-commercial institutions | 18.3.1 Demonstrate an understanding of commercial and non-commercial organisations 18.3.2 Prepare financial statements of non-commercial organisations |
| | | 18.4 Demonstrate mastery of financial assets control | 18.4.1 Prepare bank reconciliation statements 18.4.2 Prepare a financial budget 18.4.3 Adjust records in financial statements |
| | | 18.5 Demonstrate mastery of the use of ICT in Bookkeeping | 18.21.1 Use basic accounting packages |
| 19. | Business Studies | 19.1 Demonstrate mastery of business knowledge | 19.1.1 Demonstrate mastery of the concepts, theories and principles of Business Studies |
| | | 19.2 Solve social challenges using business skills | 19.2.1 Demonstrate mastery of the basic skills of operating a small-scale business 19.2.2 Demonstrate mastery of the basic skills of trading locally and internationally |
| | | 19.3 Apply business knowledge in various contexts | 19.3.1 Apply business theories into practice 19.3.2 Demonstrate mastery of basic business ethics |
| 20. | Textiles and Garment Construction | 20.1 Demonstrate mastery of basic concepts and principles of garment construction | 20.1.1 Demonstrate an understanding of basic principles of garment construction 20.1.2 Caring for clothes and house hold articles |

| No. | Subject | Main Competence | Specific Competence |
|-----|----------|--|--|
| | | 20.2 Demonstrate mastery of garment construction | 20.2.1 Demonstrate an understanding of the concept of patterns in garment construction 20.2.2 Select the right fabric for different garments (design, style, fashion, texture, colour and line in garment construction) 20.2.3 Sew simple styles of various garments (lay and cut out, apply procedures of garment construction) |
| | | 20.3 Demonstrate mastery of professionalism and ethics in garment construction | 20.3.1 Demonstrate an understanding in operating a textile related business 20.3.2 Demonstrate an understanding of professionalism and ethics in tailoring |
| 21. | Fine Art | 21.1 Demonstrate mastery of concepts, theories and principles of Fine Art | 21.1.1 Demonstrate an understanding of the concepts, theories and the principles of Fine Art 21.1.2 Demonstrate an understanding of Traditional forms of Fine Art in Tanzania |
| | | 21.2 Create simple works of Fine Art | 21.2.1 Make decorations 21.2.2 Use traditional and modern techniques to create works of art 21.2.3 Create realistic art content |
| | | 21.3 Demonstrate mastery of the principles of occupational health and environmental care in Fine Art | 21.3.1 Dispose waste from Fine Art activities 21.3.2 Demonstrate an understanding of ethical conduct in Fine Art |
| | | 21.4 Use ICT to market works of Fine Art | 21.4.1 Use ICT to market works of Fine Art |

| No. | Subject | Main Competence | Specific Competence |
|-----|--------------|---|---|
| 22. | Music | 22.1 Demonstrate mastery of concepts, theories and principles of music | 22.1.1 Demonstrate an understanding of the concepts, theories, and principles of music 22.1.2 Demonstrate an understanding of the principles of reading and writing music |
| | | 22.2 Create and perform music | 22.2.1 Compose music in different languages 22.2.2 Sing local and foreign songs 22.2.3 Play local and foreign musical instruments 22.2.4 Demonstrate an understanding of ethical conduct in the music industry |
| | | 22.3 Demonstrate mastery of the use of ICT in music | 22.3.1 Use ICT programmes to write music 22.3.2 Use ICT in music production 22.3.3 Use ICT to store works of music 22.3.4 Use ICT to market works of music |
| | | 22.4 Carry out a project in Music | 22.4.1 Conduct a research project on business opportunities in music |
| 23. | Theatre Arts | 23.1 Demonstrate mastery of concepts, theories and principles of theatre arts | 23.1.1 Demonstrate an understanding of the concept and history of theatre arts 23.1.2 Demonstrate an understanding of the theories and principles of theatre arts 23.1.3 Demonstrate an understanding of the contribution of theatre arts to social development |
| | | 23.2 Perform theatre arts | 23.2.1 Perform theatre arts for different audiences based on audience types 23.2.2 Use ICT to produce simple film, television and radio drama 23.2.3 Organise theatre for social change 23.2.4 Observe ethical conduct in theatre arts |

| No. | Subject | Main Competence | Specific Competence |
|-----|--------------------------|--|---|
| | | 23.3 Demonstrate mastery of the use of creative language in theatre arts | 23.3.1 Use creative language to prepare theatrical works 23.3.2 Interpret theatrical works to suit different audiences |
| | | 23.4 Demonstrate mastery of the application of business principles in theatre arts | 23.4.1 Develop business ideas and opportunities in theatre arts 23.4.2 Analyse the cost of producing and selling theatrical works 23.4.3 Design strategies for marketing theatrical works |
| 24. | Food and Human Nutrition | 24.1 Demonstrate mastery of the basic principles of Food and Nutrition | 24.1.1 Describe the basic principles of Food and Nutrition 24.1.2 Describe the nutrient content of different foods 24.1.3 Demonstrate mastery of the principles of cookery |
| | | 24.2 Demonstrate an understanding of the relationship between health and nutrition | 24.2.1 Describe the relationship between health and nutrition 24.2.2 Use of food and nutrition principles to improve health |
| | | 24.3 Demonstrate mastery of cookery | 24.3.1 Prepare a balanced meal based on different foods available in the community 24.3.2 Prepare a balanced meal for people with different nutritional needs 24.3.3 Demonstrate mastery of cooking for business purposes |
| | | 24.4 Demonstrate mastery of using technology to preserve food | 24.4.1 Design and use simple technology to preserve different types of food |
| | | 24.5 Carry out a project in food and Nutrition | 24.5.1 Conduct a project in food and Nutrition |

| No. | Subject | Main Competence | Specific Competence |
|-----|-----------------|---|--|
| 25. | Bible Knowledge | 25.1 Demonstrate an understanding of Creation and God's commandments | 25.1.1 Use the Book of Genesis to learn about creation, responsibility and taking care of life 25.1.2 Demonstrate mastery of the Holy Scripture through the Book of Genesis 25.1.3 Use the Book of Exodus to understand God's love and compassion 25.1.4 Demonstrate an appreciation of God's commandments as outlined in the Book of Exodus 25.1.5 Demonstrate an appreciation of the importance of statistics based on the Book of Numbers |
| | | 25.2 Demonstrate an understanding of faith by living a holy life | 25.2.1 Demonstrate mastery of the Holy Scripture through the Book of Joshua 25.2.2 Use the Book of Joshua to appreciate the importance of courage, bravery, humility, perseverance and patriotism |
| | | 25.3 Demonstrate an understanding of devotion to God as revealed in the Bible | 25.3.1 Demonstrate mastery of the Holy Scripture in the Gospel according to Luke 25.3.2 Use the Gospel according to Luke to appreciate the importance of family life 25.3.3 Demonstrate mastery of the Holy Scripture in the Book of Acts of the Apostles 25.3.4 Demonstrate an appreciation of devotion to spreading the Gospel 25.3.5 Use the Book of Acts of the Apostles to appreciate the importance of justice, peace and equality |

| No. | Subject | Main Competence | Specific Competence |
|---|---|--|--|
| 26. | Elimu ya Dini ya Kiislamu | 26.1 Kuonesha uelewa wa aina za Tawhidi na Daraja za dini (<i>Maratibu Diin</i>) | 26.1.1 Kuchambua aina za Tawhid na Daraja za dini katika maisha ya Muislamu |
| | | | 26.1.2 Kufafanua misingi ya Dini ya Kiislamu |
| | | | 26.1.3 Kutumia mwenendo/Sira za Mtume Muhammad (S.A.W) |
| | | 26.2 Kutumia Qur'an na Sunnah katika maisha ya kila siku | 26.2.1 Kusoma kwa hifdhi na ahkam Sura thelathini (30) kutoka mwisho wa Qur'an Tukufu |
| | | | 26.2.2 Kuchambua mafunzo ya Aya zilizochaguliwa |
| | | | 26.2.3 Kuchanganua mafunzo ya Hadithi zilizochaguliwa |
| | | 26.3 Kufanya ibada za Faradhi na Sunnah kwa usahihi | 26.3.1 Kuchambua utekelezaji wa nguzo tano za Uislamu na umuhimu wake |
| | | | 26.3.2 Kuchanganua miamala halali na haramu katika Uisilamu |
| | | 26.4 Kutekeleza matendo mema, kufanya kazi za kiuchumi na kutumia mali kwa usahihi | 26.4.1 Kuchambua maadili na tabia kutokana na kazi za uchumi na biashara za Mtume Muhammad (S.A.W) |
| | | | 26.4.2 Kuchambua maadili na tabia za Mtume Muhammad (S.A.W) katika miamala ya ajira |
| 26.4.3 Kuchambua maadili na tabia za Mtume Muhammad (S.A.W) katika kazi za uongozi/ukhalifa | | | |
| 26.5 Kuishi kwa kumuiga Mtume Muhammad (S.A.W) na Makhalifa waongofu katika maisha ya kila siku | 26.5.1 Kuchambua imani, mila na amali za washirikina kabla, wakati na baada ya Mtume Muhammad (S.A.W) | | |
| | 26.5.2 Kuchambua mafunzo ya Sira ya Mtume Muhammad (S.A.W) na Makhalifa wake | | |
| 26.6 Kuamrisha mema na kukataza maovu katika jamii | 26.6.1 Kutumia Aya na Hadithi za Mtume Muhammad (S.A.W) zilizoteuliwa | | |

| No. | Subject | Main Competence | Specific Competence |
|-----|---------------------|---|---|
| 27. | Fasihi ya Kiswahili | 27.1 Kuthamini kazi za fasihi ya Kiswahili | 27.1.1 Kuonesha uelewa wa kazi za fasihi ya Kiswahili ya kitaifa 27.1.2 Kuhakiki kazi mbalimbali za fasihi ya Kiswahili |
| | | 27.2 Kujenga ujumi kutokana na kazi za fasihi | 27.2.1 Kujenga ujumi na falsafa ya Kiafrika katika kazi za fasihi 27.2.2 Kutumia kazi za fasihi katika kujenga hoja zenye mantiki |
| | | 27.3 Kubuni kazi za fasihi | 27.3.1 Kutathmini mbinu za kisanaa za utunzi wa kazi za kifasihi 27.3.2 Kutunga kazi sahili za kifasihi 27.3.3 Kutambua fursa zinazotokana na fasihi ya Kiswahili |

Part Four

Teaching and Learning

This curriculum emphasises the use of teaching and learning techniques that make the student the centre of learning and the teacher the facilitator. The teacher will use techniques that involve the student in teaching and learning based on the subject, various needs and the student's abilities. The techniques that will be used include using games and art, ICT and other assistive technologies, scientific experiments, study tours, discussions, gallery walks and other interactive techniques that encourage learning. The curriculum insists that the teacher should be creative and flexible in using real objects available in the environment and creating an environment for the student to use such objects in learning.

4.1 Cross-cutting Issues

Cross-cutting issues are among the important aspects considered in this curriculum. Students will learn cross-cutting issues such as the environment, health and inclusive education. Likewise, they will learn gender education, peace education, ethics, rights and responsibilities of the child, human rights, safety and security, road safety, financial literacy, anti corruption, cooperation and union matters. These issues will be integrated in carrier subjects during the teaching and learning of various subjects considering the relationship between the cross-cutting issue and the respective subject.

4.2 Duration and the Number of Periods

An academic year will have 194 days equal to 39 weeks that are divided into two equal terms. In each term, two weeks will be used for internal assessment. Each period will take 40 minutes, and the study time is 6 hours per day. The distribution of periods and duration for each subject in each stage of secondary education is presented in Tables 4 and 5.

Table 4: *Compulsory Core Subjects and the Number of Periods per Week*

| No. | Subject | Number of periods per week | |
|-----|---------------------------------|----------------------------|---------------|
| | | Form I & II | Form III & IV |
| 1. | Mathematics | 5 | 5 |
| 2. | Kiswahili | 4 | 4 |
| 3. | English | 5 | 5 |
| 4. | Business studies | 3 | 3 |
| 5. | Geography | 2 | 3 |
| 6. | Historia ya Tanzania na Maadili | 3 | 3 |

Table 5: Elective Subjects and Number of Periods per Week

| No. | Subject | Number of periods per week | |
|-----|----------------------------------|----------------------------|---------------|
| | | Form I & II | Form III & IV |
| 1. | Physics | 3 | 4 |
| 2. | Chemistry | 3 | 4 |
| 3. | Biology | 3 | 4 |
| 4. | Agriculture | 5 | 5 |
| 5. | Computer science | 4 | 4 |
| 6. | Food and Human Nutrition | 5 | 5 |
| 7. | Sports | 4 | 4 |
| 8. | Textile and Garment Construction | 5 | 5 |
| 9. | Fine Art | 4 | 4 |
| 10. | Theatre Arts | 4 | 4 |
| 11. | Additional Mathematics | – | 3 |
| 12. | Literature in English | – | 2 |
| 13. | Fasihi ya Kiswahili | – | 2 |
| 14. | French | 3 | 3 |
| 15. | Arabic | 3 | 3 |
| 16. | Chinese | 3 | 3 |
| 17. | Music | 4 | 4 |
| 18. | History | 3 | 4 |
| 19. | Book-keeping | 3 | 4 |
| 20. | Bible Knowledge | 3 | 3 |
| 21. | Dini ya Kiislamu | 3 | 3 |

The time allocated for Vocational Education streams is 1500 hours per year. The distribution of hours is presented in Table 6. The time allocation will follow the guidelines provided by VETA. Extracurricular activities will be implemented following the guidelines issued from time to time by the relevant authorities.

Table 6: Distribution of Time for Vocational Education Stream

| No | Description | Time (hours per year) | |
|----|---------------------|-----------------------|--------------|
| | | Form I& II | Form III& IV |
| 1 | Vocational subjects | 870 | 720 |
| 2 | Academic subjects | 480 | 480 |
| 3 | Projects | - | 150 |
| 4 | Examinations | 150 | 150 |
| | Total | 1500 | 1500 |

4.3 The Language of Teaching and Learning

The 2014 Education and Training Policy, the 2023 Edition, directs the use of Kiswahili, English as well as other foreign languages in education and training. In addition, the Policy proclaims that the language of teaching and learning in secondary education is English. Kiswahili, English, French, Chinese and Arabic subjects will be taught in their respective languages.

Part Five

Assessment and Evaluation of Teaching and Learning

Assessment in education is carried out to determine the student's progress in terms of what he/she knows, what he/she can do, and changes in behaviour and attitudes and to identify the student's challenges in learning to find solutions. In addition, assessment stimulates the student's motivation to learn more, and it improves teaching. As stated in the 2014 Education and Training Policy, the 2023 Edition, this Curriculum aims to strengthen the assessment and evaluation of student academic progress. This Curriculum will use a continuous and final assessment system based on criteria for assessing student progress that are recognized based on competence building. Internal assessments will be coordinated in school along with teaching and learning, and external assessments will be coordinated and implemented by the responsible authorities, including the National Examinations Council of Tanzania, and the National Council for Vocational Education and Training to ensure the validity and reliability of internal assessments.

5.1 Formative Assessment

Formative assessment is assessment that takes place during the teaching and learning process to support or facilitate effective learning for students. The aim of this assessment is to help the student and the teacher identify the areas that the student has understood and the areas that they had challenges and thus enable them to find a solution to the challenge he/she is facing and address it in time. Formative assessment can be done using various methods, including asking questions, providing feedback, asking the student to determine the goal or objectives of learning, the student assessing oneself or being tested by his/her fellows and using the results of the final assessment to improve teaching and learning. The use of these methods will enable the teacher to identify the students' understanding and challenges when the teaching and learning process continues and thus jointly devise strategies for addressing the challenges.

5.2 Continuous Assessment

Continuous assessment takes place throughout teaching and learning in and out of the classroom. This assessment helps the teacher to determine the efficiency in the student's performance of various daily activities. This assessment also enables the teacher and student to know in which area they have succeeded or not so as to set a strategy to improve and strengthen learning. Moreover, the assessment enables the teacher to identify various talents of the student such as creativity, painting, arts and sports. Continuous assessment accounts for 30 per cent of the final assessment of Form

IV. For subjects that began being taught in Standard III Primary Education, for example *Historia ya Tanzania na Maadili*, Mathematics, English, Arts and Sports and Kiswahili, their analysis of continuous assessment scores for Class VI National Assessment will contribute to continuous assessment for Form IV. Table 7 shows the breakdown of those marks.

Table 7: *Distribution of Continuous and Summative Assessment Marks for the Subjects Started in Standard III*

| No. | Type of Assessment | Percentage |
|-----|---------------------------------|--------------|
| 1. | National Standard VI Assessment | 7.5 |
| 2. | National Form II Assessment | 7.5 |
| 3. | Form III Annual Examination | 5.0 |
| 4. | Project | 5.0 |
| 5. | Form IV Mock Examination | 5.0 |
| 6. | Form IV National Examination | 70.0 |
| | Total | 100.0 |

Moreover, for subjects that begin to be taught in Form I, the breakdown of continuous assessment marks is as shown in Table 8

Table 8: *Distribution of Continuous and Summative Assessment Marks for Subjects Starting to be Taught Form I*

| No. | Type of Assessment | Percentage |
|-----|-----------------------------|--------------|
| 1. | National Form II Assessment | 10.0 |
| 2. | Form III Annual Examination | 5.0 |
| 3. | Project | 5.0 |
| 4. | Form IV Mock Examination | 10.0 |
| 5. | Form IV Final Examination | 70.0 |
| | Total | 100.0 |

5.3 Summative Assessment

The final assessment will be conducted at the end of each semester. Moreover, the assessment will involve national examinations that will be held at the end of Form II and the Form IV final examination. The Form II assessment aims to determine whether

the student has reached the expected competence so that he can continue to Form III. The results of this assessment will be used as part of the continuous assessment in the Form IV final examination, whose aim is to obtain information and understand the competence level that the student has reached. Moreover, this assessment will help determine to what extent the objectives at the Secondary Education level, Form I – IV, have been achieved. For a student to graduate at this level, he or she must sit for the national examination at the end of Form IV. The National Examinations Council of Tanzania and the National Council for Vocational Education and Training will be responsible for this assessment. A graduate of Secondary Education, Forms I – IV, will receive a certificate to show that he or she has graduated this stage. This assessment will account for 70 per cent of the total assessment.

5.4 Tools and Methods of Assessment and Evaluation

Various tools and techniques will be used to assess theory and practice in the entire teaching and learning process. The techniques that will be used include brainstorming, observation, tests, face-to-face questions, exercises, (individual and group) practical work and project work. Other techniques are practical tests, presentations, midterm examinations and final examinations. In addition, the Curriculum emphasizes the use of assessment and evaluation tools such as checklists, questionnaires and portfolios. Such techniques and tools will vary depending on the purpose of the assessment, the type and requirements of the subject, the different needs of the student and the competence intended to be developed.

5.5 Assessment of Vocational Education

The assessment of vocational education fields will be done in accordance with the rules and procedures of the National Council of Vocational Education and Training using the VETA assessment guidelines. A continuous assessment will contribute to 60 per cent of the final assessment of Form IV and Competence Based Assessment Level 3 will account for 40 per cent of the total assessment. Table 9 shows the distribution of the assessment marks.

Table 9: *Distribution of Continuous and Final Assessment Marks for Vocational Education Subjects*

| No. | Type of Assessment | Percentage |
|-----|-------------------------------------|-------------|
| 1. | Practical exercises | 20.0 |
| 2. | Theoretical exercises | 10.0 |
| 3. | Competence Based Assessment Level 1 | 10.0 |
| 4. | Competence Based Assessment Level 2 | 10.0 |
| 5. | Projects work | 10.0 |
| 6. | Competence Based Assessment Level 3 | 40.0 |
| | | 100% |

In addition, all students of the Vocational Education Stream will take VETA examinations in Form II (at the end of Level 1 of VETA), Form III (at the end of Level 2 of VETA) and Form IV (at the end of Level 3 of VETA). A student who fails in the Level 1 final examinations will repeat in Form III when Level 2 VETA examinations are held. Similarly, a student who fails Level 2 examinations will repeat in Form IV when Level 3 examinations are held. Moreover, a student who fails to pass the Level 3 examinations will repeat them in the VETA system.

Students will receive two Certificates of Completion of Vocational Education, which are for assessing compulsory and professional studies from the National Examinations Council of Tanzania (NECTA) and VETA.

Part Six

Curriculum Implementation Resources

Curriculum implementation resources involve human resources, materials, time and finance. The standards and qualifications of these resources are provided by the responsible ministry through various guidelines. In addition, some of those resources are described as follows:

6.1 Human Resources

The required human resources for the implementation of the Curriculum involve competent teachers and support staff. In addition, the teacher who will teach General Secondary Education, Form I–IV, should have at least a Bachelor’s Degree of Education in the subjects he/she will teach from a college recognised by the Government. A skilled teacher in Vocational Secondary Education, Forms I–IV, must have a Diploma or Degree in the relevant field of vocational subjects and received teaching training for at least one year.

Support staff is an important link in the successful implementation of this Curriculum. This group includes professionals such as librarians, laboratory technicians, health practitioners and nurses, secretaries, office assistants, security guards and others. These workers should have received training from a college recognized by the Government and qualified in the relevant fields.

6.2 Material Resources

Material resources include various materials that will support the implementation of the Curriculum. The resources include teaching and learning materials such as syllabus, guides, textbooks and supplementary books, and teaching and learning tools. Other materials are science and ICT equipment, such as tape recorders and computers. Material resources include playgrounds, sports equipment, art and various specialisations. In addition, other important materials for the implementation of the Curriculum are assistive tools for students with special needs. These are visual, hearing and tactile aids such as Braille machines, audio books, amplifiers and text magnifiers for the visually impaired. To ensure quality, the tools that will be used in the school are those approved by the ministry responsible for education.

6.3 Furniture and Buildings

Furniture and buildings are among the important resources in the implementation of the Curriculum. Buildings include classrooms, laboratories, workshops, libraries, teachers’

offices, dormitories, halls, health centres and kitchens. The preparation of such furniture and buildings should consider all types of students, including students with special needs. The VET facilities and infrastructure should offer chances for practical training to students in the acquisition of skills in different occupations. Therefore, furniture and buildings will be set in accordance with the guidelines set by the ministry responsible for education.

6.4 Time Resources

The period of implementing this Curriculum is four (4) years, with two terms for each academic year. There are 194 academic days, which is equal to 39 weeks as presented in Tables 3 and 4. The academic calendar will be offered by the ministry responsible for managing education. Therefore, parents, guardians, society, the Government and various stakeholders in education should ensure that the duration set is utilized effectively in implementing this Curriculum.

6.5 Financial Resources

The implementation of this Curriculum depends on the availability of sufficient financial resources. This resource will be obtained through contributions in terms of money and property from various stakeholders and the Government in collaboration with the private sector as well as educational development partners to ensure that there are sufficient financial resources to successfully implement this Curriculum.

6.6 Participation of Stakeholders in Implementing the Curriculum

The participation of parents/guardians and other education stakeholders is important for the successful implementation of this Curriculum. Secondary schools will collaborate with these stakeholders to achieve the intended goals in providing secondary education.

6.7 Management, Monitoring and Evaluation of Curriculum Implementation

The management of the implementation of the Curriculum for Secondary Education, Form I–IV, will be conducted from the school level to the ministry level according to the guidelines set by the ministry responsible for education. Curriculum management at the school level will be done by the school head in collaboration with the school Board, District and Regional Education Officers, and School Quality Assurance Officers. Moreover, the monitoring of the implementation of the Curriculum for Secondary Education, Form I–IV, aims to see and obtain feedback on how the teaching and learning process is being carried out, including achievements, challenges and how to address them in order to meet the expectations.

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