

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



**CIVIC AND MORAL EDUCATION SYLLABUS FOR PRIMARY SCHOOL EDUCATION
STANDARD III–VII**

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Foreword

Quality education is the right of every Tanzanian. The Ministry of Education, Science and Technology has been improving the primary school education curriculum to ensure that quality education is provided and that it prepares the pupil to cope with his or her environment. This goal has necessitated the Ministry of Education, Science and Technology to improve the teaching and learning of Civic and Moral Education using this syllabus. The Civic and Moral Education syllabus is based on the 2019 edition of the 2015 Standard I–II and on the 2016 Standard III–VI curriculum. This syllabus emphasises the kind of teaching and learning that focuses on developing the pupil’s competencies. Through this syllabus, the pupil will develop the ability to understand the principles of patriotism in our society, identify changes that occur in the environment, adhere to the economic principles governing production activities and identify events happening in our society and elsewhere in the world.

This syllabus consists of main competencies, specific competencies, pupil assignments, criteria and assessment standards, as well as a number of periods for each specific competency. These components will help the teacher to decide how to teach and measure the pupil’s performance with respect to his or her ability to demonstrate the competencies. However, Reading, Writing and Arithmetic (3R’s) are emphasised in the Civic and Moral Education subject.

The teacher is expected to use this syllabus following the instructions provided. However, he or she may use the syllabus by considering his or her surroundings.

The Ministry of Education, Science and Technology continues to receive constructive suggestions for improving the quality of this syllabus from teachers and other education stakeholders. All suggestions should be sent to the Director General of the Tanzania Institute of Education.



Dr Lyabwene M. Mtahabwa

Commissioner for Education

Ministry of Education, Science and Technology

1.0 Introduction

Citizenship is built on the enthusiasm and desire for patriotism that makes someone recognise, love and defend the interests of his or her country. Morals include rules or standards of human behaviour that are considered right by most people.

Civics has been taught in primary schools since independence. Earlier, it was known as Political Education. In 1996, Political Education was merged with Social Studies. Since 2007, Civics has been taught as an independent subject. Moral education began to be taught under the Complimentary Basic Education in Tanzania (COBET) programme. This education was provided in the subject called ‘Ujenzi wa Haiba’. Through this subject, behavioural change was observed among graduates.

Given the success achieved through the COBET programme, the Ministry of Education and Vocational Training introduced Sports and Personality Development in primary schools. The goal was to make each pupil develop life and competitive skills, and develop a sense of self-esteem. The pupil was also expected to be respectful, confident and assertive and make the right decisions and choices.

The rationale for introducing the Civic and Moral Education subject are:

- (a) The questions asked in ethical education. In ethics, we do not only ask questions about the principles of good and evil in human actions, but also ask ourselves how a human being is supposed to live. In other words, in Civic and Moral Education we normally ask questions like What is good life? What does good life mean? What is evil? How can we live as human beings? The answers to these questions are provided in Civic and Moral Education.
- (b) This syllabus is intended to enable the pupil to respect and value for the community. It is also aimed at developing virtues like responsibility, resilience, integrity and peace maintenance.

- (c) Research findings indicate that the competencies in Civics align well with moral education, hence the introduction of the Civic and Moral Education subject. The decision is also supported by experiences from various countries around the world.

The Civic and Moral Education syllabus is closely aligned with the 2016 curriculum for Primary School Education for Standard III–VII. The syllabus is divided into three main parts, namely introduction, overview of the curriculum and content of the syllabus.

2.0 General curriculum overview

The curriculum for primary school education for standard III–VII has a number of components which show that the curriculum is holistic as it allows one to understand various things in an integrated way. The components are Objectives of Primary School Education, Competencies in Primary School Education for Standard III to VII, Importance and Objectives of Civic and Moral Education, Main and Specific Competencies, Teaching and Learning Civic and Moral Education, and Assessment of Learning.

2.1 Objectives of primary school education for standard III–VII

The objectives of primary school education for Standard III–VII are to enable the pupil to

- a) develop his or her reading, writing, arithmetic and oral communication skills;
- b) know, use and value Kiswahili and English;
- c) know the foundations of the rule of law;
- d) value Tanzanian culture and the cultures of other countries;
- e) develop the ability to think creativity and solve problems;
- f) recognise the importance of ethics, integrity and accountability as qualities of a good citizen;
- g) participate in games and sport activities, as well as in artistic activities;

- h) discover and develop his or her talents and abilities;
- i) value and like work;
- j) recognise, value and make use of technical skills; and
- k) prepare for the next level of education and enhance a spirit of lifelong learning.

2.2 Competencies in primary school education for Standard III–VII

The competencies in primary school education are intended to enable the pupil to

- a) communicate correctly in Kiswahili and English both orally and in writing;
- b) confidently read and understand texts;
- c) apply theoretical and mathematical principles in day-to-day life situations;
- d) apply scientific, technological and vocational skills in real-life situations;
- e) value his or her culture and the cultures of societies;
- f) respect diverse beliefs and ideological differences in the community of which he or she is a member;
- g) participate in games, sport and artistic activities;
- h) respect oneself and others;
- i) perform patriotic duties;
- j) participate in various activities which match his or her age;
- k) participate in activities which enhance his or her logical and analytical thinking; and
- l) co-operate with other people in doing acceptable activities in our nation.

2.3 Objectives of teaching Civic and Moral Education

The objectives of teaching Civic and Moral Education are to enable the pupil to

- a) understand community-based, political and civil society institutions and their role in democratic governance;
- b) interpret, value and respect our national identity, the Constitution, as well as the structure and operation of the government;
- c) understand the basics of democratic governance in administration and management;
- d) recognise his or her duties, as well as respect and defend human rights and the rule of law;
- e) participate in administrative and leadership activities, as well as in activities relating to the defence and security of the nation;
- f) be creative, identify and analyse political, economic and social problems and develop strategies for solving them;
- g) recognise the differences in people's ideologies and backgrounds, and tolerate the differences;
- h) develop awareness about issues concerning national unity and co-operation between Tanzanian communities and the communities found in other countries; and
- i) acquire the knowledge of cross-cutting issues and deal with them in daily life.

2.4 Competencies in Civic and Moral Education

The Civic and Moral Education subject will develop in the pupil the competencies indicated in Table 1 below:

Table 1: Competences to be acquired by the pupil in the Civic and Moral Education subject (Standard III–VII)

Main competency	Specific competency
1.0 Respecting the community	1.1 Loving oneself and others 1.2 Being proud of his or her school 1.3 Loving Tanzania by cherishing her values, symbols and culture
2.0 Valuing the community	2.1 Taking care of oneself and others 2.2 Protecting the environment 2.3 Building good relationships with others in the community
3.0 Being responsible	3.1 Protecting the resources and interests of the country 3.2 Managing his or her school and household tasks 3.3 Obeying rules and regulations in doing his or her daily activities 3.4 Being self-disciplined 3.5 Co-operating with others in performing household and school tasks
4.0 Being a persevering person	4.1 Handling challenges in daily life 4.2 Being optimistic about achievement of objectives 4.3 Learning by analysing issues critically
5.0 Being a person of integrity	5.1 Being trusted in the community 5.2 Fulfilling responsibilities with transparency and honesty 5.3 Standing up for other people's rights

Main competency	Specific competency
6.0 Promoting peace and harmony	6.1 Interacting with people from different cultures and backgrounds
	6.2 Respecting the cultures and ideologies of other people
	6.3 Building good relations with people from other countries

2.5 Teaching and learning of Civic and Moral Education

The teaching and learning of Civic and Moral Education will focus on developing competencies among pupils using participatory methods. Through such methods, the pupil will be at the centre of learning and the teacher will be a facilitator. Teaching and learning will focus on enabling the pupil to develop the intended competencies.

The Civic and Moral Education subject will help the pupil to develop and promote values that reflect Tanzanian culture.

2.6 Assessment of learning

Assessment of the Civic and Moral Education subject is aimed at determining the pupil's ability to respect and value the community, perform his or her responsibilities and cope with life challenges. Moreover, the assessment of the subject is aimed at establishing the pupil's ability to promote peace in the community. To make sure that this assessment is done successfully, the teacher should use assessment tools such as simple experiments, portfolios, questionnaires, discussion groups, project work, terminal examinations and observation checklists relevant in a given situation.

3.0 Syllabus content

The content of this syllabus includes main competencies, specific competencies, activities to be performed by the pupil, assessment criteria, performance standards (benchmarking) as well as the number of periods for each specific competency.

3.1 Main competency

A main competency refers to the pupil's ability to do something correctly and effectively after learning a topic for a specific time. The main competence is developed using several specific competencies which the pupil is expected to acquire while doing various activities.

3.2 Specific competency

A specific competency refers to the pupil's ability to do various activities for a specific period.

3.3 Activities to be done by the pupil

These are activities the pupil ought to do to attain specific competencies, depending on his or her ability and age.

3.4 Assessment criteria

Assessment criteria are efficiency standards the pupil attains while performing a specific activity.

3.5 Benchmarking of the pupil's performance

Benchmarking is the extent of achievement for each activity done by the pupil.

3.6 Number of periods

This refers to the time which is expected to be spent teaching and learning in relation to the weighting of a specific competency and the activities to be done by the pupil. Each period lasts 40 minutes. The number of periods for this subject is five per week for Standard III–VII. However, the number of periods may change, depending on the actual teaching and learning circumstances.

3.7 Standard III contents

Table 1: Competencies to be developed by the Standard III pupil

Main competency		Specific competency	
1.0	Respecting the community	1.1	Loving oneself and others
		1.2	Being proud of his or her school
		1.3	Loving Tanzania by cherishing her values, symbols and origin
2.0	Valuing the community	2.1	Taking care of oneself and others
		2.2	Protecting the environment
		2.3	Building good relationships with others in the community
3.0	Being responsible	3.1	Protecting the resources and interests of the country
		3.2	Managing school and household tasks
		3.3	Obedying laws and regulations in doing one's daily activities
		3.4	Being self-disciplined
		3.5	Co-operating with others in performing household and school tasks
4.0	Being a preserving person	4.1	Handling challenges in daily life
		4.2	Being optimistic about achievement of objectives
		4.3	Learning by analysing issues critically
5.0	Being a person of integrity	5.1	Being trusted in community
		5.2	Fulfilling responsibilities with transparency and honesty
		5.3	Standing up for other people's rights

Main competency		Specific competency	
6.0	Promoting peace and harmony	6.1	Interacting with people from different cultures and backgrounds
		6.2	Respecting cultures and ideologies of other people
		6.3	Building good relations with people from other countries

Syllabus Contents

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Respecting the community	1.1 Loving oneself and others.	a) Doing actions which demonstrate respect for all people	Actions which demonstrate respect for all people are done effectively.	Do actions which demonstrate respect for people familiar to him or her	Do some actions which demonstrate respect for all people	Do actions which demonstrate respect for all people effectively	Do actions which demonstrate respect for all people effectively and encourage colleagues to do so	16
		b) Doing actions which demonstrate self-love	Actions which demonstrate self-love are done effectively.	Do actions which demonstrate self-love by being forced to	Do actions which demonstrate self-love by imitating others	Do actions which demonstrate self-love effectively	Do actions of self-love and convince others to demonstrate self-love	
		c) Doing actions which demonstrate love and affection to all people	Actions which demonstrate love and affection to all people are done accordingly.	Do actions which demonstrate love and affection for a few familiar people	Do few actions which demonstrate love and affection to all people	Do actions which demonstrate love and affection to all people accordingly	Do actions which demonstrate love and affection to all people and advise his or her colleagues to do so	
		d) Recognising and developing talents	Talents are recognised and developed effectively.	Unable to recognise his or her talents.	Recognise his or her talents but fails to develop them	Recognise and develop talents effectively	Help others recognise and develop their talents	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.2 Being proud of his or her school	a) Knowing the school	Things about his or her school are fully known.	Know very few things about his or her school	Know a few things about his or her school	Know his or her school fully	Know his or her school fully and informs others about his or her school	12
		b) Take care of the school environment	Caring of school environment is done with vigor and commitment.	Take care of school environment by being forced	Take care of school environment by imitating others	Take care of the school environment with vigor and commitment	Volunteer in taking care of school environment	
		c) Upholding the good name of the school	Actions that uphold the good name of the school are performed effectively.	Perform actions that uphold the good name of the school by being forced to	Perform few actions that uphold the good name of the school	Perform actions that uphold the good name of the school effectively	Lead his or her colleagues to do actions that uphold the good name of the school	
	1.3 Loving Tanzania by cherishing its values, symbols and origin	a) Recognise national symbols	Recognition of national symbols is done effectively.	Recognise national symbols with a few mistakes	Recognise a few national symbols in his or her environment.	Recognise all national symbols effectively.	Help others to recognise national symbols.	12
		b) Recognise national values of Tanzania	Recognition of national values of Tanzania is done effectively.	Recognise national values of Tanzania with a few mistakes	Recognise a few national values of Tanzania	Recognise all national values of Tanzania effectively	Recognise national values of Tanzania and help others to know them	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Recognise the origin of Tanzania	Recognition of the origin of Tanzania is done effectively.	Recognise the origin of Tanzania with a few mistakes	Recognise a few things that describe the origin of Tanzania	Recognise the origin of Tanzania effectively	Explain the origin of Tanzania to others	
2.0 Valuing the community	2.1 Taking care of oneself and others	a) Share his or her problem with colleagues and adults	Personal problem is shared with colleagues and adults effectively.	Share some of his or her problems with colleagues and adults	Share his or her problem with colleagues but not able to explain it to adults	Share his or her problem with colleagues and adults effectively	Share his or her problem with colleagues and adults and seek advice from them	12
		b) Avoid situations that might endanger him or her and the community	Situations that might endanger him or her and the community are avoided accordingly.	Avoid situations that might endanger him or her	Avoid some situations that might endanger him or her and the community	Avoid situations that might endanger him or her and the community accordingly	Avoid situations that might endanger him or her and the community and advise colleagues to do the same	
		c) Help a person in need	Help for a needy person is given accordingly.	Help a person in need with guidance	Help a needy person who is familiar to him or her	Help any person in need accordingly	Help people in need accordingly and advise colleagues to help people in need	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	2.2 Caring for the environment	a) Recognise the environment surrounding him or her	Recognition of the environment surrounding him or her is done accordingly.	Identify a few items available in his or her environment	Explain the meaning of environment	Recognise the environment surrounding him or her accordingly	Recognise the environment surrounding him or her and how to take care of it	9
		b) Care for plants and animals	Actions of caring for plants and animals are demonstrated accordingly.	Recognise a few actions for caring plants and animals	Demonstrate minimal care for plants and animals	Demonstrate care for plants and animals accordingly	Scoff at cruel actions against animals and plants	
		c) Care for water sources	Caring for water sources is demonstrated effectively.	Recognise actions of caring for water sources but does not demonstrate care for them	Demonstrate minimal care for water sources	Demonstrate care for water sources effectively	Demonstrate care for water sources and advise others not to spoil water sources	
	2.3 Building good relationships with others in the community	a) Communicate in a rational, respectful and caring manner with colleagues inside and outside the classroom	Rational and respectful communication with colleagues inside and outside the classroom is done effectively.	Communicate using improper language and actions with colleagues inside and outside the classroom	Communicate with colleagues in a rational, respectful and caring manner inside and outside the classroom to some extent	Communicate effectively in a rational, respectful and caring manner with colleagues inside and outside class	Advise his or her colleagues to communicate in a rational, respectful and caring manner with others	18

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
3.0 Being responsible	3.1 Protecting resources and interests of his or her country	a) Recognise resources available in the local environment	Resources available in the local environment are recognised accordingly.	Know the meaning of resources	Mention the resources available in the local environment without explaining their usefulness	Recognise resources available in the local environment accordingly	Help colleagues to identify the best way of conserving the existing resources in the local environment	8
		b) Protect and take care of the resources available in the environment	Resources in the environment are protected and cared for appropriately.	Show the understanding of protecting and caring for the resources available in the environment	Protect and care for a few resources available in the environment	Protect and care for the resources available in the environment appropriately	Encourage colleagues to protect and care for the resources available in the environment	
	3.2 Managing his or her school and household tasks	a) Carry out household and school responsibilities	Household and school responsibilities are carried out effectively.	Carry out household and school responsibilities unwillingly	Carry out some of household and school responsibilities willingly	Carry out household and school responsibilities effectively	Advise colleagues to carry out their household and school responsibilities	8

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Supervise different tasks at school and home	Different tasks at school and home are supervised successfully.	Supervise tasks at school and home unsuccessfully, which shows the importance of supervising tasks at school and home	Supervise few tasks at school and at home successfully	Supervise different tasks at school and at home successfully	Lead colleagues to supervise different tasks at school and at home	
	3.3 Obeying laws and regulations in doing his or her daily activities	a) Understand the school rules and regulations	School rules and regulations are understood accordingly.	Mention a few school rules and regulations	Understand some of school rules and regulations	Understand school rules and regulations accordingly	Encourage colleagues to know school rules and regulations	8
		b) Obey school rules and regulations	School rules and regulations are obeyed accordingly.	Obey some of the school rules and regulations by force	Obey some of school rules and regulations willingly	Obey all school rules and regulations accordingly	Be a role model and advise colleagues to obey all school rules and regulations	
	3.4 Being self-disciplined	a) Organise his or her work	Organisation of ones work is well done.	Show the importance of organizing ones work	Organise some of his or her work	Organise his or her work well	Become a role model in organising his or her work well	12

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Work hard independently without supervision	Work is done efficiently using one's capability without supervision.	Work under close supervision	Work hard at some tasks to the best of his or her ability	Work hard at all tasks to the best of his or her ability efficiently	Become a role model to his or her colleagues in working hard	
		c) Develop habitual reading	Reading habit is demonstrated accordingly.	Show importance of habitual reading	Like reading a few things that attract him or her	Like reading accordingly	Read all things and encourage others to like reading	
	3.5 Co-operating in performing household and school tasks.	a) Co-operating with colleagues in doing activities at school and at home	Co-operation with colleagues in doing school and home activities is appropriately done.	Co-operate with colleagues in doing some activities at school and at home unwillingly	Co-operate with colleagues in doing some of the activities at school and at home on free will incompetently	Co-operate with colleagues in doing activities at school and at home all the time competently	Lead colleagues in doing activities at school and at home	8
		b) Demonstrating the character of accepting criticism	Accepting criticism is well demonstrated.	Show importance of accepting criticism	Accept criticism in some issues	Demonstrate the character of accepting criticism all the time	Advise his or her colleagues to accept criticisms	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
4.0 Being a persevering person	4.1 Handling challenges in daily life	a) Accepting others for what they are	The disposition of accepting others for what they are is shown fully.	Accept people who support him or her only	Accept some people for what they are	Demonstrate fully the disposition of accepting others for what they are	Lead his or her colleagues to build a disposition of accepting others for what they are	12
		b) Coping with people of different personalities	Coping with people of different personalities is appropriately demonstrated.	Show the importance of coping with people of different personalities	Cope with few people of different personalities	Cope with few people of different personalities effectively	Advise others on coping with people of different personalities	
		c) Communicate using polite language when one gets annoyed	Communication using polite language when one gets annoyed is done effectively.	Show the importance of communicating using polite language when one gets annoyed	Communicate with a few people using polite language when he or she gets annoyed	Communicate effectively using polite language when he or she gets annoyed	Advise his or her colleagues to use polite language in communication even when annoyed	
	4.2 Being optimistic about achievement of objectives	Demonstrate the habit of working hard and completing tasks on time	A habit of working hard and completing tasks on time is demonstrated accordingly.	Show a need of working hard and for completing tasks on time	Demonstrate a habit of working hard but unable to complete tasks on time	Demonstrate accordingly a habit of working hard and completing tasks on time	Supervise others to work hard and complete tasks on time	4

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	4.3 Learning by analysing issues critically	Get knowledge by probing into various issues	Habit of getting knowledge by probing into various issues is developed effectively.	Get knowledge from the teacher only	Get little knowledge by probing into various issues	Get much knowledge by probing into various issues effectively	Advise his or her colleagues to probe into various issues so as to get knowledge	4
5.0 Being a person of integrity	5.1 Being trusted in community	a) Take actions that build trust	Actions that build trust are taken accordingly.	Appreciate the importance of taking actions that build trust	Take few actions that build trust	Take many actions that build trust of all the people accordingly	Advise colleagues to take actions that build trust	10
		b) Describe actions that damage trust	Actions that damage trust are described correctly.	Mention some of the actions that damage trust	Describe the actions that damage trust with some difficulties.	Describe the actions that damage trust correctly	Advise colleagues to avoid actions that damage trust	
		c) Recognise acts of betrayal	Acts of betrayal are correctly recognised.	Mention some acts of betrayal	Explain some acts of betrayal with minor errors	Recognise acts of betrayal correctly	Scoff at acts of betrayal committed by colleagues	
	5.2 Fulfil responsibilities with transparency and honesty	a) Demonstrate a habit of being transparent and honest	Habit of being transparent and honest is clearly demonstrated.	Show importance of demonstrate a habit of being transparent and honest	Perform some actions which demonstrate a habit of being transparent and honest	Demonstrate clearly a habit of being transparent and honest	Advise his or her colleagues to be transparent and honest	8

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Identify acts of cheating	Acts of cheating are correctly identified.	Identify the meaning of cheating	Identify a few acts of cheating	Identify acts of cheating correctly	Identify acts of cheating and advise his or her colleagues to avoid them	
	5.3 Standing up for other people's rights	a) Recognise responsibilities and rights of a child	Responsibilities and rights of a child are recognised accordingly.	Show the importance of recognising responsibilities and rights of a child	Recognise a few responsibilities and rights of a child	Recognise responsibilities and rights of a child accordingly	Assist his or her colleagues to recognise the rights and responsibilities of a child	12
		b) Explain human rights	Human rights are explained correctly.	Explain meaning of human rights	Explain some human rights.	Explain human rights correctly	Help others to know human rights	
		c) Recognise injustice done to a child	Acts of injustice done to a child are identified accordingly.	Mention a few acts of injustice done to a child	Explain a few acts of injustice done to a child with examples	Identify acts of injustice done to a child accordingly	Collaborate with colleagues to resist injustice done to children	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
6.0 Promoting peace and harmony	6.1 Interacting with people from different cultures and backgrounds	a) Identify the origins of the people living in Tanzania	The origins of the people living in Tanzania are identified accordingly.	Mention the origins of a few examples of peoples living in Tanzania in terms of their ethnicity race, etc	Explain the origins of some the peoples living in Tanzania in terms of their ethnicity race, etc	Identify the origins of the peoples living in Tanzania accordingly in terms of their ethnicity race, etc	Explain to his or her colleagues the origins of the peoples living in Tanzania in terms of their ethnicity race, etc	12
		b) Work as a team regardless of differences in backgrounds	Teamwork is accordingly done regardless of differences in backgrounds.	Work as a team with people of his or her background only	Work as a team with some people having regard to their backgrounds	Work as a team regardless of differences in backgrounds accordingly	Advise his or her colleagues to work as a team regardless of their differences in backgrounds	
		c) Demonstrate acts which promote love and peace among peoples of different backgrounds	Acts which promote love and peace among peoples of different backgrounds are accordingly demonstrated.	Demonstrate acts which promote love and peace among peoples of the same background	Demonstrate few acts which promote love and peace among peoples of different backgrounds	Demonstrate acts which promote love and peace among people of different backgrounds accordingly	Advise his or her colleagues to promote love and peace among peoples of different backgrounds	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	6.2 Respecting cultural differences and ideologies among peoples of different races and ethnicity	a) Explains the concept of culture	The concept of culture is clearly explained.	Mention a few things which form culture	Explain the meaning of culture with some difficulties	Explain the meaning of culture clearly	Explain to colleagues the concept of culture with examples	12
		b) Shows interest of learning different ethnic cultures	Interest in learning about different ethnic cultures is effectively demonstrated.	Show importance of learning about different ethnic cultures	Shows interest of learning culture of his or her tribe only	Shows interest of learning different ethnic cultures effectively	Encourage colleagues to learn the cultures of different ethnic groups	
		c) Abandon misconceived notions about customs	Misconceived notions about customs are abandoned accordingly.	Shows importance of abandoning misconceived notions about customs	Identify misconceived customs	Abandons all misconceived customs accordingly	Lead his or her colleagues to abandon misconceived customs	
	6.3 Building good relations with other nations	a) Distinguish between a good friend and a bad one	A good and a bad friend are distinguished clearly.	Shows the importance of good friends	Identify some traits of a good friend and a bad friend	Distinguish clearly between a good friend and a bad friend	Advise his or her colleagues to select good friends	7
		b) Identify friendly countries to Tanzania	Friendly countries to Tanzania are correctly identified.	Identify a few friendly countries to Tanzania	Identify a few friendly countries to Tanzania and explain their relations	Identify many friendly countries to Tanzania	Explain the benefits Tanzania gets from friendly countries	

3.8 Standard IV contents

Table 2: Competencies to be developed by the Standard IV pupil

Main competency		Specific competency	
1.0	Respecting the community	1.1	Loving oneself and others
		1.2	Being proud of his or her school
		1.3	Loving Tanzania by cherishing its values, symbols and origin
2.0	Valuing the community	2.1	Taking care of oneself and others
		2.2	Protecting the environment
		2.3	Building good relationships with others in the community
3.0	Being responsible	3.1	Protecting the resources and interests of the country
		3.2	Managing school and household tasks
		3.3	Obedying laws and regulations in doing his or her daily activities
		3.4	Being self-disciplined
		3.5	Co-operating with others in performing household and school tasks
4.0	Being a persevering person	4.1	Handling challenges in daily life
		4.2	Being optimistic about achievement of objectives
		4.3	Learning by analysing issues critically
5.0	Being a person of integrity	5.1	Being trusted in the community
		5.2	Fulfilling responsibilities with transparency and honesty
		5.3	Standing up for other people's rights

Main competency		Specific competency	
6.0	Promoting peace and harmony	6.1	Interacting with people from different cultures and backgrounds
		6.2	Respecting the cultures and ideologies of other people
		6.3	Building good relations with people from other countries

Syllabus contents

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Respecting the community	1.1 Loving oneself and others	a) Identify things you should not do to any person	Things you should not do to any person are clearly identified.	Identify things that he or she likes one to do for him or her	Identify some things he or she should not do to any person	Identify clearly many things he or she should not do to any person	Involve colleagues to identify things he or she should not do to any person	13
		b) Do different activities to comply with the guidance from teachers, parents or guardians	Guidance from teachers, parents or guardians is followed accordingly in doing various activities.	Do different activities with no compliance with the guidance from teachers, parents or guardians	Do a few activities to comply with the guidance from teachers, parents guardians but fail to adhere to guidance	Do different activities to comply with the guidance from teachers, parents or guardians accordingly	Advise colleagues on the importance of doing various activities to comply with the guidance from teachers, parents or guardians	
		c) Identify actions which show love and concern for family members	Actions which show love and concern for family members are identified appropriately.	Identify a few actions which show love and concern for family members	Identify actions which show love and concern for family members	Identify actions which show love and concern for family members and explain them	Be a role model for doing actions which show love and concern for family members and neighbours	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Identify emerging practices in society that threaten his or her security	Emerging practices in society that threaten his or her security are correctly identified.	Identify a few emerging practices in society that threaten his or her security	Identify emerging practices in society that threaten his or her security	Identify emerging practices in society that threaten his or her security and give more explanation	Assist colleagues in identifying emerging practices in society that threaten his or her security correctly	
	1.2 Being proud of his or her school	a) Know the organisational structure of his or her school	Organisational structure of his or her school is correctly known.	Name school leaders but does not know the organisational structure of his or her school	Knows part of the organisational structure of his or her schools	Know the organisational structure of his or her school correctly	Helps colleagues know the organisational structure of the school	9
		b) Follow the school rules and regulations	School rules and regulations are followed properly.	Follow school rules and regulations unwillingly	Follow school rules and regulations willingly	Follow school rules and regulations properly	Encourage colleagues to follow school rules and regulations all the time	
		c) Participate in activities that build school reputation	Participation in the activities that build school reputation is effectively done.	Identify activities that build school reputation	Participate in a few activities that build school reputation	Participate effectively in activities that build school reputation	Encourage colleagues to participate in activities that build their school's reputation	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.3 Loving Tanzania by cherishing its values, symbols and origin	a) Draw national symbols	National symbols are correctly drawn .	Draw national symbols inaccurately	Draw national symbols correctly but poor arrangement of colours	Draw national symbols correctly with proper arrangement of colours	Assist colleagues in drawing national symbols and explains their meaning	13
		b) Respect national symbols	National symbols are respected accordingly.	Recognise the national symbols but do not respect them	Respect some of the national symbols	Respect the national symbols accordingly	Explain to colleagues the importance of respecting national symbols	
		c) Explain the concept of democracy	The concept of democracy is explained correctly.	Identify some essential requirements for democracy	Explain the concept of democracy with some difficulties	Explain the concept of democracy correctly	Educate colleagues on the importance of democracy	
		d) Describe the structure of a village government	The structure of a village government is correctly described.	Identify the leaders of the village or local government	Identify few levels of the structure the of village government	Describe the structure of the village government correctly	Help colleagues to describe the structure of the village government	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
2.0 Appreciating the community	2.1 Taking care of oneself and other	a) Avoid dangerous behaviour to your personal family and community health	Dangerous behavior to personal, family and community health is appropriately avoided.	Know dangerous behaviours to personal, family and community health but cannot avoid them	Avoid some dangerous behaviours to personal, family and community health	Avoid dangerous behaviours to personal, family and health community appropriately	Warn colleagues to avoid dangerous behaviour to personal, family and community health	9
		b) Perform acts of self-concern	Acts of self concern are performed effectively.	Know the meaning and acts of self-concern	Perform some acts of self-concern	Perform acts of self-concern effectively	Advise colleagues to perform acts of self-concern	
		c) Take actions that demonstrate care for family members	Action that demonstrate care for family members are undertaken effectively.	Take actions that demonstrate care for only some of the family members	Take very few actions that demonstrate care for all family members	Take actions that demonstrate care for all family members effectively	Encourage colleagues to take actions that demonstrate care for family members	
	2.2 Protecting the environment	a) Identify behaviors and activities that lead to environmental degradation	Behaviour and activities that lead to environmental degradation are correctly identified.	Identify environmental degradation occurring in the society	Identify very few behaviours and activities that lead to environmental degradation	Identify behaviours and activities that lead to environmental degradation in society correctly	Collaborate with colleagues to identify behaviours and activities that lead to environmental degradation	9

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Educate the community on environmental protection	The community is educated on environmental protection effectively.	Have knowledge about environmental protection but unable to educate the community	Educate the community on environmental protection to some extent	Educate the community on environmental protection effectively	Encourage colleagues to educate the community on environmental protection	
		c) Participate in environmental care activities in the community	Participation in environmental care activities in the community is done accordingly.	Participate in environmental care activities in the community by being forced to	Participate infrequently in environmental care activities in the community	Participate accordingly in environment care activities in the community	Encourage colleagues to participate in environmental care activities in the community	
	2.3 Building good relationships with others in the community	a) Explain actions which build good friendships with colleagues	Actions which build good friendships with colleagues are explained correctly.	Mention actions which build good friendship with colleagues	Describe without clarity actions which build good friendship with colleagues	Describe actions which build good friendship with colleagues correctly	Advise colleagues to promote actions which build good friendship with others	6
		b) Elaborate on ways of building good relations with colleagues	Ways of building good relations with colleagues are elaborated correctly.	Mention ways of building good relations with colleagues	Explain a few ways of building good relations with colleagues	Elaborate correctly on ways of building good relations with colleagues	Help colleagues to build good relations with others	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
3.0 Being responsible	3.1 Protecting resources and interests of the country	a) Perform voluntary activities in the community	Voluntary activities are performed in the community accordingly.	Be willing to volunteer in community activities	Perform some voluntary activities in the community	Perform voluntary activities in the community accordingly	Encourage colleagues to perform voluntary activities in the community	8
		b) Value the community's resources	Community's resources are valued accordingly.	Value his or her own and family's resources	Value some of the community's resources	Value the community's resources accordingly	Value the community's resources and use them for the benefit of all the people	
	3.2 Managing school and household tasks	a) Carrying out duties and responsibilities at the family level	Duties at the family level are fulfilled effectively.	Carry out some duties at the family level by force	Carry out some duties at the family level willingly but lack effectiveness	Carry out duties at the family level effectively	Encourage colleagues to fulfil their duties at the family level	9
		b) Promote good governance in family	Actions that promote good governance in the family are taken accordingly.	Recognise actions that promote good governance in the family	Take very few actions that promote good governance in the family	Take actions that promote good governance in the family accordingly	Advise colleagues to take actions that promote good governance in the family	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Know the responsibilities of school leaders	Responsibilities of the school leaders are well known.	Identify school leaders but do not know their responsibilities	Know the responsibilities of some of the school leaders	Know well the responsibilities of all school leaders	Guide colleagues to know the responsibilities of school leaders	
	3.3 Obeying laws and regulations in doing daily activities	a) Know the laws and regulations applicable in his or her environment	The laws and regulations applicable in his or her environment are well known.	Mention a few laws and regulations applicable in his or her environment	Explain a few laws and regulations applicable in his or her environment	Know well the laws and regulations applicable in his or her environment	Abide by the laws applicable in his or her environment	9
		b) Describe actions which demonstrate the violation of laws and regulations in the environment in which he or she lives	Actions which demonstrate the violation of laws and regulations in the environment in which he or she lives are accurately described.	Mention some actions which demonstrate the violation of laws and regulations in the environment in which he or she lives	Explains actions which demonstrate the violation of the laws and regulations in the environment in which he or she lives	Describe accurately actions which demonstrate the violation of laws and regulations in the environment in which he or she lives	Condemn actions which demonstrate violation of laws and regulations in the environment in which he or she lives	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Supervise the implementation of school rules and regulations	The implementation of school rules and regulations is effectively supervised.	Show the need to supervise the implementation of school rules and regulations	Supervise the implementation of some of school rules and regulations	Supervise the implementation of school rules and regulations effectively	Collaborate with colleagues to supervise the implementation of school rules and regulations	
	3.4 Being self-disciplined	a) Probe different issues	Actions for probing different issues are taken accordingly.	Probe a few issues which he or she does not know	Probe many known and unknown issues	Probe different issues accordingly	Probe different issues to find solutions and make strong cases for each issue	13
		b) Set targets for all things to be done	Targets for all things to be done are set appropriately.	Do things without having targets	Set targets for some things to be done	Set targets for all the things to be done appropriately	Advise colleagues to set targets for all things they aim to do	
		c) Solve problems by using own capacity and efforts before asking for help	Problems are appropriately solved by using own capacity and efforts before asking for help.	Rely on strong support from others to solve problems	Solve some problems using own capacity and efforts before asking for help	Solve problems appropriately using own capacity and efforts before asking for help	Help others to solve problems using own capacity and efforts	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Receive advice from other people	Advice from other people is appropriately received.	Receive advice from parents and teachers only	Receive advice from the people who are familiar to him or her	Receive advice from different people accordingly	Receive advice from people and use it for personal and community's benefits	
	3.5 Co-operating with others in performing household and school tasks	a) Co-operate with colleagues at school	Co-operation with colleagues at school is always done appropriately.	Co-operation with colleagues at school is done at minimal levels	Co-operation with colleagues at school is done but not always	Co-operation with colleagues at school is always done appropriately	Co-operation with colleagues at school and support them whenever necessary	13
		b) Recognise the impact of non co-operation with colleagues at school	Impact of non co-operation with colleagues at school is well recognised.	Mention the impact of non co-operation with colleagues at school	Mention and explains a few impacts of non co-operation with colleagues at school	Recognise well the impact of non co-operation with colleagues at school	Advise colleagues to recognise the impact of non co-operation with colleagues at school	
		c) Be ready to receive new ideas from others	Readiness to receive new ideas from others is appropriately demonstrated.	Be ready to receive new ideas from people familiar to him or her	Be ready to receive new ideas from other people	Be ready to receive new ideas from different people accordingly	Be ready to receive new ideas from people and give priority according to their importance	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Use his or her talents and ability to plan development activities at school	Development activities at school are planned using his or her talents and ability accordingly.	Recognise how to use his or her talents and ability to plan for development activities at school	Use his or her talents and ability to plan for some development activities at school	Use his or her talents and ability to plan development activities at school accordingly	Encourage colleagues to use their talents and abilities to plan for development activities at school	
4.0 Being a persevering person	4.1 Handling challenges in daily life	a) Take positive steps when facing challenges	Positive steps when facing challenges are appropriately taken.	Take some negative steps when facing challenges	Take positive steps at times when facing challenges	Take positive steps when facing challenges accordingly	Advise colleagues to take positive steps when facing challenges	13
		b) Face challenges in learning using various ways	Challenge in learning are overcome using various ways effectively.	Recognise challenges facing him or her in learning	Overcome some challenges in learning using various ways	Overcome challenges in learning using various ways effectively	Overcome his or her own challenges and those of others in learning using various ways effectively	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Identify an acceptable form of life which is compatible with changes	An acceptable form of life which is compatible with changes is identified accordingly.	Identify changes of the form of life	Identify an acceptable form of life which, to some extent, is compatible with changes	Identify an acceptable form of life which is compatible with changes accordingly	Advise colleagues to live up to an acceptable form of life	
		d) Respect different beliefs and faiths of the people	Different beliefs and faiths of the people are respected accordingly.	Respect his or her own beliefs and faith	Respect some of beliefs and faiths of the people but not all	Respect different beliefs and faiths of the people accordingly	Advise colleagues to respect different beliefs and faiths of the people	
	4.2 Being optimistic about achievement of objectives	a) Demonstrate a positive attitude to performing everyday tasks	Positive attitude in performing everyday tasks is demonstrated accordingly.	Demonstrate positive attitude to an unsatisfactory level in performing everyday tasks	Demonstrate positive attitude to a satisfactory level in performing everyday tasks	Demonstrate positive attitude to performing accordingly everyday tasks	Advise others to demonstrate positive attitude to performing everyday tasks	9
		b) Demonstrate a behaviour of learning in groups and sharing experiences	A behaviour of learning in groups and sharing experiences is accordingly demonstrated.	Demonstrate a behaviour of independent learning only	Demonstrate a behaviour of learning in groups and sharing experiences to some extent	Demonstrate a behaviour of learning in groups and accordingly sharing experiences	Lead colleagues in sharing learning experiences	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Demonstrate an independent lifestyle	Independent lifestyle is demonstrated effectively.	Demonstrate a dependent lifestyle	Demonstrate to a satisfactory level an independent lifestyle	Demonstrate an independent lifestyle effectively	Help others to develop an independent lifestyle	
	4.3 Learning by analysing issues critically	a) Seek information from different sources	Information from different sources is sought effectively.	Seek information from only one source	Seek information from a few sources	Seek information from different sources effectively	Seek and analyse information from different sources	9
		b) Examine things in the local environment and associate them with everyday life	Things in the local environment are examined and accordingly associated with everyday life.	Examine things in the local environment but fail to associate them with everyday life	Examine some things in the local environment and associate them with everyday life	Examine things in the local environment and accordingly associate them with everyday life	Collaborates with colleagues to examine things in the local environment and associate them with everyday life	
		c) Learn from the mistakes of others	Learning from the mistakes of others is demonstrated effectively.	Learn from his or her own mistakes	Learn little from the mistakes of others	Learn much from the mistakes of others effectively	Learn from the mistakes of others and help others to do the same	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
5.0 Being a person of integrity	5.1 Being trusted in the community	a) Condemn acts of betrayal	Acts of betrayal are condemned accordingly.	Identify acts of betrayal but unable to condemn them	Condemn some acts of betrayal	Condemn acts of betrayal accordingly	Encourage colleagues to condemn acts of betrayal	6
		b) Perform acts that demonstrate transparency and honesty in life	Acts that demonstrate transparency and honesty in life are correctly performed.	Perform acts that do not demonstrate transparency and honesty in life	Perform some acts that demonstrate transparency and honesty in life	Perform acts that demonstrate transparency and honesty in life	Advise others to perform acts that demonstrate transparency and honesty in life	
	5.2 Fulfil responsibilities with transparency and honesty	a) Reveal evils that are taking place in the community	Evils that are taking place in the community are revealed effectively.	Recognise evils that are taking place in the community but fail to reveal them	Reveal some evils that are taking place in the community	Reveal effectively evils that are taking place in the community	Encourage colleagues to reveal evils that are taking place in the community	6
		b) Explain the concept of hypocrisy	The concept of hypocrisy is correctly explained.	Mention the characteristics of a hypocritical person	Explain the concept of hypocrisy with minor errors	Explain the concept of hypocrisy correctly	Help colleagues to understand the concept of hypocrisy	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	5.3 Standing up for other people's rights	a) Explain the concepts of rights and responsibilities	The concept of rights and responsibilities are explained correctly.	Mention actions that demonstrate rights and responsibilities	Explain the concepts of rights and responsibilities with some difficulties	Explain the concept of rights and responsibilities correctly	Explain to colleagues the importance of ensuring there are rights and responsibilities for national development	9
		b) Identify the rights of various groups of people	The rights of various groups of people are correctly identified.	Mention rights of few groups of people	Explain the rights of a few groups of people	Identify the rights of various groups of people correctly	Explain the importance of recognising the rights of various groups of people in the society	
		c) Identify institutions which promote human rights in Tanzania	Institutions which promote human rights in Tanzania are correctly identified.	Mention a few institutions which promote human rights in your region	Mention many institutions which promote human rights in his or her region	Mention institutions which promote human rights in Tanzania	Help others to identify institutions which promote human rights in Tanzania	
6.0 Promoting peace and harmony	6.1 Interacting with people of different cultures and backgrounds	a) Identify the origins of the various ethnic groups in Tanzania	Origins of the various ethnic groups in Tanzania are appropriately identified.	Identify the origin of his or her ethnic group	Identify the origins of a few ethnic groups he or she is familiar with	Identify the origins of the various ethnic groups in Tanzania appropriately	Help others to identify the origins of the various ethnic groups in Tanzania	6

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Identify people from different backgrounds who live in his or her community	People from different backgrounds who live in the community are identified correctly.	Identify few people from different backgrounds in the community	Identify many people from different backgrounds who live in the community	Identify people from different backgrounds who live in the community correctly	Help others to identify people from different backgrounds	
	6.2 Respecting cultures and ideologies of other people	a) Explain the cultural tools of Tanzania	Cultural tools of Tanzania are correctly explained.	Mention cultural tools of Tanzania	Explains few cultural tools of Tanzania	Explain various cultural tools of Tanzania correctly	Explain and demonstrate the cultural tools of Tanzania	13
		b) Explain the importance of national culture	The importance of national culture is explained correctly.	Identify things that build national culture	Explain the importance of national culture briefly	Explain the importance of national culture correctly	Explain to other people the importance of national culture	
		c) Educate oneself on different cultures	Self-education on different cultures is done effectively.	Educate oneself on own culture	Educate oneself on a few cultures	Educate oneself on different cultures effectively	Educate others on different cultures	
		d) Show respect for other people's cultures	Respect for other people's cultures is shown accordingly.	Show respect for own culture	Show respect for some of the cultures of other people	Show respect for other people's cultures accordingly	Educate others to show respect for other people's cultures	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	6.3 Building good relations with other people from other countries	a) Identify ways to improve relations with other countries	Ways to improve relations with other countries are identified effectively.	Show importance of improving relations with other countries	Identify a few ways to improve relations with other countries	Identify ways to improve relations with other countries effectively	Help others to identify ways to improve relations with other countries	13
		b) Know actions that show hospitality to people of other countries	Actions that show hospitality to people of other countries are recognised accordingly.	Mention few actions that show hospitality to people of other countries	Explain some of the actions that show hospitality to people of other countries	Recognise actions that show hospitality to people of other countries accordingly	Help others to recognise actions that show hospitality to people of other countries	
		c) Identify the bases for good relations between Tanzania and other countries	The bases for good relations between Tanzania and other countries are identified correctly.	Identify foreign countries which are friends of Tanzania	Identify some bases for good relations between Tanzania and other countries	Identify correctly the bases for good relations between Tanzania and other countries	Collaborates with colleagues in identifying the bases for good relations between Tanzania and other countries	
		d) Explain the concept of globalisation	The concept of globalisation is explained correctly.	Explain the concept of globalisation incorrectly	Explain the concept of globalisation correctly	Mention issues relating to globalisation	Helps others to understand the concept of globalisation	

3.9 Standard V contents

Table 3: Competencies to be developed by the Standard V pupil

Main competency		Specific competency	
1.0	Respecting the community	1.1	Loving oneself and others
		1.2	Being proud of his or her school
		1.3	Loving Tanzania by cherishing its values, symbols and origin
2.0	Valuing the community	2.1	Taking care of oneself and others
		2.2	Protecting the environment
		2.3	Building good relationships with others in the community
3.0	Being responsible	3.1	Protecting the resources and interests of the country
		3.2	Managing school and household tasks
		3.3	Obedying laws and regulations in doing his or her daily activities
		3.4	Being self-disciplined
		3.5	Co-operating with others in performing household and school tasks
4.0	Being a persevering person	4.1	Handling challenges with others in daily life
		4.2	Being optimistic about achievement of objectives
		4.3	Learning by analysing issues critically
5.0	Being a person of integrity	5.1	Being trusted in the community
		5.2	Fulfilling responsibilities with transparency and honesty
		5.3	Standing up for other people's rights

Main competency		Specific competency	
6.0	Promoting peace and harmony	6.1	Interacting with people from different cultures and backgrounds
		6.2	Respecting the cultures and ideologies of other people
		6.3	Building good relations with people from other countries

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Respecting the community	1.1 Loving oneself and others	a) Perform acts which show love for people with special needs	Acts which show love for people with special needs are correctly performed .	Show the importance of showing love for people with special needs	Perform acts which show love for people with special needs in the living environment only	Perform acts which show love for all people with special needs effectively	Advise colleagues to perform acts which show love for people with special needs	9
		b) Perform acts which demonstrate respect for gender	Acts which demonstrate respect for gender are performed accordingly.	Perform acts which do not demonstrate respect for gender	Perform some acts which demonstrate respect for gender	Perform acts which demonstrate respect for gender accordingly	Condemn acts which demonstrate disrespect for gender	
		c) Wear appropriate clothes for different occasions	Appropriate clothes for different occasions are worn as expected.	Wear appropriate clothes at school or home only	Wear appropriate clothes for some occasions	Wear appropriate clothes for different occasions as expected	Advise colleagues to wear appropriate clothes for different occasions	
	1.2 Being proud of his or her school.	a) Elaborate on good and bad aspects that identify his or her school	Good and bad aspects that identify his or her school are elaborated correctly.	Mention the good and bad aspects that identify his or her school	Explain some of the good and bad aspects that identify his or her school	Elaborate on the good and bad aspects that identify his or her school correctly	Advise colleagues on how to overcome the things that give a bad reputation to their school	9

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Draw his or her school emblem	Drawing of his or her school emblem showing the arrangement of symbols and colours has been done appropriately.	Draw school emblem without including some of the symbols and colours	Draw his or her school emblem without considering the arrangement of symbols and colours	Draw his or her school emblem and consider the arrangement of symbols and colours	Interpret the symbols in the school emblem	
		c) Perform voluntary activities at school	Voluntary activities at school are carried out proficiently.	Perform voluntary activities at school after coercion	Perform some voluntary activities at school without proficiency	Perform voluntary activities at school with proficiency	Encourage others to perform voluntary activities at school	
	1.3 Loving Tanzania by cherishing her values, symbols and origin	a) Elaborate on customs and traditions of Tanzania	Customs and traditions of Tanzania are elaborated correctly.	Mention customs and traditions of Tanzania	Explain customs and traditions of Tanzania that are familiar to him or her	Elaborate on customs and traditions of Tanzania correctly	Helps others to understand the customs and traditions of Tanzania	15
		b) Perform acts which promote national culture	Activities which promote national culture are performed effectively.	Recognise activities which promote national culture but fail to perform them	Perform few activities which promote national culture	Perform activities which promote national culture effectively	Lead others to perform activities which promote national culture	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Explain the use of national symbols	The use of national symbols is explained clearly.	Mention the use of national symbols	Explain the use of national symbols without clarification	Elaborate on the use of national symbols clearly	Assist colleagues to understand the use of national symbols	
		d) Participate in national celebrations	Participation in national celebrations is done effectively.	Participate in national celebrations by being forced	Participate in some of the national celebrations	Participate in national celebrations effectively	Encourage colleagues to take part in national celebrations	
		e) Elaborate on the structure of Ward, District and Regional governments	The structure of Ward, District and Regional governments is elaborated correctly.	Mention the structure of Ward, District and Regional governments	Explain the structure of Ward, District and Regional governments	Elaborate on the structure of Ward, District and Regional governments correctly	Help others to understand the structure of Ward, District and Region governments	
2.0 Valuing the community	2.1 Taking care of oneself and others	a) Identify unacceptable acts committed against the family	Unacceptable acts committed against the family are identified accordingly.	Mention unacceptable acts committed against the family	Identify some of the unacceptable acts committed against the family	Identify unacceptable acts committed against the family accordingly	Help colleagues to identify unacceptable acts committed against the family	6
		b) Condemn evil acts committed against children	Evil acts committed against children are condemned accordingly.	Identify evil acts committed against children but unable to condemn them	Condemn some evil acts committed against children	Condemns evil acts committed against children accordingly	Educate the community to condemn evil acts committed against children	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	2.2 Protecting the environment	a) Evaluate the state of environmental degradation in the area	Evaluation of the state of environmental degradation in the area is done effectively.	Identify a few cases of environmental degradation in the area where he or she lives	Describe the source of environmental degradation in the area where he or she lives	Evaluate the state of environmental degradation in the area effectively	Educate the community on the effects of environmental degradation	6
		b) Educate the community on the effects of environmental degradation	The community is educated on the effects of environmental degradation.	Recognise the need to educate the community on the effects of environmental degradation	Educate community on the effects of environmental degradation to a small extent	Educate the community on the effects of environmental degradation accordingly	Educate the community and condemn acts which cause environmental degradation	
	2.3 Building good relationships with others in the community	a) Explain best ways of promoting relations with other people	Best ways of promoting relations with other people are explained appropriately.	Identify few ways to promote relations with other people	Explain some ways of promoting relations with other people with some difficulties	Explain best ways of promoting relations with other people appropriately	Explain how to promote relations and to solve problems and difficulties people face other	6
		b) Participate in solving problems and difficulties others face	Participation in solving problems and difficulties others face is done effectively.	Recognise the need to participate in solving problems and difficulties others face	Participate in some ways in solving problems and difficulties others people face	Participate effectively in solving problems and difficulties other people face	Participate and encourage others to participate in solving problems and difficulties other face	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
3.0 Being responsible	3.1 Protecting resources and interests of the country	a) Describe ways to protect and conserve the main resources of the nation	Ways to protect and conserve the main resources of the nation are described accurately.	Identify few ways of protecting and conserving the main resources of the nation	Explain some of the ways of protecting and conserving the main resources of the nation	Describe ways to protect and conserve the main resources of the nation accurately	Describe and educate colleagues on the ways to protect and conserve the main resources of the nation	9
		b) Evaluate the use of public resources	Evaluation of the use of public resources is done correctly.	Identify the use of public resources	Explain good use of resources and fail to explain the misuse of public resources	Evaluate the use of public resources correctly	Evaluate the use of public resources and condemn the misuse of those resources	
		c) Condemn the misuse of public resources	Misuse of public resources is condemned accordingly.	Identify acts of misuse of public resources but fail to condemn them	Condemn lightly the misuse of public resources	Condemn the misuse of public resources accordingly	Encourage colleagues to condemn the misuse of public resources	
	3.2 Managing his or her school and household tasks	a) Demonstrate a willingness to receive advice from others in carrying out various activities	Willingness to receive the advice from others in carrying out various activities is demonstrated accordingly.	Demonstrate unwillingness to receive advice from others in carrying out various activities	Demonstrate rarely willingness to receive advice from others in carrying out various activities	Demonstrate a willingness to receive advice from others in carrying out various activities accordingly	Advise others to be ready to receive advice from others in carrying out various activities	9

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Explain the importance of good governance and leadership at the school level	The importance of good governance and leadership at the school level is explained clearly.	Mention a few benefits of having good governance and leadership at the school level	Explain briefly the importance of good governance and leadership at the school level	Explain the importance of good governance and leadership at the school level clearly	Help others to understand the importance of having good governance and leadership at the school level	
		c) Participate in strengthening good governance at the school level	Participation in strengthening good governance at the school level is demonstrated effectively.	Identify things concerning good governance at the school level	Participate at a minimal level in strengthening good governance at the school level	Participate effectively in strengthening good governance at the school level clearly	Encourage colleagues to participate in strengthening good governance at the school level	
	3.3 Obeying laws and regulations in doing his or her daily activities	a) Explain the importance of obeying laws.	The importance of obeying laws are explained clearly.	Mention the importance of obeying laws	Explain the importance of obeying laws with difficulties	Explain clearly the importance of obeying laws	Advise colleagues on the importance of obeying laws	6
		b) Fulfilling his or her obligations in compliance with the law and regulations	Carrying out of his or her obligations is done effectively in compliance with the law and regulations.	Carry out his or her obligations without complying with the law and regulations	Carry out some of his or her obligations in compliance with the law and regulations	Carry out effectively all of his or her obligations in compliance with the law and regulations	Advise colleagues to Carry out their obligations in compliance with the law	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.4 Being self-disciplined	a) Demonstrate ability in performing his or her duties	Ability in performing duties is demonstrated effectively.	Struggle to demonstrate ability in performing his or her duties	Rarely demonstrate ability to perform his or her duties	Demonstrate ability to perform his or her duties effectively	Encourage others to use their abilities effectively in performing their duties	14
		b) Show a habit of working without supervision	A habit of working without supervision is shown effectively.	Perform tasks under close supervision	Perform tasks with minimum supervision	Perform tasks effectively without supervision	Encourage others to perform tasks without supervision	
		c) Describe strategies to achieve his or her goals in life	Strategies to achieve his or her goals in life are described clearly.	Explain his or her life goals but fail to describe strategies to achieve them	Describe briefly strategies to achieve his or her goals in life without clarification	Describe clearly strategies to achieve his or her goals in life	Encourage colleagues to have strategies for achieving their goals in life	
		d) Put personal ability and effort for the benefit of all	Personal ability and effort are appropriately used for the benefit of all.	Personal ability used for self-benefits	Personal ability used in some tasks for the benefit of all	Personal ability used for the benefit of all accordingly	Encourage colleagues to use their abilities to help others	
		e) Learn from mistakes	Learning from mistakes is done correctly.	Unable to learn from mistakes	Learn from mistakes and correct some errors	Learn from mistakes and perform better	Advise others to learn from mistakes so that they can do better	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.5 Co-operating with others in performing household and school tasks	a) Co-operate with colleagues in doing household and school tasks	Collaboration with colleagues in doing household and school tasks is done effectively.	Show willingness to collaborate with colleagues in performing household and school tasks	Collaborate with colleagues in performing a few household and school tasks	Collaborate in performing household and school tasks effectively	Participate fully and encourage others to collaborate in performing household and school tasks	9
		b) Plan activities which bring development in the family	Activities which bring development in the family are planned accordingly.	Struggle to plan for activities which bring development in the family	Plan for a few activities aimed to bring development in the family	Plan activities aimed to bring development in the family accordingly	Advise colleagues to help their families by planning for development activities	
		c) Participate in community development activities	Participation fully in community development activities.	Show willingness to participate in community development activities	Participate rarely in some community development activities	Participate fully in community development activities	Advise colleagues to participate in community development activities	
4.0 Being a persevering person	4.1 Handling challenges in daily life	a) Recognise life challenges and explain how to face them	Life challenges are recognised and their solutions are explained clearly.	Recognise life challenges but fail to explain how to face them	Recognise life challenges and can explain how to face some of them	Recognise life challenges and can explain how to face them clearly	Help colleagues to recognise life challenges and how to face them	11

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Explain the physical, health and psychological effects posed by failure to resolve life challenges	Physical, health and psychological effects posed by failure to resolve life challenges are clearly explained.	Mention physical, health and psychological effects posed by failure to resolve life challenges	Explain briefly the physical, health and psychological effects posed by failure to resolve life challenges	Explain clearly physical, health and psychological effects posed by failure to resolve life challenges	Collaborate with colleagues to explain physical, health and psychological effects posed by failure to resolve life challenges	
		c) Show patience in dealing with challenges of everyday life	Patience in dealing with challenges of everyday life is shown effectively.	Struggle to be patient in dealing with challenges of everyday life	Show patience in dealing with some of the challenges of everyday life	Show patience in dealing with challenges of everyday life effectively	Advise colleagues to be patient in dealing with challenges of everyday life	
		d) Adopt different peoples' experiences in addressing life challenges	Different peoples' experiences are adopted effectively in addressing life challenges.	Struggle to adapt a few people's experiences in addressing the challenges of life	Adopt a few people's experiences in addressing the challenges of life	Adopt different people's experiences effectively in addressing life challenges	Encourage colleagues to adopt different people's experiences in addressing life challenges	
	4.2 Being optimistic about achievement of objectives	a) Setting performance targets and implementation strategies	Performance targets and implementation strategies are appropriately set.	Struggle to set performance targets and implementation strategies	Set performance targets without implementation strategies	Set performance targets and implementation strategies accordingly	Set targets and evaluate their implementation	9

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Evaluate implementation of objectives in relation to targets	Evaluation of implementation of objectives in relation to target is done effectively.	Demonstrate basic skills in evaluating the implementation of objectives compared to targets	Evaluate roughly the implementation of the objectives compared to targets	Evaluate the implementation of objectives compared to targets effectively	Advise colleagues to evaluate the implementation of objectives compared to targets	
		c) Identify ways of getting solutions to problems of implementing the objectives	Ways of getting solutions to the problems of implementing objectives are identified clearly.	Identify ways of finding solutions to problems of implementing the objectives	Explain ways of finding solutions to problems of implementing of the objectives	Identifies ways of getting solutions to problems of implementing objectives clearly	Helps colleagues to find ways of getting solutions to problems of the implementing objectives	
	4.3 Learning by analysing issues critically	a) Raise questions on things or events that take place to increase knowledge	Questions on things or events that take place are raised to increase knowledge effectively.	Try to raise questions on things or events that take place to increase knowledge	Can raise questions on some of the things or events that take place to increase knowledge	Raise questions on things or events that take place to increase knowledge effectively	Collaborate with colleagues to raise questions on things or events that take place to increase knowledge	11

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Demonstrate a habit of making comparison between prior knowledge and new knowledge in learning	A habit of making comparison between prior knowledge and new knowledge in learning is demonstrated accordingly.	Struggle to demonstrate a habit of making comparison between prior knowledge and new knowledge in learning	Demonstrate poorly a habit of making comparison between prior knowledge and new knowledge in learning to a lesser extent	Demonstrate a habit of making comparison between prior knowledge and new knowledge in learning accordingly	Learn by making comparison between prior knowledge and new knowledge	
		c) Evaluate his or her performance at school and at home and improve performance.	His or her performance at school and at home is evaluated and improvement are made accordingly.	Show ways for evaluating his or her performance at school and at home and improve performance	Evaluate his or her performance at school and at home and improve performance to a lesser extent	Evaluate his or her performance at school and at home and improve performance accordingly	Evaluate colleagues performance and advise them to improve their performance	
		d) Adhere to ethics when searching for information in electronic networks.	Adherence to ethics when searching for information in electronic networks is done accordingly.	Hesitate to adhere to ethics when searching for information in electronic networks	Sometimes adhere to ethics to a lesser extent when searching for information in electronic networks	Adhere accordingly to ethics when searching for information in electronic networks	Encourage colleagues to adhere to ethics when searching for information in electronic networks	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
5.0 Being a person of integrity	5.1 Being trusted in the community	a) Adhere to agreements in implementing various activities	Agreements on implementing various activities are adhered to accordingly.	Struggle to adhere to agreements on implementing various activities	Adhere to agreements on implementing some activities	Accordingly, adhere to agreements on implementing various activities	Advise colleagues to adhere to agreements in implementing various activities	9
		b) Follow orders and instructions he or she receives	Orders and instructions he or she receives are followed appropriately.	Follow orders and instructions he or she receive with some mistakes	Follow some orders and instructions he or she gets	Follow orders and instructions he or she receive appropriately	Encourage colleagues to follow orders and instructions they get	
		c) Keep property entrusted to him or her carefully	Property entrusted to him or her is kept carefully.	Keep property entrusted to him or her carelessly	Keep property entrusted to him or her with care	Keep property entrusted to him or her with good care.	Keep the property entrusted to him very carefully and take precautional measures	
	5.2 Fulfilling responsibilities with transparency and honesty	a) Explain the benefits of being honest in everyday life	Benefits of being honest in everyday life are explained correctly.	Know what it means to be honest	Explain the benefits of being honest in everyday life	Explain with relevant examples the benefits of being honest in everyday life	Advise colleagues to be honest in everyday life	11

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Recognise the dangers of dishonesty in everyday life	The dangers of dishonesty in everyday life are recognised effectively.	Recognise the dangers of dishonesty in everyday life ineffectively	Recognise some of the dangers of dishonesty in everyday life	Recognise the dangers of dishonesty in everyday life effectively	Recognise the dangers of dishonesty and advise colleagues to refrain from being dishonesty in their every day life	
		c) Have clear plans for performing school and home duties	Plans for performing school and home duties are made clearly and accordingly.	Mix plans up for school and home duties	Clearly plan for some of his or her school and home duties	Clearly plan for his or her school and home duties accordingly	Explain clearly the benefits of planning for school and home duties	
		d) Explain the impact of hypocrisy in everyday life	The impact of hypocrisy in everyday life is explained clearly.	Explain wrongly the impact of hypocritical behaviour everyday life	Explain unclearly the impact of hypocrisy in everyday life	Describe clearly the impact of hypocrisy in everyday life	Advise colleagues to refrain from hypocrisy in their every day life	
	5.3 Standing up for other peoples' rights	a) Defending his or her rights and those of others without discrimination	The defence of his or her rights and those of others without discrimination takes place accordingly.	Know the importance of defending his or her rights and those of others without discrimination	Can defend some of his or her rights and a few of others without discrimination	Defend his or her rights and those of others without discrimination accordingly	Encourage colleagues to defend their rights and those of others without discrimination	17

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Report violations of human rights to relevant authorities	Violations of human rights are reported to relevant authorities accordingly.	Hesitate to report violations of human rights to relevant authorities	Very rarely report violations of human rights to relevant authorities	Report violations of human rights to relevant authorities accordingly	Encourage colleagues to report violations of human rights to relevant authorities	
		c) Elaborate on the importance of democracy in promoting social welfare	The importance of democracy in promoting social welfare is clearly elaborated.	Mention the importance of democracy in promoting social welfare	Explain the importance of democracy in promoting social welfare with some difficulties	Elaborate on the importance of democracy in promoting social welfare clearly	Advise colleagues to value democracy for social welfare	
		d) Describe the role of political parties in promoting democracy in the country	The role of political parties in promoting democracy in the country is described properly.	Identify the role of political parties in promoting democracy in the country incorrectly	Describe the role of political parties in promoting democracy in the country without clarification	Describe the role of political parties in promoting democracy in the country properly	Involve colleagues in describing the role of political parties in promoting democracy in the country	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		e) Explain the types of citizenship, qualifications and responsibilities of the citizens of Tanzania	Types of citizenship, qualifications and responsibilities of the citizens of Tanzania are explained clearly.	Mention types of citizenship, qualifications and responsibilities of the citizens of Tanzania incorrectly	Explain briefly the types of citizenship, the qualifications and responsibilities of the citizens of Tanzania	Explain clearly the types of citizenship, qualifications and responsibilities of the citizens of Tanzania	Help colleagues to identify types of citizenship, qualifications and responsibilities of the citizens of Tanzania	
6.0 Promoting peace and harmony	6.1 Interacting with people of different backgrounds	a) Condemn segregation in the community on the basis of colour, race, religion, ethnicity or lineage	Segregation in the community on the basis of colour, race, religion, ethnicity or lineage is condemned accordingly.	Struggle to condemn segregation in the community on the basis of colour, race, religion, ethnicity or lineage	Condemn lightly segregation in the community on the basis of colour, race, religion, ethnicity or lineage	Condemn segregation in the community on the basis of colour, race, religion, ethnicity or lineage accordingly	Encourage colleagues to condemn segregation in the community on the basis of colour, race, religion, ethnicity or lineage	9
		b) Acknowledge the dignity of a person regardless of origin	Dignity of a person is acknowledged effectively regardless of origin.	Acknowledge the dignity of a person with regard to origin	Acknowledge the dignity of a person with some reservation regarding his or her origin	Acknowledge effectively the dignity of a person without regard of origin	Advise colleagues to acknowledge dignity of the person without regard of origin	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Explain different ways of interacting with other people	Different ways of interacting with other people are explained clearly.	Mention ways of interacting with other people	Explain different ways of interacting with other people with some difficulties	Explain clearly different ways of interacting with other people	Collaborate with others to determine how to interact with others and provide concrete examples	
	6.2 Respecting cultures and ideologies other people	a) Explain the origin of the culture of his or her ethnicity	The origin of the culture of his or her ethnicity is explained correctly.	Mention things that identify the origin of the culture of his or her ethnicity.	Explain the origin of the culture of his or her ethnic group to some extent	Explain correctly the origin of the culture of his or her ethnic group	Help colleagues to explain the origin of the culture of their ethnic community and other ethnicity groups	9
		b) Recognise cultural differences in the community	Cultural differences in the community are well recognised.	Identify few cultural differences in the community in which he or she lives	Recognise cultural differences in different communities	Recognise well cultural differences in different communities	Help others to recognise cultural differences in their communities	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Describe the indicators and the impact of globalisation on Tanzania	Indicators and the impact of globalisation on Tanzania are described clearly.	Identify the indicators of globalisation but unable to explain their impact on Tanzania	Describe some of the indicators and the impact of globalization on Tanzania without examples	Describe clearly the indicators and the impact of globalisation on Tanzania	Lead his or her colleagues to describe the indicators and impact of globalisation on Tanzania	
	6.3 Building good relations with people from other countries	a) Explain the benefits of co-operation between countries	Benefits of co-operation between countries are explained accurately.	Mention a few benefits of co-operation between countries	Explain a few benefits of co-operation between countries	Explain the benefits of co-operation between countries accurately	Educate others to recognise the benefits of co-operation between countries	11
		b) Describe the diplomatic relations between Tanzania and other countries	Diplomatic relations between Tanzania and other nations are described clearly.	Mention nations which have diplomatic ties with Tanzania	Explain the diplomatic ties of Tanzania with a few countries	Explain clearly the diplomatic ties between Tanzania and other countries	Assist colleagues to understand the diplomatic relations between Tanzania and other countries	
		c) Recognise the relationship between Tanzania and international organisations.	The relationship between Tanzania and international organisations is effectively recognised.	Mention a few international organisations in which Tanzania is involved	Recognise the relationship between Tanzania and international organisations by giving few examples	Recognise the relationship between Tanzania and the international organisations effectively	Help colleagues to recognise the relationship between Tanzania and the international organisations	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Explain the objectives and functions of various international organisations to which Tanzania is a member	The objectives and functions of various international organisations to which Tanzania is a member are explained accurately.	Explain the objectives and functions of well known international organisations to which Tanzania is a member	Explain the objectives and functions of various international organisations to which Tanzania is a member with a few mistakes	Explain accurately the objectives and functions of various international organisations to which Tanzania is a member	Educate the community on the objectives and functions of various international organisations to which Tanzania is a member	

3.10 Standard VI contents

Table 4: Competencies to be developed by the Standard VI pupil

Main competency		Specific competency	
1.0	Respecting the community	1.1	Loving oneself and others
		1.2	Being proud of one's school
		1.3	Loving Tanzania by cherishing its values, symbols and origin
2.0	Valuing the community	2.1	Taking care of oneself and others
		2.2	Protecting the environment
		2.3	Building good relationships with others in the community
3.0	Being responsible	3.1	Protecting the resources and interests of the country
		3.2	Managing school and household tasks
		3.3	Obedience laws and regulations in doing his or her daily activities
		3.4	Being self-disciplined
		3.5	Co-operating with others in performing household and school tasks
4.0	Being a persevering person	4.1	Handling challenges in daily life
		4.2	Being optimistic about achievement of objectives
		4.3	Learning by analysing issues critically
5.0	Being a person of integrity	5.1	Being trusted in the community
		5.2	Fulfilling responsibilities with transparency and honesty
		5.3	Standing up for other people's rights
6.0	Promoting peace and harmony	6.1	Interacting with people from different cultures and backgrounds
		6.2	Respecting the cultures and ideologies of other people
		6.3	Building good relations with people from other countries

Syllabus contents

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Respecting the community	1.1 Loving oneself and others	a) Demonstrate a habit of assisting people with different needs	Habit of assisting people with different needs is demonstrated accordingly.	Show willingness to demonstrate a habit of assisting people with different needs	Demonstrate a habit of assisting some people with needs	Demonstrate a habit of assisting people with different needs accordingly	Encourage people in the community to give support to people with different needs	12
		b) Appreciate the contribution of other people to social welfare	The contribution of other people to social welfare is appreciated accordingly.	Admit the contribution of other people to social welfare	Appreciate the contribution of some people to social welfare	Appreciate the contribution of other people to social welfare accordingly	Encourage colleagues to appreciate the contribution of other people to social welfare	
		c) Demonstrate good and respectful deeds	Good and respectful deeds are demonstrated.	Demonstrate good and respectful deeds with some discrimination	Demonstrate some good and respectful deeds often	Demonstrate good and respectful deeds all the time	Advise colleagues to demonstrate good and respectful deeds	
		d) Take action to protect himself or herself and others against high-risk peer groups	Action to protect himself or herself and others against high-risk peer groups is taken effectively.	Take action to protect himself or herself but unable to protect others from high-risk peer groups	Take action to protect himself or herself and others from high-risk peer groups	Take action to protect himself or herself and others from high-risk peer groups effectively	Advise colleagues to take action to protect themselves and others from high-risk peer groups	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.2 Being proud of his or her school	a) Explain the messages contained in the school motto and compose a school anthem	The messages contained in the school motto and school anthem are explained correctly.	Mention the message contained in the school motto and school anthem	Explain inaccurately the messages contained in the school motto and school anthem	Explain the messages contained in the school motto and school anthem correctly	Educate others on the messages contained in the school motto and school anthem	6
		b) Compose songs / poems / poetry to praise his or her school	Songs / poems / poetry to praise his or her school are well composed.	Compose a few verses of songs / poems / poetry to praise his or her school	Compose songs / poems / poetry to praise his or her school without complying with the principles of composition	Compose songs / poem / poetry to praise his or her school well	Guide colleagues to compose songs / poems / poetry to praise his or her school	
	1.3 Loving Tanzania by cherishing her values, symbols and origin	a) Explain different ways to publicise his or her country Tanzania	Different ways to publicise his or her country Tanzania are explained clearly.	Mention some of the ways to publicise his or her country Tanzania	Explain different ways of publicising his or her country Tanzania	Explain different ways of publicising his or her country Tanzania clearly	Lead colleagues to explain different ways of publicising his or her country Tanzania	14
		b) Explain the importance of national values	The importance of national values is explained clearly.	Mention some of the national values	Explain the importance of some national values	Explain the importance of national values clearly	Help colleagues to explain the importance of national values with vivid examples	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Describe or outline the structure of the government of the United Republic of Tanzania	The structure of the government of the United Republic of Tanzania is described or outlined correctly.	Identify leaders of the government of the United Republic of Tanzania	Identify the structure of the government of the United Republic of Tanzania incorrectly	Identify the structure of the government of the United Republic of Tanzania correctly	Assist colleagues to the structure of the government of the United Republic of Tanzania	
		d) Explain the purpose of public holidays	The purpose of public holidays is explained correctly.	Identify public holidays	Explain the purpose of some public holidays	Explain the purpose of public holidays correctly	Collaborate with colleagues to educate the community on the purpose of public holidays	
		e) Describe the practice of democracy in the country	The practice of democracy in the country is correctly described.	Describe the practice of democracy in the country with difficulties	Explain the practice of democracy in the country without giving examples	Describe the practice of democracy in the country correctly with examples	Educate the community on the practice of democracy in the country	
2.0 Valuing the community	2.1 Taking care of oneself and others	a) Condemn the acts that may endanger social welfare	Acts that may endanger social welfare are condemned accordingly.	Struggle to condemn acts that may endanger social welfare	Condemn some of the acts that may endanger social welfare	Condemn acts that may endanger social welfare accordingly	Encourage colleagues to condemn the acts that may endanger social welfare	14

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Take actions that motivate others to abstain from risky behaviour	Actions that motivate others to abstain from risky behaviour are taken effectively.	Take actions that motivate others to abstain from risky behaviour very late	Take some actions that motivate others to abstain from risky behaviour	Take actions that motivate others to abstain from risky behaviour effectively	Advise colleagues to take actions that can motivate others in the society to abstain from risky behaviour	
		c) Seek counselling services when needed	Counselling services are appropriately sought when needed.	Seek counselling services after being forced to	Seek counselling services in rare situations	Seek counselling services when needed	Advise others to seek counselling services when they need it	
		d) Give priority to people in need to access quick services	People in need are given priority to access quick services accordingly.	Give priority to people to access quick services after being forced to	Give priority to people only familiar to him or her in need to access quick services	Give priority to all the people in need to access quick services accordingly	Educate colleagues on the importance of giving priority to people in need to access quick services	
		e) Take actions which demonstrate equal treatment of all people	Actions which demonstrate equal treatment of all people are taken.	Show willingness to take actions which demonstrate equal treatment of all people	Take few actions which demonstrate equal treatment of all people	Take actions which demonstrate equal treatment of all people	Encourage colleagues to take actions which demonstrate equal treatment of all people	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	2.2 Protecting the environment	a) Explain ways of protecting the environment	Ways of protecting the environment are explained clearly.	Mention ways of protecting the environment	Explain some ways of protecting the environment	Explain ways of protecting the environment clearly	Help colleagues to explain ways of protecting the environment	6
		b) Condemn the violation of laws protecting the environment	Violations of laws protecting the environment are condemned effectively.	Struggle to condemn the violation of laws protecting the environment	Condemn the violation of some laws protecting the environment	Condemn the violation of laws protecting the environment effectively	Encourage the community to condemn the violations of laws protecting the environment	
	2.3 Building good relationships with others in the community	a) Explain actions which may lead to bad relationships in the community	Acts which may lead to bad relationships in the community are clearly explained.	Mention some of the actions which may lead to bad relationships in the community	Explain to some extent actions which may lead to bad relationships in the community	Explain clearly actions which may lead to bad relationships in the community	Explain actions which may lead to bad relationships and the importance of maintaining good relationships in the community	9
		b) Do things which promote and maintain friendship with colleagues	Things which promote and maintain friendship with colleagues are done effectively.	Love to make friends	Do some things which promote and maintain friendship with colleagues	Do things which promote and maintain friendship with colleagues effectively	Advise colleagues to do things which promote and maintain friendship with others	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Resolving conflicts among fellow pupils	Conflicts among fellow pupils are resolved effectively.	Take a long time to all involved in resolving conflicts among fellow pupils	Resolve some of the conflicts among fellow pupils	Resolve conflicts among fellow pupils effectively	Encourage colleagues to resolve conflicts	
3.0 Being responsible	3.1 Protecting resources and interests of the country	a) Use his or her talents and ability to create development activities	Talents and ability are used effectively to create development activities.	Recognise his or her talents but struggle to create development activities	Use his or her talents to create few development activities	Use his or her talents to create development activities effectively	Collaborate with colleagues to use their talents and abilities in creating development activities	12
		b) Identify ways of combating the misuse of public resources	Ways to combat the misuse of public resources are clearly identified.	Struggle to identify ways for combating the misuse of public resources	Identify a few ways for combating the misuse of public resources	Identify clearly ways for combating the misuse of public resources	Advise the community to use various ways of combating the misuse of public resources	
		c) Take action which safeguard national security	Actions which safeguard national security are taken accordingly.	Hesitate to take actions which safeguard national security.	Take few actions which safeguard national security.	Take actions which safeguard national security accordingly.	Collaborate with other people to take actions which safeguard national security	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Describe the qualities of a leader to be elected at the national level	Qualities of a leader to be elected at national level are described clearly.	Mention the qualities of a leader to be elected at the national level	Explain the qualities of a leader to be elected at the national level	Describe qualities of a leader to be elected at the national level clearly	Help colleagues to describe qualities of a leader to be elected at the national level	
	3.2 Managing school and household tasks	a) Recognise the responsibilities of a leader at a school and family levels	Responsibilities of a leader at school and family levels are well recognised.	Mention the responsibilities of a leader at school and family levels	Explain the responsibilities of a leader at school and family levels	Recognise well the responsibilities of a leader at school and family levels	Help colleagues to know the responsibilities of a leader at school and family levels respectively	9
		b) Identify alternative ways of solving problems	Alternative ways in solving problems are identified correctly.	Use guess work to identify alternative ways of solving problems	Identify a few ways of solving problems	Identify alternative ways of solving problems correctly	Help colleagues to identify alternative ways of solving problems	
		c) Suggest ways of improving work performance	Ways of improving work performance are suggested clearly.	Know some ways of improving work performance	Suggest with a few mistakes ways of improving work performance	Suggests ways of improving work performance clearly	Help colleagues to suggest ways of improving work performance	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.3 Obeying laws and regulations in doing his or her daily activities	a) Identify and obey laws and regulations of the country	Laws and regulations of the country are correctly identified and obeyed.	Struggle to identify laws and regulations of the country	Identify and obey some laws and regulations of the country	Identify and obey laws and regulations of the country effectively	Identify and obey laws and regulations of the country and encourage colleagues to do the same	12
		b) Harmonise the implementation of laws and regulations in life	Implementation of laws and regulations in life is harmonised effectively.	Struggle to harmonise the implementation of laws and regulations in life	Explain the implementation of laws and regulations in life	Harmonises the implementation of laws and regulations in life effectively	Encourage colleagues to harmonise the implementation of laws and regulations in life	
		c) Question the applicable laws and regulations	The applicable laws and regulations are questioned accordingly.	Tries to question the applicable laws and regulations	Questions few applicable laws and regulations	Questions the applicable laws and regulations accordingly	Collaborate with colleagues to question the applicable laws and regulations	
		d) Evaluate the steps taken to control the breaking of rules and regulations in schools	Steps taken to control the breaking of rules and regulations in schools are evaluated accordingly.	Mention the steps taken to control the breaking of rules and regulations in schools	Explain the steps taken to control the breaking of rules and regulations in schools	Evaluate the steps taken to control the breaking of rules and regulations in schools accordingly	Lead colleagues to evaluate the steps taken to control the breaking of rules and regulations in schools	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.4 Being self-disciplined	a) Identify priorities and meet them	Priorities are fully identified and met.	Struggle to identify priorities and meet them	Identify priorities but do not meet them fully	Identify priorities and meet them fully	Help others to identify priorities and meet them fully	9
		b) Defend his or her position with concrete arguments	His or her position is defended with concrete arguments accordingly.	Defend his or her position without concrete arguments	Defend his or her position with some concrete argument	Defends his or her position with concrete arguments accordingly	Lead others to defend their position with concrete arguments	
		c) Make timely decisions in the implementation of his or her responsibilities	Timely decisions are effectively made in the implementation of his or her responsibilities.	Make timely decisions on the implementation of his or her responsibilities	Make timely decisions on the implementation of only a few responsibilities	Make timely decisions on the implementation of his or her responsibilities effectively	Educate colleagues on the importance of making timely decisions	
	3.5 Co-operating with others in performing household and school tasks	a) Recognise the benefits of involving others and the disadvantages of excluding others in carrying out responsibilities	The advantages of involving others and disadvantages of excluding others in carrying out responsibilities are well recognised.	Mention the advantages of involving others and disadvantages of excluding others in carrying out responsibilities	Explain the advantages of involving others and disadvantages of excluding others in carrying out responsibilities	Recognise well the advantages of involving others and disadvantages of excluding others in carrying out responsibilities	Advise colleagues to involve other people in carrying out their responsibilities	6

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Co-operating with members of the community in development activities	Co-operation with members of the community in development activities is done effectively.	Co-operate only with his or her family members in their domestic activities	Co-operate with the community in few development activities	Co-operate with the community in development activities effectively	Encourage people in the community to collaborate with others in development activities	
4.0 Being a persevering person	4.1 Handling challenges in daily life	a) Take actions that are within his or her ability to withstand challenges	Actions that are within his or her ability to withstand challenges are taken effectively.	Know actions to withstand challenges but unable to take them.	Take few actions that are within his or her ability to withstand challenges.	Take actions that are within his or her ability to withstand challenges effectively	Help colleagues to withstand challenges they face	9
		b) Encourage others to cope with the challenges of life by drawing on or her experience	Various people are encouraged to cope with the challenges of life by drawing on his or her experience accordingly.	Struggle to encourage others to cope with the challenges of life by drawing on his or her experience	Encourage people who are familiar to him or her to cope with the challenges of life by drawing on his or her experience	Encourage others to cope with the challenges of life by drawing on his or her experience accordingly	Assist colleagues to cope with the challenges of life by drawing on his or her experience	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Demonstrate habits of living with optimism and acknowledge victory against changes	Habits of optimistic living and positive attitude as well as acknowledging victory against changes are demonstrated according.	Demonstrate a habit of optimistic living but fail to acknowledge victory against changes	Demonstrate a habit of optimistic living but fail to acknowledge victory against changes	Demonstrate a habit of optimistic living and acknowledge victory against changes accordingly	Encourage colleagues to demonstrate a habit of living with a positive attitude and acknowledge victory against changes	
	4.2 Being optimistic about achievement of objectives	a) Demonstrate assertive behaviour and optimism in achieving set goals	Assertive behaviour and optimism in achieving set goals are demonstrated accordingly.	Hesitate to demonstrate assertive behaviour and optimism in achieving set goals	Demonstrate assertive behaviour and optimism in achieving a few set goals	Demonstrate assertive behaviour and optimism in achieving set goals accordingly	Demonstrate assertive behaviour all the time and help colleagues in achieving set goals	12
		b) Develop a strategic plan for implementing his or her programmes in order to achieve objectives	A strategic plan for implementing his or her programmes to achieve objectives is well developed.	Struggle to develop a strategic plan for implementing his or her programmes to achieve objectives	Develop a strategic plan for implementing his or her programmes in achieving only a few objectives	Develop a strategic plan for implementing his or her programmes in achieving objectives well	Develop a strategic plan for implementing his or her programmes and help others to achieve their objectives	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Demonstrate a habit of learning and doing using other people's experiences to achieve objectives	A habit of learning and doing using other people's experiences is demonstrated accordingly.	Try to demonstrate a habit of learning and doing using other peoples' experiences to achieve objectives	Demonstrate a habit of learning and doing using other people's experiences in achieving some objectives	Demonstrate a habit of learning and doing using other people's experiences to achieve objectives accordingly	Learn and involve others in learning using other people's experiences and succeed in many things	
		d) Improve performance to achieve set objectives	Performance to achieve set objectives is improved accordingly.	Struggle to improve performance to achieve set objectives	Improve performance to achieve a few set objectives	Improve performance to achieve set objectives accordingly	Help colleagues to improve performance and achieve their set objectives	
	4.3 Learning by analysing issues critically	a) Inquire using the environment	Inquiry using the environment is done effectively.	Try to inquire using the environment	Inquire using the environment in a few cases	Inquire using the environment effectively	Help others to develop the ability to inquire using the environment	9
		b) Assess his or her ability to learn and improve his or her performance	His or her ability to learn and improve performance is assessed appropriately.	Learn to assess his or her performance in learning	Assess his or her ability to learn but fail to improve his or her performance	Assess his or her ability to learn and improve his or her performance appropriately	Help colleagues to assess their abilities to learn and improve their performance	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Demonstrate a habit of collaborating with others in learning	A habit of collaborating with others in learning is demonstrated accordingly.	Try to demonstrate a habit of collaborating with others in learning	Demonstrate a habit of collaborating with a few people in learning	Demonstrate accordingly a habit of collaborating with others in learning	Encourage colleagues to develop a habit of collaborating with others in learning	
5.0 Being a person of integrity	5.1 Being trusted in the community	a) Evaluate the performance of his or her duties	The performance of his or her duties is evaluated accordingly.	Show positive attitude towards evaluating the performance of his or her duties	Evaluate the performance of his or her duties	Evaluate the performance of his or her duties accordingly.	Serve as a role model to his or her colleagues in evaluating the performance of his or her duties	6
		b) Demonstrate a habit of refraining from actions which damage people's relationships	A habit of refraining from actions which damage people's relationships is demonstrated accordingly.	Struggle to demonstrate a habit of refraining from actions which damage people's relationships	Demonstrate a habit of refraining from some actions which damage people's relationships	Demonstrate accordingly a habit of refraining from actions which damage people's relationships	Refrain from actions which damage people's relationships and advise other people to do so	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	5.2 Fulfilling responsibilities with transparency and integrity	a) Justify facts using clear examples in everyday life	Facts are justified using appropriate and clear examples from everyday life.	Try to justify facts by giving clear examples in everyday life and show a positive attitude	Justify some facts using clear examples in everyday life	Justify facts using clear examples from everyday life appropriately	Justify facts with clear examples from everyday life and live by using facts to improve his or her life and those of others	9
		b) Demonstrate a habit of opposing hypocrisy in life	A habit of opposing hypocrisy in life is openly and effectively demonstrated.	Try to demonstrate a habit of opposing hypocrisy in life	Demonstrate a weak habit of opposing hypocrisy in life	Demonstrates a habit of opposing hypocrisy in life openly and effectively	Lead colleagues to oppose hypocrisy in life	
		c) Identify evils associated with fraud and corruption	Evils associated with fraud and corruption are identified accordingly.	Try to identify evils associated with fraud and corruption	Identify a few evils associated with fraud and corruption	Identify evils associated with fraud and corruption accordingly	Lead others to identify evils associated with fraud and corruption	
	5.3 Standing up for other people's rights	a) Examine traditions and customs that violate human rights	Traditions and customs that violate human rights are examined effectively.	Mention traditions and customs that violate human rights	Explain some of the traditions and customs that violate human rights	Examine effectively traditions and customs that violate human rights	Lead others to examine traditions and customs that violate human rights	14

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Educate the community to avoid customs and practices that violate human rights	The community is educated effectively on avoiding customs and practices that violate human rights.	Positively shows attitude to educate the community to avoid customs and practices that violate human rights	Educate the community on avoiding some of the customs and practices that violate human rights	Educate the community on avoiding customs and practices that violate human rights effectively	Collaborate with colleagues to educate the community on avoiding customs and practices that violate human rights	
		c) Collaborate with community groups to defend human rights	Collaboration with the community groups to defend human rights is done effectively.	Struggle to collaborate with community groups to defend human rights	Collaborate with community groups to defend some human rights	Collaborate with community groups to defend human rights effectively	Encourage colleagues to collaborate with community groups to defend human rights	
		d) Differentiate the powers and responsibilities of governments at the Village or Street, Ward, District, Regional and national levels	The powers and responsibilities of governments at the Village or Street, Ward, District, Regional and national levels are clearly differentiated.	Struggle to differentiate the powers and responsibilities of governments at the Village or Street, Ward, District, Regional and national levels	Differentiate some of the powers and responsibilities of governments at the Village or Street, Ward, District, Regional and national levels	Differentiate clearly the powers and responsibilities of governments at the Village or Street, Ward, District, Regional and national levels	Help other people in the community to differentiate the powers and responsibilities of governments at the village or street, ward, district, regional and national levels	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		e) Distinguish the three pillars of government	The three pillars of government are distinguished clearly.	Mention the three pillars of the government	Explain some of the three pillars of government	Distinguish the three pillars of government clearly.	Help colleagues to distinguish the three pillars of government	
6.0 Promoting peace and harmony	6.1 Interacting with people from different backgrounds	a) Explain the importance of maintaining commercial, cultural and sports relations with people of different backgrounds	The importance of maintaining commercial, cultural and sports relations with people of different backgrounds are explained correctly.	Mention the importance of maintaining commercial, cultural and sports relations with people of different backgrounds	Explain the importance of maintaining commercial, cultural and sports relations with people of different backgrounds without giving examples	Explain the importance of maintaining commercial, cultural and sports relations with people of different backgrounds correctly	Help others to recognise the importance of maintaining commercial cultural and sports relations with people of different backgrounds	9
		b) Explain the right of freedom to live for any citizen in Tanzania	The right of freedom to live for any citizen in Tanzania is correctly identified.	Identify the right of freedom to live for any citizen in Tanzania	Explain vaguely the right of freedom to live for any citizen in Tanzania to some extent	Explain the right of freedom to live for any citizen in Tanzania accordingly	Help colleagues to know the right of freedom to life for any citizen in Tanzania	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Explain the limits of participation of people from different backgrounds in social issues	The limits of participation of people from different backgrounds in social issues are known.	Struggle to identify the limits of participation of people from different backgrounds in social issues	Explain the limits of participation of people from different backgrounds in social issues	Explain the limits of participation of people from different backgrounds in social issues by giving clear examples	Help others to know the limits of participation of people from different backgrounds in social issues	
	6.2 Respecting the cultures and ideologies of other people	a) Explain ways of building good relations among people of different cultures	Ways to build good relations among peoples of different cultures are clearly explained.	Mention ways of building good relations among peoples of different cultures	Explain without clear examples ways of building good relations among peoples of different cultures	Explain clearly ways of building good relations among peoples of different cultures	Encourage colleagues to build good relations among peoples of different cultures	9
		b) Explain the importance of building national unity among communities of different cultures	The importance of building national unity among communities of different cultures is explained correctly.	Struggle to explain the importance of building national unity among communities of different cultures	Explain the importance of building national unity among communities of different cultures without giving examples	Explain correctly with examples the importance of building national unity among communities of different cultures	Help colleagues to recognise the importance of building national unity among communities of different cultures	

Main competency	Specific competency	Activities to be performed by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Identify strategies for coping with the impact of globalisation	Strategies for coping with the impact of globalisation are identified effectively.	Mention strategies for coping with the impact of globalisation	Identify some strategies for coping with the impact of globalization	Identify effectively strategies for coping with the impact of globalisation	Help colleagues to identify strategies for coping with the impact of globalisation	
	6.3 Building good relations with people from other countries	a) Describe Tanzania's policies on international co-operation	Tanzania's policies on international co-operation are recognised accordingly.	Mention national policies that are concerned with international co-operation	Explain national policies relating to international co-operation	Recognise policies on international co-operation accordingly	Educate the society on policies pertaining to international co-operation	9
		b) Describe Tanzania's relations with other countries	Tanzania's relations with other countries are described clearly.	Explain the relations between Tanzania and her neighbouring countries	Describe briefly the relations between Tanzania and other countries	Describe the relations between Tanzania and other countries clearly	Educate colleagues to realise the relations between Tanzania and other countries	
		c) Realise the importance of maintaining and developing good relations with other nations	The importance of maintaining and developing good relations with other nations is realised.	Start to realise the importance of maintaining and developing good relations with other nations	Realises vaguely the importance of maintaining and developing good relations with other nations	Realise the importance of maintaining and developing good relations with other nations effectively	Educate colleagues on the importance of maintaining and developing good relations with other nations.	

3.11 Standard VII contents

Table 5: Competencies to be developed by the standard VII pupil

Main competency		Specific competency	
1.0	Respecting the community	1.1	Loving oneself and others
		1.2	Being proud of his or her school
		1.3	Loving Tanzania by cherishing her values, symbols and culture
2.0	Valuing the community	2.1	Taking care of oneself and others
		2.2	Protecting the environment
		2.3	Building good relationships with others in the community
3.0	Being responsible	3.1	Protecting the resources and interests of the country
		3.2	Managing his or her school and household tasks
		3.3	Obedying rules and regulations in doing his or her daily activities
		3.4	Being self-disciplined
		3.5	Co-operating with others in performing household and school tasks
4.0	Being a persevering person	4.1	Handling challenges in daily life
		4.2	Being optimistic about achievement objectives
		4.3	Learning by analysing issues critically
5.0	Being a person of integrity	5.1	Being trusted in community
		5.2	Fulfilling responsibilities with transparency and honesty
		5.3	Standing up for other people's rights

Main competency		Specific competency	
6.0	Promoting peace and harmony	6.1	Interacting with people from different cultures and backgrounds
		6.2	Respecting the cultures and ideologies of other people
		6.3	Building good relations with people from other countries

Syllabus contents

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Respecting the community	1.1 Loving oneself and others	a) Analysing acts of educating the community about the importance of helping people with different needs	Things to do in educating the community about the importance of helping people with different needs have been analysed.	Mentions acts of educating the community about the importance of helping people with different needs	Explains acts of educating the community about the importance of helping people with different needs	Identifies acts which should be done in educating the community about the importance of helping people with different needs	Analyses acts of educating the community about the importance of helping people with different needs and gives vivid examples	10
		b) Identifying acts aimed at helping and comforting people who lack various needs	Acts aimed at helping and comforting people who lack various needs have been identified and examples have been given.	Mentions acts aimed at helping and comforting people who lack various needs	Explains acts aimed at helping and comforting people who lack various needs	Identifies acts aimed at helping and comforting people who lack various needs	Cooperates with others in identifying acts aimed at helping and comforting people who lack various needs	

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.2 Being proud of his or her school	a) Identifying ways of contributing to the development of his or her school	Ways of contributing to the development of his or her school have been identified and examples have been given.	Mentions ways of contributing to the development of his or her school	Explains ways of contributing to the development of his or her school	Finds appropriate ways of contributing to the development of his or her school	Co-operates with his or her fellows in identifying ways of contributing to the development of his or her school and gives examples	10
		b) Implementing an action plan voluntarily and doing activities for the development of his or her school	An action plan for doing voluntary activities for the development of his or her school has been implemented.	Identifies activities which should be done for the development of his or her school	Elaborates the importance of doing voluntary activities for the development of his or her school	Shares his or her plan with his or her fellows so as to implement it for the development of their school	Co-operates with his or her fellows in implementing a voluntary action plan for the development of his or her school	
		c) Using various methods and techniques of popularising one's school	Various methods and techniques of popularising one's school have been used correctly.	Lists various methods and techniques of popularising one's school	Identifies appropriate methods and techniques of popularising one's school	Explains how to use appropriate media to popularise one's school	Employs various methods or techniques in co-operation with his or her fellow pupils in popularising his or her school	

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.3 Loving Tanzania by cherishing her values, symbols and culture	a) Doing actions which motivate people to promote peace in the community	Actions which motivate people to promote peace in the community have been performed.	Gives the meaning of peace	Identifies actions which motivate people to promote peace in the community	Selects specific actions to promote peace in one's immediate community	Performs actions which motivate people to promote peace in the community in cooperation with his or her fellows	15
		b) Elaborating actions which signify the existence of freedom and unity in the country	Actions which signify the existence of freedom and unity in the country have been elaborated with examples.	Provides the meanings of national freedom and unity	Identifies actions which signify the existence of freedom and unity in the country	Describes in detail actions which signify the presence of freedom and unity in the country	Co-operates with his or her fellows in elaborating actions which indicate the existence of freedom and unity in the country	
		c) Demonstrating actions which promote human dignity	Actions which promote human dignity have been demonstrated.	Gives the meaning of human dignity	Identifies actions which signify human dignity	Explains the importance of doing actions which promote human dignity	Demonstrates to others actions that promote human dignity	

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
2.0 Valuing the community	2.1 Taking care of oneself and others	a) Identifying ways and strategies for educating the community on reproductive health	Ways and strategies for educating the community on reproductive health have been identified.	Provides the meaning of reproductive health education	Explains the importance of educating the community on reproductive health	Analyses ways and strategies for educating the community on reproductive health education	Cooperates with his or her fellows in identifying valid ways and strategies for educating the community on reproductive health	25
		b) Educating the community on fire disasters and rescue	Education to the community on fire disasters and rescue has been offered.	Provides the meanings of the concepts fire disaster and rescue	Describes actions which should be done in managing fire disasters and rescuing fire disaster victims	Identifies essential equipment for fighting fires and providing rescue services which can be placed in schools, offices, factories and homes, and explains their uses	Educates the community on firefighting and the provision of rescue services	

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	2.2 Conserving the environment and its inhabitants	Designing projects for preventing environmental degradation at the school and community levels	Projects for preventing environmental degradation at school and in the community have been designed.	Provides the meanings of the words 'project' and 'environment'	Identifies projects for preventing environmental degradation	Elaborates various methods of designing projects for preventing environmental degradation	Co-operates with his or her fellow pupils in designing projects for preventing environmental degradation at school and in the community	05
	2.3 Building good relationships with others in the community	a) Analysing actions which help one to build good relationships with others in the community	Actions which help one to build good relationships with others in the community have been analysed and examples have been given.	Mentions actions which can help one to build good relationships with others in the community	Explains actions which can help one to build good relationships with others in the community	Relates the actions explained with actual circumstances in seeking to build good relationships with others in the community	Co-operates with his or her fellows in analysing actions which can help one to build good relationships with others in the community	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Making a declaration denouncing actions which can jeopardise good relationships among people	A declaration for denouncing actions which can jeopardise good relationships among people has been made.	Identifies actions which can jeopardise good relationships between him or her and other people	Explains actions which can jeopardise good relationships between him or her and others	Mentions strategies for denouncing actions which can jeopardise good relationships among people	Inspires others to make a declaration to denounce actions which can jeopardise good relationships among people with the aid of examples	
3.0 Being responsible	3.1 Protecting the resources and interests of the country	a) Identifying adverse effects of bribery on national resources and interests	The adverse effects of bribery on national resources and interests have been identified.	Provide the meanings of bribery and national resources	Identifies types of bribery	Explains the adverse effects of bribery on national resources and interests with examples	Identifies the adverse effects of bribery on national resources and interests with the aid of examples	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Educating the community on the effects of corruption on the resources and interests of the country	Education to the community on the effects of bribery on the resources and interests of the country has been provided.	Mentions the importance of educating the community on the effects of bribery on the resources and interests of the country	Explains the challenges which can arise while providing education on the effects of bribery on the resources and interests of the country	Identifies proper ways and strategies which may be used to educate the community on the effects of bribery on the resources and interests of the country	Educates the community on the effects of bribery on the resources and interests of the country	
	3.2 Fulfilling one's responsibilities at school and at home	Planning how to fulfil one's responsibilities in the community	The responsibilities which should be fulfilled in the community have been well planned.	Mentions his or her responsibilities in the community	Explains the importance of fulfilling his or her responsibilities in the community	Identifies the challenges which can arise while one is fulfilling one's responsibilities	Fulfil his or her responsibilities in the community as planned	05
	3.3 Abiding by laws in discharging one's responsibilities	a) Identifying acts of compliance with the cybercrime law	Acts of complying with the Cybercrime Act have been identified.	Provides the meaning of the Cybercrime Act	Identifies the offences listed in the Cybercrime Act	Elaborates the importance of having the Cybercrime Act in the society	Identifies actions which should be considered so as to adhere to the Cybercrime Act	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Educate the community on proper use of communication networks	The community has been well educated on proper use of communication networks.	Mentions various methods of providing education to the community on proper use of communication networks	Explains the importance of proper use of communication networks in the community	Chooses appropriate methods of providing education on proper use of communication networks in the community	Educates the community on proper use of communication networks	
4.0 Being a persevering person	4.1 Coping with challenges	a) Showing perseverance when one does not have certain needs	The act of persevering when one lacks some needs has been demonstrated.	Mentions the needs she or he lacks	Identifies challenges that can lead him or her to lack certain needs	Encourages his or her fellow pupils to persevere when they lack certain needs	Shows perseverance when he or she lacks certain needs	15
		b) Exemplifying alternative ways of solving various challenges	Alternative ways of addressing various challenges have been exemplified.	Mentions various challenges facing him or her in real life	Explains various challenges facing him or her in real life using vivid examples	Identifies alternative ways of addressing challenges	Co-operates with his or her fellow pupils in identifying alternative ways of addressing various challenges	

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	4.2 Achieving one's goals by having a positive attitude	a) Discussing various ways of achieving one's goals	Various ways of achieving goals have been discussed.	Mentions his or her goals in life	Selects the right ways of achieving his or her goals	Explains the advantages of using the ways he or she selected to achieve his or her goals	Discusses various ways of achieving his or her goals and provides vivid examples	10
		b) Educating the community on the importance of setting goals and achieving them	The community has been educated on the importance of setting goals and achieving them	Says what setting goals means	Explains the importance of setting goals	Co-operates with his or her fellow pupils in identifying goals and discusses with them how to achieve them	Participates in educating his or her fellow pupils and the community on the importance of setting goals and achieving them	
	4.3 Learning by analysing issues critically	Inspiring pupils and the community to build the culture of learning by analysing issues critically	The process of inspiring pupils and the community to build the culture of learning by analysing issues critically has been followed adequately.	Says what learning by analysing issues critically means	Identifies issues that should be considered in building the critical learning habit	Develops an action plan to inspire his or her fellow pupils and the community to build the critical learning culture	Participates in activities that inspire other pupils and the community to build the critical learning culture	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
5.0 Being a person of integrity	5.1 Being trusted in the community	a) Doing acts showing that one is trusted at school and in the community	Acts that show that one is trusted at school and in the community have been done well.	Says what being a trustworthy person at school and in the community means	Identifies different acts that can make a person trusted at school and in the community	Explains different acts that can make a person trusted at school and in the community	Participates in acts that show that one is trusted at school and in the community	10
		b) Respecting the beliefs and ideologies of other people in the community	Respect for the beliefs and ideologies of other people in the community has been shown.	Provides the meanings of belief and ideology	Identifies different acts of showing respect for the beliefs and ideologies of other people in the community	Elaborates the importance of respecting the beliefs and ideologies of other people in the community	Shows respect for the beliefs and ideologies of other people in the community	
	5.2 Fulfilling one's responsibilities	a) Selecting the right ways of fulfilling one's responsibilities	The right ways of fulfilling one's responsibilities have been selected.	Mentions the responsibilities she or he wants to fulfil	Identifies the ways she or he will use to fulfil his or her responsibilities	Develops procedures for fulfilling his or her responsibilities	Selects the right ways of fulfilling his or her responsibilities	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Explaining the importance of participating in the election of school leaders	The importance of participating in the election of school leaders has been explained.	Provides the meaning of school leaders and the meaning of election	Identifies the qualities of a good leader	Explains the importance of participating in the election of various leaders at his or her school	Inspires his or her fellows to participate in the election of school leaders	
	5.3 Administration of justice	Comparing the factors that can help the three national pillars of the state to oversee justice or human rights	Factors that can help the three pillars of the state to oversee justice or human rights have been compared.	Identifies factors that can help each state pillar to provide justice	Analyses the factors that can help each state pillar to provide justice	Devises the essentials of the three pillars in providing justice	Compares the factors that can help the three pillars of the state to provide justice	05
6.0 Promoting peace	6.1 Interacting with people from different backgrounds	a) Explaining how to maintain good relations between Tanzania and other countries	How to maintain good relations between Tanzania and other countries has been explained well.	Lists the factors that can promote good relations between countries	Mentions the countries that are friends with Tanzania	Identifies the factors that can help to maintain good relations between Tanzania and other countries	Explains how to maintain good relations between Tanzania and other countries	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Demonstrating how to take advantage of the many opportunities resulting from the good relations between Tanzania and other countries	Ways of taking advantages of the opportunities resulting from the good relations between Tanzania and other countries have been analysed and demonstrated.	Lists things that can help to maintain goal relations between countries	Explains the opportunities resulting from the good relations between Tanzania and other countries	Chooses the available opportunities on the basis of his or her priorities	Analyses how to take advantage of the many opportunities resulting from good relations between Tanzania and other countries and provides examples	
	6.2 Respecting the cultures and ideologies of people with different backgrounds	Identifying ways of enabling peoples with different beliefs to live together	Ways of enabling peoples with different beliefs live together in peace has been identified and shared with others	Mentions ways of enabling peoples with different beliefs live together in peace	Identifies proper ways for enabling peoples with different beliefs live together in peace	Identifies proper ways of enabling peoples with different beliefs live together in peace and gives relevant examples	Identifies proper ways for enabling peoples with different beliefs live together in peace and shared with others	10

Main competency	Specific competency	Activities to be done by the pupil	Assessment criteria	Benchmarking of the pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	6.3 Building good relations with other countries	a) Highlighting the responsibilities of Tanzanian ambassadors in building good relations between Tanzania and other countries	Responsibilities of Tanzanian ambassadors in building good relations between Tanzania and other countries have been highlighted.	Provides the meanings of the words 'embassy' and 'ambassador'	Mentions some of the countries in which Tanzania has opened embassies to build good relations with such countries	Mentions the importance of having Tanzanian embassies in other countries	Highlights the responsibilities of Tanzanian ambassadors in building good relations between Tanzania and other countries	10
		b) Identifying the challenges facing the relations between Tanzania and other countries and ways of countering them	Ways of addressing the challenges facing the relations between Tanzania and other countries have been identified.	Mentions ways of addressing the challenges facing the relations between Tanzania and other countries	Explains ways of addressing the challenges facing the relations between Tanzania and other countries	Explains and provides examples of ways of addressing the challenges facing the relations between Tanzania and other countries	Identifies ways of addressing the challenges facing the relations between Tanzania and other countries with aid of examples	