

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



**CIVIC AND MORAL EDUCATION SYLLABUS  
FOR BASIC EDUCATION  
STANDARD III - VI**

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## TABLE OF CONTENTS

Foreword.....	iv
1.0 Introduction .....	1
2.0 General Curriculum Overview.....	2
2.1 Basic Education Objectives for Standard III - VI .....	2
2.2 Competences in Basic Education Standard III – VI .....	3
2.3 Objectives of Teaching Civic and Moral Education Subject .....	3
2.4 Competences in Civic and Moral Education Subject .....	4
2.5 Teaching and Learning of Civic and Moral Education Subject .....	5
2.6 Assessment of Learning .....	5
3.0 Syllabus Content .....	5
3.1 Main Competence .....	5
3.2 Specific Competences .....	6
3.3 Activities to be Performed by the Pupil.....	6
3.4 Assessment Criteria .....	6
3.5 Benchmarking .....	6
3.6 Number of Periods .....	6
3.7 STANDARD III CONTENTS .....	7
3.8 STANDARD IV CONTENTS .....	20
3.9 STANDARD V CONTENTS .....	36
3.10 STANDARD VI CONTENTS .....	54

## FOREWORD

The revised 2014 Education and Training Policy has changed the structure of basic education. Some reforms in the curriculum have been introduced to facilitate its implementation. Some subjects have been retained or reorganised where as new ones have been introduced in the Standard III- VI curriculum. The Ministry of Education, Science and Technology has, therefore, prepared this syllabus for the Civic and Moral Education Subject, for English medium schools and other educational stakeholders so as meet the requirements of the Education and Training Policy of 2014.

The Civic and Moral Education syllabus has been prepared in line with the curriculum for Basic Education Standard III-VI of 2016 which focuses on developing competences among the pupils. This syllabus puts emphasis on cultivating a spirit of patriotism.

This syllabus guides a teacher in teaching the Civic and Moral Education subject. A teacher is not obliged to follow the sequence of competences in this syllabus but is a duty bound to consider the inter-connectedness among competences. In preparing a scheme of work, a teacher has to consider the ability and interest of the pupil in learning. He/she is also advised to use the assessment criteria and benchmarks identified in this syllabus to assess the pupil's performance. However, in some cases the teacher is responsible for translating the benchmarks for the pupil's performance depending on his/her teaching plan. Therefore, the assessment of Civic and Moral Education will focus more on the pupil's performance so as to promote the intended knowledge, skills and attitudes.

The Ministry of Education, Science and Technology takes this opportunity to thank all the organisations, co-ordinators and experts who contributed to the designing and writing of this syllabus. It also expresses its gratitude to the teachers for their inputs and regular feedback which contributed significantly to the development of this syllabus.

We will appreciate to receive any relevant feedback from all stakeholders for continual improvement of the Civic and Moral Education syllabus. All recommendations should be sent to the Director General of the Tanzania Institute of Education.



Prof. Eustella P. Bhalalusesa

**Commissioner for Education**

**Ministry of Education, Science and Technology**

## 1.0 Introduction

Citizenship is built on enthusiasm and desire for patriotism that enables a person to recognise, love and defend the interest of his/her country. Morals include rules or standards of human behaviour that are considered right by most of the people.

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

Given the success registered through the COBET programme, the Ministry of Education and Vocational Training established Sports and Personality Development in primary schools with the aim of promoting ethics. The aim was to make a pupil develop life and competitive skills so as to enable him/her to be competitive and develop a sense of self-esteem to be respectful, confident, and assertive and make the right decisions.

The rationale for establishing Civic and Moral Education subject include:

- a) Questions asked in ethical education. In ethics, we do not only ask about the principles of good and evil of 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 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 and not any other subject.
- b) This subject syllabus aimed to enable a pupil to develop an acceptable behaviour of respect and appreciation for the community, responsibility, resilience, integrity and peace maintenance.
- c) Research findings indicate that competences in Civics align well with Moral Education, hence the introduction of a combined Civic and Moral Education subject. The decision is also supported by experiences from various countries around the world.

The Civic and Moral Education syllabus has been prepared in line with the curriculum for Basic Education Standard III-VI of 2016. The syllabus is divided into three (3) main parts, namely, introduction, an overview of the curriculum and content of the syllabus.

## **2.0 General Curriculum Overview**

The Curriculum for Basic Education for standard III – VI comprises various aspects which show that the curriculum is a holistic concept in which various aspects are understood in an integrated way. This part presents specific curriculum aspects which are Objectives of Basic Education; Competences in Basic Education for standard III to VI; The Importance and Objectives of Civic and Moral Education subject; Main and Specific Competences; Teaching and Learning of Civic and Moral Education and Assessment of Learning.

### **2.1 Basic Education Objectives for Standard III - VI**

The objectives of Basic Education for Standard III-VI is to enable a pupil to:

- a) develop his/her skills in reading, writing, arithmetic and oral communication.
- b) know, use and appreciate the Kiswahili and English languages.
- c) know the foundation of the rule of law.
- d) appreciate the culture of Tanzania and those of other countries.
- e) think, create and solve problems.
- f) recognise the importance of ethics, integrity and accountability as being the qualities of a good citizen.
- g) participate in games and sports and appreciate artistic activities.
- h) discover and develop his/her talents and abilities.
- i) appreciate and a good work ethnics.
- j) recognise, appreciate and make use of technical skills.
- k) join the next level of education and enhance a spirit of lifelong learning.

## 2.2 Competences in Basic Education Standard III – VI

The Competences for Basic Education intend to enable the pupils demonstrate ability to:

- a) communicate fluently in Kiswahili and English orally and in writing.
- b) read confidently and understand specified texts.
- c) use theoretical and mathematical principles in daily life situations.
- d) apply scientific, technological and vocational skills in real life situations.
- e) appreciate their culture and that of other communities.
- f) respect the diverse beliefs and ideologies of the community in which they live.
- g) participate in games and sports and artistic activities.
- h) respect oneself and others.
- i) perform patriotic duties.
- j) participate in different activities appropriate to their age.
- k) participate in activities which enhance his logical and analytical thinking.
- l) collaborate with other people to perform acceptable activities in the community.

## 2.3 Objectives of Teaching Civic and Moral Education Subject

The objectives of teaching Civic and Moral Education Standard III-VI are to enable a pupil to:

- a) understand community-based political and civil society institutions and their roles in democratic governance.
- b) interpret, value and respect our national identity, constitution, structure and operation of the government.
- c) understand the basics of democratic governance in administration and management.
- d) recognise his/her duties, respect and defend human rights and rule of law.
- e) participate in the administrative and leadership activities as well as defence and security of the nation in the community.
- f) be creative and able to identify and analyse political, economic and social problems and develop strategies to solve them.

- g) recognise the differences in people’s ideology and backgrounds and build tolerance for those differences.
- h) develop a foundation for national unity and co-operation between the communities of Tanzania and the peoples of other countries.
- i) acquire knowledge of cross-cutting issues and be able to deal with them in daily life.

## 2.4 Competences in Civic and Moral Education Subject

Competences to be developed by pupils in Civic and Moral Education subject are:

Main Competences	Specific Competences
1.0 Respect the community.	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing its values, symbols and origin.
2.0 Appreciate the community.	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible.	3.1 Protect resources and safeguard interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing their daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient.	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity.	5.1 Be trustworthy in the community. 5.2 Carry out responsibilities with transparency and honesty. 5.3 Stand up for people’s rights.

Main Competences	Specific Competences
6.0 Promote peace and harmony.	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.2 Build good relations with other nations.

## 2.5 Teaching and Learning of Civic and Moral Education Subject

Teaching and learning of Civic and Moral Education will focus on developing competences among pupils using participatory methods. These methods will place the pupil at the centre of learning with the teacher serving as a facilitator. Teaching and learning will focus on enabling the pupil to develop the intended competences. The Civic and Moral Education subject will help the pupil to develop and promote values that reflect the Tanzanian culture.

## 2.6 Assessment of Learning

Assessment of Civic and Moral Education aims at determining the pupil's ability to respect and appreciate the community, carry out his/her responsibilities and resilience to cope with life challenges. Moreover, the assessments aimed to establish the integrity of a pupil in his/her ability to promote peace in the community. To carry out this assessment, the teacher should use assessment tools such as simple experiments, portfolios, questionnaires, discussion groups, project work, terminal examinations and observation checklists depending on a given situation.

## 3.0 Syllabus Content

The content of this syllabus is organised and presented based on class level and includes main competences, specific competences, activities to be performed by the pupil, assessment criteria, performance standards (benchmarking) as well as the number of periods for each specific competence.

## 3.1 Main Competence

The main competence is the ability of a pupil to do something correctly and effectively as intended after learning for a specific time. The main competence is developed using several specific competences that a pupil is expected to acquire while carrying out different activities.

### **3.2 Specific Competence**

It is the ability of a pupil to carry out different activities for a specific period.

### **3.3 Activities to be performed by the pupil**

These are activities a pupil ought to carry out to attain a specific competences depending on his/her ability and age.

### **3.4 Assessment Criteria**

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

### **3.5 Benchmarking**

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

### **3.6 Number of Periods**

This refers to the estimated time to be used in teaching and learning based on the weighting of a specific competence and activities to be performed by a pupil. These estimates are made in terms of a 40-minute period. The number of periods for this subject is five per week for standards III to VI. However, this proposal on the number of periods may change depending on the teaching and learning circumstances.

### 3.7 STANDARD III CONTENTS

The competences to be developed by pupils in Civic and Moral Education subject are:

Main Competences	Specific Competences
1.0 Respect the community.	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community.	2.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible.	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing one's daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient.	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity.	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony.	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.2 Build good relations with other nations.

## Syllabus Contents

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community.	1.1 Love 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/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/her colleagues to do so.	
		d) Recognising and developing talents.	Talents are recognised and developed effectively.	Unable to recognise his/her talents.	Recognise his/her talents but fails to develop them.	Recognise and develop talents effectively.	Help others recognise and develop their talents.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	1.2 Be proud of his/her school.	a) Knowing the school.	Things about his/her school are fully known.	Know very few things about his/her school.	Know a few things about his/her school.	Know his/her school fully.	Know his/her school fully and informs others about his/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 vigour 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/her colleagues to do actions that uphold the good name of the school.	
	1.3 Love 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/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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. Appreciate the community.	2.1 Take care of oneself and others.	a) Share his/her problem with colleagues and adults.	Personal problem is shared with colleagues and adults effectively.	Share some of his/her problems with colleagues and adults.	Share his/her problem with colleagues but not able to explain it to adults.	Share his/her problem with colleagues and adults effectively.	Share his/her problem with colleagues and adults and seek advice from them.	12
		b) Avoid situations that might endanger him/her and the community.	Situations that might endanger him/her and the community are avoided accordingly.	Avoid situations that might endanger him/her.	Avoid some situations that might endanger him/her and the community.	Avoid situations that might endanger him/her and the community accordingly.	Avoid situations that might endanger him/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/her.	Help any person in need accordingly.	Help people in need accordingly and advise colleagues to help people in need.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Caring for the environment.	a) Recognise the environment surrounding him/her.	Recognition of the environment surrounding him/her is done accordingly.	Identify a few items available in his/her environment.	Explain the meaning of environment.	Recognise the environment surrounding him/her accordingly.	Recognise the environment surrounding him/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 Build 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/her colleagues to communicate in a rational, respectful and caring manner with others.	18

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
3. Be responsible.	3.1 Protect resources and interests of his/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 Manage his/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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 Obey laws and regulations in doing his/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 Be self-disciplined.	a) Organise his/her work.	Organisation of ones work is well done.	Show the importance of organizing ones work.	Organise some of his/her work.	Organise his/her work well.	Become a role model in organising his/her work well.	12

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	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/her ability.	Work hard at all tasks to the best of his/her ability efficiently.	Become a role model to his/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/her.	Like reading accordingly.	Read all things and encourage others to like reading.		
	3.5 Collaborate in performing household and school tasks.	a) Collaborating with colleagues in doing activities at school and at home.	Collaboration with colleagues in doing school and home activities is appropriately done.	Collaborate with colleagues in doing some activities at school and at home unwillingly.	Collaborate with colleagues in doing some of the activities at school and at home on free will incompetently.	Collaborate 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/her colleagues to accept criticisms.		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
4. Be resilient.	4.1 Handle 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/her only.	Accept some people for what they are.	Demonstrate fully the disposition of accepting others for what they are.	Lead his/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/she gets annoyed.	Communicate effectively using polite language when he/she gets annoyed.	Advise his/her colleagues to use polite language in communication even when annoyed.	
	4.2 Be optimistic towards achieving set 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	4.3 Learn 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/her colleagues to probe into various issues so as to get knowledge.	4
5. Be a person of integrity.	5.1 Be trustworthy in the 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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	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/her colleagues to be transparent and honest.	8
		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/her colleagues to avoid them.	
	5.3 Stand up for 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/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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
6. Promote peace and harmony.	6.1 Interact with people of 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/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/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/her colleagues to work as a team regardless of their differences in backgrounds.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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/her colleagues to promote love and peace among peoples of different backgrounds.	
	6.2 Respect 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/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/her colleagues to abandon misconceived customs.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	6.3 Build 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/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

The competences to be developed by pupils in Civic and Moral Education subject are:

Main Competences	Specific Competences
1.0 Respect the community.	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing its values, symbols and origin.
2.0 Appreciate the community.	2.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible.	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate with others in performing household and school tasks.
4.0 Be resilient.	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity.	5.1 Be trustworthy in the community. 5.2 Carry out responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony.	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

## Syllabus Contents

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community.	1.1 Love 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/she likes one to do for him/her.	Identify some things he/she should not do to any person.	Identify clearly many things he/she should not do to any person.	Involve colleagues to identify things he/she should not do to any person.	13
		b) Do different activities to comply with the guidance from teachers, parents / guardians.	Guidance from teachers, parents / guardians is followed accordingly in doing various activities.	Do different activities with no compliance with the guidance from teachers, parents / 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 / guardians accordingly.	Advise colleagues on the importance of doing various activities to comply with the guidance from teachers, parents / 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Identify emerging practices in society that threaten his/her security.	Emerging practices in society that threaten his/her security are correctly identified.	Identify a few emerging practices in society that threaten his/her security.	Identify emerging practices in society that threaten his/her security.	Identify emerging practices in society that threaten his/her security and give more explanation.	Assist colleagues in identifying emerging practices in society that threaten his/her security correctly.	
	1.2 Be proud of his/her school.	a) Know the organisational structure of his/her school.	Organisational structure of his/her school is correctly known.	Name school leaders but do not know the organisational structure of his/her school.	Know part of the organisational structure of his/her schools.	Know the organisational structure of his/her school correctly.	Help 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	1.3 Love 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 explain 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/ 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
2. Appreciate the community.	2.1 Take 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 Protect 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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 Build 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
3. Be responsible.	3.1 Protect 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/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 Manage 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.	
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.3 Obey laws and regulations in doing daily activities.	a) Know the laws and regulations applicable in his/her environment.	The laws and regulations applicable in his/her environment are well known.	Mention a few laws and regulations applicable in his/her environment.	Explain a few laws and regulations applicable in his/her environment.	Know well the laws and regulations applicable in his/her environment.	Abide by the laws applicable in his/her environment.	9
		b) Describe actions which demonstrate the violation of laws and regulations in the environment in which he/she lives.	Actions which demonstrate the violation of laws and regulations in the environment in which he/she lives are accurately described.	Mention some actions which demonstrate the violation of laws and regulations in the environment in which he/she lives.	Explains actions which demonstrate the violation of the laws and regulations in the environment in which he/she lives.	Describe accurately actions which demonstrate the violation of laws and regulations in the environment in which he/she lives.	Condemn actions which demonstrate violation of laws and regulations in the environment in which he/she lives.	
		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 Be self-disciplined.	a) Probe different issues.	Actions for probing different issues are taken accordingly.	Probe a few issues which he/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

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
		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/her.	Receive advice from different people accordingly.	Receive advice from people and use it for personal and community's benefits.	
	3.5 Collaborate in performing household and school tasks.	a) Collaborate with colleagues at school.	Collaboration with colleagues at school is always done appropriately.	Collaboration with colleagues at school is done at minimal levels.	Collaboration with colleagues at school is done but not always.	Collaboration with colleagues at school is always done appropriately.	Collaborate with colleagues at school and support them whenever necessary.	13

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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/ 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.	
		d) Use his/her talents and ability to plan development activities at school.	Development activities at school are planned using his/her talents and ability accordingly.	Recognise how to use his/her talents and ability to plan for development activities at school.	Uses his/ her talents and ability to plan for some development activities at school.	Use his/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. Be resilient.	4.1 Handle 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

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Face challenges in learning using various ways.	Challenge in learning are overcome using various ways effectively.	Recognise challenges facing him/ her in learning.	Overcome some challenges in learning using various ways.	Overcome challenges in learning using various ways effectively.	Overcome his/her own challenges and those of others in learning using various ways effectively.	
		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/ 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 Be optimistic towards achieving set 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 everyday tasks accordingly.	Advise others to demonstrate positive attitude to performing everyday tasks.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
		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 Learn 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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
5. Be a person of integrity.	5.1 Be trustworthy 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	5.3 Stand up for 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 to colleagues 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/her region.	Mention institutions which promote human rights in Tanzania.	Help others to identify institutions which promote human rights in Tanzania.	
6. Promote peace and harmony.	6.1 Interact 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/her ethnic group.	Identify the origins of a few ethnic groups he/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Identify people from different backgrounds who live in his/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 Respect cultural differences and ideologies among people of different races.	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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	6.3 Build good relations with other nations.	a) Identify ways to improve relations with other nations.	Ways to improve relations with other nations are identified effectively.	Show importance of improving relations with other nations.	Identify a few ways to improve relations with other nations.	Identify ways to improve relations with other nations effectively.	Help others to identify ways to improve relations with other nations.	13
		b) Know actions that show hospitality to people of other nations.	Actions that show hospitality to people of other nations are recognised accordingly.	Mention few actions that show hospitality to people of other nations.	Explain some of the actions that show hospitality to people of other nations.	Recognise actions that show hospitality to people of other nations accordingly.	Help others to recognise actions that show hospitality to people of other nations.	
		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

The Competences to be developed in Civic and Moral Education subject are:

Main Competences	Specific Competences
1.0 Respect the community.	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing its values, symbols and origin.
2.0 Appreciate the community.	2.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible.	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate with others in performing household and school tasks.
4.0 Be resilient.	4.1 Handle challenges with others in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity.	5.1 Be trustworthy in the community. 5.2 Carry out responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony.	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

## Syllabus Contents

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community.	1.1 Love 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 Be proud of his/her school.	a) Elaborate on good and bad aspects that identify his/her school.	Good and bad aspects that identify his/her school are elaborated correctly.	Mention the good and bad aspects that identify his/her school.	Explain some of the good and bad aspects that identify his/her school.	Elaborate on the good and bad aspects that identify his/her school correctly.	Advise colleagues on how to overcome the things that give a bad reputation to their school.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Draw his/her school emblem.	Drawing of his/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/her school emblem without considering the arrangement of symbols and colours.	Draw his/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 Love 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/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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. Appreciate the community.	2.1 Take 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Protect 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/she lives.	Describe the source of environmental degradation in the area where he/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 Build 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	Average	Good	Very Good		
3. Be responsible.	3.1 Protect 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 Manage his/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
		b) 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.		
		c) 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.		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	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 Obey laws and regulations in doing his/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/her obligations in compliance with the law and regulations.	Carrying out of his/her obligations is done effectively in compliance with the law and regulations.	Carry out his/her obligations without complying with the law and regulations.	Carry out some of his/her obligations in compliance with the law and regulations.	Carry out effectively all of his/her obligations in compliance with the law and regulations.	Advise colleagues to Carry out their obligations in compliance with the law.		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.4 Be self-disciplined.	a) Demonstrate ability in performing his/her duties.	Ability in performing duties is demonstrated effectively.	Struggle to demonstrate ability in performing his/her duties.	Rarely demonstrate ability to perform his/her duties.	Demonstrate ability to perform his/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/her goals in life.	Strategies to achieve his/her goals in life are described clearly.	Explain his/her life goals but fail to describe strategies to achieve them.	Describe briefly strategies to achieve his/her goals in life without clarification.	Describe clearly strategies to achieve his/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.5 Collaborate in performing household and school tasks.	a) Collaborate 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 is done.	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. Be resilient.	4.1 Handle 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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.	Ematate Adopt different people's experiences effectively in addressing life challenges.	Encourage colleagues to adopt different people's experiences in addressing life challenges.	
	4.2 Be optimistic towards achieving set 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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 Learn 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
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Evaluate his/her performance at school and at home and improve performance.	His/her performance at school and at home is evaluated and improvement are made accordingly.	Show ways for evaluating his/her performance at school and at home and improve performance.	Evaluate his/her performance at school and at home and improve performance to a lesser extent.	Evaluate his/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.	
5. Be a person of integrity.	5.1 Be trustworthy 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/she receives.	Orders and instructions he/she receives are followed appropriately.	Follow orders and instructions he/she receive with some mistakes.	Follow some orders and instructions he/she gets.	Follow orders and instructions he/she receive appropriately.	Encourage colleagues to follow orders and instructions they get.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Keep property entrusted to him/her carefully.	Property entrusted to him/her is kept carefully.	Keep property entrusted to him/her carelessly.	Keep property entrusted to him/her with care.	Keep property entrusted to him/her with good care.	Keep the property entrusted to him very carefully and take precautional measures.	
	5.2 Carry out 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
		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/ her school and home duties.	Clearly plan for his/her school and home duties accordingly.	Explain clearly the benefits of planning for school and home duties.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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 Stand up for peoples' rights.	a) Defending his/her rights and those of others without discrimination.	The defence of his/her rights and those of others without discrimination takes place accordingly.	Know the importance of defending his/her rights and those of others without discrimination.	Can defend some of his/her rights and a few of others without discrimination.	Defend his/her rights and those of others without discrimination accordingly.	Encourage colleagues to defend their rights and those of others without discrimination.	17
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
		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. Promote peace and harmony.	6.1 Interact 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

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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/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.	
		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 Respect cultural differences and ideologies among people of different races.	a) Explain the origin of the culture of his/her ethnicity.	The origin of the culture of his/her ethnicity is explained correctly.	Mention things that identify the origin of the culture of his/her ethnicity.	Explain the origin of the culture of his/her ethnic group to some extent.	Explain correctly the origin of the culture of his/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/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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/her colleagues to describe the indicators and impact of globalisation on Tanzania.	
	6.3 Build good relations with other nations.	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 nations.	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 nations.	Explain clearly the diplomatic ties between Tanzania and other nations.	Assist colleagues to understand the diplomatic relations between Tanzania and other nations.	
		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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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

The competences to be developed in Civic and Moral Education subject are:

Main Competences	Specific Competences
1.0 Respect the community.	1.1 Love oneself and others. 1.2 Be proud of one's school. 1.3 Love Tanzania by cherishing its values, symbols and origin.
2.0 Appreciate the community.	2.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible.	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate with others in performing household and school tasks.
4.0 Be resilient.	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving the set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity.	5.1 Be trustworthy in the community. 5.2 Carry out responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony.	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

## Syllabus Contents

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community.	1.1 Love 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/herself and others against high-risk peer groups.	Action to protect himself/herself and others against high-risk peer groups is taken effectively.	Take action to protect himself/herself but unable to protect others from high-risk peer groups.	Take action to protect himself/herself and others from high-risk peer groups.	Take action to protect himself/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	1.2 Be proud of his/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/her school.	Songs / poems / poetry to praise his/her school are well composed.	Compose a few verses of songs / poems / poetry to praise his/her school.	Compose songs / poems / poetry to praise his/her school without complying with the principles of composition.	Compose songs / poem / poetry to praise his/her school well.	Guide colleagues to compose songs / poems / poetry to praise his/her school.	
	1.3 Love Tanzania by cherishing her values, symbols and origin.	a) Explain different ways to publicise his/her country Tanzania.	Different ways to publicise his/her country Tanzania are explained clearly.	Mention some of the ways to publicise his/her country Tanzania.	Explain different ways of publicising his/her country Tanzania.	Explain different ways of publicising his/her country Tanzania clearly.	Lead colleagues to explain different ways of publicising his/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Describe/ 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/ 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. Appreciate the community.	2.1 Take 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Protect 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 Build 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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. Be responsible.	3.1 Protect resources and interests of the country.	a) Use his/her talents and ability to create development activities.	Talents and ability are used effectively to create development activities.	Recognise his/her talents but struggle to create development activities.	Use his/her talents to create few development activities.	Use his/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	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 Manage 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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.3 Obey laws and regulations in doing his/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 Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.4 Be 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/her position with concrete arguments.	His/her position is defended with concrete arguments accordingly.	Defend his/her position without concrete arguments.	Defend his/her position with some concrete argument.	Defends his/her position with concrete arguments accordingly.	Lead others to defend their position with concrete arguments.	
		c) Make timely decisions in the implementation of his/her responsibilities.	Timely decisions are effectively made in the implementation of his/her responsibilities.	Make timely decisions on the implementation of his/her responsibilities.	Make timely decisions on the implementation of only a few responsibilities.	Make timely decisions on the implementation of his/her responsibilities effectively.	Educate colleagues on the importance of making timely decisions.	
	3.5 Collaborate 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 people in carrying out their responsibilities.	6

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Collaborating with members of the community in development activities.	Collaboration with members of the community in development activities is done effectively.	Collaborate only with his/her family members in their domestic activities.	Collaborate with the community in few development activities.	Collaborate with the community in development activities effectively.	Encourage people in the community to collaborate with others in development activities.	
4. Be resilient.	4.1 Handle challenges in daily life.	a) Take actions that are within his/her ability to withstand challenges.	Actions that are within his/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/her ability to withstand challenges.	Take actions that are within his/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 /her experience.	Various people are encouraged to cope with the challenges of life by drawing on his/her experience accordingly.	Struggle to encourage others to cope with the challenges of life by drawing on his/her experience.	Encourage people who are familiar to him/her to cope with the challenges of life by drawing on his/her experience.	Encourage others to cope with the challenges of life by drawing on his/her experience accordingly.	Assist colleagues to cope with the challenges of life by drawing on his/her experience.	
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	4.2 Be optimistic towards achieving set 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/her programmes in order to achieve objectives.	A strategic plan for implementing his/her programmes to achieve objectives is well developed.	Struggle to develop a strategic plan for implementing his/her programmes to achieve objectives.	Develop a strategic plan for implementing his/her programmes in achieving only a few objectives.	Develop a strategic plan for implementing his/her programmes in achieving objectives well.	Develop a strategic plan for implementing his/her pro-grammes and help others to achieve their objectives.	
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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 Learn 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/her ability to learn and improve his/her performance.	His/her ability to learn and improve performance is assessed appropriately.	Learn to assess his/her performance in learning.	Assess his/her ability to learn but fail to improve his/her performance.	Assess his/her ability to learn and improve his/her performance appropriately.	Help colleagues to assess their abilities to learn and improve their performance.	
		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. Be a person of integrity.	5.1 Be trustworthy in the community.	a) Evaluate the performance of his/her duties.	The performance of his/her duties is evaluated accordingly.	Show positive attitude towards evaluating the performance of his/her duties.	Evaluate the performance of his/her duties.	Evaluate the performance of his/her duties accordingly.	Serve as a role model to his/her colleagues in evaluating the performance of his/her duties.	6

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
	5.2 Fulfil 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/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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	5.3 Stand up for 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
		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.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Differentiate the powers and responsibilities of governments at the Village / Street, Ward, District, Regional and national levels.	The powers and responsibilities of governments at the Village/ Street, Ward, District, Regional and national levels are clearly differentiated.	Struggle to differentiate the powers and responsibilities of governments at the Village/ Street, Ward, District, Regional and national levels.	Differentiate some of the powers and responsibilities of governments at the Village/ Street, Ward, District, Regional and national levels.	Differentiate clearly the powers and responsibilities of governments at the Village / Street, Ward, District, Regional and national levels.	Help other people in the community to differentiate the powers and responsibilities of governments at the village/ street, ward, district, regional and national levels.	
		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. Promote peace and harmony.	6.1 Interact with people of 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 and sports relations with people of different backgrounds.	9

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
		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 Respect cultural differences and ideologies among people of different races.	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

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	
		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 Build good relations with other nations.	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

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		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.	