

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



**SOCIAL STUDIES SYLLABUS**  
**FOR BASIC EDUCATION**  
**STANDARD III-VI**

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

**SOCIAL STUDIES SYLLABUS**  
**FOR BASIC EDUCATION**  
**STANDARD III-VI**

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Tanzania Institute of Education

P.O.Box 35094

Dar es Salaam.

Phone: +255 22 2773005/+255 22 277 1358

Fax: +255 22 2774420

Email: [director.general@tie.go.tz](mailto:director.general@tie.go.tz)

Website: [www.tie.go.tz](http://www.tie.go.tz)

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## 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 while new ones have been introduced in the Standard III- VI curriculum. The Ministry of Education, Science and Technology has, therefore, prepared this syllabus for Social Studies, for all English-medium schools and other educational stakeholders so as to meet the requirements of the Education and Training Policy.

The syllabus for Social Studies seeks to develop competences in identifying the foundations of patriotism in our society, identifying different changes that happen in the environment, applying economic principles in different production activities and identifying different events in the environment and the society at large.

This syllabus guides a teacher in teaching Social Studies. A teacher is not obliged to follow the sequence of competences in this syllabus but has a duty 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 should also 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.

The Ministry of Education, Science and Technology takes this opportunity to thank all 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 Social Studies Syllabus. All recommendations should be sent to the Director General of the Tanzania Institute of Education (TIE).



Prof. Eustella P. Bhalalusesa

**Commissioner for Education**

**Ministry of Education, Science and Technology**

## **1.0 Introduction**

The syllabus for Social Studies is based on the Basic Education Curriculum for Standard III-VI of 2016. The current structure of the Social Studies started in 1993. This subject intends to develop knowledge, skills and attitudes which enable pupils to cope with the environment in their daily lives.

Teaching this subject aims to prepare pupils to become good citizens of tomorrow by enabling them to understand interactions among Tanzanian societies and the world they live in; to build in pupils the foundations for self-reliance and improvement in life. This subject emphasises creativity in identifying and using the opportunities available in the pupils' environments.

The changes that have happened in the teaching and learning of this subject include teaching historical and geographical skills in a holistic way instead of teaching them as single subjects. Teaching them as independent subjects made pupils get information in parts, therefore making them fail to develop the expected competences. This syllabus is divided into three main sections: the introduction, an overview of the curriculum, and the syllabus.

## **2.0 General Curriculum Overview**

The Curriculum process for Basic Education Standard III – VI comprises various aspects, which show that the curriculum is a holistic concept in which various aspects are understood in an integrative way. This part presents curriculum aspects which include the Objectives of Basic Education, Competence of Basic Education Standard III to VI, Importance and Objectives of Social Study, Main and Specific Competences, Teaching and Learning Social Study, and Assessment of Learning.

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

The objectives of Basic Education for Standard III-VI are to help pupils:

- a) develop skills in reading, writing, arithmetic and oral communication.
- b) know, use and appreciate Kiswahili and English.
- c) know the foundation of the rule of law.
- d) appreciate the culture of Tanzania and those of other countries.
- e) enhance their ability to think, create and solve problems.
- f) recognise the importance of ethics, integrity and accountability as qualities of a good citizen.

- g) participate in games and sports and appreciate artistic activities.
- h) discover and develop their talents and abilities.
- i) appreciate and like work.
- j) recognise, appreciate and make use of technical skills.
- k) join the next level of education and embrace a spirit of lifelong learning.

## **2.2 Competences in Basic Education for Standard III – VI**

The Competences for Basic Education intend to enable the pupils to demonstrate this 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 the self and others.
- i) perform patriotic duties.
- j) participate in different activities appropriate to their age.
- k) participate in activities which enhance their logical and analytical thinking.
- l) collaborate with other people to perform acceptable activities in the community.

## **2.3 Objectives of Social Studies**

Social Studies prepares a pupil to:

- a) value and protect the environment and resources of the nation.
- b) value the relationship between people and the environment in society.
- c) identify and use the opportunities available in his/her environment.
- d) identify the origins of societies in our nation.

## 2.4 Competences in Social Studies

Competences that will be developed by the pupil in Social Studies

	Main Competences	Specific Competences
1.	Recognise different events occurring in his/her environment.	1.1 Conserve the environment surrounding the society. 1.2 Keep records of historical events. 1.3 Apply knowledge of weather conditions in daily activities.
2.	Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build a good relationship with member of the community. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and solar system in daily life.	3.1 Use map(s) in different environments. 3.2 Recognise the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect natural resources. 4.2 Identify production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

## 2.5 Teaching and Learning Social Studies

Teaching and learning of Social Studies will be guided by the development of competences through the use of participatory strategies. These participatory strategies will enable the pupil to be the centre of the learning process and the teacher to remain a facilitator. Besides, the teaching and learning of the subject-matter, which aims to acquaint the pupil with ancient historical events, will use modern history to inform the old history. This is different from earlier times when a number of teachers taught historical events through the use of the old history to understand the modern one. Doing so will enable the pupil to compare events happening now with those that happened during old times.



## **2.6 Assessment of Learning**

Assessment of Social Studies will be based on the ability of the pupil to perform and participate in different activities, design and create different things according to his/her ability and age. To make sure that such assessment is successfully done, the teacher should use assessment tools aimed to show intensive learning, portfolio, simple tests, questionnaires for pupils, group discussions, projects, class presentations, terminal examinations and monitoring form.

## **3.0 Content of the Syllabus**

The content of the syllabus has been arranged according to classes. It includes main competences, specific competences, Activities to be Performed by the Pupil, assessment criteria, assessment of level of performance and the number of periods for each specific competence.

### **3.1 Main Competences**

The main competence is the ability to perform something correctly and effectively by the pupil after learning for a particular period of time. The main competence is developed by several specific competences a pupil develops through performing different activities.

### **3.2 Specific Competences**

These help the pupil to perform different activities in a specified period.

### **3.3 Activities to be Performed by the Pupil**

These are activities that the pupil is supposed to perform to attain the intended specific competences according to his/her ability and age.

### **3.4 Assessment Criteria**

These are levels of efficiency of a pupil attains in specific competences.

### 3.5 Performance Criteria

This refers to the level of attainment criteria for every activity a pupil performs.

### 3.6 Number of Periods

This is an approximation of the time for teaching and learning depending on the depth of the specific competences and the Activities to be Performed by the Pupil. These time estimations are in a form of 40-minute periods. The number of periods in this subject is 3 per week. However, the number of periods may depend on the actual teaching and learning contexts.

## 3.7 STANDARD III CONTENTS

### Competences to be developed by pupil in Standard III

	Main Competences	Specific Competences
1.	Recognise different events occurring in his/her environment.	1.1 Conserve the environment surrounding the society. 1.2 Apply knowledge of weather conditions in daily activities.
2.	Recognise the principles of patriotism in society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with other members of the community. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognise the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect natural resources. 4.2 Recognise production activities in society. 4.3 Apply entrepreneurial skills in social activities.

## Syllabus Contents

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognise different events occurring in the environment.	1.1 Conserve the environment surrounding the society.	a) Analyse things that constitute the school environment.	Things that constitute the school environment are correctly analysed.	Mention things that constitute the school environment.	Mention and describe things that constitute the school environment.	Analyse properly things that constitute the school environment and give examples.	Analyse and try to explain the importance of everything that constitutes the school environment.	32
		b) Clean the classroom.	The classroom is properly cleaned.	Sweep the classroom.	Sweep and dust the classroom.	Clean the classroom properly by sweeping, dusting and removing cobwebs.	Clean the classroom and the environment outside the classroom.	
		c) Clean the school environment.	The school environment is properly cleaned.	Clean the school environment but leave some areas dirty.	Clean and collect wastes in the school environment.	Clean the school environment properly.	Clean the school environment, collect and burn wastes.	
		d) Analyse the importance of a clean environment.	The importance of a clean environment is properly analysed .	Mention the importance of a clean environment with some few errors.	Mention and explain the importance of a clean environment.	Analyse the importance of a clean environment properly.	Analyse the importance of a clean environment and suggest ways of keeping it clean.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		e) Explain the stages of planting grass, trees and flowers in the environment.	The stages of planting grass, trees and flowers in the environment are correctly explained.	Mention the stages involved in planting grass, trees and flowers in the environment.	Explain the stages of planting grass, trees and flowers but with a few errors.	Explain the stages of planting grass, trees and flowers in the environment correctly.	Explain the stages of planting grass, trees and flowers in the environment in orderly manner.	
		f) Elaborate on how to plant and keep flowers, trees and grass in the school compounds.	The way of planting and keeping flowers, trees and grass in the school compounds is elaborated as expected.	Explain how to plant trees and grass in the school compound with many errors.	Elaborate on how to plant and keep trees, grass and flowers in the school compound with a few errors.	Elaborate on how to plant and keep flowers, grass and trees in the school compounds as expected.	Elaborate on the stages of planting and keeping trees, flowers and grass in the school compounds in a correct order.	
	1.2 Apply knowledge of weather conditions in daily activities.	a) Define the concept "temperature."	The concept "temperature" is defined correctly.	Identifies the meaning of temperature.	Explain the concept "temperature" with a few errors.	Elaborate on the concept "temperature" correctly.	Elaborate on the concept "temperature" and explain how to measure temperature.	10

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Identify ways of protecting oneself from very cold or hot weather in the school environment.	Proper ways of protecting oneself from very cold or hot weather in the school environment are properly identified.	Mention ways of protecting oneself from cold or hot weather conditions in the school environment with many errors.	Mention ways of protecting oneself from cold or hot weather conditions in school environment with a few errors.	Identify ways of protecting oneself from very cold or hot weather in the school environment properly.	Identify and explain, with vivid examples, ways of protecting oneself from very cold or hot weather conditions in the school environment.	
2.0 Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture.	a) Show how Tanzanian ethnic groups greet.	Greeting actions of different ethnic groups in Tanzania are shown as expected.	Unable to show any greeting actions of Tanzanian ethnic groups.	Show greeting actions of one ethnic group in Tanzania correctly.	Shows greeting actions of Tanzanian ethnic groups as expected.	Show greeting actions of ethnic groups in Tanzania and pronounce such greetings well.	10
		b) Dances to and sing familiar traditional songs.	Familiar traditional dances and songs are sung properly.	Sing well-known traditional songs without dancing.	Dance and sing traditional songs that are well-known.	Dance and sing well known traditional songs properly.	Dance and sing well known traditional songs and try to use traditional instruments.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	2.2 Build good relationship with the surrounding community.	a) Analyse the concept “family”.	The concept “family” is analysed correctly.	Explain the meaning of “family”.	Analyse some of the items in the concept “family” wrongly.	Analyse some of the items in the concept “family” correctly.	Analyse the concept “family” by drawing a simple family tree.	10
		b) Describe his/her relationship with friends.	His/her relationship with friends is properly described.	Mention his/her relationship with friends.	Mention and explain his/her relationship with friends.	Describe his/her relationship with friends correctly.	Describe his/her relationship with friends and mention the importance of friendship.	
	2.3 Honour our heroes in the society.	a) Name the leaders of the Tanzanian central government since independence.	Leaders of the Tanzanian government since independence are properly named.	Mention only names of top leaders of the Tanzanian government since independence.	Mention the names of leaders and orderly explain their leaderships terms.	Mention names of the leaders of the governments since independence correctly.	Name the leaders of the government since independence and draw their pictures.	10
		b) Describe the contribution of government leaders since independence.	The contribution of government leaders since independence is correctly described.	Mention the contribution of government leaders since independence.	Mention and explain the contribution of government leaders since independence.	Describe the contribution of government leaders since independence correctly.	Describe the contribution of government leaders since independence and try to differentiate their contribution in each phase.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
3.0 Apply the knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments.	a) Identify real things that are in the classroom.	Real things that are in the classroom are correctly identified.	Identify real things that are in the classroom with many errors.	Identify some of the real things that are in the classroom with few errors.	Identify real things that are in the classroom correctly.	Identify real things that are in the classroom and try to draw their pictures.	10
		b) Draw maps of different things in the school.	Maps of different things in the school are drawn correctly.	Draw a maps of different things in the school with a many errors.	Draw maps of different things in the school with a few errors.	Draw maps of different things in the school correctly.	Draw maps of different things in the school and write the names of each.	
	3.2 Recognise the solar system.	a) Describe things that constitute the solar system.	Things that constitute the solar system are correctly described.	List things that constitute the solar system with a lot of errors.	Describe things that constitute the solar system with a few errors.	Describe things that constitute the solar system correctly.	Describe things that constitute the solar system and draw some of those things.	5
4.0 Apply economic principles in production activities.	4.1 Appreciate and protect if it is “natural” resources.	a) Describe resources that are owned by a family.	Resources owned by a family are correctly described.	Mention resources owned by a family correctly.	Mention and describe resources owned by a family with a few errors.	Describe the resources owned by a family correctly.	Describe the resources owned by a family and mention why they are important.	10
		b) Recognise re-sources owned by a school.	Resources owned by a school are correctly recognised.	Unable to recognise the resources owned by a school.	Recognise resources owned by a school with a few errors.	Recognise the resources owned by a school correctly.	Recognise resources owned by a school and describe their importance.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.2 Recognise the production activities in the society.	a) To analyse production activities in a family.	Production activities in a family are correctly analysed.	Mention production activities in a family.	Mention and describe the production activities in a family.	Analyse production activities in a family correctly.	Analyse production activities in a family and explain the importance of producing such wealth.	10
		b) To assess the responsibility of every family in production activities.	The responsibility of every family in production activities is assessed correctly.	Explain the responsibility of every family in production activities.	Explain and analyse the responsibility of every family in production activities.	Assess the responsibility of every family in production activities correctly.	Assess the responsibility of each family in production activities and try to differentiate the duties of every family member.	
	4.3 Apply entrepreneurial skills in social activities.	a) Assess economic activities in the surroundings e.g. areas with arable land and rainfall.	Economic activities in his/her surroundings are assessed correctly.	Mention only the economic activities in his/her surroundings.	Mention and explain economic activities in his/her surroundings.	Assess economic activities in the surroundings correctly.	Assess economic activities in the surroundings and mention areas where they take place.	10



Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b)Analyse the importance of economic activities in society.	The importance of economic activities in a particular society is analysed correctly.	Explain the importance of economic activities in a particular society with many errors.	Analyse the importance of economic activities in a particular society with a few errors.	Analyse the importance of economic activities in a particular society correctly.	Analyse the importance of economic activities in a particular society and try to explain their importance in the nation.	

### 3.8 STANDARD IV CONTENTS

#### Competences to be demonstrated by the pupil in Standard IV

	Main Competences	Specific Competences
1.	Recognise different events occurring in his/her environment.	1.1 Conserve the environment surrounding the community. 1.2 Keep records of historical events. 1.3 Apply knowledge of weather conditions in daily activities.
2.	Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with members of the surrounding community. 2.3 Honour our heroes in society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognise the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect natural resources. 4.2 Recognise production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

## Syllabus Contents

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognise different events occurring in his/her environment.	1.1 Conserve the environment surrounding the community.	a) Identify actions which contribute to the destruction of the environment in a village/ street.	Actions which contribute to the destruction of the environment in a particular village/street are identified correctly.	Mention some of the actions which contribute to the destruction of the environment in a particular village/street.	Identify actions which contribute to the destruction of the environment in a particular village/street with few errors.	Identify the actions which contribute to the destruction of the environment of a particular village/street correctly.	Identify and try to take action, depending on the source which contributes to the destruction of the environment in a particular village/ street.	10
		b) Clarify environmental conservation activities of a particular village /street.	Environmental conservation activities of a particular village /street are clarified correctly.	Mention environmental conservation activities of a particular village /street.	Mention and explain environmental conservation activities of a particular village/street.	Elaborate on environmental conservation activities of a particular village/street correctly.	Elaborate on and try to classify the specific responsibility of every individual concerning environmental conservation activities of a particular village/ community.	
	1.2 Keep records of historical events.	a) Identify different events which occur in society.	Different events which occur in society are identified properly.	Mention different events which occur in society.	Identify different events which occur in society with a few errors.	Identify different events which occur in society properly.	Identify different events which occur in society and try to write its story.	8

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Analyse ways of keeping historical records.	Ways of keeping historical records are analysed properly.	Mention ways of keeping historical records.	Mention and explain ways of keeping historical records.	Analyse ways used in keeping historical records properly.	Identify and try to show how to preserve historical records.	
	1.3 Use knowledge of weather conditions in daily activities.	a) Elaborate on the concept of weather.	The concept of weather is elaborated properly.	Explain the meaning of weather.	List and explain the elements of weather.	Elaborate on the concept of weather properly.	Elaborate on the concept of weather and try to explain how to measure each weather element.	8
		b) Identify changes in weather conditions.	Changes in weather conditions are identified properly.	Identify changes in weather conditions with some errors.	Identify the changes in weather conditions with some few errors.	Identify changes in weather conditions properly.	Identify changes in weather conditions and try to explain the source of those changes.	
2.0 Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture.	a) Identify things that build co-operation in the society.	Things that build co-operation in the society are identified properly.	Mention things that build co-operation in the society.	Analyse and explain things that build co-operation in the society.	Assess things that build co-operation in the society properly.	Assess things that maintain co-operation in the society.	10

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Assess things that maintain co-operation in the society.	Things that maintain co-operation in the society are assessed properly.	Mention things that maintain co-operation in the society.	Explain and analyse things that maintain co-operation in the society.	Assess things that maintain co-operation in the society properly.	Assess things that maintain co-operation among people in the society and try to identify things which can destroy such co-operation.	
	2.2 Build good relationship with the surrounding community.	a) Explain the concept of relationship in the community.	The concept of relationship in the society is explained properly.	Explain the meaning of relationship in the community.	Elaborate on the concept of relationship in the community with a few errors.	Elaborate on the concept of relationship in the society properly.	Analyse the relationship among people in the community and try to explain its benefits.	<b>18</b>
		b) Analyse his/her clan.	His/her clan is analysed properly.	Explain the meaning of a clan.	Analyse his/her clan with a few errors.	Analyse his/her clan properly.	Analyse his/her clan and try to mention clan names and their relationship.	
		c) Identify ancient communal societies.	Ancient communal societies are identified properly.	Vaguely mention the characteristics of ancient communal society.	Identify characteristics of ancient communal societies with a few errors.	Identify ancient communal societies properly.	Identify characteristics and try to give examples of ancient communal societies and where they were found.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		d) Analyse the ancient feudal societies.	The ancient feudal societies are analysed properly.	Mention the features of an ancient feudal society.	Analyse the features of an ancient feudal societies with a few errors.	Analyse the features of an ancient feudal societies properly.	Analyse the features and try to mention some examples of an ancient feudal society.	
	2.3 Honour our heroes in the society.	a) Identify our heroes.	Our heroes are properly identified.	Mention the names of our heroes.	Identify the names of our heroes with a few errors.	Identify our heroes properly.	Identify our heroes and try to elaborate each hero's feats.	13
		b) Analyse the contemporary invasion of our nation.	The contemporary invasion of our nation is properly analysed.	Explain the contemporary invasion of our nation.	Analyse the contemporary invasion of our nation with a few errors.	Analyse the contemporary invasion of our nation properly.	Analyse the contemporary invasion of our nation and try to elaborate the strategies that are taken against the invasion.	
		c) Assess the contributions of our heroes.	The contributions of our heroes are assessed properly.	Mention the contributions of our heroes.	Mention and explain the contributions of our heroes.	Assess the contributions of our heroes properly.	Assess the contributions of our heroes and discuss ways to honour them.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
3.0 Apply the knowledge of maps and solar system in daily life.	3.1 Use maps in the environment.	a) Draw a map of the school and show its symbols.	A map of the school with symbols is drawn properly.	Draw a map of the school and include a few symbols.	Draw a map of the school and include its few symbols with a few errors.	Draw a map of the school with symbols properly.	Draw a map of the school, showing symbols and try to indicate the cardinal points of the world.	13
		b) Draw the cardinal point.	The cardinal points are drawn correctly.	Draw the cardinal point with many mistakes.	Draw the cardinal point with a few mistakes.	Draw the cardinal point correctly.	Draw the cardinal point and try to make a mode of them.	
		c) Point out the direction of things in the environment using cardinal points.	The direction of things in the environment are pointed out using cardinal points correctly.	Point out the direction of things in the environment using cardinal points with many errors.	Point out the direction of things in the environment using cardinal points with a few errors.	Point out the direction of things in the environment using cardinal points correctly.	Point out the direction of things in the environment using cardinal points and try to draw the eight cardinal points of the world.	
	3.2 Recognise the solar system.	a) Analyse the solar system.	The solar system is analysed properly.	Mention the planets that form the solar system.	Analyse the solar system with a few errors.	Analyse the solar system properly.	Analyse the solar system and try to draw it.	10
		b) Identify natural light in the environment.	Natural light in the environment is identified properly.	Mention things which give natural light in the environment.	Mention and explain natural light in the environment.	Identify natural light in the environment properly.	Identify natural light in the environment and try to elaborate on its importance.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
4.0 Apply economic principles in production activities.	4.1 Appreciate and protect national resources.	a) Identify the resources available in villages/streets.	Resources available in the village/street are properly identified.	Mention available resources in the village/street with a few errors.	Identify and explain the resources available in the village/street.	Identify the resources available in a village/street properly.	Identify the resources available in the village/street and suggest ways of conserving them.	13
		b) Analyse ways of conserving resources in a villages or streets.	Ways of conserving resources in a village/street are properly analysed.	Mention ways of conserving resources in a village/street.	Mention and explain ways of conserving and protecting resources in a village/street.	Analyse ways of conserving resources in a village or street and ward properly.	Analyse ways of conserving resources in a village/street and ward properly and try to give information on the misuse of resources.	
		c) Assess the resources available in our district.	The resources available in our district are properly assessed.	Mention the resources available in our district with a few errors.	Mention and explain the resources available in our district.	Assess the resources available in our district properly.	Assess the resources available in our district and try to show them on the map.	
	4.2 Recognise production activities in the society.	a) Recognise production activities in the village/street.	Production activities in the village/street are properly recognised.	Mention production activities in the village/street.	Recognise production activities in the village/street with a few errors.	Recognise production activities in the village/street properly.	Recognise production activities in the village/street and try to explain their effects on the environment.	



Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Clarify the challenges in the production process of wealth.	The challenge in the production of wealth are properly clarified.	Mention the challenges in the production of wealth with major errors.	Identify the challenges in the production of wealth with a few errors.	Clarify the challenges in the production of wealth correctly.	Clarify the challenges in the production of wealth and try to suggest ways of facing the challenges.	
	4.3 Apply entrepreneurial skills in social activities.	Identify the opportunities available in areas that have minerals, animal parks and forests.	The opportunities available in areas that have minerals, animal parks and forests are identified properly.	Identify the available opportunities in the environment.	Identify the opportunities available in the environment with few errors.	Identify the opportunities available in the environment properly.	Identify the opportunities available in the environment and try to explain how to use them in production.	5

### 3.9 STANDARD V CONTENTS

#### Competences to be developed by a pupil in Standard V

	Main competences	Specific competences
1.	Recognise different events occurring in the environment.	1.1 Conserve the environment surrounding the community. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2.	Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the community. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognise the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect national resources. 4.2 Recognise production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognise different events occurring in his/her environment.	1.1 Preserve the environment surrounding the community.	a) Assess environmental degradation.	Environmental degradation is assessed correctly.	Explain environmental degradation with many errors.	Explain and provide examples of environmental degradation.	Assess environmental degradation correctly.	Assess environmental degradation and mention ways to reduce it.	10
		b) Clarify ways of protecting water sources.	Ways of protecting water sources are clarified correctly.	Mention water sources only.	Mention and explain ways of protecting water sources with a few errors.	Explain ways of protecting water sources correctly.	Explain ways of protecting water sources and the effects of destroying them.	
	1.2 Keep records of historical events.	a) Analyse historical events that have occurred in Tanzania.	Historical events that have occurred in Tanzania are correctly analysed.	Mention historical events that have occurred in Tanzania.	Analyse historical events that have happened in Tanzania with a few errors.	Analyse historical events that have happened in Tanzania correctly.	Analyse and try to arrange, according to time, historical events that have happened in Tanzania.	8
		b) Clarify ways of keeping records of historical events.	Keeping records of historical events is correctly clarified.	Clarify ways of keeping records of historical events with many errors.	Clarify ways of keeping records of historical events with a few errors.	Clarify ways of keeping records of historical events correctly.	Clarify ways of keeping records of historical events with vivid examples.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	1.3 Use knowledge of weather conditions in daily activities.	a) Clarify the concept of “wind”.	The concept of “wind” is correctly clarified.	Clarify the concept of “wind” with many errors.	Clarify the concept of “wind” with a few errors.	Clarify the concept of “wind” correctly.	Clarify the concept of “wind” by trying to mention tools used to measure it.	8
		b) Measure wind.	Wind is measured correctly.	Mention tools for measuring wind but cannot use them.	Measure wind without following some stages.	Measure wind properly.	Measure wind and record the information obtained.	
2.0 Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture.	a) Define elements of culture.	Elements of culture are correctly defined.	Mention elements of culture without explanations.	Define the elements of culture with a few errors.	Defines the elements of culture correctly.	Define elements of culture and give examples for each of them.	10
	2.2 Build good relationship with the surrounding society.	a) Analyse relations between Tanganyika and European countries until 1961.	Analysis of relations between Tanganyika and European countries until 1961 is done correctly.	Mention European countries that Tanganyika had established relations with until 1961 with a lot of errors.	Explain the relations between Tanganyika and European countries until 1961 with a few errors.	Analyse the relations between Tanganyika and European countries until 1961 correctly.	Analyse the relations between Tanganyika and European countries until 1961 and try to assess strategies that were used to start such relations.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Analyse strategies that were used to establish relations between Tanganyika and European countries until 1961.	Analysis of strategies that were used to establish relations between Tanganyika and European countries until 1961 is done correctly.	Mention strategies that were used to establish relations between Tanganyika and European countries until 1961.	Mention and explain strategies that were used to establish relations between Tanganyika and European countries until 1961.	Analyse strategies that were used to establish relations between Tanganyika and European countries until 1961 correctly.	Analyse strategies that were used to establish relations between Tanganyika and European county until 1961 and try to indicate the effects of each strategy.	
		c) Clarify the outcomes of the relations between Tanganyika and European countries until 1961.	A clarification of outcomes of the relations between Tanganyika and European countries until 1961 is done correctly.	Clarify the outcomes of relations between Tanganyika and European countries until 1961 with many errors.	Clarify the outcomes of relations between Tanganyika and European countries until 1961 with a few errors.	Clarify the outcomes of relations between Tanganyika and European countries until 1961 correctly.	Clarify and arrange in different categories the outcomes of relations between Tanganyika and European countries until 1961.	
	2.3 Honour our heroes in the society.	a) Identify the contemporary invasion of African countries.	Contemporary invasion of African countries is identified correctly.	Identify contemporary invasion of African countries with a number of errors.	Identify contemporary invasion of African countries with a few errors.	Identify the contemporary invasion of African countries correctly.	Identify the contemporary invasion of African countries correctly in economic, political, social and cultural categories.	13

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Identify African heroes who resisted the invasion of their respective countries.	African heroes who resisted the invasion of their respective countries are correctly analysed.	Mention the names of African heroes who resisted the invasion of their respective countries.	Mention and explain the strategies used by African heroes who resisted the invasion of their respective countries.	Identify African heroes who resisted the invasion of their respective countries correctly.	Identify and draw maps of countries of African heroes who resisted the invasion of their respective countries.	
3.0 Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in the environment.	a) Use the inter- cardinal points of the Earth.	The inter- cardinal points of the Earth are used correctly.	Draw the inter-cardinal points of the Earth without using them.	Use the inter-cardinal points of the Earth with a few errors.	Use the inter-cardinal points of the Earth correctly.	Use the inter-cardinal points of the Earth and produce a model.	13
		b) Draw a map of a street/village/ district.	A map of a street/village and a district is drawn correctly.	Draw a map of a street/village and a district incorrectly.	Draw a map of a street/village and a district with a few errors.	Draw a map of a village and a district correctly.	Draw a map of a street/village/district and tries to use inter cardinal points of the world to locate places on the map.	
	3.2 Recognise the solar system.	a) Analyse the solar system.	The solar system is analysed correctly.	Analyse the solar system with many errors.	Analyse the solar system with a few errors.	Analyse the solar system correctly.	Analyse the solar system and try to explain the earth.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Explain the rotation and revolution of the Earth.	The rotation and revolution of the Earth are explained correctly.	Explain only the Earth's rotation incorrectly.	Explain the rotation and revolution of the Earth with a few errors.	Explain the rotation and revolution of the Earth correctly.	Explain the rotation and revolution of the Earth through demonstration.	10
		c) Explain the concept of oceanic tides.	The concept of oceanic tides is explained correctly.	Explain the meaning of oceanic tides with a lot of errors.	Explain the concept of oceanic tides with a few errors.	Explain the concept of oceanic tides correctly.	Explain the concept of oceanic tides using drawings.	
4.0 Apply the economic principles in production activities.	4.1 Appreciate and protect natural resources.	a) Identify resources available in the region where she/he lives.	Resources available in the region where she/he lives are identified correctly.	Identify resources that are available in the region where he/she lives with a lot of errors.	Identify resources available in the region where he/she lives with a few errors.	Identify resources available in the region where he/she lives correctly.	Identify resources available in the region where he/she lives and show them on the map.	13
		b) Clarify strategies for the protection of region's resources.	Strategies for the protection of region's resources are clarified correctly.	Mention strategies for the protection of the resources with a lot of errors.	Mention strategies for the protection of the region's resources with a few errors.	Mention strategies for the protection of region's resources correctly.	Clarify strategies for the protection of region's resources and identify persons responsible for doing so.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.2 Recognise production activities in the society.	a) Differentiate between production activities that existed before and after independence.	Production activities that existed before and after independence are differentiated correctly.	Mention production activities that existed after independence.	Differentiate production activities that existed before and after independence with a few errors.	Differentiate production activities that existed before and after independence correctly.	Differentiate and relate production activities that existed before and after independence and compare them.	9
		b) Identify ways of improving production activities.	Ways of improving production activities are identified correctly.	Identify ways of improving production activities with a lot of errors.	Identify ways of improving production activities with a few errors.	Identify ways of improving production activities correctly.	Identify and arrange in order of importance ways of improving production activities.	
	4.3 Apply entrepreneurial skills in social activities.	a) Identify production activities in areas that have lakes, oceans, villages, towns and industries.	Production activities in areas that have lakes, oceans, villages, towns and industries are identified correctly.	Identify production activities in areas that have lakes, oceans, villages, towns and industries with a lot of errors.	Identify production activities in areas that have lakes, oceans, villages, towns and industries with a few errors.	Identify production activities in areas that have lakes, oceans, villages, towns and industries correctly.	Identify production activities in areas that have lakes, oceans, villages, towns and industries and draw a map of Tanzania to show those areas.	5



### 3.10 STANDARD VI CONTENTS

#### Competences to be developed by pupil in Standard VI

	Main Competences	Specific Competences
1.	Recognise different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2.	Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the community. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognise the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect national resources. 4.2 Recognise production activities. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognise different events occurring in his/her environment.	1.1 Conserve the environment surrounding the community.	a) Analyse disasters resulting from the destruction of the environment.	Disasters resulting from the destruction of the environment are analysed correctly.	Mention disasters resulting from the destruction of the environment incorrectly.	Analyse disasters resulting from the destruction of the environment with a few errors.	Analyse disasters resulting from the destruction of the environment correctly.	Analyse and try to suggest some of the measures to deal with disasters resulting from environmental destruction.	10
		b) Suggest actions to be taken in dealing with environmental destruction.	Actions to be taken in dealing with environmental destruction are suggested correctly.	Mention actions to be taken in dealing with environmental destruction with a lot of errors.	Mention actions to be taken in dealing with environmental destruction with a few errors.	Suggest actions to be taken in dealing with environmental destruction correctly.	Suggest people who will participate in dealing with environmental destruction.	
	1.2 Keep records of historical events.	a) Arrange events in chronological order (e.g. modern to early times).	Events are arranged in chronological order (e.g. modern to early times) correctly.	Mention events without chronological order (e.g. modern to early times) with a lot of errors.	Arrange events in chronological order (e.g. modern to early times) with a few errors.	Arrange events in chronological order (e.g. modern to early times) correctly.	Arrange and narrate events in chronological order (e.g. modern to early times) correctly.	14

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Present data on historical events.	Data on historical events are presented correctly.	Present data on some of historical events with a lot of errors.	Present data on some historical events with a few errors.	Present data on some historical events correctly.	Present data about historical events in chronological order.	
		c) Analyse ways of recording information on historical events.	Ways of recording information on historical events are analysed correctly.	Mention a few ways of recording information on historical events.	Mention and explain ways of recording information on historical events.	Analyse ways of recording information on historical events correctly.	Analyse and try to arrange in order of importance ways of recording information on historical events.	
	1.3 Apply knowledge of weather conditions in daily activities.	a) Identify the elements of weather.	The elements of weather are identified correctly.	Mention some of the elements of weather.	Mention some of the elements of weather with a few errors.	Identify the elements of weather correctly.	Identify and try to explain the elements of weather.	12
		b) Measure the elements of weather.	Elements of weather are correctly measured.	Mention the instruments that are used to measure the elements of weather with a lot of errors.	Mention some of the instruments used to measure elements of weather with a few errors.	Mention the instruments used to measure the elements of weather correctly.	Mention and try to write information on instruments used to measure the elements of weather.	
		c) Analyse seasons of the year.	Season of the year are correctly analysed.	Mention season of the year.	Mention and explain seasons of the year.	Analyse the seasons of the year correctly.	Analyse and try to explain the changes in the seasons of the year.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
2.0 Recognise the principles of patriotism in the society.	2.1 Promote Tanzanian culture.	a) Analyse Tanzanian culture.	Tanzanian culture is correctly analysed.	Mention some of the traditions and customs of the Tanzanian culture with many errors.	Mention and explain Tanzanian culture with a few errors.	Analyse Tanzanian culture correctly.	Analyse and try to mention some of outdated traditions and customs in Tanzanian culture.	10
		b) Clarify the importance of culture in the society.	The importance of culture in the society is clarified correctly.	Clarify the importance of culture in the society with a lot of errors.	Clarify the importance of culture in the society with a few errors.	Clarify the importance of culture in the society correctly.	Clarify and provide vivid examples of the importance of culture in the society.	
	2.2 Build good relations with the surrounding communities.	a) Analyse the relations between Tanzania and African countries.	The relations between Tanzania and African countries is analysed correctly.	Analyse the relations between Tanzania and African countries with a lot of errors.	Analyse the relationship between Tanzania and African countries with a few errors.	Analyse the relations between Tanzania and African countries correctly.	Analyse and try to draw a map that shows African countries that have good relations with Tanzania.	10
		b) Clarify ways to enhance the relations between Tanzania and other African countries.	Ways to enhance the relations between Tanzania and other African countries are clarified correctly.	Mention some of the ways for enhancing the relations between Tanzania and other African countries with a lot of errors.	Analyse ways for enhancing the relations between Tanzania and other African countries with a few errors.	Analyse ways for enhancing the relations between Tanzania and other African countries correctly.	Analyse and try to suggest temporary and permanent ways of enhancing the relations between Tanzania and other African countries.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	2.3 Honour our heroes in the society.	a) Assess the liberation movements currently existing in our societies (economically, politically, socially and culturally).	Liberation movements currently existing in our societies are correctly assessed.	Mention the liberation movements currently existing in our societies with a lot of errors.	Mention and explain the liberation movements currently existing in our societies with a few errors.	Assess the liberation movements currently existing in our societies correctly.	Assess the liberation movements existing in our societies and arrange them in terms of economic, social, political and cultural groupings.	14
		b) Identify African heroes.	African heroes are identified correctly.	Mention the names of African heroes with a lot of errors.	Identify African heroes with a few errors.	Identify African heroes correctly.	Identify African heroes correctly and try to explain their contribution.	
		c) Assess the contribution of African heroes.	The contribution of African heroes is correctly assessed.	Mention the contribution of some of the African heroes.	Assess the contribution of African heroes with a few errors.	Assess the contribution of African heroes correctly.	Try to assess the contribution of African heroes in particular countries.	
3.0 Apply knowledge of maps and the solar in daily life.	3.1 Use maps in the environment.	a) Draw and read a map of the region he/she lives in.	A map of the region he/she lives in is drawn and read correctly.	Draw and read a map of the region he/she lives in with a lot of errors.	Draw and read a map of the region he/she lives in with a few errors.	Draw and read a map of the region he/she lives in correctly.	Draw and read a map of the region she/he lives in and also try to draw a map of Tanzania.	10

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Draw and read a map of Tanzania.	A map of Tanzania is drawn and read correctly.	Draw without reading the map of Tanzania.	Draw and read the map of Tanzania with a few errors.	Draw and read the map of Tanzania correctly.	Draw and read the map of Tanzania and also try to draw a map of East Africa.	
	3.2 Recognise the solar system.	a) Analyse the concept of the Earth's revolution.	The concept of the Earth's revolution is correctly analysed.	Analyse the concept of the Earth's revolution with a lot of errors.	Analyse the concept of the Earth's revolution with a few errors.	Analyse the concept of the Earth's revolution correctly.	Analyse the concept of Earth's revolution and try to demonstrate it.	10
		b) Explain the solar and lunar eclipses.	The solar and lunar eclipses are correctly explained.	Explain solar and lunar eclipses with a lot of errors.	Explain the solar and lunar eclipses with a few errors.	Explain the solar and lunar eclipses correctly.	Explain and try to identify the results of the lunar and solar eclipse.	
4.0 Apply economic principles in production activities.	4.1 Appreciate and protect national resources.	a) Analyse resources that are available in Tanzania.	Resources that are available in Tanzania are correctly analysed.	Mention resources that are available in Tanzania with a lot of errors.	Analyse resources that are available in Tanzania with a few errors.	Analyse resources that are available in Tanzania correctly.	Draw and analyse resources that are available in Tanzania and try to show them on the map.	10

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) Explain ways of participating in the protection of our resources.	Ways of participating in protecting our resources are correctly explained.	Explain ways of participating in protecting our resources with a lot of errors.	Explain ways of participating in protecting of our resources with a few errors.	Explain ways of participating in protecting our resources correctly.	Explain ways of participating in protection of our resources by arranging them according to their order of importance.	
	4.2 Recognise production activities in the society.	a) Assess production activities in Tanzania.	Production activities in Tanzania are correctly assessed.	Assess production activities in Tanzania with a lot of errors.	Assess production activities in Tanzania with a few errors.	Assess production activities in Tanzania correctly.	Assess production activities in Tanzania and suggest ways for improving them.	9
		b) Analyse how production activities stir the relations between Tanzania and other countries up.	The ways production activities stir the relations between Tanzania and other countries up are analysed correctly.	Analyse the ways production activities stir the relations between Tanzania and other countries up with many errors.	Analyse how production activities stir the relations between Tanzania and other countries up with few errors.	Analyse how production activities stir relations between Tanzania and other countries up correctly.	Analyse and differentiate, according to importance, how production activities stir relations between Tanzania and other countries up.	

Main Competence	Specific Competence	Activities to be Performed by the Pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.3 Apply entrepreneurial skills in social activities.	a) Explain the concept of entrepreneurship.	The concept of entrepreneurship is correctly explained.	Explain the meaning of entrepreneurship wrongly.	Explain the concept of entrepreneurship by mentioning a few important words.	Explain the concept of entrepreneurship correctly.	Explain the concept of entrepreneurship and try to mention the characteristics of an entrepreneur.	10
		b) Explain the challenges to identifying opportunities available in the environment.	Challenges to identifying opportunities available in the environment are explained correctly.	Mention vaguely challenges to identifying opportunities available in the environment.	Mention and explain the challenges to identifying opportunities available in the environment with a few errors.	Explain the obstacles to identifying opportunities available in the environment correctly.	Explain the challenges to identifying opportunities available in the environment and try to suggest ways to overcome them.	