

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



VOCATIONAL SKILLS SYLLABUS
FOR BASIC EDUCATION
STANDARD V –VI

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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 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 Vocational Skills subject, for all English-medium schools and other educational stakeholders so as to meet the requirements of the revised Education and Training Policy.

Vocational Skills Syllabus has been prepared in accordance with the Basic Education Curriculum for Standard III-VI of 2016, which emphasises on the development of competences in teaching and learning. Effective application of this syllabus, can help the pupil develop skills in good grooming, cooking various dishes, entrepreneurship and art activities. These skills will be developed by practising various activities as indicated in the content matrix.

This syllabus guides a teacher in the teaching of Vocational Skills subject. A teacher is not obliged to follow the sequence of competences as outlined in this syllabus but is duty-bound to ensure that the inter-connectedness of competences is considered. The teacher also 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 pupils' performance. However, in some cases the teacher is responsible for translating the benchmarks for 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 the continual improvement of the Vocational Skills 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

TABLE OF CONTENTS

FOREWORD	iii
1.0 Introduction	1
2.0 General Curriculum Overview	1
2.1 Basic Education Objectives for Standard III - VI	1
2.2 Competence in Basic Education for Standard III-VI	2
2.3 Subject Competence	3
2.4 Teaching and Learning	3
2.5 Assessing Learning	4
3.0 Syllabus Contents	4
3.1 Main Competences	4
3.2 Specific Competences	4
3.3 Activities to be performed by Pupils	4
3.4 Assessment Criteria	4
3.5 Benchmarking Performance	5
3.6 Number of Periods	5
3.7 STANDARD FIVE CONTENTS	5
3.8 STANDARD SIX CONTENTS	23

1.0 Introduction

The Vocational Skills syllabus has been prepared in accordance with the Basic Education Curriculum for Standard III-VI of 2016. This subject is intended to enable the pupil to: develop a positive attitude towards work; identify and promote talented and gifted learners; develop self-reliance spirit; foster and create ability to realise economic opportunities in the environment. This syllabus is divided into three main parts, namely the introduction, curriculum overview and curriculum content. It provides two periods per week for this level.

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 some of the curriculum aspects which include the Objectives of Basic Education, Competence of Basic Education Standard. III - VI, the Importance and Objectives of Vocational Skills, Main and Specific Competences, Teaching and Learning Vocational Skills 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 a pupil to:

- (a) develop his/her skills in reading, writing, arithmetic and oral communication.
- (b) know, use and appreciate 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) acquire the 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 his/her talents and abilities.
- (i) appreciate and like work.

- (j) recognise, appreciate and make use of technical skills.
- (k) propose to the next level of education and cultivate 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 his/her 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 his/her culture and that of other communities.
- (f) respect the diverse beliefs and ideologies of the community in which he/she lives.
- (g) participate in games and sports and artistic activities.
- (h) respect one self and others.
- (i) perform patriotic duties.
- (j) participate in different activities appropriate to his/her age.
- (k) participate in activities which enhance his/her logical and analytical thinking.
- (l) collaborate with other people to perform acceptable activities in the community.

2.3 Subject Competence

The Competences to be developed in Vocational Skills are listed in Table 1.

Table 1: Subject Competences

Main Competences	Specific Competences
1. Good grooming.	1.1 Develop personal hygienic habits. 1.2 Care for garments and maintain cleanliness. 1.3 Care for the environment and maintain proper sanitation.
2. Mastering different recipes.	2.1 Explain good hygiene rules for cooking food. 2.2 Prepare different types of food. 2.3 Make different drinks. 2.4 Develop acceptable table manners.
3. Creating works of art.	3.1 Excute the foundations of singing and acting. 3.2 Produce pictures carrying social messages. 3.3 Design different printable art works. 3.4 Model a variety of shapes. 3.5 Make things using materials available in the environment.
4. Acquiring entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small-scale businesses. 4.3 Know the principles of financial management.

2.4 Teaching and Learning

This is a practical-oriented subject that emphasises learning by doing. The participatory approach will lead the teaching and learning process to develop the intended competence. The participatory approach will place the pupil at the centre of knowledge, skills and attitudes during the teaching and learning process with the teacher serving as a facilitator.

2.5 Assessing Learning

Subject competence will be developed by involving the pupil in carrying out various activities based on his/her ability and age. Assessment will focus on enabling pupils to develop urge to continue learning for the achievement of the intended objectives in primary education. The assessment will be based on the pupil's performance as indicated in the benchmark performance of the content matrix.

3.0 Syllabus Content

The content of the syllabus is written for each class with the following aspects: main competences, specific competences, pupils' activities, assessment criteria, assessment benchmark and number of periods.

3.1 Main Competences

The main competence is the ability of a pupil to perform a task accurately and efficiently after learning it for some time. The main competence should be achieved through the specific competences that the pupil will acquire by performing various activities.

3.2 Specific Competences

A specific competence is an ability to a pupil which makes him/her develop in performing various activities in a specific period.

3.3 Activities to be Performed by a Pupil

These are activities which the pupil ought to do to achieve the intended specific competences in line with his/her ability and age.

3.4 Assessment Criteria

It is an efficiency measure of a pupil's performance aimed to achieve a specific competence.

3.5 Performance Standards (Benchmarking)

It is a measure of achievement a pupils demonstrates in each specified activity.

3.6 Number of Periods

This refers to an estimated time required for teaching and learning based on the weighting of the competence in relation to the activities to be performed by the pupil. The estimated time has been given in terms of periods whereby each period is 40 minutes. This subject will have two periods per week.

3.7 STANDARD V CONTENTS

Table 2: Subject Competences

Main Competences	Specific Competences
1. Good grooming.	1.1 Develop personal hygienic habits. 1.2 Care for garments and maintain proper sanitation. 1.3 Care for the environment and maintain sanitation.
2. Mastering different recipes.	2.1 Explain good hygiene rules for cooking foods. 2.2 Prepare different types of food. 2.3 Make different drinks.
3. Creating works of art.	3.1 Excute the foundations of singing and acting. 3.2 Make pictures carrying social message. 3.3 Innovate print making. 3.4 Model a variety of shapes. 3.5 Make things using materials available in the environment.
4. Acquiring entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small-scale businesses. 4.3 Know the principles of money management.

Syllabus Content

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
1.0 Good grooming.	1.1 Develop personal hygiene habits.	a) Explaining the procedures of bathing.	The bathing procedures have been explained properly.	Explain the procedures for bathing without considering safety and appropriate use of equipment.	Explain the procedures for bathing while considering the appropriate use of equipment without safety.	Explain bathing procedures while considering safety and appropriate use of equipment.	Explain bathing procedures while considering safety, appropriate use of equipment and use of the towel to wipe the body dry.	5
		b) Caring for the body during puberty.	The rules for body care during puberty have been described.	Describe the rules of body care during puberty without considering the proper use of cleaning equipment.	Describe the rules of body care during puberty and consider the proper use of cleaning equipment.	Describe the rules of body care during puberty and considering the proper use of cleaning equipment and how to keep them.	Describe the rules of body care during puberty and considering proper use of cleaning equipment, keeping them and proper disposal of the used ones.	
		c) Wearing of school uniform.	School uniform has been worn properly.	Wear school uniform with improper shoes and socks.	Wear untidy school uniform.	Wear school uniform and appear smart.	Wear school uniform and well-polished shoes.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	1.2 Care for garments and maintain cleanliness.	a) Simple stitching i.e. tacking, joining, decorating and hemming stitches.	Simple stitches have been properly made.	Make only one simple stitch correctly.	Make two simple stitches correctly.	Make all four simple stitches properly.	Make all four simple stitches properly and correctly label.	5
		b) Repairing worn-out garments using the rules of mending clothes.	Worn-out garments have been repaired correctly.	Repair a worn-out garment without following the rules of mending garments.	Repair a worn-out garment applying few rules of mending garments.	Repair a worn-out garment while applying all the rules of mending garments correctly.	Repair a worn-out garment while applying all the rules of mending garments, and assisting others to repair their garments.	
		c) Attaching buttons to the garment.	The buttons have been attached to garment correctly.	Attach buttons to the garment without following the rules.	Attach buttons to garment following few rules.	Attach buttons to the garment while following all the rules correctly.	Attach buttons to garment following all the rules correctly and helping others to do so.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	1.3 Caring for the environment and maintaining sanitation	a) Cleaning the floor following procedures.	The floor has been cleaned using appropriate equipment and following the required procedures.	Clean the floor using proper equipment but without following the required procedures and using proper equipment.	Clean the floor without using either proper equipment or the required procedures.	Clean the floor using proper equipment following the required procedures.	Clean the floor using appropriate equipment while and following the required procedures in addition to assisting others to do the same.	5
		b) Explaining the methods of cleaning the bedroom. i.e. daily, weekly and special cleaning.	Methods of cleaning the bedroom have been explained.	Explain one method of cleaning the bedroom.	Explain two methods of cleaning the bedroom.	Explain all the three methods of cleaning the bedroom correctly.	Explain all the three methods of cleaning the bedroom and how to decorate the room properly.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Describing the procedures of waste management.	Procedures of waste management have been described accurately.	Describe the procedures of keeping the waste in a container without sorting out the waste.	Describe the way of keeping the waste in a container after sorting but neglect covering it.	Describe keeping the waste in a container after sorting and covers it.	Describe on the way of keeping the waste in a container after sorting covering it properly and providing reasons.	
2.0 Mastering different recipes.	2.1 Explain hygiene rules for cooking food.	a) Explaining personal hygiene rules when preparing food.	Proper personal hygiene rules have been explained correctly.	Explain only one personal hygiene rule.	Explain a few personal hygiene rules.	Explain all the personal hygiene rules correctly.	Explain all the personal hygiene rules and provide some examples.	
		b) Cleaning the kitchen environment properly.	Kitchen environment has been cleaned properly as expected.	Clean the kitchen environment by applying only one guideline.	Clean kitchen environment by applying a few guidelines.	Clean kitchen environment by applying all the guidelines.	Clean the kitchen environment by applying all the guidelines and cleaning the used kitchen equipment.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Identifying different cooking methods.	Four different cooking methods have been identified correctly: boiling, frying, baking and roasting.	Identify only one cooking method.	Identify some cooking methods.	Identify all four different cooking methods correctly.	Identify all four different cooking methods correctly and explain with examples how each method is applied.	
	2.2 Prepare different types of food.	a) Boiling different types of food following guidelines.	Different types of food have been boiled following guidelines.	Boil food without following guidelines.	Boil food following some of the guidelines.	Boil food following all the guidelines.	Boil different types of food following all the guidelines and assist others to do the same.	5
		b) Frying different types of food using shallow frying.	Different types of food have been fried correctly using shallow frying.	Fry different types of food using oil disproportionately.	Fry different types of food using correct amounts of oil but the food is not presentable.	Fry different types of food using correct amounts of oil and the food is presentable.	Fry different types of food using correct amounts of oil and the food is presentable and help others to do the same.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Roasting different types of food correctly.	Different foods have been roasted following guidelines.	Roast food without following guidelines.	Roast food following a few guidelines.	Roast food following all the guidelines.	Roast food following guidelines and instruct others to do the same.	
	2.3 Prepare different kinds of drinks.	a) Preparing tea with milk.	Tea with milk has been prepared following guidelines.	Prepare tea with milk without following guidelines.	Prepare tea with milk following only a few guidelines.	Prepare tea with milk following all the guidelines.	Prepare tea with milk following all the guidelines and assist others to do the same.	
		b) Preparing porridge.	Porridge has been correctly prepared following the guidelines.	Prepare porridge without following guidelines.	Prepare porridge following only a few guidelines.	Prepare porridge following all the guidelines.	Prepare porridge following all the guidelines and help other pupils.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Preparing fruit juice using squeezing methods.	Fruit juice has been made using squeezing methods.	Prepare fruit juice using poor quality fruits and in a dirty environment.	Prepare fruit juice using quality fruits without considering issues of hygiene.	Prepare fruit juice from quality fruits, adding correct ingredients and in a clean environment.	Prepare fruit juice using quality fruits, adding correct ingredients, considering cleanliness clean environment and assisting others to do the same.	
3.0 Creating works of art.	3.1 Execute the foundations of singing and acting.	a) Singing with accompaniment of musical instruments.	Appreciation songs have been well sung accompanied with musical instruments.	Sing appreciation songs without musical instruments.	Sing appreciation songs with guidance of few musical instruments.	Sing appreciation songs correctly with guidance of a variety of musical instruments.	Sing appreciation songs correctly with guidance of various musical instruments and help others to sing.	9

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		b) Singing a variety of nationalist songs following the rhythm of the school band.	Nationalist songs led by the school band have been well sung.	Sing nationalist song without following the rhythm from the school band.	Sing a few nationalist songs in tune with the rhythm from the school band.	Sing well all given nationalist songs in tune with rhythm from the school band.	Sing very well all the given nationalist songs in tune with the rhythm from the school band and add other songs.	
		c) Reciting a four stanza traditional poem using different melodies.	Four stanza traditional poem have been correctly recited using different melodies.	Recite a four stanza traditional poem using a single melody.	Recite a four stanza traditional poem using a few of the melodies.	Recite a four stanza traditional poem correctly using different melodies.	Recite a four stanza traditional poem correctly using various melodies and with innovation.	
		d) Preparing different theatrical costume props according to the theme.	Various theatrical costume props have been prepared according to the given theme.	Prepare a single theatrical costume prop according to the given theme.	Prepare a few theatrical costume props according to the given theme.	Prepare a variety of theatrical costume props correctly according to the given theme.	Prepare a variety of theatrical costume props correctly and show creativity.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		e) Performing various theatrical activities and explain their messages	Various theatrical activities have been performed and their messages been explained well.	Perform theatrical activities without explaining their messages.	Perform various theatrical activities and explain their messages but not clearly.	Perform various theatrical activities and explain their messages clearly.	Perform various theatrical activities with great creativity and explain their messages clearly.	
	3.2 Make pictures carrying different social messages.	a) Drawing stick pictures depicting people in various postures using a pencil.	Stick pictures depicting people in various postures have been well drawn using a pencil.	Draw a stick picture depicting one person in a single posture using a pencil.	Draw stick pictures depicting people in a few postures using a pencil.	Draw and explain stick pictures depicting people in various postures, as instructed, using a pencil.	Draw stick pictures depicting people in various postures, as instructed, using a pencil, creatively.	
		b) Drawing using a pencil a variety of stick pictures.	Stick pictures of different things have been drawn correctly.	Draw a stick picture of a single item using a pencil.	Draw a stick picture of a few different items using pencil.	Draw a stick picture of several different items using a pencil correctly.	Draw a stick picture of several different items using a pencil correctly with creativity.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Drawing a stick picture using a pencil depicting people and other things in various postures.	Stick picture depicting people and other things in different postures has been drawn correctly using a pencil.	Draw a picture of people and other things in a single posture using a pencil.	Draw a picture of both people and other things in a few different postures using a pencil.	Draw a picture of both people and other things in several postures correctly using a pencil.	Draw a picture of both people and other things using a pencil in several postures correctly and with some innovation us.	
	3.3 Innovative print making.	a) Identifying printing motifs in the environment.	Variety of printing motifs in the environment have been identified.	Identify one motif for printing in the environment.	Identify a few motifs for printing in the environment.	Identify various motifs for printing in the environment.	Identify a range of motifs for printing in the environment and explain their uses.	4
		b) Preparing printing items.	Varieties of printing have been successfully prepared.	Prepare a single item for printing.	Prepare a few items for printing.	Prepare various items for printing.	Prepare many items for printing with creativity.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Printing a design with motifs of varying colours using the pressing method.	Design of motifs of varying colours has been correctly printed using the pressing method.	Print a design of motifs in a single colour using the pressing method.	Print a design of motifs in a few colours using the pressing method.	Print a design of motifs in various colours using the pressing method correctly.	Print a design of motifs in various colours using the pressing method and add some innovation.	
	3.4 Model a variety of shapes.	a) Modelling a variety of shapes using the pinching method.	Modelling of variety of shapes using the pinching method has been successfully done.	Model a single shape using the pinching method.	Model a few shapes using the pinching method.	Model a variety of shapes using the pinching method.	Model a variety of shapes using the pinching method and add some creativity.	5
		b) Making a clay figure using the slab method.	Clay figure using the slab method has been made successfully.	Make a clay slab figure with some faults.	Make an in slab figure complete clay.	Make a complete clay figure using the slab method with parts well attached.	Make a complete slab clay figure with parts well attached and add some innovations.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Making clay figure using the coil method.	Clay coil figure has been made well.	Make a clay coil figure with some faults.	Make a complete clay figure.	Make a complete clay coil figure correctly.	Make a complete clay coil figure showing its parts and add creativity.	
		d) Drying clay models by following the required steps.	Clay model has been dried following the required steps.	Dry clay models but without following all the required steps.	Dry clay models following only a few required steps.	Dry clay models following all the required steps.	Dry clay models following all the required steps and add own creativity.	
	3.5 Make things using materials available in the environment.	a) Braiding a long twill band using different techniques.	Different long twill bands have been braided correctly.	Braid a one long twill band.	Braid a few long twill bands using different techniques.	Braid many long twill bands using different techniques.	Braid many long twill bands using different techniques and add some creativity.	5
		b) Braiding ropes.	Ropes have been braided well using different techniques.	Braid a rope using a single technique.	Braid a rope using a few techniques.	Braid a rope using a variety of techniques correctly.	Braid rope using a variety of techniques and add some innovation.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Making items using a braided twill band and rope.	Different items have been made using a braided twill band and rope.	Make a single item using a braided twill band and rope.	Make a few items using a braided twill band and rope.	Make many items using a braided twill band and rope perfectly.	Make many items using a braided twill band and rope perfectly and adds own creativity.	
4.0 Understanding entrepreneurial skills.	4.1 Develop readiness for learning.	a) Listening to instructions carefully and follow them.	Instructions have been listened to and are followed as expected.	Listen to the instruction but fail to follow any of them.	Listen to instructions and follow a only a few of them.	Listen to instructions and follow them as expected.	Listens to instructions and follow them beyond expectation.	5
		b) Asking various questions to develop knowledge in the learning process.	Various questions have been asked to develop knowledge in the learning process.	Ask one question to develop knowledge in the learning process.	Ask a few questions in to develop knowledge in the learning process.	Ask many questions to develop knowledge in the learning process.	Ask many questions to develop knowledge in learning as intended and provide comments.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Participating in various subject clubs to develop important skills in learning.	Important skills in learning have been developed through participation in various subject clubs.	Participate in one subject club to develop important skills in learning.	Participate in a few subject clubs to develop important skills in learning.	Participate in many subject clubs to develop important skills in learning.	Participate in many subject clubs to develop important skills in learning and show particular responsibility.	
	4.2 Finding markets for small scale businesses.	a) Identifying different types of commodities which the market demands.	Different types of commodities have been identified according to the market demand.	Identify one type of commodity which the market demands.	Identify a few types of commodities based on the market demand.	Identify many types of commodities which the market demands.	Identify many types of commodities which the market demands and demonstrate extra knowledge.	9
		b) Identifying the prices of various commodities compared to their production costs.	Prices of commodities compared to their production cost have been identified.	Identify standard production cost of only one commodity.	Identify the price and production costs of a few commodities.	Identify the prices and production costs of many commodities.	Identify prices and production costs of many commodities and provide very good explanations.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Setting the prices of commodities according to the existing market price.	Prices for various commodities have been fixed correctly according to the existing market.	Set price of one commodity only according to the prevailing market price.	Set prices of a few commodities according to the prevailing market price.	Set prices of many commodities according to the prevailing market prices correctly.	Set price of many commodities according to the prevailing market prices and indicate innovativeness.	
		d) Explain the advantages of the consumer knowing the expiry date of a commodity.	Advantages of the consumer knowing the expiry date of a commodity have been explained.	Explain one advantage of the consumer knowing the expiry date of a commodity.	Explain a few advantages of a consumer knowing the expiry date of a commodity by consumer.	Explain a good number of advantages of a consumer knowing the expiry date of a commodity.	Explain a good number of advantages of a consumer knowing the expiry date of a commodity and add own findings.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		e) Identify the difference between a shop and a market to find out what kinds of products are needed in either outlet.	Differences between a shop and a market are specified correctly to determine what kind of commodities are needed in each of them.	Differentiate a shop from a market without mentioning the kind of commodities needed in the shop or the market.	Differentiate a shop from a market and mention the commodities needed in each of them.	Differentiates a shop from a market and mention the commodities needed in both.	Differentiate a shop from a market, mention the commodities needed in both and suggest prices.	
	4.3 Know the principle of money management.	a) Keeping different records of income and expenditure.	Records for income and expenditure have been kept as expected.	Keep records of income and expenditure inaccurately.	Keep records of income accurately but fail to show a record of expenditure.	Keep both income and expenditure records accurately.	Keep both income and expenditure records accurately in each book.	
		b) Identifying different ways of saving money.	Different ways of saving money have been identified correctly.	Identify only one way of saving money.	Identify a few ways of saving money.	Identify many ways of saving money correctly.	Identify many ways of saving money accurately and add new ideas.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Identifying different financial services that are provided through telephone.	Different financial services that are provided through the telephone have been identified.	Identify only one financial service offered through the telephone.	Identify a few financial services that are provided via the telephone.	Identify many financial services that are provided through the telephone correctly.	Identify many financial services that are provided through the telephone and explain their benefits.	

3.8 STANDARD VI CONTENTS

Table 3: Subject Competences

Main Competences	Specific Competences
1. Good grooming.	1.1 Care for garments and maintain cleanliness. 1.2 Care the environment and maintain proper sanitation.
2. Mastering different recipes.	2.1 Make different kinds of dishes. 2.2 Make different kinds of drinks. 2.3 Develop the acceptable table manners.
3. Creating works of art.	3.1 Execute foundation of singing and acting. 3.2 Making pictures carrying social messages. 3.3 Innovative print making. 3.4 Model different items using paper mash. 3.5 Make items using materials available in the environment.
4. Knowing entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small-scale businesses. 4.3 Know the principles of money management.

Syllabus Contents

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
1. Good grooming.	1.1 Caring for garments and maintaining cleanliness.	a) Washing garments following steps of washing them.	Garments have been properly washed following the steps of washing them.	Wash garments following only one step of washing them.	Wash garments following only a few steps of washing them.	Wash garments following all the steps of washing garments properly.	Wash garments following all the steps of washing garments and instruct others on how to wash garments.	6
		b) Ironing clothes following required procedures.	Clothes have been ironed properly following the required procedures.	Iron clothes following only one procedure	Iron clothes following only a few procedures.	Iron garments following all the required steps.	Iron clothes following all the required procedures and store them properly.	
		c) Cleans shoes.	Shoes have been cleaned correctly according to their type.	Clean the shoes without using correct equipment.	Clean the shoes with proper equipment but fail to clean the sole.	Clean the shoes with proper equipment both inside and outside.	Clean the shoes with proper equipment both inside and outside then polish and them.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	1.2 Care for environment and maintain sanitation.	a) Caring for garden.	Garden has been cared for properly i.e. weeding, watering and adding some fertiliser.	Care for the garden by considering only one of the three practices.	Care for the garden by considering two of the three practices.	Care for the garden by considering all the three practices.	Care for the garden by considering weeding, watering, adding, fertiliser and pruning.	6
		b) Disposal of refuse by burying.	The refuse has been buried properly.	Bury the refuse without considering the required procedure.	Bury the refuse by considering only a few of the procedures.	Bury the refuse by taking into account all the required procedures.	Bury the refuse by taking into account all the required procedures and encourage colleagues to do the same.	
		c) Disposal of yet to decompose refuse.	Undecomposed refuse has been treated properly.	Treat undecomposed refuse without taking into account the procedure.	Treat undecomposed refuse by taking into account a few of the required procedures.	Treat undecomposed refuse taking into account all the required procedures.	Treat undecomposed refuse taking into account all the required procedures and encourage colleagues to do the same.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
2.0 Mastering different recipes.	2.1 Make different kinds of dishes.	a) Fry different types of food using the deep frying method.	Different types of food have been fried correctly using the deep frying method.	Fry different types of food using the deep frying method without following appropriate procedures.	Fry different types of food using the deep frying method following only a few of the required procedures.	Fry different types of food using the deep frying method following all the procedures.	Fry different types of food using deep frying method following all the required procedures and assist others to do the same.	
		b) Preparing packed meals.	Packed meals have been prepared properly following the set guidelines.	Prepare packed meals without following any of the set guidelines.	Prepare packed meals following a few of the set guidelines.	Prepare packed meals following all the set guidelines.	Prepare packed meals following all the guidelines and assist others to do the same.	
		c) Packing meals using different methods.	Packing meals using different methods has been done properly.	Pack meals without following set guidelines.	Pack meals following only a few of the set guidelines.	Pack meals following all the set guidelines.	Pack meals following all the set guidelines and show others how to do so.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	2.2 Make different drinks.	a) Preparing fruit juice using crushing method.	Crushing fruits to make fruit juice has been done using proper ingredients, quality fruits and a clean environment.	Crush fruits to make fruit juice using poor quality fruits and in a dirty environment.	Crush fruits to make fruit juice using quality fruits but in a dirty environment.	Crush fruits to make fruit juice using quality fruits in a clean environment.	Crush fruits to make fruit juice using quality fruits and proper ingredients in clean environment.	4
		b) Preparing juice by soaking ingredients.	Ingredients have been soaked using correct ratio and following guidelines.	Soak ingredients without proper guidelines and disproportional ingredients.	Soak ingredients with correct ratio while considering either the guidelines or proper ingredients.	Soak ingredients using the correct ratio, following guidelines and using proper ingredients.	Soak ingredients using the correct ratio, following guidelines and use of proper ingredients and help others to do the same.	
	2.3 Develop acceptable table manners.	a) Explaining table manners.	Table manners have been explained correctly.	Explain a few table manners but incorrectly.	Explain a few correct table manners for a meal.	Explain all the table manners for a meal correctly.	Explain all table manners for a meal and encourage others to follow suit.	6

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		b) Setting the table ready for eating.	The table has been arranged following guidelines, regarding table manners.	Arrange cutlery and food without following guidelines, regarding table manners.	Arrange cutlery and food following only some of the guidelines regarding table manners.	Arrange cutlery and foods following all the guidelines regarding table manners.	Arrange cutlery and foods following all table manners guidelines and assist others to do so.	
		c) Cleaning the table up after eating.	Clean the table up following correct guidelines.	Clean the table up without following any guidelines.	Clean the table up following only a few guidelines.	Clean the table up following all the correct guidelines.	Clean the table up following all the guidelines and urge others to do the same.	
3.0 Creating art works.	3.1 Execute foundations of singing and acting.	a) Identifying types of musical instruments correctly.	Musical instruments have been identified correctly.	Identify a single musical instrument.	Identify a few types of musical instruments.	Identify all types of musical instrument correctly.	Identify all the types of musical instruments and add more knowledge.	10

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		b) Making theatrical costumes props according to the theme of the play.	Theatrical costume props relevant to the theme of the play have been correctly made.	Make theatrical costume props irrelevant to the theme of the play.	Make just a few theatrical props slightly relevant to the theme of the play.	Make a good number of theatrical props relevant to the theme of the play.	Make all the theatrical props relevant to the theme of the play with some innovations.	
		c) Performing dramatic poetry according to the rules.	Dramatic poetry has been performed well according to the rules.	Perform dramatic poetry without following the rules.	Perform dramatic poetry following a few rules.	Perform dramatic poetry following all the rules correctly.	Perform dramatic poetry following all the rules correctly and creatively.	
		d) Bragging on mimicking traits of animals, birds and ailments that exist in the environment.	Bragging on mimicking traits of animals, birds and ailments that exist in the environment has been done following the rules.	Brag on mimicking animals, birds and ailments in the environment but not following the rules.	Brag on mimicking animals, birds and ailments in the environment following a few rules.	Brag on mimicking animals, birds and ailments in the environment following the rules correctly.	Brag on mimicking animals, birds and ailments in the environment following the rules with some creativity.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		e) Perform tableaux.	Tableaux performances have been done well.	Perform a single tableau.	Perform a few tableaux.	Perform a number of tableaux accordingly.	Perform all the given tableaux accordingly and add some innovations.	
	3.2 Make pictures carrying social messages.	a) Make collages following rules.	Collages have been made by following the rules of art correctly.	Make collages but without following the rules of the art.	Make collages following only a few rules of the art.	Make collages following all the rules of the art.	Make collages following all the rules of art and make some additions.	6
		b) Make a picture frame.	A picture frame has been made following the required steps.	Make a picture frame without following the required steps.	Make a picture frame following only a few required steps.	Make a picture frame following all the required steps.	Make a picture frame following all the required steps and with some creativity.	
		c) Make a collage balanced in forms and colour.	Collage made depicting a balance of forms and colour.	Cut forms for the collage only.	Make a collage depicting either balanced forms or colour.	Make a collage of a correctly balanced forms and colour.	Make a collage of correctly balanced forms and colour, and assist others to do the same.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	3.3 Innovative print making	a) Designing geometrical form motifs in malleable material.	Geometrical form motifs in malleable material have been designed correctly.	Design a single geometrical form motif.	Design few geometrical form motifs.	Design many geometrical form motifs correctly.	Design many geometrical form motifs correctly and show some inventiveness.	6
		b) Designing and print a geometrical form motif pattern of primary colours.	A geometrical form motif pattern of primary colours has been well printed.	Print only one pattern of geometrical form motif in primary colours.	Print a pattern of a few geometrical form motifs in primary colours.	Print a pattern of a good number of geometrical form motifs in primary colours correctly.	Print a pattern of all given geometrical form motifs in primary colours correctly with some originality.	
		c) Framing geometrical form motif pattern by a ribbon border.	Pattern has been well framed by a ribbon border.	Manage to measure and only cut a ribbon.	Frame pattern unevenly on the four borders.	Frame pattern evenly and firmly on the four borders.	Frame pattern correctly and add some innovations.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	3.4 Model different items using paper mash.	a) Preparing paper paste adding glue for stronger adhesion.	Paper paste has been prepared well.	Prepare a paper paste that is too light to work with.	Prepare a paper paste that is too stiff to work with.	Prepare a paper paste that is of good quality to work with.	Prepare a paper paste that is of good and consistent quality and add some innovations.	6
		b) Making a paper mash animal figure.	Paper mash animal figure has been made well.	Make a loosely joined paper mash animal figure.	Make a well joined but non-balanced paper mash animal figure.	Make a well joined and balanced paper mash animal figure.	Make a size able well joined and balanced paper mash animal figure.	
		c) Plastering and beautifying animal figure.	Plastering and beautifying animal figure has been done well.	Manage to prepare materials for plastering animal figure.	Manage to plaster the animal figure by filling in well without smoothing.	Manage to plaster the animal figure smoothly with final touches.	Manage to plaster the animal figure and put in with final touches so that it becomes smooth and assist others to do the same.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
	3.5 Make things using materials available in the environment.	a) Making a strip of plaited palm leaf and decorate it.	A strip of plaited palm leaf has been correctly made and decorated.	Make an undecorated plaited palm leaf strip.	Make a strip of plaited palm leaf but decorate it unevenly.	Make a strip of plaited palm leaf and decorate it evenly.	Make a strip of plaited palm leaf, decorate it evenly and clean the work place up.	6
		b) Making decorations using materials from environment.	Decorations made of materials from the environment have been made well.	Manage to prepare working materials only.	Make a few decorations using materials from the environment.	Make a number of decorations using materials from the environment correctly.	Make decorations using materials from the environment correctly with some innovation.	
		c) Producing useful items using discarded materials.	Useful items have been produced using materials discarded in the environment.	Prepare a single useful item using discarded materials discarded in the environment.	Prepare some few useful items using discarded materials discarded in the environment.	Prepare many useful items using discarded materials discarded in the environment.	Prepare many useful items using discarded materials discarded in the environment with some innovation.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
4.0 Understanding entrepreneurship skills.	4.1 Develop readiness for learning.	a) Participating in various debates to get knowledge.	Knowledge has been gained through various debates.	Participate in one debate to get knowledge.	Participate in a few debates to get knowledge.	Participate in various debates to get knowledge.	Participate in various debates to get knowledge and show the ability to reason well.	4
		b) Asking different questions and discovering new ways of doing things.	Asking different questions has been done and new ways of doing things have been found.	Ask questions but without developing new ways of doing things.	Ask a few questions and develop new ways of doing things.	Ask many questions and develop new ways of doing things.	Ask many questions and develop new ways of doing things and recognise individual efforts in learning.	
	4.2 Find markets for small-scale businesses.	a) Identifying the best ways of packaging products.	The best ways of packaging products have been identified correctly.	Identify one way of packaging products.	Identify a few good ways of packaging products.	Identify correctly many good ways of packaging products.	Identify correctly many good ways of packaging products and explain them clearly.	8

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		b) Identify types of customers according to products available.	Types of customers have been identified correctly according to the products available.	Identify one type of customers in accordance with products available.	Identify a few types of customers in accordance with products available.	Identify many types of customers in accordance with the products available.	Identify many types of customers in accordance with the products available and provide clarifications.	
		c) Identify cheating that can be done by people who share a business.	Cheating in a shared business has been identified.	Identify an aspect of cheating that can be done by people who collaborate in business.	Identify a few types of cheating by people who collaborate in business.	Identify a range of cheating made by people who collaborate in business.	Identify and explain a range of cheating in product procurement and illegal currency transactions people who collaborate in business make.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		d) Specify valid devices used to measure various products.	Valid measuring devices used to measure various products have been specified correctly.	Specify one valid device used to measure products correctly.	Specify a few valid devices used to measure products correctly.	Specify many valid devices used to measure various products.	Specify numerous valid devices used to measure products correctly and explain them to others.	
	4.3 Identify the principles of financial management.	a) Preparing a balance sheet with a focus on key components of the business.	A balance sheet has been prepared and complies with the main components as intended.	Prepare a balance sheet by considering only one component.	Prepare a balance sheet by considering only a few components.	Prepare a balance sheet by considering many components correctly.	Prepare a balance sheet considering many components with some innovations.	8
		b) Identifying the types of registers that are used to keep records of goods and money.	Registers for recording goods and money have been identified correctly.	Identify correctly one type of record-keeping register for goods and money.	Identify accurately a few types of registers for keeping goods and money.	Identify accurately many types of registers for recording goods and money.	Identify correctly many kinds of registers for recording goods and money with some innovations.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginning	Average	Good	Very Good	
		c) Identifying the four types of taxes that are paid for sold goods.	The required four types of taxes that have to be paid are identified correctly.	Identify one type of tax that is paid for sold goods.	Identify a few types of taxes that are paid for sold goods.	Identify the four types of taxes that are paid for sold goods.	Identify correctly the four types of taxes that are paid for sold goods and provide clarifications.	
		d) Preparing a budget according to requirements.	Budget has been prepared correctly according to requirements.	Prepare budget without considering the requirements.	Prepare budget while considering only a few of the requirements.	Prepare budget according to the requirements.	Prepare budget according to the requirements and explain the components to colleagues.	