THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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

Certificate of Approval

No. 1113

Title of Publication: Curriculum for Secondary Education Form V–VI

Publisher: Tanzania Institute of Education

Author: Ministry of Education, Science and Technology

ISBN: 978-9987-09-854-5

This Curriculum was approved by the Ministry of Education, Science and Technology on 9th August, 2023 as Curriculum for Secondary Education Form V–VI in Tanzania.

Dr Lyabwene M. Mtahabwa
Commissioner for Education

CURRICULUM FOR SECONDARY EDUCATION FORM V–VI

2023

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First Edition, 2023

ISBN: 978-9987-09-854-5

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This document should be cited as: Ministry of Education, Science and Technology. (2023). *Curriculum for Secondary Education, Form V–VI*. Tanzania Institute of Education.

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Abbreviations and Acronyms

ICT	Information and Communications Technology
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Acknowledgements

The preparation of the Curriculum for Secondary Education, Form V–VI, involved various stakeholders from both public and private sectors. The Tanzania Institute of Education acknowledges and appreciates the contributions of all those who prepared this Curriculum. First, TIE expresses its sincere gratitude to the National Technical Curriculum Review Committee appointed by the Minister for Education, Science and Technology, Hon. Prof. Adolf Faustine Mkenda (MP). The Committee comprised ten (10) members, under its Chairperson, Prof. Makenya Abraham Maboko. The Committee discharged its duties professionally to ensure that this Curriculum is timely prepared and meets the expectations of stakeholders on the quality of secondary education, Form V–VI.

Secondly, TIE is grateful to institutions, ministries, and various stakeholders who contributed their suggestions for improving the Curriculum. Some of these institutions, Ministries and stakeholders are the Parliament of the United Republic of Tanzania; the House of Representatives–Zanzibar; members of the Educational Policy Review; members of the Committee for Major Educational Reforms in Zanzibar; religious leaders; the Vice-President's Office, Union Affairs and Environment; Office of the President, Regional Administrations and Local Governments; Ministry of Education and Vocational Training–Zanzibar; Ministry of Finance and Planning; Ministry of Community Development, Gender, Women and Special Groups; Zanzibar Institute of Education; Board and Management of the Tanzania Vocational Educational and Training Authority; Management and Tutors of the Karume Institute of Science and Technology; Vocational Training Authority–Zanzibar; National Council for Technical and Vocational Education and Training; National Examinations Council of Tanzania; Tanzania Teachers' Union; and the Council for Children and Adolescents–Tanzania. Moreover, other stakeholders included members of school boards, primary school pupils, secondary school students, college and university students, primary and secondary school teachers, teachers' college tutors, university lecturers, employers and graduates at different education levels, the Tanzania Cooperative Development Commission, Tanzania Revenue Authority, Prevention and Combating of Corruption Bureau, Tanzania Academy of Sciences, Bank of Tanzania, and the International Food Organisation.

Thirdly, TIE is thankful to different organisations for sponsoring the preparation of this Curriculum at different stages. These include the United Nations International Children's Fund, United Nations Educational, Scientific and Cultural Organisation,

Room to Read, Right to Play, Data Vision, Plan International, Norwegian Refugees Council, Christian Social Services Commission, Global Education Link, UWEZO, Hill Packaging Ltd., Teacher Education Support Project, Madrasa Early Childhood Programme – Zanzibar, Morale Foundation for Education and Training and Educate!

Fourthly, TIE expresses its sincere gratitude to all secondary education experts from TIE and other institutions who participated in preparing this Curriculum. Lastly but not least, TIE thanks the Ministry of Education, Science and Technology (MoEST) for facilitating the writing, printing and distribution of this Curriculum.



Dr Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

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

Along with various policy statements and national, regional and international guidelines, this Curriculum is based on theories and Education for Self-Reliance Philosophy. The philosophy insists the provision of education that promotes self-independent to Tanzanians and manage their everyday life. Hence, its implementation will enable the student to develop physically, mentally, emotionally and socially. I expect that, through this Curriculum, the teacher will help the student to develop the intended competencies. Likewise, all curriculum implementation supervisors and other stakeholders of education in the country will ensure that the education provided meets the standards accepted nationally, regionally and internationally.



Dr Lyabwene M. Mtahabwa

Commissioner for Education

Part One
Introduction

1.1 Background

Many countries, including Tanzania, acknowledge the fact that education is the right of every child and thus have been making various efforts to ensure that quality education is provided fairly and equally. These efforts are made because education is an important tool in the development of every child academically and morally and in the development of various talents and gifts. Due to the Nation's commitment to building a country with a nationally competitive economy, the Government has aimed to build a society with knowledge, skills and a positive attitude that will enable full participation in developmental activities.

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

1.2 Structure of Secondary Education, Form V–VI

The Form V–VI secondary education will be offered in two years as directed by the 2014 Education and Training Policy, the 2023 Edition. The student will begin Form V at the age of 16 and finish Form VI at the age of 17. The Form V–VI Secondary Education is based on general subjects that will be offered in combinations to prepare the candidate to join higher education. The student will choose a combination based on his/her preference, abilities and aspirations. Besides the subjects making the combination, the student will choose two core subjects. These are Academic Communication and *Historia ya Tanzania na Maadili*. The student who does not take Mathematics but Science, Economics and Accountancy will be required to take Basic Applied Mathematics. The student who has taken Additional Mathematics at the lower secondary level and passed it will not be required to take Basic Applied Mathematics.

Part Two

Vision, Objectives and Competences

This Curriculum has considered the vision, goals and competences that should be developed at the Secondary Education level, Form V–VI, as described in the Vision of Tanzania's Education, main goals of education in Tanzania, specific goals and competencies for Secondary Education, Form V–VI.

2.1 Vision of Education in Tanzania

The Vision of Tanzania's Education is to have an educated Tanzanian with knowledge, skills and positive attitudes, who values equality, justice and lifelong education in bringing sustainable national and international development.

2.2 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

(a) develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

(c) advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) develop life and work-related skills to increase efficiency in everyday life;

(f) develop the habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) identify and observe cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

2.3 Objectives of Secondary Education, Form V–VI

The objectives of Secondary Education, Form V–VI are to enable the student to:

(a) strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the lower level of Secondary Education;

(b) safeguard customs and traditions, national unity, national virtues, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;

(c) develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;

(d) improve the use of language in academic communication;

(e) strengthen accountability for cross-cutting issues, including health, security, gender equality and sustainable environmental conservation;

(f) develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and

(g) develop readiness to continue to college education.

2.4 Competences for Secondary Education, Form V–VI

The general competences are expected to enable the student to demonstrate mastery of the following:

(a) apply the knowledge and skills acquired in Form I–IV secondary education stage to strengthen and broaden academic understanding;

(b) demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;

(c) demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;

(d) language studies in conducting academic communication;

(e) apply knowledge of cross-cutting issues to master the surrounding environment;

(f) use knowledge and skills to enable him/her to employ oneself, be employed as well as manage life and his/her environment; and

(g) demonstrate readiness to proceed to the next level of education.

Part Three
Curriculum Contents

The contents of the Curriculum for Secondary Education, Form V–VI, involve learning areas, subjects, main competences and specific competences.

3.1 Learning Areas and Subjects

The learning areas and subjects that will be taught in Form V–VI consider the general competences described in Part Two of this Curriculum, and they are listed in Table 1.

Table 1: *Learning Areas and Subjects for Form V-VI*

S/N	Learning Areas	Subjects
1.	Social Science	1. History 2. Geography 3. Divinity 4. Elimu ya Dini ya Kiislamu 5. Historia ya Tanzania na Maadili*
2.	Language and Literature	6. Kiswahili 7. English 8. Arabic 9. French 10. Chinese 11. Academic Communication* 12. Kiswahili Literature 13. Literature in English
3.	Natural Science	14. Physics 15. Chemistry 16. Biology 17. Agriculture 18. Food and Nutrition
4.	Mathematics	19. Mathematics 20. Basic Applied Mathematics*
5.	Technology	21. Computer Science
6.	Business and Economics	22. Economics 23. Business Studies 24. Accountancy
7.	Culture, Arts and Sports	25. Fine Arts 26. Music 27. Theatre Arts 28. Textile and Garment Construction 29. Sports

* Subjects not assigned to combinations

3.2 Main and Specific Competences of the Subjects

Each subject has listed the main and specific competences that the student should develop. These Form V–VI competences for each subject are presented in Table 2.

Table 2: *Subjects, Main Competences and Specific Competences*

No.	Subject	Main Competence	Specific Competence
1.	History	1.1 Demonstrate mastery of the history of Pan-Africanism	1.1.1 Demonstrate an understanding of the concept of Pan-Africanism and its origin in the 15th Century 1.1.2 Demonstrate an understanding of the development of Pan-Africanism from the 16th to 19th Century 1.1.3 Demonstrate an understanding of the history of Pan-Africanism during the colonial time and the struggle against colonialism from 1900–1960 1.1.4 Demonstrate an understanding of the history of Pan-Africanism from 1960 to the present
		1.2 Demonstrate mastery of the history of the industrial revolution	1.2.1 Demonstrate an understanding of the history of industrialisation in different nations in the 18th and 19th Centuries 1.2.2 Demonstrate an understanding of the history of industrialisation in different nations from the 20th Century to the present 1.2.3 Demonstrate an understanding of the history of industrialisation in Africa 1.2.4 Use experience from developed countries to develop an industrial economy to discuss strategies that can lead to the industrial revolution in Africa
		1.3 Demonstrate mastery of the history of administrative systems in the world	1.3.1 Demonstrate an understanding of the origin of the administrative systems in the ancient world 1.3.2 Demonstrate an understanding of the contribution of religion to the establishment of modern administrative systems 1.3.3 Demonstrate an understanding of the contribution of slavery and feudalism to changes in the administrative systems in Western Europe, Asia and Africa

No.	Subject	Main Competence	Specific Competence
			1.3.4 Demonstrate an understanding of the contribution of political revolutions in Europe to the growth of the current administrative systems 1.3.5 Demonstrate an understanding of the influence of capitalist crises on the emergence of alternative ideologies and systems of governance in the 20th century 1.3.6 Demonstrate an understanding of the administrative systems built in postcolonial Africa
		1.4 Demonstrate mastery of the history of threats towards peace	1.4.1 Demonstrate an understanding of the history of the great wars from the 17th to the 19th Century 1.4.2 Demonstrate an understanding of the history of conflicts and wars of the 20th Century 1.4.3 Demonstrate an understanding of new threats towards peace 1.4.4 Demonstrate an understanding of the threats to peace in the world resulting from ethnic and civil wars
		1.5 Demonstrate mastery of the history of development in Africa	1.5.1 Demonstrate an understanding of the history of development in post-colonial Africa
		1.6 Carry out a project on History	1.6.1 Carry out a project on History
2.	Geography	2.1 Demonstrate mastery of the structure of the Earth	2.1.1 Demonstrate an advanced understanding of concepts and theories explaining the structure of the Earth and the interactions with the Earth systems 2.1.2 Demonstrate an understanding of the causes of the major relief feature of the Earth 2.1.3 Demonstrate an understanding of rocks and the rock cycle 2.1.4 Demonstrate an understanding of the basics of hydrology and the hydrological cycle

No.	Subject	Main Competence	Specific Competence
		2.2 Demonstrate mastery of skills and techniques in geography	2.2.1 Demonstrate mastery of some advanced skills in land surveying 2.2.2 Interpret maps and photographs 2.2.3 Demonstrate mastery of research skills in geography
		2.3 Carry out a project on Geography	2.3.1 Carry out a project on Geography
3.	Divinity	3.1 Demonstrate mastery of the concepts of good governance, courage and decision-making as depicted in the Old Testament	3.1.1 Demonstrate an understanding of the concepts and practice of good governance as revealed in the books of Judges, Samuel and Kings 3.1.2 Demonstrate an understanding of the concepts of courage and decision-making as revealed in the ministries of Prophets Elijah and Elisha
		3.2 Demonstrate mastery of works of selected prophets and their relevance in daily life	3.2.1 Demonstrate an understanding of the teachings of Prophet Isaiah 3.2.2 Demonstrate an understanding of the concepts of social justice, compassion and forgiveness as depicted in the books of Prophets Amos and Hosea 3.2.3 Demonstrate an understanding of the importance of responsibility and depicted in the books of Prophets Haggai and Zachariah
		3.3 Demonstrate mastery of the selected works from the New Testament	3.3.1 Demonstrate an understanding of the gospel according to Matthew 3.3.2 Demonstrate an understanding of the gospel according to John 3.3.3 Demonstrate and understanding of the Epistle of Paul to the Romans 3.3.4 Demonstrate an understanding of the Epistle of James
		3.4 Carry out a project on Divinity	3.4.1 Carry out a project on Divinity

No.	Subject	Main Competence	Specific Competence
4.	Elimu ya Dini ya Kiislamu	4.1 Kuishi kwa mujibu wa itikadi ya Uislamu	4.1.1 Kuchambua dhana ya Elimu kwa mtazamo wa Uislamu 4.1.2 Kuthibitisha usahihi wa Itikadi ya Uislamu 4.1.3 Kuthamini nguzo za Imani ya Kiislamu
		4.2 Kuthamini Qur'an na Sunnah	4.2.1 Kuthibitisha kuwa Qur'an ni maneno ya Allah (S.W) 4.2.2 Kuchambua misingi ya kufasiri Qur'an 4.2.3 Kuchambua dhana ya Sunnah 4.2.4 Kuchambua mambo mtambuka katika jamii kwa mujibu wa Qur'an na Sunnah
		4.3 Kumtumikia Allah (S.W) katika nyanja zote za maisha	4.3.1 Kutathmini utekelezaji wa nguzo za Uislamu 4.3.2 Kutathmini mifumo ya maisha kwa mujibu wa Uislamu 4.3.3 Kufafanua misingi ya Sharia 4.3.4 Kuthamini matumizi ya Sharia katika miamala mbalimbali
		4.4 Kuthamini historia katika kuimarisha Haki na Uadilifu katika jamii	4.4.1 Kufafanua dhana ya Historia kwa mujibu wa Uislamu 4.4.2 Kutathmini historia ya Uislamu kabla ya Mtume Muhammad (S.A.W) hadi hivi sasa 4.4.3 Kujenga mwenendo mwema wa jamii
5.	Kiswahili	5.1 Kumudu stadi za juu za Kiswahili	5.1.1 Kukuza uelewa wa misingi na kanuni za Kiswahili 5.1.2 Kukuza msamiati kutokana na mazungumzo na maandishi changamani 5.1.3 Kutumia msamiati na sarufi stahiki katika miktadha mbalimbali

No.	Subject	Main Competence	Specific Competence
		5.2 Kuthamini Kiswahili kama lugha ya Taifa	5.2.1 Kutambua chimbuko na asili ya Kiswahili 5.2.2 Kutathmini kukua na kuenea kwa Kiswahili 5.2.3 Kutambua matumizi ya lugha ya kwanza, pili, rasmi na lugha ya Taifa
		5.3 Kuhariri kazi mbalimbali	5.3.1 Kumudu stadi za uhariri
		5.4 Kutafsiri na kukalimani kazi mbalimbali	5.4.1 Kutafsiri matini mbalimbali 5.4.2 Kukalimani mazungumzo mbalimbali 5.4.3 Kutathmini kazi mbalimbali za tafsiri 5.4.4 Kutathmini ukalimani
		5.5 Kuthamini kazi za fasihi	5.5.1 Kutambua nadharia ya fasihi 5.5.2 Kutathmini maendeleo ya fasihi 5.5.3 Kuhakiki kazi za fasihi 5.5.4 Kutunga kazi za fasihi
6.	English	6.1 Demonstrate mastery of advanced English language skills	6.1.1 Automate the production of oral descriptions and conversations using standard pronunciation 6.1.2 Develop vocabulary from conversations and written texts 6.1.3 Use correct grammar and vocabulary in oral and written language tasks
		6.2 Comprehend oral and written information	6.2.1 Comprehend oral messages with confidence and autonomy 6.2.2 Construct complex and stylistic meanings from diverse and multiple texts 6.2.3 Demonstrate advanced oral and written proficiency in a variety of communicative contexts 6.2.4 Read texts critically to recognise potential implications beyond the author's explicit meaning
		6.3 Communicate effectively in different contexts	6.3.1 Manage conversations with a good command of pronunciation 6.3.2 Create a variety of complex oral and written texts for different communicative purposes 6.3.3 Develop advanced socio-cultural analysis of functional texts

No.	Subject	Main Competence	Specific Competence
		6.4 Provide advanced English language services to the community	6.4.1 Apply principles of interpretation to provide complex and authentic interpretations 6.4.2 Apply principles of translation to produce complex and authentic translations 6.4.3 Apply principles of editing and proofreading a variety of texts 6.4.4 Manage complex translation and editing projects using Computer-Assisted tools
		6.5 Appreciate and create literary works	6.5.1 Appreciate the aesthetics and value of literature 6.5.2 Analyse genres of literature and appreciate their conventions 6.5.3 Evaluate the context in which literary texts are written, read and understood 6.5.4 Create complex literary works

الرقم	المادة	الكفاءات العامة	الكفاءات الخاصة
7.	اللغة العربية	7.1 إتقان مهارات اللغة العربية المتقدمة	7.1.1 تطوير فهم مبادئ وقوانين اللغة العربية
			7.1.2 تطوير المفردات من المحادثات والنصوص المركّبة
			7.1.3 استخدام المفردات والقواعد المناسبة في السياقات المختلفة
		7.2 إظهار مستوى متقدم من فهم اللغة العربية شفاهة وكتابة	7.2.1 تطوير القدرة على فهم المحادثات في اللغة العربية
			7.2.2 تطوير فهم النصوص العربية
			7.2.3 تطوير مهارات الاتصال
		7.3 التفسير والتحرير و الترجمة	7.3.1 تفسير النصوص المركبة
			7.3.2 إجراء الترجمة
			7.3.3 تحرير النصوص المركبة
		7.4 تقديم وإبداع أعمال الأدب العربي	7.4.1 تقييم تطور الأدب العربي.
			7.4.2 نقد أعمال الأدب العربي
			7.4.3 تأليف الأعمال السهلة في الأدب العربي.

No.	Subject	Main Competence	Specific Competence
8.	French	8.1 Maîtriser les compétences langagières du français au niveau avancé	8.1.1 Développer la connaissance grammaticale (morphologie, phonologie, syntaxe, lexicologie, sémantique, et pragmatique) 8.1.2 Développer le vocabulaire à travers la conversation et à l'écrit 8.1.3 Utiliser le vocabulaire et la grammaire appropriés
		8.2 Démontrer le niveau avancé de comprendre en français	8.2.1 Développer la compréhension des conversations en français 8.2.2 Développer la compréhension des textes complexes en français 8.2.3 Maîtriser la communication complexe orale et écrite
		8.3 Traduire, éditer et interpréter	8.3.1 Traduire des textes complexes 8.3.2 Éditer des textes complexes 8.3.3 Interpréter
		8.4 Apprécier et composer des œuvres littéraires	8.4.1 Lire et comprendre des œuvres littéraires des écrivains francophones 8.4.2 Composer des œuvres littéraires en français
9.	Chinese	9.1 掌握高级汉语技能 Mastery of the advanced Chinese language skills	9.1.1 提高对汉语规则和原则的认识 Develop an understanding of the basics and principles of Chinese language 9.1.2 从复杂的对话和文本中拓展词汇量 Develop Vocabulary from complex conversations and texts 9.1.3 在各种语境中，使用适当的词汇和语法 Use appropriate vocabulary and grammar in different contexts
		9.2 在会话和写作中展现出对 中文的高水平理解 Demonstrate a high level of understanding of the Chinese language in conversation and writing	9.2.1 提高对汉语对话和文本的理解 Demonstrate the ability to understand conversations and texts in Chinese language

No.	Subject	Main Competence	Specific Competence
		9.3 掌握在对话和写作中进行高水平的交流的技能 Communicate effectively in spoken and written form in various context	9.3.1 展示在各种情况下进行中文对话的能力 Demonstrate the ability to communicate effectively orally in a variety of contexts 9.3.2 展示在各种语境中进行有效写作的能力 Demonstrate the ability to communicate effectively in writing in various contexts
		9.4 在各种语境下进行口译和笔译 Interpret and translate in various contexts	9.4.1 在各种语境下进行正确的口译 Interpret accurately in various contexts 9.4.2 在各种语境下进行正确的笔译 Provide accurate translations in various contexts
10.	Physics	10.1 Demonstrate mastery of concepts, theories and principles of physics	10.1.1 Demonstrate an advanced understanding of the concepts, theories and principles of physics 10.1.2 Use various instruments to carry out measurements in physics 10.1.3 Analyse the efficacy of different techniques and instruments in physics measurements
		10.2 Conduct experiments in physics	10.2.1 Carry out experiments in physics
		10.3 Conduct a project on physics	10.3.1 Conduct a project on physics
11.	Chemistry	11.1 Demonstrate mastery of concepts, theories and principles of chemistry	11.1.1 Develop an advanced understanding of concepts, theories and principles of chemistry. 11.1.2 Demonstrate an understanding of changes in the physical and chemical properties of elements according to their positions in the Periodic Table 11.1.3 Demonstrate an understanding of chemical concepts and principles and their application in different contexts
		11.2 Demonstrate mastery of concepts and principles of Organic Chemistry	11.2.1 Demonstrate an understanding of advanced concepts and principles in Organic Chemistry

No.	Subject	Main Competence	Specific Competence
		11.3 Conduct experiments in Organic Chemistry	11.3.1 Conduct a synthesis of selected organic compounds
		11.4 Conduct a project on Chemistry	11.4.1 Conduct a project on Chemistry
12.	Biology	12.1 Demonstrate mastery of advaced concepts, and theories, principles in biology	12.4.1 Develop an advanced understanding of concepts, theories, and principles in biology
		12.2 Demonstrate mastery of biological terminologies	12.2.1 Demonstrate an understanding of the principles of biological nomenclature and classification
		12.3 Conduct biological investigations	12.3.1 Demonstrate mastery of advanced skills in conducting biological skills 12.3.2 Perform investigations on the anatomy and physiology of living organisms
13.	Food and Nutrition	13.1 Demonstrate mastery of the principles of food and nutrition	13.1.1 Demonstrate an understanding of the dietary needs of various groups of peoples 13.1.2 Conduct experiments on the nutrient contents in various types of food 13.1.3 Demonstrate an understanding of the determinants of good nutrition and intra-household food distribution
		13.2 Demonstrate mastery of the technology for processing and preserving food	13.2.1 Process and preserve different types of food
		13.3 Demonstrate mastery of the principles and practices of the nutritional assessment	13.2.1 Conduct a nutritional assessment

No.	Subject	Main Competence	Specific Competence
		13.4 Carry out a project on food and nutrition	13.3.1 Conduct a project on food and nutrition
14.	Computer Science	14.1 Demonstrate mastery of the principles of Computer Science	14.4.1 Demonstrate understanding of the principles of computer architecture and organisation 14.4.2 Demonstrate understanding of computer networks 14.4.3 Demonstrate mastery of web application development (Using PHP/ Python; JavaScript; CSS, etc) 14.4.4 Demonstrate mastery of basic principles of Object Oriented Programming (Using C++; Java; Python; etc) 14.4.5 Demonstrate mastery of basic principles of Algorithms and Data structures 14.4.6 Demonstrate understanding of principles of Operating Systems [Types of OS; Memory management; File management; CPU Scheduling; etc]
		14.2 Demonstrate mastery of the data management	2.1 Demonstrate mastery of Advanced principles of databases and database management systems 2.2 Mastering principles of computer data analysis (advanced analysis, visualisation and results interpretation, etc) 2.3 Demonstrate understanding of Automated and Emerging technologies [Automated systems, Artificial Intelligence, Machine learning, 3D and holographic imaging, Virtual Reality (VR), Augmented Reality (AR), etc.]
15.	Mathematics	15.1 Demonstrate mastery of some advanced concepts in Mathematics	15.1.1 Demonstrate an advanced understanding of knowledge and skills in Mathematics 15.1.2 Demonstrate a basic understanding of calculus 15.1.3 Develop an understanding of statistics
		15.2 Demonstrate mastery of the theory of sets and logic	15.2.1 Develop an understanding of the theory of set and logic

No.	Subject	Main Competence	Specific Competence
		15.3 Develop mastery of algebra	15.3.1 Develop an understanding of algebra
		15.4 Carry out a project on mathematics	15.4.1 Carry out a project on mathematics
16.	Applied Mathematics	16.1 Apply mathematics in other disciplines	16.1.1 Apply advanced skills in trigonometry, vectors and geometry to solve problems in different contexts 16.1.2 Demonstrate a basic understanding of calculus 16.1.3 Demonstrate an advanced understanding of statistics
		16.2 Demonstrate mastery of set theory and logic	16.2.1 Demonstrate an advanced understanding of set theory and logic 16.2.2 Apply algebra skills and number theory in various contexts
		16.3 Demonstrate advanced mastery of algebra	16.3.1 Demonstrate an advanced understanding of algebra
		16.4 Conduct a project on Mathematics	16.4.1 Carry out a project on Mathematics
17.	Agriculture	17.1 Demonstrate mastery of the principles of agriculture	17.1.1 Develop an understanding of some advanced principles and practices of agriculture 17.1.2 Demonstrate a basic understanding of the agricultural value chain for selected products 17.1.3 Demonstrate a basic understanding of some advanced technologies in agriculture
		17.2 Use some advanced technologies in agriculture	17.2.1 Use technology to increase agricultural productivity
		17.3 Conduct a project on agriculture	17.3.1 Conduct a project on agriculture

No.	Subject	Main Competence	Specific Competence
18.	Historia ya Tanzania na Maadili	18.1 Kulinda historia ya Tanzania, urithi na maadili ya Taifa	18.1.1 Kumudu historia, utambulisho na maadili ya Taifa 18.1.2 Kutathmini mchango wa historia na urithi katika kuchangia maendeleo ya Taifa 18.1.3 Kutumia fursa mbalimbali zitokanazo na historia na urithi wa Tanzania kujenga ushirikiano na kukuza biashara ya kimataifa
		18.2 Kumudu historia ya Tanzania na maadili kabla ya ukoloni	18.2.1 Kutathmini vichocheo vya maendeleo ya jamii za Kitanzania na maadili yake kabla ya ukoloni 18.2.2 Kuelezea uhusiano wa jamii za Kitanzania na jamii nyingine duniani kabla ya ukoloni 18.2.3 Kuhusianisha mapokeo ya mifumo ya kihistoria katika kuelezea maadili ya Kitanzania
		18.3 Kumudu historia ya Tanzania na maadili wakati wa ukoloni, 1890 -1960	18.3.1 Kutathmini ukoloni kama nguvu laini (*soft power*) ya kujenga mwelekeo mpya wa jamii 18.3.2 Kuchambua mchango wa ukoloni katika mfumo wa maadili ya Kitanzania
		18.4 Kumudu historia ya ujenzi wa Taifa na maadili yake katika kipindi cha 1961-1966	18.4.1 Kumudu chimbuko la ukoloni mamboleo 18.4.2 Kutathmini mabadiliko ya mifumo ya ulinzi na usalama wa Taifa 18.4.3 Kuchambua visababishi vya mabadiliko ya sera ya mambo ya nje na uhusiano wa kimataifa 18.4.4 Kutathmini mchango wa Mapinduzi Matukufu ya Zanzibar katika kudumisha uhuru, umoja na amani ya kitaifa
		18.4 Kutathmini ujenzi wa Taifa na maadili yake wakati wa Azimio la Arusha, 1967-1985	18.4.1 Kuchambua chimbuko la Azimio la Arusha na matokeo yake kiuchumi, kisiasa na kiutamaduni 18.4.2 Kutathmini nafasi ya Tanzania katika kujenga uhusiano wa kikanda

No.	Subject	Main Competence	Specific Competence
		18.5 Kutathmini historia ya Tanzania na maadili wakati wa uliberali, 1986 hadi sasa	18.5.1 Kutafsiri mabadiliko ya kiuchumi, kisiasa, kiutamaduni na kimaadili katika kipindi cha uliberali na utandawazi kuanzia 1986 hadi sasa
		18.6 Kufanya utafiti kuhusu historia ya Tanzania na maadili	18.6.1 Kujenga hoja kuhusu historia ya Tanzania na maadili kwa kutumia ushahidi uliotokana na tafiti
19.	Sports	19.1 Demonstrate mastery of the history of sports and its importance	19.1.1 Demonstrate an understanding of the history and development of sports in Tanzania 19.1.2 Demonstrate an understanding of the opportunities available in sports at national and international levels
		19.2 Demonstrate mastery of the relationship between human physiology and performance in sports	19.32.1 Demonstrate a basic understanding of the structure and functions of the human body systems 19.2.2 Demonstrate a basic understanding of the role of human body systems and movements in sports
		19.3 Perform selected sports	19.3.1 Train for selected sports 19.3.2 Develop advanced skills in selected sports
		19.4 Demonstrate mastery of the basic principles of sports management and administration	19.4.1 Demonstrate an understanding of the basic principles of leadership, administration and management in sports
		19.5 Conduct a project on sports	19.5.1 Design and conduct a project on sports
20.	Fine Art	20.1 Demonstrate mastery of some advanced theories and principles of fine art.	20.1.1 Analyse form, equipment, use and management of fine art in East and West Africa 20.1.2 Demonstrate an understanding of the basic principles of curating works of fine art

No.	Subject	Main Competence	Specific Competence
		20.2 Create works of fine art	20.2.1 Create still and motion graphics 20.2.2 Create artistic work using various techniques 20.2.3 Create real and abstract drawings and paintings
		20.3 Use ICT in fine art	20.3.1 Use ICT to design and create works of fine art
		20.4 Conduct a project on fine art	20.4.1 Prepare a portfolio of fine artworks
21.	Music	21.1 Demonstrate mastery of some advanced concepts, theories and principles of music	21.1.1 Demonstrate an understanding of concepts, theories and principles of music 21.1.2 Demonstrate an understanding of the fundamentals of music
		21.2 Perform music	21.2.1 Compose music in different languages 21.2.2 Sing local and foreign songs 21.2.3 Play local and foreign musical instruments 21.2.4 Demonstrate an understanding of the principles of professional ethical conduct in the music industry 21.2.5 Develop mastery of ethics in the music industry
		21.3 Use ICT in the music industry	21.3.1 Use ICT to compose, produce and master music
		21.4 Carry out a project on Music	21.4.1 Carry out a project on Music
22.	Theatre Arts	22.1 Demonstrate mastery of some advanced concepts, theories and principles of Theatre Art	22.1.1 Demonstrate an understanding of the development of Theatre Art and its major trends 22.1.2 Demonstrate an understanding of the history and principles of scriptwriting, acting and directing 22.1.3 Demonstrate mastery of the methods of identifying an ideal performing space 22.1.4 Demonstrate mastery of the principles of managing theatrical events

No.	Subject	Main Competence	Specific Competence
		22.2 Perform Theatre Art	22.2.1 Compose theatrical works for stage, film, radio and television 22.2.2 Perform and direct theatrical works for stage, film, radio and television 22.2.3 Use ICT in Theatre Art 22.2.4 Demonstrate an understanding of ethics and professional conduct in Theatre Art
		22.3 Demonstrate mastery of the creative use of language in Theatre	22.3.1 Demonstrate an understanding of the theories and principles related to the use of body language in theatrical works 22.3.2 Use body language in preparing and presenting theatrical works
23.	Textile and Garment Construction	23.1 Demonstrate mastery of the properties of textile fibres, yarn and fabric	23.1.1 Demonstrate an understanding of the basic properties of fabrics used in cloth and garment construction 23.1.2 Decorate fabrics for garment construction 23.1.3 Design and construct traditional clothing from selected ethnic groups in Tanzania
		23.2 Use ICT in textile and garment construction	23.2.1 Design and construct traditional clothing from selected ethnic groups in Tanzania 23.2.2 Use ICT in textile design and garment construction
		23.3 Conduct a project on textiles and garment construction	23.3.1 Prepare a portfolio of prototypes of textile products
24.	Academic Communication	24.1 Demonstrate mastery of the rules of the English language	24.1.1 Demonstrate an understanding of the basic rules of English and their uses 24.1.2 Apply the rules of English to make sentences, paragraphs and texts
		24.2 Use academic communication skills	24.2.1 Demonstrate mastery of the use of English to communicate academically 24.2.2 Prepare various documents in English 24.2.3 Apply ICT to search for academic information 24.2.4 Prepare and make an academic presentation in English 24.2.5 Use illustrations in academic documents

No.	Subject	Main Competence	Specific Competence
25.	Business Studies	25.1 Demonstrate mastery of the principles of business	25.1.1 Demonstrate an advanced understanding of the principles of business
		25.2 Demonstrate an understanding of the business environment	25.2.1 Demonstrate an understanding of the policies and laws governing medium-scale business
		25.3 Conduct a project on Business Studies	25.3.1 Prepare a medium-scale business plan
26.	Accountancy	26.1 Demonstrate mastery of the concepts, theories and principles of accounting	26.1.1 Demonstrate an understanding of concepts and principles of accounting 26.1.2 Prepare an accounting work plan
		26.2 Prepare accounting reports	26.2.1 Prepare and maintain accounting records 26.2.2 Adjust records in financial statements 26.2.3 Use accounting principles
		26.3 Demonstrate mastery of professional ethics	26.3.1 Demonstrate an understanding of the principles and practice of professional ethics in accountancy
		26.4 Use ICT to analyse financial statements	26.4.1 Use computer programs to carry out financial analysis
27.	Economics	27.1 Demonstrate mastery of basic concepts, theories and principles in economics	27.1.1 Demonstrate an understanding of the concepts, theories and principles used in economics 27.1.2 Demonstrate mastery of economic analysis
		27.2 Conduct a project Economic	27.2.1 Design and carry out a project on Economics

No.	Subject	Main Competence	Specific Competence
28.	Fasihi ya Kiswahili	28.1 Kumudu dhana na misingi ya fasihi	28.1.1 Kukuza uelewa wa dhana ya fasihi 28.1.2 Kutathmini nadharia za chimbuko la fasihi 28.1.3 Kuchambua uhusiano kati ya fasihi simulizi na fasihi andishi 28.1.4 Kuhusianisha fasihi ya Kiswahili na fasihi kwa Kiswahili 28.1.5 Kutathmini maendeleo ya fasihi kitaifa na kimataifa
		28.2 Kuthamini kazi za fasihi	28.2.1 Kuonesha uelewa wa misingi ya kutathmini kazi za fasihi 28.2.2 Kutathmini nadharia za uhakiki wa kazi za fasihi 28.2.3 Kuhakiki kazi za fasihi kwa kutumia misingi na nadharia mbalimbali 28.2.4 Kutumia fasihi kutathmini maadili na mitazamo katika jamii
		28.3 Kujenga ujumi	28.3.1 Kumudu mbinu zinazotumika kujenga ujumi katika kazi za fasihi 28.3.2 Kutathmini maana mbalimbali za kazi za fasihi 28.3.3 Kutumia fasihi kujenga hoja zenye mantiki na ushawishi
		28.4 Kubuni kazi changamani za fasihi	28.4.1 Kutambua fursa zinazotokana na kazi za fasihi ya Kiswahili 28.4.2 Kumudu kanuni za utunzi wa kazi za fasihi 28.4.3 Kutunga kazi za fasihi
29.	Literature in English	29.1 Demonstrate mastery of the concepts and principles of literature	29.1.1 Demonstrate a broad understanding of literary concepts 29.1.2 Evaluate theories of the origin and development of literature nationally and internationally 29.1.3 Explain the origin and development of African literature in English 29.1.4 Assess the contribution of Tanzanian writers to the development of Tanzanian literature in English 29.1.5 Analyse the relationship between folklore and written literature

No.	Subject	Main Competence	Specific Competence
		29.1 Appreciate literary works	29.1.1 Exhibit an in-depth understanding of elements of literature 29.1.2 Analyse literary criticism theories 29.1.3 Analyse critically pre-colonial, colonial, liberation and post-colonial works of literature 29.1.4 Analyse the nexus between literature and politics, aesthetics and social inequalities
		29.2 Demonstrate mastery of argumentative skills	29.2.1 Evaluate the effectiveness of various elements of form in shaping meaning 29.2.2 Use literary works to build rational arguments and judgements 29.2.3 Use literature to adapt and manage new communicative contexts
		29.3 Create literary works	29.3.1 Demonstrate mastery of the principles of composing literary works 29.3.2 Identify opportunities created by literary works 29.3.3 Compose original literary works

3.3 Learning Areas and Combinations for Form V–VI

The subject combinations in Form V–VI are divided into seven learning areas. These are Social Science, Language, Business Studies, Science, Sports, Arts and Religious Education. The number and type of combination will be reviewed regularly to ensure they meet the real requirement of the nation at the relevant time. To broaden the scope of opportunities to join higher education, the number of subjects in each combination will not be less than three and will not exceed four according to the student's abilities and aspirations. Moreover, the type of subjects in each combination has considered the career aspirations and pathways of the graduates and the resources available at school. The Form V–VI Secondary School student will be allowed to choose additional subjects, including those offered in the Vocational Education stream, based on the school timetable and capacity to develop/enhance competences that will enable the student to master his/her environment after graduating. The learning areas and combinations are listed in Table 3.

Table 3: *Learning Areas and Combinations for Form V and VI*

Learning Area	No.	Subject	Combination
Social Science	1.	History, Geography and Kiswahili	HGK
	2.	History, Geography and English Language	HGL
	3.	History, Geography and French	HGF
	4.	History, Geography and Arabic	HGAr
	5.	History, Geography and Chinese	HGCh
	6.	History, Geography and Fasihi ya Kiswahili	HGFa
	7.	History, Kiswahili and English Language	HKL
	8.	History, Geography and Literature in English	HGLi
	9.	History, Geography and Economics	HGE
Language	10.	Kiswahili, English Language and French	KLF[1]
	11.	Kiswahili, English Language and Arabic	KLAr[1]
	12.	Kiswahili, English Language and Chinese	KLCh[1]
	13.	Kiswahili, Arabic and Chinese	KArCh[1]
	14.	Kiswahili, Arabic and French	KArF[1]
	15.	English Language, French and Arabic	LFAr[1]
	16.	English Language, French and Chinese	LFCh[1]
	17.	French, Arabic and Chinese	FArCh[1]
	18.	History, English Language and French	HLF[1]
	19.	History, English Language and Arabic	HLAr[1]
	20.	History, English Language and Chinese	HLCh[1]
	21	French, English Language and Economics	FLE
Business Studies	22.	Economics, Business Studies and Accountancy	EBuAc**[1]
	23.	Economics, Geography and Mathematics	EGM
	24.	Economics, Computer Science and Mathematics	ECsM[1]
	25.	Business Studies, Accountancy and Computer Science	BuAcCs**[1]

Learning Area	No.	Subject	Combination
	26.	Business Studies, Accountancy and Mathematics	BuAcM [1]
	27.	Business Studies, English Language and French	BuLF
	28.	Economics, Business Studies and Elimu ya Dini ya Kiislamu	EBuI
	29.	Economics, Business Studies and Divinity	EBuD
Science	30.	Physics, Chemistry and Mathematics	PCM
	31.	Physics, Chemistry and Biology	PCB**
	32	Physics, Geography and Mathematics	PGM
	33	Physics, Mathematics and Computer Science	PMCs [1]
	34	Chemistry, Biology and Agriculture	CBA** [1]
	35	Chemistry, Biology and Food and Human Nutrition	CBN** [1]
	36	Chemistry, Biology and Geography	CBG
Sports	37.	Biology, Food and Human Nutrition and Sports	BNS [1]
	38.	Kiswahili, Literature in English and Music	KLiMu [1]
	39.	Kiswahili, English Language and Sports	KLS
	40.	Sport, Arabic and English Language	SArL
	41.	Fasihi ya Kiswahili, English Language and Sports	FaLS
Arts	42.	Kiswahili, English Language and Theatre Arts	KLT [1]
	43.	Kiswahili, French and Theatre Arts	KFT [1]
	44	Fasihi ya Kiswahili, English Language and Theatre Arts	FaLT[1]
	45.	Kiswahili, Literature in English and Theatre Arts	KLiT [1]
	46.	Kiswahili, English Language and Music	KLMu [1]
	47.	Kiswahili, French and Music	KFMu [1]
	48.	Fasihi ya Kiswahili, English Language and Music	FaLMu [1]
	49.	Kiswahili, English Language and Fine Art	KLFi [1]
	50.	Kiswahili, French and Fine Art	KFFi [1]

Learning Area	No.	Subject	Combination
	51.	Fasihi ya Kiswahili, English Language and Fine Art	FaLFi [1]
	52.	English Language, Chinese and Music	LChMu
	53.	Kiswahili, Literature in English and Fine Art	KLiFi [1]
	54.	Kiswahili, Textile and Garment Construction and Fine Art	KTeFi [1]
	55.	English Language, Textile and Garment Construction and Fine Art	LTeFi [1]
	56	Arabic, Textile and Garment Construction and Fine Art	ArTeFi [1]
	57.	Chinese, Textile and Garment Construction and Fine Art	ChiTeFi [1]
Religious Education	58.	Elimu ya Dini ya Kiislamu, History and Geography	IHG
	59.	Divinity, History and Geography	DHG
	60	Elimu ya Dini ya Kiislamu, History and Arabic	IHAr
	61	Divinity, History and English Language	DHL
	62	Elimu ya Dini ya Kiislamu, History and English Language	IHL
	63	Divinity, History and Kiswahili	DHK
	64	Elimu ya Dini ya Kiislamu, History and Kiswahili	IHK
	65	Divinity, Kiswahili and English Language	DKL
Vocation	66	Mathematics, Economics and Business Studies	MEBu
	67	Economics, Computer Science and Mathematics	ECsM
	68	Business Studies, Economics and English Language	BuEL
	69	Tourism, English Language and French	TLF
	70	Geography, Tourism and Kiswahili	GTK
	71	Geography, Tourism and English Language	GTL
	72	Geography, Tourism and Arabic	GTAr
	73	Geography, Tourism and Chinese	GTCh

Learning Area	No.	Subject	Combination
	74	History, Tourism and English Language	HTL
	75	History, Tourism and French	HTF
	76	History, Tourism and Arabic	HTAr
	77	History, Tourism and Chinese	HTCh
	78	Agriculture, Biology and Economics	ABE
	79	English Language, Music and Chinese	LMuCh
	80	English Language, Music and Arabic	LMuAr
	81	Business Studies, Economics and French	BuEF
	82	Business Studies, Economics and Chinese	BuECh
	83	Business Studies, Economics and Arabic	BuEAr
	84	English Language, Theatre Arts and French	LTF
	85	English Language, Theatre Arts and Chinese	LTCh
	86	English Language, Theatre Arts and Arabic	LAr
	87	French, English Language and Sports	FLS
	88	English Language, Chinese and Sports	LChS

* *A student can also choose any one additional subject out of his/her combination. In addition, every student will be required to study 'Historia ya Tanzania na Maadili' and Academic Communication.*

*** The student must also study Basic Applied Mathematics or should have passed Additional Mathematics in the Form Four National Examination*

[1]*Combinations that prepare the student to be self-employed/employed immediately after graduation*

Part Four

Teaching and Learning

The implementation of this Curriculum will involve the use of teaching and learning techniques that make the student the centre of learning and the teacher the facilitator. The teacher will use techniques that involve the student in learning and teaching based on age, various needs and abilities. The techniques that will be used include using games and art, ICT and other assistive technologies, scientific experiments, educational visits, discussions, gallery walks and other interactive techniques that encourage learning.

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

4.1 Duration and the Number of Periods

An academic year will have 194 days equal to 39 weeks that are divided into two equal terms. In each term, two weeks will be used for terminal assessment. The distribution of periods and duration for each subject is presented in Table 4.

Table 4: *Allocation and Duration of Periods*

No.	Subject	Duration	Number of Periods
	Combination Subject	400 Minutes	10
	Additional Subject	160 Minutes	4
	Religious Education Subject	80 Minutes	2

4.2 Language of Instruction

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

Part Five

Assessment and Evaluation of Teaching and Learning

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

5.1 Continuous Assessment

Continuous assessment takes place throughout teaching and learning in and outside the classroom. This assessment helps the teacher to determine efficiency in the student's performance of various daily activities. This assessment also enables the teacher and student to know the areas in which they have succeeded or failed so as to set a strategy to improve learning. This assessment will also enable the teacher to identify students' various talents, such as creativity, painting, art and sports. Continuous assessment will account for 30 per cent of the Form VI final evaluation. The allocation of continuous assessment scores is presented in Table 5.

Table 5: *Allocation of continuous assessment scores*

Type of Assessment	Form V	Form VI
Term I Examination	5%	6%
Term II Examination	5%	-
Project	-	7%
Form VI Mock Examination	-	7%
Total	**30**	

5.2 Summative Assessment

The final assessment will be conducted at the end of each month, term and Form VI. The Form VI national assessment aims to gain information and an understanding of the competence level the student has reached. In addition, this assessment will help to identify the extent to which the goals at the Form V–VI Secondary Education level have been reached. To graduate from this level, the student should sit for the national examination at the end of Form V–VI. The National Examinations Council of Tanzania will be responsible for this assessment, and the candidate will receive a certificate to indicate that he/she has graduated from this level. This assessment will account for 70 per cent of the entire assessment.

5.3 Tools and Techniques for Assessment and Evaluation

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

Part Six

Resources for Curriculum Implementation

The resources for curriculum implementation involve human, material, time and financial resources. The standards and qualifications of these resources are provided by the responsible ministry through various guidelines. Some of such resources have been described in the following subsections of human resources, material resources, furniture and buildings, time resources and financial resources.

6.1 Human Resources

The required human resources for the implementation of the Curriculum involve skilled teachers and support staff. In addition, the teacher who will teach Form V–VI Secondary Education should have at least a Bachelor's Degree of Education in the subjects he/she will teach from a college/university recognised by the Government. The teacher should be able to carry out teaching, assessment and evaluation. Additional characteristics of the teacher are defined in the National Teachers Continuous Professional Development Framework prepared by the ministry responsible for education.

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

6.2 Material Resources

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

6.3 Furniture and Buildings

Furniture and buildings are important resources in the implementation of the Curriculum. Buildings include classrooms, laboratories, workshops, libraries, teachers' offices, dormitories, halls, health centres and kitchens. The preparation of such furniture and buildings should consider all types of students, including students with special needs. Therefore, furniture and buildings will be set in accordance with the guidelines set by the ministry responsible for education.

6.4 Time Resources

The period of implementing this Curriculum is two (2) years, with two terms for each academic year. There are 194 academic days, equal to 39 weeks as presented in Table 4.1. In addition, the academic calendar will be offered by the ministry responsible for managing education. Therefore, parents, guardians, society, the Government and various stakeholders in education should ensure that the duration set is utilized effectively in implementing this Curriculum.

6.5 Financial Resources

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

6.6 Participation of Stakeholders in the Implementation of the Curriculum

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

6.7 Management, Monitoring and Evaluation of the Implementation of the Curriculum

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

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