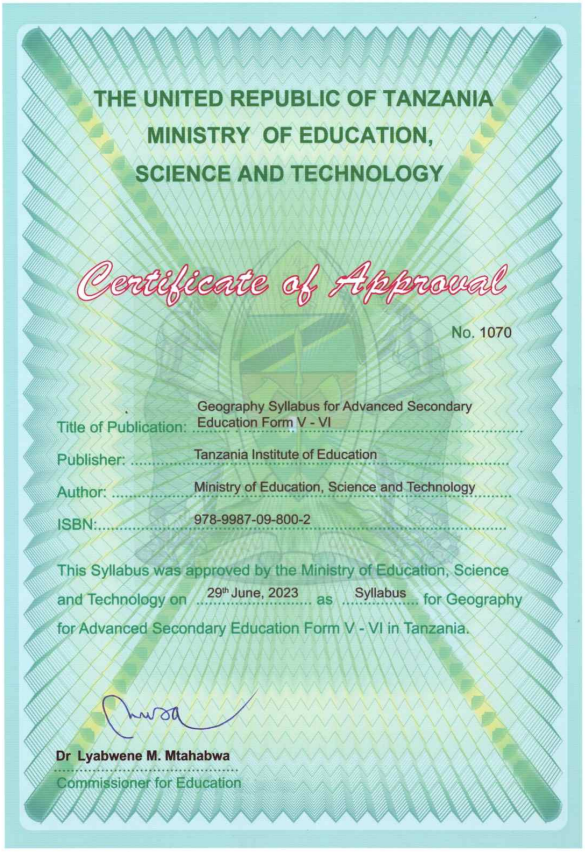
THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



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

Certificate of Approval

No. 1070

Title of Publication: Geography Syllabus for Advanced Secondary Education Form V - VI

Publisher: Tanzania Institute of Education

Author: Ministry of Education, Science and Technology

ISBN: 978-9987-09-800-2

This Syllabus was approved by the Ministry of Education, Science and Technology on 29th June, 2023 as Syllabus for Geography for Advanced Secondary Education Form V - VI in Tanzania.

Dr Lyabwene M. Mtahabwa
Commissioner for Education

GEOGRAPHY SYLLABUS FOR ADVANCED SECONDARY EDUCATION FORM V-VI

2023

Published 2023

ISBN: 978-9987-09-800-2

Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P. O. Box 35094
14112 Dar es Salaam

Mobile numbers: +255 735 041 168 / 735 041 170
E-mail: director.general@tie.go.tz
Website: www.tie.go.tz

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

Table of content

List of tables

Abbreviations and Acronyms

ICT	Information and Communication Technology
GIS	Geographic Information System
GPS	Global Positioning System
MoEST	Ministry of Education, Science and Technology
TIE	Tanzania Institute of Education

Acknowledgements

The writing of Geography Syllabus for Advanced Secondary Education Form V–VI involved various experts from government and non-government institutions. Therefore, the Tanzania Institute of Education (TIE) would like to thank all the experts who participated in writing of this syllabus, namely lecturers, tutors, school quality assurance officers, teachers, and curriculum developers from TIE. The Institute is also grateful to the National Technical Committee that was formed by the Minister for Education, Science and Technology for coordinating the curriculum review process for pre- primary, primary, secondary and teacher education. The Committee discharged its responsibilities professionally by ensuring that the contents of this syllabus are in line with the main objective of the 2023 curricular review, which is to ensure that the graduates acquire skills, knowledge and attitude that will enable them to create selfemployment, employ others, be employed and able to sustain themselves.

Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.

Dr Aneth A. Komba
Director General
Tanzania Institute of Education

1.0 Introduction

Geography for Advanced secondary education is a compulsory subject for students who choose to join the Social Science or Business streams taking Geography among the subjects in their combinations. Studying Geography at this level enables students to expand understanding of the structure of the Earth and how it works. The subject also facilitates students applying geographical skills including land surveying, map and photograph interpretations and research in Geography to solve environmental challenges. It also acts as a tool for developing 21st century skills which include critical thinking, creativity, communication, collaboration and problem-solving. Furthermore, serves as a bridge to enable students to appreciate the values of resources present in Tanzania and develop the ability to explore them and create carrier opportunities and works for self-employment.

This Syllabus is designed to guide the teaching and learning of Geography for Advanced Secondary Education, Form V–VI in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Advanced Secondary Education Curriculum. It provides information that will enables the teacher to plan his or her teaching process effectively. It also provides teaching and learning opportunities that help the teacher to apply different methods and strategies in guiding students to perform various activities that lead to meaningful learning.

2.0 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 personalities so that he or she values himself or herself and develops self-confident;
(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 the national values, 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 a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider 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 per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Advanced Secondary Education

The objectives of Advanced Secondary Education are 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 a college education.

4.0 General Competences for Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

(a) Apply the knowledge and skills acquired in ordinary secondary education 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) Use language skills in academic communication;
(e) Apply knowledge of cross-cutting issues to master the surrounding environment;
(f) Use knowledge and skills to enable a student 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.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form V - VI*

Main competences	Specific competences
1.0 Demonstrate mastery of the structure of the Earth	1.1 Demonstrate an advanced understanding of concepts and theories explaining the structure of the Earth and the interactions of earth systems 1.2 Demonstrate an understanding of the forces responsible for formation of the major relief features of the Earth 1.3 Demonstrate an understanding of rocks and the rock cycle 1.4 Demonstrate an understanding of the basics of hydrology and the hydrological cycle
2.0 Demonstrate mastery of skills and techniques in Geography	2.1 Demonstrate mastery of some advanced skills in land surveying 2.2 Interpret maps and photographs 2.3 Demonstrate mastery of research skills in Geography
3.0 Conduct a project in Geography	3.1 Conduct a project in Geography

6.0 Roles of Teachers, Students and Parents in Teaching and Learning

A good relationship between a teacher, student and parents or guardians is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Geography as follows;

6.1 The Teacher

The teacher is expected to:

(a) Help students to learn and acquire the intended competences in Geography;
(b) Use teaching and learning approaches that will allow students with different needs and abilities to:
    (i) Develop the competencies needed in the 21st century; and
    (ii) Actively participate in the teaching and learning process.
(c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
(d) Create a friendly teaching and learning environment;
(e) Prepare and improvise teaching and learning resources;
(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
(g) Treat all the students equally irrespective of their differences;
(h) Protect the student while at school;
(i) Keep track of the student's daily progress;
(j) Identify individual student's needs and provide the right intervention;
(k) Involve parents/guardians and the society at large in the student's learning process; and
(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

(a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom;

(b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent/guardian is expected to:

(a) Monitor the child's academic progress in school;
(b) Where possible, provide the child with the needed academic support;
(c) Provide the child with a safe and friendly home environment which is conducive for learning;
(d) Keep track of the child's progress in behaviour;
(e) Provide the child with any necessary materials required in the learning process; and
(f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and the student are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of Geography subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, brainstorming, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form VI Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Type of Assessment	**Form V**	**Form VI**
First Term Examination	5%	6%
Second Term Examination	5%	-
Project	-	7%
Mock Examination	-	7%
National Examination	-	70%
Total	**100%**	

10.0 Number of Periods

The Geography Syllabus for Advanced Secondary Education provides estimates of the time that will be spent in teaching and learning, by considering the complexity of the specific competences and the learning activities. Ten (10) periods of 40 minutes each, have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested teaching and learning resources, and number of periods as presented in Table 3 and 4.

Form V

Table 3: *Detailed Contents for Form V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the structure of the Earth	1.1 Demonstrate an Advanced understanding of concepts and theories explaining the structure of the Earth and the interactions of earth systems	(a) Describe the theories *(continental drift, Isostacy and plate tectonics)* that explain the gross structure of the earth's surface *(continents, oceans, seas, ocean ridges, ocean trenches, Islands etc.)*	**Brainstorming:** Guide students through brainstorming the existing structure the Earth **Questions and answers:** Guide students through responding the questions about the theories that explain the structure of the Earth **Field/map observation:** Use field visit or World map to guide students to explore the landforms result from the theories that explain the gross structure of the Earth's surface **Group discussion:** Guide students through discussing the relationship between the observed landforms and the theories that explain their occurrence	The theories that explain the gross structure of the earth's surface are well described	Online resources on theories that explain the gloss structure of the Earth's surface, globe, and world map	60

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the interactions among the major earth systems *(atmosphere, biosphere, hydrosphere, geosphere)*	**Brainstorming:** Guide students through brainstorming the concepts of atmosphere, biosphere, geosphere and hydrosphere **Group discussion:** Guide students through discussing the interaction between atmosphere, hydrosphere, geosphere and biosphere **Field visit:** Guide students to visit nearby site to explore the interaction between atmosphere, hydrosphere, geosphere and biosphere in real life situation **Role play:** Guide student through showing the human impacts on major earth systems	The interactions among the major earth systems are well described	Online resources on major earth systems, diagrams on the interaction among the major earth systems	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the forces responsible for formation of the major relief features of the Earth	(a) Describe the internal forces responsible for the formation of the Earth's major relief features *(volcanoes, block mountains, fold mountains, faults, rift valleys, depressions/basin)* and earthquakes	**Brainstorming:** Guide students through brainstorming the forces responsible for landforms **Library/online study:** Organize students to read relevant materials on the internal forces and the associated landforms **Field observation:** Guide students to visit nearby site to explore the existing landforms in relation to internal forces. **Project work:** Assign students a task of undertaking community mapping of the natural hazards and their impacts **Group discussion:** Guide students through discussing the relationship between the landforms and the socio-economic activities in Tanzania	The internal forces responsible for the formation of the Earth's major relief features are well described	Diagrams, maps, and atlas of the physical features, Models of the features result from internal forces, ICT device with contents on internal forces	80

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the external forces (*waves*, *gravitational forces, wind and running water*) that shape the Earth's surface (*valleys, gullies, dunes, deltas, flood plains, yardangs, zeugens etc*.)	**Brainstorming:** Guide students through brainstorming the external forces that shape the earth's surface **Library/online study:** Guide students through exploring the landforms result from external forces **Field observation:** Guide students to visit nearby sites to explore existing landforms in relation to external forces **Project work:** Assign students a task to undertake community mapping of the natural hazards and their impacts **Group discussion:** Guide students through discussing the importance of the landforms resulting from external forces	The external forces that shape the Earth's surface are well described	Samples of different types of soil, water tap/ water pipe, fan/ air compressor, models of features results from external forces, online resources on external forces, topographical maps, atlas, and ICT device with contents on external forces	70

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of skills and techniques in Geography	2.1 Demonstrate mastery of some advanced skills in land surveying	(a) Carry out some Advanced surveying activities *(plane table, prismatic compass, leveling)*	**Guest speaker:** Invite resourceful persons to share experiences about advanced surveying activities **Project work:** Organize students in groups to carry out surveying activities around their schools and in the communities **Gallery walk:** Organize the surveying innovation week at school for students to demonstrate surveying activities and display surveying tools and technologies	Some advanced surveying activities are well carried out	Diagrams of the surveying tools and activities ranging poles, pegs, chains, tapes, cross staff, arrow, alidade, spirit level, notebook, compass, abney level, plane table, tripod stands, pins, drawing accessories, U folk, plumb bob, telescopic alidade, GPS, GIS and ICT device with contents on surveying activities	70

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Demonstrate mastery of research skills in Geography	(a) Acquire, present and interpret geographical data through charts, graphs, maps and diagrams (*choropleth, scatter plots, dot maps, flow line etc.*) for planning and decision making	**Think-ink-pair-share** Guide students through sharing their thoughts about sources of geographical data **Scenario:** Provide a scenario on the research skills and ask the students in groups to discuss the process of acquiring, presenting and interpreting geographical data **Practical work** Guide students through illustrating different ways of presenting geographical information **Group library/online search:** Organize students in groups to acquire, geographical data from secondary sources, present and interpret them **Jigsaw:** Guide students through discussing the importance of Geographical information in planning and decision making	Geographical data are well acquired, presented and interpreted for planning and decision making	Online data, notebook, recording tools *(tape recorder, camera, mobile phone*), software for data analysis (NVIVO, SPSS, GIS), online resources on research skills	80

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in Geography	3.1 Conduct a project in Geography	(a) Identify a geographical challenge in society and design a project to address it	**Case Study** Provide a case study about prevailing geographical issues that could be researched and guide students to explain the ways of identifying and addressing a research problem **Project work:** Guide students through identifying geographical challenge in their society and design a project to address it	The geographical challenge is identified and the project to address it is well designed	Recording tools *(tape recorder, notebook, camera, mobile phone*), software for data analysis (NVIVO, SPSS, GIS)	20

Form VI

Table 4: *Detailed Content for Form VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the structure of the Earth	1.1 Demonstrate an understanding of rocks and the rock cycle	(a) Describe rocks and the rock cycle (*meaning, characteristics, types, formation, weathering and soil formation)*	**Brainstorming:** Guide students through brainstorming the meaning, types, and characteristics of rocks and weathering **Case study:** prepare a case study about rock formation, then guide students in groups to examine the rock cycle **Group discussion:** Guide students through discussing the process of rock weathering **Field Work:** Guide students to visit different sites to explore the nature of soil in relation to rock type. **Guest speaker:** Invite resourceful persons to share experience on soil characteristics and their relationship on agriculture activities	Rocks and the rock cycle are well described	Diagrams of the rocks and the rock cycle, samples of different types of soil, online resources on rocks and the rock cycle, Maps, and models of rocks, ICT devices with contents on rocks and the rock cycle	80

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the basics of hydrology and the hydrological cycle	(a) Explain the basic concepts of hydrology *(meaning, types and importance)*	**Group Discussion** Guide students through discussing the meaning, and importance of hydrology **Question & Answers:** Engage students through questions and answers to explain the types of hydrology	The basic concepts of hydrology are well explained	Diagrams of the hydrological cycle, water, Samples of different types of soil, online resources on hydrology and the hydrological cycle, and topographical maps	90
		(b) Describe the hydrological cycle (*Outputs, storages, flows and underground water*)	**Gallery Walk and Audial-visual Displays:** Guide students through using displays, drawings and audio-visual materials to explore about hydrological cycle **Group Discussion:** Guide students through discussing and explain the hydrological cycle **Role play:** Guide student through showing human activities that affecting hydrological cycle	The hydrological cycle is well described		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of skills and techniques in Geography	2.1 Interpret maps and photographs	(a) Use the principles of map interpretation (*visualizing symbols, signs, understanding themes, direction and association*) to infer geographical features	**Brainstorming:** Guide students through brainstorming about principles of map interpretation **Group Discussion:** Guide students in groups through discussing principles of map interpretation **Practical work** Use different maps, guide students to apply the principles of map interpretation to infer geographical features	The principles of map interpretation are well used to infer geographical features	Topographical maps, protractors, rulers, online resources on map, GIS, GPS	130
		(b) Apply the techniques of photograph interpretation to analyse geographical phenomena	**Brainstorming:** Guide students through brainstorming the techniques of photograph interpretation **Practical work:** Guide students through applying the techniques of photograph interpretation to analyse geographical phenomena	The techniques of photograph interpretation are well applied to analyse geographical phenomena	Black and white and coloured photographs, ICT devices with contents on photograph, GIS, GPS, and ICT simulation tools on photograph	

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in Geography	3.1 Conduct a project in Geography	(a) Complete and submit for assessment the project started in Form Five	**Project work:** Guide students individual through writing a report for the project started in Form Five **Role Play:** Organize a research project presentation week for the students to present and defend on the project report and submit for assessment	The project started in form Five is completed and submitted	Project evaluation guide, and ICT devices for report presentation	50

Bibliograph

Ministry of Education., & University of Cambridge Local Examinations Syndicate. (UCLES). (2015). *Singapore – Cambridge general certificate of education Advanced level higher 1 (2022) Geography (syllabus 9696)*. Cambridge University Press.

Pritchard, J. M. (1990). *Practical Geography for Africa*. Long-man Group Ltd.

Tanzania Institute of Education. (2022). *Physical Geography for Secondary Schools Student's Book Form Five and Six*. Tanzania Institute of Education.

Tanzania Institute of Education. (2022). *Practical Geography for Secondary Schools Student's Book Form Five and Six*. Tanzania Institute of Education.

The United Republic of Tanzania. (2010). *Geography Syllabus for Advanced Secondary Education. Form V-VI*. Tanzania Institute of Education.

University of Cambridge Local Examinations Syndicate (UCLES). (2018). *Syllabus.* Cambridge Assessment International AS & A Level Geography 9696.

University of Cambridge Local Examinations Syndicate (UCLES). (2019). *Cambridge international AS & A Level Economics 9708*. Cambridge University Press.

.