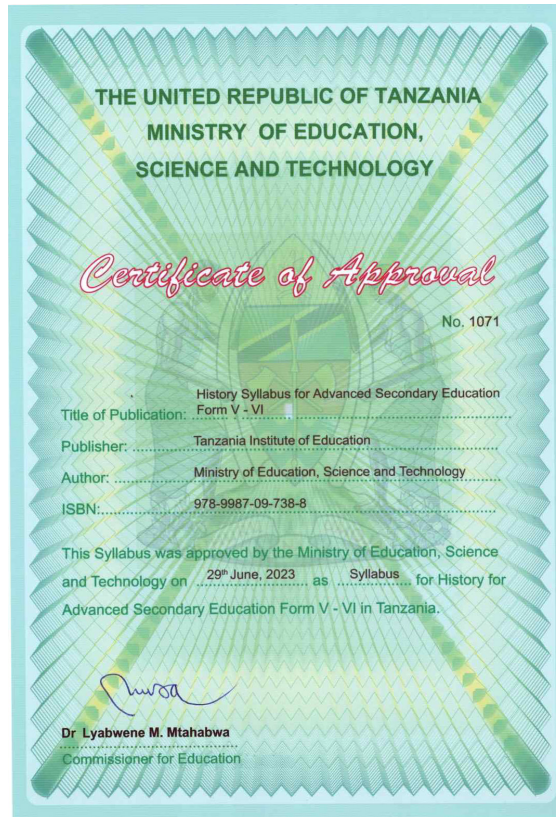# THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

HISTORY SYLLABUS FOR ADVANCED SECONDARY EDUCATION
FORM V - VI
2023

Tanzania Institute of Education

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Abbreviations and Acronyms

ICT   Information and Communication Technology

SAL   Strategic Arms Limitation Talks

TIE   Tanzania Institute of Education

Acknowledgements

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1.0 Introduction

History for Advanced Secondary Education is a compulsory subject for students who choose to join the Social Science stream taking History among the subjects in their combination. The purpose of learning history is to equip students with wider perspectives, critical thinking, creativity, collaboration and communication skills, argumentation and a deeper understanding of the world. It will also, promotes cultural awareness, global interconnectedness, and the ability to learn from the past, make sense on the present and appreciate the environment they live. Furthermore, studying history will enable students develop analytical skills essential for evaluating historical information, developing informed opinions, and making informed decisions both, within historical context and in other areas of life. These skills are valuable not only for academic growth but also for personal development and active citizenship in an increasing complex and unified world.

This syllabus is designed to guide the teaching and learning of History at 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 embraces an inclusive and diverse worldview that recognises and values the contributions and experiences of all cultures and regions across the world. In addition, the syllabus comprises valuable information that will enable the teachers to effectively plan their teaching process as well as help the learners navigate through their learning process.

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 personality so that he or she values himself or herself and is self-confident;

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

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

    (d) Understand and protect the national values, including compassion, patriotism, morality, unity, transparency, honest, accountability and the national language;

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

(f) Develop the habit of liking and valuing work in order to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting social issues, including the health and well-being of other people (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.

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 Ordinary 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 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.

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 history of Pan-Africanism	1.1 Demonstrate an understanding of the concept of Pan-Africanism and its origins in the 15th Century
	1.2 Demonstrate an understanding of the development of Pan-Africanism from the 16th to 19th Century
	1.3 Demonstrate an understanding of the history of Pan-Africanism during colonial time and during the struggle against colonialism from 1900 to 1960
	1.4 Demonstrate an understanding of the history of Pan-Africanism since 1960

Main competences	Specific competences
2.0 Demonstrate mastery of the history of the industrial revolution	2.1 Demonstrate an understanding of the history of industralisation in different nations during the 18th and 19th Centuries
	2.2 Demonstrate an understanding of the history of industralisation in different nations from the 20th Century to the present
	2.3 Demonstrate an understanding of the history of industralisation in Africa
3.0 Demonstrate mastery of the history of administrative systems in the world	3.1 Demonstrate an understanding of the origins of administrative systems in the ancient world
	3.2 Demonstrate an understanding of the contribution of religion to the establishment of modern administrative systems
	3.3 Demonstrate an understanding of the contribution of slavery and feudalism to changes in the administrative systems in Western Europe, Asia and Africa
	3.4 Demonstrate an understanding of the contribution of political revolutions in Europe to the growth of current administrative systems
	3.5 Demonstrate an understanding of the influence of the capitalist crises to the emergence of alternative ideologies and systems of governance in the 20th Century
	3.6 Demonstrate an understanding of the administrative systems built in post-colonial Africa
4.0 Conduct a project in History	4.1 Conduct a project in History

Main competences	Specific competences
5.0 Demonstrate mastery of the history of threats to world peace	5.1 Demonstrate an understanding of the history of the great wars of the 17th to 19th Century
	5.2 Demonstrate an understanding of the history of conflicts and wars of the 20th Century
	5.3 Demonstrate an understanding of new threats to world peace
	5.4 Demonstrate an understanding of the threats to world peace resulting from civil and ethnic wars
6.0 Demonstrate mastery of the history of development in Africa	6.1 Demonstrate an understanding of the history of development in post-colonial Africa

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

A good relationship between a teacher, student and parent or guardian is fundamental in ensuring successful learning. This section outlines roles of each participant in facilitating effective teaching of History.

6.1 The teacher

The teacher is expected to:

    (a)   Help the student to learn and acquire the intended competences in History;

    (b)   Use teaching and learning approaches that will allow students with different needs and abilities to:

        (i)   Develop the competences 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 students

The student is expected to:

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

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

6.3 The parents/guardians

The parent/guardian is expected to:

(a) Monitor the child's academic progress in school;

(b) Where possible, provide the child's with the needed academic support;

(c) Provide the child's 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) Instill 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 teachers and students are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of the approved textbooks and reference books shall be provided by TIE.

9.0 Assessment

Assessment is important in teaching and learning of History 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 History Syllabus for Advanced Level Secondary Education provides estimates of the time that will be spent in learning and teaching, in consideration of the complexity of the specific competences and the learning activities. Ten 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 a matrix with seven columns which include, Main competences, Specific competences, Learning activities, Suggested methodology, Assessment criteria, Resources and Number of periods as presented in Tables 3 and 4.

Form V

Table 3: *Detailed* content *for Form V*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the history of Pan-Africanism	1.1 Demonstrate an understanding of the concept of Pan-Africanism and its origins in the 15th Century	(a) Examine the concept of Pan-Africanism *(meaning, objectives and importance)*	**Scenario:** Guide students in manageable groups to recall and share their experiences of any of the school meeting they have attended in the past by focusing on the participants, objectives and importance of the meeting. Let them relate the findings with the meaning, participants, objectives and the importance of Pan-Africanism. **Debate:** Divide students into two groups to debate on the relevance of Pan-Africanism in the current context.	The concept of Pan-Africanism is well examined	Written texts and written text in braille on the concept of Pan-Africanism	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain the origins of Pan-Africanism in the 15th Century (*Trans-Atlantic Slave Trade and people of African origin in the New World*)	**Think-Ink- Pair-Share:** Task students in each group to think of and present a short report on factors that contribute to family/society unity and good relationships. Let them relate their responses with the origins of Pan-Africanism in the 15th Century.	The origin of Pan-Africanism in the 15th Century is well explained	Written texts and written text in braille on origin of Pan-Africanism Maps and photos on Trans- Atlantic Slave Trade	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the development of Pan-Africanism from the 16th to 19th Century	Discuss the development of Pan-Africanism from the 16th to 19th Century (*slavery and colonial systems in the New World, Back to Africa Movement and Black Solidarity*)	**Library research/ resource room:** Assign students in groups to read from relevant references/sources on the development of Pan- Africanism during the slavery and colonial systems from the 16th to the 19th Century. Let them discuss and share the findings in the whole class.	The development of Pan-Africanism from 16th to 19th Century is clearly discussed	Online resources on the development of Pan-Africanism from 16th to 19th Century	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Demonstrate an understanding of the history of Pan-Africanism during colonial time and during the struggle against colonialism from 1900 to 1960	(a) Examine the development of Pan-Africanism during the first half of the 20th Century	**Discussion:** Assign students in groups to read relevant references on the development of Pan-Africanism during the first half of the 20th Century and share the findings in the whole class.	The development of Pan-Africanism during the first half of the 20th Century is well examined	Written texts and written text in Braille on Pan-Africanism	26

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss the contribution of Pan-Africanism to anti-colonial struggles in Africa (*conferences and their resolutions*)	**Brainstorming:** Divide students into manageable groups to explore the contributions of Pan-Africanism (focus on conferences and their resolutions) on the African struggles against colonialism and share the findings in the whole class.	The contribution of Pan-Africanism to anti-colonial struggles in Africa is well assessed	Written text, and written texts in braille on Pan-Africanism and Ant-colonial struggles	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.4 Demonstrate an understanding of the history of Pan-Africanism since 1960	Analyse the development of Pan-Africanism since 1960s (*African unity, struggles against neo-colonialism, Apartheid and globalization*)	**Brainstorming:** Divide students into manageable groups to explore the development of Pan-Africanism since 1960 *(focus on African unity, struggles against neo-colonialism, Apartheid, and globalization)*, and share the findings in the whole class for discussion.	The development of Pan-Africanism since 1960 is well analysed	Written texts and written texts in braille on the development of Pan-Africanism	26

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of the history of the industrial revolution	2.1 Demonstrate an understanding of the history of industrialisation in different nations during the 18th and 19th Centuries	(a) Explain the concept of industrial revolution (*meaning, processes and characteristics*)	**Discussion:** Guide students in manageable groups to read relevant references on the meaning, process and characteristics of industrial revolution in the 18th and 19th Centuries and share the findings in the whole class. Let them summarise for reference.	The concept of industrial revolution is well explained	Written texts and written texts in braille on industrial revolution in Britain Pictures/ photos of industries	54

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Compare the Industrial Revolution of Britain with the revolutions in Belgium, France, Germany, USA and Japan	**Jigsaw:** Divide students into manageable groups and assign each group a country (Belgium, France, Germany, USA, and Japan) to study country's industrial revolution and compare it with that of Britain. Let each group share the findings in the whole class for discussions.	The industrial revolutions of Britain and Belgium, France, Germany, USA and Japan are well compared	Written documents and written texts in braille on industries	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Discuss the impacts of the 18th and 19th Centuries industrial revolutions on the world	**Scenario:** Let each student to imagine some farmers in a village have started to mechanise their farming activities instead of manual work. Ask them to share in the whole class what will be the expected results and impacts on the farmers and the villagers. Let them relate their imaginations and the impacts of the 18th and 19th Centuries industrial revolutions, then allow class discussions.	The impacts of industrial revolution of the 18th and 19th Centuries are well discussed	Written texts and written texts in braille on Industrial revolution	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.2 Demonstrate an understanding of the history of industralisation in different nations from the 20th Century to the present	(a) Discuss the rise of industrial revolutions of the 20th Century and their impacts on the world *(industrial revolutions in Asia and Latin America)*	**Library research/ resource room:** Assign students in groups to read from relevant references/ sources on the rise of the industrial revolution of the 20th Century (Asia and Latin America) and their impacts on the world. Allow the students to share the findings in the whole class for discussions and summary**.**	The industrial revolutions of the 20th Century and their impacts are well discussed	Written texts and written texts in braille on Industrial revolution of the 20th Century Pictures/ photos of industries	42

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss the changes and continuities between the industrial revolutions of the 18th and 19th Centuries and those of the 20th Century	**Discussion:** Divide students into manageable groups to explore changes and continuities of the 18th and 19th Centuries and those of the 20th Century. Let the groups share their explorations in the whole class for discussions	The changes and continuities between industrial revolution of the 18th and 19th Centuries and those of the 20th Century are well examined	Written texts and written text in braille on changes of industrial revolution of 18th and 19th Centuries	
		(c) Discuss the nature and character of the Fourth Industrial Revolution evolving in the 21st Century	**Brainstorming:** Guide students in manageable groups to explore the nature and character of the Fourth industrial revolution developing in the 21st Century	The nature and character of the Fourth industrial revolution is well examined	Written texts and written texts in braille on the fourth industrial revolution	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Discuss the impacts of the Fourth industrial revolution on global changes in socio-economic and political patterns *(digital technology, smart economy, e-government, e-commerce)* development patterns	**ICT support learning:** Divide students into manageable groups and assign them with appropriate references from the internet such as journal articles, and books to study on the impact of the Fourth industrial revolution on global changes by emphasising on socio-economic and political patterns (digital technology, smart economy. Let each group share the findings in the whole class for discussions.	The impacts of the fourth industrial revolution on global changes in socio-economic and political patterns are clearly examined	Online resources on the impacts of the fourth industrial revolution	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	2.3 Demonstrate an understanding of the history of industralisation in Africa	(a) Discuss the nature and character of industrial development in Africa from the 1960s to the present	**Project:** Divide the students into manageable groups and assign each group a country to examine the nature and character of industrial development from the 1960s to the present. Let them write a report, present to the whole class for discussion before submission.	The nature and character of industrial development in Africa from the 1960s to the present is well assessed	Written texts and sketch maps the nature and character of industrial development in Africa from the 1960s to the present	38

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Examine lessons learnt from the industrial revolutions of the 19th, 20th and 21st Centuries which can be applied to bring about industrial development in Africa	**Self-Reflection:** In manageable groups let students to reflect on, and write about lessons that African countries can learn to develop their industries from the 19th, 20th and 21st Centuries` industrial development. Let students present the responses to all members of the class.	The lessons learnt from the industrial revolutions of the 19th, 20th and 21st Centuries to bring industrial development in Africa are clearly examined	Online resource and wall maps on industrial revolution of the 19th, 20th and 21st Centuries	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Demonstrate mastery of the history of administrative systems in the world	3.1 Demonstrate an understanding of the origins of administrative systems in the ancient world	(a) Discuss the concepts of administration and administrative systems	**Brainstorming:** Guide the students in manageable groups to brainstorm on types of administration and administrative systems globally and present in the whole class for discussion. Guide them to relate and discuss their responses on the concepts of administration and administrative systems (emphasise on meaning, types and advantages and disadvantages)	The concepts of administration and administrative systems are well examined	Written texts and written texts in braille on the concepts of administration	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Examine indigenous concepts and practices of administration and administrative systems in different global contexts (*pre- colonial Africa, Ancient Europe, South America, Asia and the Middle East*)	**Jigsaw:** Divide students into five groups and assign each group to explore indigenous concepts and practices of administrative systems in either pre- colonial Africa or Ancient Europe or South America or Asia or the Middle East. Let each group share the findings in the whole class for discussion and summary.	The indigenous concepts and practices of administration and administrative systems in different global contexts are well examined	Written texts and sketch maps on the indigenous concepts and practices of administration and administrative systems in different global contexts	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Demonstrate an understanding of the contribution of religion to the establishment of modern administrative systems	(a) Discuss the conceptual relationship between religion and administration	**Think-Ink- Pair-Share:** In collaborative team, students to read, write and discuss in groups the meaning of Theocracy and Divine-King/ Ruler and their relationships to administration. Let each group to present its findings to the whole class for discussion.	The conceptual relationship between religion and administration is well discussed	Written texts and written texts in braille on religion and administration	34

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss the extent to which religious principles led to changes in administrative systems in the world from the Middle Ages to the 18th Century (*indigenous religions in different global contexts, Christianity, Islam, Buddhism, Confucianism, Shintoism Judaism, and African religions*)	**Jigsaw;** Divide students into manageable groups and assign each group to explore from different sources the extent to which principles of indigenous religions brought changes in administrative systems from the Middle Ages to the 18th Century. Let each group focus on either Christianity or, Islam, Buddhism or Confucianism or Shintoism or Judaism, or African religion. Let each group present the findings in a class for discussion.	The religious principles that led to changes in administrative systems in the world from the Middle Ages to the 18th Century are well discussed	Written texts and written texts in braille on religion and administration	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Examine the transition from religious-based to secular administrative systems from the 15th to 19th Century	**Discussion:** Guide students in manageable groups to read from various sources on factors for transition from religious- based to secular administrative systems from the 15th to 19th Century. Each group to present its findings in the class.	The transition from religious- based to secular administrative systems is well examined	Written texts on the transition from religious- based to secular administrative systems	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.3 Demonstrate an understanding of the contribution of slavery and feudalism to changes in the administrative systems in Western Europe, Asia and Africa	(a) Examine slavery and feudalism as forms of socio-economic and political organisations	**Discussion:** Guide students in manageable groups to explore from different sources on how slavery and feudalism brought changes to administrative systems.	Slavery and feudalism as forms of socio-economic and political organisations are well examined	Written texts, maps and sketch maps on slavery and feudalism	42

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Assess the influence of slavery and feudalism on the development of new administrative systems in Western Europe, Asia and Africa up to the 19th Century	**Jigsaw:** Divide students into manageable groups and assign each group to examine from various sources the influence of slavery and feudalism on the development of new administrative systems. Let each group focus on either Western Europe, or Asia or Africa. Allow them to present and discuss their findings in the class.	The influence of slavery and feudalism on the development of new administrative systems in Western Europe, Asia and Africa up to the 19th Century is well assessed	Written texts and written texts in braille on slavery, feudalism and administration	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.4 Demonstrate an understanding of the contribution of political revolutions in Europe to the growth of current administrative systems	(a) Discuss lessons learnt from European political revolutions on the rise of new administrative systems in the world (*English and French revolutions*)	**ICT support learning:** Divide students into manageable groups and assign them with appropriate references from the internet such as journal articles, books to study on lessons learnt from either English or French revolutions in relation to the rise of new administrative systems in the world. Let the groups share the findings in the whole class for discussions and summary.	The lessons learnt from European political revolutions on the rise of new administrative systems in the world are clearly discussed	Online resources on English and French revolution	26

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Examine the influence of the rise of capitalism on political revolutions and socio-economic and administrative changes up to the 19th Century	**Discussion:** In manageable groups let students explore from relevant references the influence of the rise of capitalism on political revolutions and socio-economic and administrative changes up to the 19th century. Let them present the responses to all members of the class	The influence of the rise of capitalism on political revolutions and socio-economic and administrative changes up to the 19th Century is clearly examined	Online resources on political revolution	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.5 Demonstrate an understanding of the influence of the capitalist crises to the emergence of alternative ideologies and systems of governance in the 20th Century	(a) Examine the contribution of crises in capitalism to the development of new reactionary and revolutionary systems in the 20th Century (*Socialism and Fascism)*	**Role-play:** Guide students to role play the crises in capitalism and their contribution to the development of new reactionary and revolutionary systems in the 20th Century (Socialism and Fascism). Ask them questions for clarifications and summary.	The contribution of crises in capitalism to the development of new reactionary and revolutionary systems in the 20th Century is clearly discussed	Online resources on crises in capitalism	34

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Assess the impacts of new reactionary and revolutionary systems of the 20th Century on development of new ideologies in the world (*Apartheid, Zionism*)	**ICT support learning:** Divide students into groups and assign them with appropriate references from the internet to study on the development of new ideologies in the world namely Apartheid and Zionism as new reactionary and revolutionary systems of the 20th Century and their impacts. Let students to present in the whole class for discussions.	The impacts of new reactionary and revolutionary systems of the 20th Century on development of new ideologies in the world is well assessed	Online resources and wall maps on apartheid and zionism	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	3.6 Demonstrate an understanding of the administrative systems built in post-colonial Africa	Examine the changing nature and character of administrative systems which developed in Africa from the 1960s to the present	**Project:** Facilitate students to be in groups and assign each group with one African country to explore and write a report on the nature and character of administrative systems developed in such a country from the 1960s to the present. Let them share the report with the whole class	The nature and character of administrative systems which developed in Africa from the 1960s to the present is clearly examined	Written texts and written texts in braille on the nature and character of administrative systems which developed in Africa from the 1960s to the present	6

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
4.0 Conduct a project in History	4.1 Conduct a project in History	(a) Design and carry out a project in any area of your competence	**Project:** Guide individual student to select any historical topic on any area of his/ her competence. Guide him/her to design and develop data collection tools, collect information, write a report and submit it.	A project is well designed	Online resources on conducting project in History	16

Form VI

Table 4: *Detailed content for Form VI*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the history of threats to world peace	1.1 Demonstrate an understanding of the history of the great wars of the 17th to 19th Century	(a) Explain the concept of threats to world peace and security (*meaning and features*)	**Think-Ink- Pair-Share:** In collaborative team, students to read, write and discuss in groups the meanings and features of peace, security and threats to world peace and security. Let each group to present its findings to the whole class for discussion	The concept of threats to world peace and security is clearly explained	Written texts and written texts in braille on threats to World peace and Security	54

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Analyse the great wars fought from the 17th to the 19th Century and their impacts on world peace and security (*30 Years War, Napoleonic war, and Franco-Prussian war)*	**Jigsaw:** Divide students into manageable groups and assign each group to explore from different sources the great wars that happened from the 17th to 19th Century and their impacts on world peace and security. Let each group focus on either the 30 Years War, or Napoleonic war, or Franco-Prussian War. Let each group present the findings in a class for discussion	The great wars fought from the 17th to the 19th Century and their impacts on world peace and security are well analysed	Written texts about the great wars from 17th to 19th Century	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Discuss the ways in which great wars fought from the 17th to the 19th Century generated new ideas on world peace and security (*Westphalia Treaty, sovereignty, balance of power and military alliances*)	**Jigsaw:** Divide students into manageable groups and assign each group to examine from different sources the ways great wars from the 17th and 19th Century generated new ideas on world peace and security. Let each group focus on either the Westphalia Treaty or sovereignty or balance of power or military alliances. Let each group present the findings in a class for discussion.	The ways in which great wars fought from the 17th to the 19th Century generated new ideas on world peace and security are clearly discussed	Written texts about the great wars from 17th to 19th Century	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the history of conflicts and wars of the 20th Century	(a) Examine the contributions of world wars and tensions in undermining world peace and security from the late 19th Century to 1940s (Colonial rivalries, First World War, Manchuria crisis and Second World War)	**Think-Ink- Pair-Share:** In collaborative team, students to read, write, and discuss in groups the contribution of world wars and tensions namely colonial rivalries, First and Second World Wars and the Manchuria Crisis in undermining world peace and security from the late 19th century to the 1940s. Let each group to present its findings to the whole class for discussion.	The contributions of world wars and tensions in undermining world peace and security from the late 19th Century to 1940s are clearly examined	Online resources on world wars of the 19th Century to 1940s	111

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss changing efforts pursued to overcome threats to world peace from the late 19th Century to the 1940s (*Berlin Conference, Versailles Peace Treaty, the League of Nations, and the United Nations*)	**Discussion:** In manageable groups let students explore from relevant references the changing efforts to overcome threats to world peace from the late 19th Century by focusing on the efforts taken in Berlin Conference, Versailles Treaty, League of Nations, and United Nations. Let them discuss and present the findings to all members of a class.	The efforts to overcome threats to world peace from the late 19th Century to 1940s are clearly discussed.	Written texts on the efforts to overcome threats to world peace	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Examine the extent to which cold war politics and the arms race threatened world peace and security from the 1940s to the 1990s	**Discussion:** Guide students in manageable groups to explore from relevant sources the extent to which the Cold War and arms race threatened world peace and security from the 1940s to 1990s. Let each group present the findings in the class.	The cold war politics and the arms race that threatened world peace and security from the 1940s to the 1990s are clearly examined	Online resources on cold war politics and the arms race threatened world peace and security from the 1940s to the 1990s	
		(d) Examine the efforts made to overcome threats to world peace caused by cold war politics and the arms race (*Nuclear Proliferation*	**Discussion:** In manageable groups allow students to explore from relevant references the efforts to overcome threats to world peace caused by the Cold War and politics by focusing on Nuclear Proliferation Treaties (SALT and	The efforts to overcome threats to world peace and security caused by cold war politics and the arms race are well examined.	ICT devices with contents on the improvement of relationship between the antagonists of the cold war	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		Treaties SALT I, SALT II), Camp David Peace Accord 1979 and Oslo Accord 1993)	SALT II), the Camp David Peace Accord and Oslo Accord. Let them discuss and present the findings to all members of a class.			
	1.3 Demonstrate an understanding of new threats to world peace and security	(a) Examine the rise of new threats to world peace and security (*terrorism and asymmetric war, cyber security, radicalism)*	**Discussion:** Guide students in manageable groups to explore the rise of new threats to world peace and security by focusing on terrorism, asymmetric war, cyber security, and radicalism. Let each group discuss and present the findings in the class.	The rise of new threats to world peace and security is clearly examined	ICT devices with contents on terrorism and cyber security	40

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss the differences between traditional and new threats to world peace and security (*nature, character and pattern*)	**Case studies:** Provide students with texts on traditional and new threats to world peace and security to read on nature, character, and pattern. Then organise students in manageable groups to differentiate new threats from traditional threats to world peace and security in terms of nature, character and pattern.	Differences between traditional and new threats to world peace and security in terms of nature, character and pattern are clearly discussed	Written texts on traditional and new threat to world peace	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Discuss strategies to overcome new threats to world peace and security	**Discussion:** Guide students in manageable groups to identify from relevant sources new threats to world peace and security and find out different ways to overcome each threat. Let each group present in the class for discussion.	strategies to overcome new threats to world peace and security are clearly discussed	Written texts on strategies to overcome new threats	
	1.4 Demonstrate an understanding of the threats to world peace resulting from civil and ethnic wars	(a) Examine the nature and character of ethnic and civil wars and the threats they pose on world peace and security	**Discussion:** Guide students in their groups to explore from references the meaning of ethnic and civil war. Let them investigate the nature and character of each ethnic and civil wars and the threats they pose on world	The nature and character of ethnic and civil wars and threats to world peace and security is clearly examined	ICT devices with contents on ethnic and inter-ethnic wars	48

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(*Kosovo conflict, Rwanda and Burundi Civil Wars, Somalia, Central Africa Republic, Mali, Rohingya, Cambodia, Yemen, the Palestinian-Israel conflict*)	peace and security by focusing on Kosovo conflict, Rwanda and Burundi Civil Wars, Somalia, Rohingya, Cambodia, Yemen, and the Palestinian-Israel conflict. Let groups share the findings of each group to the whole class for discuss			
		(b) Examine the extent to which ethnic and civil wars are connected to the global industrial-military complex	**Case study:** Let students in groups study a case of the USA, Britain, France, Russia, China and Germany industrial military complex. From the case study, allow students to investigate the extent to	The connection between ethnic and civil wars to global industrial military complex is well examined	Online resources on the relationship between ethnic wars and global industrial military complex	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
			which ethnic and civil wars are connected with the global industrial-military complex.			
		(c) Discuss peace building strategies in countries affected by ethnic and civil wars	**Discussion:** Guide students to discuss how their societies build and maintain peace and share their ideas with the whole class. Let students in groups to relate their findings with the peace building strategies in countries affected by ethnic and civil wars.	The peace building strategies are well discussed	Online resources on peace building strategies	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of the history of development in Africa	2.1 Demonstrate an understanding of the history of development in post-colonial Africa	(a) Explain the concept of development in post-colonial Africa (meaning and indicators)	**Brainstorming:** Guide students in groups to brainstorm on the concept of development and let them identify different indicators of development in post-colonial Africa. Facilitate them to present in the class for discussion.	The concept of development in post-colonial Africa is well explained	Online resources on the concept of development in post-colonial Africa	67
		(b) Appraise political, economic, and social developments in different regions of Africa from the 1960 to present	**Brainstorming:** Guide students in groups to investigate on political, economic, and social developments that are available in their society and share in the class, and then let them evaluate and share the political, economic, and social developments in	Political, economic and social developments in different regions of Africa from the 1960s to present are well evaluated	ICT devices with contents political, economic, and social developments in different regions of Africa from the 1960 to present	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(*Eastern, Western, Southern and Northern Africa*)	different countries in Africa from Eastern, Western, Southern and Northern African regions from the 1960 to the present.			
		(c) Discuss the internal and external factors hindering political, social, technological and economic development in Africa from the 1960s to the present	**Think-Ink-Pair-Share:** Guide students in groups to identify the factors hindering development in their societies and share their ideas in the class. **Discussion:** Facilitate students to discuss and share the internal and external factors hindering political, social, technological, and economic developments in Africa from the 1960s to the present	The internal and external factors hindering political, social, technological, and economic development in Africa from the 1960s to the present are well discussed.	Online resources on internal and external factors hindering political, social, technological and economic development in Africa from the 1960s to the present	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Conduct a project in History	3.1 Conduct a project in History	Complete and submit for assessment the project initiated in Form Five	Guide the students to write and submit a report on the project initiated in Form Five	A project in History is well written and submitted for assessment	Online resources conducting project in History	20

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