THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



COMPUTER APPLICATION SYLLABUS FOR ORDINARY SECONDARY EDUCATION VOCATIONAL STREAM FORM I-IV © Vocational Education and Training Authority, 2022

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Vocational Education and Training Authority (VETA)

12 VETA Road,

41104 Tambukareli,

P.O. BOX 802,

Dodoma - Tanzania,

Telephone: +255 26 2963661

Website: www.veta.go.tz

Email: info@veta.go.tz

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Dr Lyabwene M. Mtahabwa

Commissioner for Education

Table of Contents

1.0.	List of Tablesiv
2.0.	Abbreviations and Acronymsv
3.0.	Definition of Key Termsvi
4.0.	Acknowledgementsvii
5.0.	Introduction1
6.0.	Main Objectives of Education in Tanzania1
7.0.	General Competences for Ordinary Secondary Education Vocational Stream2
8.0.	General Competences for the Occupation2
9.0.	Main and Specific Competences
10.0.	The Roles of Teachers, Students and Parents in Teaching and Learning
7.1	The teacher
7.2	The student
7.3	The parent/guardian
11.0.	Teaching and Learning Methods
12.0.	Teaching and Learning Resources
9.1	Project Work
13.0.	Assessment
14.0.	Number of Periods
15.0.	Teaching and Learning Contents

1.0. List of Tables

Table 1: Main and Specific Competences for Form I-IV	3
Table 2: Contribution of Continuous Assessment and National Examination in the Final	
Score	6
Table 3: Detailed Contents for Form One	7
Table 4: Detailed Contents for Form Two	.11
Table 5: Detailed Contents for Form Three	.26
Table 6 Detailed Contents for Form Four	.33

2.0. Abbreviations and Acronyms

AI	Artificial Intelligence
CA	Continuous Assessment
CBET	Competence Based Education and Training
CSV	Comma-Separated Values
CRM	Customer Relationship Management
DVD	Digital Video Disk
DVI	Digital Visual Interface
FTNA	Form Two National Assessment
HDMI	High-Definition Multimedia Interface
NVA	National Vocational Award
NECTA	National Examination Council of Tanzania
USB	Universal Serial Bus
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VGA	Video Graphics Array
VPN	Virtual Private Network

3.0. Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency.

Assessment Criteria: Refers to the specific standards or expectations that are used to evaluate whether a student has demonstrated the necessary skills, knowledge, and abilities to achieve a particular competence. These criteria outline the key aspects of performance that must be met for the student to be considered competent in a specific area or task. The criteria should be clear, specific, and measurable so that both students and teachers can understand exactly what is expected in order to achieve competence.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub- unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit (Activity).

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

4.0. Acknowledgements

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For and on behalf of:

Vocational Education and Training Authority

CPA. Anthony M. Kasore

Director General

5.0. Introduction

Computer Application is one of the compulsory supportive subjects for Form I-IV students at Ordinary Secondary Education Vocational Stream. The subject provides students with essential skills for personal, academic, and professional success in an increasingly digital world. The purpose of learning Computer Application in secondary education is to equip students with essential skills for academic, personal, and professional success. Learning Computer Application enhances the productivity, creativity, and adaptability in a digital world, preparing students for a variety of careers and challenges in the modern economy. With technology playing such a dominant role in every aspect of life, the understanding of Computer Applications is no longer optional but a key element of modern education.

The Syllabus is designed to guide the teaching and learning of Computer Application at Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning other subjects. The syllabus also contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences. It is expected that the subject will help students to learn subjects related to Engineering and non-engineering field effectively.

6.0. 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 develops self-confidence;
- (b) Respect the culture, traditions, norms 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 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.

7.0. General Competences for Ordinary Secondary Education Vocational Stream

- The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:
- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including crosscutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

8.0. General Competences for the Occupation

Upon completion of this occupation, students are expected to have ability to:

- (a) Organise a microcomputer and its peripherals;
- (b) Organise files and folders
- (c) Working with office applications such as word processing, Spreadsheets, data base applications, presentation applications, and desktop publishing.
- (d) Implementing internet and digital marketing by Administer internet applications, internet safety, digital marketing, and Work with artificial intelligent tools

9.0. Main and Specific Competences

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

Table 1: Main and Spec	cific Competences for Form I-IV
------------------------	---------------------------------

Module (Main competences)	Unit (Specific competences)
1.0 Introduction to computer	1.1. Organising a microcomputer and its peripherals
2.0 Office application	2.1. Word Processing
	2.2. Working with spreadsheets
	2.3. Working with data base applications
	2.4. Working with presentation applications
	2.5. Working with desktop publishing
3.0. Implementing internet and	3.1. Administering internet applications
digital marketing	3.2. Administering internet safety
	3.3. Administering digital marketing

10.0. The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of computer application.

7.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in computer application
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develops the competences needed in the 21st Century; and
 - (ii) Actively participate in the teaching and learning process.
- (c) Use student centred instructional strategies that makes the student a centre of learning which allows 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 each student according to his or her learning needs and abilities;
- (h) Protects all students from the risk environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper 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.

7.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books, and other acceptable publications in online libraries.

7.3 The parent/guardian

The Parents/Guardian is expected to:

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

11.0. 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 observations, role play, simulation, discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate and acceptable depending on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

12.0. Teaching and Learning Resources

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

9.1 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by NECTA.

13.0. Assessment

Assessment is important in teaching and learning of Computer Application 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, experiments, observations, practical assignments, and projects.

Summative assessment, on the other hand, will focus on determining student's achievement in four years of learning. Teachers are expected to use a variety of summative assessments including but not limited to mid-term tests, terminal examinations, annual examinations, mock examinations, and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV Examination shall be 40% as indicated in Table 2.

Table 2: Contribution of Continuous Assessment and National Examination in the Final Score

S/No	Assessment category	Percentage (%)
1.	Form Two National Assessment	6.0
2.	Form Three Terminal Examination	5.0
3.	Form Three Final Assessment	5.0
4.	Project	7.0
5.	Form IV Mock Examination	7.0
6.	Form II Practical	10
7.	Form III Practical	10
8.	Form IV Practical	10
	Total C.	A 60
9.	NECTA examination	40
<u> </u>	1	Total 100
		100

14.0. Number of Periods

The Computer Application Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Three (03) periods of 40 minutes have been allocated per week.

15.0. Teaching and Learning Contents

The contents of the syllabus are organised into a matrix with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources, and number of periods as presented in Table 3 to 6.

FORM ONE

Table 3: Detailed Contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
1.0 Introduction to computer	1.1 Organising a micro- computer and its peripherals	(a)Familiarizing yourself with a computer	 Demonstration Show students different parts of computer (computer hardware and software). Assist them to familiarise with its parts and functions. Questions and Answers Guide the students through questions and answers to explain the concepts of the computer system Guide the students to describe the computer hardware and software Hands-on activities Guide the students to practice identification of computer systems and how they work by starting a computer, shutting it down, and another related practise 	Demonstrate basic knowledge of a computer	 The following tools, equipment, and software are to be available: Computer Computer peripherals (USB, HDMI, VGA, DVI, ethernet cable Overhead projector Internet access 	12
		(b) Connecting peripherals to a Micro- computer	Brainstorming Guide the students to brainstorm peripherals devices for Micro- computer	Ability to properly connect peripherals to a Micro-computer	The following tools, equipment, and software are to be available:	

	 Demonstration Show the students how to connect peripherals to a Micro-computer Questions and Answers Assist the students to elaborate the procedures for connecting peripherals to the Micro-computer system Hands-on activity Guide the students to practise connecting and disconnecting the peripheral to the Micro-computer 		 Computer peripherals (USB, HDMI, VGA, DVI, ethernet cable Computer Overhead projector Internet access
(c) Connecting a computer to the Internet	 Think Ink Pair Share Guide the students to think as individuals, write then pair with his/her classmate and final share with the whole class the concept of network Group Discussion Guide the students in manageable groups to discuss the concept of internet Demonstration Show the students how to connect the computer to the internet using wire or wireless internet Hands-on activities	Ability to successfully connect the computer to the internet	 The following tools, equipment, and software are to be available: Computer Overhead projector Internet access Material to be searched from internet Ethernet cables

12
12
12

	Guide the students to practise how		
	to insert and formatting table and		
	pictures		

FORM TWO

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
2.0 Office applications	2.2 Working with spreadsheets	(a) Performing spreadsheet creation, formatting, data entry, organization , sort and filter	 Demonstration Show the students step by step how to use various tools and properties available in the spreadsheet and illustrate how to perform data entry sorting and filtering of data Guide the students on ways to add tables, format tables, and sorting data in tables Hands-on activities Give the students a set of data and task them to insert them in excel, sort them and filter those data 	Ability to work with Spreadsheet Applications	 The following tools, equipment, and software are to be available: Computer Overhead projector excel program 	34

b) Performing	Demonstration	Ability to perform	The following tools.	
basic	Show the students the correct	basic calculations and	equipment, and software	
calculations	use of arithmetic operators	formula	are to be available:	
and formulas	(addition subtraction	Tottinulu	Computer	
and formulas	multiplication and division) in		Overhead projector	
	had a formulas		• Ma avail program	
	basic formulas		• Wis excer program	
	Practical Activity			
	Divide the students into small			
	Divide the students into small			
	groups and assign each group a			
	set of data that requires a set of			
	calculations and instruct them to			
	perform those calculations in			
	spreadsheet			
	Project Activity			
	Assign a project where students			
	must manage a budget using a			
	spreadsheet, percentage			
	increases, and create summaries			
	using SUM, AVERAGE, and			
	percentage formulas.			
	Guide the students to practice on			
	how to design slide calculate			
	totals, apply basic calculations			
	and formulas			

(c) Performing data validation and conditional	Demonstration Show the students features of data validation and conditional formatting	Ability to perform data validation and conditional formatting	The following tools, equipment, and software are to be available: • Computer • Overhead projector
Iormatting	Provide a data to students which must be validated and conditionally formatted then allow the students to perform validation and conditional formatting		• Mis excel program
	Project Based ActivityIncorporateproject-basedlearning tothestudentsrequires theapplicationofvalidationandconditionalformattinginreal-worldscenariosscenariosscenarios		
	Group Discussion Facilitate to the students collaborative learning through group activities, implement quizzes and interactive activities to reinforce learning		

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(d) Performing data import and export	 Demonstration Use a projector or screen-sharing software to show the students the step-by-step process of importing data from different sources (e.g., CSV files, databases) and exporting to various formats Practical Activity Provide sample files for the students to import into spreadsheets and exercises that require them to export data in various formats Guide the students to develop worksheets that outline the steps for importing and exporting data, including screenshots and tips Project Based Activity Assign projects to the students that requires collection of data from various sources, import them into a spreadsheet, and then export reports or presentations	Capability to perform data import and export correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Ms excel program • CSV files • Internet access	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(e) Performing page setup and printing	 Demonstration Perform demonstrations on page layout setup and printing processes Provide the students with spreadsheet samples with various formatting requirements for students to adjust and print Create step-by-step guides or checklists for students to follow Group Discussion Assist the students into group activities where students collaborate on page layout tasks 	Ability to perform page setup and printing correctly	 The following tools, equipment, and software are to be available: Computer Overhead projector Ms excel program Printer 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	2.3 Database applications	(a) Familiarizin g with a database application	Group Discussion Guide the students to discuss on concept of database using real life examples In group setting guide the students to explains common vendors of data base applications Demonstration Show the students various tools and properties available in the database software and illustrate how to open and close data base software Hands-on activities Instruct the students to use internet to watch tutorials on how to create database using Microsoft access and guide them to explain its advantages and features as a database software	Ability to work correctly with database applications	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Data base program • Internet access • Access overview tutorials	26

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(b) Creating tables and entering data	 Demonstration Use video to show the students how database forms are created Use real-world database such as examination results to show how tables are created Practical Guide the students on how to create tables and enter data using real world scenarios Project based activities Create a scenario where the students will be assigned and tasked to create a table of several data 	Ability to create tables and enter data correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Data base program • Internet access • Access overview tutorials	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(c) Creating queries	 Demonstration Show the students how to create queries Practical Guide the students on how to create quires Project based activities Create a scenario where the students will be assigned and tasked to create a queries of several data 	Ability to create queries correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Data base program • Internet access • Date for queries creation	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(d) Creating forms	 Demonstration Use guided video tutorial to show the students how database forms are created Use the real-world database to show the students how table are created Practical Guide the students on how to create tables and enter data using real world scenarios Assign the students data to be used to create data and instruct them to create forms using the given data Project based activities Create a scenario where the students will be assigned to create a tables of several data	Ability to create forms, tables, with several data correctly	 The following tools, equipment, and software are to be available: Computer Overhead projector Data base program Internet access Date for form creation 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(e) Creating rep orts	 Demonstration Use guided video tutorial to show the students how database reports are created Use the real-world database to show how reports are created in database Practical Guide the students to create reports and assign the data to be used to create the required reports Project based activities Create a scenario where the students will be assigned to create a report of several data	Ability to create data reports correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Data base program • Internet access • Date for report creation	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	2.3 Working with presentation applications	(a) Creating, format presentation s and organize slide content	 Demonstration Use a projector or screen-sharing to show students how to navigate the presentation software, including creating slides, adding content, and formatting options Practical Activity Organise hands-on workshops for students to practice creating presentations Develop printed or digital handouts that outline the process of creating and formatting slides, including tips for organizing content Group Discussion Assign the students in manageable groups and assign them to create the presentation on specific topic using power point presentation	Ability to work with presentation applications correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • presentation program • Internet access • Presentation creation hand out	26

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(b) Inserting Images, Graphics and SmartArt	 Demonstration Demonstrate inserting and formatting images, graphics, and SmartArt Hands-on activities Provide opportunities for the students to practise with inserting and manipulating visual elements Conduct workshops focused on designing effective visual presentations Case study The teacher should present case studies or real-world examples to the students of well-designed presentations 	Ability to Insert Images, Graphics, and SmartArt accurately	 The following tools, equipment, and software are to be available: Computer Overhead projector presentation program Internet access Presentation creation hand out 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(c) Incorporatin g charts and tables	 Demonstration Demonstration of how to create, insert, and format charts and tables in presentation software (e.g., Microsoft PowerPoint, Google Slides) Practical Activity Guide the students to practice creating charts and tables with real or sample data Organise workshops where students focus on creating visually effective charts and tables 	Ability to incorporate charts, and tables correctly	The following tools, equipment, and software are to be available: • Computer • Overhead projector • presentation program • Internet access • Presentation creation hand out	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(d) Creating slide transitions, slide master and animations	 Demonstration Show the students how to create slide transitions, apply a Slide Master, and add animations Practical Based Activity Guide the students to practise creating slide transitions, Slide Master layouts, and animations with guidance Guide the students to customize pre-made templates using the Slide Master Project Based Activity Create challenge-based activities where the students must apply specific animations and transitions Assign scenario-based projects that require the students to apply transitions, animations, and the Slide Master to complete a professional presentation	Ability to create transitions between slides, use slide master layouts, ensure uniformity across slides, and apply appropriate animations to individual objects appropriately	 The following tools, equipment, and software are to be available: Computer Overhead projector presentation program Internet access Presentation creation hand out 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(e) Creating presentation s for remote meetings	 Demonstration Show the students how to create a presentation tailored for remote delivery, emphasizing clarity, simplicity, and engaging design Practical Activity Guide the students through a hands-on activity where they use remote meeting platforms (e.g., Zoom, Google Meet, Microsoft Teams) to share their presentations Group Discussion Use a collaborative group work to design a remote presentation 	Presentations for remote meetings are appropriately performed	 The following tools, equipment, and software are to be available: Computer Overhead projector presentation program Internet access Presentation creation hand out 	

FORM THREE

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
	2.4 Working with desktop publishing	(a) Performing document creation and formatting	 Demonstration Demonstrate the basic features of MS Publisher, such as selecting templates, customizing layouts, inserting images, and formatting text Project Based Activity Provides to students structured, step-by- step instructions to create and format their own document in MS Publisher Project Based Activity Engage the students in a project where they must create a complete publication from scratch, based on a real-world scenario	Ability to create Documents, and formatting accurately	 The following tools, equipment, and software are to be available: Computer Overhead projector Publisher program Internet access Publisher creation hand out 	31
		(b) Performing image insertion, editing and use graphics and design elements	 Demonstration Conduct demonstration of inserting images and graphics into a publication, showing how to use different editing tools in MS Publisher Practical Activity 	Ability to perform image insertion, editing, and use graphics, and design elements correctly	 The following tools, equipment, and software are to be available: Computer Overhead projector 	

	Facilitate hands-on practise sessions where students follow along and apply what they learned in real-time		 Publisher program Internet access
(c) Performing typography and Font Management	 Demonstration Provide live demonstrations of how to access and manage fonts in desktop publishing software Project Based Activity Engage students in hands-on projects that require them to apply typography principles in creating documents or publications Think Ink Pair Share Facilitate group workshops where students present their work for peer critique, focusing on typography choices Research Based Activity assign students to research a typography resource (e.g., Google Fonts, Adobe Fonts) and present their findings to the class 	Ability to perform typography and Font Management precisely	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Publisher program • Internet access • Publisher creation hand out
(d) Designing office and	Demonstration Demonstrate to the students how to prepare business cards and stationery	Applicability of Office and business products suitably	The following tools, equipment, and software are to be available:

		business products	Practical Activity Provide practical activity to students on Create brochures and flyers, Make Posters, Design Newsletters, Creating Invitations, and Greeting Cards (Inquiries, complaints, engagement)		 Computer Overhead projector Publisher program Internet access 	
3.0 Implementing internet and digital marketing	3.1 Administer internet applications	(a) Conducting internet Search	 Brainstorming Guide the students to brainstorm on Internet and its terminologies Group Discussion Assign the students to groups and guide them to explain different web browsers, search engines, and their functionalities. Guide the students to describe different internet search techniques Guide the students to identify credible and reliable sources of information Practical Activity Guide the students to use internet for searching information 	Precision use of internet search	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Internet access • Web browser application	31
		(b) Working with email application	Questions and AnswersGuide the students to describe conceptsofemailapplicationanditsterminologiesPractical Activity	Ability to perform email application appropriately	The following tools, equipment, and software are to be available: • Computer • Overhead projector	

		 Guide the students to set up an email account and configure settings (e.g., signatures, automatic replies) Guide the students to compose, send, and reply to emails professionally Guide the students to use folders and labels to organize emails Instruct the students to attach files, images, and documents securely to emails Practical Activity Facilitate for the students to use email tools such as filters, rules, and priority markers to manage inbox efficiently 		 Internet access Email applications 	
	(c) Administering social media accounts	BrainstormingSupport the students in brainstormingdifferent types of social media accountsand their applicationsCase StudyUse real-world scenarios to illustrate theprocess of creating and posting content,emphasizing the differences in tone andstyle across platformsPractical Activity	Ability to administer and exhibit awareness about social media accounts	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Internet access • Social media applications	

		Practical sessions should be arranged where the students practise using social media management tools to schedule			
		posts and manage multiple accounts efficiently			
		Assist the students in setting up various social media accounts			
		Case study Provide case studies for analyzing social media interactions and help students develop response strategies for different situations (customer inquiries, complaints, engagement) Demonstration Demonstrate how to read and interpret social media analytics, allowing students to measure performance and make improvements			
	(d) Administering webinars and virtual meetings	 Demonstration Demonstrate various virtual meeting platforms and guide students in setting up meetings or webinars, focusing on essential tools and settings Practical Activity Guide the students to schedule meetings, create invitations, and utilize features like screen sharing, breakout rooms, and polls 	Ability to set meetings or webinars by using essential tools	The following tools, equipment, and software are to be available: • Computer • Overhead projector • Internet access • Webinars application subscriptions	

		Group Discussion Guide the students form manageable group then, to describe different types of webinars or virtual meetings			
	(e) Creating online forms and surveys	Questions and Answers Guide the students to describe different types of online forms and their applications Practical Activity Guide the students through the process of selecting a platform and creating an online form, demonstrating the use of different question formats Case Study	Ability to create Online forms and surveys correctly	The following tools, equipment, and software are to be available:• Computer• Overhead projector• Internet access	
		Discuss real-world examples of how online forms are used in business, education, and other sectors, encouraging students to think critically about design and audience Provide exercises on distributing forms through various channels and analyzing survey results, teaching students how to interpret data and create reports			
	(f) Working with cloud storage and file sharing	Think Ink Pair Share Guide the students to think as individual on cloud storage and its terminologies and later to share with class	Ability to work with Cloud storage and file sharing are properly	The following tools, equipment, and software are to be available: • Computer	

		Practical Activity		• Overhead
		Guide the students through the process		projector
		of creating and setting up cloud storage		Internet access
		accounts on different platforms		
		1		
		Practical sessions should be arranged		
		where students upload, organize, and		
		share files with various permission		
		levels to understand file security and		
		accessibility		
		Guide students to practice using cloud		
		services across multiple devices,		
		ensuring files sync properly, and		
		troubleshooting common issues		
	(g) Recognising	Case Study	Ability to identify	The following
	internet	Use case studies to explain various	and recognize	tools, equipment,
	threats	types of internet threats and their	Internet threats	and software are to
		potential consequences, with real-life		be available:
		examples of cyber-attacks		• Computer
		1 5		Overhead
		Group Discussion		projector
		Lead discussions on how		Internet access
		cybercriminals use social engineering to		Cyber-crime act
		manipulate users, encouraging students		summary
		to share personal experiences or		
		examples they've encountered		
	(h) Using virtual	Questions and Answers	Ability to use	The following
	private	Assist the students to explain the	Virtual private	tools, equipment,
	network	concepts of VPNs and proxies,	network (VPN)	and software are to
	(VPN) and	highlighting their differences and	and proxy	be available:
	proxy	typical use case	correctly	• Computer

	Practical Activity	Overhead
	Practical sessions should be arranged	projector
	where students install, configure, and	Internet access
	use VPN software or proxy settings on	VPN software
	different devices, ensuring they	
	understand how to select VPN servers	
	and manage encryption settings	

FORM FOUR

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
3.0 Implementing internet and digital marketing	3.3 Administering digital marketing	(a) Creating email marketing	Questions and Answers Guide the students to introduce the basics of email marketing, explaining how it integrates with overall marketing strategies and customer engagement Practical Activity	Ability to create Email marketing correctly	The followingtools, equipment,and software areto be available:• ComputerOverheadprojector• Internet access	42

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			Guide the students to design email templates using different email marketing platforms, focusing on elements like design, messaging, and call-to-action buttons		• Email software	
			Guide students through the process of creating a segmented email list and explain the importance of personalization and targeting for better engagement			
			Demonstration Demonstrate how to set up automated email campaigns, such as welcome emails, promotional campaigns, or follow-up emails using autoresponders.			
		(b) Creating digital contents	 Brainstorming Guide the students to brainstorm on the different types of digital content, providing examples of how businesses and influencers use them for brand building, engagement, and marketing Practical Activity Guide students to create various types of content (e.g., social media posts. blog 	Ability to create Digital contents	 The following tools, equipment, and software are to be available: Computer Overhead projector Internet access Video editing software 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			articles, video snippets), using relevant tools to develop polished, engaging work. Lead activities where students craft content strategies for different platforms, focusing on audience engagement, tone, and branding		Cyber-crime act	
			Cover copyright laws, creative commons licensing, and ethical considerations when using third-party assets, ensuring students understand legal obligations			

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(c) Customizing blogs for publication	 Questions and Answers Introduce blog platforms and provide demonstrations of setting up and customizing blogs with different themes and designs Practical Activity Guide students to work on customizing the appearance and structure of their blogs, ensuring they reflect the desired look and feel for the target audience Guide students in incorporating multimedia elements into their blogs, emphasizing the importance of engaging content and user-friendly layouts 	Competency in customization of blogs for publications	 The following tools, equipment, and software are to be available: Computer Overhead projector Internet access Blog and website hosting service subscription 	
		(d) Conducting online advertising	Question and Answer Introduce the basics of online advertising, explaining the different types of ads and how they fit into broader digital marketing strategies	Ability to conduct Online advertising correctly	 The following tools, equipment, and software are to be available: Computer Overhead projector Internet access 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			Demonstration Demonstrate how to craft effective ad copy and visuals, explaining how different design choices can influence ad performance		 Video editing software Social media software 	
			The students should participate in exercises where he/she selects and adjust targeting options to reach specific audiences and understand how audience segmentation impacts results			
			Explain how to set budgets and use bidding strategies, emphasizing the importance of monitoring campaign performance and using key metrics to assess success			
			Practical Activity Guide the students to practice analysing campaign data and making real-time adjustments to improve campaign performance, learning how to optimize ads based on insights from impressions, clicks, and conversion rates			

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		(e) Conducting market analytics and Reporting	 Questions and Answers Explain the importance of market analytics and how it supports strategic decision-making, providing real-world examples of its impact Practical Activity Guide the students to work with tools like Google Analytics, Excel, or other platforms, helping them gather and interpret market data for websites and online campaigns Demonstration Demonstrate how to track and analyse key metrics such as traffic, conversion rates, and user demographics, guiding students in extracting actionable insights from the data Group exercises should focus on identifying market trends and customer behaviour patterns, emphasizing how to apply insights to improve marketing or business strategies 	Ability to make market analytics and reporting accurately	The following tools, equipment, and software are to be available: • Computer Overhead projector • Internet access • Social media software	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			Guide the students in creating professional reports with clear visualizations, teaching them how to present data in a way that is easy to understand for stakeholders			
			Case Study Case studies should be used to help the students to apply analytical findings to real-life business scenarios, encouraging them to make strategic recommendations based on the data			
		(f) Maintaining customer relationship (CRM) Systems	Questions and Answers Clarify to the students the purpose and benefits of CRM systems, with examples of how businesses use them to manage relationships and drive sales Practical Activity Guide students on setting up a CRM system, configuring its features, and managing customer data, allowing students to familiarize themselves with real-world CRM environments Students should practice automating	Ability to maintain Customer relationship (CRM) Systems effectively	 The following tools, equipment, and software are to be available: Computer Overhead projector Internet access Social media software Customer relationship management system 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
			such as sending follow-up emails or updating customer records after interactions			
			Demonstration Demonstrate how to use CRM tools for tracking leads, sales activities, and customer interactions, emphasizing the importance of data accuracy and consistency Group Discussion Guide the students in manageable groups to discuss data privacy and security best practices, with a focus on complying with regulations like GDPR or CCPA, ensuring			
		(g) Working	customer data is protected Brainstorming	Ability to use	The following	
		with artificial intelligence	Guide the students student to brainstorm artificial intelligence and its terminologies	Artificial Intelligence (AI)	tools, equipment, and software are to be available:	
		(AI)	Arrange students to groups and assign them to explain different artificial intelligence tools and their functionalities		 Computer Overhead projector Internet access AI tools subscription 	

Module Title (Main Competence)Unit Title (Specific Competences)El (L (L Competences)	Elements Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria	Training Requirements/ Suggested Resources	Number of Periods per Unit
		Guide the student in describing different techniques for using artificial intelligent tools Support the students to identify credible AI tools and how to purchase those tools Practical Activity Assist the students to use AI to search, analyse, develop images, and solve			

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