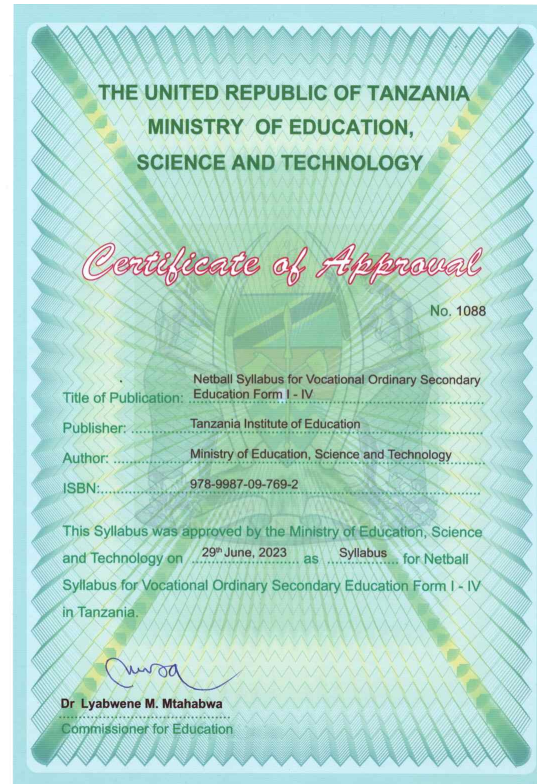


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**NETBALL SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION
FORM I-IV
2023**

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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education

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Dr Aneth A. Komba
Director General

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1.0 Introduction

Netball is an elective trade for Form I-IV students in the Vocational Education pathway. This trade equip students with knowledge, practical and social skills, and attitudes that are essential for success in a global society. The trade incorporates the mastery of Netball skills, rules, play, health and safety principles. It also embraces issues of moral and ethical behaviour that can instill important values, including respect, teamwork, discipline, collaboration, responsibility, perseverance and honesty. Students' understanding and awareness of the sport are deepened both nationally and internationally, and can facilitate self-employment, employment of others and be employed.

The Netball Syllabus is designed to guide the teaching and learning of Netball at Vocational Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Vocational Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan teaching and learning process. Most importantly, the syllabus intends to strengthen the 21st Century Skills and hence develop skilled persons with a positive attitude who can contribute to the development of the nation.

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 develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Level Secondary Education

The objectives of Ordinary Level Secondary Education-Vocational Education, are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue to vocational and technical education.

4.0 General Competences for Ordinary Level Secondary Education

The general competences for Ordinary Secondary Education-Vocational Education are to:

- (a) Use the knowledge, skills and attitude acquired in the Primary Education stage to strengthen and expand vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including science and technology, theoretical and technical knowledge;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education and the life of work.

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 I-IV*

Main competence	Specific competences
1.0 Master playing netball	1.1 Master netball skills and rules 1.2 Master systems of play in netball 1.3 Maintain health and safety in netball 1.4 Exhibit moral and ethical behaviour in netball

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

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Netball;
- (b) Use teaching and learning approaches that will allow student 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 the student's needs and provide the right intervention;
- (k) Involve parents or guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

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

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

6.3 The parent or guardian

The parent or 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 the child with a safe and friendly home environment which is conducive for their learning;
- (d) Keep track of child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Resources

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

8.0 Assessment

Assessment is important in teaching and learning of Netball trade. 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 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 IV 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*

Assessment	Weight (%)
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Project	5
Form IV Mock Examination	5
Form IV National Examination	70
Total	100

9.0 Number of Periods

The Netball Syllabus for Vocational Ordinary Secondary Education Form I – IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. 29 periods per week of 40 minutes each, have been allocated for this subject.

10.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form which has six columns which include main competences, specific competences, learning activities, assessment criteria, suggested resources and number of periods as presented in Table 3 – 6.

Form I

Table 3: *Detailed Contents for Form I*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing Netball	1.1 Master netball skills and rules	(a) Perform physical fitness and health specific exercises (<i>agility, coordination, balance, flexibility, power, reaction time, speed, body composition, cardiovascular strength, cardio-respiratory endurance and muscular strength and endurance</i>)	Physical fitness and health exercises are correctly performed	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, gym, playground or netball court, swimming pool, sport wears or sport gears, netball balls, whistle, agility stick, stop watch and cones	875

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate mastery of netball-specific skill exercises	Netball specific skill exercises are well mastered	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, gym, playground or netball court, swimming pool, sport wears or sport gears, netball balls, whistle, agility stick, stop watch and cones	
		(c) Demonstrate mastery of netball techniques (e.g., <i>Hand-eye coordination, team work, determination footwork, throwing and receiving, passing and shooting</i>)	Netball techniques are well mastered		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Play netball by observing rules and regulations governing the game	Netball rules and regulations are correctly observed		
	1.2 Maintain health and safety in netball	Demonstrate mastery of health and safety principles and regulations	Health and safety principles and regulations are well mastered	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, gym, playground or netball court, swimming pool, sport wears or sport gears, netball balls, whistle, agility stick, stop watch and cones	70
	1.3 Exhibit moral and ethical behaviour in Netball	Play netball by observing professional ethics and moral values	Professional ethics and moral values are well observed		70

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing Netball	1.1 Master netball skills and rules	(a) Demonstrate mastery of netball-specific strategy exercises	Netball-specific strategies exercises are well mastered	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, gym, playground or netball court, swimming pool, sport wears or sport gears, netball balls, whistle, stop watch, cones, and drill videos	1015

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate mastery of offensive strategies in netball (<i>e.g., dodging, change of direction, front cut, support, creating space and movement-manoevres</i>)	Offensive strategies in netball are correctly mastered		
		(c) Demonstrate mastery of defensive strategies in netball (<i>e.g., footwork, pressuring opponent, communication, interception and hunting</i>)	Defensive strategies in netball are well mastered		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Demonstrate mastery of psychological skills <i>(competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage)</i>	Psychological skills are well mastered		
		(e) Play netball by integrating offensive and defensive techniques	Offensive and defensive techniques in netball are accurately integrated		

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master play Netball	1.1 Master systems of play in netball	(a) Analyse positions of play in netball and their responsibilities (<i>defence, midfield and attack</i>)	Positions of play in netball and their responsibilities are correctly analysed	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, gym, playground or netball court, sport wears or sport gears, netball balls, whistle, stop watch, cones, and drill videos	1015
		(b) Analyse playing zones in netball	Zones of play in netball are correctly analysed		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Play netball by considering positions and zones of play	Positions and playing zones in netball are appropriately considered		
		(d) Use ICT for netball skills development	ICT for netball skills development is appropriately used		

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing Netball	1.1 Master netball skills and rules	(a) Demonstrate mastery of position-specific skills in netball	Position-specific skills in netball are well mastered	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, gym,	1015
		(b) Play intramural and inter-mural netball matches	Intramural and inter-mural netball matches are well played	playground or netball court, swimming pool, sport wears or sport gears, netball balls, whistle, stop watch, cones, and drill videos	

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Participate regularly in netball individualised skills development programs	Individualized netball skill development programs are regularly participated		

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