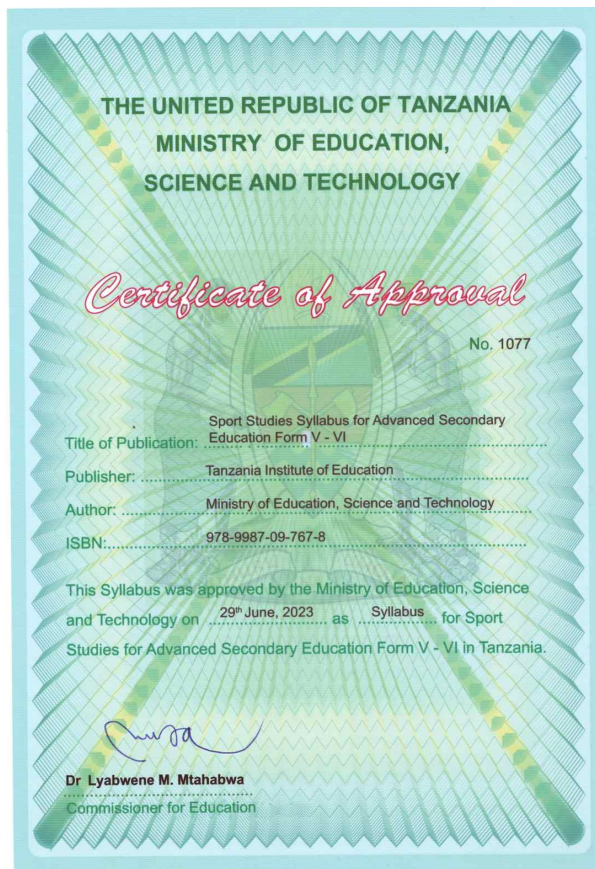


THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



SPORT STUDIES SYLLABUS FOR ADVANCED SECONDARY EDUCATION

FORM V-VI

2023

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Abbreviations and Acronyms

ICT Information and Communications Technology

TIE Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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1.0 Introduction

Sport Studies is a compulsory subject for Form V-VI students who choose the combination that incorporate the Sport Studies subject. This subject equip students with knowledge, practical and social skills, and attitudes that are essential for success in a global society. Sport Studies incorporates the mastery of sports science, skills, rules, play, health and safety principles. It also embraces issues of moral and ethical behaviour that can instil important values, including respect, teamwork, discipline, collaboration, responsibility, perseverance and honesty. Students' understanding and awareness of sports are deepened both nationally and internationally, and can facilitate self-employment, employment of others and be employed.

The Sport Studies Syllabus is designed to guide the teaching and learning of Sport Studies 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 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 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 Level 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 of Advanced Secondary Education

The general competences for Advanced Secondary Education are to:

- (a) Apply the knowledge and skills acquired in Ordinary Secondary Education to strengthen and broaden academic understanding;
- (b) Demonstrate an appreciation of citizenship, national virtues, human rights and civil rights;
- (c) Demonstrate confidence in learning various fields, including Science and Technology, theoretical knowledge and vocational education;
- (d) Use language skills in academic communication;
- (e) Apply knowledge of cross-cutting issues to master the surrounding environment;
- (f) Use knowledge and skills to enable a student to employ oneself, be employed as well as manage life and his/her environment; and
- (g) Demonstrate readiness to proceed to the next level of education.

5.0 Main and Specific Competences

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

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

Main competences	Specific competences
1.0 Demonstrate mastery of the history of sports and its importance	1.1 Demonstrate an understanding of the history and development of sports in Tanzania 1.2 Demonstrate an understanding of the opportunities available in sports at national and international levels
2.0 Demonstrate mastery of the relationship between human physiology and performance in sports	2.1 Demonstrate a basic understanding of the structure and systems of the human body 2.2 Demonstrate a basic understanding of the role of human body systems and movements in sports
3.0 Perform selected sports	3.1 Train for selected sports 3.2 Develop advanced skills in selected sports
4.0 Demonstrate mastery of the basic principles of sports management and administration	4.1 Demonstrate an understanding of basic principles of leadership, administration and management in sports
5.0 Conduct a project in Sports	5.1 Design and conduct a project in Sports

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

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Sport Studies;
- (b) Use teaching and learning approaches that will allow students of 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 student

The student is expected to:

- (a) Develop the intended competencies 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

The parent/guardian is expected to:

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

7.0 Teaching and Learning Methods

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

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and 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 the TIE.

9.0 Assessment

Assessment is important in teaching and learning of Sports Studies 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 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*

Assessment Measures	Form V	Form VI
First Term Examination	5%	5%
Second Term Examination	5%	-
Project	-	10%
Mock Examination	-	5%
National Examination	-	70%
Total	100%	

10.0 Number of Periods

The Sport Studies Syllabus for Advanced Secondary Education Form V-VI 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. 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 matrix form with seven columns which include main competence, specific competence, learning activities, assessment criteria, suggested teaching and learning methods, suggested resources, and number of periods as presented in Table 3-4.

Form V

Table 3: Detailed Contents 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 sports and its importance	1.1 Demonstrate an understanding of the history and development of sports in Tanzania	Explain the historical development of sports in Tanzania from international and national perspectives (<i>development, spread and impacts</i>)	<p>Group discussion: Guide students in manageable groups to discuss the historical development of sports in Tanzania from international perspective</p> <p>Group Discussion: Organise students in manageable groups to discuss the historical development of sports in Tanzania from national perspective</p> <p>Plenary discussion: Lead plenary discussion to summarise ideals generated from the group discussions</p>	The historical development of sports in Tanzania from international and national are well explained	Newspaper, magazine, sport documentary, videos, sport sessions in television and radio	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of the relationship between human physiology and performance in sports	2.1 Demonstrate a basic understanding of the structure and systems of the human body	Describe the structure and functions of human body systems that relate to physical exercises and sports (<i>skeletal, muscular, circulatory, respiratory, nervous and endocrine systems</i>)	Group discussion: Task students in manageable groups to analyse the structure and functions of human body systems that relate to physical exercise and sports	The structures and functions of human body systems related to physical exercises and sports are well described	Human body models and charts	70
	2.2 Demonstrate a basic understanding of the role of human body systems and movements in sports	Apply the knowledge of various body systems (<i>muscular skeletal system, cardiovascular system, cardiorespiratory, nervous, endocrine and digestive systems</i>) to enhance performance in physical exercises and selected sports: Athletics (<i>running, throwing and jumping</i>), swimming, football, netball, basketball, table tennis, tennis volleyball and handball	Demonstration and practice: Perform an instructional activity as students observe Guide students to practice what they have learnt from demonstration in relation to body systems	Knowledge of skeletal, muscular, circulatory, respiratory, nervous, digestive and endocrine systems are well applied in physical exercises and selected sports		40

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
3.0 Perform selected sports	3.1 Train for selected sports	(a) Describe principles of training in sports (<i>specificity, overload, progression and reversibility</i>)	Jigsaw: Task students through jigsaw, to explore specific principles of training in sports and exercises	Principles of training in sports and exercises are well described	Drill videos	80
		(b) Apply principles of training in selected sports: Athletics (<i>running, throwing and jumping</i>), swimming, football and netball	Demonstration: Perform various activities that apply principles of training in selected sports Guide students to practice various skills by observing principles of training in selected sports	Principles of training in selected sports: Athletics (<i>running, throwing and jumping</i>), swimming, football and netball are well applied	Drill videos cones, hurdles, agility blocks, whistle and outfits	
	3.2 Develop advanced skills in selected sports	(a) Perform advanced tactics and drills in selected sports (<i>principles, systems and styles of play</i>)	Guided practice: Organize students in manageable groups and guide them to perform advanced tactics and drills in selected sports	Advanced tactics and drills in selected sports are well performed	Drill videos, balls, cones, whistle, nets, javelin, discus, shot, clappers and starting block, tape measure, flags	100

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Play by observing rules and regulations governing selected sports: Athletics (<i>running, throwing and jumping</i>), swimming, football and netball	<p>Guided practice: Guide students to form teams and play by observing rules and regulations governing selected sports</p> <p>Peer teaching: Lead students to give feedback to each other on how rules and regulations are observed when practicing</p>	<p>Rules and regulations are well observed in playing selected sports</p> <p>Athletics (<i>running, throwing and jumping</i>), swimming, football and netball</p>	Drill videos, starting blocks, whistle, cones, hurdles, balls, disc makers and agility sticks	
4.0 Demonstrate mastery of the basic principles of sports management and administration	4.1 Demonstrate an understanding of basic principles of leadership, administration and management in sports	(a) Describe the principles of sports management, leadership and administration (<i>theories, skills and functions</i>)	<p>Group discussion: Lead students to discuss principles of sport management, leadership and administration</p>	<p>The principles of sport management, leadership and administration are well described</p>	Drill videos, starting blocks, whistle, cones, hurdles, balls, disc makers and agility sticks	40

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the leadership, administrative and managerial structures of sport organisations	<p>Role play/ simulation: Assign students to perform simulation game on administrative and managerial positions of sport organizations</p> <p>Lead students to discuss lessons learnt from simulation and relate with leadership, administrative and managerial structures of sport organizations</p>	The leadership, administrative and managerial structures of sport organizations are well described	Newspaper, magazine, sports documentary videos, sport sessions in television, radio	
5.0 Conduct a project in sports	5.1 Design and conduct a project in sports	Design and execute a project in sports	Project: Task students in pairs to conduct a project in sports	The project in sports is well designed and executed	Newspaper, magazine, match and drill videos, sports sessions in television and radio	

Form VI

Table 4: Detailed Contents for Form VI

Main competence	Specific competence	Learning activities	Suggested learning and teaching methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the history of sports and its importance	1.1 Demonstrate an understanding of the opportunities available in sports at national and international levels	Explore opportunities associated with sports at national and international levels <i>(a place of sports for further education and other careers)</i>	Jigsaw: Task students through jigsaw to explore opportunities associated with sports at national and international levels	Opportunities associated with sports at national and international levels are well explored	Newspaper, magazine, sport documentary, videos, sport sessions in television and radio	30
2.0 Demonstrate mastery of the relationship between human physiology and performance in sports	2.1 Demonstrate a basic understanding of the role of human body systems and movements in sports	Apply biomechanical principles (<i>laws of motions, force, friction, stability, etc</i>) to enhance performance in physical exercises and selected sports: Athletics (<i>running, throwing and jumping</i>), swimming, football and netball, basketball, table tennis, tennis, volleyball and handball	Demonstration and practice: Perform a skill that applies biomechanical principles to enhance performance exercise and sports Guide students to practice skills by applying biomechanical principles to enhance performance in physical exercises and sports	Biomechanical principles to enhance performance in physical exercises and sports are well applied	Human body pictures, models and charts	80

Main competence	Specific competence	Learning activities	Suggested learning and teaching methods	Assessment criteria	Suggested resources	Number of periods
3.0 Perform selected sports	3.1 Train for selected sports	(a) Describe principles of training in sports (<i>specificity, overload, progression and reversibility</i>)	Group discussion: Guide students in manageable groups to discuss principles of training in sports	Principles of training in sports are well described	Drill videos	100
		(b) Apply principles of training in selected sports: Basketball, table tennis, tennis, volleyball and handball	Demonstration and practice: Perform skills in a selected sport to demonstrate how principles of training are applied in sports Guide students to practice sport skills by applying principles of training	Principles of training in sports are well applied	Tape measure, height stadiometer, dynamometer, skinfold caliper, BP machine, weigh scales, sit & reach box, heart rate monitor, step test box, thermometer, sports watch and cones	

Main competence	Specific competence	Learning activities	Suggested learning and teaching methods	Assessment criteria	Suggested resources	Number of periods
	3.2 Develop advanced sports skills	(a) Perform advanced tactics and drills in selected sports (<i>principles, systems and styles of play</i>)	Guided practice: Organize students in manageable groups and guide them to perform advanced tactics and drills in selected sports	Advanced tactics and drills in selected sports are well performed	Balls, cones, whistle, rackets, nets, clappers,	140
		(b) Play by observing rules and regulations governing selected sports: Basketball, table tennis, tennis, volleyball and handball	Guided practice: Guide students to form teams and play by observing rules and regulations of selected sports Peer teaching: Lead students in pairs to give feedback to each other on rules and regulation when playing selected sports	Rules and regulations governing selected sports: Basketball, volleyball, handball, table tennis and tennis are well observed	Specific sports rules, regulations, whistles, score sheets, flag and electronic officiating devices	

Main competence	Specific competence	Learning activities	Suggested learning and teaching methods	Assessment criteria	Suggested resources	Number of periods
4.0 Conduct a project in sports	4.1 Design and conduct a project in sports	Complete and submit for assessment the project initiated in Form Five	Project: Lead students in pairs to write and submit a project report on sports challenges in Tanzania	A project is completed and submitted	Drill videos, starting blocks, whistle, cones, hurdles, balls, disc makers and agility sticks	

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