

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



**VOCATIONAL SKILLS SYLLABUS FOR PRIMARY SCHOOL EDUCATION**  
**STANDARD V–VII**

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## **Foreword**

Quality education is the right of every Tanzanian. The Ministry of Education, Science and Technology has been improving the primary school education curriculum to ensure that quality education is provided and that it prepares the pupil to cope with the environment in which he or she lives. This context has led the Ministry of Education, Science and Technology to improve the process of teaching and learning the Vocational Skills by preparing this syllabus. The Vocational Skills subject syllabus has been developed based on the 2019 third edition of the 2015 Curriculum for Primary Education Standard III-VII. This syllabus emphasises teaching and learning that focus on building the pupil's competencies. Using this syllabus, the pupil will develop skills in good grooming, cooking various dishes, entrepreneurship and art activities.

The Vocational Skills subject syllabus consists of various components, namely the main competencies, specific competencies, pupil's assignments, criteria and assessment standards as well as the number of periods for each specific competency. These components will help the teacher to determine how to teach and measure pupils' performance with respect to their ability to demonstrate the competencies. However, Reading, Writing and Arithmetic (3Rs) competencies continue to be emphasised in the Vocational Skills subject.

The teacher is expected to use this syllabus following the instructions provided. However, he or she can plan the implementation of the syllabus depending on the school context.

The Ministry of Education, Science and Technology continues to receive any constructive suggestions for improving the quality of this syllabus from the teachers and other education stakeholders. All suggestions should be sent to the Director General of the Tanzania Institute of Education.



Dr Lyabwene M. Mtahabwa

**Commissioner for Education**  
**Ministry of Education, Science and Technology**

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#### **4.0 Introduction**

The Vocational Skills Syllabus has been prepared in accordance with the Primary School Education Curriculum for Standard III–VII of 2016. This subject is intended to enable the pupil to develop a positive attitude towards work; identify and promote talented and gifted learners; develop self-reliance spirit; foster and create the ability to recognize economic opportunities in the environment. This syllabus is divided into three main parts, namely the introduction, curriculum overview and curriculum contents. There are two periods per week allocated for implementing the syllabus at this level.

#### **5.0 General Curriculum Overview**

The Curriculum process for Primary School Education Standard III–VII comprises various aspects in line with holistic concept in which various aspects are understood in an integrative way. This part presents some of the curriculum aspects, namely the Objectives of Primary School Education, Competencies of Primary School Education Standard III–VII, the Importance and Objectives of Vocational Skills, Main and Specific Competencies, Teaching and Learning Vocational Skills and Assessment of Learning.

##### **6.1 Primary School Education objectives for Standard III–VII**

The objectives of Primary School Education for Standard III–VII are to enable a pupil to

- a) develop his or her skills in reading, writing, arithmetic and oral communication;
- b) know, use and value Kiswahili and English languages;
- c) know the foundation of the rule of law;
- d) appreciate the culture of Tanzania and those of other countries;
- e) develop the ability to think, create and solve problems;
- f) recognise the importance of ethics, integrity and accountability as qualities of a good citizen;

- g) participate in games and sports and appreciate artistic activities;
- h) discover and develop his or her talents and abilities;
- i) appreciate and like work;
- j) recognise, appreciate and make use of technical skills; and
- k) prepare for the next level of education and cultivate a spirit of lifelong learning.

## **12.2 Competencies in Primary School Education for Standard III–VII**

The Competencies for Primary School Education are intended to enable the pupil to demonstrate his or her ability to

- a) communicate fluently in Kiswahili and English both orally and in writing;
- b) read confidently and understand specified texts;
- c) use theoretical and mathematical principles in day-to-day life situations;
- d) apply scientific, technological and vocational skills in real life situations;
- e) value his or her culture and that of other communities;
- f) respect diverse beliefs and ideological differences in the community in which he or she lives;
- g) participate in games and sports and artistic activities;
- h) respect one self and others;
- i) perform patriotic duties;
- j) participate in different activities according to his or her age;
- k) participate in activities which enhance his or her logical and analytical thinking; and
- l) cooperate with others in doing acceptable activities in the community.

## Subject competencies

The Competencies to be developed in Vocational Skills are listed in Table 1.

**Table 1: Subject competencies**

<b>Main competency</b>	<b>Specific competency</b>
1.0 Applying good grooming practices	1.1 Developing personal hygienic habits 1.2 Caring for clothes and maintaining cleanliness 1.3 Caring for the environment and maintaining sanitation in schools and home environment
2.0 Mastering cooking a variety of foods	2.1 Recognizing rules required for cooking different types of foods 2.2 Preparing different types of foods 2.3 Making different beverages
3.0 Creating works of art	3.1 Mastering the basics of singing and acting 3.2 Making different pictures which portray social messages 3.3 Designing different printable art works 3.4 Making a variety of clay works
4.0 Applying entrepreneurial skills	4.1 Developing readiness for learning 4.2 Finding markets for small-scale businesses 4.3 Using the principles of financial management

## **Assessing learning**

Subject competency will be developed by involving the pupil in carrying out various activities based on his or her ability and age. Assessment will focus on enabling a pupil to develop urge to continue learning for the achievement of the intended objectives in primary school education. The assessment will be based on the pupil's performance as indicated in the benchmark performance of the content matrix.

### **3.0 Syllabus Contents**

The content of the syllabus is written for each class with the following aspects: main competencies, specific competencies, pupils' activities, assessment criteria, assessment benchmarks and number of periods.

#### **3.1 Main competency**

The main competency is the ability of a pupil to perform a task accurately and efficiently after learning it for some time. The main competency should be achieved through the specific competencies that the pupil will acquire in performing various activities.

#### **3.2 Specific competency**

A specific competency is the ability of a pupil to perform various activities in a specific period.

#### **3.3 Activities to be done by the pupil**

These are activities which the pupil ought to do to achieve the intended specific competencies in line with his or her ability and age.

#### **3.4 Assessment criteria**

The set criteria help to measure a pupil's efficiency in achieving the specific competency aimed at.

### 3.5 Benchmarking performance

It is a measure of achievement a pupil demonstrates in each specified activity.

### 3.6 Number of Periods

This refers to an estimated time required for teaching and learning based on the weighting of the competency in relation to the activities to be performed by the pupil. The estimated time has been given in terms of periods whereby each period lasts for 40 minutes. This subject is assigned two periods per week.

### 3.7 Standard V contents

**Table 2: Subject competencies**

<b>Main competency</b>	<b>Specific competency</b>
1.0 Applying good grooming practices	1.1 Developing personal hygienic habits 1.2 Caring for garments and maintaining proper sanitation 1.3 Caring for the environment and maintaining sanitation
2.0 Mastering different recipes	2.1 Explaining good hygienic rules for cooking food 2.2 Preparing different types of foods 2.3 Making different drinks

<b>Main competency</b>	<b>Specific competency</b>
3.0 Creating works of art.	3.1 Executing the foundations of singing and acting. 3.2 Making pictures carrying social message. 3.3 Innovating print making. 3.4 Modelling a variety of shapes. 3.5 Making things using materials available in the environment.
4.0 Applying entrepreneurial skills.	4.1 Developing readiness for learning. 4.2 Finding markets for small-scale businesses. 4.3 Using the principles of financial management.

## Syllabus content

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Good grooming.	1.1 Develop personal hygiene habits.	a) Explaining the procedures of bathing.	The bathing procedures have been explained properly.	Explain the procedures for bathing without considering safety and appropriate use of equipment.	Explain the procedures for bathing while considering the appropriate use of equipment without safety.	Explain bathing procedures while considering safety and appropriate use of equipment.	Explain bathing procedures while considering safety, appropriate use of equipment and use of the towel to wipe the body dry.	5
		b) Caring for the body during puberty.	The rules for body care during puberty have been described.	Describe the rules of body care during puberty without considering the proper use of cleaning equipment.	Describe the rules of body care during puberty and consider the proper use of cleaning equipment.	Describe the rules of body care during puberty and considering the proper use of cleaning equipment and how to keep them.	Describe the rules of body care during puberty and considering proper use of cleaning equipment, keeping them and proper disposal of the used ones.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Wearing of school uniform.	School uniform has been worn properly.	Wear school uniform with improper shoes and socks.	Wear untidy school uniform.	Wear school uniform and appear smart.	Wear school uniform and well-polished shoes.	
	1.2 Care for garments and maintain cleanliness.	a) Simple stitching i.e. tacking, joining, decorating and hemming stitches.	Simple stitches have been properly made and labeled.	Make only one simple stitch correctly.	Make two simple stitches correctly.	Make all four simple stitches properly.	Make all four simple stitches properly and correctly label.	5
		b) Repairing worn-out garments using the rules of mending clothes.	Worn-out garments have been repaired correctly.	Repair a worn-out garment without following the rules of mending garments.	Repair a worn-out garment applying few rules of mending garments.	Repair a worn-out garment while applying all the rules of mending garments correctly.	Repair a worn-out garment while applying all the rules of mending garments, and assisting others to repair their garments.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Attaching buttons to the garment.	The buttons have been attached to garment correctly.	Attach buttons to the garment without following the rules.	Attach buttons to garment following few rules.	Attach buttons to the garment while following all the rules correctly.	Attach buttons to garment following all the rules correctly and helping others to do so.	
	1.3 Caring for the environment and maintaining sanitation	a) Cleaning the floor following procedures.	The floor has been cleaned using appropriate equipment and following the required procedures.	Clean the floor using proper equipment but without following the required procedures and using proper equipment.	Clean the floor without using either proper equipment or the required procedures.	Clean the floor using proper equipment following the required procedures.	Clean the floor using appropriate equipment while and following the required procedures in addition to assisting others to do the same.	5
		b) Explaining the methods of cleaning the bedroom. i.e. daily, weekly and special cleaning.	Methods of cleaning the bedroom have been explained and how to decorate it.	Explain one method of cleaning the bedroom.	Explain two methods of cleaning the bedroom.	Explain all the three methods of cleaning the bedroom correctly.	Explain all the three methods of cleaning the bedroom and how to decorate the room properly.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Describing the procedures of waste management.	Procedures of waste management have been described accurately and providing reasons.	Describe the procedures of keeping the waste in a container without sorting out the waste.	Describe the way of keeping the waste in a container after sorting but neglect covering it.	Describe keeping the waste in a container after sorting and covers it.	Describe on the way of keeping the waste in a container after sorting covering it properly and providing reasons.	
2.0 Mastering different recipes.	2.1 Explain hygiene rules for cooking food.	a) Explaining personal hygiene rules when preparing food with examples.	Proper personal hygiene rules have been explained correctly.	Explain only one personal hygiene rule.	Explain a few personal hygiene rules.	Explain all the personal hygiene rules correctly.	Explain all the personal hygiene rules and provide some examples.	
		b) Cleaning the kitchen environment properly.	Kitchen environment has been cleaned properly as expected and clean the used equipments.	Clean the kitchen environment by applying only one guideline.	Clean kitchen environment by applying a few guidelines.	Clean kitchen environment by applying all the guidelines.	Clean the kitchen environment by applying all the guidelines and cleaning the used kitchen equipment.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Identifying different cooking methods.	Four different cooking methods have been identified correctly: boiling, frying, baking and roasting with examples.	Identify only one cooking method.	Identify some cooking methods.	Identify all four different cooking methods correctly.	Identify all four different cooking methods correctly and explain with examples how each method is applied.	
	2.2 Prepare different types of food.	a) Boiling different types of food following guidelines.	Different types of food have been boiled following guidelines.	Boil food without following guidelines.	Boil food following some of the guidelines.	Boil food following all the guidelines.	Boil different types of food following all the guidelines and assist others to do the same.	5
		b) Frying different types of food using shallow frying.	Different types of food have been fried correctly using shallow frying.	Fry different types of food using oil dis proportionally.	Fry different types of food using correct amounts of oil but the food is not presentable.	Fry different types of food using correct amounts of oil and the food is presentable.	Fry different types of food using correct amounts of oil and the food is presentable and help others to do the same.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Roasting different types of food correctly.	Different foods have been roasted following guidelines.	Roast food without following guidelines.	Roast food following a few guidelines.	Roast food following all the guidelines.	Roast food following guidelines and instruct others to do the same.	
	2.3 Prepare different kinds of drinks.	a) Preparing tea with milk.	Tea with milk has been prepared following guidelines.	Prepare tea with milk without following guidelines.	Prepare tea with milk following only a few guidelines.	Prepare tea with milk following all the guidelines.	Prepare tea with milk following all the guidelines and assist others to do the same.	
		b) Preparing porridge.	Porridge has been correctly prepared following the guidelines.	Prepare porridge without following guidelines.	Prepare porridge following only a few guidelines.	Prepare porridge following all the guidelines.	Prepare porridge following all the guidelines and help other pupils.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Preparing fruit juice using squeezing methods.	Fruit juice has been made using squeezing methods.	Prepare fruit juice using poor quality fruits and in a dirty environment.	Prepare fruit juice using quality fruits without considering issues of hygiene.	Prepare fruit juice from quality fruits, adding correct ingredients and in a clean environment.	Prepare fruit juice using quality fruits, adding correct ingredients, considering cleanliness clean environment and assisting others to do the same.	
3.0 Creating works of art.	3.1 Execute the foundations of singing and acting.	a) Singing Appreciation songs with accompaniment of musical instruments.	Appreciation songs have been well sung accompanied with musical instruments.	Sing appreciation songs without musical instruments.	Sing appreciation songs with guidance of few musical instruments.	Sing appreciation songs correctly with guidance of a variety of musical instruments.	Sing appreciation songs correctly with guidance of various musical instruments and help others to sing.	9
		b) Singing a variety of patriotic songs following the rhythm of the school band.	Patriotic songs led by the school band have been well sung.	Sing patriotic song without following the rhythm from the school band.	Sing a few songs in tune with the rhythm from the school band.	Sing well all given songs in tune with rhythm from the school band.	Sing very well all the given songs in tune with the rhythm from the school band and add other songs.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Reciting a four stanza traditional poem using different melodies.	Four stanza traditional poem have been correctly recited using different melodies.	Recite a four stanza traditional poem using a single melody.	Recite a four stanza traditional poem using a few of the melodies.	Recite a four stanza traditional poem correctly using different melodies.	Recite a four stanza traditional poem correctly using various melodies and with innovation.	
		d) Preparing different theatrical costume props according to the theme.	Various theatrical costume props have been prepared according to the given theme.	Prepare a single theatrical costume prop according to the given theme.	Prepare a few theatrical costume props according to the given theme.	Prepare a variety of theatrical costume props correctly according to the given theme.	Prepare a variety of theatrical costume props correctly and show creativity.	
		e) Performing various theatrical activities and explain their messages	Various theatrical activities have been performed and their messages been explained well.	Perform theatrical activities without explaining their messages.	Perform various theatrical activities and explain their messages but not clearly.	Perform various theatrical activities and explain their messages clearly.	Perform various theatrical activities with great creativity and explain their messages clearly.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.2 Make pictures carrying different social messages.	a) Drawing stick pictures depicting people in various postures using a pencil.	Stick pictures depicting people in various postures have been well drawn using a pencil.	Draw a stick picture depicting one person in a single posture using a pencil.	Draw stick pictures depicting people in a few postures using a pencil.	Draw and explain stick pictures depicting people in various postures, as instructed, using a pencil.	Draw stick pictures depicting people in various postures, as instructed, using a pencil, creatively.	
b) Drawing using a pencil a variety of stick pictures.		Stick pictures of different things have been drawn correctly.	Draw a stick picture of a single item using a pencil.	Draw a stick picture of a few different items using pencil.	Draw a stick picture of several different items using a pencil correctly.	Draw a stick picture of several different items using a pencil correctly with creativity.		
c) Drawing a stick picture using a pencil depicting people and other things in various postures.		Stick picture depicting people and other things in different postures has been drawn correctly using a pencil.	Draw a picture of people and other things in a single posture using a pencil.	Draw a picture of both people and other things in a few different postures using a pencil.	Draw a picture of both people and other things in several postures correctly using a pencil.	Draw a picture of both people and other things using a pencil in several postures correctly and with some innovation us.		

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.3 Innovative print making.	a) Identifying printing motifs in the environment.	Variety of printing motifs in the environment have been identified.	Identify one motif for printing in the environment.	Identify a few motifs for printing in the environment.	Identify various motifs for printing in the environment.	Identify a range of motifs for printing in the environment and explain their uses.	4
		b) Preparing printing items.	Varieties of printing have been successfully prepared.	Prepare a single item for printing.	Prepare a few items for printing.	Prepare various items for printing.	Prepare many items for printing with creativity.	
		c) Printing a design with motifs of varying colours using the pressing method.	Design of motifs of varying colours has been correctly printed using the pressing method.	Print a design of motifs in a single colour using the pressing method.	Print a design of motifs in a few colours using the pressing method.	Print a design of motifs in various colours using the pressing method correctly.	Print a design of motifs in various colours using the pressing method and add some innovation.	
	3.4 Model a variety of shapes.	a) Modelling a variety of shapes using the pinching method.	Modelling of variety of shapes using the pinching method has been successfully done.	Model a single shape using the pinching method.	Model a few shapes using the pinching method.	Model a variety of shapes using the pinching method.	Model a variety of shapes using the pinching method and add some creativity.	5

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Making a clay figure using the slab method.	Clay figure using the slab method has been made successfully.	Make a clay slab figure with some faults.	Make an in slab figure complete clay.	Make a complete clay figure using the slab method with parts well attached.	Make a complete slab clay figure with parts well attached and add some innovations.	
		c) Making clay figure using the coil method.	Clay coil figure has been made well.	Make a clay coil figure with some faults.	Make an complete clay in figures.	Make a complete clay coil figure correctly.	Make a complete clay coil figure showing its parts and add creativity.	
		d) Drying clay models by following the required steps.	Clay model has been dried following the required steps.	Dry clay models but without following all the required steps.	Dry clay models following only a few required steps.	Dry clay models following all the required steps.	Dry clay models following all the required steps and add own creativity.	
	3.5 Make things using materials available in the environment.	a) Braiding a long twill band using different techniques.	Different long twill bands have been braided correctly.	Braid a one long twill band.	Braid a few long twill bands using different techniques.	Braid many long twill bands using different techniques.	Braid many long twill bands using different techniques and add some creativity.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Braiding ropes.	Ropes have been braided well using different techniques.	Braid a rope using a single technique.	Braid a rope using a few techniques.	Braid a rope using a variety of techniques correctly.	Braid rope using a variety of techniques and add some innovation.	
		c) Making items using a braided twill band and rope.	Different items have been made using a braided twill band and rope.	Make a single item using a braided twill band and rope.	Make a few items using a braided twill band and rope.	Make many items using a braided twill band and rope perfectly.	Make many items using a braided twill band and rope perfectly and adds own creativity.	
4.0 Understanding entrepreneurial skills.	4.1 Develop readiness for learning.	a) Listening to instructions carefully and follow them.	Instructions have been listened to and are followed as expected.	Listen to the instruction but fail to follow any of them.	Listen to instructions and follow a only a few of them.	Listen to instructions and follow them as expected.	Listens to instructions and follow them beyond expectation.	5
		b) Asking various questions to develop knowledge in the learning process.	Various questions have been asked to develop knowledge in the learning process.	Ask one question to develop knowledge in the learning process.	Ask a few questions in to develop knowledge in the learning process.	Ask many questions to develop knowledge in the learning process.	Ask many questions to develop knowledge in learning as intended and provide comments.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Participating in various subject clubs to develop important skills in learning.	Important skills in learning have been developed through participation in various subject clubs.	Participate in one subject club to develop important skills in learning.	Participate in a few subject clubs to develop important skills in learning.	Participate in many subject clubs to develop important skills in learning.	Participate in many subject clubs to develop important skills in learning and show particular responsibility.	
	4.2 Finding markets for small scale businesses.	a) Identifying different types of commodities which the market demands.	Different types of commodities have been identified according to the market demand.	Identify one type of commodity which the market demands.	Identify a few types of commodities basing on the market demand.	Identify many types of commodities which the market demands.	Identify many types of commodities which the market demands and demonstrate extra knowledge.	9
		b) Identifying the prices of various commodities compared to their production costs.	Prices of commodities compared to their production cost have been identified.	Identify standard production cost of only one commodity.	Identify the price and production costs of a few commodities.	Identify the prices and production costs of many commodities.	Identify prices and production costs of many commodities and provide very good explanations.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Setting the prices of commodities according to the existing market price.	Prices for various commodities have been fixed correctly according to the existing market.	Set price of one commodity only according to the prevailing market price.	Set prices of a few commodities according to the prevailing market price.	Set prices of many commodities according to the prevailing market prices correctly.	Set price of many commodities according to the prevailing market prices and indicate innovativeness.	
		d) Explain the advantages of the consumer knowing the expiry date of a commodity.	Advantages of the consumer knowing the expiry date of a commodity have been explained.	Explain one advantage of the consumer knowing the expiry date of a commodity.	Explain a few advantages of a consumer knowing the expiry date of a commodity by consumer.	Explain a good number of advantages of a consumer knowing the expiry date of a commodity.	Explain a good number of advantages of a consumer knowing the expiry date of a commodity and add own findings.	
		e) Identify the difference between a shop and a market to find out what kinds of products are needed in either outlet.	Differences between a shop and a market are specified correctly to determine what kind of commodities are needed in each of them.	Differentiate a shop from a market without mentioning the kind of commodities needed in the shop or the market.	Differentiate a shop from a market and mention the commodities needed in each of them.	Differentiates a shop from a market and mention the commodities needed in both.	Differentiate a shop from a market, mention the commodities needed in both and suggest prices.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	4.3 Know the principle of money management.	a) Keeping different records of income and expenditure.	Records for income and expenditure have been kept as expected.	Keep records of income and expenditure inaccurately.	Keep records of income accurately but fail to show a record of expenditure.	Keep both income and expenditure records accurately.	Keep both income and expenditure records accurately in each book.	
		b) Identifying different ways of saving money.	Different ways of saving money have been identified correctly.	Identify only one way of saving money.	Identify a few ways of saving money.	Identify many ways of saving money correctly.	Identify many ways of saving money accurately and add new ideas.	
		c) Identifying different financial services that are provided through telephone.	Different financial services that are provided through the telephone have been identified.	Identify only one financial service offered through the telephone.	Identify a few financial services that are provided via the telephone.	Identify many financial services that are provided through the telephone correctly.	Identify many financial services that are provided through the telephone and explain their benefits.	

### 3.8 Standard VI contents

**Table 3: Subject competencies**

<b>Main competency</b>	<b>Specific competency</b>
1.0 Good grooming.	1.1 Care for garments and maintain cleanliness. 1.2 Care the environment and maintain proper sanitation.
2.0 Mastering different recipes.	2.1 Make different kinds of dishes. 2.2 Make different kinds of drinks. 2.3 Develop the acceptable table manners.
3.0 Creating works of art.	3.1 Execute foundation of singing and acting. 3.2 Making pictures carrying social messages. 3.3 Innovative print making. 3.4 Model different items using paper mash. 3.5 Make items using materials available in the environment.
4.0 Knowing entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small-scale businesses. 4.3 Know the principles of money management.

## Syllabus contents

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Good grooming.	1.1 Caring for garments and maintaining cleanliness.	a) Washing garments following steps of washing them.	Garments have been properly washed following the steps of washing them.	Wash garments following only one step of washing them.	Wash garments following only a few steps of washing them.	Wash garments following all the steps of washing garments properly.	Wash garments following all the steps of washing garments and instruct others on how to wash garments.	6
		b) Ironing clothes following required procedures.	Clothes have been ironed properly following the required procedures.	Iron clothes following only one procedure	Iron clothes following only a few procedures.	Iron garments following all the required steps.	Iron clothes following all the required procedures and store them properly.	
		c) Cleans shoes.	Shoes have been cleaned correctly according to their type.	Clean the shoes without using correct equipment.	Clean the shoes with proper equipment but fail to clean the sole.	Clean the shoes with proper equipment both inside and outside.	Clean the shoes with proper equipment both inside and outside and then polish them.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	1.2 Care for environment and maintain sanitation.	a) Caring for garden.	Garden has been cared for properly i.e. weeding, watering and adding some fertiliser.	Care for the garden by considering only one of the three practices.	Care for the garden by considering two of the three practices.	Care for the garden by considering all the three practices.	Care for the garden by considering weeding, watering, adding, fertiliser and pruning.	6
b) Disposal of refuse by burying.		The refuse has been buried properly.	Bury the refuse without considering the required procedure.	Bury the refuse by considering only a few of the procedures.	Bury the refuse by taking into account all the required procedures.	Bury the refuse by taking into account all the required procedures and encourage colleagues to do the same.		
c) Disposal of yet to decompose refuse.		Undecomposed refuse has been treated properly.	Treat undecomposed refuse without taking into account the procedure.	Treat undecomposed refuse by taking into account a few of the required procedures.	Treat undecomposed refuse taking into account all the required procedures.	Treat undecomposed refuse taking into account all the required procedures and encourage colleagues to do the same.		

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
2.0 Mastering different recipes.	2.1 Make different kinds of dishes.	a) Fry different types of food using the deep frying method.	Different types of food have been fried correctly using the deep frying method.	Fry different types of food using the deep frying method without following appropriate procedures.	Fry different types of food using the deep frying method following only a few of the required procedures.	Fry different types of food using the deep frying method following all the procedures.	Fry different types of food using deep frying method following all the required procedures and assist others to do the same.	
		b) Preparing packed meals.	Packed meals have been prepared properly following the set guidelines.	Prepare packed meals without following any of the set guidelines.	Prepare packed meals following a few of the set guidelines.	Prepare packed meals following all the set guidelines.	Prepare packed meals following all the guidelines and assist others to do the same.	
		c) Packing meals using different methods.	Packing meals using different methods has been done properly.	Pack meals without following set guidelines.	Pack meals following only a few of the set guidelines.	Pack meals following all the set guidelines.	Pack meals following all the set guidelines and show others how to do so.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	2.2 Make different drinks.	a) Preparing fruit juice using crushing method.	Crushing fruits to make fruit juice has been done using proper ingredients, quality fruits and a clean environment.	Crush fruits to make fruit juice using poor quality fruits and in a dirty environment.	Crush fruits to make fruit juice using quality fruits but in a dirty environment.	Crush fruits to make fruit juice using quality fruits in a clean environment.	Crush fruits to make fruit juice using quality fruits and proper ingredients in clean environment.	4
		b) Preparing juice by soaking ingredients.	Ingredients have been soaked using correct ratio and following guidelines.	Soak ingredients without proper guidelines and dispropotional ingredients.	Soak ingredients with correct ratio while considering either the guidelines or proper ingredients.	Soak ingredients using the correct ratio, following guidelines and using proper ingredients.	Soak ingredients using the correct ratio, following guidelines and use of proper ingredients and help others to do the same.	
	2.3 Develop acceptable table manners.	a) Explaining table manners.	Table manners have been explained correctly.	Explain a few table manners but incorrectly.	Explain a few correct table manners for a meal.	Explain all the table manners for a meal correctly.	Explain all table manners for a meal and encourage others to follow suit.	6

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Setting the table ready for eating.	The table has been arranged following guidelines, regarding table manners.	Arrange cutlery and food without following guidelines, regarding table manners.	Arrange cutlery and food following only some of the guidelines regarding table manners.	Arrange cutlery and foods following all the guidelines regarding table manners.	Arrange cutlery and foods following all table manners guidelines and assist others to do so.	
		c) Cleaning the table up after eating.	Clean the table up following correct guidelines.	Clean the table up without following any guidelines.	Clean the table up following only a few guidelines.	Clean the table up following all the correct guidelines.	Clean the table up following all the guidelines and urge others to do the same.	
3.0 Creating art works.	3.1 Execute foundations of singing and acting.	a) Classifying four groups of musical instruments correctly.	Musical instruments have been classifying correctly.	Classify a single musical instrument.	Classify a few types of musical instruments.	Classify all types of musical instrument correctly.	Classify all the types of musical instruments and add more knowledge.	10
		b) Making theatrical costumes props according to the theme of the play.	Theatrical costume props relevant to the theme of the play have been correctly made.	Make theatrical costume props irrelevant to the theme of the play.	Make just a few theatrical props slightly relevant to the theme of the play.	Make a good number of theatrical props relevant to the theme of the play.	Make all the theatrical props relevant to the theme of the play with some innovations.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Performing dramatic poetry according to the rules.	Dramatic poetry has been performed well according to the rules.	Perform dramatic poetry without following the rules.	Perform dramatic poetry following a few rules.	Perform dramatic poetry following all the rules correctly.	Perform dramatic poetry following all the rules correctly and creatively.	
		d) Bragging on mimicking traits of animals, birds and ailments that exist in the environment.	Bragging on mimicking traits of animals, birds and ailments that exist in the environment has been done following the rules.	Brag on mimicking animals, birds and ailments in the environment but not following the rules.	Brag on mimicking animals, birds and ailments in the environment following a few rules.	Brag on mimicking animals, birds and ailments in the environment following the rules correctly.	Brag on mimicking animals, birds and ailments in the environment following the rules with some creativity.	
		e) Perform tableaux.	Tableaux performances have been done well.	Perform a single tableau.	Perform a few tableaux.	Perform a number of tableaux accordingly.	Perform all the given tableaux accordingly and add some innovations.	
	3.2 Make pictures carrying social messages.	a) Make collages following rules.	Collages have been made by following the rules of art correctly.	Make collages but without following the rules of the art.	Make collages following only a few rules of the art.	Make collages following all the rules of the art.	Make collages following all the rules of art and make some additions.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Make a picture frame.	A picture frame has been made following the required steps.	Make a picture frame without following the required steps.	Make a picture frame following only a few required steps.	Make a picture frame following all the required steps.	Make a picture frame following all the required steps with some creativity.	
		c) Make a collage balanced in forms and colour.	Collage made depicting a balance of forms and colour.	Cut forms for the collage only.	Make a collage depicting either balanced forms or colour.	Make a collage of a correctly balanced forms and colour.	Make a collage of correctly balanced forms and colour, and assist others to do the same.	
	3.3 Innovative print making	a) Designing geometrical form motifs in malleable material.	Geometrical form motifs in malleable material have been designed correctly.	Design a single geometrical form motif.	Design few geometrical form motifs.	Design many geometrical form motifs correctly.	Design many geometrical form motifs correctly and show some inventiveness.	6
		b) Designing and print a geometrical form motif pattern of primary colours.	A geometrical form motif pattern of primary colours has been well printed.	Print only one pattern of geometrical form motif in primary colours.	Print a pattern of a few geometrical form motifs in primary colours.	Print a pattern of a good number of geometrical form motifs in primary colours correctly.	Print a pattern of all given geometrical form motifs in primary colours correctly with some originality.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Framing geometrical form motif pattern by a ribbon border.	Pattern has been well framed by a ribbon border.	Manage to measure and only cut a ribbon.	Frame pattern unevenly on the four borders.	Frame pattern evenly and firmly on the four borders.	Frame pattern correctly and add some innovations.	
	3.4 Model different items using paper mash.	a) Preparing paper paste adding glue for stronger adhesion.	Paper paste has been prepared well.	Prepare a paper paste that is too light to work with.	Prepare a paper paste that is too stiff to work with.	Prepare a paper paste that is of good quality to work with.	Prepare a paper paste that is of good and consistent quality and add some innovations.	6
		b) Making a paper mash animal figure.	Paper mash animal figure has been made well.	Make a loosely joined paper mash animal figure.	Make a well joined but non-balanced paper mash animal figure.	Make a well joined and balanced paper mash animal figure.	Make a size able well joined and balanced paper mash animal figure.	
		c) Plastering and beautifying animal figure.	Plastering and beautifying animal figure has been done well.	Manage to prepare materials for plastering animal figure.	Manage to plaster the animal figure by filling in well without smoothing.	Manage to plaster the animal figure smoothly with final touches.	Manage to plaster the animal figure and put in with final touches so that it becomes smooth and assist others to do the same.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
	3.5 Make things using materials available in the environment.	a) Making a strip of plaited palm leaf and decorate it.	A strip of plaited palm leaf has been correctly made and decorated.	Make an undecorated plaited palm leaf strip.	Make a strip of plaited palm leaf but decorate it unevenly.	Make a strip of plaited palm leaf and decorate it evenly.	Make a strip of plaited palm leaf, decorate it evenly and clean the work place up.	6
b) Making decorations using materials from environment.		Decorations made of materials from the environment have been made well.	Manage to prepare working materials only.	Make a few decorations using materials from the environment.	Make a number of decorations using materials from the environment correctly.	Make decorations using materials from the environment correctly with some innovation.		
c) Producing useful items using discarded materials.		Useful items have been produced using materials discarded in the environment.	Prepare a single useful item using discarded materials discarded in the environment.	Prepare some few useful items using discarded materials discarded in the environment.	Prepare many useful items using discarded materials discarded in the environment.	Prepare many useful items using discarded materials discarded in the environment with some innovation.		

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
4.0 Understanding entrepreneurship skills.	4.1 Develop readiness for learning.	a) Participating in various debates to get knowledge.	Knowledge has been gained through various debates.	Participate in one debate to get knowledge.	Participate in a few debates to get knowledge.	Participate in various debates to get knowledge.	Participate in various debates to get knowledge and show the ability to reason well.	4
		b) Asking different questions and discovering new ways of doing things.	Asking different questions has been done and new ways of doing things have been found.	Ask questions but without developing new ways of doing things.	Ask a few questions and develop new ways of doing things.	Ask many questions and develop new ways of doing things.	Ask many questions and develop new ways of doing things and recognise individual efforts in learning.	
	4.2 Find markets for small-scale businesses.	a) Identifying the best ways of packaging products.	The best ways of packaging products have been identified correctly.	Identify one way of packaging products.	Identify a few good ways of packaging products.	Identify correctly many good ways of packaging products.	Identify correctly many good ways of packaging products and explain them clearly.	8

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		b) Identify types of customers according to products available.	Types of customers have been identified correctly according to the products available.	Identify one type of customers in accordance with products available.	Identify a few types of customers in accordance with products available.	Identify many types of customers in accordance with the products available.	Identify many types of customers in accordance with the products available and provide clarifications.	
		c) Identify cheating that can be done by people who share a business.	Cheating in a shared business has been identified.	Identify an aspect of cheating that can be done by people who collaborate in business.	Identify a few types of cheating by people who collaborate in business.	Identify a range of cheating made by people who collaborate in business.	Identify and explain a range of cheating in product procurement and illegal currency transactions people who collaborate in business make.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		d) Specify valid devices used to measure various products.	Valid measuring devices used to measure various products have been specified correctly.	Specify one valid device used to measure products correctly.	Specify a few valid devices used to measure products correctly.	Specify many valid devices used to measure various products.	Specify numerous valid devices used to measure products correctly and explain them to others.	
	4.3 Identify the principles of financial management.	a) Preparing a balance sheet with a focus on key components of the business.	A balance sheet has been prepared and complies with the main components as intended.	Prepare a balance sheet by considering only one component.	Prepare a balance sheet by considering only a few components.	Prepare a balance sheet by considering many components correctly.	Prepare a balance sheet considering many components with some innovations.	8
		b) Identifying the types of registers that are used to keep records of goods and money.	Registers for recording goods and money have been identified correctly.	Identify correctly one type of record-keeping register for goods and money.	Identify accurately a few types of registers for keeping goods and money.	Identify accurately many types of registers for recording goods and money.	Identify correctly many kinds of registers for recording goods and money with some innovations.	

Main competency	Specific competency	Activities to be done by pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Below average	Average	Good	Very good	
		c) Identifying the four types of taxes that are paid for sold goods.	The required four types of taxes that have to be paid are identified correctly.	Identify one type of tax that is paid for sold goods.	Identify a few types of taxes that are paid for sold goods.	Identify the four types of taxes that are paid for sold goods.	Identify correctly the four types of taxes that are paid for sold goods and provide clarifications.	
		d) Preparing a budget according to requirements.	Budget has been prepared correctly according to requirements.	Prepare budget without considering the requirements.	Prepare budget while considering only a few of the requirements.	Prepare budget according to the requirements.	Prepare budget according to the requirements and explain the components to colleagues.	

### 3.9 Standard VII contents

**Table 4: Competencies to be developed by a Standard VII pupil**

<b>Main competency</b>	<b>Specific competency</b>
1.0 Applying good grooming practices	1.1 Developing personal hygienic habits 1.2 Caring for clothes and maintaining cleanliness 1.3 Caring for the environment and maintaining sanitation in schools and home environment
2.0 Mastering cooking a variety of foods	2.1 Recognizing rules required for cooking different types of foods 2.2 Preparing different types of foods 2.3 Making different beverages
3.0 Creating works of art	3.1 Mastering the basics of singing and acting 3.2 Making different pictures which portray social messages 3.3 Designing different printable art works 3.4 Modelling a variety of clay shapes
4.0 Applying entrepreneurial skills	4.1 Developing readiness for learning in agricultural production 4.2 Finding markets for small-scale businesses 4.3 Using the principles of financial management

## Syllabus contents

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
1.0 Applying good grooming practices	1.1 Developing personal hygienic habits	a) Elaborating on procedures of caring for hairs growing in various parts of the human body by observing safety and correct use of proper tools	Procedures of caring for hairs in various parts of the body have been elaborated correctly by observing safety and correct use of proper tools.	Identifies the various parts of the body which grow hairs or proper tools used in caring for the hairs	Differentiates the tools used in caring for the hairs which grow in various parts of the body	Explains procedures of caring for hairs that grow in various parts of the human body by observing safety and correct use of proper tools	Elaborates on procedures of caring for hairs that grow in various parts of the body by observing safety and correct use of proper tools	5
		b) Elaborating on materials used during menstruation	Materials used during menstruation have been Elaborated with appropriate examples.	Mentions materials used during menstruation	Identifies materials used during menstruation	Explains materials used during menstruation	Elaborates on materials used during menstruation and gives appropriate examples	
		c) Describing the ways of maintaining sleeping place and required beddings	The ways of maintaining a sleeping place and required beddings have been described with appropriate examples.	Identifies various places suitable for beddings	Explains various places suitable for bedding or the required beddings	Describes the ways of maintaining the sleeping place and required beddings	Describes ways of maintaining a sleeping place and beddings and gives appropriate examples	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
	1.2 Caring for clothes and maintaining cleanliness	a) Analysing the benefits of proper cleaning of personal garments, ironing and the disadvantages of not adhering to them	Benefits of proper cleaning and ironing of personal garments and the disadvantages of not adhering have been analysed with relevant examples.	Identifies tools and materials used for cleaning and ironing personal garments	Differentiates tools and materials used for cleaning and ironing personal garments	Analyses the benefits of cleaning and ironing personal garments	Analyses the benefits of cleaning and ironing personal garments and the disadvantages of not adhering and gives relevant examples	5
		b) Describing procedures of caring for undergarments	Procedures of caring for undergarments have been described by considering their correct use, cleaning and storage.	Mentions types of undergarments	Identifies the correct use of undergarments	Explains procedures of caring for undergarments	Describes procedures of caring for undergarments by considering their correct use, cleaning and storage	
		c) Analysing procedures of caring for shoes and socks	Procedures of proper caring for shoes and socks have been analysed and relevant examples were given.	Identifies items used in caring for shoes and socks	Explains the procedures of caring for shoes and socks	Explains procedures of caring for shoes and socks as well as the consequences of not adhering to them	Analyses procedures of caring for shoes and socks and the consequences of not adhering to them and gives examples	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
	1.3 Caring for the environment and maintaining sanitation	a) Analysing the benefits of gardens in our habitats	The benefits of gardens in our habitats have been analyzed.	Mentions the benefits of gardens in our habitats	Explains the benefits of gardens in our habitats	Identifies the benefits of gardens in our habitats	Analyses the benefits of gardens in our habitats and gives relevant examples	5
b) Analysing the benefits of proper waste management and the consequences of not following the procedures		The benefits of proper waste management and the consequences of not following the procedures have been analysed with relevant examples.	Identifies the benefits of proper waste management or the consequences of not following the procedures	Compares the benefits of proper waste management and the consequences of not following the procedures	Explains the benefits of waste management and the consequences of not following the procedures	Analyses the benefits of proper waste management and the consequences of not following the procedures and gives relevant examples		
c) Elaborating on methods of controlling pests in the environment		Methods of controlling pests in the environment were elaborated on.	Mentions types of pests found in the environment	Identifies methods of controlling pests in the environment	Explains the methods of controlling pests found in the environment	Elaborates on the methods of controlling pests in the environment		

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
2.0 Mastering cooking a variety of foods	2.1 Recognising rules required for cooking different types of foods	a) Analysing the consequences of violating hygienic rules in food preparation	Consequences of violating hygienic rules in food preparation have been analysed.	Mentions the consequences of violating hygienic rules in food preparation	Explains the consequence of violating hygienic rules in food preparation	Identifies the consequences of violating hygienic rules in food preparation	Analyses the consequences of violating hygienic rules in food preparation and gives relevant examples	4
		b) Describing the consequences of not following good eating manners	The consequences of not following good eating manners have been described.	Identifies good eating manners to follow when eating	Identifies the consequences of violating good eating manners	Describes the consequences of violating good eating manners	Describes the consequences of violating good eating manners and suggests relevant solutions	
	2.2 Preparing different types of foods	a) Analysing the consequences of violating the principles of deep frying foods	Consequences of violating the principles of deep frying foods have been analysed.	Identifies the principles of deep frying foods	Explains the consequences of violating the principles of deep frying foods	Analyses the consequences of violating the principles of deep frying foods	Analyses consequences of violating the principles of deep frying foods and gives solutions	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		b) Analysing packed foods and their relevant packagings	Packed foods and their relevant packaging have been analysed with relevant examples.	Lists types of packed foods	Identifies various types of packed foods or relevant packagings	Identifies the packed foods and their correct packagings by considering quality and safety of food	Analyses types of packed foods and their relevant packagings by considering quality and safety of food and gives relevant examples	
	2.3 Making different kinds of beverages	a) Elaborating on the benefits of cold beverages	The benefits of cold beverages have been elaborated on with relevant examples.	Mentions the types of cold beverages without giving examples	Identifies the benefits of different types of cold beverages	Explains the benefits of cold beverages	Elaborates the benefits of cold beverages with relevant examples	
		b) Preparing a mixed fruit juice	Mixed fruit juice has been prepared using correct ingredients in the right amount with quality cleanliness and creativity.	Prepares mixed fruit juice using correct ingredients or right amount or quality or cleanliness	Prepares mixed fruit juice observing two of the following: correct ingredients, right amount, quality and cleanliness	Analyses the procedures for making mixed fruit juice considering three the following; correct ingredients, right amount, quality and cleanliness	Prepares mixed fruit juice with the correct ingredients in the right amount with quality, cleanliness and creativity	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		c) Making an egg drink and fruit pudding	An egg drink and fruit pudding have been made with correct ingredients in the right amounts with quality, cleanliness and creativity.	Prepares an egg drink and fruit pudding considering correct ingredients or right amount or quality or cleanliness	Prepares an egg drink and fruit pudding considering two of the following things: correct ingredients, right amounts, quality and cleanliness	Prepare an egg drink and fruit pudding by considering three of the following things; correct ingredients, right amounts, quality and cleanliness	Prepare an egg drink and fruit pudding with correct ingredients in the right amount with quality, cleanliness and creativity	
3.0 Creating works of art	3.1 Mastering the basics of singing and acting	a) Describing the techniques of singing in a four-voice choir	The techniques of singing in a four-voice choir have been described with relevant examples.	Mentions the techniques of singing in a four-voice choir	Identifies the techniques of singing in a four-voice choir	Explains the techniques of singing in a four-voice choir	Describes in details the techniques of singing in a four-voice choir	8
		b) Singing a song in a four-voice choir	A song in a four-voice choir has been sung.	Sings a song in a one-voice choir	Sings a song in a two-voice choir	Sings a song in a three-voice choir	Sings a song in a four-voice choir	
		c) Elaborating six basics of composing a play	Six basics of composing a play have been elaborated.	Mentions six basics of composing a play	Identifies six basics of composing a play	Explains six basics of composing a play	Elaborates on six basics of composing a play	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		d) Applying six basics of composing a short play	Six basics of composing a short play have been applied.	Applies one to two basics of composing a short play	Applies three basics of composing a short play	Applies four to five basics of composing a short play	Applies all six basics of composing a short play	
		e) Applying six basics of acting to act a play	Six basics of acting have been applied to act a play.	Applies one to two basics of acting to act a play	Applies three acting basics to act a play	Elaborates on four to five basics of acting to act a play	Applies six basics of acting to act a play	
	3.2 Making different pictures which portray social messages	a) Analysing six captivating scenes for taking still pictures for commercial purposes	Six captivating scenes for capturing still pictures for commercial purposes have been analysed with relevant examples.	Mentions six captivating scenes for taking commercial still pictures	Identifies six captivating scenes for capturing commercial still pictures	Explains six captivating scenes for capturing commercial still pictures	Analyses six captivating scenes for capturing commercial still pictures	5
		b) Applying six rules of photography in capturing still pictures	Six rules of photography have been applied in capturing still pictures.	Applies one to two rules of photography in capturing still pictures	Applies three rules of photography in capturing still pictures	Applies four to five rules of photography in capturing still pictures	Applies six rules of photography in capturing still pictures	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		c) Discussing ethics and regulations of keeping customers' pictures	Ethics and regulations of keeping customers' pictures have been discussed.	Mentions the ethics of keeping customers' pictures	Explains the ethics of keeping customers' pictures	Elaborates in detail the ethics of keeping customers' pictures	Discusses the ethics of keeping customers' pictures	
	3.3 Designing different printable art works	a) Making motifs according to the rules identified	Motifs have been made using the six identified rules.	Makes motifs using one to two identified rules	Makes motifs using three identified rules	Makes motifs using four to five identified rules	Makes motifs creatively using the six identified rules	
		b) Applying the rules of motif printing to print different motifs	Six rules of motif printing have been applied to print motifs of a leaf, animals, hand palms, foot prints and fruit patterns.	Applies one to two rules of motif printing to print motifs of a leaf, animals, hand palms, foot prints and fruit patterns	Applies three to four rules of motif printing to print motifs of a leaf, animals, hand palms, foot prints and fruit patterns	Applies five rules of motif printing to print motifs of a leaf, animals, hand palms, foot prints and fruit patterns	Applies six rules of motif printing to print motifs of a leaf, animals, hand palms, foot prints and fruit patterns	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		c) Applying four decoration rules in preparing a bordering tape frame and mounting it around a pattern decoration	Four decoration rules have been applied in preparing a bordering tape frame and mounting it around a pattern decoration.	Applies one rule of decoration in preparing a bordering tape frame and mounting it around a pattern decoration	Applies two rules of decoration in preparing a bordering tape frame and mounting it around a pattern decoration	Applies three rules of decoration in preparing a bordering tape frame and mounting it around a pattern decoration	Applies four rules of decoration in preparing a bordering tape frame and mounting it around a pattern decoration	
		d) To prepare a bordering tape frame	A bordering tape frame has been prepared using correct measurements, attractive colours, considering good quality and creativity.	Prepares a bordering tape frame without considering correct measurements or attractive colours or quality	Prepares a bordering tape frame considering two things among the following: correct measurements, attractive colours and quality	Prepares a bordering tape frame considering correct measurements, attractive colours and quality	Prepares a bordering tape frame considering correct measurements and attractive colours with creativity	
	3.4 Modelling a variety of clay figures	a) Applying rules of modelling to make domestic utensils	Rules of modelling have been applied in modelling domestic utensils.	Applies one to two rules to model domestic utensils	Applies three rules to model domestic utensils	Applies four rules to model domestic utensils	Applies five rules to model domestic utensils and show creativity	7

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		b) Applying rules to decorate domestic clay utensils	Domestic clay utensils have been decorated according to the rules.	Applies one to two rules in decorating domestic clay utensils	Applies three rules in decorating domestic clay utensils	Applies four rules in decorating domestic clay utensils	Applies five decorative rules in decorating domestic clay utensils with creativity	
		c) Applying rules of burning clay objects to burn the modelled utensils in an open kiln	Burning of the clay modelled utensils has been done in an open kiln following the laid down rules.	Applies one to two clay burning rules to burn the clay modelled utensils	Applies three clay burning rules to burn the clay modelled utensils	Applies four to five clay burning rules to burn the clay modelled utensils	Applies six clay burning rules to burn the clay modelled utensils	
4.0 Applying entrepreneurial skills	4.1 Developing readiness for learning in agricultural production	a) Elaborating the principles of crop and livestock production	The principles of crop and livestock production have been elaborated.	Identifies principles of crop and livestock production	Describes the principles of crop and livestock production	Explains the main principles of crop and livestock production	Elaborates in detail the principles of crop and livestock production	5
		b) Analysing the best practices of crop and livestock production	The best practices of crop and livestock have been analysed.	Identifies the best practices of crop and livestock production	Explains the best practices of crop and livestock production	Elaborates on the best practices of crop and livestock production	Analyses the best practices of crop and livestock production	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		c) Preparing gardens for different vegetables	Gardens for different vegetables have been prepared considering the required tools and materials following correct procedures and creativity.	Prepares gardens for different vegetables considering tools or materials or correct procedures	Prepares gardens for different vegetables using tools and materials	Prepares gardens for different vegetables using tools, materials and observing correct procedures	Prepares gardens for different vegetables using gardens using tools, materials and correct procedures with creativity	
	4.2 Finding markets for small-scale businesses	a) Packaging commodities according to set standards	Commodities have been packaged according to the six set standards.	Packs commodities applying one to two packaging rules	Packs commodities applying three packaging rules	Packs commodities applying four to five packaging rules	Packs commodities applying six packaging rules	7
		b) Elaborating on good techniques for attracting and winning customers	Good techniques for attracting and winning customers have been elaborated.	Lists good techniques for attracting and winning customers	Identifies good techniques for attracting and winning customers	Explains good techniques for attracting and winning customers	Describes good techniques for attracting and winning customers	

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		c) Elaborating on the techniques of dealing with dishonest people in a business	Techniques of dealing with dishonest people in business have been elaborated with relevant examples.	Identifies techniques of dealing with dishonest people in a business	Explains techniques of dealing with dishonest people in a business	Elaborates on techniques of dealing with dishonest people in a business	Elaborates with relevant examples techniques of dealing with dishonest people in a business	
		d) Discussing measures to take in order to protect customers from using expired commodities	Measures to take in protecting customers from using expired commodities have been discussed with relevant examples.	Identifies measures to take in order to protect customers from using expired commodities	Explains measures to take in order to protect customers from using expired commodities	Elaborates on measures to take in order to protect customers from using expired commodities	Discusses measures to take in order to protect customers from using expired commodities	
	4.3 Using the principles of financial management	a) Analysing financial services provided by banks	Financial services provided by banks have been analysed.	Identifies the financial services provided by banks	Explains the financial services provided by banks	Describes the financial services provided by banks	Analyses the financial services provided by banks	5

Main competency	Specific competency	Activity to be done by the pupils	Assessment criteria	Benchmarking of pupils performance				No. of periods
				Below average	Average	Good	Very good	
		b) Synthesizing the use of commodity and financial registers	Uses of commodity and financial registers have been synthesized.	Identifies the uses of commodity and financial registers	Explains the uses of commodity and financial registers	Describes the uses of commodity and financial registers	Synthesizes commodity and financial registers	
		c) Analysing the benefits the community gets from paying tax	The benefits the community gets from paying tax have been analysed.	Identifies the benefits the community gets from paying tax	Explains the benefits the community gets from paying tax	Describes the benefits the community gets from paying tax	Analyses in detail the benefits the community gets from paying tax	