

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



**CIVIC AND MORAL EDUCATION SYLLABUS
FOR BASIC EDUCATION
STANDARD III - VI**

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

**CIVIC AND MORAL EDUCATION SYLLABUS
FOR BASIC EDUCATION
STANDARD III - VI**

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FOREWORD

The revised 2014 education policy has changed the structure of basic education. Some reforms in the curriculum have been introduced to facilitate its implementation. Some subjects have been retained or reorganized while new ones have been introduced in the Standard III- VI curriculum. The Ministry of Education, Science and Technology has therefore prepared this syllabus for Civic and Moral Subject, for all English medium schools and other educational stakeholder so as meet the requirements of the Education and Training Policy.

Civic and Moral syllabus has been prepared in line with the curriculum for Basic Education Standard III-VI of 2016 which focuses on developing competences to the pupils. This syllabus puts emphasis on building a spirit of patriotism.

This syllabus guides a teacher in teaching Civic and Moral subject. A teacher is not obliged to follow the sequence of competences in this syllabus but has a duty to ensure that inter-connectedness among competences is considered. In preparing a scheme of work, a teacher has to consider the ability and interest of the pupil in learning. He/she is also advised to use the assessment criteria and benchmarks identified in this syllabus to assess the pupil's performance. However, in some cases the teacher is responsible for translating the benchmarks for pupil's performance depending on his/her teaching plan. Therefore, assessment of Civic and Moral Education will focus more on the pupil's performance so as to promote the intended knowledge, skills and attitudes.

The Ministry of Education Science and Technology takes this opportunity to thank all organizations, coordinators and experts who contributed to the designing and writing of this syllabus. It also expresses its gratitude to the teachers for their inputs and regular feedback which contributed significantly to the development of this syllabus.

We will appreciate to receive any relevant feedback from all stakeholders for continual improvement of the Civic and Moral syllabus. All recommendations should be sent to the Director of Tanzania Institute of Education.



Prof. Eustella P. Bhalalusesa
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1.0 Introduction

Citizenship is built on enthusiasm and desire of patriotism that enables the person recognize, love and be proud of and defend his/her country. Morals include rules or standards of human behaviour that are considered right by most people.

Civics had been taught in primary schools since independence and by then it was known as Political Education. In 1996, Political Education was merged with Social Studies. In 2007, Civics subject began to be taught as an independent subject. Moral education began to be taught in Complimentary Basic Education in Tanzania (COBET) programme in Tanzania. This education was provided in the subject called 'Ujenzi wa Haiba'. Through this subject, behavioral change was observed among the graduates.

Given the success made on the COBET programme, the Ministry of Education and Vocational Training established Sports and Personality Development in primary schools with the aim of promoting ethics. The aim was for a pupil to develop life and competitive skills so as to enable him/her to be competitive, respectful, confident, and assertive and make the right decisions.

The rationale for teaching Civic and Moral Education subject include:

- a) Civic and Moral Education is an independent subject. Usually the questions asked in ethical education and the answers given are different compared to other subjects. In ethics, we do not only ask about the principles of good and evil of human actions but we also ask ourselves how a human being is supposed to live. In other words, in Civic and Moral Education we normally ask what is good life? Good life means what? What is evil? How can we live like human beings? The answers to these questions are provided by Civic and Moral Education and not any other subject.
- b) This subject aims at enabling a pupil to develop an acceptable behavior of respect and appreciation for the community, responsibility, resilience, integrity and peace maintenance.
- c) Research findings have indicated the need to have Civic and Moral Education as an independent subject. Furthermore, the findings have proved that competences in Civics align well with Moral Education, hence the introduction of Civic and Moral Education subject. The decision is also supported by experiences from various countries.

The Civic and Moral Education syllabus has been prepared in line with the curriculum for Basic Education Standard III-VI of 2016. The syllabus is divided into three (3) main parts, namely, introduction, an overview of the curriculum and content of the syllabus.

2.0 General Curriculum Overview

The Curriculum process for Basic Education STD III – VI is comprised of various aspects which show that the curriculum is a holistic concept in which various aspects are understood in an integrative way. This part presents some of the curriculum aspects which include Objectives of Primary Education, Competence of Primary Education STD III to VI, The Importance and Objectives of Civics, Main and Specific Competences, Teaching and Learning Civics and Assessing Learning.

2.1 Basic Education Objectives for Standard III - VI

The objectives of Basic Education for Standard III-VI are to:

- (a) Enable the pupil to develop his/her skills in reading, writing, arithmetic and oral communication.
- (b) Enable the pupil to know, use and appreciate the Kiswahili language.
- (c) Enable the pupil to know the foundation of the rule of law.
- (d) Enable the pupil to appreciate the culture of Tanzania and those of other countries.
- (e) Enhance the ability of the pupil to think, create and solve problems.
- (f) Enable the pupil to recognize the importance of ethics, integrity and accountability as being the qualities of a good citizen.
- (g) Enable the pupil to participate in games and sports and appreciate artistic activities.
- (h) Enable the pupil to discover and develop his/her talents and abilities.
- (i) Enable the pupil to appreciate and like to work.
- (j) Enable the pupil to recognize, appreciate and make use of technical skills.
- (k) Prepare the pupil for the next level of education and enhance a spirit of lifelong learning.

2.2 Competences in Basic Education Standard III – VI

The Competences for Basic Education intend to impact the pupils to:

- (a) Communicate fluently in Kiswahili and English orally and in writing.
- (b) Read confidently and understand specified texts.
- (c) Use theoretical and mathematical principles in daily life situations.
- (d) Apply scientific, technological and vocational skills in real life situations.
- (e) Appreciate his/her culture and that of other communities.
- (f) Respect the diverse beliefs and ideologies of the community in which he/she lives.
- (g) Participate in games and sports and artistic activities.
- (h) Respect oneself and others.
- (i) Perform patriotic duties.
- (j) Participate in different activities appropriate to his/her age.
- (k) Participate in activities which enhance his logical and analytical thinking.
- (l) Collaborate with other people to perform acceptable activities in the community.

2.3 Objectives of Teaching Civic and Moral Education Subject

The objectives of teaching Civic and Moral Education Standard III-VI are to enable pupils to:

- (a) Understand community based political and civil society institutions and their roles in democratic governance.
- (b) Interpret, value and respect our national identity, constitution, structure and operation of the government.
- (c) Understand the basics of democratic governance in administration and management.
- (d) Recognize their duties, respect and defend human rights and rule of law.
- (e) Participate in the administrative and leadership activities as well as defence and security of the nation in the community.
- (f) Be creative and able in identifying and analysing political, economic and social problems and develop strategies to solve them.
- (g) Recognize the differences in people's ideology and backgrounds and build tolerance for those differences.
- (h) Build the foundation for national unity and cooperation between the communities of Tanzania and the peoples of other countries.
- (i) Acquire knowledge of cross-cutting issues and be able to deal with them in daily life.

2.4 Competences in Civic and Moral Education Subject

Competences to be developed by pupils in Civic and Moral Education subject are:

Main Competence	Specific Competence
1.0 Respect the community	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

2.5 Teaching and Learning of Civic and Moral Education Subject

Teaching and learning of Civic and Moral Education will focus on developing competences among pupils by using participatory methods. These methods will make the pupil to be a centre of learning and the teacher being a facilitator. Teaching and learning will focus on enabling the pupil to develop intended competences. Civic and Moral Education subject will help the pupil to develop and promote values that reflect Tanzanian culture.

2.6 Assessment of Learning

Assessment of Civic and Moral Education aims at assessing pupil's ability to respect and appreciate the community, be responsible in carrying out his/her responsibilities and be resilient in order to cope with life challenges. Moreover assessment aims at assessing the integrity of a pupil in his/her ability to promote peace in the community. To do this assessment, the teacher is advised to use various assessment tools such as simple experiments, portfolios, questionnaires, discussion groups, project work, terminal examinations and observation checklists.

3.0 Syllabus Content

The content of this syllabus is organised and presented according to class level and includes main competences, specific competences, activities to be performed by pupils, assessment criteria, performance standards (benchmarks) as well as the number of periods for each specific competence.

3.1 Main Competence

The main competence is the ability of a pupil to do something correctly and effectively as intended after learning for a specific time. Main competence is built by several specific competences that will be developed by a pupil while performing different activities.

3.2 Specific Competence

It is the ability of a pupil in doing different activities for a specific period.

3.3 Activities to be performed by the pupil

These are activities which a pupil ought to do in order to attain a specific competences in consideration of his/her ability and age.

3.4 Assessment Criteria

Assessment criteria are the levels of efficiency standards of a pupil's performance to attaining a specific competence.

3.5 Benchmarking

Benchmarking is the extent of achievement for each activity performed by a pupil.

3.6 Number of Periods

It is the estimated time to be used in teaching and learning based on the weight of the specific competence and the activities to be performed by a pupil. These estimates are made in terms of periods where each period is 40 minutes. The number of periods for this subject is 5 per week for Standard III to Standard VI. However, this proposal for a number of periods may change depending on the teaching and learning environment.

3.7 STANDARD III Contents

The competences to be developed by pupils in Civic and Moral Education subject are:

Main Competence	Specific Competences
1.0 Respect the community	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

Syllabus Contents

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community	1.1 Love oneself and others	a) Doing actions which demonstrate respect for all people	Actions which demonstrate respect for all people are done effectively	Does actions which demonstrate respect for people familiar to him/her	Does some actions which demonstrate respect for all people	Does actions which demonstrate respect for all people effectively	Does actions which demonstrate respect for all people effectively and encourages colleagues to do so	16
		b) Doing actions which demonstrate self-love	Actions which demonstrate self-love are done effectively	Does actions which demonstrate self-love by being forced	Does actions which demonstrate self-love by imitating others	Does actions which demonstrate self-love effectively	Does actions of self-love and convince others to demonstrate self-love	
		c) Doing actions which demonstrate love and affection to all people	Actions which demonstrate love and affection to all people are done accordingly	Does actions which demonstrate love and affection to a few familiar people.	Does few actions which demonstrate love and affection to all people.	Does actions which demonstrate love and affection to all people accordingly	Does actions which demonstrate love and affection to all people and advise his/her colleagues to do so	
		d) Recognize and develop talents	Talents are recognized and developed effectively	Unable to recognize his/her talents	Recognizes his/her talents but fails to develop them	Recognizes and develop talents effectively	Helps others to recognize and develop their talents	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	1.2 Be proud of his/her school.	a) Knowing the school	Things about his/her school are fully known	Knows very few things about his/her school	Knows a few things about his/her school	Knows his/her school fully	Knows his/her school fully and informs others about his/her school	12
		b) Take care of school environment	Caring of school environment is done with vigor and commitment	Takes care of school environment by being forced	Takes care of school environment by imitating others	Takes care of school environment with vigor and commitment	Volunteers in taking care of school environment	
		c) Upholding the good name of the school	Actions that uphold the good name of the school are performed effectively	Unable to perform actions that uphold the good name of the school	Performs few actions that uphold the good name of the school	Performs actions that uphold the good name of the school effectively	Leads his/her colleagues to do actions that uphold the good name of the school	
	1.3 Love Tanzania by cherishing her values, symbols and origin.	a) Recognize national symbols	Recognition of national symbols is done effectively	Unable to recognize national symbols	Recognizes few national symbols in his/her environment	Recognizes all national symbols effectively	Helps others to recognize national symbols	12
		b) Recognize the national values of Tanzania	Recognition of the national values of Tanzania is done effectively	Unable to recognize the national values of Tanzania	Recognizes few national values of Tanzania	Recognizes all national values of Tanzania effectively	Recognizes the national values of Tanzania and help others to know them	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Recognize the origin of Tanzania	Recognition of the origin of Tanzania is done effectively	Unable to recognize the origin of Tanzania	Recognizes few things that describe the origin of Tanzania	Recognizes the origin of Tanzania effectively	Explains the origin of Tanzania to others	
2. Appreciate the community	2.1 Take care of oneself and others	a) Share his/her problem with colleagues and adults	Personal problem is shared with colleagues and adults effectively	Unable to share his/her problem with colleagues and adults	Able to share his/her problem with colleagues but not able to explain it to adults	Shares his/her problem with colleagues and adults effectively	Shares his/her problem with colleagues and adults and seek advice from them	12
		b) Avoid situations that might endanger him/her and the community.	Situations that might endanger him/her and the community are avoided accordingly	Unable to avoid situations that might endanger him/her and the community.	Avoids some situations that might endanger him/her and the community.	Avoids situations that might endanger him/her and the community accordingly.	Avoids situations that might endanger him/her and the community and advise colleagues to do so.	
		c) Help a person in need	Help for a needy person is given accordingly	Unable to help person in need	Helps a needy person who is familiar to him/her	Helps any person in need accordingly	Helps people in need accordingly and advise colleagues to help people in need.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Caring for the environment	a) Recognize the environment surrounding him/her	Recognition of the environment surrounding him/her is done accordingly	Identifies a few items available in his/her environment	Explains the meaning of environment	Recognizes the environment surrounding him/her accordingly	Recognizes the environment surrounding him/her and how to take care of it	9
		b) Care for plants and animals	Actions of caring for plants and animals are demonstrated accordingly	Recognizes few actions for caring plants and animals	Demonstrates a minimal care for plants and animals	Demonstrates care for plants and animals accordingly	Scolds cruel actions against animals and plants	
		c) Care for water sources	Caring for water sources is demonstrated effectively	Recognizes actions for caring water sources but does not demonstrate the care for them	Demonstrates a minimal care for water sources	Demonstrates care for water sources effectively	Demonstrates care for water sources and advise others not to spoil water sources	
	2.3 Build good relationships with others in the community	a) Communicate in a rational, respectful and caring manner with colleagues inside and outside the classroom	Rational and respectful communication with colleagues inside and outside the classroom is done effectively	Communicates using improper language and actions to colleagues inside and outside the classroom	Communicates with colleagues in a rational, respectful and caring manner inside and outside the classroom to some extent	Communicates effectively in a rational, respectful and caring manner with colleagues inside and outside class	Advise his colleagues to communicate in a rational, respectful and caring manner with others	18
		b) Participate in solving the problems of his/her colleagues	His/her involvement in solving the problem of his/her colleagues takes place fully	Recognizes problems facing his/her colleagues but does not get involved any how	Participates in solving some of the problems of his/her colleagues	Participates fully in solving problems of his/her colleagues	Participates fully in solving problems of various people	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
3. Be responsible	3.1 Protect resources and interests of his/her country.	a) Recognize resources available in the local environment	Resources available in the local environment are recognized accordingly	Knows the meaning of resources	Mentions the resources available in the local environment without explaining their usefulness	Recognizes resources available in the local environment accordingly	Helps colleagues to identify the best way of conserving the existing resources in the local environment	8
		b) Protect and caring for the resources available in the environment	Resources in the environment are protected and cared for appropriately	Shows the understanding for protecting and caring for the resources available in the environment	Protects and care for a few resources available in the environment	Protects and care for the resources available in the environment appropriately	Encourages colleagues to protect and care for the resources available in the environment	
	3.2 Manage his/her school and household tasks.	a) Carry out household and school responsibilities	Household and school responsibilities are carried out effectively	Carry out household and school responsibilities unwillingly	Carries out some of household and school responsibilities willingly	Carries out household and school responsibilities effectively	Advises colleagues to carry out their household and school responsibilities	8
		b) Supervise different tasks at school and home	Different tasks at school and home are supervised successfully	Supervise tasks at school and home unsuccessfully shows the importance of supervising tasks at school and home	Supervises few tasks at school and at home successfully	Supervises different tasks at school and at home successfully	Leads colleagues to supervise different tasks at school and at home	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.3 Obey laws and regulations in doing his/her daily activities.	a) Understand the school rules and regulations	School rules and regulations are understood accordingly	Mentions few school rules and regulations	Understands some of school rules and regulations	Understands school rules and regulations accordingly	Encourages colleagues to know school rules and regulations	8
		b) Obey school rules and regulations	School rules and regulations are obeyed accordingly	Obeys some of school rules and regulations by force	Obeys some of school rules and regulations willingly	Obeys all school rules and regulations accordingly	Be a role model and advise colleagues to obey all school rules and regulations	
	3.4 Be self-disciplined.	a) Organize his/her work	Organization of ones work is well done	Shows the importance of organizing ones work	Organizes some of his/her work	Organizes his/her work well	Becomes a role model in organizing his/her work well	12
		b) Work hard independently without supervision	Work is done efficiently using one's capability without supervision	Works under close supervision	Works hard at some tasks to the best of his/her ability.	Works hard at all tasks to the best of his/her ability efficiently	Becomes a role model to his/her colleagues in working hard	
		c) Develop habitual reading	Reading habit is demonstrated accordingly	Shows importance of habitual reading	Likes reading a few things that attract him/her	Likes reading accordingly	Read all things and encourages others to like reading	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.5 Collaborate in performing household and school tasks.	a) Collaborating with colleagues in doing activities at school and at home	Collaboration with colleagues in doing school and home activities is appropriately done.	Collaborates with colleagues in doing some activities at school and at home unwillingly.	Collaborates with colleagues in doing some of the activities at school and at home on free will incompetently.	Collaborates with colleagues in doing activities at school and at home all the time competently	Leads colleagues in doing activities at school and at home	8
		b) Demonstrates the character of accepting criticism	Accepting criticism is well demonstrated	Shows importance of accepting criticism	Accepts criticism in some issues	Demonstrates the character of accepting criticism all the time	Advises his/her colleagues to accept criticisms	
4 Be resilient	4.1 Handle challenges in daily life.	a) Accepting others for what they are	The disposition of accepting others for what they are is shown fully	Accepts people who support him/her only	Accepts some people for what they are	Demonstrates fully the disposition of accepting others for what they are	Leads his/her colleagues to build a disposition of accepting others for what they are	12
		b) Coping with people of different personalities	Coping with people of different personalities is appropriately demonstrated	Shows importance of coping with people of different personalities	Copes with few people of different personalities	Copes with few people of different personalities effectively	Advises others cope with people of different personalities	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Communicate using polite language when one gets annoyed	Communication using polite language when one gets annoyed is done effectively	Shows the importance of communicating using polite language when one gets annoyed	Communicates to few people using polite language when he/she gets annoyed	Communicates effectively using polite language when he/she gets annoyed	Advises his/her colleagues to use polite language in communication even if annoyed	
	4.2 Be optimistic towards achieving set objectives.	Demonstrate the habit of working hard and completing tasks on time	A habit of working hard and completing tasks on time is demonstrated accordingly	Shows a need of working hard one completing tasks on time	Demonstrates a habit of working hard but unable to complete tasks on time	Demonstrates accordingly a habit of working hard and completing tasks on time	Supervises others to work hard and complete tasks on time	4
	4.3 Learn by analysing issues critically.	Get knowledge by probing into various issues	Habit of getting knowledge by probing into various issues is developed effectively	Gets knowledge from the teacher only	Gets little knowledge by probing into various issues	Gets much knowledge by probing into various issues effectively	Advises his/her colleagues to probe various issues so as to get knowledge	4
5. Be a person of integrity	5.1 Be trustworthy in the community.	a) Take actions that build trust	Actions that build trust are taken accordingly	Appreciates the importance of taking actions that build trust	Takes few actions that build trust	Takes many actions that build trust of all people accordingly	Advises colleagues to take actions that build trust.	10
		b) Describe actions that damage trust	Actions that damage trust are described correctly	Mentions some of the actions that damage trust	Describes the actions that damage trust with some difficulties	Describes the actions that damage trust correctly	Advises colleagues to avoid actions that damage trust	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Recognize acts of betrayal	Acts of betrayal are correctly recognized	Mentions some acts of betrayal	Explains some acts of betrayal with minor errors	Recognizes acts of betrayal correctly	Scolds acts of betrayal committed by colleagues	
	5.2 Fulfil responsibilities with transparency and honesty	a) Demonstrate a habit of being transparent and honest	Habit of being transparent and honest is clearly demonstrated	Shows importance of demonstrate a habit of being transparent and honest	Performs some actions which demonstrate a habit of being transparent and honest	Demonstrates clearly a habit of being transparent and honest	Advise his/her colleagues to be transparent and honest.	8
		b) Identify acts of cheating.	Acts of cheating are correctly identified	Identify the meaning of cheating	Identifies few acts of cheating	Identifies acts of cheating correctly	Identifies acts of cheating and advise his/her colleagues to avoid them	
	5.3 Stand up for peoples' rights	a) Recognize responsibilities and rights of a child	Responsibilities and rights of a child are recognized accordingly	Shows the importance of recognizing responsibilities and rights of a child	Recognizes few responsibilities and rights of a child	Recognizes responsibilities and rights of a child accordingly	Assists his/her colleagues to recognize the rights and responsibilities of a child	12

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Explain human rights	Human rights are explained correctly	Explain meaning of human rights	Explains some human rights	Explains human rights correctly	Helps others to know human rights	
		c) Recognize injustice done to a child	Acts of injustice done to a child are identified accordingly	Mentions few acts of injustice done to a child	Explains few acts of injustice done to a child with examples	Identifies acts of injustice done to a child accordingly	Collaborates with colleagues to resist injustice done to children	
6. Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds	a) Identify the origins of the people living in Tanzania	The origins of the people living in Tanzania are identified accordingly	Mentions the origins of few people living in Tanzania	Explains the origins of some people living in Tanzania	Identifies the origins of the peoples living in Tanzania accordingly	Explains to his/her colleagues the origins of the peoples living in Tanzania	12
		b) Work as a team regardless of differences in backgrounds	Teamwork is accordingly done regardless of differences in backgrounds	Work as a team with people of his/her background only	Work as a team with some people having regard to their backgrounds	Work as a team regardless of the differences of backgrounds accordingly	Advise his/her colleagues to work as a team regardless of differences of backgrounds	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Demonstrates acts which promote love and peace among peoples of different backgrounds	Acts which promote love and peace among peoples of different backgrounds are accordingly demonstrated	Demonstrates acts which promote love and peace among peoples of the same background	Demonstrates few acts which promote love and peace among peoples of different backgrounds	Demonstrates acts which promote love and peace among people of different backgrounds accordingly	Advises his/her colleagues to promote love and peace among people of different backgrounds	
	6.2 Respect cultural differences and ideologies among people of different races.	a) Explains the concept of culture	The concept of culture is clearly explained	Mentions few things which form culture	Explains the meaning of culture with some difficulties	Explains the meaning of culture clearly	Explains to colleagues the concept of culture with examples	12
		b) Shows interest of learning different ethnic cultures	Interests of learning different ethnic cultures is effectively demonstrated	Show importance of learning different ethnic cultures	Shows interest of learning culture of his/her tribe only.	Shows interest of learning different ethnic cultures effectively	Encourages colleagues to learn the cultures of different ethnic groups	
		c) Abandon misconceived customs	Misconceived customs are abandoned accordingly	Shows importance of abandoning misconceived customs	Identifies misconceived customs	Abandons all misconceived customs accordingly	Leads his/her colleagues to abandon misconceived customs	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	6.3 Build good relations with other nations	a) Distinguish between a good friend and a bad friend	A good and a bad friend are distinguished clearly	Shows the importance of good friends	Identifies some traits of a good friend and a bad friend	Distinguishes clearly between a good friend and a bad friend	Advises his/her colleagues to select good friends	7
		b) Identify friendly countries to Tanzania	Friendly countries to Tanzania are correctly identified	Identify few friendly countries to Tanzania	Identify few friendly countries to Tanzania and explain their relations	Identify many friendly countries to Tanzania	Explains the benefits Tanzania gets from friendly countries	

3.8 STANDARD IV Contents

The competences to be developed by pupils in Civic and Moral Education subject are:

Main Competence	Specific Competence
1.0 Respect the community	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

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Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community	1.1 Love oneself and others	a) Identify things you should not do to any person	Things you should not do to any person are clearly identified	Identifies things that he/she likes one to do for him/her	Identifies some things you should not do to any person	Identifies clearly many things you should not do to any person	Involve colleagues to identify things you should not do to any person	13
		b) Do different activities to comply with the guidance given by teachers, parents / guardians	Guidance given by teachers, parents / guardians is followed accordingly in doing various activities	Does different activities with no compliance to the guidance given by teachers, parents / guardians	Does a few activities to comply with the guidance given by teachers, parents / guardians but fails to adhere accordingly	Does different activities to comply with the guidance given by teachers, parents / guardians accordingly	Advises colleagues on the importance of doing various activities to comply with the guidance given by teachers, parents / guardians	
		c) Identify actions which show love and concern for family members	Actions which show love and concern for family members are identified appropriately	Unable to identify actions which show love and concern for family members	Identifies few actions which show love and concern for family members	Identifies actions which show love and concern for family members appropriately	Be a role model for doing actions which show love and concern for family members and neighbors	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Identify emerging practices in society that threaten his/her security	Emerging practices in society that threaten his/her security are correctly identified	Unable to identify emerging practices in society that threaten his/her security	Identify few emerging practices in society that threaten his/her security	Identify emerging practices in society that threaten his/her security correctly	Assist colleagues in identifying emerging practices in society that threaten his/her security correctly	
	1.2 Be proud of his/her school	a) Know the organizational structure of his/her school	Organizational structure of his/her school is correctly known	Names school leaders but does not know the organizational structure of his/her school	Knows part of the organizational structure of his/her schools	Knows the organizational structure of his/her school correctly	Help colleagues to know the organizational structure of the school	9
		b) Follow the school rules and regulations	School rules and regulations are followed properly	Follow the school rules and regulations unwillingly	Follow the school rules and regulations willingly	Follow the school rules and regulations properly	Encourages colleagues to follow the school rules and regulations all the time	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Participate in activities that build school reputation	Participation in the activities that build school reputation is effectively done	Identify activities that build school reputation	Participate in few activities that build school reputation	Participate effectively in activities that build school reputation	Encourages colleagues to participate in the activities that build their school reputation	
	1.3 Love Tanzania by cherishing her values, symbols and origin.	a) Draw national symbols	National symbols are correctly drawn	Draw national symbols inaccurately	Draw national symbols correctly but poor arrangement of colours	Draw national symbols correctly with proper arrangement of colours	Assist colleagues in drawing national symbols and explain their meaning	13
		b) Respect the national symbols	National symbols are respected accordingly	Recognize the national symbols but does not respect them	Respect some of the national symbols	Respect the national symbols accordingly	Explain to colleagues the importance of respecting the national symbols	
		c) Explain the concept of democracy	The concept of democracy is explained correctly	Identify some essential requirements for democracy	Explain the concept of democracy with some difficulties	Explain the concept of democracy correctly	Educate colleagues on the importance of democracy	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Describe the structure of village government	The structure of village government is correctly described	Identifies the leaders of village/ local government	Identifies few levels of the structure of village government	Describes the structure of village government correctly	Helps colleagues to describe the structure of village government	
2. Appreciate the community	2.1 Take care of oneself and others.	a) Avoid dangerous behavior to your personal family and community health	Dangerous behavior to personal, family and community health is appropriately avoided	Knows dangerous behaviors to personal, family and community health but cannot avoid them	Avoids some dangerous behaviors to personal, family and community health	Avoids dangerous behavior to personal, family and health community appropriately	Warns colleagues to avoid dangerous behavior to personal, family and community health	9
		b) Perform acts of self concern	Acts of self concern are performed effectively	Knows the meaning and acts of self concern	Performs some acts of self-concern	Performs acts of self concern effectively	Advises colleagues to perform acts of self-concern	
		c) Take actions that demonstrate care for family members	Actions that demonstrate care for family members are taken effectively	Takes actions that demonstrate care for only some of family members	Takes very few actions that demonstrate care for all family members	Takes actions that demonstrate care for all family members effectively	Encourages colleagues to take actions that demonstrate care for family members	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Protect the environment.	a) Identify behaviors and activities that lead to environmental degradation	Behavior and activities that lead to environmental degradation are correctly identified	Identifies environmental degradation occurring in the society	Identifies very few behavior and activities that lead to environmental degradation	Identifies behavior and activities that lead to environmental degradation in society correctly	Collaborates with colleagues to identify behaviors and activities that lead to environmental degradation	9
		b) Educate the community on environmental protection	The community is educated on environmental protection effectively	Have knowledge about environmental protection but unable to educate the community	Educates the community on environmental protection to some extent	Educates the community on environmental protection effectively	Encourages colleagues to educate the community on environmental protection	
		c) Participate in environmental care activities in the community	Participation in environmental care activities in the community is done accordingly	Unable to participate in environmental care activities in the community	Participates infrequently in environmental care activities in the community	Participates accordingly in environment care activities in the community	Encourages colleagues to participate in environment care activities in the community	
	2.3 Build good relationships with others in the community.	a) Explain actions which build good friendships with colleagues	Actions which build good friendships with colleagues are explained correctly	Mentions actions which build good friendship with colleagues	Describes actions which build good friendship with colleagues with no clarity	Describes actions which build good friendship with colleagues correctly	Advises colleagues to do actions which build good friendship with others	6

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Elaborate ways of building good relations with colleagues	Ways of building good relations with colleagues are elaborated correctly	Mentions ways of building good relations with colleagues	Explains few ways of building good relations with colleagues	Elaborates correctly ways of building good relations with colleagues	Helps colleagues to build good relations with others	
3. Be responsible	3.1 Protect resources and interests of the country.	a) Perform voluntary activities in the community	Voluntary activities are performed in the community accordingly	Has no willingness to volunteer in community activities	Performs some voluntary activities in the community	Performs voluntary activities in the community accordingly	Encourages colleagues to perform voluntary activities in the community	8
		b) Value community's resources	Community's resources are valued accordingly	Values some of his/her own and family's resources	Values some of community's resources	Values community's resources accordingly	Values community's resources and use them for the benefit of all people	
	3.2 Manage school and household tasks.	a) Fulfilling duties and responsibilities at the family level	Duties at the family level are fulfilled effectively	Fulfils duties at the family level by force	Fulfils duties at the family level willingly but lacks effectiveness	Fulfils duties at the family level effectively	Encourages colleagues to fulfil their duties at the family level	9
		b) Promote good governance in family	Actions that promote good governance in the family are taken accordingly	Recognizes actions that promote good governance in the family	Takes very few actions that promote good governance in the family	Takes actions that promote good governance in the family accordingly	Advises colleagues to take actions that promote good governance in family	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Know the responsibilities of the school leaders	The responsibilities of the school leaders are well known.	Identifies the school leaders but does not know their responsibilities	Knows the responsibilities of some of the school leaders	Knows well the responsibilities of all school leaders	Guides colleagues to know the responsibilities of the school leaders	
	3.3 Obey laws and regulations in doing daily activities.	a) Know the laws and regulations applicable in his/her environment	The laws and regulations applicable in his/her environment are well known	Mentions few laws and regulations applicable in his/her environment	Explains few laws and regulations applicable in his/her environment	Knows well the laws and regulations applicable in his/her environment	Abides to the laws applicable in his/her environment	9
		b) Describes actions which demonstrate violation of the laws and regulations in the environment in which he/she lives	Actions which demonstrate violation of the laws and regulations in the environment in which he/she lives are accurately described	Mentions some actions which demonstrate violation of the laws and regulations in the environment in which he/she lives	Explains actions which demonstrate violation of the laws and regulations in the environment in which he/she lives	Describes accurately actions which demonstrate violation of laws and regulations in the environment in which he/she lives	Condemn actions which demonstrate violation of laws and regulations	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Supervise the implementation of school rules and regulations	The implementation of school rules and regulations is effectively supervised	Shows the need to supervise the implementation of school rules and regulations	Supervises the implementation of some of school rules and regulations	Supervises the implementation of school rules and regulations effectively	Collaborates with colleagues to supervise the implementation of school rules and regulations	
	3.4 Be self-disciplined	a) Probe different issues	Actions for probing different issues are taken accordingly	Probes few issues which he/she does not know	Probes many known and unknown issues	Probes different issues accordingly	Probes different issues to find solutions and make strong cases for each issue	13
		b) Setting targets for all things to be done	Targets for all things to be done are set appropriately	Does things without having targets	Sets targets for some things to be done	Sets targets for all things to be done appropriately	Advises colleagues to set targets for all things they aim to do	
		c) Solve problems by using own capacity and efforts before asking for help	Problems are appropriately solved by using own capacity and efforts before asking for help	Relies on strong support from others to solve problems	Solves some problems by using own capacity and efforts before asking for help	Solves problems appropriately by using own capacity and efforts before asking for help	Helps others to solve problems using own capacity and efforts	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Receive advice from other people	Advice from other people is appropriately received	Receives advice from parents and teachers only	Receives advice from the people who are familiar to him/her	Receives advice from different people accordingly	Receives advice from people and use it for personal and community's benefits	
	3.5 Collaborate in performing household and school tasks.	a) Collaborate with colleagues at school	Collaboration with colleagues at school is always done appropriately	Collaboration with colleagues at school is done at minimal levels	Collaboration with colleagues at school is done but not always	Collaboration with colleagues at school is always done appropriately	Collaborate with colleagues at school and give support whenever is needed	13
		b) Recognize the impact of non-cooperation with colleagues at school	Impact of non-cooperation with colleagues at school is well recognized	Mentions the impact of non-cooperation with colleagues at school	Mentions and explains few impacts of non-cooperation with colleagues at school	Recognizes well the impact of non-cooperation with colleagues at school	Advises colleagues to recognize the impact of non-cooperation with colleagues at school	
		c) Be ready to receive new ideas from others	Readiness to receive new ideas from others is appropriately demonstrated	Not ready to receive new ideas from people	Be ready to receive new ideas from people familiar to him/her only	Be ready to receive new ideas from different people accordingly	Be ready to receive new ideas from people and give priority according to their importance	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Use his/her talents and ability to plan development activities at school	Development activities at school are planned using his talents and ability accordingly	Unable to use his/her talents and ability to plan development activities at school	Uses his/her talents and ability to plan some development activities at school	Uses his/her talents and ability to plan development activities at school accordingly	Encourages colleagues to use their talents and abilities to plan development activities at school	
4. Be resilient	4.1 Handle challenges in daily life.	a) Take positive steps when facing challenges	Positive steps when facing challenges are appropriately taken	Takes negative steps when facing challenges	Takes positive steps at times when facing challenges	Takes positive steps when facing challenges accordingly	Advises colleagues to take positive steps when facing challenges	13
		b) Face challenges in learning by using various ways	Challenges in learning are faced by using various ways effectively	Unable to face challenges in learning by using various ways	Faces some challenges in learning by using various ways	Faces challenges in learning by using various ways effectively	Faces his/her own challenges and those of others in learning by using various ways effectively	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Identify an acceptable form of life which is compatible with changes	An acceptable form of life which is compatible with changes is identified accordingly	Identifies changes of the form of life	Identifies an acceptable form of life which to some extent is compatible with changes	Identifies an acceptable form of life which is compatible with changes accordingly	Advises colleagues to live up to an acceptable form of life	
		d) Respect different beliefs and faiths of the people	Different beliefs and faiths of the people are respected accordingly	Respects his/her own beliefs and faith	Respects some of beliefs and faiths of the people	Respects different beliefs and faiths of the people accordingly	Advises colleagues to respect different beliefs and faiths of the people	
	4.2 Be optimistic towards achieving set objectives.	a) Demonstrate a positive attitude in performing everyday tasks	Positive attitude in performing everyday tasks is demonstrated accordingly	Demonstrates positive attitude to a unsatisfactory level in performing everyday tasks	Demonstrates positive attitude to a satisfactory level in performing everyday tasks	Demonstrates positive attitude in performing everyday tasks accordingly	Advises others to demonstrate positive attitude in performing everyday tasks	9
		b) Demonstrate a behavior of learning in groups and sharing experiences	A behavior of learning in groups and sharing experiences is demonstrated accordingly	Demonstrates a behavior of independent learning only	Demonstrates a behavior of learning in groups and sharing experiences to some extent	Demonstrates a behavior of learning in groups and sharing experiences accordingly	Leads colleagues in sharing learning experiences	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Demonstrate an independent life style	Independent life style is demonstrated effectively	Demonstrates a dependent life style	Demonstrates to a satisfactory level an independent lifestyle	Demonstrates an independent lifestyle effectively	Helps others to develop an independent life style	
	4.3 Learn by analysing issues critically	a) Seek information from different sources	Information from different sources is sought effectively	Seeks information from only one source	Seeks information from few sources	Seeks information from different sources effectively	Seeks and analyse information from different sources	9
		b) Examine things in the local environment and associate them with everyday life	Things in the local environment are examined and associated with everyday life accordingly	Examines things in the local environment but fails to associate them with everyday life	Examine some things in the local environment and associate them with everyday life	Examines things in the local environment and associate them with everyday life accordingly	Collaborates with colleagues to examine things in the local environment and associate them with everyday life	
		c) Learn from the mistakes of others	Learning from the mistakes of others is demonstrated effectively	Learns from his or her own mistakes	Learns little from the mistakes of others	Learns much from the mistakes of others effectively	Learns from the mistakes of others and help others to do so	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
5. Be a person of integrity	5.1 Be trustworthy in the community	a) Condemn acts of betrayal	Acts of betrayal are condemned accordingly	Identifies acts of betrayal but is unable to condemn them	Condemns some acts of betrayal	Condemns acts of betrayal accordingly	Encourages colleagues to condemn acts of betrayal	6
		b) Perform acts that demonstrate transparency and honesty in life	Acts that demonstrate transparency and honesty in life are correctly performed	Performs acts that do not demonstrate transparency and honesty in life	Performs some acts that demonstrate transparency and honesty in life	Performs acts that demonstrate transparency and honesty in life	Advises others to perform acts that demonstrate transparency and honesty in life	
	5.2 Fulfill responsibilities with transparency and honesty	a) Reveal evils that are taking place in the community	Evils that are taking place in the community are revealed effectively	Recognizes evils that are taking place in the community but fails to reveal them	Reveals some evils that are taking place in the community	Reveals evils that are taking place in the community effectively	Encourages colleagues to reveal evils that are taking place in the community	6
		b) Explain the concept of hypocrisy	The concept of hypocrisy is correctly explained	Mentions the characteristics of a hypocrite person	Explains the concept of hypocrisy with minor errors	Explains the concept of hypocrisy correctly	Helps colleagues to understand the concept of hypocrisy	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	5.3 Stand up for peoples' rights.	a) Explain the concepts of rights and responsibilities	The concepts of rights and responsibilities are explained correctly	Mentions actions that demonstrate rights and responsibilities	Explains the concepts of rights and responsibilities with some difficulties	Explains the concept of rights and responsibilities correctly	Explains to colleagues the importance of ensuring rights and responsibilities for national development	9
		b) Identify the rights of various groups of people	The rights of various groups of people are correctly identified	Mentions rights of few groups of people	Explains the rights of few groups of people	Identifies the rights of various groups of people correctly	Explain the colleagues the importance of recognizing the rights of various groups of people in the society	
		c) Identify institutions which promote human rights in Tanzania	Institutions which promote human rights in Tanzania are correctly identified	Mention few institutions which promote human rights in your region	Mention many institutions which promote human rights in your region	Mention institutions which promote human rights in Tanzania	Helps others to identify institutions which promote human rights in Tanzania	
6. Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds	a) Identify the origins of the various tribes in Tanzania	Origins of the various tribes in Tanzania are appropriately identified	Identifies the origin of your own tribe	Identifies the origins of a few tribes familiar with his/her	Identifies the origins of the various tribes in Tanzania appropriately	Helps others to identify the origins of the various tribes in Tanzania	6

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Identify people from different backgrounds who live in your community	People from different backgrounds who live in the community are identified correctly	Identifies few people from different backgrounds in the community	Identifies many people from different backgrounds who live in the community	Identifies people from different backgrounds who live in the community correctly	Helps other to identify people from different backgrounds	
	6.2 Respect cultural differences and ideologies among people of different races	a) Explain the cultural tools of Tanzania	Cultural tools of Tanzania are correctly explained	Mentions cultural tools of Tanzania	Explains few cultural tools of Tanzania	Explains various cultural tools of Tanzania correctly	Explains and demonstrate the cultural tools of Tanzania	13
b) Explain the importance of national culture		The importance of national culture is explained correctly	Identifies things that build national culture	Explains the importance of national culture briefly	Explains the importance of national culture correctly	Explains to other people the importance of national culture		
c) Educate oneself about different cultures		Self-education about different cultures is done effectively	Educates oneself about own culture	Educates oneself on few cultures	Educates oneself about different cultures effectively	Educates others on different cultures		
d) Show respect for other people's cultures		Respect for other peoples' cultures is shown accordingly	Shows respect for own culture	Shows respect for some of the cultures of other people	Shows respect for other peoples' cultures accordingly	Educates others to show respect for other peoples' cultures		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	6.3 Build good relations with other nations.	a) Identify ways to improve relations with other nations	Ways to improve relations with other nations are identified effectively	Shows importance of improving relations with other nations	Identifies few ways to improve relations with other nations	Identifies ways to improve relations with other nations effectively	Helps others to identify ways to improve relations with other nations	13
		b) Know actions that show hospitality to people of other nations	Actions that show hospitality to people of other nations are recognized accordingly	Mentions few actions that show hospitality to people of other nations	Explains some of the actions that show hospitality to people of other nations	Recognizes actions that show hospitality to people of other nations accordingly	Helps others to recognize actions that show hospitality to people of other nations	
		c) Identify the bases for good relations between Tanzania and other countries	The bases for good relations between Tanzania and other countries are identified correctly	Identifies foreign countries which are friends of Tanzania	Identifies some bases for good relations between Tanzania and other countries	Identifies correctly the bases for good relations between Tanzania and other countries	Collaborates with colleagues in identifying the bases for good relations between Tanzania and other countries	
		d) Explain the concept of globalization	The concept of globalization is explained correctly	Explains the concept of globalization incorrectly	Explains the concept of globalization correctly	Mentions issues relating to globalization	Helps others to understand the concept of globalization	

3.9 STANDARD V Contents

The Competences to be developed in Civic and Moral Education subject are:

Main Competence	Specific Competence
1.0 Respect the community	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

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Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community	1.1 Love oneself and others	a) Perform acts which show love for people with special needs	Acts which show love for people with special needs are correctly performed	Shows the importance of showing love for people with special needs.	Performs acts which show love for people with special needs in the living environment only	Performs acts which show love for all people with special needs effectively	Advises colleagues to perform acts which show love for people with special needs	9
		b) Perform acts which demonstrate respect for gender	Acts which demonstrate respect for gender are performed accordingly	Performs acts which do not demonstrate respect for gender	Performs some acts which demonstrate respect for gender	Performs acts which demonstrate respect for gender accordingly	Condemns acts which demonstrate disrespect for gender	
		c) Wear appropriate clothes at different occasions	Appropriate clothes at different occasions are worn as expected	Wears appropriate clothes at school or home only	Wears appropriate clothes at some occasions	Wears appropriate clothes at different occasions as expected	Advises colleagues to wear appropriate clothes at different occasions.	
	1.2 Be proud of his/her school.	a) Elaborate good and bad aspects that identify his/her school	Good and bad aspects that identify his/her school are elaborated correctly	Mentions the good and bad aspects that identify his/her school	Mentions and explain some of the good and bad aspects that identify his/her school	Elaborates the good and bad aspects that identify his/her school correctly	Advises colleagues how to overcome the things that give a bad reputation to their school	9

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	Average	Good	Very Good		
		b) Draw his/her school emblem	Drawing of his/her school emblem showing the arrangement of symbols and colours has been done appropriately.	Draws school emblem without including some of the symbols and colour	Draws his/her school emblem without considering the arrangement of symbols and colours	Draws his/her school emblem and consider the arrangement of symbols and colours	Interprets the symbols in the school emblem		
		c) Perform voluntary activities at school	Voluntary activities at school are carried proficiently.	Performs voluntary activities at school after coercion	Performs some voluntary activities at school without proficiency	Performs voluntary activities at school with proficiency	Encourages others to perform voluntary activities at school		
		1.3 Love Tanzania by cherishing her values, symbols and origin	a) Elaborate customs and traditions of Tanzania	Customs and traditions of Tanzania are elaborated correctly.	Mentions customs and traditions of Tanzania	Explains customs and traditions of Tanzania that are familiar to him/her	Elaborates customs and traditions of Tanzania correctly		Helps others to understand the customs and traditions of Tanzania
	b) Perform acts which promote national culture	Activities which promote national culture are performed effectively.	Recognises activities which promote national culture but fail to perform them	Performs few activities which promote national culture	Performs activities which promote national culture effectively	Leads others to perform activities which promote national culture			

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Explain the use of national symbols	The use of national symbols is explained clearly	Mentions the use of national symbols	Explains the use of national symbols without clarification	Elaborates the use of national symbols clearly	Assists colleagues to understand the use of national symbols	
		d) Participate in national celebrations	Participation in national celebrations is done effectively	Does not participate in national celebrations	Participates in some of the national celebrations	Participates in national celebrations effectively	Encourages colleagues to take part in national celebrations	
		e) Elaborate the structure of Ward, District and Regional governments	The structure of Ward, District and Regional governments is elaborated correctly	Mentions the structure of Ward, District and Regional governments	Explains the structure of Ward, District and Regional governments	Elaborates the structure of Ward, District and Regional governments correctly	Helps others to understand the structure of Ward, District and Region governments	
2.Appreciate the community	2.1 Take care of oneself and others.	a) Identify unacceptable acts committed against the family	Unacceptable acts committed against the family are identified accordingly	Mentions unacceptable acts committed against the family	Identifies some of unacceptable acts committed against the family	Identifies unacceptable acts committed against the family accordingly	Help colleagues to identify unacceptable acts committed against the family	6
		b) Condemn evil acts committed against children	Evil acts committed against children are condemned accordingly	Identify evil acts committed against children but is unable to condemn them	Condemns some evil acts committed against children	Condemns evil acts committed against children accordingly	Educates the community to condemn evil acts committed against children	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Protect the environment	a) Evaluate the state of environmental degradation in the area	Evaluation of the state of environmental degradation in the area is done effectively	Identifies few cases of environmental degradation in the area where he/she lives	Describes the source of environmental degradation in the area where he/she lives	Evaluates the state of environmental degradation in the area effectively	Educates the community on the effects of environmental degradation	6
		b) Educate the community on the effects of environmental degradation	The community is educated on the effects of environmental degradation accordingly	Unable to educate the community on the effects of environmental degradation	Educates community on the effects of environmental degradation to a small extent	Educates the community on the effects of environmental degradation accordingly	Educates the community and condemn acts which cause environmental degradation	
	2.3 Build good relationships with others in the community	a) Explain best ways to promote relations with other people	Best ways to promote relations with other people are explained appropriately	Identifies few ways to promote relations with other people	Explains some ways to promote relations with other people with some difficulties	Explains best ways to promote relations with other people appropriately	Explains how to promote relations and to solve problems and difficulties faced by others	6
		b) Participate in solving problems and difficulties faced by others	Participation in solving problems and difficulties faced by others is done effectively	Unable to participate in solving problems and difficulties faced by others	Participates in some ways in solving problems and difficulties faced by others	Participates effectively in solving problems and difficulties faced by others	Participates and encourages others to participate in solving problems and difficulties faced by others	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
3. Be responsible	3.1 Protect resources and interests of the country	a) Describe ways to protect and conserve the main resources of the nation	Ways to protect and conserve the main resources of the nation are described accurately	Identifies few ways of protecting and conserving the main resources of the nation	Explains some ways of protecting and conserving the main resources of the nation	Describes ways to protect and conserve the main resources of the nation accurately	Describes and educate colleagues on the ways to protect and conserve the main resources of the nation	9
		b) Evaluate the use of public resources	Evaluation of the use of public resources is done correctly	Identifies the use of public resources	Explains good use of resources and fails to explain the misuse of public resources	Evaluates the use of public resources correctly	Evaluates the use of public resources and condemns the misuse of those resources	
		c) Condemn the misuse of public resources	Misuse of public resources is condemned accordingly	Identifies acts of misuse of public resources but fails to condemn them	Condemns lightly the misuse of public resources	Condemns the misuse of public resources accordingly	Encourages colleagues to condemn the misuse of public resources	
	3.2 Manage his/her school and household tasks.	a) Demonstrate a willingness to receive the advice of others in carrying out various activities	Willingness to receive the advice of others in carrying out various activities is demonstrated accordingly	Demonstrate unwillingness to receive advice given by others in carrying out various activities	Demonstrates rarely willingness to receive the advice of others in carrying out various activities	Demonstrates a willingness to receive the advice of others in carrying out various activities accordingly	Advises others to be ready to receive the advice of others in carrying out various activities	9

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	Average	Good	Very Good		
		b) Explain the importance of good governance and leadership at school level	The importance of good governance and leadership at school level is explained clearly	Mentions few benefits of having good governance and leadership at school level	Explains briefly the importance of good governance and leadership at school level	Explains the importance of good governance and leadership at school level clearly	Helps others to understand the importance of having good governance and leadership at the school level		
		c) Participate in strengthening good governance at school level	Participation in strengthening good governance at school level is demonstrated effectively	Unable to participate in strengthening good governance at school level	Participates at a minimal level in strengthening good governance at school level	Participates effectively in strengthening good governance at school level clearly	Encourages colleagues to participate in strengthening good governance at school level		
	3.3 Obey laws and regulations in doing his/her daily activities.	a) Explain the importance of obeying laws	The importance of obeying laws are explained clearly	Mentions the importance of obeying laws	Explains the importance of obeying laws with difficulties.	Explains clearly the importance of obeying laws	Advises colleagues to obey laws		6
		b) Fulfilling his/her obligations in compliance with the law and regulations	Fullfilment of his/her obligations is done effectively in compliance with the law and regulations	Fullfil his/her obligations without complying with the law and regulations	Fulfil some of his/her obligations in compliance with the law and regulations	Fullfil effectively all of his/her obligations in compliance with the law and regulations	Advises colleagues to fullfil their obligations in compliance with the law		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.4 Be self-disciplined.	a) Demonstrate ability in performing his/her duties	Ability in performing duties is demonstrated effectively	Unable to demonstrate ability in performing his/her duties	Rarely demonstrates ability in performing his/her duties	Demonstrates ability in performing his/her duties effectively	Encourages others to use their abilities effectively in performing their duties	14
		b) Show a habit of working without supervision	A habit of working without supervision is shown effectively	Performs tasks under close supervision	Performs tasks with minimum supervision	Performs tasks without supervision effectively	Encourages others to perform tasks without supervision	
		c) Describe strategies to achieve his/her goals in life	Strategies to achieve his/her goals in life are described clearly	Explains his/her life goals but fails to describe strategies to achieve them	Describes briefly strategies to achieve his/her goals in life without clarification	Describes clearly strategies to achieve his/her goals in life	Encourages colleagues to have strategies in order to achieve their goals in life	
		d) Put personal ability and effort for the benefit of all	Personal ability is effort appropriately used for the benefit of all.	Personal ability put for self-benefits	Personal ability put in some tasks for the benefit of all	Personal ability put for the benefit of all accordingly	Encourages colleagues to put their abilities to help others	
		e) Learn from mistakes	Learning from mistakes is done correctly	Unable to learn from mistakes	Learns from mistakes and correct some errors	Learns from mistakes and perform better	Advises others to learn from mistakes so that they can do better	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.5 Collaborate in performing household and school tasks.	a) Collaborate with colleagues in doing household and school tasks	Collaboration with colleagues in doing household and school tasks is done effectively	Unable to collaborate with colleagues in doing household and school tasks	Collaborates with colleagues in doing few household and school tasks	Collaborates in performing household and school tasks effectively	Participates fully and encourage others to collaborate in performing household and school tasks	9
		b) Plan activities which bring development in the family	Activities which bring development in the family are planned accordingly	Unable to plan activities which bring development in the family	Plans few activities which bring development in the family	Plans activities which bring development in the family accordingly	Advises colleagues to help their families by planning development activities	
		c) Participate in community development activities	Participation in community development fully factivities is done.	Unable to participate in community development activities	Participates rarely in some community development activities	Participates fully in community development activities	Advises colleagues to participate in community development activities	
4.Be resilient	4.1Handle challenges in daily life	a) Recognize life challenges and explain how to face them	The challenges of life are recognized and their solutions are explained clearly	Recognizes life challenges but fails to explain how to face them	Recognizes life challenges and is able to explain how to face some of them	Recognizes life challenges and is able to explain how to face them clearly	Helps colleagues to recognize life challenges and how to face them	11

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Explain the physical, health and psychological effects posed by failure to resolve life challenges	Physical, health and psychological effects posed by failure to resolve life challenges are clearly explained	Unable to explain physical, health and psychological effects posed by failure to resolve life challenges	Explains briefly the physical, health and psychological effects posed by failure to resolve life challenges	Explains clearly physical, health and psychological effects posed by failure to resolve life challenges	Collaborates with colleagues to explain physical, health and psychological effects posed by failure to resolve life challenges	
		c) Show patience in dealing with challenges of everyday life	Patience in dealing with challenges of everyday life is shown effectively	Unable to be patient in dealing with challenges of everyday life	Patient in dealing with some of the challenges of everyday life	Patient in dealing with challenges of everyday life effectively	Advises colleagues to be patient in dealing with challenges of everyday life	
		d) Adopt different peoples' experiences in addressing life challenges	Different peoples' experiences are adopted effectively in addressing life challenges	Does not adopt different people experiences in addressing the challenges of life	Adopts few peoples' experiences in addressing life challenges	Adopts different peoples' experiences effectively in addressing life challenges	Encourages colleagues to adopt different peoples' experiences in addressing life challenges	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	4.2 Be optimistic towards achieving set objectives	a) Setting performance targets and implementation strategies	Performance targets and implementation strategies are appropriately set.	Unable to set performance targets and implementation strategies	Sets performance targets without implementation strategies	Sets performance targets and implementation strategies accordingly	Sets targets and evaluate their implementation	9
		b) Evaluate implementation of objectives in relation to targets	Evaluation of implementation of objectives in relation to target is done effectively	Unable to evaluate the implementation of objectives compared to targets	Evaluates roughly the implementation of the objectives compared to targets	Evaluates the implementation of objectives compared to targets effectively	Advises colleagues to evaluate implementation of objectives compared to targets	
		c) Identify ways of getting solutions to the implementation of the objectives	Ways of getting solutions to the implementation of the objectives are identified clearly	Identifies ways of finding solutions to the implementation of the objectives	Explains ways of finding solutions to the implementation of the objectives	Identifies ways of getting solutions to the implementation of the objectives clearly	Helps colleagues to find ways of getting solutions to the implementation of the objectives	
	4.3 Learn by analysing issues critically.	a) Questioning things or events that take place in order to increase knowledge	Things or events that take place are questioned in order to increase knowledge effectively	Unable to question things or events that take place in order to increase knowledge	Able to question some of things or events that take place in order to increase knowledge	Question things or events that take place in order to increase knowledge effectively	Collaborates with colleagues to question things or events that take place in order to increase knowledge	11

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Demonstrate a habit of making comparison between prior knowledge and new knowledge in learning	A habit of making comparison between prior knowledge and new knowledge in learning is demonstrated accordingly	Unable to demonstrate a habit of making comparison between prior knowledge and new knowledge in learning	Demonstrates poorly a habit of making comparison between prior knowledge and new knowledge in learning in a lesser extent	Demonstrates a habit of making comparison between prior knowledge and new knowledge in learning accordingly	Learns by making comparison between prior knowledge and new knowledge	
		c) Evaluate his/her performance at school and at home and improve performance	His/her performance at school and at home is evaluated and improvement made accordingly	Unable to evaluate his/her performance at school and at home and improve performance	Evaluates his/her performance at school and at home and improve performance to a lesser extent	Evaluates his/her performance at school and at home and improve performance accordingly	Evaluates colleagues performance and advise them to improve their performance	
		d) Adhere to ethics when searching for information in electronic networks	Adherence to ethics when searching for information in electronic networks is done accordingly	Does not adhere to ethics when searching for information in electronic networks	Sometimes adhere to ethics when searching for information in electronic networks to a lesser extent	Adheres accordingly to ethics when searching for information in electronic networks	Encourages colleagues to adhere to ethics when searching for information in electronic networks	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
5. Be a person of integrity	5.1 Be trustworthy in the community	a) Adhere to agreements on implementing various activities	Agreements on implementing various activities are adhered accordingly	Unable to adhere to agreements on implementing various activities	Adheres to agreements on implementing some activities	Adheres to agreements on implementing various activities accordingly	Advises colleagues to adhere to agreements in implementing various activities	9
		b) Follow orders and instructions given to him/her	Orders and instructions given to him/her are followed appropriately	Unable to follow orders and instructions given to him/her	Follows some orders and instructions given to him/her	Follows orders and instructions given to him/her appropriately	Encourages colleagues to follow orders and instructions given to them	
		c) Keep property entrusted to him/her carefully	Property entrusted to him/her is kept carefully	Does not keep property entrusted to him/her carefully	Keeps property entrusted to him/her with little care	Keeps property entrusted to him/her carefully	Keeps the property entrusted to him very carefully and take precaution measures.	
	5.2 Fulfil responsibilities with transparency and honesty	a) Explain the benefits of being honest in everyday life	Benefits of being honest in everyday life are explained correctly	Identify the benefits of being honest	Explains the benefits of being honest in everyday life	Explains the benefits of being honest in everyday life correctly with relevant examples	Advises colleagues to be honest in everyday life	11

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Recognize the dangers of dishonesty in everyday life	The dangers of dishonesty in everyday life are recognized effectively	Recognizes the dangers of dishonesty in everyday life ineffectively	Recognizes some of the dangers of dishonesty in everyday life	Recognizes the dangers of dishonesty in everyday life effectively	Recognizes the dangers of dishonesty and advise colleagues to refrain from dishonesty in their lives	
		c) Have clear plans of performing school and home duties	Plans for performing school and home duties are made clear accordingly	Does not clearly plan for school and home duties	Clearly plans some of his/her school and home duties	Clearly plans his/her school and home duties accordingly	Explains the benefits of clearly planning school and home duties	
		d) Explain the impact of hypocrisy in everyday life	The impact of the hypocrisy in everyday life is explained clearly	Unable to explain the impact of hypocritical behavior in everyday life	Explains unclearly the impact of hypocrisy in everyday life	Describes the impact of hypocrisy in everyday life clearly	Advises colleagues to refrain from habits of hypocrisy in their lives	
	5.3 Stand up for peoples' rights	a) Defending his/her rights and those of others without discrimination	The defense of his/her rights and those of others without discrimination takes place accordingly	Unable to defend his/her rights and those of others without discrimination	Able to defend some of his/her rights and a few of others without discrimination	Defends his/her rights and those of others without discrimination accordingly	Encourages colleagues to defend their rights and those of others without discrimination	17

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Report violations of human rights to the relevant authorities	Violations of human rights are reported to the relevant authorities accordingly	Unable to report violations of human rights to the relevant authorities	Very rarely reports violations of human rights to the relevant authorities	Reports violations of human rights to the relevant authorities accordingly	Encourages colleagues to report violations of human rights to the relevant authorities	
		c) Elaborate the importance of democracy in promoting social welfare	The importance of democracy in promoting social welfare is clearly elaborated	Mentions importance of democracy in promoting social welfare	Explains the importance of democracy in promoting social welfare with some difficulties	Elaborates the importance of democracy in promoting social welfare clearly	Advises colleagues to value democracy for social welfare	
		d) Describe the role of political parties in promoting democracy in the country	The role of political parties in promoting democracy in the country is described properly	Identifies the role of political parties in promoting democracy in the country incorrectly	Describes the role of political parties in promoting democracy in the country without clarification	Describes the role of political parties in promoting democracy in the country properly	Involves colleagues in describing the role of political parties in promoting democracy in the country	
		e) Understand the Constitution of the United Republic of Tanzania	The Constitution of the United Republic of Tanzania is thoroughly understand.	Fails to identify the Constitution of the United Republic of Tanzania	Understand a few sections of the Constitution of the United Republic of Tanzania	Understand the Constitution of the United Republic of Tanzania thoroughly	Assist colleagues to understand the Constitution of the United Republic of Tanzania	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		f) Explain the types of citizenship, qualifications and responsibilities of the citizens of Tanzania	Types of citizenship, qualifications and responsibilities of the citizens of Tanzania are explained clearly	Mentions types of citizenship, qualifications and responsibilities of the citizens of Tanzania incorrectly	Explains briefly the types of citizenship, the qualifications and responsibilities of the citizens of Tanzania.	Explains clearly the types of citizenship, qualifications and responsibilities of the citizens of Tanzania	Helps colleagues to identify types of citizenship, qualifications and responsibilities of the citizens of Tanzania	
6. Promote peace and harmony	6.1 Interact with people of different back-grounds	a) Condemn segregation in the community on the basis of colour, race, religion, tribe or lineage	Segregation in the community on the basis of colour, race, religion, tribe or lineage is condemned accordingly	Unable to condemn segregation in the community on the basis of colour, race, religion, tribe or lineage	Condemns lightly segregation in the community on the basis of colour, race, religion, tribe or lineage	Condemns segregation in the community on the basis of colour, race, religion, tribe or lineage accordingly	Encourages colleagues to condemn segregation in the community on the basis of colour, race, religion, tribe or lineage.	9
		b) Acknowledge dignity of the person without regard to origin	Dignity of the person is acknowledged effectively without regard to origin	Acknowledges dignity of the person with regard to origin	Acknowledges dignity of the person with some reservation as to origin	Acknowledges effectively dignity of the person without regard to origin	Advises colleagues to acknowledge dignity of the person without regard to origin	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Explain different ways of interacting with other people	Different ways of interacting with other people are explained clearly	Mentions ways of interacting with other people	Explains different ways of interacting with other people with some difficulties.	Explains clearly different ways of interacting with other people	Collaborates with others to determine how to interact with others and provide concrete examples	
	6.2 Respect cultural differences and ideologies among people of different races.	a) Explain the origin of the culture of his/her tribe	The origin of the culture of his/her tribe is explained correctly	Unable to explain the origin of the culture of his/her tribe	Explains the origin of the culture of his/her tribe to some extent	Explains correctly the origin of the culture of his/her tribe	Helps colleagues to explain the origin of the culture of their tribes and other tribes	9
		b) Recognize cultural differences in the community	Cultural differences in the community are well recognized	Identifies few cultural differences in the community in which he/she lives	Recognizes cultural differences in the different communities	Recognizes well cultural differences in different communities	Helps others to recognize cultural differences in their communities	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Describe the indicators and the impact of globalization in Tanzania	Indicators and the impact of globalization in Tanzania are described clearly	Identifies indicators of globalization but unable to explain their impact in Tanzania	Describes some of indicators and the impact of globalization in Tanzania without examples	Describes clearly the indicators and the impact of globalization in Tanzania	Leads his colleagues to describe the indicators and the impact of globalization in Tanzania	
	6.3 Build good relations with other nations	a) Explain the benefits of cooperation between countries	Benefits of cooperation between countries are explained accurately	Mentions few benefits of cooperation between countries	Explains few benefits of cooperation between countries	Explains the benefits of cooperation between countries accurately	Educates others to recognize the benefits of cooperation between countries	11
		b) Describe the diplomatic relations between Tanzania and other nations	Diplomatic relations between Tanzania and other nations is described clearly	Mentions nations which have diplomatic relationship with Tanzania	Explains the diplomatic relationships of Tanzania with a few nations	Explains clearly the diplomatic relationships between Tanzania and other nations	Assists colleagues to understand the diplomatic relationships between Tanzania and other nations	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Recognize the relationship between Tanzania and the international organizations	The relationship between Tanzania and the international organization is effectively recognized	Mentions few international organizations in which Tanzania is involved	Recognizes the relationship between Tanzania and the international organizations by giving few examples	Recognizes the relationship between Tanzania and the international organizations effectively	Helps colleagues to recognize the relationship between Tanzania and the international organizations	
		d) Explain the objectives and functions of the various international organizations to which Tanzania is a member	The objectives and functions of the various international organizations to which Tanzania is a member are explained accurately	Explains the objectives and functions of the international organization which are well known to which Tanzania is a member	Explains the objectives and functions of the various international organization to which Tanzania is a member with a few mistakes	Explains accurately the objectives and functions of the various international organization to which Tanzania is a member	Educates the community about the objectives and functions of various international organizations to which Tanzania is a member	

3.10 STANDARD VI Contents

The competences to be developed in Civic and Moral Education subject are:

Main Competence	Specific Competence
1.0 Respect the community	1.1 Love oneself and others. 1.2 Be proud of his/her school. 1.3 Love Tanzania by cherishing her values, symbols and origin.
2.0 Appreciate the community	1.1 Take care of oneself and others. 2.2 Protect the environment. 2.3 Build good relationships with others in the community.
3.0 Be responsible	3.1 Protect resources and interests of the country. 3.2 Manage school and household tasks. 3.3 Obey laws and regulations in doing his/her daily activities. 3.4 Be self-disciplined. 3.5 Collaborate in performing household and school tasks.
4.0 Be resilient	4.1 Handle challenges in daily life. 4.2 Be optimistic towards achieving set objectives. 4.3 Learn by analysing issues critically.
5.0 Be a person of integrity	5.1 Be trustworthy in the community. 5.2 Fulfil responsibilities with transparency and honesty. 5.3 Stand up for people's rights.
6.0 Promote peace and harmony	6.1 Interact with people of different cultures and backgrounds. 6.2 Respect cultural differences and ideologies among people of different races. 6.3 Build good relations with other nations.

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Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
1. Respect the community	1.1 Love oneself and others	a) Demonstrate a habit of assisting people with different needs	Habit of assisting people in need is demonstrated accordingly	Does not demonstrate a habit of assisting people with different needs	Demonstrates a habit of assisting some people with needs	Demonstrates a habit of assisting people with different needs accordingly	Encourages people in the community to give support to people with different needs	12
		b) Appreciate the contribution of other people in social welfare	The contribution of other people in social welfare is appreciated accordingly	Does not appreciate the contribution of other people in social welfare	Appreciates the contribution of some people in social welfare	Appreciates the contribution of other people in social welfare accordingly	Encourages colleagues to appreciate the contribution of other people in social welfare	
		c) Demonstrate good and respectful deeds	Good and respectful deeds are demonstrated	Does not demonstrate good and respectful deeds	Demonstrates some good and respectful deeds	Demonstrates good and respectful deeds	Advises colleagues to demonstrate good and respectful deeds	
		d) Takes action to protect himself/herself and others against high risk peer groups	Action to protect himself/herself and others against high risk peer groups are taken effectively.	Takes action to protect himself/herself but unable to protect others from high-risk peer groups.	Takes action to protect himself/herself and others from high-risk peer groups	Takes action to protect himself/herself and others from high-risk peer groups effectively	Advises colleagues to take action to protect themselves and others from high-risk peer groups	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	1.2 Be proud of his/her school.	a) Explain the messages contained in the school motto and school anthem compose.	The messages contained in the school motto and school anthem are explained correctly	Mentions the message contained in the school motto and school anthem	Explains inaccurately the messages contained in the school motto and school anthem	Explains the messages contained in the school motto and school anthem correctly	Educates others about the messages contained in the school motto and school anthem	6
		b) Compose songs / poems / poetry to praise his/her school	Songs / poems / poetry to praise his/her school are well composed	Composes few verse of songs / poems / poetry to praise his/her school	Composes songs / poems / poetry to praise his/her school without complying to principles of composing	Composes songs / poem / poetry to praise his/her school well	Guides colleagues to compose songs / poems / poetry to praise his/her school	
	1.3 Love Tanzania by cherishing her values, symbols and origin.	a) Explain different ways to publicize his/her country Tanzania	Different ways to publicize his/her country Tanzania are explained clearly	Mentions some of the ways to publicize his/her country Tanzania	Explains different ways to publicize his/her country Tanzania	Explains different ways to publicize his/her country Tanzania clearly	Leads colleagues to explain different ways to publicize his/her country Tanzania	14
		b) Explain the importance of national values	The importance of national values is explained clearly	Mentions some of national values	Explains the importance of some national values	Explains the importance of national values clearly	Helps colleagues to explain the importance of national values with vivid examples	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Identify the structure of the government of the United Republic of Tanzania	The structure of the government of the United Republic of Tanzania is identified correctly	Identifies leaders of the government of the United Republic of Tanzania	Identifies the structure of the government of the United Republic of Tanzania incorrectly	Identifies the structure of the government of the United Republic of Tanzania correctly	Assists colleagues to identify the structure of the government of the United Republic of Tanzania	
		d) Explain the purpose of public holidays	The purpose of public holidays is explained correctly	Identifies public holidays	Explains the purpose of some public holidays	Explains the purpose of public holidays correctly	Collaborates with colleagues to educate the community on the purpose of public holidays	
		e) Describe the practice of democracy in the country	The practice of democracy in the country is correctly described.	Describes the practice of democracy in the country with difficulties.	Explains the practice of democracy in the country without giving examples	Describes the practice of democracy in the country correctly with examples	Educates the community on the practice of democracy in the country	
2.Appreciate the community	2.1 Take care of oneself and others.	a) Condemn the acts that may endanger social welfare	Acts that may endanger social welfare are condemned accordingly	Unable to condemn the acts that may endanger social welfare	Condemns some of the acts that may endanger social welfare	Condemns the acts that may endanger social welfare accordingly	Encourages colleagues to condemn the acts that may endanger social welfare	14

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Take actions that motivate others to abstain from risky behavior	Actions that motivate others to abstain from risky behavior are taken effectively	Unable to take actions that motivate others to abstain from risky behavior	Takes some actions that motivate others to abstain from risky behavior	Takes actions that motivate others to abstain from risky behavior effectively	Advises colleagues to take actions that will motivate others in the society to abstain from risky behavior	
		c) Seek counseling services when in need	Counseling services at appropriately sought when in need	Unable to seek counseling services when in need	Seeks counseling services in rare situations	Seeks counseling services when in need	Advises others to seek counseling services when in need to do so	
		d) Give priority to people in need to access quick services	People in need are given priority to access quick services accordingly	Unable to give priority to people to access quick services	Gives priority to people only familiar to him/her in need to access quick services	Gives priority to all people in need to access quick services accordingly	Educates colleagues on the importance of giving priority to people in need to access quick services	
		e) Take actions which demonstrate equal treatment to all people	Actions which demonstrate equal treatment to all people are taken	Unable to take actions which demonstrate equal treatment to all people	Takes few actions which demonstrate equal treatment to all people.	Takes actions which demonstrate equal treatment to all people	Encourages colleagues to take actions which demonstrate equal treatment to all people	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	2.2 Protect the environment.	a) Explain ways of protecting the environment	Ways of protecting the environment are explained clearly	Mentions ways to protecting the environment	Explains some ways of protecting the environment	Explains ways of protecting the environment clearly	Helps colleagues to explain ways of protecting the environment	6
		b) Condemn violations of laws protecting the environment	Violations of laws protecting the environment are condemned effectively	Unable to condemn violations of laws protecting the environment	Condemns violations of some laws protecting the environment	Condemns violations of laws protecting the environment effectively	Encourages the community to condemn violations of laws protecting the environment	
	2.3 Build good relationships with others in the community.	a) Explain actions which may lead to bad relationships in the community	Acts which may lead to bad relationships in the community are clearly explained	Mentions some actions which may lead to bad relationships in the community	Explains to some extent actions which may lead to bad relationships in the community	Explains clearly actions which may lead to bad relationships in the community	Explains actions which may lead to bad relationships and the importance of maintaining good relationships in the community	9
		b) Do things which promote and maintain friendship with colleagues	Things which promote and maintain friendship with colleagues are done effectively	Does not do things which promote and maintain friendship with colleagues	Does some things which promote and maintain friendship with colleagues	Does things which promote and maintain friendship with colleagues effectively	Advises colleagues to do things which promote and maintain friendship with others	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Resolving conflicts among fellow pupils	Conflicts among fellow pupils are resolved effectively	Unable to resolve conflicts among fellow pupils	Resolves some conflicts among fellow pupils	Resolves conflicts among fellow pupils effectively	Encourages colleagues to resolve conflicts	
3. Be responsible	3.1 Protect resources and interests of the country	a) Use his/her talents and ability to create development activities	Talents and ability are used effectively to create development activities	Unable to use his/her talents and ability to create development activities	Uses his/her talents to create few development activities	Uses his/her talents to create development activities effectively	Collaborates with colleagues to use their talents and abilities in creating development activities	12
		b) Identify ways to combat the misuse of public resources	Ways to combat the misuse of public resources are clearly identified	Unable to identify ways to combat the misuse of public resources	Identifies few ways to combat the misuse of public resources	Identifies clearly ways to combat the misuse of public resources	Advises the community to use various ways to combat the misuse of public resources	
		c) Take action which protect national security	Actions which protect national security are taken accordingly	Unable to take actions which protect national security	Takes few actions which protect national security	Takes actions which protect national security accordingly	Collaborates with other people to take actions which protect national security	
		d) Describe the qualities of a leader to be elected at national level	Qualities of a leader to be elected at national level are described clearly	Mentions the qualities of a leader to be elected at national level	Explains the qualities of a leader to be elected at national level	Describes qualities of a leader to be elected at national level clearly	Helps colleagues to describe qualities of a leader to be elected at national level	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	3.2 Manage school and household tasks.	a) Recognize the responsibilities of a leader at a school and at a family level	Responsibilities of a leader at a school and at a family level are well recognized.	Mentions the responsibilities of a leader at a school and at a family level	Explains the responsibilities of a leader at a school and at a family level	Recognizes well the responsibilities of a leader at a school and at a family level	Helps colleagues to know the responsibilities of a leader at a school and at a family level	9
		b) Identify alternative ways of solving problems	Alternative ways in solving problems are identified correctly	Unable to identify alternative ways of solving problems	Identifies few ways of solving problems	Identifies alternative ways of solving problems correctly	Helps colleagues to identify alternative ways of solving problems	
		c) Suggest ways of improving work performance	Ways of improving work performance are suggested clearly	Unable to suggest ways of improving work performance	Suggests with few mistakes ways of improving work performance	Suggests ways of improving work performance clearly	Helps colleagues to suggest ways of improving work performance	
	3.3 Obey laws and regulations in doing his/her daily activities.	a) Identify and obey laws and regulations of the country	Laws and regulations of the country are correctly identified and obeyed	Does not identify laws and regulations of the country	Identifies and obey some laws and regulations of the country	Identifies and obey laws and regulations of the country effectively	Identifies and obeys laws and regulations of the country and encourage colleagues to do so.	12

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods	
				Beginning	Average	Good	Very Good		
		b) Harmonize implementation of laws and regulations in life	Implementation of laws and regulations in life is harmonized effectively	Unable to harmonize implementation of laws and regulations in life	Explains the implementation of laws and regulations in life	Harmonizes implementation of laws and regulations in life effectively	Encourages colleagues to harmonize the implementation of laws and regulations in life		
		c) Question the applicable laws and regulations	The applicable laws and regulations are questioned accordingly	Unable to question the applicable laws and regulations	Questions few applicable laws and regulations	Questions the applicable laws and regulations accordingly	Collaborates with colleagues to question the applicable laws and regulations		
		d) Evaluate the steps taken to control breaking of rules and regulations in schools	Steps taken to control breaking of rules and regulations in schools are evaluated accordingly	Mentions the steps taken to control breaking of rules and regulations in schools	Explains the steps taken to control breaking of rules and regulations in schools	Evaluates the steps taken to control breaking of rules and regulations in schools accordingly	Leads colleagues to evaluate the steps taken to control breaking of rules and regulations in schools		
	3.4 Be self-disciplined.	a) Identify priorities and meet them	Priorities are fully identified and met	Unable to identify priorities and meet them	Identifies priorities and does not meet them fully	Identifies priorities and meet them fully	Helps others to identify priorities and meet them fully		9
		b) Defend his/her position with concrete argument	His/her position is defended with concrete arguments accordingly	Unable to defend his/her position with concrete argument	Defends his/her position without concrete argument	Defends his/her position with concrete argument accordingly	Leads others to defend their position with concrete arguments		

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Make timely decisions in the implementation of his/her responsibilities	Timely decisions are effectively made in the implementation of his/her responsibilities	Unable to make timely decisions in the implementation of his/her responsibilities	Makes timely decisions in the implementation of only few responsibilities	Makes timely decisions in the implementation of his/her responsibilities effectively	Educates colleagues on the importance of making timely decisions	
	3.5 Collaborate in performing household and school tasks.	a) Recognize the benefits of involving others and the disadvantages of excluding others in the implementation of responsibilities	The advantages of involving others and disadvantages of excluding others in the implementation of responsibilities are well recognized	Mentions advantages of involving others and disadvantages of excluding others in the implementation of responsibilities	Explains the advantages of involving others and disadvantages of excluding others in the implementation of responsibilities	Recognizes well the advantages of involving others and disadvantages of excluding others in the implementation of responsibilities	Advises colleagues to involve other people in the implementation of their responsibilities.	6
		b) Collaborating with members of the community in development activities	Collaboration with members of the community in development activities is done effectively	Collaborates only with his/her family members in their domestic activities	Collaborates with the community in few development activities	Collaborates with the community in development activities effectively	Encourages people in the community to collaborate with others in development activities	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
4. Be resilient	4.1 Handle challenges in daily life.	a) Take actions that are within his/her ability to withstand challenges	Actions that are within his/her ability to withstand challenges are taken effectively	Knows actions to withstand challenges but unable to take them	Takes few actions that are within his/her ability to withstand challenges	Takes actions that are within his/her ability to withstand challenges effectively	Helps colleagues to withstand challenges faced by them	9
		b) Encourage others to cope with the challenges of life by using his/her experience	Various people are encouraged to cope with the challenges of life by using his/her experience accordingly	Unable to encourage others to cope with the challenges of life by using his/her experience	Encourages people who are familiar to him/her to cope with the challenges of life by using his/her experience	Encourages others to cope with the challenges of life by using his/her experience accordingly	Assists colleagues to cope with the challenges of life by using his/her experience	
		c) Demonstrate habits of living with optimism and acknowledge victory against changes	Habits of optimistic and positive and acknowledge victory against changes is demonstrated accordingly	Unable to demonstrate habit of optimistic living and acknowledge victory against changes	Demonstrates a habit of optimistic living but fail to acknowledge victory against changes	Demonstrates a habit of optimistic living and acknowledge victory against changes accordingly	Encourages colleagues to demonstrate a habit of living with positive attitude and acknowledge victory against changes	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	4.2 Be optimistic towards achieving set objectives.	a) Demonstrate assertive behavior and optimism in achieving set goals	Assertive behavior and optimism in achieving set goals is demonstrated accordingly	Unable to demonstrate assertive behavior and optimism in achieving set goals	Demonstrates assertive behavior and optimism in achieving few set goals	Demonstrates assertive behavior and optimism in achieving set goals accordingly	Demonstrates assertive behavior all the time and help colleagues in achieving the set goals	12
		b) Develop a strategic plan for implementation of his/her programmes in order to achieve objectives	A strategic plan for implementation of his/her programmes in order to achieve objectives is well developed	Unable to develop a strategic plan for implementation of his/her programmes in order to achieve objectives	Develops a strategic plan for implementation of his/her programmes in achieving only few objectives	Develops a strategic plan for implementation of his/her programmes in achieving objectives well	Develops a strategic plan for implementation of his/her programmes and help others to achieve their objectives	
		c) Demonstrate a habit of learning and doing using other peoples' experiences in order to achieve objectives	A habit of learning and doing using other peoples' experiences is demonstrated accordingly	Unable to demonstrate a habit of learning and doing using other peoples' experiences in order to achieve objectives	Demonstrates a habit of learning and doing using other peoples' experiences in achieving some objectives	Demonstrates a habit of learning and doing using other peoples' experiences in achieving objectives accordingly	Learns and involves others in learning using other people experiences and succeed in many things.	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Improve performance to achieve set objectives	Performance to achieve set objectives is improved accordingly	Unable to improve performance in order to achieve set objectives	Improves performance in order to achieve few set objectives	Improves performance in order to achieve set objectives accordingly	Helps colleagues to improve performance and achieve their set objectives	
	4.3 Learn by analysing issues critically.	a) Inquire using the environment	Inquiry using the environment is done effectively	Unable to inquire using the environment	Inquires using the environment in few cases	Inquires using the environment effectively	Helps others to develop the ability to inquire using the environment	9
		b) Assess his/her ability to learn and improve his/her performance	His/her ability to learn and improve performance is assessed appropriately	Learns but unable to assess his/her performance	Assesses his/her ability to learn but fails to improve his/her performance	Assesses his/her ability to learn and improve his/her performance appropriately	Helps colleagues to assess their abilities to learn and improve their performance	
		c) Demonstrate a habit of collaborating with others in learning	A habit of collaborating with others in learning is demonstrated accordingly	Unable to demonstrate a habit of collaborating with others in learning	Demonstrates a habit of collaborating with few people in learning	Demonstrates accordingly a habit of collaborating with others in learning	Encourages colleagues to develop a habit of collaborating with others in learning	
5. Be a person of integrity	5.1 Be trustworthy in the community	a) Evaluate the performance of his/her duties	The performance of his/her duties is evaluated accordingly	Unable to evaluate the performance of his/her duties	Evaluates the performance of his/her duties	Evaluates the performance of his/her duties accordingly	Be a role model to his/her colleagues in evaluating the performance of his/her duties	6

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		b) Demonstrate a habit of refraining from actions which damage people's relationships	A habit of refraining from actions which damage people's relationships is demonstrated accordingly	Unable to demonstrate a habit of refraining from actions which damage people's relationships	Demonstrates a habit of refraining from some actions which damage people's relationships	Demonstrates accordingly a habit of refraining from actions which damage people's relationships	Refrains from actions which damage people's relationships and advise other people to do so.	
	5.2 Fulfil responsibilities with transparency and integrity.	a) Justify facts by clear examples in everyday life	Facts are justified appropriately by giving clear examples in everyday life	Unable to justify facts by giving clear examples in everyday life	Justifies some facts by clear examples in everyday life	Justifies facts by clear examples in everyday life appropriately	Justifies facts by clear examples in everyday life and live by using facts to improve his/her life and those of others	9
		b) Demonstrate a habit of fighting hypocrisy in life	A habit of fighting hypocrisy in life is openly and effectively demonstrated	Unable to demonstrate a habit of fighting hypocrisy in life	Demonstrates a week habit of fighting hypocrisy in life	Demonstrates a habit of fighting hypocrisy in life openly and effectively	Leads colleagues to fight hypocrisy in life	
		c) Identify evils associated with fraud and corruption	Evils associated with fraud and corruption are identified accordingly	Unable to identify evils associated with fraud and corruption	Identifies few evils associated with fraud and corruption	Identifies evils associated with fraud and corruption accordingly	Leads others to identify evils associated with fraud and corruption	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	5.3 Stand up for people's rights.	a) Examine traditions and customs that violate human rights	Traditions and customs that violate human rights are examined effectively	Mentions traditions and customs that violate human rights	Explains some of the traditions and customs that violate human rights	Examines effectively traditions and customs that violate human rights	Leads others to examine traditions and customs that violate human rights	14
		b) Educate the community to avoid customs and practices that violate human rights	The community is educated effectively to avoid customs and practices that violate human rights	Unable to educate the community to avoid customs and practices that violate human rights	Educates the community to avoid some of the customs and practices that violate human rights	Educates the community to avoid customs and practices that violate human rights effectively	Collaborates with colleagues to educate the community to avoid customs and practices that violate human rights	
		c) Collaborate with community groups to defend human rights	Collaboration with the community groups to defend human rights is done effectively	Unable to collaborate with community groups to defend human rights	Collaborates with community groups to defend some human rights	Collaborates with community groups to defend human rights effectively	Encourages colleagues to collaborate with community groups to defend human rights	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		d) Differentiate the powers and responsibilities of the governments of the Village / Street, Ward, District, Region and those of the government of the United Republic of Tanzania	The powers and responsibilities of the governments of the Village / Street, Ward, District, Region and the government of the United Republic of Tanzania are clearly differentiated	Unable to differentiate the powers and responsibilities of the governments of the Village / Street, Ward, District, Region and those of the government of the United Republic of Tanzania	Differentiates some of the powers and responsibilities of the governments of the Village / Street, Ward, District, Region and those of the government of the United Republic of Tanzania	Differentiates clearly the powers and responsibilities of the governments of the Village / Street, Ward, District, Region and those of the government of the United Republic of Tanzania	Helps other people in the community to differentiate the powers and responsibilities of the government of the Village / Street, Ward, District, Region and those of the government of the United Republic of Tanzania	
		e) Distinguish the three pillars of government	The three pillars of government are distinguished clearly	Mention the three pillars of the government	Explain some of the three pillars of government	Distinguish the three pillars of government clearly	Help colleagues to distinguish the three pillars of government	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
6. Promote peace and harmony	6.1 Interact with people of different back-grounds.	a) Explain the importance of maintaining commercial, cultural and sports relations for people of different backgrounds	The importance of maintaining commercial, cultural and sports relations for people of different backgrounds are explained correctly	Mentions the importance of maintaining commercial, cultural and sports relations for people of different backgrounds	Explains the importance of maintaining commercial, culture and sports relations, for people of different backgrounds without examples	Explains the importance of maintaining commercial, cultural and sports relations for people of different backgrounds correctly	Helps others to recognize the importance of maintaining commercial culture and sports relations, for people of different backgrounds	9
		b) Identify the right of freedom to live for any citizen in Tanzania	The right of freedom to live for any citizen in Tanzania is correctly identified.	Unable to identify the right of freedom to live for any citizen in Tanzania	Identify vaguely the right of freedom to live for any citizen in Tanzania to some extent	Identify the right of freedom to live for any citizen in Tanzania accordingly	Helps colleagues to know the right of freedom to live for any citizen in Tanzania	
		c) Identify the limits of participation of people of different backgrounds in social issues	The limits of participation of people of different backgrounds in social issues are known	Does not recognize the limits of participation of people of different backgrounds in social issues	Explains the limits of participation of people of different backgrounds in social issues	Recognises the limits of participation of people of different backgrounds in social issues	Helps others to know the limits of participation of people with different backgrounds in social issues	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
	6.2 Respect cultural differences and ideologies among people of different races.	a) Explain ways to build good relations between people of different cultures	Ways to build good relations between peoples of different cultures are clearly described	Mentions ways to build good relations between peoples of different cultures	Explains without clear examples ways to build good relations between people of different cultures	Describes clearly ways to build good relations between people of different cultures	Encourages colleagues to build good relations between peoples' of different cultures	9
		b) Explain the importance of building national unity in communities of different cultures	The importance of building national unity in communities of different cultures is explained correctly	Unable to explain the importance of building national unity in communities of different cultures	Explains the importance of building national unity in communities of different cultures without giving examples	Explains correctly with examples the importance of building national unity in communities of different cultures	Helps colleagues to recognize the importance of building national unity in communities of different cultures	

Main Competence	Specific Competences	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No. of periods
				Beginning	Average	Good	Very Good	
		c) Identify strategies to cope with the impact of globalization	Strategies to cope with the impact of globalization are identified effectively	Mentions strategies to cope with the impact of globalization	Identifies some strategies to cope with the impact of globalization	Identifies effectively strategies to cope with the impact of globalization	Helps colleagues to identify strategies to cope with the impact of globalization	
	6.3 Build good relations with other nations.	a) Describe Tanzania policies on international cooperation	Tanzania policies on international cooperation are recognized accordingly	Mentions national policy concerned with international cooperation	Explains national policies relating to international cooperation	Recognizes policies on international cooperation accordingly	Educates the society about policies on international cooperation	9
		b) Describe Tanzania relations with other countries	Tanzania relations with other countries is described clearly	Explains the relationship between Tanzania and her neighboring countries	Describes briefly the relationship of Tanzania and other countries	Describes the relationship of Tanzania and other countries clearly	Educates colleagues to realize the relationship between Tanzania and other countries	
		c) Realize the importance of maintaining and developing good relationships with other nations	The importance of maintaining and developing good relationships with other nations is realized	Unable to realize the importance of maintaining and developing good relationships with other nations	Realizes vaguely the importance of maintaining and developing good relationships with other nations	Realizes the importance of maintaining and developing good relationships with other nations effectively	Educates colleagues on the importance of maintaining and developing good relationships with other nations	