

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



SOCIAL STUDIES SYLLABUS
FOR BASIC EDUCATION
STANDARD III-VI

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FOR BASIC EDUCATION
STANDARD III-V

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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 Social Studies subject, for all English medium schools and other educational stakeholders so as to meet the requirements of the Education and Training Policy.

The syllabus for Social Studies is expected to develop the competences in identifying foundations of patriotism in our society, identifying different changes that happen in the environment, to apply economic principles in different production activities and identifying different events in the society and any other places in the world.

This syllabus guides a teacher in teaching Social Studies. 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.

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 Social Studies Syllabus. All recommendations should be sent to the Director of Tanzania Institute of Education.



Prof. Eustella P. Bhalalusesa
Commissioner for Education
Ministry of Education, Science and Technology

1.0 Introduction

The syllabus for Social Studies has been prepared according to the Basic Education Curriculum for Standard III-VI of 2016. The current structure of the Social Studies started since 1993. This subject intends to develop knowledge, skills and attitudes which enable the pupils to cope with environment in daily life.

The reasons behind teaching this subject include; to prepare pupils to become good citizens of tomorrow by enabling them to understand interactions among Tanzanian societies and the world they live in, to build into pupils the foundations for self-reliance and improvement in life. This subject emphasizes creativity in identifying and using the available opportunities in the pupils' environments.

The changes that have happened in teaching and learning this subject include teaching Historical and Geographical skills in holistic way instead of teaching them as single subjects. Teaching as independent subjects made pupils get information in parts, therefore fail to develop the expected competences. This syllabus is divided into three main sections which are: the introduction, an overview of the curriculum, and the syllabus.

2.0 General Information about the Curriculum

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 Social study, Main and Specific Competences, Teaching and Learning Social study 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 Social Studies

Social Studies prepares a pupil who will be able:

- (a) To value and protect the environment and resources of the nation.
- (b) To value the relationship between people and the environment in the society.
- (c) To identify and use the available opportunities in his/her environment.
- (d) To identify the origins of the societies in our nation.

2.4 Competences in Social Studies

Competences that will be developed by the pupil in Social Studies

	Main Competences	Specific Competences
1.	Recognize different events occurring in his/her environment	1.1 Conserve the environment of the surrounding society 1.2 Keep records of historical events 1.3 Use knowledge of weather conditions in daily activities
2.	Recognize the principles of patriotism in the society	2.1 Promote Tanzanian culture 2.2 Build good relationship with the surrounding society 2.3 Honour our heroes in the society
3.	Apply knowledge of the maps and solar system in daily life	3.1 Use map(s) in different environments 3.2 Recognize the solar system
4.	Apply economic principles in production activities	4.1 Appreciate and protect national preserve resources 4.2 Identify production activities in the society 4.3 Apply entrepreneurial skills in social activities

2.5 Teaching and Learning Social Studies

Teaching and Learning of Social Studies will be guided by the development of competences through the use of participatory strategies. These participatory strategies will enable the pupil to be the centre of the learning process and the teacher to remain as a facilitator. Besides, the teaching and learning of the subject-matter, which aims to acquaint the pupil with ancient historical events, will be done through the use of the modern history to inform about the old history. This is different from earlier times when a number of teachers taught historical events through the use of the old history to understand to modern one. This will enable the pupil to compare events happening now to those that happened during old times.

2.6 Assessment of Learning

Assessment of Social Studies will be based on the ability of the pupil in performing and participating in different activities, design and create different things according to his/her ability and age. In order to make sure that such an assessment is successfully done, the teacher is advised to use assessment tools which intend to show intensive learning, portfolio, simple tests, questionnaires for pupils, group discussions, projects, class presentations, terminal examinations and monitoring form.

3.0 Content of the Syllabus

The content of the syllabus has been arranged according to classes. It includes main competences, specific competences, activities to be performed by the pupil, assessment criteria, assessment of level of performance and the number of periods for each specific competence.

3.1 Main competences

The main competence is the ability to perform something correctly and in an intended effectiveness that is expected to be attained by the pupil after learning for a particular period of time. The main competence is developed by several specific competences a pupil develops through performing different activities.

3.2 Specific competence

This is the ability that is developed by the pupil to perform different activities in a specified period of time

3.3 Activities to be performed by the pupil

These are activities that the pupil is supposed to perform in order to attain the intended specific competences according to his/her ability and age.

3.4 Assessment criteria

These are levels of efficiency of pupil's performance in order to attain the specific competences.

3.5 Performance criteria

This is the level of attainment of the criteria in every activity that is performed by the pupil.

3.6 Number of periods

This is an approximation of the time that will be used for teaching and learning according to the depth of the specific competences and the activities to be performed by the pupil. These time estimates are in a form of periods whereby every period has 40 minutes. The number of periods in this subject is 3 per week. However, these suggestions on the number of periods may change depending on the teaching and learning contexts.

3.7 STANDARD III Contents

Competences to be developed by pupil in Standard Three

	Main Competences	Specific Competences
1.	Recognize different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society 1.2 Use knowledge of weather conditions in daily activities.
2.	Recognize the principles of patriotism in the society	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the surrounding society. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life	3.1 Use maps in different environments. 3.2 Recognize the solar system.
4.	Apply economic principles in production activities	4.1 Appreciate and protect national resources. 4.2 Recognize production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognize different events occurring in his/her environment	1.1 To conserve the environment of the surrounding society	a) To analyze things that constitute the school environment	Things that constitute the school environment are correctly analyzed	Mentions things that constitute the school environment	Mentions and describes things that constitute the school environment	Properly analyzes things that constitute the school environment and gives examples	Analyzes and tries to explain the importance of everything that constitutes the school environment	32
		b) To clean the classroom	The classroom is properly cleaned	Sweeps the classroom	Sweeps and dusts the classroom	Cleans the classroom properly by sweeping,-dusting and removing cobwebs	Cleans the classroom and the environment outside the classroom	
		c) To clean the school environment.	The school environment is properly cleaned	Cleans the school environment leaving some areas dirty	Cleans and collects wastes in the school environment	Cleans the school environment properly	Cleans the school environment and collects and burns wastes	
		d) To analyze the importance of clean environments	The importance of clean environment is properly analyzed	Mentions the importance of clean environments with some few errors	Mentions and explains the importance of clean environment	Analyzes the importance of clean environment properly	Analyzes the importance of a clean environment and suggests ways of keeping it.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		e) To explain stages of planting grasses, trees and flowers in the environment	The stages of planting grasses, trees and flowers in the environment are correctly explained	Mentions the stages involved in planting grasses, trees and flowers in the environment	Explains the stages of planting grasses, trees and flowers with few errors	Explains the stages of planting grasses, trees and flowers in the environment correctly	Explains the stages of planting grasses, trees and flowers in the environment in orderly manner	
		f) To elaborate how to plant and keep flowers, trees and grasses in the school compounds	The way of planting and keeping flowers, trees and grasses in the school compounds is elaborated as expected	Explains how to plant trees and grasses in the school compound with many errors.	Elaborates how to plant and keep trees, grasses and flowers in the school compound with few errors	Elaborates how to plant and keep flowers, grasses and trees in the school compounds as expected	Elaborates the stages of planting and keeping trees, flowers and grasses in the school compounds in a correct order.	
	1.2 Use knowledge of weather conditions in daily activities	a) To define the concept of “temperature”	The concept of “temperature” is defined correctly	Identifies the meaning of temperature	Explains the concept of “temperature” with a few errors	Elaborates the concept of “temperature” correctly	Elaborates the concept of temperature, and explains how to measure temperature	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To identify ways of protecting oneself from very cold or hot weather in the school environment	Proper ways of protecting oneself from very cold or hot weather in the school environment are properly identified	Mentions ways of protecting oneself from cold or hot weather conditions in the school environment with many errors	Mentions ways of protecting oneself from cold or hot weather conditions in school environment with few errors	Identifies ways of protecting oneself from very cold or hot weather in the school environment properly	Identifies and explains, by giving vivid examples, the ways of protecting oneself, from very cold or hot weather conditions in the school environment	
2.0 Recognize the principles of patriotism in the society	2.1 Promote Tanzanian culture	a) To show greeting actions of Tanzanian tribes	Greeting actions of different tribes in Tanzania are shown as expected	Unable to show any greeting actions of Tanzanian tribes	Shows greeting actions of one tribe in Tanzania correctly	Shows greeting actions of Tanzanian tribes as expected	Shows greeting actions of tribes in Tanzania and pronounces such greetings well	10
		b) To dance and sing traditional songs that are familiar	Familiar traditional dance and songs are sung properly	Sings traditional songs that are well-known without dancing	Dances and sings traditional songs that are well-known	Dances and sings traditional songs that are well-know properly	Dances and sings traditional songs that are well-known and try to use traditional instruments	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	2.2 To build good relationship with the surrounding community	a) To analyze the concept of “family”	The concept of “family” is analyzed correctly	Explains the meaning of “family”	Analyzes some of the items in the concept of “family” wrongly	Analyzes some of the items in the concept of “family” correctly	Analyzes the concept of “family” by drawing a simple family tree	10
		b) To describe his/her relationship with friends	His/her relationship with friends is properly described	Mentions his/her relationship with friends	Mentions and explains his/her relationship with friends	Describes his/her relationship with friends correctly	Describes his/her relationship with friends and mentions the importance of friendship	
	2.3 Honour our heroes in the society	a) To identify leaders of the Tanzanian central government since independence	Leaders of the Tanzanian government since independence are properly identified	Mentions only names of top leaders of Tanzanian government since independence.	Mentions the names of leaders and orderly explains their leaderships terms	Identifies the leaders of the governments since independence correctly	Identifies the leaders of the government since independence and draws their pictures	10
		b) To describe the contribution of government leaders since independence	The contribution of government leaders since independence is correctly described	Mentions the contribution of government leaders since independence	Mentions and explains the contribution of government leaders since independence	Describes the contribution of government leaders since independence correctly	Describes the contribution of government leaders since independence and tries to differentiate their contribution in each phase.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
3.0 Apply the knowledge of maps and the solar system in daily life	3.1 Use maps in different environments	a) To identify real things that are in the classroom	Real things that are in the classroom are correctly identified	Identifies real things that are in the classroom with many errors	Identifies some of the real things that are in the classroom with few errors	Identifies real things that are in the classroom correctly	Identifies real things that are in the classroom and tries to draw their pictures	10
		b) To draw maps of different things in the school	Maps of different things in the school are drawn correctly	Draws pictures of different things in the school with many errors	Draws maps of different things in the school with few errors	Draws maps of different things in the school correctly	Draws maps of different things in the school and writes the names of each	
	3.2 Recognize the solar system	a) To describe things that constitute the solar system	Things that constitute the solar system are correctly described	Lists things that constitute the solar system with a lot of errors.	Describes things that constitute the solar system with few errors	Describes things that constitute the solar system correctly	Describes things that constitute the solar system and draws some of those things	5
4.0 Apply economic principles in production activities	4.1 To appreciate and protect national resources	a) To describe resources that are owned by a family	Resources owned by a family are correctly described	Mentions resources owned by a family correctly	Mentions and describes resources owned by a family with few errors	Describes the resources owned by a family correctly	Describes the resources owned by a family and mentions some of their importance	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To recognized resources owned by a school	Resources owned by a school are correctly recognized	Unable to recognized the resources owned by a school	Recognized resources owned by a school with few errors	Recognized the resources owned by a school correctly	Recognized resources owned by a school and describes some of their importance	
	4.2 To identify the production activities in the society	a) To analyse the production activities in a family	The production activities in a family are correctly analysed	Mentions the production activities in a family	Mentions and describes the production activities in a family	Analyses the production activities in a family correctly	Analyses production activities in a family and explains the importance of producing such wealth	10
		b) To assess the responsibility of every family in production activities	The responsibility of every family in production activities is assessed correctly	Explains the responsibility of every family in production activities	Explains and analyses the responsibility of every family in production activities	Assesses the responsibility of every family in production activities correctly	Assesses the responsibility of each family in production activities and tries to differentiate the duty of every family member	
	4.3 Apply entrepreneurial skills in social activities	a) To assess economic activities in the surrounding society e.g. areas with arable land and rainfall	Economic activities in his/her surrounding society are assessed correctly	Mentions only the economic activities in his/her surrounding society	Mentions and explains economic activities in his/her surrounding society	Assesses economic activities in the surrounding society correctly	Assesses economic activities in the surrounding society and mentions areas where they can take place	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b)To analyze the importance of economic activities in society	The importance of economic activities in a particular society is analysed correctly	Explains the importance of economic activities in a particular society with a number of errors	Analyses the importance of economic activities in a particular society with few errors	Analyses the importance of economic activities in a particular society correctly	Analyses the importance of economic activities in a particular society and tries to explain their importance in nation.	

3.8 STANDARD IV Contents

Competences to be demonstrated by the pupil in Standard Four

	Main Competences	Specific Competences
1.	Recognize different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2.	Recognize the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the surrounding society. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognize the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect national resources. 4.2 Recognize production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognize different events occurring in his/her environment.	1.1 To conserve the environment of the surrounding society	a) To identify actions which contribute to the destruction of environment in a village/ street	Actions which contribute to the destruction of environment in a particular village/street are identified correctly	Mentions some of the actions which contribute to the destruction of environment in a particular village/ street	Identifies actions which contribute to the destruction of the environment in a particular village/ street with few errors	Identifies the actions which contribute to the destruction of the environment of a particular village/street correctly	Identifies and tries to take action, according to the source which contribute to the destruction of the environment in a particular village/street	10
		b) To clarify environmental conservation activities of a particular village / street	Environmental conservation activities of a particular village /street are clarified correctly	Mentions environmental conservation activities of a particular village /street	Mentions and explains environmental conservation activities of a particular village/street	Elaborates environmental conservation activities of a particular village/street correctly	Elaborates and tries to classify the specific responsibility of every individual concerning the environmental conservation activities of a particular village/community	
	1.2 To keep records of historical events	a) To identify different events which occurred in the society	Different events which occurred in the society are identified properly	Mentions different events which occurred in the society	Identifies different events which occurred in the society with few errors	Identifies different events which occurred in the society properly	Identifies different events which occurred in the society and tries to write its story	8

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To analyse ways of keeping historical records	Ways of keeping historical records are analysed properly	Mentions ways of keeping historical records	Mentions and explains ways of keeping historical records	Analyses ways used in keeping historical records properly	Identifies and tries to show how to preserve historical records	
	1.3 To use knowledge of weather condition in daily activities	a) To elaborate the concept of weather	The concept of weather is elaborated properly	Explains the meaning of weather	Lists and explains the elements of weather	Elaborates the concept of weather properly	Elaborates the concept of weather and tries to explain how to measure each element of weather	8
		b) To identify changes of rainy weather conditions	Changes of rainy weather conditions are identified properly	Identifies changes of rainy weather conditions with some errors	Identifies the changes of rainy weather conditions with some few errors	Identifies changes of rainy weather conditions properly	Identifies changes of rainy weather conditions and tries to explain sources of the changes	
2.0 Recognize the principles of patriotism in the society	2.1 To promote Tanzanian culture	a) To identify things that build cooperation among people in the society	Things that build cooperation among people in the society are identified properly	Mentions things that build cooperation among people in the society	Analyses and explains things that build cooperation among people in the society	Assesses things that build cooperation among people in the society properly	Assesses things that maintain cooperation among people in the society.	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To assess things that maintain cooperation among people in the society	Things that maintain cooperation among people in the society are assessed properly	Mentions things that maintain cooperation among people in the society	Explains and analyses things that maintain cooperation among people in the society	Assesses things that maintain cooperation among people in the society properly	Assesses things that maintain cooperation among people in the society and tries to identify things which can destroy cooperation in the society	
	2.2 To build good relationship with the surrounding community	a) To elaborate the concept of relationship in the community	The concept of relationship in the society is elaborated properly	Explains the meaning of relationship in the community	Elaborates the concept of relationship in the community with few errors	Elaborates the concept of relationship in the society properly	Analyses the relationship of people in the community and tries to explain its benefits	18
		b) To analyse his/her clan	His/her clan is analysed properly	Explains the meaning of clan	Analyses his/her clan with few errors	Analyses his/her clan properly	Analyses his/her clan and tries to mention the clan names and their relationship	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		c) To identify ancient communal societies	Ancient communal societies are identified properly	Mentions the characteristics of ancient communal societies	Identifies ancient communal societies with few errors.	Identifies ancient communal societies properly.	Identifies and tries to mention examples of ancient communal society and where they were found	
		d) To analyze the ancient feudal societies	The ancient feudal societies are analyzed properly	Mentions features of ancient feudal societies	Analyses the ancient feudal societies with few errors	Analyses the ancient feudal societies properly	Analyses and tries to mention some examples of ancient feudal societies	
	2.3 Honour our heroes in the society	a) To identify our heroes	Our heroes are properly identified	Mentions the names of our heroes	Identifies the names of our heroes with few errors.	Identifies our heroes properly	Identifies our heroes and tries to elaborate each hero's heroics	13
		b) To analyse the contemporary invasion of our nation	The contemporary invasion of our nation is properly analysed	Explains the contemporary invasion of our nation	Analyses the contemporary invasion of our nation with few errors.	Analyses the contemporary invasion of our nation properly.	Analyses the contemporary invasion of our nation and tries to elaborate the strategies that are taken against the invasion	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		c) To assess the contributions of our heroes	The contributions of our heroes are assessed properly	Mentions the contributions of our heroes	Mentions and explains the contributions of our heroes	Assesses the contributions of our heroes properly	Assesses the contributions of our heroes and discusses ways to honor them	
3.0 Apply the knowledge of maps and solar system in daily life	3.1 To use maps in the environment	a) To draw a map of the school and show its symbols	A map of the school is drawn with symbols properly	Draws a map of the school and includes few symbols.	Draws a map of the school and includes its few symbols with few errors.	Draws a map of the school with symbols properly	Draws a map of the school, showing symbols and tries to indicate the cardinal points of the world	13
		b) To draw the cardinal point	The cardinal points are drawn correctly	Draws the cardinal point with many mistakes	Draws the cardinal point with few mistakes	Draws the cardinal point correctly	Draws the cardinal point and tries to make a mode of them.	
		c) To point at the direction of things in the environment by using cardinal points	The direction of things in the environment are pointed by using cardinal points correctly.	Points at the direction of things in the environment by using cardinal points with many errors.	Points at the direction of things in the environment by using cardinal points with few errors	Points at the direction of things in the environment by using cardinal points correctly	Points at the direction of things in the environment by using cardinal points and tries to draw the eight cardinal point of the world	
	3.2 Recognize the solar system	a) To analyse the solar system	The solar system is analysed properly	Mentions the planets that form the solar system	Analyses the solar system with few errors	Analyses the solar system properly.	Analyses the solar system and tries to draw it	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To identify natural light in the environment	Natural light in the environment is identified properly	Mentions things which give natural light in the environment	Mentions and explains natural light in the environment.	Identifies natural light in the environment properly	Identifies natural light in the environment and tries to elaborate its importance	
4.0 Apply economic principles in production activities	4.1 Appreciate and protect national resources	a) To identify the available resources in villages/streets	Available resources in the village/street are properly identified	Mentions available resources in the village/street with few errors	Identifies and explains the available resources in the village/street	Identifies the available resources in a village/street-properly	Identifies the available resources in the village/street and suggests ways of conserving them	13
		b) To analyze ways of conserving resources in a villages or streets	Ways of conserving resources in a village/street are properly analyzed	Mentions ways of conserving resources in a village/street	Mentions and explains ways of conserving and protecting resources in a village/street	Analyses ways of conserving resources in a village or street and ward properly	Analyses ways of conserving resources in a village/street and ward properly and tries to give information about the misuse of resources	
		c) To assess the available resources in our district	The available resources in our district are properly assessed	Mentions the available resources in our district with few errors	Mentions and explains the available resources in our district	Assesses the available resources in our district properly	Assesses the available resources in our district and tries to show them on the map	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.2 To recognize production activities in the society	a) To recognize production activities in the village/ street	Production activities in the village/street are properly recognized	Mentions production activities in the village/street	Recognizes production activities in the village/ street with few errors	Recognizes production activities in the village/street properly	Recognizes production activities in the village/street and tries to explain their effects to the environment	
		b) To clarify the challenges in the production process of wealth	The challenge in the production of wealth are properly clarified	Mentions the challenges in the production of wealth with major errors	Identifies the challenges in the production of wealth with few errors	Clarifies the challenges in the production of wealth correctly	Clarifies the challenges in the production of wealth and tries to suggest ways of facing the challenges	
	4.3 Apply entrepreneurial skills in social activities	To identify the available opportunities in areas that have minerals, animal parks and forests	The available opportunities in areas that have minerals, animal parks and forests are identified properly	Identifies the available opportunities in the environment	Identifies the available opportunities in the environment with few errors	Identifies the available opportunities in the environment properly	Identifies the available opportunities in the environment and tries to explain how to use them in the production	5

3.9 STANDARD V Contents

Competences to be developed by a pupil in Standard Five

	Main competences	Specific competences
1.	Recognize different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2.	Recognize the principles of patriotism in the society.	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the surrounding society. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognize the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect national resources. 4.2 Recognize production activities in the society. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognize different events occurring in his/her environment.	1.1 To preserve the environment of the surrounding society	a) To assess environmental degradation	Environmental degradation is assessed correctly	Explains environmental degradation with many errors	Explains and give examples of environmental degradation	Assesses environmental degradation correctly	Assesses environmental degradation and mentions ways to reduce it.	10
		b) To clarifies ways of protecting water sources	Ways of protecting water sources are clarified correctly	Mentions water sources only	Mentions and explains ways of protecting water sources with few errors	Explain ways of protecting water sources correctly	Explain ways of protecting water sources and the effects of destroying them	
	1.2 To keep records of historical events	a) To analyse historical events that have occurred in Tanzania	Historical events that have occurred in Tanzania are correctly analysed	Mentions historical events that have occurred in Tanzania	Analyses historical events that have happened in Tanzania with few errors	Analyses historical events that have happened in Tanzania correctly	Analyses and tries to arrange, according to time, historical events that have happened in Tanzania	8
		b) To clarify keeping records of historical events	Keeping records of historical events is correctly clarified	Clarifies keeping records of historical events with many errors	Clarifies keeping records of historical events with few errors	Clarifies keeping records of historical events correctly	Clarifies keeping records of historical events by giving vivid examples	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	1.3 To use knowledge of weather conditions in daily activities	a) To clarify the concept of “wind”	The concept of “wind” is correctly clarified	Clarifies the concept of “wind” with many errors	Clarifies the concept of “wind” with few errors	Clarifies the concept of “wind” correctly	Clarifies the concept of “wind” by trying to mention tools used to measure it	8
		b) To measure wind	Wind is measured correctly	Mentions tools for measuring wind but cannot use them	Measures wind without adhering to some stages	Measures wind properly	Measures wind and records the information obtained	
2.0 Recognize the principles of patriotism in the society	2.1 To promote Tanzanian culture	a) To define elements of culture	Elements of culture are correctly defined	Mentions elements of culture without explanations	Defines elements of culture with few errors	Defines elements of culture correctly	Defines elements of culture and gives examples for each of them.	10
	2.2 To build good relationship with the surrounding society	a) To analyze relationship between Tanganyika	Analysis of relationship between Tanganyika and European	Mentions European countries that Tanganyika had built	Explains the relationship between Tanganyika and European	Analyses the relationship between Tanganyika and European	Analyzes the relationship between Tanganyika and European	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		and European countries until year 1961	countries until year 1961 is done correctly	relationships with until 1961 with a lot of errors.	countries until 1961 with few errors	countries until the year 1961 correctly	countries until 1961 and tries to assess strategies that were used to start such relationship	
		b) To analyse strategies that were used to start relationship between Tanganyika and European countries until 1961	Analysis of strategies that were used to start relationship between Tanganyika and European countries until 1961 is done correctly	Mentions strategies that were used to start relationship between Tanganyika and European countries until 1961	Mentions and explains strategies that were used to start relationship between Tanganyika and European countries until 1961	Analyses strategies that were used to start relationship between Tanganyika and European countries until 1961 correctly	Analyses strategies that were used to start relationship between Tanganyika and European countries until 1961 and tries to indicate the effects of each strategy	
		c) To clarify the outcomes of the relationship between Tanganyika and European countries until 1961	A clarification of outcomes of the relationship between Tanganyika and European countries until 1961 is done correctly	Clarifies the outcomes of relationship between Tanganyika and European countries until 1961 with many errors	Clarifies the outcomes of relationship between Tanganyika and European countries until 1961 with few errors	Clarifies the outcomes of relationship between Tanganyika and European countries until 1961 correctly	Clarifies and arranges in different categories the outcomes of relationship between Tanganyika and European countries until 1961	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	2.3 To honour our heroes in the society	a) To identify the contemporary invasion of African countries	Contemporary invasion of African countries is identified correctly	Identifies contemporary invasion of African countries with a number of errors	Identifies contemporary invasion of African countries with few errors	Identifies the contemporary invasion of African countries correctly	Identifies the contemporary invasion of African countries correctly in economic, political, social and cultural categories	13
		b) To identify African heroes who resisted the invasion of their countries	African heroes who resisted the invasion of their countries are correctly analyzed	Mentions the names of African heroes who resisted the invasion of their countries	Mentions and explains the strategies used by African heroes who resisted the invasion of their countries	Identifies African heroes who resisted the invasion of their countries correctly	Identifies and draws maps of countries of African heroes who resisted the invasion of their countries	
3.0 Apply knowledge of maps and the solar system in daily life	3.1 Use maps in the environment	a) To use the inter cardinal points of the Earth	The inter cardinal points of the Earth are used correctly	Draws the inter cardinal points of the Earth without using them	Uses the inter cardinal points of the Earth with few errors	Uses the inter cardinal points of the Earth correctly	Uses the inter cardinal points of the Earth and makes a model of it	13
		b) To draw a map of a street/village/district	A map of a street/village and a district is drawn correctly	Draws a map of a street/village and a district incorrectly	Draws a map of a street/village and a district with few errors	Draws a map of a village and a district correctly	Draws a map of a street/village/district and tries to use inter cardinal points of the world to locate places on the map	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	3.2 To be familiar with the solar system	a) To analyse the solar system	The solar system is analysed correctly	Analyses the solar system with many errors	Analyses the solar system with few errors	Analyses the solar system correctly	Analyses the solar system and tries to explain the earth.	10
		b) To explain the rotation and revolution of the earth	The rotation and revolution of the earth are explained correctly	Explains only the earth's rotation incorrectly	Explains the rotation and revolution of the earth with few errors	Explains the rotation and revolution of the earth correctly	Explains the rotation and revolution of the earth through demonstration	
		c) Explain the concept of oceanic tides	The concept of oceanic tides is explained correctly	Explains the meaning of oceanic tides with a lot of errors.	Explains the concept of oceanic tides with few errors	Explains the concept of ocean tides correctly	Explains the concept of ocean tides by drawings	
4.0 Apply the economic principles in production activities	4.1 To appreciate and protect the country's resources	a) To identify resources available in the region where she/he lives	Resources available in the region where she/he lives are identified correctly	Identifies resources that are available in the region where he/she lives with a lot of errors.	Identifies resources available in the region where he/she lives with few errors	Identifies resources available in the region where he/she lives correctly	Identifies resources available in the region where he/she lives and shows them on the map	13
		b) To clarify strategies for the protection of region's resources	Strategies for the protection of region's resources are clarified correctly	Mentions strategies for the protection of region's resources with a lot of errors.	Mentions strategies for the protection of region's resources with few errors	Mentions strategies for the protection of region's resources correctly	Clarifies strategies for the protection of region's resources and identifies responsible persons to do so	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.2 To identify production activities in the society	a) To differentiate production activities that existed before and after independence	Production activities that existed before and after independence are differentiated correctly	Mentions production activities that existed after independence	Differentiates production activities that existed before and after independence with few errors	Differentiates production activities that existed before and after independence correctly	Differentiates and relates production activities that existed before and after independence and compares them	9
		b) To identify ways of improving production activities	Ways of improving production activities are identified correctly	Identifies ways of improving production activities with a lot of errors	Identifies ways of improving production activities with few errors	Identifies ways of improving production activities correctly	Identifies and arranges in order of importance ways of improving production activities	
	4.3 To apply entrepreneurial skills in social activities	a) To identify production activities in the areas that have lakes, oceans, animal husbandry, towns and industries	Production activities in areas that have lakes, oceans, animal husbandry, towns and industries are identified correctly	Identifies production activities in areas that have lakes, oceans, animal husbandry, towns and industries with a lot of errors	Identifies production activities in areas that have lakes, oceans, animal husbandry, towns and industries with few errors	Identifies production activities in areas that have lakes, oceans, animal husbandry, towns and industries correctly	Identifies production activities in areas that have lakes, oceans, animal husbandry, towns and industries and draws a map of Tanzania to show those areas	5

3.10 STANDARD VI Contents

Competences to be developed by pupil in Standard Six

	Main competences	Speicific competences
1.	Recognize different events occurring in his/her environment.	1.1 Conserve the environment of the surrounding society. 1.2 Keep records of historical events. 1.3 Use knowledge of weather conditions in daily activities.
2.	Recognize the principles of patriotism in the society	2.1 Promote Tanzanian culture. 2.2 Build good relationships with the surrounding society. 2.3 Honour our heroes in the society.
3.	Apply knowledge of maps and the solar system in daily life.	3.1 Use maps in different environments. 3.2 Recognize the solar system.
4.	Apply economic principles in production activities.	4.1 Appreciate and protect national resources. 4.2 Recognize production activities. 4.3 Apply entrepreneurial skills in social activities.

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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Recognize different events occurring in his/her environment.	1.1 To conserve the environment of the surrounding society	a) To analyse disasters resulting from destruction of the environment	Disasters resulting from destruction of the environment are analysed correctly	Mentions disasters resulting from destruction of the environment incorrectly.	Analyses disasters resulting from destruction of the environment with few errors.	Analyses disasters resulting from destruction of the environment correctly	Analyses and tries to suggest some of the measures to deal with disasters resulting from environmental destruction	10
		b) To suggest actions to be taken in dealing with environmental destruction	Actions to be taken in dealing with environmental destruction are suggested correctly	Mentions actions to be taken in dealing with environmental destruction with a lot of errors	Mentions actions to be taken in dealing with environmental destruction with few errors.	Suggests actions to be taken in dealing with environmental destruction correctly	Suggests people who will take part in dealing with environmental destruction	
	1.2 To keep records of historical events	a) To arrange events in chronological order (eg. Modern Times to Early Times)	Events are arranged in chronological order (eg. Modern Times to Early Times) correctly	Mentions events without chronological order (eg. Modern Times to Early Times) with a lot of errors.	Arranges events in chronological order (e.g Modern Times to Early Times) with few errors	Arranges events in chronological order (eg. Modern Times to Early Times) correctly	Arranges and narrates events in chronological order (eg. Modern Times to Early Times) correctly	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To present data about historical events	Data about historical events are presented correctly	Presents data on some of historical events with a lot of errors	Presents data on some historical events with few errors	Presents data on some historical events correctly	Presents data about historical events in chronological order	
		c) To analyse ways of recording information about historical events	Ways of recording information about historical events are analysed correctly	Mentions few ways of recording information about historical events	Mentions and explains ways of recording information about historical events	Analyses ways of recording information about historical events correctly	Analyses and tries to arrange in order of importance ways of recording information about historical events	
	1.3 Use knowledge of weather conditions in daily activities	a) To identify the elements of weather	The elements of weather are correctly identified	Mentions some of the elements of weather	Mentions some of the elements of weather with few errors	Identifies the elements of weather correctly	Identifies and tries to explain the elements of weather	12
b) To measure the elements of weather		Elements of weather are correctly measured	Mentions the instruments that are used to measure elements of weather with a lot of errors.	Measures some of the elements of weather with few errors.	Measures the elements of weather correctly	Measures and tries to write information about the elements of weather		
c) To analyse seasons of the year		Seasons of the year are correctly analysed	Mentions seasons of the year	Mentions and explains seasons of the year	Analyses seasons of the year correctly	Analyses and tries to explain changes of the seasons of the year		

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
2.0 Recognize the principles of patriotism in the society	2.1 To maintain Tanzanian culture	a) To analyse Tanzanian culture	Tanzanian culture is correctly analysed	Mentions some of the traditions and customs of the Tanzanian culture with many errors.	Mentions and explains Tanzanian culture with few errors.	Analyses Tanzanian culture correctly.	Analyses and tries to mention some of bad traditions and customs in Tanzanian culture	10
		b) To clarify the importance of culture in the society.	The importance of culture in the society is clarified correctly	Clarifies the importance of culture in the society with a lot of errors	Clarifies the importance of culture in the society with few errors	Clarifies the importance of culture in the society correctly	Clarifies and gives vivid examples of the importance of culture in the society	
	2.2 To build good relationship with the surrounding society	a) To analyse relationship between Tanzania and African countries	The relationship between Tanzania and African countries is analyzed correctly	Analyses the relationship between Tanzania and African countries with a lot of errors	Analyses the relationship between Tanzania and African countries with few errors	Analyses the relationship between Tanzania and African countries correctly	Analyses and tries to draw a map that shows African countries which relates to Tanzania	10
		b) To clarify ways to enhance the relationship between Tanzania and other African countries	Ways to enhance the relationship between Tanzania and other African countries are clarified correctly	Mentions some of the ways to enhance the relationship between Tanzania and other African countries with a lot of errors.	Analyses ways to enhance the relationship between Tanzania and other African countries with few errors	Analyses ways to enhance the relationship between Tanzania and other African countries correctly	Analyses and tries to suggest temporary and permanent ways of enhancing the relationship between Tanzania and other African countries	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	2.3 To honour our heroes in the society	a) To assess liberation movements currently existing in our societies (economically, politically, socially and culturally)	Liberation movements currently existing in our societies are correctly assessed	Mentions liberation movements currently existing in our societies with a lot of errors.	Mentions and explains liberation movements currently existing in our societies with few errors.	Assesses liberation movements currently existing in our societies correctly	Assesses liberation movements existing in our societies and arranges them on the order of economical, social, political and cultural	14
		b) To identify African heroes	African heroes are identified correctly	Mentions only the names of African heroes with a lot of errors	Identifies African heroes with few errors.	Identifies African heroes correctly	Identifies African heroes correctly and tries to explain their contribution	
		c) To assess the contribution of African heroes	The contribution of African heroes is correctly assessed	Mentions the contribution of some of the African heroes	Assesses the contribution of African heroes with few errors	Assesses the contribution of African heroes correctly	Tries to assess the contribution of African heroes in particular countries	
3.0 Apply knowledge of maps and the solar in daily life	3.1 To read and use maps in the environment	a) To draw and read a map of the region he/she lives in	A map of the region he/she lives in is drawn and read correctly	Draws and reads a map of the region he/she lives in with a lot of errors	Draws and reads a map of the region he/she lives in with few errors	Draws and reads a map of the region he/she lives in correctly	Draws and reads a map of the region he/she lives in and also tries to draw a map of Tanzania	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To draw and read a map of Tanzania	A map of Tanzania is drawn and read correctly	Draws without reading the map of Tanzania	Draws and reads the map of Tanzania with few errors	Draws and reads the map of Tanzania correctly	Draws and reads the map of Tanzania and also tries to draw a map of East African	
	3.2 To be familiar with the solar system	a) To analyse the concept of earth's revolution	The concept of earth's revolution is correctly analysed	Analyses the concept of earth's revolution with a lot of errors	Analyses the concept of earth's revolution with few errors	Analyses the concept of earth's revolution correctly	Analyses the concept of earth's revolution and tries to demonstrate it	10
		b) To explain the solar and lunar eclipses	The solar and lunar eclipses are correctly explained	Explains solar and lunar eclipses with a lot of errors	Explains the solar and lunar eclipses with few errors	Explains the solar and lunar eclipses correctly	Explains and tries to identify the results of lunar and solar eclipse	
4.0 Apply economic principles in production activities	4.1 To value and protect the resources of the country	a) To analyse resources that are available in Tanzania	Resources that are available in Tanzania are correctly analysed	Mentions resources that are available in Tanzania with a lot of errors	Analyses resources that are available in Tanzania with few errors	Analyses resources that are available in Tanzania correctly	Draws and analyses resources available in Tanzania and tries to show them on the map	10

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		b) To explain ways of participating in protection of our resources	Ways of participating in protecting our resources are correctly explained	Explains ways of participating in protecting our resources with a lot of errors	Explains ways of participating in protecting of our resources with few errors	Explains ways of participating in protecting our resources correctly	Explains ways of participating in protection of his/her resources by arranging them according to their order of importance	
	4.2 To identify production activities in the society	a) To assess production activities in Tanzania	Production activities in Tanzania are correctly assessed	Assesses production activities in Tanzania with a lot of errors	Assesses production activities in Tanzania with few errors	Assesses production activities in Tanzania correctly	Assesses production activities in Tanzania and suggests ways to improve them.	9
		b) To analyse how production activities stir-up the relationship between Tanzania and other countries.	The ways production activities stir-up the relationship between Tanzania and other countries are analysed correctly.	Analyses the ways production activities stir-up the relationship between Tanzania and other countries with many errors	Analyses how production activities stir-up the relationship between Tanzania and other countries with few errors	Analyzes how production activities stir-up the relationship between Tanzania and other countries correctly	Analyses and differentiates according to importance, how production activities stir-up.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.3 To apply entrepreneurial skills in social activities	a) To explain the concept of entrepreneurship	The concept of entrepreneurship is correctly explained	Explains the meaning of entrepreneurship wrongly	Explains the concept of entrepreneurship by mentioning few important words	Explains the concept of entrepreneurship correctly	Explains the concept of entrepreneurship and tries to mention the characteristics of an entrepreneur	10
		b) To explain the challenges in identifying opportunities available in the environment	Challenges in identifying opportunities available in the environment are correctly explain	Mentions challenges in identifying opportunities available in the environment	Mentions and explains the challenges in identifying opportunities available in the environment with few errors	Explains the obstacles in identifying opportunities available in the environment correctly	Explain challenges in identifying opportunities available in the environment and tries to suggest ways to face them	