

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



VOCATIONAL SKILLS SYLLABUS
FOR BASIC EDUCATION
STANDARD V –VI

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FOR BASIC EDUCATION
STANDARD V –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 Vocational Skills subject, for all English medium schools and other educational stakeholders so as to meet the requirements of the Education and Training Policy.

Vocational Skills Syllabus has been prepared in accordance with the Basic Education Curriculum for Standard III-VI of 2016, which emphasizes the development of competences in teaching and learning. Through this syllabus, the pupil will develop skills in good grooming, cooking various dishes, entrepreneurship and art activities. The skills will be developed by practicing various activities as indicated in the content matrix.

This syllabus guides a teacher in teaching Vocational Skills 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.

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 Vocational Skills 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 Vocational Skills syllabus has been prepared in accordance with the Basic Education Curriculum for Standard III-VI of 2016. This subject is intended to enable the pupil to: develop positive attitude towards work, identify and promote talented and gifted learners, develop self-reliance spirit, be creative and able to realise economic opportunities in the environment. This syllabus is divided into three main parts namely the introduction, curriculum overview and curriculum content. It provides two periods per week for this level.

2.0 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 Vocational Skill, Main and Specific Competences, Teaching and Learning Vocational Skill 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 Subject Competence

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

Table 1: Subject Competences

Main Competences	Specific Competences
1. Good grooming.	1.1 Develop personal hygienic habits. 1.2 Care for garment and maintain cleanliness. 1.3 Care for the environment and maintain sanitation.
2. Mastering different recipes.	2.1 Explain hygienic rules for cooking foods. 2.2 Prepare different types of food. 2.3 Make different drinks. 2.4 Develop acceptable table manners.
3. Creating works of art.	3.1 Excute the foundations of singing and acting 3.2 Make pictures carrying social messages. 3.3 Design different printable art works. 3.4 Model a variety of shapes. 3.5 Make things using materials available in the environment.
4. Knowing entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small scale business. 4.3 Know the principles of financial management.

2.4 Teaching and Learning

This is a practical oriented subject that emphasizes learning by doing. Participatory approach will lead the teaching and learning process to develop the intended competence. The participatory approach will make the pupil be the center of knowledge, skills and attitudes in the process of teaching and learning, while the teacher becomes a facilitator.

2.5 Assessing Learning

Subject competence will be developed by involving the pupil in doing various activities based on his/her ability as well as the age. Assessment will focus on enabling pupils to develop an urge to continue to learn and achieve the intended objectives in primary education. The assessment will be based on Pupil's performance as indicated in the benchmark performance of the content matrix.

3.0 Syllabus Content

The content of the syllabus is written for each class and it comprises: main competences, specific competences, pupils' activities, assessment criteria, assessment benchmark and the number of periods as shown in the content matrix.

3.1 Main Competence

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

3.2 Specific Competence

It is an ability to be developed by a pupil in performing various activities in a specific period.

3.3 Activities to be Performed by a Pupil

These are activities which the pupil ought to do in order to achieve the intended specific competence keeping in mind his/her ability and age.

3.4 Assessment Criteria

It is an efficiency measure of a pupil's performance in order to achieve specific competence.

3.5 Performance Standards (Benchmarking)

It is a measure of achievement to be shown by the student in each specified activity.

3.6 Number of Periods

It is an estimated time to be used in teaching and learning based on the weight of the competence and activities to be performed by the pupil. The estimated time has been given in terms of periods whereby each period is 40 minutes. This subject will have 2 periods per week.

3.7 STANDARD V Contents

Table 2: Subject Competences

Main Competences	Specific Competences
1. Good grooming.	1.1 Develop personal hygienic habits. 1.2 Care for garment and maintain sanitation. 1.3 Care for the environment and maintain sanitation
2. Mastering different recipes.	2.1 Explain hygienic rules for cooking foods. 2.2 Prepare different food types. 2.3 Make different drinks.
3. Creating works of art.	3.1 Excute the foundations of singing and acting 3.2 Make pictures carrying social massage. 3.3 Innovate print making. 3.4 Model a variety of shapes. 3.5 Make things using materials available in the environment.
4. Knowing entrepreneurial skills.	4.1 Develop readiness for learning. 4.2 Find markets for small scale business. 4.3 Know the principles of money management.

Syllabus Content

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
1. 0 Good grooming	1.1 Develop personal hygienic habits.	a) Explain the procedures of bathing.	The procedures of bathing have been explained properly.	Explains the procedures of bathing without considering safety and appropriate use of equipment.	Explains the procedures of bathing considering appropriate use of equipment without safety.	Explains the procedures of bathing considering safety and appropriate use of equipment.	Explains the procedures of bathing considering safety, appropriate use of equipment and using towel to wipe the body.	5
		b) Care the body during puberty stage	The rules for caring the body during pubertal stage have been described.	Describes the rules of caring the body during pubertal stage without considering proper use of cleaning equipment.	Describes the rules of caring the body during pubertal stage considering proper use of cleaning equipment.	Describes the rules of caring the body during pubertal stage considering proper use of cleaning equipment and how to keep them.	Describes the rules of caring the body during pubertal stage considering proper use of cleaning equipment, keeping them and properly dispose of the used ones.	

Main Competence	Specific Competence	Activities to be Performed by pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Proper dressing in school uniform.	School uniform has been worn properly.	Wears school uniform with improper shoes and socks.	Wears untidy school uniform.	Wears school uniform – appears smart.	Wears school uniform and well polished shoes.	
	1.2 Care for garments and maintain cleanliness.	a) Making simple stitches i.e tacking, joining, decorating and hemming stitches.	Simple stitches have been properly made.	Makes only one simple stitches correctly.	Makes two simple stitches correctly.	Makes all four simple stitches properly.	Makes all four simple stitches properly and correctly labeled.	5
		b) Repairing worn out garments basing on the rules of mending clothes.	Worn out garments have been repaired correctly.	Repairs the worn out garment without applying the rules of mending garments.	Repairs the worn out garment applying few rules of mending garments.	Repairs the worn out garment applying all the rules of mending garments correctly.	Repairs the worn out garment applying all the rules of mending garments and assist others to repair their garments.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Attaching buttons on garment.	The buttons have been attached on garment correctly.	Attaches buttons on garment without following the rules.	Attaches buttons on garment following few rules.	Attaches buttons on garment following all rules correctly.	Attaches buttons on garment following all rules correctly and helps others to do so.	
	1.3 Caring for the environment and maintain sanitation.	a) Cleaning the floor following the procedures.	The floor has been cleaned using appropriate equipment and following the required procedures.	Cleans the floor using proper equipment but not following required procedures and proper equipment.	Cleans the floor without using either proper equipment or the required procedures.	Cleans the floor using proper equipment following the required procedures.	Cleans the floor using appropriate equipment and following the required procedures and assists others to do the same.	5
		b) Explain the methods of cleaning the bed room. i.e Daily, weekly and special cleaning.	Methods of cleaning the bed room have been explained.	Explains one method of cleaning the bed room.	Explains two methods of cleaning the bed room.	Explains all the three methods of cleaning the bed room correctly.	Explains all the three methods of cleaning the bed room and how to decorate the room properly.	

Main Competence	Specific Competence	Activities to be Performance by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Describe the procedures of waste management.	Procedures of waste management have been described accurately.	Describes on keeping waste in a container without sorting out the waste.	Describes on keeping waste in a container after sorting but neglect covering it.	Describes on keeping waste in a container after sorting and covers it.	Describes on keeping waste in a container after sorting out, covering it properly and gives reasons.	
2.0 Mastering different recipes	2.1 Explain hygienic rules for cooking foods.	a) Explain personal hygiene rules when preparing food.	Proper personal hygiene rules have been explained correctly	Explains only one personal hygiene rule.	Explains few personal hygiene rules.	Explains all personal hygiene rules correctly.	Explains all personal hygiene rules and gives some examples.	
		b) Cleaning kitchen environment properly.	Kitchen environment has been cleaned as expected.	Cleans kitchen environment applying only one guideline.	Cleans kitchen environment applying few guidelines.	Cleans kitchen environment applying all guidelines.	Cleans kitchen environment applying all guidelines and cleaning the used kitchen equipment.	

Main Competence	Specific Competence	Activities to be Performance by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Identify different cooking method.	Four different cooking methods have been identified correctly: boiling, frying, baking and roasting.	Identifies only one cooking method.	Identifies few cooking methods.	Identifies four different cooking methods correctly.	Identifies all four different cooking methods correctly and elaborates examples of how each method is applied.	
	2.2 Prepare different types of food	a) Boiling different types of food following guidelines.	Different types of food have been boiled following guidelines.	Boils foods without following guidelines.	Boils foods following few guidelines.	Boils foods following all the guidelines.	Boils different types of food following all the guidelines and assists others to do the same.	5
		b) Frying different types of food using shallow frying.	Different types of food have been fried correctly using shallow frying.	Fries different types of food using oil unproportionally.	Fries different types of food using correct amount of oil but the food is not presentable.	Fries different types of food using correct amount of oil and the food is presentable.	Fries different types of food using correct amount of oil and helps others to do the same.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Roasting different types of food correctly.	Different foods have been roasted following guidelines.	Roasts food without following guidelines.	Roasts foods following few guidelines.	Roasts foods following all the guidelines.	Roasts foods following guidelines and instuc others to do the same.	
	2.3 Make different kinds of drinks.	a) Preparing tea with milk.	Tea with milk has been prepared following guidelines.	Prepares tea with milk without following guidelines.	Prepares tea with milk following few guidelines.	Prepares tea with milk following all the guidelines.	Prepares tea with milk following all the guidelines and assists others to do the same.	
		b) Preparing porridge	Porridge has been correctly prepared following the guidelines.	Prepares porridge without following guidelines.	Prepares porridge following few guidelines.	Prepares porridge following all the guidelines.	Prepares porridge following all the guidelines and helps other pupils.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Preparing fruit juice using squeezing methods.	Fruit juice has been made using squeezing method.	Prepares fruit juice from poor quality fruits and in dirty environment.	Prepares fruit juice from good quality fruits without considering hygiene.	Prepares fruit juice from good quality fruits, adding correct ingredients and in clean environment.	Prepares fruit juice from good quality fruits, adding correct ingredients, consider cleanliness clean environment and assists others to do the same.	
3.0 Creating works of art.	3.1 Execute the foundations of singing and acting.	a) Sing with accompaniment of musical instruments.	Appreciation songs have been well sung accompanied with musical instruments.	Sings appreciation songs without guidance of musical instruments.	Sings appreciation songs with guidance of few musical instruments.	Sings appreciation songs correctly with guidance of variety of musical instruments	Sings appreciation songs correctly with guidance of various musical instruments and helps others to sing.	9

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Sing a variety of nationalist songs led by rhythm from the school band.	Nationalist songs led by the school band have been well sang.	Sings nationalist song without rhythm from the school band.	Sings few nationalist songs led by rhythm from the school band.	Sings well all given nationalist songs led by rhythm from the school band.	Sings very well all the given nationalist songs led by rhythm from the school band.and adds other songs.	
		c) Reciting a four stanza traditional poem using different melodies.	Four stanza traditional poem has been correctly recited in different melodies.	Recites a four stanza traditional poem in a single melody.	Recites a four stanza traditional poem using a few melodies.	Recites a four stanza traditional poem correctly using different melodies.	Recites a four stanza traditional poem correctly using various melodies and adds innovation.	
		d) Prepare different theatrical costumes props according to theme.	Various theatrical costumes props have been prepared according to theme.	Prepares a single theatrical costumes prop according to theme.	Prepares a few theatrical costumes props according to theme	Prepares a variety of theatrical costumes props correctly according to theme.	Prepares a variety of theatrical costumes props correctly and shows creativity.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		e) Perform various theatrical activities and explain their messages	Various theatrical activities have been performed and their messages been explained well	Performs theatrical activities without explaining their messages	Performs various theatrical activities and explain their messages but not clearly	Performs various theatrical activities and explains their messages clearly	Performs various theatrical activities with great creativity and explains their messages clearly	
	3.2 Make pictures carrying different social messages	a) Draw stick pictures depicting people at various postures using pencil	Stick pictures depicting people at various postures have been well drawn using pencil	Draws a stick picture depicting one person at a single posture using pencil	Draws stick pictures depicting people at a few postures using pencil	Draws and explains stick pictures depicting people at various postures as instructed by using pencil	Draws stick pictures depicting people at various postures as instructed by using pencil, creatively	
		b) Draw in pencil a variety of stick pictures.	Stick pictures of different things have been drawn correctly.	Draws a stick picture of a single item in pencil.	Draws a stick picture of a few different items in pencil.	Draws a stick picture of several different items in pencil correctly.	Draws a stick picture of several different items in pencil correctly and adds creativity.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Draw a stick picture in pencil depicting people and other things at various postures.	Stick picture depicting people and other things in different postures has been drawn correctly.	Draws a pencil stick picture of people and other things in a single posture.	Draws a pencil stick picture of both people and other things in few different postures.	Draws a pencil stick picture of both people and other things in several postures correctly.	Draws a pencil stick picture of both people and other things in several postures correctly and adds some innovation.	
	3.3 Innovate print making.	a) Identify printing motifs in the environment.	Variety of printing motifs identified in environment	Identifies one motif for printing in the environment.	Identifies few motifs for printing in the environment.	Identifies various motifs for printing in the environment.	Identifies a range of motifs for printing in the environment and explain their uses.	4

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Prepare printing items.	Varieties of printing items have been successfully prepared.	Prepares a single item for printing.	Prepares a few items for printing.	Prepares various items for printing.	Prepares many items for printing and adds creativity.	
		c) Print a design with motifs of varying colours by the pressing method.	Design of motifs of varying colours has been correctly printed by the pressing method.	Prints a design of motifs in a single colour by the pressing method.	Prints a design of motifs in few colours by the pressing method.	Prints a design of motifs in various colours by the pressing method correctly.	Prints a design of motifs in various colours by the pressing method and adds some innovation.	
	3.4 Model a variety of shapes.	a) Model a variety of shapes by pinching method.	Modeling of variety of shapes by pinching method has been successfully done.	Models a single shape by pinching method.	Models a few shapes by pinching method	Models a variety of shapes by pinching method.	Models a variety of shapes by pinching method and adds some creativity.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Make a clay figure by slab method.	Clay figure by slab method has been made successfully.	Makes a clay slab figure with some faults.	Makes an in complete clay slab figure.	Makes a complete clay figure by slab method with parts well attached.	Makes a complete slab clay figure with parts well attached and adds some innovations.	
		c) Make clay figure by coil method.	Clay coil figure has been made well.	Makes a clay coil figure with some faults.	Makes an in complete clay coil figure.	Makes a complete clay coil figure correctly.	Makes a complete clay coil figure showing its parts and adds creativity.	
		d) Dry clay models by following required steps.	Clay model has been dried following the required steps.	Dries clay models but not following all the required steps.	Dries clay models following a few required steps.	Dries clay models following all step the required steps.	Dries clay models by following all the required steps and adds own creativity.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	3.5 Make things using materials available in the environment.	a) Braid a long twill band by different techniques	Different long twill bands have been braided correctly.	Braids a one way long twill band.	Braids a few long twill bands using different techniques.	Braids many long twill bands using different techniques.	Braids many long twill bands using different techniques and adds own creativity.	5
		b) Braiding ropes.	Ropes have been braided well using different techniques.	Braids a rope using a single technique.	Braids a rope using a few techniques.	Braids a rope using a variety of techniques correctly.	Braids rope using a variety of techniques and adds some innovation.	
		c) Make items using braided twill band and rope.	Different items have been made using braided twill band and rope.	Makes a single item using the braided twill band and rope.	Makes a few items using the braided twill band and rope.	Makes many items using the braided twill band and rope perfectly.	Makes many items using the braided twill band and rope perfectly and adds own creativity.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
4.0 Understanding entrepreneurial skills.	4.1 Develop readiness for learning.	a) Listen to instructions carefully and implement them.	Instructions have been listened to and implemented as expected.	Listens to the instruction but does not implement any.	Listens to the instructions and implements a few.	Listens to the instructions and implements them as expected.	Listens to the instructions and implements them beyond expectation.	5
		b) Ask various questions in order to develop knowledge in learning.	Various questions have been asked in order to develop knowledge in learning.	Asks one question to develop knowledge in learning.	Asks a few questions in order to develop knowledge in learning.	Asks many questions in order to develop knowledge in learning.	Asks many questions in order to develop knowledge in learning as intended and provide comments.	
		c) Participating in various subject clubs to develop important skills in learning.	Various subject clubs have assisted to develop important skills in learning.	Participates in one subject club to develop the important skills in learning.	Participates in few subject clubs to develop the important skills in learning.	Participates in many subject clubs to develop the important skills in learning.	Participates in many subject clubs to develop the important skills in learning and show peculiar responsibility.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	4.2 Finding markets for small scale business.	a) Identify different types of commodities which the market demands.	Different types of commodities have been identified according to market demands.	Identifies one type of commodity which the market demands.	Identifies a few types of commodities basing on the market demands.	Identifies many types of commodities which the market demands.	Identifies many types of commodities which the market demands and depict extra knowledge.	9
		b) Identify the prices of various commodities compared to their production costs.	Prices of commodities compared to the cost of their production have been identified.	Identifies standard rate cost production of one commodity only.	Identifies the price and cost production of a few commodities.	Identifies the prices and cost production of many commodities.	Identifies prices and cost production of many commodities and offers very good explanation.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		c) Fixing the prices of commodities according to the existing market price.	Prices for various commodities have been fixed correctly according to existing market.	Fixes price of one commodity only according to the prevailing market price.	Fixes prices of a few commodities according to the prevailing market price.	Fixes prices of many commodities according to the prevailing market prices correctly.	Fixes price of many commodities according to the prevailing market prices and indicates to be innovative.	
		d) Explain advantages of knowing expiry date of a commodity by consumer.	Advantages of knowing expiry date of a commodity by the consumer have been explained.	Explains one advantage of knowledge of expiry date of a commodity by consumer.	Explains few advantage of knowledge of expiry date of a commodity by consumer.	Explains good number of advantage of knowledge of expiry date of a commodity by consumer..	Explains good number of advantage of knowledge of expiry date of a commodity by consumer and adds own findings.	
		e) Identify the difference between a shop and a market to find out what kinds of products are needed in either outlets.	Differences between a shop and a market are specified correctly in order to determine what kind of commodities are needed in each of them.	Differentiates a shop and market without mentioning the kind of commodities needed in the shop or the market.	Differentiates a shop and a market mentioning the commodities needed in each of them.	Differentiates a shop and market mentioning the commodities needed in both.	Differentiates a shop and market mentioning the commodities needed in both and suggests prices.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	4.3 Know the principle of money management.	a) Keeping different records of income and expenditure.	Records for income and expenditure have been kept as expected.	Keeps records of income and expenditure inaccurately.	Keeps records of income accurately but fails to show a record of expenditure.	Keeps both income and expenditure records accurately.	Keeps both income and expenditure records accurately in each book.	5
		b) Identify different ways of saving money.	Different ways of saving money have been identified correctly.	Identifies only one way of saving money.	Identifies few ways of saving money	Identifies many ways of saving money correctly.	Identifies many ways of saving money accurately and adds new ideas.	
		c) Identify different financial services that are provided through telephone.	Different financial services that are provided through telephone have been identified.	Identifies only one financial service offered through telephone.	Identifies few financial services that are provided by telephone.	Identifies many financial services that are provided through telephone correctly.	Identifies many financial services that are provided through telephone and explains their benefits.	

3.8 STANDARD VI Contents

Table 3: Subject Competences

Main Competences	Specific Competences
1. Good grooming	1.1 Care for garments and maintain cleanliness. 1.2 Care the environment in maintain sanitation.
2. Mastering different recipes	2.1 Make different kinds of dishes. 2.2 Make different kinds of drinks. 2.3 Develop acceptable table manners.
3. Creating works of art	3.1 Execute foundation of singing and acting 3.2 Make pictures carrying social messages. 3.3 Innovate print making. 3.4 Model different items using paper mash. 3.5 Make items using materials available in the environment.
4. Knowing entrepreneurial skills	4.1 Develop readiness for learning. 4.2 Find markets for small scale business. 4.3 Know the principles of money management.

Syllabus Contents

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
1. Good grooming	1.1 Caring for garments and maintaining cleanliness.	a) Washing garments following steps of washing them.	Garments have been properly washed following the steps of washing them.	Washes garments following only one step of washing them.	Washes garments following few steps of washing them.	Washes garments following all the steps of washing garments properly.	Washes garments following all the steps of washing garments and instruct others how to wash garments.	6
		b) Ironing clothes following required procedures.	Clothes have been ironed properly following the required procedures.	Irons clothes following only one procedure.	Irons clothes following few procedures.	Irons garments following all the steps required.	Irons clothes following all the procedures required and stores them properly.	
		c) Cleans shoes.	Shoes have been cleaned correctly according to their type.	Cleans the shoes without using correct equipment.	Cleans the shoes with proper equipment but does not clean the insole.	Cleans the shoes with proper equipment both inside and outside.	Cleans the shoes with proper equipment both inside and outside then polishes them.	

Main Competence	Specific Competence	Activities to be Performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	1.2 Care for environment and maintain sanitation.	a) Caring for garden.	Garden has been cared properly i.e. weeding, watering and adding fertilizer.	Cares for the garden considering one practice among the three.	Cares for the garden considering two among the three practices.	Cares for the garden considering three practices.	Cares for the garden considering weeding, watering, adding fertilizer and pruning.	6
		b) Disposal of refuse by burying.	The refuse has been buried properly.	Buries the refuse without considering the required procedure.	Buries the refuse considering few procedures.	Buries the refuse taking into account all the required procedures.	Buries the refuse taking into account all the required procedures and encourage colleagues to do the same.	
		c) Disposal of unrotted refuse.	Unrotted refuse has been treated properly.	Treats unrotted refuse without taking into account the Procedure.	Treats unrotted refuse taking into account few required procedures.	Treats unrotted refuse taking into account all the required procedures.	Treats unrotted refuse taking into account all the required procedures and encourage colleagues to do the same.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
2.0 Mastering different recipes	2.1 Make different kinds of dishes.	a) Frying different types of food using deep frying method	Different types of food have been fried correctly using deep frying method.	Fries different types of food using deep frying method without following appropriate procedures.	Fries different types of food using deep frying method following few required procedures.	Fries different types of food using deep frying method following all procedures.	Fries different types of food using deep frying method following all required procedures and assisting others to do the same.	
		b) Preparing packed meals	Packed meals have been prepared properly following the guidelines.	Prepares packed meals without following any guidelines.	Prepares packed meals following few guidelines.	Prepares packed meals following all guidelines.	Prepares packed meals following all guidelines and assists others to prepare packed meals.	
		c) Packing meals using different methods	Packing meals using different methods has been done properly.	Packs meals without following guidelines.	Packs meals following few guidelines.	Packs meals following all guidelines.	Packs meals following all guidelines and shows others to do so.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	2.2 Makes different drinks	a) Preparing fruit juice by crushing method	Crushing fruits to make fruit juice has been done using proper ingredients, good quality fruits and clean environment.	Crushes fruits to make fruit juice using poor quality fruits and in dirty environment.	Crushes fruits to make fruit juice using quality fruits but in dirty environment.	Crushes fruits to make fruit juice using quality fruits and in clean environment	Crushes fruits to make fruit juice using quality fruits, proper ingredients and in clean environment.	4
		b) Preparing juice by soaking ingredients.	Ingredients have been soaked using correct ratio and following guidelines.	Soaks ingredients without proper guidelines and unproportional ingredients.	Soaks ingredients correct ratio considering either guidelines or proper ingredients.	Soaks ingredients using correct ratio, following guidelines and use proper ingredients.	Soaks ingredients using correct ratio, following guidelines and uses proper ingredients and helps others to do the same.	
	2.3 Develop acceptable table manners.	a) Explain table manners.	Table manners have been explained correctly.	Explains few table manners but incorrectly.	Explains few correct table manners when having a meal.	Explains all table manners when having a meal correctly.	Explains all table manners when having a meal and encourage others to follow them.	6

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Setting the table read for eating.	Table has been arranged following guidelines.	Arranges cutlery and foods without following guidelines.	Arranges cutlery and foods following few guidelines.	Arranges cutlery and foods following all guidelines.	Arranges cutlery and foods following all guidelines and assists others to do so.	
		c) Cleans the table after eating.	Cleans the table following correct guidelines.	Cleans the table without following any guideline.	Cleans the table following few guidelines.	Cleans the table following all correct guidelines.	Cleans the table following all guidelines and urge others to do the same.	
3.0 Creating art works.	3.1 Execute foundations of singing and acting.	a) Identify types of musical instruments correctly.	Musical instruments have been identified correctly.	Identifies a single musical instrument.	Identifies a few types of musical instruments.	Identifies all types of musical instrument correctly.	Identifies all types of musical instruments and adds more knowledge.	10

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Make theatrical props costumes according to the theme of the play.	Theatrical props costumes relevant to the theme of the play have been correctly made.	Makes theatrical props costumes irrelevant to the theme of the play.	Makes just a few theatrical props slightly relevant to the theme of the play.	Makes a good number of theatrical props relevant to the theme of the play.	Makes all theatrical props relevant to the theme of the play and adds some innovations.	
		c) Perform dramatic poetry according to the rules	Dramatic poetry has been performed well according to the rules.	Performs dramatic poetry without showing the rules.	Performs dramatic poetry following a few rules.	Performs dramatic poetry following all the rules correctly	Performs dramatic poetry following all the rules correctly and creatively.	
		d) Bragging on mimicking traits of animals, birds and ailments that exist in the environment.	Bragging on mimicking traits of animals, birds and ailments that exist in the environment has been done following the rules.	Bragging on mimicking animals, birds and ailments in the environment has been done but not following the rules.	Bragging on mimicking animals, birds and ailments in the environment has been done following few rules.	Bragging on mimicking animals, birds and ailments in the environment has been done following the rules correctly.	Bragging on mimicking animals, birds and ailments in the environment has been done following and adds some creations.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		e) Perform tableaux.	Tableaux performances have been done well	Performs a single tableau.	Performs a few tableaux.	Performs a number of tableaux accordingly.	Performs all given tableaux accordingly and adds some innovation.	
	3.2 Make pictures carrying social messages.	a) Make collages following rules.	Collages have been made by following the rules of art correctly.	Makes collages but not following the rules of the art	Makes collages following few rules of the art.	Makes collages following all the rules of the art.	Makes collages following all the rules of the art and makes some additions.	6
		b) Make a picture frame	A picture frame has been made following steps required.	Makes a picture frame without following steps required.	Makes a picture frame following few steps required.	Makes a picture frame following all the steps required.	Makes a picture frame following all the steps required and adds some own creativity.	
		c) Make a collage balanced in forms and colour.	Collage made depicting a balance of forms and colour.	Cuts forms for the collage only.	Makes a collage depicting either balanced forms or colour.	Makes a collage of a correctly balanced forms and colour.	Makes a collage of a correctly balanced forms and colour and assists others to do the same.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	3.3 Innovate print making.	a) Design geometrical form motifs in malleable material.	Geometrical form motifs in malleable material have been designed correctly.	Designs a single geometrical form motif.	Designs few geometrical form motifs.	Designs many geometrical form motifs correctly.	Designs many geometrical form motifs correctly and shows some inventiveness.	6
		b) Design and print a geometrical form motif pattern of primary colours.	A geometrical form motif pattern of primary colours has been well printed.	Prints only one pattern of geometrical form motif in primary colours.	Prints a pattern of a few geometrical form motifs in primary colours.	Prints a pattern of a good number of geometrical form motifs in primary colours correctly.	Prints a pattern of all given geometrical form motifs in primary colours correctly with some originality.	
		c) Framing geometrical form motif pattern by a ribbon border.	Pattern has been well framed by a ribbon border.	Manages to measure and cut ribbon only.	Frames pattern unevenly on the four borders.	Frames pattern evenly and firmly on the four borders.	Frames pattern correctly and adds some innovations.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	3.4 Model different items using paper mash.	a) Prepare paper paste with addition of glue for stronger adhesion.	Paper paste has been prepared well.	Prepares a paper paste too light consistency to work with.	Prepares a paper paste too stiff consistency to work with.	Prepares a paper paste of good quality consistency to work with.	Prepares a paper paste of good quality consistency and adds some innovations.	6
		b) Makes a paper mash animal figure.	Paper mash animal figure has been made well.	Makes a loosely joined paper mash animal figure.	Makes a well joined but non balanced paper mash animal figure.	Makes a well joined and balanced paper mash animal figure.	Makes a big well joined and balanced paper mash animal figure.	
		c) Plastering and beautifying animal figure.	Plastering and beautifying animal figure has been done well.	Manages to prepare materials for plastering animal figure	Manages to plaster the animal figure by filling in well without smoothing.	Manages to plasters the animal figure smoothly with final touches.	Manages to plaster the animal figure and puts in with final touches so it becomes smooth and assists others to do the same.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	3.5 Make things using material available in the environment.	a) Make a strip of plaited palm leaf and decorate it.	A strip of plaited palm leaf has been correctly made and decorated.	Makes an undecorated plaited palm leaf strip.	Makes a strip of plaited palm leaf but decorates it unevenly.	Makes a strip of plaited palm leaf and decorates it evenly.	Makes a strip of plaited palm leaf, decorates it evenly and tidies the work place.	6
		b) Make decorations using materials from environment.	Decorations made of materials from environment have been made well.	Manages to prepare working materials only.	Makes a few decorations using materials from the environment.	Makes a number of decorations using materials from environment correctly.	Makes decorations using materials from environment correctly and adds own creations.	
		c) Produce useful items using discarded materials.	Useful items have been produced using discarded materials in the environment.	Prepares a single useful item using discarded materials in the environment.	Prepares some few useful items using discarded materials in the environment.	Prepares many useful items using discarded materials in the environment.	Prepares many useful items using discarded materials in the environment and adds own creativity.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
4.0 Understanding entrepreneurship skills.	4.1 Develop readiness for learning.	a) Participate in various debates to get knowledge.	Knowledge through various debates has been gained.	Participates in one debate to get knowledge.	Participates in a few debates to get knowledge.	Participates in various debates to get knowledge.	Participates in various debates to get knowledge and shows the ability to reason well.	4
		b) Make an inquiry into different questions and discover new ways of doing things.	Enquiry into different questions has been done and new ways of doing things found.	Makes inquiry into questions without developing the capacity of new ways of doing things.	Makes inquiry into few questions and develops new ways of doing things.	Makes inquiry into many questions and develops new ways of doing things.	Makes inquiry into many questions and develops new ways of doing things and recognize individual efforts in learning.	
	4.2 Finding markets for small scale business.	a) Identify the best ways of packaging products.	The best ways of packaging products have been identified correctly.	Identifies one way of packaging products.	Identifies few good ways of packing products.	Identifies correctly many good ways of packaging products.	Identifies correctly many good ways of packaging products and explains clearly.	8

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		b) Identify types of customers according to available products.	Types of customers have been identified correctly according to available products.	Identifies one type of customers in accordance with available products.	Identifies few types of customers in accordance with available products.	Identifies many types of customers in accordance with available products.	Identifies many types of customers in accordance with the available products and gives clarifications.	
		c) Identify cheating that can be done by people who share in the business.	Cheating in business has been identified.	Identifies little cheating that can be done by people who collaborate in business.	Identifies few types of cheating by people who collaborate in business.	Identifies range of cheating made by people who collaborate in business.	Identifies range of cheating in products, procurement and illegal currency.	
		d) Specify valid devices used to measure various products.	Valid measuring devices used to measure various products are specified correctly.	Specifies one valid device used to measure products correctly.	Specifies few valid devices used to measure products correctly.	Specifies many valid devices used to measure various products.	Specifies numerous valid devices used to measure products correctly and explain to others.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
	4.3 Identify the principles of financial management.	a) Prepare a balance sheet with focus on key components of the business.	The balance of trade has been prepared and complies to its main components as was intended.	Prepares a balance sheet considering one component only.	Prepares a balance sheet by considering few components.	Prepares a balance sheet considering many components correctly.	Prepares a balance sheet considering many components and adds some innovations.	8
		b) Identify the types of registers that are used to keep records of goods and money.	Registers for recording goods and money have been identified correctly.	Identifies correctly one type of record-keeping registers of goods and money.	Identifies accurately few types of registers for keeping goods and money.	Identifies accurately many types of registers for recording goods and money.	Identifies correctly many kinds of registers for recording goods and money and adds some novilities.	
		c) Identify the four types of taxes that are paid for sold goods.	The required four types of taxes that have to be paid are identified correctly.	Identifies one type of tax that is paid for sold goods.	Identifies few types of taxes that are paid for sold goods.	Identifies the four types of taxes that are paid for sold goods.	Identifies correctly the four types of taxes that are paid for sold goods and gives clarifications.	

Main Competence	Specific Competence	Activities to be performed by Pupils	Assessment Criteria	Benchmarking				Number of Periods
				Beginning	Average	Good	Very Good	
		d) Prepare a budget according to the requirement.	Budget has been prepared correctly according to requirements.	Prepares budget without considering the requirements.	Prepares budget with the consideration of few requirements.	Prepares budget according to the requirements.	Prepares budget according to the requirements and explains the components to colleague.	