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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Draft

**TRACK EVENT SYLLABUS FOR VOCATIONAL ORDINARY SECONDARY EDUCATION
FORM I-IV
2023**

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Abbreviations and Acronyms

ICT Information and Communications Technology

TIE Tanzania Institute of Education

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Dr Aneth A. Komba

Director General

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1.0 Introduction

Track Event is an elective trade for Form I - IV students in the Vocational Education pathway. This trade equip students with knowledge, practical and social skills, and attitudes that are essential for success in a global society. The trade incorporates the mastery of Track event skills, rules, play, health and safety principles. It also embraces issues of moral and ethical behaviour that can instill important values, including respect, teamwork, discipline, collaboration, responsibility, perseverance and honesty. Students' understanding and awareness of the sport are deepened both nationally and internationally, and can facilitate self-employment, employment of others and be employed.

The Track Event Syllabus is designed to guide the teaching and learning of Track Event at Vocational Ordinary Secondary Education, Form I - IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Vocational Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan teaching and learning process. Most importantly, the syllabus intends to strengthen the 21st Century Skills and hence develop skilled persons with a positive attitude who can contribute to the development of the nation.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education-Vocational Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue with further vocational and technical education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education-Vocational Education are to:

- (a) Use the knowledge and skills acquired in Primary Education to strengthen and expand vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and vocational skills;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education training and the life of work.

5.0 Main and Specific Competences

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

Table 1: *Main and Specific Competences for Form I -IV*

Main competences	Specific competences
1.0 Master short- distance racing	1.1 Master skills and rules of short-distance racing (100m, 200m, and 400m) 1.2 Master skills and rules of relaying 1.3 Master skills and rules of hurdles 1.4 Maintain health and safety in track events 1.5 Exhibit moral and ethical behaviour in track events
2.0 Master middle- distance racing	2.1 Master skills and rules of middle-distance racing (800m and 1,500m)
3.0 Master long-distance racing	3.1 Master skills and rules of long-distance racing (5000m and 10,000m)

6.0 Roles of Teacher, Student and Parent in Teaching and Learning

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Track event;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
 - (i) develop the competences needed in the 21st century and
 - (ii) actively participate in the teaching and learning process
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents or guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent

The parent or guardian is expected to:

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

7.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and students are expected to constantly seek for information from various sources in order to effectively facilitate teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

8.0 Assessment

Assessment is important in teaching and learning of Track Event trade. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions, experiments, observations, practical and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

S/N	Assessment	Marks (%)
1.	Standard VI National Assessment	7.5
2.	Form II National Assessment	7.5
3.	Form III Annual Examination	5
4.	Projects	5
5.	Form IV Mock examination	5
6.	Form IV National Assessment	70
Total		100

9.0 Number of Periods

The Track Event Syllabus for Vocational Ordinary Secondary Education Form I-IV provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. 29 periods of 40 minutes each, have been allocated for this trade per week.

10.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, suggested resources and number of periods as presented in Table 3-6.

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Form I

Table 3: Detailed Contents for Form I

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master short- distance racing	1.1 Master skills and rules for short-distance racing (100m, 200m, and 400m)	(a) Perform physical fitness and health specific exercises (<i>Agility, coordination, balance, flexibility, power, reaction time, speed, body composition, cardiovascular strength, cardio-respiratory endurance and muscular strength and endurance</i>)	Physical fitness and health exercises are appropriately performed	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, Sport wears, starting blocks, whistle, stop watch, cones, start clappers/guns, referee's flags, tape measure,	875
		(b) Demonstrate mastery of exercises specific to building sprinting skills	Sprinting specific skill exercises are well mastered	playground/running track, notebook	
		(c) Demonstrate mastery of sprinting techniques (<i>starting, running, finishing</i>)	Sprinting techniques are well mastered		

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Sprint by observing appropriate rules and regulations (100m, 200m and 400m)	Sprint rules and regulations are appropriately observed		
	1.2 Maintain health and safety in track events	Demonstrate mastery of health and safety principles and regulations in sprinting	Health and safety principles and regulations are correctly observed		70
	1.3 Exhibit moral and ethical behaviour in track event	Sprint by observing professional ethics and moral values	Professional ethics and moral values are correctly observed		70

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master short-distance racing	1.1 Master skills and rules of relaying	(a) Demonstrate mastery of relay-specific strategy exercises	Relay-specific strategy exercises are appropriately mastered	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, sport wears, starting blocks, whistle, stop watch, cones, boards/guns, referee's flags, tape measure, playground/running track, notebook and drills videos	1015

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate mastery of baton exchange techniques and methods	Baton exchange techniques and methods are well mastered		
		(c) Demonstrate mastery of psychological skills (Competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage)	Psychological skills are correctly mastered		
		(d) Relay by integrating techniques and methods of baton exchange	Techniques and methods in relay baton exchange are accurately integrated		
		(e) Relay by observing appropriate rules and regulations	Relay rules and regulations are correctly observed		

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master short- distance racing	1.1 Master skills and rules of hurdles	(a) Demonstrate mastery of exercises specific to building hurdle-specific skills	Hurdles-specific skill exercises are well mastered	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, Sport wears, starting blocks, clappers, whistle, stop watch, cones, boards/guns, referee’s flags, tape measure, Hurdles, playground/running track, notebook, smart and drills videos	1015
		(b) Demonstrate mastery of hurdling techniques (<i>approach, running and finishing</i>)	Hurdling techniques are appropriately mastered		
		(c) Hurdle by integrating all hurdling techniques	All hurdling techniques are well integrated		

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(d) Hurdle by observing appropriate rules and regulations	Rules and regulations in Hurdling are correctly observed		
		(e) Use ICT for developing skills in track events	ICT skills in track events are appropriately used		

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
2.0 Master middle-distance racing	2.1 Master skills and rules of middle-distance racing (800m and 1,500m)	(a) Demonstrate mastery of exercises specific to building middle distance racing skills	Exercises specific to building middle distance racing are well mastered	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, sport wears, starting blocks, clappers, whistle, stop watch, cones, boards/guns, referee's flags, tape measure, playground/running track, notebook and drills videos	507

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate mastery of middle-distance racing techniques <i>(start, running and finishing)</i>	Middle-distance racing techniques are well mastered		
		(c) Run middle distance races by observing appropriate rules and regulations	Rules and regulations governing middle-distance races are correctly observed		
		(d) Participate regularly in individualized skills development programmes for middle distance racing	Individualized skills development programmes for middle-distance racing are regularly participated		

Main competence	Specific competences	Learning activities	Assessment criteria	Suggested resources	Number of periods
3.0 Master long distance racing	3.1 Master skills and rules of long-distance racing (5000m and 10,000m)	(a) Demonstrate mastery of exercises specific to building long distance racing skills	Exercises specific to building long distance racing are well mastered		508
		(b) Demonstrate mastery of long-distance racing techniques (<i>start, running and finishing</i>)	Long distance- racing techniques are well mastered		
		(c) Run long distance races by observing appropriate rules and regulations	Rules and regulations governing long distance races are correctly observed		
		(d) Participate regularly in individualized skills development programmes for long distance racing	Individualized skills development programmes for long-distance racing are regularly participated		

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