

TANZANIA INSTITUTE OF EDUCATION



CURRICULUM FOR ORDINARY LEVEL SECONDARY EDUCATION

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**CURRICULUM FOR ORDINARY LEVEL SECONDARY EDUCATION
CURRICULUM**

2010

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FOREWORD

The Curriculum for O- level secondary school education has been prepared by Tanzania Institute of Education (TIE) to guide stakeholders in the process of implementing the Ordinary level Secondary Education.

The framework comprises of eight common elements of the curriculum. These include: an introduction; educational policies in Tanzania; statement of broad learning objectives and competences; structure of the education system; structure of curriculum content, and learning areas; standard resources required for implementation; teaching methodology; and assessment of student achievement.

The introductory part sets the context by describing the social and economic environment in which the teaching and learning occur. The goals of education are aligned to the philosophy of Education for Self Reliance (ESR) which evolves into specific objectives

The framework also analyzes vision, mission, competences and objectives for the learner and stipulates the structure of the education system in Tanzania. The structure of curriculum content and learning areas indicate teaching approaches to be adopted. Learning areas for O-level curriculum, weight per subject and rationale are spelt out including standard resources required for implementation.

The framework spells out further learner and teacher characteristics, school leadership requirement and emphasizes the use of learner centred pedagogy. Teachers are expected to change their role as facilitators providing a broad range of teaching/ learning experiences while scaffolding learners. Learners will assume more responsibility for their learning. Lastly, the framework outlines how assessment of student achievement will be conducted proposing a ratio of 50/50 between formative and summative assessments

The subsequent milestones in the review of the six curriculum frameworks for schools and teacher colleges is another success in the professional and technical partnership through MoEVT and UNESCO support to TIE for the activity between October and December 2010. TIE appreciates the continued partnership that has enhanced the quality of six curriculum frameworks and anticipates much more achievement in enhancing quality education in Tanzania.

Generally, this curriculum framework seeks to guide stakeholders for effective provision of quality education using curriculum standards.

Dr. Paul S. D. Mushi
Director General
Tanzania Institute of Education

1.0 Introduction

Secondary Education is the post-primary formal education which is offered to persons who have successfully completed seven years of Primary Education and have met the requisite entry requirements. This curriculum framework is a guide prepared to assist education stakeholders to develop and implement the secondary education curriculum.

Tanzania is a poor multicultural society striving to improve its economic status. In the process, Tanzania is facing a lot of challenges that require development in problem solving in order to boost production that can result in economic growth. In the meantime capacity globalization which is intensifying worldwide socio-cultural-economic relations is pushing the whole world including Tanzania towards the so called knowledge society which is built on creativity, know how and innovation.

Consequently, Tanzania is faced with a serious challenge of integrating herself in such a society. The education provided should therefore prepare the learners to be creative and innovative, competent in the areas of science and technology, productive and entrepreneurial, able to address challenges emanating from the prevailing socio-economic situation of the country and cross-cutting issues. At the same time it should support the building of social cohesion and foster local cultures to sustain a sense of national identity and belonging.

2 .0 Education Policy Statement

Review of the Ordinary Level Secondary Education Curriculum has been made inevitable to cater for the needs of the learners and the society in the changing world. The review has therefore largely focused on both global and national demands as follows:

The 1990 Joemtien World Conference on EFA

This world conference set up broad global guidelines, goals and targets for the expansion and improvement of Basic Education to cover all people; children, the youth and adults without any form of discrimination. The target period was the decade of 1990 to the year 2000. EFA singled out the basic learning needs to be prioritized: literacy, oral expression, numeracy and the ability

to solve problems. These basic learning needs were to go along with the knowledge, skills, values and attitudes, which would enable the target group to live and work with dignity as fully empowered human beings.

Education Sector Development Programme (ESDP)

In the mid-1990s the government of Tanzania initiated various social sector reforms including those in the education sector. In the education sector the process is taking place under the Education Sector Development Programme (ESDP). Among its objectives is to ensure equity in access to quality formal education (see URT, 2004). Secondary Education Master Plan (SEMP) was developed specifically to systematize reform at secondary school level (URT, 1999). SEMP is operationalized through Secondary Education Development Programme (SEDP) (URT, 2004). Already Ordinary Level Secondary Education has undergone major reforms in various parameters including curriculum review.

The Education and Training Policy (ETP)

The ETP (MoEC, 1995) is probably the first comprehensive education policy ever developed in Tanzania. The policy emphasizes *inter alia*, the provision of quality education through curriculum review, use of appropriate assessment procedures, improve teacher management and motivation. The policy also focuses on ensuring the existence of adequate skilled technical workforce of all categories through increased availability of opportunities for vocational education and training. This endeavour is geared towards contributing in job creation and self-employment.

The Tanzania Development Vision 2025

The Vision 2025 underscores the importance of curriculum transformation with a focus on promoting creativity and problem solving as a means towards high quality science and technology at all levels of education hence a well educated and learning society. The vision also focuses on making ICT accessible to all (URT, 1999).

The 2000 Millennium Development Goals (MDGs)

One of the millennium development goals is quality education for all. Much global pressure is exerted on developing countries to ensure that the Millennium Development Goals are met by 2015. Out of the eight Millennium Development Goals, two are directly relevant to education. These are:

Goal number 2: Achievement of universal primary education by ensuring that all boys and girls complete a full course of primary education

Goal number 3: Promotion of gender equality and empowering women by eliminating gender disparity in primary and secondary education by 2005, and at all levels by 2015 (UNESCO, 2000).

National Strategy for Growth and Reduction of Poverty (NSGRP)

The National Strategy for Growth and Reduction of Poverty (NSGRP) initiative, popular known as MKUKUTA underscores the importance of education as an effective tool for poverty reduction and improving the quality of life (URT, 2004).

The Education and Training Policy (ETP) of 1995 describes the main purpose of secondary education as to provide opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can join professional training and institutions of higher education.

In this policy, the guiding philosophy is education for self reliance. Education for self reliance emphasizes meaningful learning in which three major aspects are underlined: cognition, psychomotor (skills), and attitudes. This type of learning is identified by the following indicators: participation, involvement of theory and practice, integrity, confidence, self-development, acquiring Life Skills, Competition, appreciation of equity, entrepreneurship, creativity, curiosity, initiative/discovery, ability to analyze and assess.

The policy is supported by other national and international policies that emphasize universal literacy and numeracy, the development of skills needed for economic prosperity and the

creation of a stable and tolerant society. To implement the policy, a number of goals have been set aside to guide the education and training activities in Tanzania.

3.0 Aims and Objectives of Education in Tanzania

The general aims and objectives of education in Tanzania are:

- (a) To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
- (b) To promote the acquisition and appreciation of culture, customs and traditions of the peoples of Tanzania;
- (c) To promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
- (d) To develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for self advancement and national improvement;
- (e) To enable and to expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy;
- (f) To enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- (g) To promote the love for work, self and wage employment and improved performance in the production and service sectors.

3.1 Vision, Mission, Aims and Objectives of Secondary Education

3.2.1 Vision

To have a competent secondary school learner who is a responsible member of the society with broad knowledge and skills, able to appreciate national unity, moral values and respect for human rights.

3.1.2 Mission of Secondary Education

The mission of Secondary Education is to nurture the intellectual, scientific, aesthetic, social, moral and technological growth of the learners so that they can fit in the their society and ever changing world.

3.1.3 The aim and Objectives of Secondary Education

The aims and objectives of secondary education are:

- (a) To consolidate and broaden the scope of basic ideas, knowledge, skills and principles acquired and developed at the primary education level;
- (b) To enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- (c) To promote the development of competences in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language in order to enable the nation to effectively compete in the global arena;
- (d) To provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study as a means towards poverty reduction;
- (e) to prepare students for tertiary and higher education, *vocational, technical and professional training*;
- (f) To inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills;
- (g) To prepare students to become responsible members of the society.

3.1.4 The Competences of Secondary Education

Students who have completed secondary education can:

- (a) Apply knowledge, skills and principles acquired and developed at secondary education level in selected subjects at post secondary education.
- (b) Show appreciation of national unity, identity and ethics, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
- (c) Demonstrate competences in linguistic ability and effective use of communication skills in English, Kiswahili and in at least one other foreign language.
- (d) Demonstrate ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- (e) Apply scientific and technological knowledge, principles and skills in daily life.
- (f) Apply socio-economic skills to successfully solve existing problems in the society and meet its changing needs.

4.0 Structure of Education.

The structure of the formal education which is currently followed in Tanzania is 2-7-4-2-3+; that is 2 years of pre-primary education, 7 years of primary, 4 years of secondary education ordinary level, 2 years of secondary advanced level and a minimum of 3 years of university and tertiary education.

The school calendar for Ordinary Level Secondary Education shall have 194 days. There shall be two school terms in a year, each with 21 weeks. There shall be 40 periods per week and each period shall be of 40 minutes. School time per day shall be 5:20 hours.

5.0 Structure of Curriculum Content, Learning Areas and Subjects

The 'O' level Secondary Education curriculum is organized into key learning areas, from which the teaching subjects are generated.

5.1 Key Learning Areas

The secondary education curriculum is board based to allow the gathering of knowledge and practical skills from a great variety of diverse subjects, hence improve students' ability to take options in pursuit of higher education and carrier. There shall be five main learning areas that is: Languages, Natural Sciences and Technology, Social Sciences, Business and Aesthetics. Below is an elaboration of each learning area:

5.1.1 Languages

Language is a tool to enable learners to communicate effectively orally and in writing. The subjects under this learning area shall be:

- Kiswahili
- English
- French
- Arabic

5.1.2 Natural Sciences and Technologies

Man has to interact with the environment in order to survive. This could be done through the application of science and technology. Secondary schools have an important role to play in developing appropriate scientific and technological knowledge, skills and attitudes. Furthermore, the study of basic sciences and mathematics and exposure to relevant scientific and technological products will be achieved through the secondary education curriculum. The following subjects shall be studied under this learning area:

- Biology
- Chemistry
- Physics
- Mathematics
- Information and Computer Studies
- Technical education

- Agriculture
- Home Economics.

5.1.3 Social Sciences

Social sciences enable learners to develop an understanding of their rights and responsibilities, create self awareness, and cope with social, economic, political, cultural and technological changes taking place within and outside the society. Subjects under this area of learning shall be:

- History
- Geography
- Economics
- Civics

5.1.4 Business Studies

This learning area focuses on demonstration of knowledge and understanding of management of financial resources and entrepreneurial skills and attitudes. Business studies promote the development of a wide range of basic skills in financial management, planning, marketing, purchasing, public relations and entrepreneurship. Subjects under this learning area shall be:

- Commerce
- Bookkeeping

5.1.5 Aesthetics

This area has a contribution to the personal development of the learner. It provides essential learning for living and develops a wide range of both general and specific skills which are important in many aspects of life. It encourages learners to demonstrate their own talents and values and to recognize the aesthetic and spiritual dimensions of their lives. Aesthetics are also important for recreation, entertainment, health and leisure. The subjects under this learning area shall be:

- Fine Arts
- Theatre Arts
- Physical Education and
- Music

5.2 Subjects to be Taught from Form I to Form IV

Form one and Form two students shall study ten (10) subjects as shown in table 5.1. These shall include 7 core subjects, two elective subjects and religion as a compulsory subject. The core subjects shall be mathematics, English, Kiswahili, Biology, Civics, Geography and History. Elective subjects shall be Physics, Chemistry, or Book keeping and Commerce, or Needle work and Cookery or Technical subjects. In addition the student shall be required to take one optional subject as shown in table 5.2.

Table 5.1 Subjects to be taught from form I up to form IV with their corresponding number of periods per week.

Form I and Form II			Form III and Form IV		
S/No	Subject	Number of periods per week	S/No	Subject	Number of periods per week
1.	Mathematics	6	1.	Mathematics	6
2.	English	5	2.	English	5
3.	Kiswahili	3	3.	Kiswahili	3
4.	Biology	3	4.	Biology	3
5.	Civics	2	5.	Civics	2
6.	Physics	3	6.	Physics	4
7.	Chemistry	3	7.	Chemistry	4
8.	Geography	3	8.	Geography	3
9.	Commerce	3	9.	Commerce	3
10.	History	2	10.	History	3
11.	Religion	2	11.	Religion	2
12.	Book-keeping	3	12.	Book-keeping	2
13.	Agriculture Science	6	13.	Agriculture Science	6
14.	Engineering Science	3	14.	Engineering Science	3

N.B Engineering Science shall be taught in technical schools instead of physics. History shall not be taught in technical schools.

Table 5.2 Optional Subjects for Form One up to Form Four

S/N	Subject	Number of Periods per Week
1.	Additional Mathematics	2
2.	Information and Computer Studies	2
3.	Music	2
4.	Fine Art	2
5.	French	2
6.	Arabic	2
7.	Bible knowledge	2
8.	Islamic Studies	2
9.	Home Economics	2
10.	Theatre Arts	2

Form III to Form IV students shall take six core subjects namely; Mathematics, English, Kiswahili, Biology, Civics and Geography. They shall study one or more elective subjects; these shall be Chemistry, Physics, Book-keeping, Commerce and History. These shall fall under the following categories; **sciences, social sciences, and commercial subjects**. They shall also be required to study one optional subject among the ones shown in table 5.2. The students shall take the subject combinations shown in table 5.3.

Table 5.3 Science, Social Science and Commercial Subject Combinations

Subjects for the Science Group	Subjects for the Social Science Group	Subjects for the commercial Group
1. Mathematics 2. English 3. Kiswahili 4. Biology	1. Mathematics 2. English 3. Kiswahili 4. Biology	1. Mathematics 2. English 3. Kiswahili 4. Biology

5. Civics	5. Civics	5. Civics
6. Physics	6. Geography	6. Geography
7. Chemistry	7. History	7. Book-keeping
8. Geography	8. Bias subjects (s)	8. Commerce
9. Bias subjects (s)	9. Religion	9. Religion
10. Religion		

6.0 Standards of Resources Required for the Implementation of the Curriculum

The government authorities and local shall ensure that infrastructure, facilities, equipment, instructional materials and teachers needed for optimum and effective teaching of the curriculum are available by:

- i) setting standards
- ii) providing the funds

Design of the standards for implementation of the secondary education curriculum shall be guided by the following list of indicators:

6.1 Teachers Qualifications

Qualification of teachers and their ability to perform well in the classroom is a critical factor in improving the quality of education. Therefore the minimum qualification for a secondary school teacher shall be a valid diploma in education obtained from a recognized institution. Diploma teachers shall be required to teach form 1-2 while graduate teachers shall teach form 3 and 4. The major pedagogical innovation of the secondary education curriculum is its competence-based approach to teaching. Teachers implementing the revised curriculum are expected to be conversant with teaching for developing competences and construct meaning.

6.2 School Leadership Characteristics

Leadership performance depends on the leaders own qualities.

(a) Leadership qualities for the head of school shall include:

- (i) Commitment

- (ii) Dynamism
- (iii) Caring
- (iv) Responsible and accountable
- (v) Know how to lead
- (vi) Trustworthy
- (vii) Confidence
- (viii) Pro-team work
- (ix) Commands good public relations.

(b) Professional qualifications:

- i) This person should have experience of at least not less than five years of teaching and should have gone through teacher education.
- ii) Such a person should have management course or courses.

6.3 Teaching Load

The teaching load for a secondary school shall be a minimum of 28 periods per week. Apart from teaching, the teacher shall participate in supervising other extra curriculum activities.

6.4 Teacher Student Ratio

Teacher student ratio shall be 1:40. The number of students per class shall be 40.

6.5 Teaching and Learning Materials

6.5.1 Teaching and Learning Materials

Apart from teachers, teaching/learning materials are the most important resource needed at classroom level. If the curriculum is to succeed, the preparation and production of teaching/learning materials must be handled with utmost care. The Ministry of Education and Vocational Training shall be responsible for putting in place mechanisms criteria for evaluating and ensuring that only quality teaching and learning materials will be selected to support the curriculum in the classroom. It is expected that quality teaching/learning materials shall:

- Correspond to the curricula and syllabi.
- Be piloted or tried out in pilot schools.

- Promote competences intended for the learners.
- Be enough, adequate interesting and learner friendly especially for the learners with special needs.
- Stimulate the learners' cognitive, affective and psychomotor domains during teaching/learning.

There are basically two types of teaching/learning materials namely textual and non-textual.

a)Textual Materials

Textual materials shall include printed materials such as:

- (i) Textbooks
- (ii) Syllabuses
- (iii) Modules and manuals
- (iv) Reference books
- (v) Charts and maps
- (vi) Newspapers, journals and encyclopedias
- (vii) Texts in Braille
- (viii) Posters, fliers and photographs
- (ix) Booklets and brochures

b)Non-textual Materials

These shall include:

- (i) Laboratory apparatus
- (ii) Prototypes
- (iii) Braille machines
- (iv) Writing boards
- (v) Weather stations
- (vi) Samples of actual materials
- (vii) Planateria
- (viii) ICT and other electronic resources as well as computer based materials.

6.6. Physical Facilities

For smooth implementation of the secondary education curriculum availability of adequate, standard physical resources and facilities is considered critical. The required facilities shall be provided by the central government local authorities and owners of schools. The responsibility of proper use and maintenance of the resources shall be under the school administration. Teaching facilities shall include: physical plant and infrastructure such as classrooms, laboratories, libraries, ICT facilities, dormitories, health and kitchen facilities, as well as facilities for students with disabilities. Elaboration of these facilities is made here under:

(a) Classrooms

Sufficient and well furnished classrooms shall be required for every secondary school. The classrooms shall be well ventilated and lighted and friendly to students with special learning needs.

(b) Laboratories

Schools shall be equipped with modern laboratories to cater for science, languages and geography subjects. Audio-visual materials, Braille equipment, special looking lenses for the visually impaired, white canes for the blind and hearing inherent gadgets shall also be availed in the laboratory premises. These shall ensure the development of competences as emphasized in the curriculum.

(c) Libraries

Libraries are not only critical for facilitating the teaching and learning process, but they also enhance self-learning. Most secondary schools in the country do not have libraries. Even where there are libraries, these are not well stocked. Most of the materials in these libraries are out of date and irrelevant. This is a deterrent to the successful implementation of the curriculum. Owners and managers of secondary schools shall ensure that their schools have standard libraries which are well stocked with relevant and up to date teaching/learning materials.

(d) ICT facilities

ICT facilities are important more so in this science and technological era. ICT facilities shall:

- i) Simplify the teaching and learning process.
- ii) Facilitate communication and information linkages in the school.
- iii) Give learners the real world experience in learning.
- iv) Develop students' ability to collect, process, exchange/share and present information through words, sounds and images.

The ICT facilities shall include:

- i) Computers.
- ii) The internet connectivity
- iii) Printing and photocopying facilities.

(e) Health and Kitchen facilities

The health of the students is crucial for effective teaching/learning to take place. Boarding schools shall have dispensaries. Day schools shall have first aid kits. Standard kitchens shall be built according to specified standards and serve lunch for day scholars and all meals for those who are in boarding.

7.0 Teaching Methodology

7.1 Learner centered approach

The implementation of secondary curriculum shall emphasize the learner centered approach. That is the learner shall be placed at the focus of all the decisions that are made about the curriculum and how it will be delivered. This approach shall therefore:

- i) Encourage learners to become actively involved and take responsibility of their own learning in call for participatory and interaction teaching and learning methods in the classroom.
- ii) Discourage the teacher from transmitting direct knowledge to the learners.
- iii) Require orientation of in-service teachers in the roles of motivator, facilitator, regulator and class manager.
- iv) Demand regular monitoring of the curriculum implementation by:
 - Heads of schools

- School academic masters
- District academic officers
- TIE and MOEC in order to ensure that the implementation is going exactly as it was planned.

7.2 Teaching/learning Methods

The secondary education curriculum shall identify many teaching/learning methods/techniques to be used by teachers and learners. Those shall include:

- i) Classroom based problem solving and enquiry.
- ii) Demonstrations.
- iii) Conducting searches for relevant materials in the library and on line.
- iv) Summarizing readings.
- v) Posing problems as well as solving those set by the teacher.
- vi) Practice of technical or laboratory skills.
- vii) Debates, group discussions.
- viii) Group work to co-produce reports and presentations.

8.0 Assessment of Students Achievements

Assessment is an integral part of the teaching and learning process. The Secondary Education Curriculum shall have an assessment component. The main purpose shall be to guide and improve teaching and learning. Effectively planned assessment can promote learning, build confidence and develop students understanding of themselves as learners. There will be two components of assessment, mainly the continuous Assessment and final Examination.

8.1 Continuous Assessment

This shall occur throughout the four year cycle. Three types of assessment shall be carried out as part of continuous assessment. These are diagnostic, formative and summative.

8.2 Assessment Method

Assessment methods for the Secondary Education Curriculum shall emphasize the competence based teaching and learning. These methods shall probe students' understanding, reasoning and critical thinking rather than their ability to return memorized facts. The methods shall include:

- i) Portfolios.
- ii) Rating scales and rubrics
- iii) Checklists
- iv) Oral presentations
- v) Project work
- vi) Practical tasks to demonstrate performance skills.
- vii) Written essays or reports.
- viii) Analysis, for example of texts.

8.3 Final Examination

There shall be a final examination at the completion of 'O' level Secondary Education. The final examination shall be conducted by the NECTA. Since the curriculum emphasizes the development of competences the assessment shall also be competence based.

8.4 Examination structure

Examination format shall have the following characteristics:

- ❖ Each paper shall consist of two sections
 - Section one shall test knowledge (theories and principles)
 - Section two shall test skills and attitudes developed/attained teaching and learning methods in class.
- ❖ Science and technology subjects shall be examined through theory and practical papers.
- ❖ Each paper shall carry a weight of 50% of the total marks of the respective paper.
- ❖ Language subjects shall be examined through written and oral examinations.
- ❖ The final/national examination shall carry a weight of 50% of the assessment marks.

Thus, the total marks for the final/national examination shall include the 50% marks from continuous assessment and 50% marks from the final examination on making a total of 100%.

8.5 Final Examination Grades and Awards

Ordinary level examinations shall be graded A, B, C, D and F depending on NECTA standards. Certificate of secondary Education (CSEE) shall be awarded in divisions. The divisions shall be computed basing on the best 7 subjects as shown below :

Division I: 7 to 17 points

Division II: 18 to 21 points

Division III: 22 to 25 points

Division IV: 26 to 34 points

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