

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
TANZANIA INSTITUTE OF EDUCATION**



**CURRICULUM FOR ADVANCED SECONDARY
EDUCATION IN TANZANIA**

2007

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING
TANZANIA INSTITUTE OF EDUCATION**

**CURRICULUM FOR ADVANCED SECONDARY EDUCATION
IN TANZANIA**

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ABBREVIATIONS

ACSEE	-	Advanced Certificate of Secondary Education Examination
AIDS		Acquired Immune Deficiency Syndrome
CBO		Community Based Organizations
CCIs	-	Cross Cutting Issues
EFA		Education For All
EMAC	-	Educational Material Approval Committee
ESR	-	Education for Self Reliance
ESDP	-	Education Sector Development Programme
ETP	-	Education and Training Policy
HIV		Human Immuno-deficiency Virus
ICT	-	Information and Communication Technology
MDGs		Millennium Development Goals
MoEC	-	Ministry of Education and Culture
MoEVT	-	Ministry of Education and Vocational Training
NECTA	-	National Examination Council of Tanzania
NGOs		Non Governmental Organizations
NSGRP	-	National Strategy for Growth and Reduction of Poverty
PGD		Postgraduate Diploma
PMO RALG		Prime Minister's Office Regional Administration and Local Government
URT	-	United Republic of Tanzania
SEMP		Secondary Education Master Plan
SEDP		Secondary Education Development Programme
TIE		Tanzania Institute of Education

INTRODUCTION

Curriculum is generally prescribed as a set of standards that guides the delivery of education by considering the following areas: competence to be developed and acquired by learners (knowledge, skills and attitudes) in the teaching and learning process; the pedagogical approaches to be used in the course of curriculum implementation; educational materials to facilitate teaching and learning; professional and academic qualification of the curriculum implementers; enabling infrastructure for effective delivery of curriculum; the instructional time required to complete the intended learning outcomes and monitoring and evaluation of the curriculum.

Therefore, curriculum in the contemporary outlook is viewed as a mirror reflecting the society's philosophy and culture, but also including the sources of knowledge and the nation's education goals. Further, the curriculum should explain the meaning of knowledge, skills and attitudes that a learner is expected to acquire after successfully completion of a prescribed learning cycle. The curriculum will also spell out modalities for assessment, monitoring and evaluation of the teaching and learning process.

The review of Advanced Secondary Education curriculum has been made inevitable to meet the requirements of Education and Training Policy (1995), Tanzania Development Vision 2025, National Science and Technology Policy, Education Sector Development Programme (ESDP) and Secondary Education Development Programme, National Strategy for Growth and Reduction of Poverty (2004), recommendations from educational researches such as the research report on Advanced Secondary Education curriculum review prepared by TIE (2008). The research findings and recommendations from the stakeholders necessitated the review of 1997 Advanced Secondary Education curriculum.

The curriculum for Advanced Secondary Education is among the six revised curriculum documents for schools and teachers Colleges which is another success in the professional and technical partnership existing between UNESCO and TIE under the Ministry of Education and Vocational Training (MoEVT). TIE appreciates the

continued partnership that has enhanced the quality of six curriculum documents and anticipates much more achievement in enhancing quality education in Tanzania.

Organization of Advanced Secondary Education Curriculum

This curriculum document comprises of thirteen elements. These include, Current context; Educational Policy Statements; Statement of Broad Learning Objectives and Competences; Structure of formal Education System; Structure of Curriculum Content, Learning Areas and Subjects; Standard Resources required for Curriculum Implementation; Teaching Methodology and Assessment of Student Achievement, Monitoring and Evaluation of the Curriculum; Co- curricular Activities, Guidance and Counselling Services and Schools and Community Relations.

Users of Advanced Secondary Education Curriculum

The main users of this curriculum document include Senior Officials, University Lectures, Education Officials from the Ministry of Education and Vocational Training (MoEVT), Ministry of Regional Administration and Local Government (MORALG), Regional and District education officers, Regional and District academic officers, Examiners, School and College Inspectors, School and College Directors and Managers and Curriculum Developers. However, other stakeholders such as Teachers, Tutors, Parents, Donor agencies, Government and Non-government Organizations dealing with educational issues may use this curriculum document.

1.0 CURRENT CONTEXT OF ADVANCED SECONDARY EDUCATION

Curriculum is a vital tool in the social and economic development of both developed and developing countries. It is therefore imperative for developing countries like Tanzania to have a curriculum which embraces quality education as a vital tool for accelerating their socio-economic development.

Advanced level secondary education is a continuation of ordinary level secondary education. The curriculum shall be flexible and responsive to student goals, and prepare students to fit in the society and be able to compete in the global economy. The curriculum shall be geared towards building and enhancing students' competences to enable them use their knowledge to think critically, to elaborate, to communicate, to solve problem, to create, and continue to learn.

1.1 Social Environment

Tanzania built nationalism from different cultural heritages of different tribes. Kiswahili is one among the tools used in the cultural linkage to enhance development and appreciation of national unity, preserve identity, ethic, and personal integrity. In addition to that, Kiswahili promotes respect for and readiness to work in different locations of the country, human rights, cultural and moral values, customs, traditions, civic responsibilities and obligations. Kiswahili remains to be the national language and English an official language. Hence, the medium of instruction in secondary education in Advanced level shall be English and Kiswahili will be taught as a subject in certain subject combinations.

1.2 Economical Environment

The Tanzania economy demands for the curriculum which shall focus on quality education which is the major determinant factor of economic growth. In the competitive global economy, the curriculum shall be geared towards developing skills essential for the workforce with emphasis on the use of science and technology. Science and technology are essential in the social and economic development at national and global levels. Schools are being challenged to produce students who are competent, creative, innovative, problem solvers, and who can play a role in raising productivity in the era of globalization. The students will need to be knowledgeable and appreciative in the use of science and technology.

2.0 EDUCATIONAL POLICY STATEMENTS

Review of the Advanced 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:

2.1 National Educational Policies

2.1.1 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 endeavor is geared towards contributing in job creation and self-employment.

The Education and Training Policy 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, 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 skills, ability to analyze assess and se standards.

2.1.2 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).

2.1.3 National Strategy for Growth and Reduction of Poverty (NSGRP)

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

2.1.4 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). Ordinary Level Secondary Education has undergone major reforms in various parameters including curriculum review.

2.2 International Educational Policies

2.2.1 The 1990 Jomtien 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.

2.2.2 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).

3.0 STATEMENT OF BROAD LEARNING OBJECTIVES AND COMPETENCES

The learning outcomes of Advanced level secondary education are determined by the goals and objectives of the curriculum. The curriculum goals and objectives are formal stipulations which will guide the teaching and learning process and define the expected educational achievement for learners.

Vision

To enable students in advanced level to be capable in using their knowledge to think critically, to elaborate, to communicate, to solve problem, to create, to innovate and continue to learn in order to fit in the society and be able to compete in the global economy.

Mission

To provide and maintain high quality and innovative education which prepares students to be competent and who can join professional training and institutions of higher education.

3.1 Aims and Objectives of Education In Tanzania

The general aims of education in Tanzania are to:

- (a) 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) promote the acquisition and appreciation of culture, customs and traditions of the people of Tanzania;
- (c) promote the acquisition and appropriate use of literacy, social, scientific vocational, technological, professional and other forms of knowledge, skills and attitudes towards the development and improvement of the condition of Man and society;
- (d) develop and promote self-confidence and an inquiring mind, and understanding and

- respect for human dignity and human rights and readiness to work hard for personal self advancement and national improvement;
- (e) 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;
 - (d) enable every citizen to understand the fundamentals of the National Constitution as well as the enshrined human and civil rights, obligations and responsibilities;
 - (f) promote the love for work, self and wage employment and improved performance in the production and service sectors;
 - (g) inculcate principles of the national ethnic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters and;
 - (h) enable a rational use, management and conservation of the environment.

3.2 The Goals and Objectives of Advanced Secondary Education

The aims and objectives of secondary education are to:

- (a) consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
- (b) 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) promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language.
- (d) provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- (e) prepare students for tertiary and higher education, vocational, technical and professional training;
- (f) 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) prepare students to join the world of work

3.3 Competences for Advanced Secondary Education

The term “Competence” has several meanings depending on the context in which it is used. In this document, the word “competence” will be used to refer to expressions that describe what the learner should be able to do as a result of teaching and learning the curriculum content. The effective acquisition and promotion of learning competencies should enable an individual to participate effectively in multiple contexts or social fields that contribute to the overall successful life of an individual and a well-functioning society. The key general competences for the Advanced Level Secondary Education in Tanzania shall include:-

3.3.1 Communication

This competence is essential to enable learners improve their ability to communicate with others, both orally and in writing. It includes mastery of basic skills in oral and written language of instruction. It is based on the recognition that language proficiency is central to learning in all subject areas. The competence focuses on improving learners’ understanding of the language demands in the required areas of learning. The learner shall be enabled to:

- (a) use a range of language experiences for developing knowledge of a subject area.
- (b) convey and receive information, instruction, ideas and feelings appropriately and effectively in a range of different social and cultural contexts.
- (c) use language for different audiences and purposes relevant to oneself and the subject area.
- (d) understand and use the vocabulary, structures and forms of expression which characterize each area of study.

3.3.2 Numeracy

Mastery of basic mathematics knowledge and skills and numeracy are fundamental for strengthening learning in all other fields of learning. Basic mathematics and numeracy enable learners to demonstrate an understanding of the quantitative and logical aspects as applied in different fields. Through this competence, students shall have the ability to:-

- (a) organize information to support logic reasoning.
- (b) recognize and use numerical patterns and relationships confidently and competently.

- (c) recognize, understand, analyze and respond to information which is presented in numerical and mathematical forms such as statistics, graphs, tables and charts as applied within the subject area.
- (d) use a range of mathematical instruments, including electronics, confidently and competently.
- (e) provide basic estimates and calculations accurately and proficiently.

3.3.3 Creative and Critical Thinking

Creative and critical thinking encompasses the creation or generation of ideas, processes, experiences or objects and their evaluation. The two terms are interrelated and complementary aspects of thinking. These thinking processes are combinations of abilities, knowledge, values, attitudes and skills that are useful for the individual and societal progress. The acquisition/promotion of this competence shall help students to:

- (a) think reflectively and logically.
- (b) make connections and establish relationships.
- (c) analyze problems from a variety of different perspectives.
- (d) design and tryout innovative and original ideas.
- (e) make appropriate decisions on the basis of experiences and supporting evidences.
- (f) manage time effectively and efficiently.
- (g) plan, evaluate and achieve realistic personal goals.
- (h) show initiative, commitment, perseverance, courage and enterprise.
- (i) develop an understanding of how knowledge is created, evaluated, refined and changed within subject areas.
- (j) think intuitively and imaginatively and evaluate ideas, processes, experiences in meaningful contexts
- (k) apply knowledge in performing different practical tasks.

3.3.4 Independent Learning

This competence focuses on enabling students to become capable, self-reliant, self motivated and life-long learners. Independent learning enables learners to develop values, attitudes, knowledge and skills needed to make responsible decisions and take actions in dealing with their own learning. Through this competence, students shall have the ability to:

- a) take responsibility for their own learning and tasks.
- b) work effectively, independently and cooperatively.
- (c) develop the desire and interest for life-long learning and personal growth.
- (d) take appropriate roles as responsible citizens in the society.
- (e) participate actively in meaningful learning activities.
- (f) access knowledge from different sources.

3.3.5 Personal and Social Values

This is a crucial competence in enabling learners to develop an increased understanding of how culture shapes our thinking and understanding. Learners are expected to be self-reliant and willing to work harmoniously in groups. This competence will enable learners to develop the ability to:-

- a) respect one self, others and the environment.
- b) relate and apply learnt knowledge and skills to personal, moral and socio-cultural context.
- c) cultivate compassionate, empathetic and fair-minded attitudes which will make positive contribution to society.
- d) understand all forms of inequality and exploitation (prejudice, discrimination, racism, harassments) and develop the desire to contribute to their elimination.
- e) take responsibility as a member of a group for jointly decided actions and decisions.
- f) acknowledge individual differences and demonstrate respect for the rights of all people.
- g) Participate effectively as responsible citizens and develop positive attitude towards different types of work.

3.3.6 Technology

This is an essential competence in enabling students to appreciate the value and limitation of technology in the society and participate in the shaping of public policies related to technological change. Students will also develop knowledge about the types of technology available, the ways in which they operate and the uses to which they can be put. This competence will enable learners to develop the ability to:

- a) realize their roles and responsibilities related to technological changes.

- b) develop a modern view of technology and appreciate its value and limitations in the society.
- (c) make decisions related to technological developments for positive development of the individual and the society.
- (d) participate appropriately in harnessing resources and energy for mutual benefit.
- (e) make appropriate use of technology in solving problems at the individual and community level.
- (f) harmonize indigenous technologies and create innovated technologies for benefit of global community

4.0 STRUCTURE OF FORMAL EDUCATION SYSTEM IN TANZANIA

The structure of formal education system shall be 2-7-4-2-3+ that is, 2 years of pre-primary education, 7 years of primary education, 4 years of Ordinary secondary education (O –level), 2 years of Advanced secondary education (A- level) and a minimum of 3 years of Tertiary education.

4.1 Advanced Secondary Education

This is the fourth level of education in which the students are enrolled after successful completion of four years of Ordinary Secondary Education. Students shall spend two years of studies in Advanced Secondary Education.

4.1.1 Time for Teaching and Learning

There will be two terms per year, each with a one week mid-term break. In each year there shall be a total of 40 weeks of schooling. Out of the 40 weeks, 194 days are for classroom teaching and learning.

The total number of periods per day shall be eight, managed on a double and triple lesson basis. The total number of periods per week shall therefore be 40. Table 1: shows time blocks of teaching and learning in Advanced Secondary Education.

Table 1: Time Blocks for Advanced Secondary Education

S/N	Pattern of subjects	Number of Periods
1.	Principal subject	10
2.	Supplementary subject	4
3.	Religion	2

Time allocation for each period shall be 40 minutes. Hence total instruction time per day shall be 5 hours and 20 minutes. Official instructional time per 5 days in a week shall not exceed 26 hours and 40 minutes. Lessons shall be planned and executed within the allocated timeframe for successive coverage of the syllabi. Time lost through various interruptions shall be compensated for.

The allocated time blocks in Table 1, include assessment time – both for formative and summative. Summative assessment include: annual school examinations; mock examinations and final national examinations which shall take up to 2 weeks.

5.0 STRUCTURE OF THE CURRICULUM CONTENT, LEARNING AREAS AND SUBJECTS

5.1 Structure of the content

Content in the Advanced Level Secondary Education shall be arranged in subject combinations. The students then shall be admitted to schools offering subject combinations chosen prior to completion of Ordinary Level Secondary Education. Subject combinations shall consist of principle and supplementary subjects discussed in sections 4.3.3 and 4.3.4. Each subject combination shall have three principal subjects. At this level, students will not have the opportunity to opt subject(s) outside subject combinations recommended (see 4.3.4), except for supplementary subjects. The Advanced level secondary education shall take two years to complete and students shall learn the content specified in the subject combination continuously, during specified school terms.

5.2 Areas of learning and subjects

The Advanced Level Secondary Education Curriculum shall have seven essential learning areas. The learning areas are imbedded in the principal subjects described in 4.3.2(a). At this level, concepts and skills will be taught in greater depth through subject specialization. These learning areas have been selected in response to findings that were obtained from the evaluation research conducted in 2007. The selection has based on the existing subjects and the need to introduce new subjects that were not originally taught at Advanced Level but are taught at Ordinary Level and Tertiary Institutions. The selected subjects are divided into two categories as follows:

5.2.1 Principal subjects

These shall be core subjects in the areas of learning. They shall be combined to form the main area of study for the learner. The learner shall be required to take three principal subjects. The following are the learning areas and the principal subjects under each area:

(a) Natural Sciences and Mathematics

This learning area will enable students to develop an understanding of the changing nature of science, the values and assumptions on which it rests. In addition learning advanced mathematics shall enable students to apply a range of skills including discovery of patterns, interpretation of data, making of models, recognition and communication of related areas. The principal subjects that shall be taught under this area are:

- Physics
- Chemistry
- Biology
- Advanced Mathematics
- Computer Science
- Food and Human Nutrition
- Agriculture

(b) Social Sciences

This learning area focuses on a broad understanding of society. Under this area learners shall develop the knowledge and sense of perspective needed to understand and appraise Tanzanian changing society, its economy and environment as well as that of the wider world. Students shall develop an understanding of their own culture and heritage and those

of others and through these gain an awareness of different interpretations of the past. They will examine the ways in which people from different cultures make decisions to meet their physical, social, emotional and spiritual needs. The curriculum shall also help them to understand the events, beliefs and forces which have shaped our world. The principal subjects that shall be studied under social sciences are:

- History
- Geography

(c) Languages

Language is a vital medium for transmitting values and culture. The curriculum should provide learners with ability to respond critically to a variety of cultural perspectives. The ability to communicate effectively is a necessary condition for successful learning in school and for effective participation in the society.

The learners' linguistic abilities shall be developed and reinforced through other learning areas. The principal subjects that shall be studied under languages are:

- Kiswahili
- English
- French
- Arabic

(d) Vocational Studies

Vocational studies promote the development of a wide range of skills such as problem solving, design, construction, communication, critical thinking, analysis, synthesis and evaluation. They enhance the development of adaptability required to function in the world of rapid change. Learners need to develop vocational skills and understanding which are relevant to the world in which they live. Principal subjects that shall be studied under this area will be:

- Textile Technology and Clothing
- Home Management

(e) Business Studies

This learning area focuses on demonstration of knowledge and understanding of economics, management of financial resources, establishment of business entity and

trading, entrepreneurial skills and attitudes. Business studies promote the development of wide range of basic skills in financial management, planning, marketing, purchasing, public relations and entrepreneurship. Principal subjects to be studied under this area shall include:

- Accountancy
- Commerce
- Economics

(f) Aesthetics, Physical Education and Sport

This learning area provides essential learning for living and develops a wide range of both general and specific skills which are important in many aspects of life including employment.

They encourage learners to investigate their own values and those of others and to recognize the aesthetic and spiritual dimensions of their lives. They are also important for recreation, health and leisure.

The principal subjects that shall be studied under this area are:-

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

(g) Religious Studies

This area of learning shall help to reinforce personal values and beliefs and respect for others' peoples religious beliefs. They help to inculcate values like honesty, reliability, respect for the law, tolerance, fairness, caring or compassion and non-discrimination. Every student shall be required to study religion of his/her denomination. Religion can also be studied as a compulsory subject. Subjects that shall be studied under religious studies as compulsory are:

- Divinity
- Islamic Knowledge

5.2.2 Supplementary Subjects

Supplementary subjects shall be taught in addition to principal subjects. These are selected in accordance with the field of study or subject combination for the learner. Supplementary subjects shall provide additional content needed in the field of study, further studies and career advancements. The learner shall be required to take up to two supplementary subjects. The following shall be supplementary subjects:

- (a) Basic Applied Mathematics (BAM)
- (b) Information and Computer Studies (ICS)
- (c) General Studies (GS)

N.B: The “General Studies” subject is compulsory to all Advanced Level students

5.3 Subject Combinations

A subject combination is the grouping of three interrelated or mutually supportive subjects that form the main area of study for the learner at this level.

5.3.1 Criteria for selections of combinations

The selection criteria according to the evaluation of the Advanced Level curriculum has based on breadth or depth where subjects that are most related will have narrower content with more depth. Selection has also based on learners’ interests and societal and global needs.

5.3.2 Organization of subject combinations

Subject combinations have been organized according to learning areas. The combinations fall into two main categories:

- (a) Those comprising of subjects drawn from one learning area.
- (b) Those comprising of subjects drawn from more than one learning area.

The following is the list of subject combinations to be offered at the A-level secondary education:

Table 2: Learning Areas with Corresponding Combinations

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
A. NATURAL SCIENCES AND MATHEMATICS (i) All three Natural Science Subjects.	Physics, Chemistry, Mathematics	PCM	GS and ICS
	Physics, Chemistry, Biology	PCB	GS and BAM (ICS-optional)
	Chemistry, Biology, Mathematics	CBM	GS and ICS
	Physics, Mathematics, Computer Science	PMCs	GS and BAM
	Physics, Chemistry, Agriculture	PCA	GS and BAM (ICS- Optional)
	Chemistry, Biology, Computer Science	CBCs	GS and BAM
	Chemistry, Biology, Agriculture	CBA	GS and BAM (ICS- Optional)
	Chemistry, Biology, Nutrition	CBN	GS and BAM (ICS- Optional)
(ii) Two Natural Science Subjects and one different subject.	Physics, Geography, Mathematics	PGM	GS and ICS
	Chemistry, Biology, Geography	CBG	GS and BAM (ICS- Optional)
	Physics, Computer Science, Geography,	PCsG	GS and BAM
	Chemistry, Biology, Fine Art	CBFa	GS and BAM (ICS- Optional)
	Chemistry, Biology, Physics. Education.	CBPe	GS and BAM (ICS- Optional)

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
	Physics, Biology, Physics. Education.	PCPe	GS and BAM (ICS- Optional)
	Physics, Computer Science, Music	PCSMu	GS and BAM
	Physics, Comp. Science, Fine Arts	PCsFa	GS and BAM
	Mathematics, Computer Science, Commerce	MCsC	GS and BAM (ICS- Optional)
	Agriculture, Chemistry, Geography	AgCG	GS and BAM (ICS- Optional)
	Agriculture, Biology, Economics,	AgBE	GS and ICS
	Physics, Mathematics, Music	PMMu	GS and BAM (ICS- Optional)
	Physics, Chemistry, Textile Technology and Clothing	PCTe	GS and BAM (ICS- Optional)
	Biology, Nutrition, Home Management	BNHm	GS and ICS
iii) One natural science, two different subjects.	Physics, Geography, Economics	PGE	GS and BAM (ICS- Optional)
B. SOCIAL SCIENCES (i.)Two Social and one different subject	History, Geography, Fine Arts	HGFa	GS and ICS
	History, Geography, Music	HGMu	GS and ICS
	History, Geography, Theatre Arts	HGTa	GS and ICS
	History, Geography, Language	HGL	GS and ICS
	History, Geography, Economics	HGE	GS and BAM
	History, Geography, Kiswahili	HGK	GS and ICS

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
	History, Geography, French	HGF	GS and ICS
	History, Geography, Divinity	HGD	GS and ICS
	History, Geography, Islamic Knowledge	HGIk	GS and ICS
(ii.) One Social Science and two others	History, Kiswahili, Theatre Arts	HKTa	GS and ICS
	History, English Lang., Theatre Arts	HLTa	GS and ICS
	History, French, Theatre Arts	HFTa	GS and ICS
	History, Kiswahili, French	HKF	GS and ICS
	History, Kiswahili, English	HKL	GS and ICS
C. AESTHETICS			
(i.) Two Aesthetics and one other	Theatre Arts, English, Music	TaLMu	GS and ICS
	Theatre Arts, Kiswahili, Music	TaKMu	GS and ICS
	Physical Education, Biology, Fine Arts	PeBFa	GS and BAM (ICS- Optional)
(ii.) One Aesthetics and two others	Music, English, Divinity	MuLD	GS and ICS
	Music, Eng, Islamic knowledge	MULI	GS and ICS
	Music, Kiswahili, Divinity	MuKD	GS and ICS
	Fine Arts, Geography, Biology	FaGB	GS and BAM (ICS- Optional)

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
	Fine Arts, Geography, Mathematics	FaGM	GS and ICS
	Physical Education, Geography, Economics	PeGE	GS and BAM (ICS- Optional)
D. RELIGIOUS STUDIES	Divinity, Kiswahili, English	DKL	GS and ICS
i.) One religion and two languages	Divinity, French, English	DFL	GS and ICS
	Divinity, Arabic, English	DAL	GS and ICS
	Islamic Knowledge, Kiswahili, English	IKL	GS and ICS
	Islamic knowledge, French, English	IFL	GS and ICS
	Islamic knowledge, Arabic, English	IAL	GS and ICS
ii.) One Religion and two others	Islamic Knowledge, Geography, English	IGL	GS and ICS
	Divinity, Geography, English	DGL	GS and ICS
E. LANGUAGES	Kiswahili, English, French	KLF	GS and ICS
i) All three language subjects.	Kiswahili, Arabic, French	KArF	GS and ICS
	English, Arabic, French	LArF	GS and ICS
	Kiswahili, English, Arabic	KLAr	GS and ICS
ii) Two Languages one other subject.	Kiswahili, French, Divinity	KFD	GS and ICS
	Kiswahili, French, Islamic Knowledge	KFI	GS and ICS
	French, Arabic, Islamic knowledge	FAI	GS and ICS
	French, Arabic, Divinity	FAD	GS and ICS

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
	Kiswahili, French, Geography	KFG	GS and ICS
	Kiswahili, English, Theatre Arts	KLTA	GS and ICS
	Kiswahili, French, Theatre Arts	KFTA	GS and ICS
	English, French, Theatre Arts	LFTA	GS and ICS
	Kiswahili, English, Music	KLMu	GS and ICS
	Kiswahili, Arabic, Music	KAMu	GS and ICS
F. BUSINESS STUDIES i.) All Business Studies	Economics, Commerce, Accountancy	ECA	GS and BAM (ICS- Optional)
ii.) Two Business Studies and one other subject.	Commerce, Accountancy, Mathematics	CAM	GS and ICS
	Economics, Accountancy, Mathematics	EAM	GS and ICS
iii.) One Business Studies and two other subjects	Economics, Geography, Mathematics	EGM	GS and ICS
G. VOCATIONAL STUDIES i.) One Vocational Studies subject and two other subjects	Textile Technology and Clothing Fine Art, Chemistry	TeFaC	GS and BAM (ICS- Optional)
	Textile Technology and Clothing, Chemistry, Nutrition	TeCN	GS and BAM (ICS- Optional)
	Home Management, English, Fine Arts	HmLFa	GS and ICS

AREAS OF STUDY	PRINCIPAL SUBJECTS COMBINATION	COMBINATION ACRONONYM	SUPPLEMENTARY SUBJECTS
	Textile Technology and Clothing, Fine Arts, Mathematics	TeFaM	GS and ICS
ii.) Two Vocational Studies and one other	Home Management, Textile Tech. and Nutrition	HmTeN	GS and BAM (ICS- Optional)
iii.) One Business Studies and two other subjects	Economics, Geography, Mathematics	EGM	GS and ICS
H. VOCATIONAL STUDIES	Textile Technology and Clothing Fine Art, Chemistry	TeFaC	GS and BAM (ICS- Optional)
	Textile Technology and Clothing, Chemistry, Nutrition	TeCN	GS and BAM (ICS- Optional)
	Home Management, English, Fine Arts	HmLFa	GS and ICS
	Textile Technology and Clothing, Fine Arts, Mathematics	TeFaM	GS and ICS
	ii.) Two Vocational Studies and one other	Home Management, Textile Tech. and Nutrition	HMTeN

6.0 STANDARDS OF RESOURCES REQUIRED FOR IMPLEMENTATION OF THE CURRICULUM

Teaching and learning resources to support the implementation of the A-level curriculum shall include teachers, physical resources, and teaching and learning materials.

6.1 Teachers

For effective implementation of the A-level curriculum, there is a need to have enough number of qualified teachers for all subjects. The government through the Ministry responsible for Education shall recruit and retain by offering incentives, the best available trained secondary school teachers.

(a) Teacher’s Qualifications

A teacher for the Advanced level curriculum shall have at least a first degree in education in respect of the teaching area at this level. In certain cases, non professional teachers shall be employed under condition that a teaching license is issued to them by the Ministry responsible for education. But he/she should have a first degree and pursued Postgraduate Diploma (PGD) in education.

(b) Teaching Load

The number of periods per week per teacher for advanced level secondary education shall not exceed 28 periods.

(c) Teacher’s Students Ratio

The teacher-student ratio for the advanced level shall be 1:25. Therefore the number of students per class in the advanced level shall be 25 students.

(d) School Leadership Qualities

The Education Sector Development Programme has put it clearly that school managers shall be judged on the basis of school performance and sustained performance (in knowledge, skills and altitude). To promote this objective, capacity building courses shall be organized for the school heads and managers. Specific qualities of the heads and managers shall include the following:-

- (a) At least a Masters’ degree in Education. Specialization in Education management shall be an added advantage.
- (b) A working experience in secondary schools of at least 3 years (any level).
- (c) Other attributes include: commitment; dynamism; caring; responsible and accountable; confidence; commands of good public relations and pro-team work

6.2 Physical Resources

For efficient implementation of the A-level curriculum the following physical resources and facilities shall be availed in schools. The school administration shall be responsible for making sure that the resources are properly utilized.

(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 emphasised 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 the access of libraries are available they 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 reading materials.

(d) Dormitories

Schools shall adhere to set standard, which include fair population per dormitory, adequate beds; lightings, adequate and clean toilets; exits for safety fire extinguishers; dustbins and window mosquito nets

(e) Health and Kitchen facilities

Schools shall have dispensaries, first aids kits and standard kitchens for the good health of the students. Kitchen and dining hall shall be built and used according to specific standards.

(f) Sports and Recreation Facilities

(a) Enough space for different sports and games e.g. football, netball, basketball, handball etc.

- (b) Enough sports facilities for different groups of learners.
- (c) Good and well managed playgrounds.
- (d) There should be enough playgrounds/places for both indoor and outdoor games.

(g) Health and Safety

Schools shall adhere to set standard, which include:

- (a) Toilets should be adequate, clean and working toilets including those suitable for people with special needs.
- (b) Drainage system should be good and reliable drainage system
- (c) Hygiene and safety training.
- (d) Fire extinguishers and detectors. Reliable and permanent fire extinguisher and
- (e) Clean and safe water. Availability of permanent clean and safe water is recommended
- (f) First Aid facilities. Availability of reliable and permanent first aid facilities is recommended
- (g) Dispensary facilities and services. Adequate and permanent dispensary facilities should be available.

6.3 Teaching and Learning Materials

Apart from teachers, teaching and learning materials are the most important resources needed at classroom level. If the curriculum is to succeed, the preparation and production of teaching and learning materials must be handled with utmost care. The Ministry of Education and Vocational Training shall be responsible for putting in place 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 and 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 and learning.

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

(a) Textual Materials

Textual materials shall include printed materials such as: textbooks; syllabuses; modules and manuals; reference books; charts and maps; newspapers, journals and encyclopaedias; texts in Braille; posters, fliers and photographs and booklets and brochures

(b) Non-textual Materials

These shall include: laboratory apparatus; prototypes; Braille machines; writing boards; weather stations; samples of actual materials; planateria and ICT and other electronic resources as well as computer based materials.

(c) ICT Facilities

ICT facilities shall include computers; and internet connectivity. Photocopying machines; printers and scanners shall form the necessary ICT resources for teaching and learning and communication. Other emerging ICT facilities necessary for schools shall be included.

(d) Facilities for Students with Special Needs

The facilities for students with special needs should be available. These may include:

- (a) Braille, white cane, lenses for visually impaired,
- (b) Wheel chairs for physically handicapped,
- (c) U-shaped class – loss of hearing and deaf.
- (d) Wide doors, pavements friendly to disabled, resource rooms,
- (e) Special toilets friendly to disabled, game pitches, sound proof rooms,
- (f) Avoiding storey buildings, minimized stairs.

6.4.1 Accreditation of Teaching and Learning Materials

Schools shall use set standards, criteria and guidelines including those by Educational Materials Accreditation Council (EMAC) and the School Inspectorate when procuring both textual and non-textual materials. These materials shall be relevant to Tanzanian context.

The materials shall also address requirements of learners with special needs including the hearing and the visually impaired and physical handicapped.

Both the ESDP and SEDP state clearly that materials provision shall be a responsibility of the parents, communities, local and central governments as well as schools themselves. While the central government shall provide capitation grants to schools, the other key players shall top up on such costs for the provision of necessary school materials. These materials should be relevant to Tanzanian context. The materials should also address requirements of learners with special needs. Schools shall use criteria and guidelines set by the MoEVT when procuring both textual and non-textual materials.

On the issue of material distribution, MOEVT through EMAC has made up its position that it shall improve the provision and availability for instance, of books to reach student-book ratio of 1:1 in secondary schools by 2017 from the current student-book ratio of 1:3.

7.0 TEACHING METHODOLOGY

The implementation of the A-level curriculum shall promote learner-centred method during the teaching and learning process. This approach will promote learning-through-doing where both the teacher and the student are active participants in the process. The teacher shall become a partner, a facilitator and a promoter of learning during the classroom interactions. Therefore, learning shall be rooted in the conception of constructivism where the student gets opportunities to interact with environment through well organized tasks, dialogue and reflections on learners' conceptions and eventually arriving at agreed solutions through use of various senses and the in built multiple-intelligences. Teachers shall be required to plan and design relevant tasks that will let students question; critically think; form new ideas; create artifacts and therefore bring sense in the learning process. This is the type of learning that makes sense in the life of the students. This methodology automatically promotes the acquisition of intended skills and competences stipulated by the A-level education curriculum. Teachers shall therefore use the teaching techniques which enhance the learner-centred approach.

(a) Main Features of the proposed Learner Centred Approach

The teaching and learning of the Advanced level curriculum, under the learner-centred approach shall be constructed and be practiced with emphasis on the following:

(i) Necessary Characteristics

The necessary characteristics in this approach are:

- Teachers shall become facilitators, supervisors; assistants, mentors against the dominant view that they are experts who know everything.
- Students shall be given opportunities to create/construct knowledge and solve problems and not be fed with only facts.
- Classroom learning environments shall be created to be learner-friendly, and therefore stimulating necessary to promote cooperation for effective learning.
- All efforts in teaching and learning must be geared to achieve skills and competences relevant to real life experiences.

(c) Recommended Teacher Actions

The learner-centred methods shall be enhanced based on the following actions:

- (i) Prepare and give students clear explanations and guidelines of what is supposed to be learnt.
- (ii) Actively involve students and provide guidance.
- iii) Promote problem solving, decision making and inquiry based learning.
- iv) Employ varied teaching and learning aids in order for the students to acquire demonstrate the target competences.
- v) Know the student and make the learning relevant to real life.
- vi) Be patient while encouraging students to prioritize on how to reach the learning objectives.
- vii) Time to achieve the set tasks should be clearly shown.
- viii) Create opportunities for students to teach each other while the teacher remains part of the process.
- ix) Make deliberate efforts to assess student progression view of attaining and demonstrating the expected competences during the teaching and learning process..
Timely feedback should be made to students.

8.0 ASSESSING STUDENT ACHIEVEMENTS

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

8.1 Continuous Assessment

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

8.2 Final Examination

There shall be a final examination at the completion of ‘A’ 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.

8.3 Assessment Method

Assessment methods for the Advanced 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:

- (a) Portfolios.
- (b) Rating scales and rubrics
- (c) Checklists
- (d) Oral presentations
- (e) Project work
- (f) Practical tasks to demonstrate performance skills.
- (g) Written essays or reports.
- (h) Analysis, for example of texts.

The table 3 presents assessment tasks to be performed by students in the two years of the programme. These include both continuous assessment and the national examination.

Table 3: Assessment Tasks

Category	Learning Area	Subject Name	Assessment measure	Frequency				Weight %	Sub-Total %	Total %
				Form V		Form VI				
				Term 1	Term 2	Term 1	Term 2			
Principal Subjects	Natural Sciences and Mathematics	- Physics	Continuous Assessment	2	2	2	-	10	50	100
		- Chemistry	Practical test	2	2	2	-	10		
		- Biology	Advanced Tests	-	-	1	-	5		
		Mathematics	Research	2	2	2	-	5		
		-Computer Science	Projects	1	1	-	-	5		
		-Food and Human Nutrition	Individual assignments	1	1	1	1	15		
		- Agriculture	Open ended investigation	1	1	1	-	50		
			Field work							
			Terminal Examination							
			Final Exam							
	Social Sciences	- History	Tests	2	2	2	-	10	50	
		- Geography	Project	-	1	-	-	5		
			Class presentation	1	-	1	-	5		
			Individual assignments	2	2	2	-	5		
			(Essays)	-	1	-	-	5		
			Field work	1	1	1	-	15		
			Portfolio	1	1	1	-	50		
			Terminal Exam							
		Final Exam						50	100	
	Languages	- Kiswahili	Tests (oral and written)	2	2	2	-	10	50	
- English			Oral presentation	-	1	1	-	5		
- French			Project	-	-	1	-	5		
- Arabic			Individual assignments	2	2	2	-	10		
			(reading and writing)	1	1	-	-	15		
			Essays	1	1	1	-	5		
Vocational Studies		- Textile Technology and Clothing	Terminal Exam	1	1	1	-	5		
		- Home Management.	Field work	-	1	1	-	5		
			Test	2	2	2	-	10		
			Model Making	1	1	1	-	0		
			Practical test	1	1	-	-	5		
			Project	1	1	-	-	5		
	Final Exam						50	100		

Category	Learning Area	Subject Name	Assessment measure	Frequency				Weight %	Sub-Total %	Total %
				Form V		Form VI				
				Term 1	Term 2	Term 1	Term 2			
			Terminal Exam	1	1	1	-	15	50	
			Final Exam						50	100
	Aesthetics and Physical Education	- Music - Fine Art and Crafts. -Physical Education - Theatre Arts.	Performances Creative work/Composition Tests Portfolio Projects Terminal Exam	2 2 2 1 - 1	2 2 2 1 1 1	2 2 2 1 - 1	- - - - - -	10 5 10 5 5 15	50	
			Final exam						50	100
	Religious Studies	- Divinity - Islamic Knowledge	Tests Projects Reports (oral and written) Individual assignment (open ended investigation) Research Terminal Exam	2 - 1 1 1 1	2 1 1 1 1 1	2 1 1 1 - 1	- - - - - -	10 5 10 5 5 15	50	
			Final Exam						50	100
	Business Studies	- Economics - Accountancy - Commerce	Project Tests Essays Field work Written reports Terminal Exam	- 2 1 - 1 1	1 2 1 1 1 1	1 2 1 1 1 1	- - - - - -	5 10 5 5 10 15	50	
			Final Exam						50	100
Subsidiary Subjects		General Studies Basic Applied Mathematics Information and Computer Studies	Test Individual Assignments Open ended investigation Oral reports Essays Multimedia based tasks/other activities Terminal Exam	2 1 11 1 1 1	2 1 1 1 1 1	2 1 - 1 1 1		10 5 10 5 5 15	50	
			Final Exam						50	100

8.4 Examinations

Examinations are more formal assessment mechanisms usually administered after a long period of instruction or at the end of the programme. At the end of the A-Level cycle there shall be final National examinations officially known as the Advanced Certificate of Secondary Education Examinations (ACSEE).

ACSEE shall be taken by form six candidates who have at least three credits (either A, B, or C grades) and two passes (two Ds) in any Certificate of Secondary Education subjects (single sitting or multiple sittings) and who have successfully completed the Ordinary Level Secondary Education studies. This examination shall be used to select students for tertiary/professional training and/or direct employment.

8.5 Accreditation and Certification

According to the Education and Training Policy (ETP) of 1995 the National Examination Council of Tanzania (NECTA) shall be responsible for setting, administration, marking, publishing and certification of ACSEE.

In order to achieve this NECTA shall:

Establish a strong system for A-level Education assessment and examinations.

Provide training and support for those responsible for examinations.

8.5.1 ACSEE Weighting and Grading System

The ACSEE examination has a six (6) point grading scale for principal subjects. Grade A, B, C, D, E, and S. Grade A indicates the highest level principal pass of achievement (1 point), Grade B indicates very good principal pass (2 points), Grade C indicates good principal pass (3 points), Grade D indicates satisfactory (4 points), Grade E indicates weak principal pass (5 points). Grade S indicates subsidiary pass (6 points). F indicates failure. Subsidiary subjects are graded on a two point scale: Pass/Fail.

The assessment structure for the ACSE shall consist of two academic components comprising of continuous assessment and final examinations at the end of form six.

Continuous assessment and the final examination shall have equal weight of 50% each.

The character and attitude towards work assessment (weighting 100%). In this component seven character attributes shall be assessed. These are: diligence; valuing work; care for property; sociability; obedience; honesty and cleanliness.

Each of these character attributes shall be assigned a percentage weighting according to its importance, all of which add up to 100%. Teachers shall assess and send the marks to NECTA. The grading shall be as shown in Table 4.

Table 4: Character and Attitudes Grading Range

SNO.	RANGE SCORE IN %	SIGNIFICATION	POINTS
1.	100 - 80	VERY GOOD	1
2.	79 - 40	GOOD	2
3.	39 - 0	POOR	3

Any student who falls in the 3 category shall not be allowed to sit for the final (national) examinations.

8.5.2 Certification

The Advanced Certificate of Secondary Education is awarded in four divisions. Table 5 shows the range of divisions awarded:

Table 5: Division Score

SNO	DIVISION	POINT RANGE
1.	I	3 - 9
2.	II	10 - 12
3.	III	13 - 15
4.	IV	16 - 18

In words the Division 1 has a minimum of 9 Points; Division 2 minimum of 12 points; Division 3 minimum of 15 points and Division 4 minimum of 18 points.

8.5.3 Examination Procedure

The summative assessment for Advanced level secondary education shall have the following procedure:

8.6.1 Number of Examination Papers

The final examinations for science subjects shall have three examination papers namely; Paper 'One', Paper 'Two' and Paper 'Three'. Paper Three is practical examination. On the other hand, the final examinations for non-science subjects shall have two examination papers namely; Paper 'One' and Paper 'Two'.

8.6.2 Area for the Examinations

The examination Paper 'One' shall have questions which measure all levels of the three domains but main focus should be in cognitive domain in the knowledge, comprehension and application levels.

The examination Paper Two shall have questions which measure all levels of the affective and psychomotor domains (focusing in the adaptation and origination levels) and cognitive domain focusing in the analysis and synthesis levels. The main emphasis of this paper is assessment of competences.

The examination Paper Three shall have questions which measure all levels of the psychomotor and cognitive domain.

8.6.3 Days for Examinations

Two examinations shall be conducted per day and the examination time should be a maximum number of three hours for each subject. The examination shall not be conducted during weekends and public holiday.

8.6.4 Number of Sections in the Examination Paper

The number of sections in the examination papers shall not exceed three sections namely; A, B and C. Those sections shall have different number of questions which a student will be allowed to attempt during the examination. Those questions shall have different measuring of complexity of levels in the learning domains and the student shall attempt fewer questions for the more complex ones. The number of marks distribution to different

questions shall be different depending on the complexity of the questions. The more complex questions will have higher marks.

9.0 QUALITY ASSURANCE

The aim of quality assurance is to ensure that the goals and aims of education are achieved in an efficient and effective way. In addition, the goals and aims reflect the requirements of all the stakeholders in an adequate way. The adequate development of competences through appropriate curriculum provisions inspires meaningful teaching and learning activities. These may constitute a good solution for tackling quality issues altogether by taking into account local context, broader societal and economic development.

9.1 Criteria for Quality Assurance

To be able to assess quality the following criteria shall be used:

9.1.1 School Characteristics

This criterion shall include the following components: physical plant and infrastructure; health and safety facilities; library; laboratories; sports and recreational facilities; teaching and Learning resources; multipurpose halls and students Accommodation.

9.1.2 Teacher Characteristics

The key components shall be: academic qualifications; work experience and professional development attributes.

9.1.3 School Leadership Characteristics

The school leadership include School Heads, School Managers, Heads of Departments and other teachers. The school leadership has many responsibilities that bear directly on the quality of the educational programmes. However, to be effective they need to possess key leadership characteristics, which are: the qualities of the school leadership and professional qualifications

9.2. Quality Assurance Mechanism

Quality shall be monitored through internal and external quality assurance mechanisms.

9.2.1 Internal Quality Assurance Mechanisms

Measures for internal quality assurance by schools shall include: school-based management; parents and teachers participation and self-evaluation by schools. These are school based, and the school leadership is the one to oversee the activities.

9.2.2 External Quality Assurance Mechanisms

Tanzania Institute of Education shall be responsible for overseeing appropriate implementation of the revised curriculum through timely monitoring and evaluation. It shall also be responsible to:

- (a) Orient teachers, School Inspectors, Examination Officers and other education stakeholders on the revised curriculum before implementation.
- (b) Inform the Ministry and District/Regional education authorities on problems observed during implementation of the curriculum and advising on how they should be addressed.
- (c) Conduct capacity building to teachers on curriculum related themes such as pedagogical issues, development of teaching and learning materials, assessment procedures.

9.3 Inspection during Implementation of the Curriculum

The task of ensuring quality during implementation of the curriculum is mainly the responsibility of the Zonal School Inspectorate Department. In order to ensure quality in provision of education in Tanzania, the Education Act No. 25 of 1978 and its amendment No.10 of 1995 demands school inspectors to assess the provision of education in the schools and provide appropriate advice to rectify any anomalies observed. Schools shall be inspected at least once a year and school Inspectors shall spend one week to inspect a single school. The school Inspectors in the zonal offices shall be responsible to orient teachers on:

9.4 How to use the syllabus, Teachers' Guide, textbooks and reference books in Teaching and learning.

- (a) How to prepare and use lesson plans and schemes of work, selection, preparation, use, handling and proper storage of teaching and learning aids and materials
- (b) Use of participatory and interactive methods of teaching and learning
- (c) Assessment of learner's achievement

- (d) How to use the assessment results to improve teaching and how to assist/help students with poor performance.

In addition, the school Inspectors shall be responsible for:

- (a) Observing the teaching and learning process taking place in the classroom and thereafter giving advice to teachers on how to improve the process.
- (b) Giving advice to heads of schools and school managers on administrative and managerial matters.

9.5 Supervision during Implementation of the Curriculum

Supervision during implementation of the curriculum shall be done at ministerial and at regional/district levels.

a) Ministerial Level

The Commissioner for Education shall be the chief supervisor for all issues concerning curricula implementation, including that of the Advanced level secondary education. Moreover, the Secondary Education Department in the MoEVT shall be responsible for overseeing curriculum implementation nationwide.

Specifically, this department shall make sure that implementation of the curriculum starts and continues smoothly by accomplishing the following tasks:

- (i) Ensuring that schools have enough teachers with the required qualifications.
- (ii) Ensuring that schools have buildings, furniture, laboratory, workshop equipment and teaching and learning materials.
- iii) Recommending what should be included in the revised curriculum and also how the curriculum should be implemented and supervised.
- iv) Coordinating and working closely with the School Inspectorate Department, Regional Education Officers, District Education Officers so as to ensure that:
- Implementation of the A-Level secondary education curriculum is conducted smoothly and that any emerging problems are solved in time.
 - Teaching and quality control in schools is done effectively.
 - The standards set by MoEVT on various aspects of secondary education provision in the country are followed.
 - Suggestions and recommendations on how to improve secondary education curriculum are implemented.

- The Commissioner for Education accesses the most effective technical advice and strategies of implementing the Advanced Level Secondary Education Curriculum.

(b) Regional and District Level

The Education Officers in the District, Municipal and Council headquarters shall be responsible for supervising all activities in the implementation of the curriculum in collaboration with other departments in the district. The other departments include: The Inspectorate, District Commissioner’s office, District Planning Office, District Executive Director and other Region and District Offices. In each region and district also the academic departments should ensure efficient curriculum implementation in their Region or District.

10.0 MONITORING AND EVALUATION

Monitoring and evaluation consist of systematic information gathering and making some kind of judgment on the basis of the information. Monitoring and evaluation structures set up within schools as well as nationally will enable all teachers to participate in these processes and contribute to the continuous improvement of the national curriculum.

10.1 Monitoring

Schools need to determine how effective the programme and the methods of instructions are. Education stakeholders shall establish appropriate system for curriculum monitoring and evaluation. The implementation of the curriculum shall be monitored nationally to track performance continuously against what was planned by collecting and analyzing data on the established indicators. Monitoring should be done regularly in a year and gaps identified should be addressed. Different monitoring agencies will have different roles: School Inspectorate – monitoring of the curriculum implementation:

- (a) NECTA – Assessment,
- (b) TIE – designing, developing, monitoring and evaluation of the curriculum and curriculum support materials,
- (c) MoEVT – administration and overall education management,
- (d) Professional (subject) Associations – Make an impact on their respective subjects by setting standards to be met,
- (e) School Boards – ensure smooth running of the schools.

10.2 Evaluation

Curriculum evaluation is the process of making investigations about the curriculum in order to get data that will guide decision-making. This may lead to curriculum revision, modification or improvement. The data gathered is usually descriptive and it is collected at various stages of curriculum implementation.

The evaluation of the A-Level Secondary school curriculum shall be done by the MoEVT in collaboration with TIE or TIE in collaboration with other stakeholders. Other education institutions, NGOs, individuals and external agencies can also conduct curriculum evaluation after being granted permission by the government.

Depending on availability of resources there shall be two types of curriculum evaluation. These are: formative Evaluation and summative Evaluation.

10.2.1 Formative Evaluation

Formative evaluation shall be done while the curriculum is being implemented. The aim is to identify prevalent successes, problems and weaknesses so that interventions can be made. Formative evaluation shall be done at different levels as shown in table 6.

Table 6: Formative Evaluation Levels

Level	Main Actor
School	Teachers
District/Region/Zone	Education Officers in Districts/ Regions/Zones, School Inspectors, NGOs, Individuals experts
National	Inspectors, NGOs, CBOs, TIE, Internal and External agencies

The Tanzania Institute of Education (TIE) shall also make follow up of implementation of the curriculum in order to identify problems which teachers face while implementing it. The data obtained during the follow up will help in future revisions of the curriculum.

10.2.2 Summative Evaluation

Summative evaluation shall be conducted at the end of the curriculum review cycle. The review cycle is expressed in the number of years expected to elapse before an existing curriculum is reviewed. The minimum review cycle period is equal to the maximum period allocated for a given level of education. Therefore the review cycle for A-level secondary education shall be two years. In this regard, summative evaluation shall be done after 2 years for the A- level secondary education programmes.

However, summative evaluation shall at times be conducted before completion of the curriculum review cycle for the following reasons:

- (a) When there is a serious outcry from the public concerning a decline in the quality of education
- (b) When the government and other stakeholders raise concern that the curriculum needs revision in order to accommodate in current changes such as scientific and technological innovations, globalization and cross-cutting issues; omitting out of date and irrelevant topics, adding new topics, rearranging the sequence of topics from one class to another.
- (c) When there is a need for improvements to be made in the existing teaching and learning methodologies, assessment methods and quality control mechanisms.
- d) When there are changes in the country's education and training policy.

Sometimes summative evaluation can be done before completing the curriculum cycle. This is because of the following reasons:

- (a) The quality of education becomes low and the society complains about it.
- (b) A need to improve teaching and learning methods.
- (c) Changes in Education and Training Policy.
- (d) A need to make changes in contents.
- (e) A need to incorporate into the curriculum new knowledge and skills for instance changes in science and technology, globalization, ICT, Cross-cutting issues like environmental education, HIV/AIDS and Human Rights.

11.0 CO-CURRICULAR ACTIVITIES

As the term curriculum generally refers to the academic programme of a school, or the work done within the classroom, in contrast, the co-curriculum encompasses all activities

that are held outside the regular curriculum. In some cases, in conjunction with the normal academic timetable of scheduled classes, the school to enable students to develop further all aspects of their character provides these.

The co-curriculum plays a vital role in providing a variety of options within the school environment so that all students can find educational pathways that match their individual preferences and abilities. Through participating in the co-curriculum, students are able to learn to live together and contribute to academic development and expand their interests, and skills beyond the norm, giving them the course work opportunity to enrich their lives by experiencing activities which otherwise might have passed them by.

Time should be made available in the school timetable for co-curricular activities for all students. Schools shall organize co-curricular activities taking into consideration locally available resources. Co-curricular activities shall include:

- (a) Games and sports: Each student shall be encouraged to participate in at least one game and sport
- (b) Subject clubs or Associations: Each subject shall have a subject club or association with a patron or patroness. Each student shall belong to at least one subject club out of the subjects of his/her combination.
- (c) Cultural activities: The school administration shall encourage students to participate in cultural activities organized at school level, community and national levels, as occasions may warrant.
- (d) Other extracurricular activities like peer education programme, environmental education, gender, life skills, HIV/ AIDS Clubs and drug abuse clubs.

12.0 GUIDANCE AND COUNSELLING SERVICES

Effective social and moral education appropriate to the age level of learners shall be ensured in order to address the whole range of problems/challenges of youths such as drug abuse, HIV and other sexually transmitted infections, teenage pregnancies, induced abortions and unemployment. These and other adverse emerging issues in the society shall be addressed across the curriculum and through extra-curricular activities.

Guidance and counselling services shall be established in schools to help students to face the life challenges and become responsible and committed members of the community.

Learners need guidance in selecting appropriate carriers upon completion of their studies. They also need counselling services that will help them to cope with the prevailing situations in the community and addressing various problems and challenges. Guidance and counselling skills provided in schools shall help learners to develop abilities such as negotiation, assertiveness, communication, decision making, coping with peer pressure and development of attitudes such as compassion, self-esteem, tolerance and role-modelling.

There shall be school counsellors/Guardians who are well abreast with the current life challenges and capable of designing appropriate programme to address such challenges. Issues of HIV/AIDS, gender relations, sexual and reproductive health and related problems need to be addressed strategically depending on the needs of the community.

In addition, there should be strengthened peer education programme in the school where there shall be two peer educators elected in each stream basing on gender in co-education schools. Peer educators will be guided by school counsellors/guardians in their day-to-day activities. Relevant documents shall be consulted to support the establishment of effective guidance and counselling services in schools such as MOEVT strategic plan for HIV/AIDS, Guidelines for Implementing HIV/AIDS and Life-Skills Education Programme in Schools, 2004.

13.0 SCHOOL AND COMMUNITY RELATIONS

The demand for secondary education in general and the Advanced Level in particular in the recent has been increasing. In response to this increasing demand, the government with the support of the community has introduced plans for the expansion of advanced level education so that A Level schools are established in every part of the country.

Given the size of the country and the growing number of schools, the government has devolved the power of running secondary schools to the local government. This decision makes it imperative for the Heads of Schools and District Education Officers to involve the communities which built the schools in their running and management.

Schools shall therefore ensure that school boards, members of which come from the local community, are appointed to oversee the functions and activities of the school. MOEVT shall, from time to time, issue guidelines on the roles, duties and functioning of the boards,

their relations with the districts, schools, wards and village governments. Other activities, which may promote the participation of the community in the running of the schools, may include:

- (a) Parents' days
- (b) Teacher – parent associations,
- (c) Annual sports and cultural events,
- (d) Inviting speakers, etc.

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