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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Draft

HISTORY SYLLABUS FOR ORDINARY SECONDARY EDUCATION
FORM I - IV

2023

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Abbreviations and Acronyms

AU   African Unity

EAC   East African Community

ECOWAS   Economic Community of West African States

FAO   Food and Agriculture Organisation

ICT   Information and Communication Technology

OAU   Organisation of African Unity

SADC   Southern Africa Development Community

TIE   Tanzania Institute of Education

TSL   Tanzanian Sign Language

UNCHR   United Nations Commission on Human Rights

UNDP   United Nations Development Programme

UNESCO   United Nations Educational, Scientific and Cultural Organisation

UNICEF   United Nations Children's Fund

WHO   World Health Organisation

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1.0 Introduction

History is one of the compulsory core subjects for Form I-IV students in the General Education pathway. The purpose of learning History is to enable students to use historical events in society to understand themselves and the world around them. It includes studying various aspects of society and society to understand how it came to be the way it is and how they impact the world, thus, being responsible for themselves, others and the Nation at large.

The History syllabus is designed to guide the teaching and learning of History at Ordinary Secondary Education Form I -IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It contains valuable information that will enable teachers to effectively plan their teaching process and help learners to develop the intended competences. It is expected that the subject will help students to develop patriotism and the 21st Century skills.

2.0 Main Objectives of Education in Tanzania

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

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

(c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

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(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education - General are to:

(a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed in Primary Education;

(b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;

(c) Develop self-confidence and the ability to learn in various fields, including science and technology, as well as theoretical and technical knowledge;

(d) Improve communication using Tanzanian Sign Language (TSL), Tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;

(e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;

(f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed, employ others and manage his or her life by exploiting his or her environment well; and

(g) Develop readiness to continue with tertiary and Advanced Secondary Education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Secondary Education are to:

(a) Use the knowledge and skills developed in Primary Education to strengthen and expand academic understanding;

(b) Value citizenship and national values;

(c) Demonstrate confidence in learning various professions, including Science and Technology, as well as theoretical and practical knowledge;

(d) Use language skills including Tanzania Sign Language (TSL), Kiswahili and English languages and at least one other foreign language to communicate;

(e) Use knowledge of cross-cutting issues to manage the environment, economic and other social issues; and

(f) Use knowledge and skills to enable him or her to be employed, employ others and self-employed to manage life and the environment.

5.0 Main and Specific Competences

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

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

Main competences	Specific competences
1.0 Demonstrate mastery of African history before colonialism	1.1. Demonstrate an understanding of the concept of History and sources of historical information 1.2. Demonstrate an understanding of theories of the origin of human beings 1.3. Demonstrate an understanding of the economic, political, social and technological development in pre-colonial Africa 1.4. Demonstrate an understanding of interactions among African societies during the pre-colonial era 1.5. Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1st Century to the 19th Century
2.0 Demonstrate mastery of the relationship between capitalism and Africa	2.1. Demonstrate an understanding of the development of capitalism and its impact on Africa 2.2. Demonstrate an understanding of colonial systems in Africa 2.3. Demonstrate an understanding of the history of nationalist movements in Africa
3.0 Demonstrate mastery of the history of nation-building in post-colonial Africa	3.1. Demonstrate mastery of the history of nation-building in post-colonial Africa 3.2. Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa
4.0 Demonstrate mastery of the history of Africa's participation in regional and international affairs	4.1. Demonstrate an understanding of the formation of African regional integration 4.2. Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of History.

6.1 The teacher

The teacher is expected to:

(a) Help the student to learn and develop the intended competences in History

(b) Use teaching and learning approaches that will allow students with different needs and abilities to:

   (i) Develops the competences needed in the 21st Century; and

   (ii) Actively participate in the teaching and learning process.

(c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;

(d) Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

(g) Treat all the students according to their learning needs and abilities;

(h) Protect the student from the risky environment while he or she is at school;

(i) Keep track of the student's daily progress;

(j) Identify individual student's needs and provide the proper intervention;

(k) Involve parents/guardians and the society at large in the student's learning process;

(l) Integrate cross-cutting issues and ICT in the teaching and learning process; and

6.2 The student

The student is expected to:

(a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom; and

(b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The Parents/Guardian is expected to:

(a) Monitor the child's academic progress in school;

(b) Where possible, provide a child with the needed academic support;

(c) Provide a child with a safe and friendly home environment which is conducive for learning;

(d) Keep track of a child's progress in behaviour;

(e) Provide the child with any necessary materials required in the learning process; and

(f) Instil in a child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations, field visits, practical work, research, scientific experiments, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

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

9.0 Assessment

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

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

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

S/No	Assessment category	Percentage (%)
1.	Form Two National Assessment	10
2.	Form Three Final Assessment	05
3.	Project	05
4.	Form IV Mock Examination	10
5.	National Examination	70
	Total	**100**

10.0 Number of Periods

The History Syllabus for Ordinary Secondary Education Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Therefore, while Form I and II will have two (2) periods of 40 minutes per week, Form III and IV will have three (3) periods of 40 minutes each.

11.0 Teaching and Learning Contents

The contents of the syllabus are organised into a matrix with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested resources and number of periods as presented in Table 3 to 6.

Form I

Table 3: *Detailed Contents for Form I*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of African history before colonialism	1.1 Demonstrate an understanding of the concept of History and sources of historical information	Describe the concept of History and the sources of historical information	Guide students through brainstorming, group discussion, jigsaw, resourceful person, study tour and self-reflection to describe the concept of History and the sources of historical information	The concept of History and sources of Historical information is clearly described	On-line materials and journal articles on the concept of History and historical charts, graphs, time-line on the sources of historical information	12
	1.2 Demonstrate an understanding of theories of the origin of human beings	(a) Describe the theories of the origin of human beings	Invite religious leaders and historian/ archaeologist to present on the origin of human beings. Guide students to write a report on the theories and present for discussions	Theories of the origin of human beings are correctly described	On-line sources, and journal articles on theories of the origin of human beings	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Describe the stages of human evolution and their technological Ages	Guide students in groups to role-play the physical development of a child from sitting, crawling to walking in relation to stages of human evolution from *primates, homo erectus to homo-sapiens,* including tools used and economic activities performed in each stage of human evolution	The stages of human evolution and their technological ages are clearly described	Charts, pictures, journal articles on the stages of human evolution and their technological Ages	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
	1.3 Demonstrate an understanding of the economic, political, social and technological development of pre-colonial Africa	(a) Describe different modes of production in pre-colonial Africa	Let students visit a nearby society to study ownership and characteristics of various production activities, paste each group's findings on class walls, and let each group study other groups' findings. Let them relate the findings with various modes of production one after another in pre-colonial Africa	Different modes of production in pre-colonial Africa are evidently described	Pictures and journal articles on different modes of production in pre-colonial Africa	40

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain different economic activities and their impact on pre-colonial African societies	Organise students to share economic activities available in the nearby society and their impacts on society. Let them relate the findings with different economic activities and their impact on pre-colonial African societies	Different economic activities and their impact on pre-colonial African societies are clearly explained	Journal articles and on-line sources on different economic activities and their impact on pre-colonial African societies	
		(c) Describe social-political organisations and education in pre-colonial African societies	Organise students in manageable groups to discuss social-political organisations and education in pre-colonial African societies	Social-political organisations and education in pre-colonial African societies are evidently described	Charts, and pictures on social-political organisations and education in pre-colonial African societies	

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of African history before colonialism	1.1 Demonstrate an understanding of interactions among African societies during the pre-colonial period	Describe the pre-colonial interactions among the societies of Indian Ocean Islands, Eastern, Western, Northern and Southern Africa *(conditions and consequences)*	Each student to imagine the types, factors that facilitated interactions and effects of pre-colonial interactions with societies of Indian Ocean Islands, Eastern, Western, Northern and Southern Africa	The pre-colonial interactions among the societies of Indian Ocean Islands, Eastern, Western, Northern and Southern Africa *(conditions and consequences)* are clearly described	On-line materials and journal articles on pre-colonial interactions among the societies of Indian Ocean Islands, Eastern, Western, Northern and Southern Africa	24

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2. Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1st Century to the 19th Century	(a) Describe the early contacts between African societies and the Middle East, Far East and Europe from the 1st Century up to the 15th Century *(conditions and consequences)*	Use jigsaw to let students study African contact with either the Middle East, Far East or Europe by focusing on factors that facilitated the contact and the effects from the 1st Century to the 15th Century, then let each group present in the whole class. Let them reflect on the existing African relations with the Middle East, Far East and Europe and relate them with those of the 1st Century to the 15th Century	The early contacts between African societies and the Middle East, Far East and Europe from the 1st Century to the 15th Century *(conditions and consequences)* are clearly described	On-line sources and journal articles on early contacts between African societies and the Middle East, Far East and Europe from the 1st Century up to the 15th	46

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Explain the contacts between African societies and the Portuguese, French, Dutch and British from the 15th Century up to the 18th Century	By using the jigsaw, divide students into four groups and assign each group to study African societies' contacts with either the Portuguese or French or Dutch or the British with an emphasis on factors that facilitated the contact and the effects from the 15th Century to the 18th Century; then let each group present followed by discussions	The contacts between African societies and the Portuguese, French, Dutch and the British from the 15th Century up to the 18th Century are clearly explained	Journal articles and on-line sources on the contacts between African societies and the Portuguese, French, Dutch and British from the 15th Century up to the 18th Century	

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(c) Describe the origin, development and effects of the slave trade from the 15th Century to the 19th Century	Use scenarios to guide students in describing the origin, development and effects of the slave trade from the 15th Century to the 19th Century	The origin, development and effects of the slave trade from the 15th Century to the 19th Century are clearly described	Photographs, charts and on-line sources on the origin, development and effects of the slave trade from the 15th Century to the 19th Century	

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the relationship between capitalism and Africa	1.1 Demonstrate an understanding of the development of capitalism and its impact on Africa	Describe the development of capitalism in Europe and its impact on Africa	Guide students in groups to discuss and role-play the development of capitalism in Europe and its impact on Africa	The development of capitalism in Europe and its impact on Africa is clearly described	Journal articles, reports, speeches and on-line sources on the development of capitalism in Europe and its impact on Africa	43
	1.2 Demonstrate an understanding of colonial systems in Africa	(a) Discuss colonial administrative systems in Africa *(German, French, British and Portuguese)*	Use scenario/ simulation to guide students to discuss colonial administrative systems in Africa *(German, French, British and Portuguese)*	The colonial administrative systems in Africa *(German, French, British and Portuguese)* are clearly discussed	Photographs, charts, and on-line sources on colonial administrative systems in Africa	30

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Discuss colonial economic systems in Africa (*Establishment, characteristics, sectors, labour issues*)	By using ICT support learning tools, guide students to discuss colonial economic systems in Africa (*Establishment, characteristics, sectors, labour issues*)	The colonial economic systems in Africa are accurately discussed	On-line sources, and pictures on colonial economic systems in Africa	
		(c) Assess the nature and patterns of colonial social services in Africa	Facilitate students in four groups and assign each group one of the colonial social services (education, health, water, housing) to explore and write a report on the nature and patterns of such a service. Let them share the report with the whole class for discussions	The nature and patterns of colonial social services in Africa are accurately assessed	On-line sources, pictures and photographs on the nature and patterns of colonial social services in Africa	

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Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(d) Relate colonial economic, political, infrastructure, and education systems in Africa with the current African systems	Guide students to research on the relationship between the colonial economic, political, infrastructure, and education systems in Africa with the current African systems (*focusing on similarities and differences*)	The colonial economic, political, infrastructure, and education systems in Africa are comprehensively related with the current African systems	On-line sources on relationships between colonial economic, political, infrastructure, and education systems in Africa with the current African systems	
	1.3 Demonstrate an understanding of the history of nationalist movements in Africa	(a) Describe nationalist movements in Africa	By using jigsaw, guide students to describe the nationalist movements in Africa, emphasising tracing the development of pre-nationalist movements	Nationalist movements in Africa are correctly described	Photographs and on-line sources on nationalist movements in Africa	32

Main competence	Specific competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
			(religious, peasants, welfare and workers` associations). Guide them to relate pre-nationalist movements with mass movements			
		(b) Assess the rise of nationalist movements in Africa	By using group discussion, guide students to assess the internal and external forces for the emergence of nationalist movements in Africa	The rise of nationalist movements in Africa is accurately assessed	Photographs, speeches, reports and on-line sources on the rise of nationalist movements in Africa	
		(c) Appraise the lessons drawn from the nationalist movements in Africa	In manageable groups, let students reflect on lessons that the current African countries can learn from nationalist movements	The lesson drawn from the nationalist movements are appropriately reviewed		

Form IV

Table 6: *Detailed Contents for Form IV*

Main competence	Specific Competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
1.0 Demonstrate mastery of the history of nation-building in post-colonial Africa	1.1 Demonstrate mastery of the history of nation-building in post-colonial Africa	(a) Describe the concept and origin of nation-building in Africa	Guide students in groups to discuss the meaning and evolution of nation-building in various post-colonial African countries	The concept and origin of nation – building in Africa is well described	On-line sources, journal articles, reports, speeches on the concept and origin of nation-building in Africa	30
		(b) Evaluate the strategies used in nation-building	Invite a guest speaker to present on the strategies used in nations-building in Africa	The strategies used in nation building in Africa are precisely described		

Main competence	Specific Competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
	1.2 Demonstrate an understanding of the successes and challenges of nation-building in post-colonial Africa	(a) Appraise the achievements and challenges of nation-building in post-colonial Africa	Prepare a class debate on achievements and challenges of Nation- building in independent African countries. After the debate let the class weigh the views and finally appraise nation-building in Africa	The achievements and challenges of nation-building in post-colonial Africa accurately described	On-line sources, journal articles, reports and speeches on the achievements and challenges of nation-building in post-colonial Africa	30

Main competence	Specific Competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Design and carry out a project on nation-building between the 1960s and 1970s *(use one African country as a case study)*	Facilitate students to explore a topic for a project on nation-building between the 1960s and 1970s from one of the African countries. Guide them to design and develop data collection tools; let them collect information, analyse, synthesise and share it before writing and submitting a final report	A project on nation-building between the 1960s and 1970s by using one African country as a case study is accurately designed, carried out, and a report is submitted		

Main competence	Specific Competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
2.0 Demonstrate mastery of the history of Africa's participation in regional and international affairs	2.1 Demonstrate an understanding of the regional integration in Africa	(a) Describe the origin and development of the Organisation of African Unity (OAU/ African Union (AU) and economic regional groupings in Africa	Divide students into four groups and assign them with appropriate references from the internet to study on the establishment, objectives, success and challenges of regional groupings (OAU/AU, EAC, SADC & ECOWAS, Arab Maghreb Union)	The origin and development of the Organisation of African Unity (OAU/African Union (AU) and economic regional groupings in Africa is precisely described	On-line sources, reports speeches, pictures and photographs on origin and development of the Organisation of African Unity (OAU/African Union (AU) and economic regional groupings in Africa	30

Main competence	Specific Competence	Learning activities	Suggested teaching & learning methods	Assessment criteria	Suggested resources	Number of periods
		(b) Assess the performance of continental and regional integration efforts in Africa	Prepare a motion on the performance of continental and regional integration efforts in Africa for students to debate. Let them write a report and share the summary in the class	The performance of continental and regional integration efforts in Africa is evidently assessed	On-line sources, reports speeches, pictures and photographs on the performance of continental and regional integration efforts in Africa	
	2.2 Demonstrate an understanding of the history of Africa's participation in the United Nations Organisation	Appraise African participation in the United Nations and its agencies	Let students debate on participation of Africa in the United Nations and its agencies (UNICEF, UNDP, WHO, UNESCO, UNCHR, FAO)	African participation in the United Nations and its agencies is clearly reviewed	On-line sources, reports speeches, pictures and photographs on the performance of African participation in the United Nations and its agencies	15

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