

THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

# **SCHEME OF WORK**

**TEACHER'S NAME:**

**SCHOOL NAME:**

**SUBJECT: GENERAL STUDIES**

**FORM: FIVE & SIX**

**YEAR: 2024/25**

**TERM: 1<sup>ST</sup> AND 2<sup>ND</sup>**

COMPETENCE	GENERAL OBJECTIVES	MONTH	WEEK	MAIN TOPIC	SUB-TOPIC	PERIODS	TEACHING ACTIVITIES	LEARNING ACTIVITIES	T/L MATERIALS	REFERENCES	ASSESSMENT	REMARKS
Analyse issues, make decisions, think and behave in ethical and mature manner.	Promote creativity critical thinking ethical behaviour and rational decision making skills.			PHILOSOPHY & RELIGION	Concept of Philosophy		<ul style="list-style-type: none"> <li>Lead students to brainstorm what they know about philosophy and who is a philosopher.</li> <li>Guide students to go to the library and compute, lab to find the materials related to philosophy and present in the class in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming on what they know on about philosophy and philosopher.</li> <li>Presenting their findings in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Written texts on philosophy</li> <li>Pictures</li> <li>Chalk boards</li> <li>CDs</li> </ul>	Konrad A. General studies. Supplementary back for A'Level and Coleges, (KAS), Dar es Salaam pg. 1-33  Gervas Zombwe, General studies notes, Nyambari Nyangwine Publishers Dar es Salaam pg 157 - 174	<ul style="list-style-type: none"> <li>Oral questions, take home essays, Saturday exams, quiz, monthly tests and terminal exams.</li> </ul>	
					Different philosophical ideas		<ul style="list-style-type: none"> <li>Guide students to read encyclopaedias and other text books to find the background of Plato, Aristotle, Karl Max, Nkrumah and Nyerere.</li> <li>Lead students to present their findings in the class room in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting research in the library on the mentioned philosophers.</li> <li>Presenting their findings in the class in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Encyclopaedias</li> <li>Written texts</li> </ul>			
					Religion		<ul style="list-style-type: none"> <li>Lead students to learn the meaning of religion.</li> <li>Guide students to go in the library to find the functions and importance of religious.</li> <li>Welcoming religious leaders and present issues related to religion.</li> </ul>	<ul style="list-style-type: none"> <li>Conducting of present on their experiences about religion</li> <li>Presenting essays on the functions and importance of religion</li> <li>Listening and reading points from the religious leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Religious</li> <li>Burks</li> <li>Encyclopaedias</li> <li>Chalks and chalk boards</li> </ul>			
Participate effectively in activities which help to develop and maintain a progressive and fist society.	Develop skills of independent learning and research for new and relevant knowledge.			SCIENCE AND TECHNOLOGY	The concept of science and technology		<ul style="list-style-type: none"> <li>Guide students to define technology and science.</li> <li>Lead students to find the background of science and technology</li> </ul>	<ul style="list-style-type: none"> <li>Defining science and technology</li> <li>From library</li> <li>students should present their findings on the background of science and technology</li> </ul>	<ul style="list-style-type: none"> <li>Written texts</li> <li>encyclopaedias</li> </ul>	- Konrad A. General studies. Supplementary back for A'Level and Coleges, (KAS), Dar es Salaam pg. 129 - 144  - Gervas Zombwe, General studies notes, Nyambari Nyangwine Publishers Dar es Salaam pg 73 - 88	<ul style="list-style-type: none"> <li>Take home essays, Tests, Saturday tests, monthly tests and Terminal exams.</li> </ul>	
					The role of science and technology in development		<ul style="list-style-type: none"> <li>Lead students to conduct research on the rate of science and technology in development</li> </ul>	<ul style="list-style-type: none"> <li>Present if their findings on the role of science and technology in sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>Written texts</li> <li>Encyclopaedia</li> <li>Chalk &amp; chalkboards</li> </ul>			
					Transfer of technology		<ul style="list-style-type: none"> <li>Lead students to explain the justification for transfer for of science and technology</li> </ul>	<ul style="list-style-type: none"> <li>Present in discussion in the reasons for transfer of science and technology</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Written texts</li> </ul>			

				Issues related to science and technology in Tanzania.	<ul style="list-style-type: none"> <li>• Guide students to identify problems hindering the text of science and technology in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting their findings on hindering the art of science and technology in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>• Written texts</li> </ul>			
Show an understanding of the process and practice of democracy	Inculcate patriotism and moral values			<b>DEMOCRATIC PROCESS AND PRACTICE</b>	The concept and historical development of democracy.	<ul style="list-style-type: none"> <li>• Lead students to conduct library research on the concept and historical development of democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting their findings in class</li> </ul>	<ul style="list-style-type: none"> <li>• Encyclopaedias</li> <li>• Text books</li> </ul>		
				The role of gvt in democratic process	<ul style="list-style-type: none"> <li>• Guide students to preparing the role of a gvt in democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting the role of government in democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• Text books</li> <li>• Newspapers</li> <li>• Journals</li> </ul>			
Show an understanding of the process and practice of democracy	Inculcate patriotism and moral values				The practice of human rights in Tanzania.	<ul style="list-style-type: none"> <li>• Lead students to learn and present the development of human rights in Tanzania</li> <li>• Guide students to show the role of gvt in enhancing human rights in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting their findings on the development of human rights in Tanzania.</li> <li>• Presenting their findings of gvt in promoting human rights in Tanzania.</li> </ul>	<ul style="list-style-type: none"> <li>• Encyclopaedias</li> <li>• Written texts</li> </ul>	<ul style="list-style-type: none"> <li>- Konrad A. General studies. Supplementary back for A'Level and Coleges, (KAS), Dar es Salaam pg. 155 - 148</li> <li>- Gervas Zombwe, General studies notes, Nyambari Nyangwine Publishers Dar es Salaam pg 48 - 74</li> </ul>	<ul style="list-style-type: none"> <li>• Class presentation</li> <li>• Take home essays,</li> <li>• Quiz</li> <li>• Saturday exams,</li> <li>• Terminal exams.</li> </ul>
					The practice of democracy in Tanzania	<ul style="list-style-type: none"> <li>• Lead students to differentiate the terms behaviours, practices and norms which defines the ability of people to govern themselves.</li> <li>• Lead students to know the means of civic education and analytical citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting their findings in groups in the class.</li> <li>• Presenting the meaning of civic education and analytical citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Written texts</li> <li>• Encyclopaedias'</li> <li>• Newspapers</li> <li>• Journals,</li> </ul>		

# MID TERM EXAMS AND BREAK

Participate actively in their roles and responsibilities in the society	Realize their roles and responsibility intensively.			<b>INTERNATIONAL AFFAIRS</b>	<b>Concept of foreign policy</b>	<ul style="list-style-type: none"> <li>Lead students to define foreign policy</li> <li>Guide students to read in the library and identify the principles</li> </ul>	<ul style="list-style-type: none"> <li>Defining foreign policy</li> <li>Presenting the findings on principle of Tanzania foreign policy.</li> </ul>	<ul style="list-style-type: none"> <li>Written texts</li> <li>Journals</li> </ul>	Konrad A. General studies. Supplementary back for A'Level and Coleges, (KAS), Dar es Salaam pg. 45 - 122  Gervas Zombwe, General studies notes, Nyambari Nyangwine Publishers Dar es Salaam pg 121 - 149	<ul style="list-style-type: none"> <li>Take home essays,</li> <li>Monthly tests</li> <li>Saturday test</li> <li>Terminal exams.</li> </ul>	
					<b>Bilateral cooperation</b>	<ul style="list-style-type: none"> <li>Lead students to learn the meaning of bilateral cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present their findings on bilateral cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Written texts.</li> </ul>			
					<b>Multilateral cooperation</b>	<ul style="list-style-type: none"> <li>Guide students to find the importance of multilateral cooperation such as EAC, SADC, ECOWAS etc.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting of their findings on the importance of multilateral cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Written texts.</li> </ul>			
					<b>International peace and understanding</b>	<ul style="list-style-type: none"> <li>Lead students to conduct a study through written books news papers, magazine, tvs etc to identify conflicts in Africa and their courses.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting of their findings in groups.</li> </ul>	<ul style="list-style-type: none"> <li>News papers</li> <li>Journals</li> <li>We based resources</li> <li>Written texts</li> </ul>			
					<b>Globalisation</b>	<ul style="list-style-type: none"> <li>Guide students to find the meaning, origin an features of globalisation.</li> </ul>	<ul style="list-style-type: none"> <li>Presenting their findings in discussion.</li> </ul>	<ul style="list-style-type: none"> <li>WEB based resources</li> <li>Journals</li> </ul>			

## ANNUAL EXAMINATIONS AND LONG VACATION