

# **THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



## **DIPLOMA IN SECONDARY EDUCATION IN SPECIAL NEEDS EDUCATION (DSE-SNE) EXAMINATION FORMATS**

**ISSUED BY:**

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## **FOREWORD**

In 2012, the Ministry of Education and Vocational Training (MoEVT) revised the 1998 Diploma in Secondary Education (DSE) in Special Needs Education (SNE) curriculum to accommodate more knowledge, skills and attitudes in assessment than the former curriculum. Moreover, new syllabi for Physical Education and Sign Language have been introduced in Diploma level which contain skills that were not extensively included in the previous one. In this regard, this DSE in SNE Format booklet has been revised in line with the changes made in the subject syllabi which include a total of 17 subjects as listed in the Table of Contents, replacing the former 14 subjects of 1998 syllabi. The new subjects will be examined with effect from May, 2015.

It is expected that this Examination Format booklet will be an invaluable guide to college tutors on assessment procedures, especially in the use of outlined General Objectives and Competences as well as the Examination Rubric in setting DSEE in SNE examinations. It is also hoped that the examination formats will serve as a model for tutors so as to harmonize their college-based assessment procedures with those used by the National Examinations Council of Tanzania (NECTA). Furthermore, the model formats will help the examiners in setting examinations that will accommodate the requirements of the syllabus as far as its coverage and acquisition of competences is concerned. It is therefore, recommended that tutors use these Examination Formats in line with the syllabi to improve upon their teaching and assessment procedures. However, it is suggested that the examination formats included in this booklet should not be used in teaching and learning process as a substitute of subject syllabi.

The National Examinations Council of Tanzania will appreciate any suggestions from the users on the improvement of any subject examination format.

Lastly, I would like to express my sincere gratitude to all those who participated and contributed constructive ideas in the preparation of this Examination Format booklet. I am particularly grateful to Curriculum Developers from Tanzania Institute of Education (TIE), Officers from MoEVT Headquarters, Tutors from

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Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

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## 754 GENERAL COURSE

### 1.0 INTRODUCTION

This examination format is based on General Course syllabus which was introduced in 2012, in place of the former one of 1998. It intends to assess the candidate's ability to identify, assess different needs of learners with special needs and conduct interventions to identified cases.

### 2.0 GENERAL OBJECTIVES

The General Course examination will assess the extent to which candidates will be able to:

- 2.1 understand the history and development of special needs education.
- 2.2 develop knowledge and skills in identification, assessment and placement of learners with special needs.
- 2.3 develop pedagogical approaches and principles of teaching persons with special needs.
- 2.4 enhance health education and HIV/AIDS for learners with special needs.
- 2.5 manage learners with special needs in inclusive setting.
- 2.6 develop guidance and counselling skills to deal with persons with special needs.
- 2.7 develop knowledge on research and project undertaking.

### 3.0 GENERAL COMPETENCE

The examination will assess the candidate's ability to:

- 3.1 manage behaviours of learners with special needs in the teaching and learning process.
- 3.2 analyze and address cross-cutting issues in relation to learners with special needs.
- 3.3 apply theories and principles in managing inclusive classrooms.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. The candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions designed to test the candidates' ability to apply general knowledge in special needs education. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Background of special needs education.
- 5.2 Psychology of persons with special needs education.
- 5.3 Assessment in special needs education.
- 5.4 Inclusive education.
- 5.5 Health education and HIV/AIDS for learners with special needs.
- 5.6 Research and projects.

## 755 BRAILLE SKILLS: LANGUAGE

### 1.0 INTRODUCTION

This examination format is based on Braille Skills: Language syllabus introduced in 2012 replacing the former one of 1998. It intends to test candidate's mastery of skills in both theory and practical applications and acquired pedagogical skills for teaching braille skills: language for learners with visual impairment and deafblindness.

### 2.0 GENERAL OBJECTIVES

The Braille Skills: Language examination will assess the extent to which the candidates will be able to:

- 2.1 develop understanding of different learning theories applicable in the teaching and learning process of braille skills: language for learners with visual impairment and deafblindness.
- 2.2 develop pedagogical skills for braille skills teaching for learners with visual impairment and deafblindness.
- 2.3 manage learners with visual impairment and deafblindness in different situations.

### 3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 identify, assess and conduct training of braille skills language for learners with visual impairment and deafblindness.
- 3.2 manage classes of learners with visual impairment and deafblindness.
- 3.3 read and write braille.
- 3.4 prepare and improvise materials of braille skills language for learners with visual impairment and deafblindness.

### 4.0 EXAMINATION RUBRIC

The examination will consist of **two** papers namely Paper 1 and Paper 2. Paper 1 will be **theory** and Paper 2 will be **practical**.

#### 4.1 Paper 1: Theory

This paper will consist of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. This paper will be of **three (3)** hours duration.

4.1.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.1.2 **Section B** will have a total of **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

4.2 **Paper 2: Practical**

This paper will consist of **five (5)** practical questions of which **two (2)** will be on Kiswahili braille and **three (3)** on English braille. Candidates will be required to answer **all** questions. The duration for this paper will be **three (3)** hours. The total marks for this paper will be **fifty (50)**.

**5.0 EXAMINATION CONTENT**

In setting this examination, the following topics will be considered:

5.1 **Paper 1: Theory**

- 5.1.1 History of braille skills.
- 5.1.2 Kiswahili braille skills.
- 5.1.3 English braille skills.
- 5.1.4 Basic computer skills.

5.2 **Paper 2: Practical**

- 5.2.1 Kiswahili braille skills.
- 5.2.2 English braille skills.



## 756 BRAILLE SKILLS: MATHEMATICAL NOTATION

### 1.0 INTRODUCTION

This examination format is based on Braille Skills: Mathematical Notation syllabus introduced in 2012 replacing the former one of 1998. It intends to test candidate's acquired pedagogical skills for teaching braille skills: mathematical notation for learners with visual impairment and deafblindness.

### 2.0 GENERAL OBJECTIVES

The Braille Skills: Mathematical Notation examination will assess the extent to which the candidates will be able to:

- 2.1 develop understanding of different learning theories applicable in the teaching and learning process for learners with visual impairment and deafblindness.
- 2.2 develop pedagogical skills for learners with visual impairment and deafblindness.
- 2.3 develop the scope for dealing with learners with visual impairment and deafblindness in different situations.

### 3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 identify, assess and conduct training of braille mathematical notation for learners with visual impairment and deafblindness.
- 3.2 manage classes for learners with visual impairment and deafblindness.
- 3.3 prepare and improvise materials for braille mathematical notation training for learners with visual impairment and deafblindness.

### 4.0 EXAMINATION RUBRIC

The examination consists of **two** papers namely Paper 1 and Paper 2. Paper 1 will be **theory** and Paper 2 will be **practical**.

#### 4.1 Paper 1: Theory

This paper will consist of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

4.1.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.1.2 **Section B** will have a total of **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### 4.2 **Paper 2: Practical**

This paper will consist of **five (5)** practical questions. Candidates will be required to answer **all** questions. The duration for this paper will be **three (3)** hours. The total marks for this paper will be **fifty (50)**.

### 5.0 **EXAMINATION CONTENT**

In setting this examination, the following topics will be considered:

- 5.1 Basic mathematical skills.
- 5.2 Numbers in braille.
- 5.3 Algebra.
- 5.4 Geometry.
- 5.5 Measurement.

## **758 TEACHING METHODOLOGY FOR LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS**

### **1.0 INTRODUCTION**

This examination format is based on Teaching Methodology for Learners with Visual Impairment and Deafblindness syllabus introduced in 2012 replacing the 1998 syllabus. It intends to test candidate's pedagogical skills acquired for teaching learners with visual impairments and deafblindness.

### **2.0 GENERAL OBJECTIVES**

The Teaching Methodology for Learners with Visual Impairment and Deafblindness examination will assess the extent to which the candidates will be able to:

- 2.1 develop understanding of different learning theories applicable in teaching and learning process for visual impairment and deafblindness.
- 2.2 develop pedagogical skills for learners with visual impairment and deafblindness.
- 2.3 manage learners with visual impairment and deafblindness in different situations.

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidate's ability to:

- 3.1 apply skills of identifying, assessing and placement for learners with visual impairment and deafblindness.
- 3.2 demonstrate teaching and learning skills for learners with visual impairment and deafblindness.
- 3.3 prepare and improvise materials for training learners with visual impairment and deafblindness.
- 3.4 assess educational achievement of learners with visual impairment and deafblindness problems.

### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. The candidate will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

- 4.1 **Section A** will have **ten (10)** short answer questions on which the candidate will be required to answer **all** questions. Total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have **five (5)** essay questions designed to test the candidates' ability to apply the knowledge of teaching methodology effectively. The candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Methods of teaching and learning for learners with visual impairment and deafblindness.
- 5.2 Classroom planning and management for learners with visual impairment and deafblindness.
- 5.3 Development and production of educational materials for learners with visual impairment and deafblindness.
- 5.4 Monitoring and evaluation for learners with visual impairment and deafblindness.

## **766 PSYCHOLOGY OF LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS**

### **1.0 INTRODUCTION**

This examination format is based on Psychology of Learners with Visual Impairment and Deafblindness syllabus introduced in 2012 to replace the former syllabus of 1998. It intends to test the candidate's acquired pedagogical skills for teaching learners with visual impairment and deafblindness. It also intends to analyse the reflection and application of psychological principles related to classroom practice.

### **2.0 GENERAL OBJECTIVES**

The Psychology of Learners with Visual Impairment and Deafblindness examination will assess candidate's ability to:

- 2.1 develop understanding of different learning theories applicable in the teaching and learning process for visual impairment and deafblindness.
- 2.2 demonstrate pedagogical skills for learners with visual impairment and deafblindness.
- 2.3 develop the scope for dealing with learners with visual impairment and deafblindness in different situation.
- 2.4 prepare and improvise materials for learners with visual impairment and deafblindness.

### **3.0 GENERAL COMPETENCES**

The examination will assess the candidate's ability to:

- 3.1 identify, assess and place learners with visual impairment and deafblindness.
- 3.2 manage classes of learners with visual impairment and deafblindness.
- 3.3 prevent causes and administer visual impairment and deafblindness problems.

### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions designed to test the candidates' ability to apply knowledge of psychology of learners with visual impairment and deafblindness skills effectively. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 The human eye and ear.
- 5.2 Visual impairment and deafblindness.
- 5.3 Introduction to visual assessment and evaluation.
- 5.4 Visual system enhancement.
- 5.5 Early childhood development.

## **767 ORIENTATION AND MOBILITY FOR LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS**

### **1.0 INTRODUCTION**

This examination format is based on Orientation and Mobility for Learners with Visual Impairment and Deafblindness syllabus introduced in 2012 to replace the former one of 1998. It intends to assess the candidate's acquired pedagogical skills for teaching orientation and mobility for learners with visual impairment and deafblindness.

### **2.0 GENERAL OBJECTIVES**

Orientation and Mobility for Learners with Visual Impairment and Deafblindness examination will assess the candidate's ability to:

- 2.1 develop understanding of different learning theories applicable in the teaching and learning process for visual impairment and deafblindness.
- 2.2 manage learners with visual impairment and deafblindness in different situations.
- 2.3 develop pedagogical skills in teaching orientation and mobility for learners with visual impairment and deafblindness.
- 2.4 improvise mobility equipment for learners with visual impairment and deafblindness.
- 2.5 assess mobility and posture of learners with visual impairment and deafblindness in orientation and mobility.

### **3.0 GENERAL COMPETENCES**

The examination will assess the candidate's ability to:

- 3.1 identify, assess and conduct orientation and mobility training for learners with visual impairment and deafblindness.
- 3.2 manage classes of learners with visual impairment and deafblindness.
- 3.3 prepare and improvise materials for mobility training for learners with visual impairment and deafblindness.

#### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consists of **fifteen (15)** questions in sections A and B. The candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions. The candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Orientation and mobility.
- 5.2 Habilitation and rehabilitation.
- 5.3 Adaptive skills.
- 5.4 Health education and HIV/AIDS.



## 768 PHYSICAL EDUCATION FOR LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS

### 1.0 INTRODUCTION

This examination format is based on Physical Education for Learners with Visual Impairment and Deafblindness syllabus introduced in 2012, replacing the former one of 1998. It intends to test candidate's acquired pedagogical skills for teaching physical education for learners with visual impairment and deafblindness.

### 2.0 GENERAL OBJECTIVES

The Physical Education for Learners with Visual Impairment and Deafblindness examination will assess the candidate's ability to:

- 2.1 develop understanding of different learning theories applicable in the physical education teaching and learning process for visual impairment and deafblindness.
- 2.2 develop pedagogical skills for teaching physical education to learners with visual impairment and deafblindness.
- 2.3 manage learners with visual impairment and deafblindness in different situations.

### 3.0 GENERAL COMPETENCES

The examination will test the candidate's ability to:

- 3.1 identify, assess and conduct training of physical education for learners with visual impairment and deafblindness.
- 3.2 manage classes for learners with visual impairment and deafblindness.
- 3.3 prepare and improvise materials for physical education training for learners with visual impairment and deafblindness.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration for this paper will be **three (3)** hours.

- 4.1 **Section A** will have **ten (10)** short answer questions on which the candidates will be required to answer **all** questions. Total marks in this section will be **forty 40**.

4.2 **Section B** will have **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Introduction to physical education.
- 5.2 Play.
- 5.3 Sports and games equipment.
- 5.4 Music and dance.

## 769 AUDIOLOGY

### 1.0 INTRODUCTION

This format is based on Audiology for Diploma in Special Needs Education of 2012 in place of the former one of 1998. It is intended to test the candidate's ability to reflect and apply audiological skills and related activities for learners with hearing impairment.

### 2.0 GENERAL OBJECTIVES

Audiology examination will assess the extent to which the candidates will be able to:

- 2.1 understand the principles of audiology and physics of sound.
- 2.2 develop basic knowledge and skills of classroom management for learners with hearing impairment.
- 2.3 develop knowledge on the process of earmould manufacturing and hearing aid fitting.
- 2.4 develop techniques for audiometric tests and assessing hearing sensitivity of learners with hearing impairment.
- 2.5 develop skills in new technology of assessment, measurement and evaluation of hearing sensitivity to learners with hearing impairment.

### 3.0 GENERAL COMPETENCE

The examination will assess the candidates' ability to:

- 3.1 identify, assess and conduct audiometric test for learners with hearing impairment.
- 3.2 demonstrate and apply amplification procedures for learners with hearing impairment.
- 3.3 provide guidance and counseling to learners with hearing impairment and their parents/caregivers.
- 3.4 apply the appropriate procedures in order to prepare earmould.
- 3.5 apply the knowledge of audiometry in assisting learners with hearing impairment.

#### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions. Candidate will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Introduction to audiology.
- 5.2 Physics of sound.
- 5.3 Audiometry.
- 5.4 Audiological equipments.
- 5.5 Earmould manufacturing.
- 5.6 Innovation in audiology.

## 770 HEARING IMPAIRMENT

### 1.0 INTRODUCTION

This format is based on Hearing Impairment for Diploma in Special Needs Education syllabus of 2012 which replaced the former one of 1998. It is intended to assess candidate's ability to demonstrate understanding of the human ear in the teaching and learning process for learners with hearing impairment.

### 2.0 GENERAL OBJECTIVES

The Hearing Impairment examination will assess the extent to which the candidates will be able to:

- 2.1 develop understanding of the application of basic knowledge on the human ear and how to overcome its defects to learners with hearing impairment.
- 2.2 develop basic knowledge and skills of classroom management for learners with hearing impairment.
- 2.3 understand techniques for adjusting defects of the ear for learners with hearing impairment.
- 2.4 use national and international laws related with hearing impairment.
- 2.5 develop understanding of relevant cross-cutting issues in relation to learners with hearing impairment.

### 3.0 GENERAL COMPETENCE

The examination will assess the candidate's ability to:

- 3.1 identify and assess the defects of human ear and its intervention for learners with hearing impairment.
- 3.2 apply pedagogical skills in managing classes for learners with hearing impairment.
- 3.3 develop advocacy skills for learners with hearing impairment in different issues.
- 3.4 identify and analyze psychological needs of persons with hearing impairment.

#### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. The candidate will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

4.1 **Section A** will have **ten (10)** short answer questions on which the candidates will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions designed to test the candidates' ability to analyse, reflect and apply hearing impairment knowledge and skills in dealing with learners with hearing impairment in different situations. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 The human ear.
- 5.2 Hearing impairment.
- 5.3 Perspectives of hearing impairment.
- 5.4 Management of learners with hearing impairment.
- 5.5 National and international laws – advances in advocacy for persons with hearing impairment.
- 5.6 Cross-cutting issues.

## 771 TEACHING METHODOLOGY FOR LEARNERS WITH HEARING IMPAIRMENT

### 1.0 INTRODUCTION

This revised Teaching Methodology for Learners with Hearing Impairment examination format is based on 2012 syllabus and it replaces the former one which was based on the previous 1998 syllabus. The emphasis on this format is put on assessment of candidate's competences in realizing teaching and learning process focusing on how learners use their prior experience to construct meaning from the teaching methodology for learners with hearing impairment.

### 2.0 GENERAL OBJECTIVES

Teaching Methodology for Learners with Hearing Impairment examination will assess the extent to which candidates will be able to:

- 2.1 develop understanding of pedagogical approaches for learners with hearing impairment.
- 2.2 develop basic knowledge and skills of classroom management for learners with hearing impairment.
- 2.3 develop understanding of methods and techniques of teaching learners with hearing impairment.
- 2.4 demonstrate habilitation and rehabilitation skills for learners with hearing impairment.

### 3.0 GENERAL COMPETENCES

The examination will assess candidate's ability to:

- 3.1 identify, assess, and conduct intervention for learners with hearing impairment.
- 3.2 use pedagogical approaches and innovations in responding to diverse educational needs.
- 3.3 apply methods and techniques of learning and teaching learners with hearing impairment.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions designed to test the candidates' ability to apply knowledge of teaching methodology for learners with hearing impairment. Candidates will be required to answer **four (4)** questions. This section will carry a total of **sixty (60)** marks.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Teaching methodology.
- 5.2 Pre-school intervention for children with hearing impairment.
- 5.3 Communication, language and speech development.
- 5.4 Teaching children with hearing impairment.
- 5.5 Classroom management for hearing impaired children.
- 5.6 Curriculum adaptation for hearing impairment.
- 5.7 Teaching academic course for learners with hearing impairment.
- 5.8 Habilitation and rehabilitation to learners with hearing impairment.



## 1.0 INTRODUCTION

This examination format is based on Sign Language syllabus which was introduced for the first time in 2012. It is intended to test candidate's ability to analyze, reflect and apply sign language in teaching learners with hearing impairment.

## 2.0 GENERAL OBJECTIVES

The Sign Language examination will generally assess the extent to which candidates will be able to:

- 2.1 understand the historical development of sign language nationally and internationally.
- 2.2 develop sign language teaching techniques to learners with hearing impairment.
- 2.3 develop knowledge and skills of standard signs in helping learners with hearing impairment to overcome communication barriers.
- 2.4 understand psychological approaches relevant in managing learners with hearing impairment in different situations.
- 2.5 develop etiquette skills in sign language.

## 3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 apply sign language, finger spelling and sign formation effectively to learners with hearing impairment.
- 3.2 make use of pedagogical approaches in signing for teaching learners with hearing impairment.
- 3.3 make use of standard signs and sign variations to help learners with hearing impairment to overcome communication barriers.

## 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. This paper will be of **three (3)** hours duration.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Communication for the deaf.
- 5.2 Sign formation.
- 5.3 Elements of signs.
- 5.4 Finger spelling.
- 5.5 Etiquette skills in sign language.
- 5.6 Standard signs and sign variations in Tanzania.

## 773 PHYSICAL EDUCATION FOR LEARNERS WITH HEARING IMPAIRMENT

### 1.0 INTRODUCTION

This examination format is based on Physical Education for Learners with Hearing Impairment syllabus, which was introduced for the first time in 2012. The emphasis is put to test the candidate's ability to analyse and reflect on the application of physical education for learners with hearing impairment.

### 2.0 GENERAL OBJECTIVES

The Physical Education for Learners with Hearing Impairment examination will assess the extent to which candidates will be able to:

- 2.1 develop understanding of adaptive physical education and recreational activities in relation to learners with hearing impairment.
- 2.2 develop pedagogical skills in teaching sports and games for learners with hearing impairment.
- 2.3 develop basic skills for managing adapted physical education in the daily activities for learners with hearing impairment.

### 3.0 GENERAL COMPETENCE

The examination will assess the candidate's ability to:

- 3.1 identify, assess and conduct play, sports and games for learners with hearing impairment.
- 3.2 use pedagogical approaches and innovations in coordinating competitions in games and sports for learners with hearing impairment.
- 3.3 apply skills and knowledge of recreational activities in learning and teaching for learners with hearing impairment.
- 3.4 use various sports and games facilities in teaching learners with hearing impairment.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions designed to test the candidates' ability to analyse, reflect and apply physical education and related activities for learners with hearing impairment. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Introduction to physical education for learners with hearing impairment.
- 5.2 Recreation activities.
- 5.3 Games for children with hearing impairment.
- 5.4 Competition in games and sports for learners with hearing impairment.

## 774 INTELLECTUAL IMPAIRMENT AND AUTISM

### 1.0 INTRODUCTION

This revised Intellectual Impairment and Autism examination format is based on 2012 syllabus which replaces the former one of 1998. This format intends to assess candidate's basic skills of intellectual impairment and autism.

### 2.0 GENERAL OBJECTIVES

Intellectual Impairment and Autism examination will assess the extent to which the candidates are able to:

- 2.1 develop understanding of different learning theories applicable in teaching and learning process for learners with intellectual impairment and autism.
- 2.2 conceptualize the anatomy, physiology and disorders of the nervous system and its impact on learning.
- 2.3 develop pedagogical skills for teaching learners with intellectual impairment and autism.

### 3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 apply skills of teaching to learners with intellectual impairment and autism.
- 3.2 prepare and improvise materials of teaching learners with intellectual impairment and autism.
- 3.3 organize and manage skills of teaching learners with intellectual impairment and autism.
- 3.4 identify, assess and conduct training for learners with intellectual impairment and autism.
- 3.5 prepare preventive measures of nervous system disorders for learners with intellectual impairment and autism.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions designed to test the candidate's ability to apply knowledge of intellectual impairment and autism effectively. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 The nervous system.
- 5.2 Disorders of the nervous system.
- 5.3 Brain dysfunction.
- 5.4 Delayed intellectual development.

## **775 TEACHING METHODOLOGY FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

This examination format is based on Teaching Methodology for Learners with Intellectual Impairment and Autism syllabus, introduced in 2012, which replaces the former one of 1998. This format intends to assess the candidate's ability on skills of teaching methodology for learners with intellectual impairment and autism.

### **2.0 GENERAL OBJECTIVES**

The Teaching Methodology for Learners with Intellectual Impairment and Autism examination will assess the extent to which candidates will be able to:

- 2.1 develop understanding of pedagogical approaches and principles of managing learners with intellectual impairment and autism.
- 2.2 develop skills of preparing and improving appropriate teaching and learning materials for learners with intellectual impairment and autism.
- 2.3 demonstrate skills for preparation of teaching learners with intellectual impairment and autism.
- 2.4 develop skills of assessing and evaluating learning performance of learners with intellectual impairment and autism.

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidate's ability to:

- 3.1 identify and use teaching and learning methods, approaches and techniques for learners with intellectual impairment and autism.
- 3.2 identify useful learning and teaching materials for learners with intellectual impairment and autism.
- 3.3 design and apply tools of assessment and evaluation for learners with intellectual impairment and autism.
- 3.4 apply appropriate tools and strategies of assessment and evaluation for learners with intellectual impairment and autism.

#### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. Total marks will be **forty (40)**.

4.2 **Section B** will have **five (5)** essay questions designed to assess the candidates' ability to apply knowledge of teaching methodology for learners with intellectual impairment and autism effectively. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

5.1 Teaching and learning methods.

5.2 Management of learners with intellectual impairment and autism.

5.3 Preparation for teaching learners with intellectual impairment and autism.

5.4 Assessment and evaluation of performance.



## 776 ASSESSMENT, COMMUNICATION AND SUPPORT SERVICES

### 1.0 INTRODUCTION

This revised Assessment, Communication and Support Services examination format is based on 2012 syllabus which replaces the former one of 1998. It is intended to assess candidate's skills for teaching assessment, communication and support services for learners with intellectual impairment and autism.

### 2.0 GENERAL OBJECTIVES

The Assessment, Communication and Support Services examination will assess the extent to which the candidates are able to:-

- 2.1 develop the principles of identification and assessment of learners with intellectual impairment and those with autism.
- 2.2 develop basic knowledge and skills of support services for learners with intellectual impairment and autism.
- 2.3 promote communication and adaptive skills for learners with intellectual impairment and autism.
- 2.4 demonstrate skills of managing behaviours of learners with intellectual impairment and autism.

### 3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 identify, assess and conduct intervention measures for learners with intellectual impairment and autism.
- 3.2 use support services for learners with intellectual impairment and autism.
- 3.3 apply communication and adaptive skills for learners with intellectual impairment and autism.
- 3.4 manage behaviours of learners with intellectual impairment and autism.

### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours duration.

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay type questions designed to test the candidate's skills to apply knowledge of assessment, communication and support services effectively. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

## **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Assessment.
- 5.2 Habilitation and rehabilitation.
- 5.3 Adaptive skills.
- 5.4 Communication for persons with intellectual impairment and autism.
- 5.5 Support services for learners with intellectual impairment and autism.

## **777 PSYCHOLOGY OF LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

This revised Psychology of Learners with Intellectual Impairment and Autism examination format is based on 2012 syllabus which replaces the former one of 1998. This format intends to assess the basic skills of psychology of learners with intellectual impairment and autism.

### **2.0 GENERAL OBJECTIVES**

The Psychology of Learners with Intellectual Impairment and Autism examination will assess the extent to which the candidates will be able to:

- 2.1 understand psychology of learners with intellectual impairment and autism.
- 2.2 develop understanding of learning theories and their application in teaching and learning for people with intellectual impairment and autism.
- 2.3 develop skills of changing behaviour and attitudes of learners with intellectual impairment and autism.
- 2.4 master skills of advocacy and mobilization for their rights of learners with intellectual impairment and autism.
- 2.5 conceptualize learning difficulties of learners with intellectual impairment and autism.

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidate's ability to:

- 3.1 apply skills of solving learning difficulties of learners with intellectual impairment and autism.
- 3.2 apply learning theories to teach learners with intellectual impairment and autism.
- 3.3 use skills of changing behaviour and attitudes of learners with intellectual impairment and autism.
- 3.4 use knowledge of advocacy and mobilization for the rights of learners with intellectual impairment and autism.

#### 4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. The candidates will be required to answer **fourteen (14)** questions. This paper will be of **three (3)** hours duration.

4.1 **Section A** will have **ten (10)** short answer questions on which the candidate' will be required to answer **all** questions. Total marks for this section will be **forty (40)**.

4.2 **Section B** will have **five (5)** questions designed to test the candidates' ability to apply basic knowledge, competences, skills and attitudinal orientations in learners with intellectual impairment and autism. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### 5.0 EXAMINATION CONTENT

In setting the examination, the following topics will be considered:

- 5.1 Neuro psychology.
- 5.2 Learning of learners with intellectual impairment and autism.
- 5.3 Application of behavioural theories.
- 5.4 Application of cognitive theories.

## **778 PHYSICAL EDUCATION FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

This revised Physical Education for Learners with Intellectual Impairment and Autism examination format is based on 2012 syllabus and it replaces the former one of 1998. The emphasis on this revised format is put on assessment of candidate's competences on basic skills for analysis, reflection and application of physical education principles related to school and classroom practice and real life experiences.

### **2.0 GENERAL OBJECTIVES**

The Physical Education for Learners with Intellectual Impairment and Autism examination will assess the extent to which candidates will be able to:

- 2.1 develop understanding of different learning theories applicable in the teaching and learning process of physical education for learners with intellectual impairment and autism.
- 2.2 develop pedagogical skills for teaching physical education to learners with intellectual impairment and autism.
- 2.3 develop ability of conducting physical education sessions to learners with intellectual impairment and autism.

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidate's ability to:

- 3.1 conduct and assess training of physical education to learners with intellectual impairment and autism.
- 3.2 organize and manage sports and games for learners with intellectual impairment and autism.
- 3.3 prepare and improvise materials for physical education for the learners with intellectual impairment and autism.
- 3.4 explain the importance of physical fitness, senses and mobility training.
- 3.5 apply physical education skills for learners with intellectual impairment and autism.

#### **4.0 EXAMINATION RUBRIC**

There will be **one** examination paper consisting of **fifteen (15)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The duration of this paper will be **three (3)** hours.

4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.

4.2 **Section B** will have a total of **five (5)** essay questions designed to test the candidate's ability to apply knowledge of physical education effectively. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

#### **5.0 EXAMINATION CONTENT**

In setting the examination, the following topics will be considered:

- 5.1 Physical education.
- 5.2 Physical fitness.
- 5.3 Senses and mobility training.
- 5.4 Adapted physical education.
- 5.5 Programme organization and management of physical education.