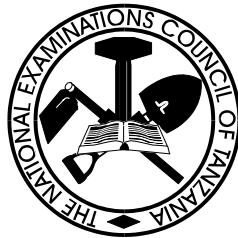


**THE NATIONAL EXAMINATIONS COUNCIL OF
TANZANIA**



**DIPLOMA IN SECONDARY EDUCATION
EXAMINATION FORMATS**

ISSUED BY:

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O. BOX 2624
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TANZANIA**

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FOREWORD

In the year 2009, the Ministry of Education and Vocational Training (MoEVT) made a revision on the existed Diploma in Secondary Education (DSE) programme from the two tiers to one tier system. In the two tier system, students had to spend one year in the college and complete the second year in the field while in the one tier system they will spend all two years in the college. Due to these changes the format of the examination has been revised as well. Moreover, the revision was made to align the DSE syllabus with the Ordinary Level syllabus, following the changes made in the 2005 Secondary School Curriculum to make it competence-based rather than content-based.

Therefore, the examination formats contained in this booklet have been developed so as to accommodate the changes made in the curriculum. The detailed information on the changes is stated in the specific subject formats.

This DSE Examinations Format booklet contains a total of 29 subjects offered at DSE level. The subjects are indicated in the Table of Contents. Subjects which have theory and practical components will have two papers while others will have only one paper. Educational Media and Technology has been included as a new subject. Subjects contained in this booklet will be examined in the Diploma in Secondary Education Examination (DSEE) with effect from May, 2011.

Within this booklet there are ten subjects whose syllabi have not been revised. The subjects are Agriculture Teaching Methods; General Studies; Commerce Teaching Methods; Book Keeping Teaching Methods; Elimu ya Dini ya Kiislamu; Mbinu za Kufundishia Lugha ya Kiarabu and Home Economics.

It is expected that the examination formats will serve as models for tutors to harmonize their college-based assessment procedures with those used by the National Examinations Council of Tanzania (NECTA). Furthermore, the formats will help examiners in setting examinations that fulfil the requirements of the syllabi in terms of content and envisaged competences. It is thus strongly recommended that tutors should use these formats hand in hand with the syllabi to ensure adequate coverage of content areas as stipulated in the syllabus. However, in terms of topics and subtopics, caution should be taken not to use the formats to substitute subject syllabi.

Lastly, I would like to end by expressing my sincere gratitude to all those who participated in the preparation of the formats, whose inputs were indeed instrumental in production of this document.

Any constructive comments, especially suggestions from the users of these examination formats will be welcome and appreciated.



Dr. Joyce L. Ndalichako

EXECUTIVE SECRETARY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

PREFACE

The examination formats contained in this document are for the 29 examinable subjects studied at the Diploma in Secondary Education (DSE) level. They were prepared as a response to the change of curriculum from that of two tiers system, where DSE students were studying one year at the teacher education college and another year in the field. In the 2009 revised curriculum, the content has been improved to suit the one tier system, which is two years duration in the college. Furthermore, the formats have taken into account the paradigm shift from content based to competence-based instruction and assessment made in the 2005 Secondary School curriculum. The formats were designed to be used from May, 2011 Diploma in Secondary Education Examination (DSEE).

Each examination format is presented in six components, namely: Introduction, General Objectives, General Competences, Examination Rubric and Examination Content. Each of the components outlines information pertinent to the preparation of question paper items.

The Objectives and Competences components enlist the expected learning outcomes and competences to be measured respectively, while the Examination Rubric part outlines the structure of the examination papers. The content and pedagogical areas to be examined are outlined in the Examination Content component. All the examinations will be done in three (3) hours time, except for Visually Impaired and Low Vision Candidates, who will, in turn, be given 10 minutes extra per hour for social science, languages, and science subjects and 20 minutes extra per hour for Mathematics.

It is expected that appropriate use of the formats will enable setters and moderators, as well as tutors and learners to cope with the syllabus requirements for a successful coverage of the course outlines and acquisition of the targeted skills and competences. It is however cautioned that the formats should under no circumstances replace the subject syllabi.

A copy of this Examinations Format booklet will be issued free of charge to all Teachers Colleges and other education stakeholders from the Ministry of Education and Vocational Training.



A. J. M. Kitali
for: EXECUTIVE SECRETARY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

710 CIVICS PEDAGOGY

1.0 INTRODUCTION

This Civics Pedagogy examination format has been revised so as to be in line with the improved 2009 Diploma in Secondary Education syllabus. The examination intended to assess candidates' competences rather than the content.

2.0 THE GENERAL OBJECTIVES

The examination will generally assess the candidates' ability to:

- 2.1 analyse the Civics syllabus and other Civics teaching and learning materials.
- 2.2 prepare and use Civics scheme of work, lesson plans, effective classroom questions.
- 2.3 use appropriate teaching aids and plan students' learning activities.
- 2.4 apply learner centred teaching and learning methods and strategies for teaching Civics.
- 2.5 apply pedagogical skills for infusing citizenship values, cross-cutting issues and higher level thinking skills in the learners.
- 2.6 apply appropriate skills for learners with special educational needs.
- 2.7 assess learners' performance in the process of building knowledge, skills and attitude in Civics.

3.0 SPECIFIC COMPETENCES

The Civics Pedagogy Examination test the extent to which the candidates can:

- 3.1 analyse Civics curriculum teaching and learning materials.
- 3.2 select, compile and organize teaching/learning techniques, strategies and aids for effective teaching/learning of Civics.
- 3.3 prepare and use Civics scheme of work, lesson plans, effective classroom questions, appropriate student activities and teaching aids.
- 3.4 infuse citizenship competences, cross-cutting issues and higher level thinking skills into Civics lessons.
- 3.5 assess learners' performance.
- 3.6 show readiness for teaching Civics and motivating the learners.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The examination paper will consist of sections A and B. The paper will bear a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions from this section. The section will carry **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Principles of Teaching Civics
- 5.2 Civics Teaching and Learning Materials
- 5.3 Planning and Preparation for teaching Civics subject
- 5.4 Teaching of the Civics Subject content
- 5.5 Assessment of student's performance
- 5.6 Preparing and Planning for Block Teaching Practice (BTP)

711 DEVELOPMENT STUDIES

1.0 INTRODUCTION

The revision of Development Studies Examination Format has been influenced by two factors, namely; the changes in the secondary education curriculum and the shift of emphasis from the content-based curriculum to competence-based curriculum.

2.0 GENERAL OBJECTIVES

The general objectives of the examination are to assess:

- 2.1 the extent to which candidates have acquired the competences shown in the syllabus.
- 2.2 candidate's level of understanding of concepts, skills and ability to apply them.
- 2.3 ability to identify, evaluate and propose solution for socio-economic problems at national and international levels.
- 2.4 candidate's skills in dealing with socio-economic and political challenges including cross-cutting issues.
- 2.5 candidate's skills and attitude towards life-long learning and development.
- 2.6 candidate's ability to sensitize others to observe human rights, including the rights of the child and rights of special groups in the Tanzanian society.
- 2.7 individual ethics, values and integrity.

3.0 SPECIFIC COMPETENCES

The Development Studies examination will test the candidate's ability to:

- 3.1 analyse and draw conclusion on current issues at international level.
- 3.2 evaluate the developmental process at national and international level and to make supportive judgments.
- 3.3 apply life skills in dealing with social, economic and political challenges including cross-cutting issues such as HIV/AIDS, Globalization, Gender, Drug Abuse and Corruption.
- 3.4 promote and to protect human rights including the rights of the child and rights of special groups.
- 3.5 promote individual ethics, values and integrity.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A and B with a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions from this section. The section will carry **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions from this section. The section will carry **sixty (60)** marks.

5.0 EXAMINATION CONTENTS

In setting the examination the following topics will be considered:

- 5.1 Theories and aspects of Development
- 5.2 Tanzania in the World politics
- 5.3 Government and Politics
- 5.4 Citizenship and Human Rights
- 5.5 Culture and Philosophy
- 5.6 Globalization

712 HISTORY

1.0 INTRODUCTION

The revision of this History Examination Format is based on the recently improved and modified Diploma in Secondary Education syllabus of 2009. In the new DSE syllabus, two topics have been included. The topics are Neo Colonialism and the Question of Underdevelopment in the Third World Countries and the rise of socialism. The omitted topic is Africa in the World affairs.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidates:

- 2.1 understand African development, challenges and efforts made to overcome them so that they contribute to the solution of current problems.
- 2.2 conduct historical research so that they may develop objectivity in historical interpretation in teaching and learning of History.
- 2.3 apply basic skills of empathy, reflection, critical thinking, reasoning, judgment, guidance and counselling to enhance the teaching and learning of History.
- 2.4 apply appropriate skills in the selection of teaching and learning materials and making improvisation of teaching and learning materials.
- 2.5 apply appropriate participatory methods, techniques and strategies in teaching and learning History at ordinary level.
- 2.6 analyse ordinary level History syllabus.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 master historical knowledge and ability to organize the teaching and learning of History.
- 3.2 select, make, improvise and apply appropriate teaching and learning materials and methods, techniques and strategies in teaching and learning History.
- 3.3 apply basic skills of critical thinking, reasoning, empathy, reflection, guidance and counselling in teaching and learning History.
- 3.4 understand the relationship between Africans developmental problems and foreign intrusion, colonial domination, cultural subjugation and economic exploitation before and after colonial rule.
- 3.5 use historical knowledge and skills in solving socio-political and economic problems facing the school and the community as a whole.
- 3.6 show positive attitude in teaching and learning History and ability to raise learners' interests.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content. Section C will test pedagogic content. The paper will contain a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. The section will carry **thirty (30)** marks.

- 4.2 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **thirty (30)** marks.
- 4.3 **Section C** will consist of **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

5.1 Academic Content

- 5.1.1 Pre-colonial social formation in Africa
- 5.1.2 Establishment of colonialism in Africa
- 5.1.3 The colonial economy in Africa
- 5.1.4 Nationalism and the struggle for independence
- 5.1.5 Political and economic development since independence
- 5.1.6 The rise of socialism
- 5.1.7 Neo-Colonialism and the question of underdevelopment in the Third World Countries

5.2 Pedagogic Content

- 5.2.1 Principles of teaching
- 5.2.2 Analysis of History teaching and learning materials
- 5.2.3 Preparation for teaching and learning of History
- 5.2.4 Teaching and learning subject of the content
- 5.2.5 Assessment and evaluation

1.0 INTRODUCTION

This Geography examination format has been revised so as to be in line with the 2009 improved Diploma in Secondary Education syllabus. In this syllabus, the topic of Teaching and Learning strategies has been replaced by the topic of Teaching and Learning of selected topics. The examination is intended to assess candidates' competences more than assessing content.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidates have been able to:

- 2.1 practice the acquired skills in environmental conservation and management of disaster.
- 2.2 identify geographical constraints facing the local and global community and suggest ways of overcoming them.
- 2.3 master the knowledge and skills about social and physical development.
- 2.4 consolidate and apply pedagogical knowledge and skills in teaching Geography in O - level secondary schools.
- 2.5 apply skills for improvising the teaching and learning aids for Geography.
- 2.6 use research methods specifically action research to improve classroom teaching of Geography.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 establish and promote mutual geographical linkages between national, regional and global environment.
- 3.2 observe, measure, record and interpret various geographical phenomena.
- 3.3 address problems and constraints facing the community in the social and economic contexts.
- 3.4 select, prepare, organize and apply appropriate teaching and learning resources.
- 3.5 operationalize geographical research and demonstrating subject dynamics.
- 3.6 apply appropriate theoretical and practical knowledge in teaching geography to learners with all learning needs.
- 3.7 implement geography curriculum to all learners regardless of their learning needs.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content. Section C will test pedagogic content. The paper will contain a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 5.3 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. The section will carry **thirty (30)** marks.
- 5.4 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **thirty (30)** marks.

- 5.5 **Section C** will comprise **four (4)** essay questions from pedagogic content. **Candidates** will be required to answer **two (2)** questions from this section. The section will carry **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

5.1 Academic Content

- 5.1.1 Physical Resources
- 5.1.2 Population and Development
- 5.1.3 Surveying
- 5.1.4 Geomorphic processes
- 5.1.5 Environmental Problems and Issues
- 5.1.6 Human Occupations and Economic Development
- 5.1.7 Energy Resources
- 5.1.8 Geography Discipline

5.2 Pedagogic Content

- 5.2.1 Principles of Teaching and Learning Geography
- 5.2.2 Geography Teaching and Learning Support Resources
- 5.2.3 Preparation for Teaching and Learning Geography
- 5.2.4 Teaching and Learning of Selected topics
- 5.2.5 Assessment in Geography

1.0 UTANGULIZI

Marekebisho yaliyofanywa katika Fomati ya Mtihani wa Elimu ya Dini ya Kiislamu katika ngazi ya Stashahada yamelenga katika kuwa na karatasi moja ya mtihani badala ya karatasi tatu za awali. Aidha karatasi ya mtihani itakayotokana na fomati hii itazingatia uwepo wa maudhui makuu matatu yaliyokuwa yakitahiniwa kwenye karatasi tatu za awali. Maudhui hayo makuu ya kitaaluma na kitaalamu yatakuwa Tawhiid, Fiqh na Tarekh.

2.0 MALENGO YA JUMLA

Mtihani wa Elimu ya Dini ya Kiislam utapima uwezo wa mtahiniwa katika:

- 2.1 kuelewa lengo la maisha ya mwanadamu na hadhi yake.
- 2.2 kutambua mitizamo juu ya Uislamu na mifumo ya maisha ya jamii ya Kiislamu
- 2.3 Kuelewa mafunzo ya Qur'an.
- 2.4 kuwa na ujuzi juu ya mambo yahasuyo Tawhiid, Fiqh na Tarekh ili kuendeleza na kudumisha uislamu.
- 2.5 kubainisha mambo ya kufundisha na namna ya kuyafundisha katika elimu ya Dini ya Kiislamu.
- 2.6 kuelewa namna ya kupima na kutathmini kazi za wanafunzi.

3.0 UJUZI MAHUSUSI

Mtihani utapima uwezo wa mtahiniwa katika:

- 3.1 kueleza mtizamo wa Uislamu juu ya Elimu na Dini ya Kiislamu.
- 3.2 kueleza lengo la maisha ya mwanadamu na hadhi yake hapa ulimwenguni kwa mujibu wa Qur'an.
- 3.3 kubainisha na kuchambua nguzo tano za Uislamu na nguzo sita za imani.
- 3.4 kuchambua Qur'an kama kitabu chenye mafunzo mema.
- 3.5 kuchambua na kubaini mafunzo yatokanayo na Sunnah na Hadith.
- 3.6 kuainisha mfumo wa maisha ya familia na jamii ya Kiislamu.
- 3.7 kutathmini historia na mafunzo yatokanayo na historia ya Mitume waliotajwa katika Qur'an.
- 3.8 kueleza maana na umuhimu wa Da'awah na kuainisha mbinu za kulingania Uislamu kwa ufanisi.
- 3.9 kubainisha malengo na namna ya kufundisha somo la Elimu ya Dini ya Kiislamu shule za sekondari pamoja na kutumia mbinu bora za ufundishaji na ujifunzaji wa Qur'an.
- 3.10 kuchambua vifaa vya mtaala vya somo la Elimu ya Dini ya Kiislamu shule za sekondari.
- 3.11 kupima na kutathmini ufundishaji na ujifunzaji wa somo la Elimu ya Dini ya Kiislamu shule za sekondari.

4.0 MUUNDO WA MTIHANI

Mtihani utakuwa na karatasi **moja** itakayokuwa na maswali kutoka mada za Tawhiid, Fiqh na Tarekh. Karatasi ya mtihani itakuwa na sehemu A, B na C zenye jumla ya maswali **ishirini (20)**. Mtahiniwa atatakiwa kujibu maswali **kumi na nne (14)** kwa muda wa saa **tatu (3)**.

- 4.1 **Sehemu A** itakuwa na jumla ya maswali **nane (8)** ya kuandika majibu mafupi yatakayotungwa kutoka mada za Tawhiid, Fiqh na Tarekh. Mtahiniwa atatakiwa kujibu maswali **yote** kwa jumla ya alama **arobaini (40)**.
- 4.2 **Sehemu B** itakuwa na maswali **sita (6)** ya insha kutoka katika mada za Tawhid, Fiqh na Tarekh. Mtahiniwa atajibu swali moja kutoka katika kila maswali mawili ya mada hizo. Mtahiniwa atajibu jumla ya maswali **matatu (3)** yenye jumla ya alama **thelathini (30)**.
- 4.3 **Sehemu C** itakuwa na maswali **sita (6)** ya insha yatakayohusu namna ya kufundisha na kujifunza Elimu ya Dini ya Kiislamu. Mtahiniwa atajibu maswali **matatu (3)** yenye jumla ya alama **thelathini (30)**.

5.0 MAUDHUI YA MTIHANI

Karatasi ya mtihani itapima watahiniwa kutoka katika mada zifuatazo:

5.1 Tawhiid

- 5.1.1 Mtizamo wa Uislamu juu ya Elimu
- 5.1.2 Mtizamo wa Uislamu juu ya Dini
- 5.1.3 Lengo la maisha ya mwanadamu na hadhi yake hapa ulimwenguni
- 5.1.4 Nguzo za imani
- 5.1.5 Qur'an
- 5.1.6 Sunnah na Hadith
- 5.1.7 Mbinu za Ufundishaji wa Elimu ya Dini ya Kiislamu katika shule za sekondari
- 5.1.8 Vifaa vya Mtaala vya somo la Elimu ya Dini ya Kiislamu shule za sekondari

5.2 Fiqh

- 5.2.1 Nguzo za Uislamu
- 5.2.2 Mfumo wa maisha ya familia ya Kiislamu
- 5.2.3 Mfumo wa maisha ya jamii ya Kiislamu
- 5.2.4 Maandalizi ya kufundisha somo la Elimu ya Dini ya Kiislamu
- 5.2.5 Zana za Kufundishia somo la Elimu ya Dini ya Kiislamu

5.3 Tarekh

- 5.3.1 Historia ya Mitume wa Allah (s.w) kabla ya Mtume (s.a.w)
- 5.3.2 Historia ya Uislamu wakati wa uhai wa Mtume (s.a.w)
- 5.3.3 Historia ya Uislamu baada ya Mtume hadi hivi leo
- 5.3.4 Daawah
- 5.3.5 Tathmini na Upimaji wa somo la Elimu ya Dini ya Kiislamu shule za sekondari

1.0 INTRODUCTION

This new 716 Fine Art and Craft format replaces the 2006 format. The 2006 Fine Art and Craft format consisted of 716/1 Fine Art and Craft 1, 716/2 Fine Art and Craft 2 and 726 Fine Art and Craft Teaching Methods. The new format consists of topics of former 716/1 and 726 formats now known as 716/1 Fine Art and Craft 1. However, the 716/2 Fine Art and Craft 2 (Practical) examination format has no changes.

2.0 GENERAL COMPETENCES

The general objectives of the examination are to test the candidates' ability to:

- 2.1 recognize the artistic heritage of Tanzania and to promote it because of its cultural importance.
- 2.2 apply artistic skills and aesthetic values in the refinement of society for better living standard.
- 2.3 pursue a professional art career.
- 2.4 apply theories, principles, skills and knowledge of Fine Art Teaching Methods.
- 2.5 use Art forms as a means of communication with the society.
- 2.6 make proper analysis and organization of the Fine Art.
- 2.7 master in teaching and learning methods of Fine Art subjects.

3.0 SPECIFIC COMPETENCES

The examination will assess candidates' ability to:

- 3.1 understand art as a means of expression and communication.
- 3.2 prepare perspective reports on works of art.
- 3.3 write appreciative reports on works of art.
- 3.4 apply the visual elements of art in works of art.
- 3.5 have variety of methods of teaching Fine Art and Craft in secondary schools.
- 3.6 prepare and implement various teaching plans.
- 3.7 motivate learners to acquire and develop attitude towards Fine Art and Craft.
- 3.8 improvise teaching and learning materials for Fine Art and Craft.
- 3.9 assess and evaluate learners' progress in Fine Art and Craft.

4.0 EXAMINATION RUBRIC

The Fine Art and Craft examination consists of **two** papers dealing with theory and practical.

4.1 716/1 FINE ART AND CRAFT 1: THEORY

The Fine Art and Craft examination paper will consist of sections A, B and C. The examination will have a total number of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the examination paper will be **three (3)** hours.

4.1.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will answer **all** questions worth **thirty (30)** marks.

4.1.2 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will answer **two (2)** questions worth **thirty (30)** marks.

4.1.3 **Section C** will consist of **four (4)** essay questions from pedagogic

content. Candidates will answer **two (2)** questions worth **forty (40)** marks.

4.2 **716/2 FINE ART AND CRAFT 2: PRACTICAL**

The Fine Art and Craft Practical paper is expected to be done for five days. However, the question paper will show the duration needed to complete the given Practical examination. The examination will consist of sections A, B, C, D, E and F. The total number of questions is **ten (10)**. Candidates will be required to answer **one (1)** question from each section.

4.2.1 **Section A** will consist of **two (2)** questions and the candidate will answer **one (1)** question. The question carries **eighteen (18)** marks.

4.2.2 **Section B** will consist of **two (2)** questions and the candidate will answer one (01) question. The question carries **eighteen (18)** marks.

4.2.3 **Section C** will consist of **two (2)** questions and the candidate will answer **one (1)** question. The question carries **eighteen (18)** marks.

4.2.4 **Section D** will consist of **two (2)** questions and the candidate will answer **one (1)** question. The question carries **eighteen (18)** marks.

4.2.5 **Section E** will consist of **two (2)** questions and the candidate will answer **one (1)** question. The question carries **eighteen (18)** marks.

4.2.6 **Section F** is for **DISPLAY**. All candidates will display their works at the end of the Fine Art and Craft examination. The display carries **ten (10)** marks.

5.0 **EXAMINATION CONTENTS**

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

5.1 **716/1 FINE ART AND CRAFT 1: THEORY**

5.1.1 Concept of Art

5.1.2 Sculpture

5.1.3 Drawing

5.1.4 Painting

5.1.5 Designing

5.1.6 Pottery and Ceramics

5.1.7 Print making

5.1.8 Handcraft

5.1.9 Photography

5.1.10 Subject teaching methods

5.1.11 Analysis of curriculum materials

5.1.12 Subject content from secondary schools (CSE)

5.1.13 Preparing for teaching

5.1.14 Assessment, Evaluation and testing in Fine Art and Craft.

5.2 **716/2 FINE ART AND CRAFT 2: PRACTICAL**

5.2.1 Painting

5.2.2 Designing

5.2.3 Drawing

5.2.4 Printing

5.2.5 Sculpture and ceramic

717 MUSIC

1.0 INTRODUCTION

This new 717 Music format replaces the 2006 format. The 2006 Music format had three papers namely 717/1 Music 1, 717/2 Music 2, and 718 Music Teaching Methods. The new 717/1 Music 1 format comprises the topics of the former examination formats. However, the 717/2 (Practical) examination format has no change.

2.0 GENERAL COMPETENCES

The Music examination paper aims at assessing the candidates' ability to:

- 2.1 write and read music.
- 2.2 appreciate a variety of music cultures across the world.
- 2.3 understand basic theories and apply them in different musical situations.
- 2.4 perform a variety of musical tasks using the knowledge and skills acquired.
- 2.5 apply theories, principles, skills and knowledge of Music Teaching Methods.
- 2.6 different teaching and learning techniques, strategies and skills in the teaching/learning of Music.

3.0 SPECIFIC COMPETENCES

The Music examination will specifically test the candidates' ability to:

- 3.1 use various musical symbols for reading and writing music.
- 3.2 use different time and rhythm structures.
- 3.3 demonstrate different tonal structures .
- 3.4 understand and use various harmonic structures.
- 3.5 describe the nature and setting of music of various cultures in the World.
- 3.6 perform music on specified instruments.
- 3.7 read music at sight.
- 3.8 plan Music lessons where the learners are actively involved throughout the teaching and learning process.
- 3.9 apply interactive and participatory teaching methods and strategies in the teaching of different topics of Music.
- 3.10 apply, analyze, synthesize and evaluate theories, principles, knowledge and skills of Music in the teaching and learning process.
- 3.11 apply, analyze, synthesize and evaluate theories, principles, knowledge and skills of music in the teaching and learning process.
- 3.12 apply the knowledge gained in Music to solve historical and educational problems in Tanzania.

4.0 EXAMINATION RUBRIC

The examination will consist of **two** papers dealing with theory and practical.

4.1 717/1 MUSIC 1: THEORY

The Theory paper will consist of sections A, B and C. The examination will have a total of **eighteen (18)** questions. Candidates will answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

4.1.1 **Section A** will have **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will answer **all** questions worth **thirty (30)** marks.

4.1.2 **Section B** will have **four (4)** essay questions from academic contents. Candidates will answer **two (2)** questions worth **thirty (30)** marks.

4.1.3 **Section C** will have **four (4)** essay questions from pedagogic contents. Candidates will answer **two (2)** questions worth **forty (40)** marks.

4.2 717/2 MUSIC 2: PRACTICAL

This Practical paper will consist of sections A and B.

4.2.1 **Section A** will consist of **seven (7)** recorded aural tests to be done together by all candidates in **one (1)** hour. The total marks will be **fifty two (52)**.

4.2.2 **Section B** will consist of **three (3)** performance prepared pieces for the recorder, piano and voice. There will also be sight-reading test for the same instruments and voice to each candidate individually within **fifteen (15)** minutes. The total marks will be **forty eight (48)**.

5.0 EXAMINATION CONTENTS

5.1 717/1 MUSIC 1: THEORY

In setting the examination the following topics will be considered:

- 5.1.1 Philosophy of music
- 5.1.2 Basic theory of music
- 5.1.3 Harmony
- 5.1.4 African Music
- 5.1.5 History of Western Music
- 5.1.6 Musical form and composition
- 5.1.7 Music scoring and arranging
- 5.1.8 Teaching methods, strategies and techniques
- 5.1.9 Analysis of the subject curriculum materials
- 5.1.10 Subject content and analysis of the CSE Music syllabus
- 5.1.11 Preparation for teaching
- 5.1.12 Teaching and learning materials
- 5.1.13 Evaluation
- 5.1.14 Music research methodology
- 5.1.15 Music management and marketing

5.2 717/2 MUSIC 2: PRACTICAL

Questions will be derived from the following:

- 5.2.1 Time and rhythm
- 5.2.2 Fixed and relative pitch
- 5.2.3 Harmony
- 5.2.4 Rhythmic dictation
- 5.2.5 Melodic dictation
- 5.2.6 Performance of prepared pieces on the piano
- 5.2.7 Sight-reading

719 THEATRE ARTS

1.0 INTRODUCTION

This new Theatre Arts Examination format replaces the 2006 format. The 2006 Theatre Arts format consisted of 719/1 Theatre Arts 1, 719/2 Theatre Arts 2, and 720 Theatre Arts Teaching Method. The new 719/1 Theatre Arts 1 format comprises of the topics of the former examination formats. However, the 719/2 (Practical) examination format has no change.

2.0 GENERAL COMPETENCES

The Theatre Arts Examination intends to measure the candidate's ability to:

- 2.1 understand various concepts and terms in theatre arts.
- 2.2 perform various theatrical forms.
- 2.3 describe theatrical materials, forms and techniques.
- 2.4 acquire skills in the practical areas of theatre.
- 2.5 understanding the teaching methods, strategies, techniques, theories and principles applicable to the subject of theatre arts.
- 2.6 applying the methods, strategies, techniques, theories and principles in teaching and solving problems.
- 2.7 understanding different skills involved in teaching theatre arts.

3.0 SPECIFIC COMPETENCES

The examination will measure the candidate's ability and skills to:

- 3.1 understand properly the concepts in theatre arts.
- 3.2 analyze theatrical forms and techniques.
- 3.3 direct theatrical performances.
- 3.4 organize and carry out theatrical productions.
- 3.5 apply interactive teaching methods and strategies in the teaching of different topics in theatre arts.
- 3.6 plan theatre arts lessons effectively.
- 3.7 design, develop and use theatre arts teaching/learning materials in collaboration with the learners.
- 3.8 evaluate different theatre arts lessons in the classroom/studio.
- 3.9 use different skills in theatre arts lessons.

4.0 EXAMINATION RUBRIC

There will be **two** Theatre Arts examination papers.

4.1 719/1 THEATRE ARTS 1: THEORY

This paper will consist of sections A, B and C. The examination will have a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1.1 **Section A** will have **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will answer **all** questions worth **thirty (30)** marks.
- 4.1.2 **Section B** will have **four (4)** essay questions from academic contents. Candidates will answer **two (2)** questions worth **thirty (30)** marks.
- 4.1.3 **Section C** will have **four (4)** essay questions from pedagogic contents. Candidates will answer **two (2)** questions worth **forty (40)** marks.

4.2 **719/2 THEATRE ARTS 2: PRACTICAL**

This will be a practical oriented examination. Candidates will be required to produce a 35 ó 40 minutes written stage play, and a 30 minutes group production in candidatesø area of interest or specialization chosen from the list below:

- 4.2.1 Play Production
- 4.2.2 Video Production
- 4.2.3 Dance Production
- 4.2.4 Children Theatre Production

Each production will carry fifty (50) marks. The assessment of group works will be based on individual competence and the marks will be distributed as per assessment sheet. Candidates shall decide their topics 60 days prior to examination date. The practical examination will be examined at the presence of an external examiner.

5.0 EXAMINATION CONTENTS

1.1 **719/1 THEATRE ARTS 1: THEORY**

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

- 1.1.1 Introduction to the Arts of Theatre
- 1.1.2 History and Theory of Theatrical Forms
- 1.1.3 Acting
- 1.1.4 Stagecraft and Design
- 1.1.5 Traditional African Theatre
- 1.1.6 Theatre for Children and Youth
- 1.1.7 Introduction to Radio, Film and Television
- 1.1.8 Writing for the Theatre
- 1.1.9 Directing
- 1.1.10 Dramaturgy and Theatre Criticism
- 1.1.11 Dance and Choreography
- 1.1.12 Contemporary Theatre
- 1.1.13 Teaching Methods and Strategies
- 1.1.14 Analysis of Curriculum Materials
- 1.1.15 Preparation for Teaching
- 1.1.16 Teaching the contents
- 1.1.17 Preparation of Teaching Aids
- 1.1.18 Assessment and Evaluation in Theatre Arts

1.2 **719/2 THEATRE ARTS 2: PRACTICAL**

The practical paper questions will be set from the following topics:

- 1.2.1 Play Production
- 1.2.2 Video Production
- 1.2.3 Dance Production
- 1.2.4 Children Theatre Production

1.0 UTANGULIZI

Fomati hii imezingatia mabadiliko yaliyofanywa katika mitaala ya Ualimu ya mwaka 2009 ambayo imeweka mkazo katika kuwawezesha walimu kuwa na taaluma ya kutosha pamoja na mbinu bora za kufundishia na kujifunzia. Katika mabadiliko hayo mada ya Ufundishaji wa mada teule imeongezwa. Aidha imezingatia suala la mhamo wa ruwaza unaokusudia kukuza stadi na uwezo wa mtahiniwa katika kuwa mahiri katika nyanja mbalimbali za lugha.

2.0 UJUZI WA JUMLA

Malengo ya jumla yamegawanyika katika sehemu kuu mbili ambazo ni taaluma na pedagogia.

2.1 Malengo ya jumla katika taaluma ni kutahini somo la Kiswahili katika ngazi ya Stashahada ya Ualimu katika sekondari ili kupima uwezo wa mtahiniwa katika:

- 2.1.1 kutumia misamiati na miundo ya Kiswahili kwa usahihi katika maandishi na mazungumzo.
- 2.1.2 kutumia lafudhi ya Kiswahili kwa usahihi.
- 2.1.3 kubaini, kukusanya na kuhifadhi kazi za fasihi simulizi na andishi.
- 2.1.4 kutumia mbinu za kifasihi katika maandishi na mazungumzo.
- 2.1.5 kuhakiki kazi mbalimbali za fasihi ya Kiswahili.
- 2.1.6 kueleza kukua na kuenea kwa lugha ya Kiswahili katika enzi mbalimbali za kihistoria.
- 2.1.7 kutumia lugha ya alama na ishara kwa viziwi.

2.2 Malengo ya jumla katika utaalumu (Pedagogia) ni kupima uwezo wa mtahiniwa katika:

- 2.2.1 kutumia njia na mbinu mbalimbali za kufundishia na kujifunzia mada za muhtasari wa Kiswahili katika shule za sekondari kidato cha I ó IV.
- 2.2.2 kutengeneza, kufaragua na kutumia zana anuai za kufundishia na kujifunzia.
- 2.2.3 kutambua matatizo mbalimbali ya wanafunzi katika kujifunza lugha ya Kiswahili.
- 2.2.4 kutumia herufi za Breili katika kuwafundisha wasioona.
- 2.2.5 kutumia matini zenye maudhui mbalimbali yakiwemo ya masuala mtambuko katika kufundisha mada mbalimbali za Kiswahili.

3.0 UJUZI MAHUSUSI

Suala la ujuzi limegawanywa katika maeneo mawili ambayo ni taaluma na utaalumu (Pedagogia) kama ilivyoainishwa katika malengo ya jumla.

3.1 Ujuzi Mahususi katika Taaluma

Utahini utazingatia ujuzi na utendaji wa mtahiniwa katika:

- 3.1.1 kuandika na kuzungumza Kiswahili kwa usahihi.
- 3.1.2 kubaini, kukusanya na kuhifadhi kazi za fasihi.
- 3.1.3 kuhakiki kazi za fasihi simulizi na andishi kwa kuzingatia vigezo vya uhakiki.
- 3.1.4 kutunga kazi za fasihi simulizi na andishi.
- 3.1.5 kubaini hatua mbalimbali za ukuaji na ueneaji wa Kiswahili nchini Tanzania na duniani kwa ujumla.

3.2 Ujuzi Mahususi katika Utaalamu (Pedagogia)

Utahini utazingatia ujuzi na utendaji wa mtahiniwa katika:

- 3.2.1 kutumia njia na mbinu anuai za kufundishia na kujifunzia Kiswahili zenye kuzingatia masuala mtambuko.
- 3.2.2 kufundisha mada za muhtasari wa Kiswahili katika shule za sekondari kidato I ó IV.
- 3.2.3 kutengeneza, kufaragua na kutumia zana za kufundishia na kujifunzia Kiswahili.
- 3.2.4 kutambua na kutatua matatizo mbalimbali ya wanafunzi katika kujifunza lugha ya Kiswahili.
- 3.2.5 kuwasiliana kwa kutumia lugha ya ishara na alama (kwa viziwi).
- 3.2.6 kusoma na kuandika lugha ya Kiswahili kwa kutumia herufi za Breili (kwa wasioona).

4.0 MUUNDO WA MTIHANI

Mtihani huu utakuwa na karatasi **moja** yenye sehemu A, B na C. Sehemu A itahusu mada za taaluma na pedagogia. Sehemu B itahusisha mada za taaluma. Sehemu C itahusisha mada za pedagogia. Mtihani utakuwa na jumla ya maswali **kumi na nane (18)**. Mtahiniwa atatakiwa kujibu maswali **kumi na nne (14)**. Muda wa kufanya mtihani utakuwa saa **tatu (3)**.

- 4.1 **Sehemu A** itakuwa na maswali **kumi (10)** yatakayohitaji majibu mafupi kutoka katika mada za taaluma na pedagogia. Mtahiniwa atatakiwa kujibu maswali **yote**. Sehemu hii itakuwa na jumla ya alama **thelathini (30)**.
- 4.2 **Sehemu B** itakuwa na jumla ya maswali **manne (4)** kutoka katika mada za taaluma. Mtahiniwa atatakiwa kujibu maswali **mawili (2)**. Sehemu hii itakuwa na jumla ya alama **thelathini (30)**.
- 4.3 **Sehemu C** itakuwa na jumla ya maswali **manne (4)** kutoka katika mada za pedagogia. Mtahiniwa atatakiwa kujibu maswali **mawili (2)**. Sehemu hii itakuwa na jumla ya alama **arobaini (40)**.

5.0 MADA ZITAKAZOTAHINIWA

5.1 Mada za Kitaaluma

- 5.1.1 Utumizi wa msamiati na miundo ya Kiswahili
- 5.1.2 Matamshi na lafudhi ya Kiswahili
- 5.1.3 Fasihi
- 5.1.4 Uhakiki wa kazi za fasihi
- 5.1.5 Maendeleo ya Kiswahili
- 5.1.6 Ufahamu

5.2 Mada za Utaalamu (Pedagogia)

- 5.2.1 Mbinu za kufundishia na kujifunzia
- 5.2.2 Vifaa vya mtaala wa somo la Kiswahili
- 5.2.3 Zana za kufundishia na kujifunzia
- 5.2.4 Maandalizi ya kufundisha somo la Kiswahili
- 5.2.5 Ufundishaji wa mada teule za somo la Kiswahili
- 5.2.6 Upimaji

722 ENGLISH LANGUAGE

1.0 INTRODUCTION

This English Language Examination Format has been revised to accommodate changes made in the 2009 Diploma in Secondary Education syllabus and to align it with the shift to competence-based instruction and assessment made in the 2005 secondary education curriculum.

2.0 GENERAL OBJECTIVES

The Examination will generally measure the candidates' ability to:

- 2.1 acquire and apply the English sound system.
- 2.2 acquire and apply English syntactic system.
- 2.3 acquire and apply the English morphological system.
- 2.4 acquire and apply the English Lexical and Semantic system.
- 2.5 acquire and apply intermediate and advanced writing and reading skills.
- 2.6 acquire and apply intermediate and advanced listening and speaking skills.
- 2.7 make a stylistic analysis of the English Language.
- 2.8 make a literary analysis of different works of art.
- 2.9 analyse and describe the theories and principles of Teaching/Learning (T/L) of foreign/second language.
- 2.10 analyse and interpret the O-level English Language syllabus.
- 2.11 plan and teach oral skills.
- 2.12 plan and teach reading and writing skills.
- 2.13 plan and teach language form, function and meaning.
- 2.14 plan and design appropriate T/L materials.
- 2.15 assess learners' progress in language learning .
- 2.16 teach English to secondary school learners by using the O-level English syllabus.
- 2.17 integrate CCI (Cross Cutting Issues - CCI) in T/L of English Language.
- 2.18 use a variety of ways and techniques in correcting learners work.
- 2.19 apply different techniques of T/L vocabulary.

3.0 SPECIFIC COMPETENCES

The examination will measure the candidates' ability to:

- 3.1 demonstrate a good command of the use of English language.
- 3.2 analyse literary work.
- 3.3 demonstrate professionalism and commitment to the teaching of English Language.
- 3.4 select and to organise English Language teaching and learning materials and resources.
- 3.5 transact effectively the O-level English Language syllabus for learners including learners with special needs (Braille and Sign Language).
- 3.6 make and to use appropriate instructional media and technologies in the teaching and learning of English.
- 3.7 communicate effectively in English.
- 3.8 counsel and to guide learners for their personal development, adjustment and learning of English Language.
- 3.9 plan and to organize learners language activities.
- 3.10 guide learners to develop interest in learning English Language and create a reading habit.

- 3.11 establish good relationship with the community so as to facilitate the teaching and learning of English Language.
- 3.12 guide learners to acquire and use English Language for entrepreneurial purposes.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content and section C will test pedagogic content. The paper will bear a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. Each question will carry **three (3)** marks for a total of **thirty (30)** marks.
- 4.2 Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions. The section will carry **thirty (30)** marks.
- 4.3 Section C** will consist of **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions. The section will carry **forty (40)** marks.

5.0 EXAMINATION CONTENT

5.1 Academic Content

- 5.1.1 English sound system
- 5.1.2 Sentence types and Punctuation
- 5.1.3 Word forms and meanings
- 5.1.4 Conversation, Discussion and Oral presentation
- 5.1.5 Comprehension of information text
- 5.1.6 Literary Analysis
- 5.1.7 Writing in a various forms

5.2 Pedagogic Content

- 5.2.1 Theories of Language Teaching and Learning
- 5.2.2 Teaching Methods
- 5.2.3 Preparation for Teaching
- 5.2.4 Structure
- 5.2.5 Teaching Aural Skills
- 5.2.6 Teaching Reading
- 5.2.7 Teaching Writing
- 5.2.8 Teaching Literature
- 5.2.9 Assessment

1.0 INTRODUCTION

This new examination format is based on the French syllabus namely PROGRAMME DU DIPLOME DE L'ÉDUCATION POUR L'ENSEIGNEMENT DANS DES ÉCOLES SECONDAIRES, FRANÇAIS LANGUE ÉTRANGÈRE ó LA PÉDAGOGIE DE FRANÇAIS LANGUE ÉTRANGÈRE. The syllabus issued in 2009 replaces the 2007 one and aims at developing the trainees' linguistic and pedagogical competences. Therefore these changes paved way for the introduction of the new format so as to accommodate suggested competences.

2.0 EXAMINATION OBJECTIVES

The objectives of French Language examination shall be to evaluate and test candidates:

- 2.1 linguistic competences.
- 2.2 knowledge of African literature in French.
- 2.3 ability to prepare and conduct lessons.
- 2.4 ability to use different teaching methods and evaluate them.
- 2.5 ability to evaluate both his/her students and his/her teaching.

3.0 SPECIFIC COMPETENCES

The general competences to be tested in this examination will measure the candidate's ability to:

- 3.1 pronounce the French sounds properly.
- 3.2 communicate effectively in French language.
- 3.3 express themselves fluently in French language.
- 3.4 use and evaluate different teaching methods.
- 3.5 analyse the syllabus and other curriculum materials.
- 3.6 prepare teaching documents such as lesson plan and scheme of work.
- 3.7 prepare and to use teaching materials appropriately.
- 3.8 prepare and to conduct lesson.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content and section C will test pedagogic content. The paper will bear a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. Each question will carry **three (3)** marks for a total of **thirty (30)** marks.
- 4.2 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions. The section will carry **thirty (30)** marks.
- 4.3 **Section C** will consist of **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions. The section will carry **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

5.1 French Language Content

- 5.1.1 Comprehension
- 5.1.2 Pronunciation
- 5.1.3 Phonetic transcription
- 5.1.4 The study of literary works
- 5.1.5 Written expression

5.2 French Language Pedagogy

- 5.2.1 Methodology of French as a Foreign language
- 5.2.2 Methods for teaching French
- 5.2.3 Analysis of curriculum documents
- 5.2.4 Preparation for teaching
- 5.2.5 Evaluation

724 COMMUNICATION SKILLS

1.0 INTRODUCTION

This examination format is based on the Communication Skills syllabus introduced for the first time in the teacher training colleges in 2007 and reviewed in 2009. In the revised syllabus, one subtopic from the topic of "Structure" has been omitted. The examination intends to test the candidate's ability to communicate in their specialized subjects taught in English Language.

2.0 GENERAL OBJECTIVES

The objectives of Communication Skills examination shall be to find out if the candidates are able to:

- 2.1 develop skills of oral presentations, discussions, reading academic texts, taking notes, writing essays, letters, curriculum vitae, minutes, memos and reports.
- 2.2 develop questioning skills when gathering or clarifying information.
- 2.3 use appropriate language register to seek or clarify information.
- 2.4 develop skills for interpreting texts, answering oral and written questions, tests and examinations.
- 2.5 use library, internet, media and other sources of information.

3.0 SPECIFIC COMPETENCES

The examination will measure the candidate's ability to:

- 3.1 make effective communication.
- 3.2 use different sources to gather information.
- 3.3 make effective oral presentation.
- 3.4 use different styles of reading to get information and knowledge.
- 3.5 interpret and to answer tests and examination questions appropriately.
- 3.6 take notes when listening to oral presentation, and make notes from written texts.
- 3.7 write good essays, letters, curriculum vitae, minutes, memos and reports.
- 3.8 use appropriate language structure.
- 3.9 use appropriate language register.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **eighteen (18)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The paper will be of **three (3)** hours.

- 4.1 **Section A** will consist of **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 consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions for a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Introduction to theory of communication
- 5.2 Reference skills
- 5.3 Oral presentation
- 5.4 Reading
- 5.5 Writing
- 5.6 Vocabulary
- 5.7 Structure

725 MBINU ZA KUFUNDISHIA LUGHA YA KIARABU

1.0 UTANGULIZI

Marekebisha yaliyofanywa katika Fomati ya Mtihani wa Mbinu za Kufundishia Lugha ya Kiarabu katika ngazi ya Stashahada yamelenga katika kuwa na karatasi moja ya mtihani badala ya karatasi mbili za awali. Aidha karatasi ya mtihani itakayotokana na fomati hii ya mwaka 2010 itazingatia uwepo wa maudhui makuu yaliyokuwa yakitahiniwa kwenye karatasi mbili za awali.

2.0 MALENGO YA JUMLA

Malengo ya jumla ya mtihani yatakuwa ni kupima uwezo wa watahiniwa katika:

- 2.1 kufahamu njia na mbinu bora za kufundishia na kujifunzia Lugha ya Kiarabu.
- 2.2 kuwa na uwezo wa kufanya maandalizi mazuri katika jukumu la ufundishaji na ujifunzaji.
- 2.3 kufahamu namna ya kutumia mbinu tofauti katika ufundishaji na utatuaji wa matatizo mbalimbali ya kielimu.
- 2.4 kuwawezesha wanafunzi kujua kusoma, kuandika na kuelewa Lugha ya Kiarabu ili kuweza kukielewa kitabu kitukufu cha Qurʾān na kujibu maswali watakayopambana nayo.
- 2.5 kufahamu Lugha ya Kiarabu kama lugha mojawapo ya mawasiliano Kielimu na Kijamii.

3.0 MALENGO MAHUSUSI

Mtihani wa Mbinu za Kufundishia Lugha ya Kiarabu utapima uwezo wa watahiniwa katika:

- 3.1 kutaja na kueleza dhana halisi za njia na mbinu za kujifunzia na kufundishia lugha ya Kiarabu.
- 3.2 kuainisha njia na Mbinu za kufundishia.
- 3.3 kubainisha, kuchagua na kutumia mbinu shirikishi katika kutatua matatizo ya tendo la kufundisha na kujifunza.
- 3.4 kupima na kutathmini kazi zao na kazi za wanafunzi.
- 3.5 kubuni mbinu na njia za kufundishia/ kufuatana na mazingira ya mada za somo husika.
- 3.6 kubuni na kutengeneza zana na kuzitumia katika ufundishaji na kujifunzia.
- 3.7 kutaja na kueleza nahau mbalimbali za lugha ya Kiarabu.
- 3.8 kueleza masuala ya ufundishaji wa swarf.
- 3.9 kuchambua na kuzielewa mada za balagha, adab na fasihi.
- 3.10 kusoma na kuandika kwa ufasaha lugha ya Kiarabu.
- 3.11 kutumia lugha ya Kiarabu katika mawasiliano na kusoma Qurʾān.

4.0 MFUMO WA MTIHANI

Mtihani utakuwa na karatasi **moja** yenye sehemu A na B zenye jumla ya maswali **kumi na nane (18)**. Mtahiniwa atatakiwa kujibu maswali **kumi na nne (14)** kwa muda wa saa **tatu (3)**.

- 4.1 **Sehemu A** itakuwa na maswali **kumi (10)** ya kuandika majibu mafupi kutoka katika mada zote kumi. Mtahiniwa atatakiwa kujibu maswali **yote** kwa jumla ya alama **arobaini (40)**.
- 4.2 **Sehemu B** itakuwa na maswali **nane (8)** ya insha. Mtahiniwa atatakiwa kujibu maswali **manne (4)** kwa jumla ya alama **sitini (60)**.

5.0 MAUDHUI YA MTIHANI

Mtihani wa Mbinu za Kufundishia Lugha ya Kiarabu utapimwa kwa kutumia mada zifuatazo:

- 5.1 Njia na Mbinu za kufundishia
- 5.2 Uchambuzi wa vifaa vya mtaala
- 5.3 Maandalizi ya kufundishia
- 5.4 Zana za kufundishia lugha ya Kiarabu
- 5.5 Tathmini
- 5.6 Nahau
- 5.7 Njia za ufundishaji wa Swarf
- 5.8 Uchambuzi wa mada za Balagha
- 5.9 Uchambuzi wa Adab
- 5.10 Uchambuzi wa Fasihi

731 PHYSICS

1.0 INTRODUCTION

This Physics Examination Format has been revised to accommodate changes made in the 2009 Diploma in Secondary Education syllabus. The changes involve introduction of the topic on Properties of Matter which was the subtopic under the topic of Mechanics in the previous syllabus. The examination is intended to assess the candidates' basic understanding of important issues of education trends, policies and practices in Tanzania secondary education and else where.

2.0 GENERAL OBJECTIVES

The objectives of Physics examination shall be to find out if the candidates are able to:

- 2.1 acquire knowledge of Physics concepts, principles, laws and theories.
- 2.2 use scientific and practical skills in conducting Physics experiments.
- 2.3 pursue further studies in Physics.
- 2.4 develop an understanding of Physics concepts, principles, laws and theories.
- 2.5 understanding cross-cutting issues and how to integrate them in Physics subject course.
- 2.6 develop manipulative skills in constructing various technical appliances.
- 2.7 acquire the appropriate skills in Science and Technology.
- 2.8 acquire various methods, techniques and strategies used in teaching Physics.
- 2.9 acquire skills for conducting Physics experiments.
- 2.10 develop skills for improvising teaching and learning materials for Physics.
- 2.11 analyse and interpret ordinary level Physics syllabus.
- 2.12 acquire authentic assessment procedures in teaching and learning Physics.
- 2.13 apply action research in Physics classroom situation.

3.0 SPECIFIC COMPETENCES

The examination will test candidates' ability to:

- 3.1 apply knowledge of Physics concepts, principles, laws and theories in daily life.
- 3.2 apply scientific and practical skills in conducting Physics experiments.
- 3.3 use manipulative skills in constructing technological appliances.
- 3.4 utilize scientific skills and technology in everyday life.
- 3.5 apply participatory approaches in teaching and learning Physics.
- 3.6 involve and encourage both gender positive attitudes in studying Physics.
- 3.7 improvise Physics teaching and learning resources.
- 3.8 apply authentic assessment tools and procedures in teaching and learning Physics.
- 3.9 use effectively an ordinary level Physics syllabus in teaching and learning process.
- 3.10 apply Physics knowledge and skills in dealing with cross-cutting issues.

4.0 EXAMINATION RUBRIC

There will be **two** examination papers namely, Physics 1 and Physics 2. Physics 1 will be a theory paper comprising academic and pedagogic contents. Physics 2 will be a practical paper.

4.1 731/1 Physics 1: Theory

The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content. Section C will

test pedagogic content. The paper will contain a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

4.1.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. The section will carry **thirty (30)** marks.

4.1.2 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **thirty (30)** marks.

4.1.3 **Section C** will comprise **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **forty (40)** marks.

4.2 **731/2 Physics 2: Practical**

This paper will consist of **three (3)** questions. The candidates will be required to answer **all** questions. Question number **1** will carry **forty (40)** marks; questions number **2** and **3** will carry **thirty (30)** marks each. The duration of the paper will be **three (3)** hours and it will carry **one hundred (100)** marks.

Note:

This paper will have more than one **ALTERNATIVE** paper for colleges with more than **one hundred (100)** candidates.

5.0 **EXAMINATION CONTENT**

5.1 **731/1 PHYSICS 1: THEORY**

In setting the examination the following topics will be considered:

5.1.1 **Academic Content**

- 5.1.1.1 Measurement
- 5.1.1.2 Mechanics
- 5.1.1.3 Properties of matter
- 5.1.1.4 Waves
- 5.1.1.5 Heat
- 5.1.1.6 Current electricity
- 5.1.1.7 Atomic Physics
- 5.1.1.8 Electronics
- 5.1.1.9 Geophysics

5.1.2 **Pedagogic Content**

- 5.1.2.1 Fundamental of teaching and learning Physics
- 5.1.2.2 Analysis of O-level physics curriculum materials
- 5.1.2.3 Physics laboratory management
- 5.1.2.4 Planning and preparation for teaching
- 5.1.2.5 Teaching
- 5.1.2.6 Assessment in Physics.

5.2 731/2 PHYSICS 2: PRACTICAL

In setting the examination the following topics will be considered:

5.2.1 Mechanics

5.2.2 Heat

5.2.3 Current Electricity

1.0 INTRODUCTION

This Chemistry Examination Format replaces the 2008 format and it accommodates changes made in the 2009 Diploma in Secondary Education syllabus. The changes include addition of three topics, namely General, Environmental and Transitional Elements. The format has also been made to align with the shift to competence-based instruction and assessment made in the 2005 secondary education curriculum.

2.0 GENERAL OBJECTIVES

The Examination will measure the candidates' ability to:

- 2.1 understand the fundamental concepts, principles, skills and attitudes of Chemistry.
- 2.2 apply Chemistry knowledge and skills in solving chemistry-related daily life problems.
- 2.3 apply scientific process and procedures to acquire knowledge, skills and attitudes in Chemistry.
- 2.4 use Chemistry knowledge and procedures to offer different solutions to the contemporary cross-cutting issues affecting the society.
- 2.5 manage Chemistry laboratory.
- 2.6 prepare effective assessment instruments for Chemistry subject at O-level Secondary Education.

3.0 SPECIFIC COMPETENCES

Specifically, the Examination will test the candidates' ability to:

- 3.1 solve daily life problems using knowledge and skills gained in Chemistry subject.
- 3.2 design and carry-out basic Chemistry experiments to verify theories and/other scientific phenomena.
- 3.3 apply participatory teaching and learning techniques in promoting active learning of Chemistry.
- 3.4 communicate effectively in the language and symbols of Chemistry.
- 3.5 use and to manage Chemistry laboratory.
- 3.6 use media and technology in teaching and learning process.
- 3.7 assess learners' achievement objectively.

4.0 EXAMINATION RUBRIC

There will be **two** examination papers namely, Chemistry 1 and Chemistry 2. Chemistry 1 will be a theory paper comprising academic and pedagogic contents. Chemistry 2 will be a practical paper.

4.1 732/1 CHEMISTRY 1: THEORY

The paper will consist of sections A, B and C. Section A will test both academic and pedagogic contents. Section B will test academic content. Section C will test pedagogic content. The paper will contain a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

4.1.1 Section A will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. The section will carry **thirty (30)**

marks.

4.1.2 Section B will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **thirty (30)** marks.

4.1.3 Section C will comprise **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions from this section. The section will carry **forty (40)** marks.

4.2 732/2 CHEMISTRY 2: PRACTICAL

This paper will consist of **three (3)** questions. The candidates will be required to answer **all** questions. The duration of the paper will be **three (3)** hours and it will carry **one hundred (100)** marks.

Note:

- (a) The use of qualitative analysis guide pamphlets will be allowed in the examination room after a thorough check by the supervisor.
- (b) Advance instructions will be sent to colleges at least one month before the date of sitting for this paper. There will be **twenty four (24) hours** advance instructions, hence the envelope containing the question paper will **not** be opened **twenty four (24) hours** before the time of commencement of the examination.
- (c) This paper will have more than one **ALTERNATIVE** paper for Colleges with more than **one hundred (100)** candidates.

5.0 EXAMINATION CONTENTS

5.1 0732/1 CHEMISTRY 1: THEORY

5.1.1 Academic Content

- 5.1.1.1 General Chemistry
- 5.1.1.2 Chemical Kinetics, Energetic and Equilibrium
- 5.1.1.3 Volumetric Analysis
- 5.1.1.4 Electrochemistry
- 5.1.1.5 Transitional Metals
- 5.1.1.6 Organic Chemistry
- 5.1.1.7 Environmental Chemistry

5.1.2 Pedagogic Content

- 5.1.2.1 Fundamental of Teaching Chemistry
- 5.1.2.2 Laboratory Management
- 5.1.2.3 Analysis of O-Level Chemistry Curriculum Materials
- 5.1.2.4 Planning and Preparation for Teaching
- 5.1.2.5 Teaching the Selected Topics
- 5.1.2.6 Assessment in Chemistry

5.2 732/2 CHEMISTRY: PRACTICAL

In this examination paper the following topics will be assessed:

- 5.2.1 Chemical Kinetics and Equilibrium
- 5.2.2 Volumetric Analysis
- 5.2.3 Qualitative Analysis

1.0 INTRODUCTION

This Biology Examination Format has been revised to accommodate changes made in the 2009 Diploma in Secondary Education syllabus and to align it with the changes of the curriculum from the two tier curriculum based system to two years full time course. The examination is intended to assess candidates' competences rather than the content they can reproduce.

2.0 GENERAL OBJECTIVES

The examinations will generally assess the extent to which the candidate will:

- 2.1 promote biological knowledge, principles and skills.
- 2.2 apply the taxonomic principles in classifying and identifying organisms.
- 2.3 develop positive attitudes towards proper use of natural resources for sustainable development.
- 2.4 apply various learner-centred approaches and techniques in teaching and learning Biology.
- 2.5 manage and maintain the Biology laboratory and equipment.
- 2.6 analyse and interpret the Biology curriculum materials for form I - IV.
- 2.7 improvise various biological teaching and learning materials.

3.0 SPECIFIC COMPETENCES

The examination will test the candidate's ability to:

- 3.1 solve daily problems using Biology knowledge, principles and skills.
- 3.2 perform various basic biological experiments.
- 3.3 demonstrate positive attitudes towards Biology related cross cutting issues.
- 3.4 conduct an independent study and research in Biology.
- 3.5 use relevant educational media and information technology in teaching and learning of Biology.
- 3.6 apply learner centred approaches, strategies, and techniques in the teaching and learning of Biology.
- 3.7 analyse and interpret curriculum materials for form I ó IV.
- 3.8 prepare and use effectively scheme of work, lesson plan and subject logbook.
- 3.9 use valid and reliable assessment instruments for effective performance in Biology.
- 3.10 prepare teaching/learning aids using locally available materials.
- 3.11 apply appropriate laboratory skills in maintaining a Biology laboratory and reflecting upon his/her own learning progress.

4.0 EXAMINATION RUBRIC

There will be **two** examination papers namely, Biology 1 and Biology 2. 733/1 Biology 1 will be a theory paper comprising academic and pedagogic contents. 733/2 Biology 2 will be a practical paper.

4.1 733/1 BIOLOGY 1 : THEORY

This paper will consist of **eighteen (18)** questions in sections A, B and C. The examination paper will have a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

4.1.1 **Section A** will consist of **ten (10)** short answer questions from both

academic and pedagogic contents. Candidates will be required to answer **all** questions in this section. Each question will carry **three (3)** marks for a total of **thirty (30)** marks.

4.1.2 **Section B** will consist of **four (4)** essay questions from academic content. Candidates will be required to answer **two (2)** questions. The section will carry **thirty (30)** marks.

4.1.3 **Section C** will consist of **four (4)** essay questions from pedagogic content. Candidates will be required to answer **two (2)** questions. The section will carry **forty (40)** marks.

4.2 **733/2 BIOLOGY 2: PRACTICAL**

This paper will consist of **three (3)** questions. The candidates will be required to answer **all** questions. Question number **1** will carry **forty (40)** marks; questions number **2** and **3** will carry **thirty (30)** marks each. The duration of the paper will be **three (3)** hours and it will carry **one hundred (100)** marks.

Note:

- (a) Advance instructions will be sent to colleges at least one month before the date of sitting for this paper. There will be **twenty four (24)** hours advance instructions hence the envelope containing the question paper will not be opened **twenty four (24) hours** before the time of commencement of the examination.
- (b) This paper will have more than one **ALTERNATIVE** paper for colleges with more than **one hundred (100)** candidates.

5.0 EXAMINATION CONTENT

5.1 **733/1 Biology 1**

5.1.1 Academic Content

- 5.1.1.1 Biochemistry
- 5.1.1.2 Classification
- 5.1.1.3 Respiration
- 5.1.1.4 Body Health and Immunity
- 5.1.1.5 Genetics
- 5.1.1.6 Ecology

5.1.2 Pedagogic Content

- 5.1.2.1 Fundamentals of Teaching and Learning Biology
- 5.1.2.2 Basic Biology Laboratory skills
- 5.1.2.3 Analysis of öOö Level Biology curriculum materials
- 5.1.2.4 Planning and preparation for teaching Biology
- 5.1.2.5 Assessment in Biology

5.2 **733/2 Biology 2**

- 5.2.1 Biochemistry
- 5.2.2 Basic Laboratory Skills
- 5.2.3 Classification
- 5.2.4 Respiration

735 AGRICULTURE TEACHING METHODS

1.0 INTRODUCTION

The Agriculture Teaching Methods Examination Format adopts the format that was developed in 2002. This is due to the fact that the syllabus for this subject was not revised in 2009 alongside with that of Diploma in Secondary Education (DSE) curriculum.

2.0 GENERAL OBJECTIVES

The examination shall generally assess the candidates' ability in:

- 2.1 understanding different Teaching Methods, Strategies and Techniques.
- 2.2 managing, organizing and assessing agriculture lessons in different settings.

3.0 SPECIFIC OBJECTIVES

The Agriculture Teaching Methods examination shall test the candidates' ability to:

- 3.1 select and apply interactive and participatory teaching methods in teaching of different topics in Agriculture.
- 3.2 prepares scheme of work, lesson plans, and lesson notes which involve learners' active participatory in the lesson.
- 3.3 design, develop and use of different teaching and learning materials in collaboration with learners.
- 3.4 evaluate an Agriculture lesson.
- 3.5 master the teaching of the topics in the CSE Science and Practice of Agriculture syllabus.

4.0 EXAMINATION RUBRIC

The examination paper will consist of sections A and B. There will be a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The examination will be of **three (3)** hours duration.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will have a total of **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions. The section will have a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Teaching Methods and Technique
- 5.2 Analysis of Curriculum Materials
- 5.3 Subject Content and Analysis of CSE Science and practice of Agriculture syllabus
- 5.4 Preparation for Teaching
- 5.5 Classroom Management and Organisation during Teaching and Learning process
- 5.6 Classroom Interaction
- 5.7 The Agricultural Science Laboratory, Workshop and Field Machinery shed
- 5.8 The School Farm
- 5.9 Assessment and Evaluation

736 PHYSICAL EDUCATION AND SPORT

1.0 INTRODUCTION

This new 736 Physical Education and Sport format replaces the 2006 format. The format will consist of two papers, namely 736/1 Physical Education and Sport 1 (Theory) and 736/2 Physical Education and Sport 2 (Practical). 736/1 Physical Education and Sport 1 contains the topics of former 736/1 Physical Education and Sport 1, 736/2 Physical Education and Sport 2 and 727 Physical Education and Sport Teaching Methods. The 736/2 Physical Education and Sport Practical paper will bear the same topics as it was in the 736/3 Physical Education and Sport Practical paper.

2.0 GENERAL OBJECTIVES

The general objectives of Physical Education and Sport Examination are to test the candidate's ability to:

- 2.1 develop courage, self-trust, patriotism and cooperation attitudes.
- 2.2 revive and develop Physical Education as a cultural aspect of the community they live in.
- 2.3 attain skills in the practical areas of Physical Education.
- 2.4 apply the skills of preparing and use of various teaching-learning materials obtained from their local environment.
- 2.5 understand various teaching methods, strategies and techniques.

3.0 SPECIFIC OBJECTIVES

The Physical Education and Sport examination will specifically test the candidates' abilities to:

- 3.1 teach Physical Education and good health practices.
- 3.2 apply the principles and rules of sport and games.
- 3.3 describe functions of the human body in relation to Physical Education and sport.
- 3.4 analyse the history of Physical Education.
- 3.5 design and demonstrate appropriate sports/games for the disabled.
- 3.6 master, consolidate and command his/her knowledge on teaching physical education and sport in secondary schools level.
- 3.7 apply interactive and participatory teaching methods, techniques and principles in Physical Education and Sport at CSE syllabus.

4.0 EXAMINATION RUBRIC

4.1 736/1 PHYSICAL EDUCATION AND SPORT 1: THEORY

The examination paper will consist of sections A, B and C. The total number of questions will be **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The examination is of **three (3)** hours duration.

- 4.1.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions. The section will have a total of **thirty (30)** marks.
- 4.1.2 **Section B** will consist of **four (4)** essay questions from academic subject matter. Candidates will be required to answer **two (2)** questions. The section will have a total of **thirty (30)** marks.

4.1.3 **Section C** will consist of **four (4)** essay questions from pedagogy subject matter. Candidates will be required to answer **two (2)** questions. The section will have a total of **forty (40)** marks.

4.2 736/2 PHYSICAL EDUCATION AND SPORT 2: PRACTICAL

4.2.1 Physical Education and Sport paper will be a practical paper of **40 minutes** duration (per candidate).

4.2.2 The total number of questions will be determined by the number of candidates plus extra 25% of that number. Candidates shall pick up their question numbers in a Luck-dip System one day before the actual practical. Marks will be awarded as per assessment sheet.

4.2.3 Candidates will be required to answer only **one (1)** question. The weight of this paper will be **100 marks**.

5.0 EXAMINATION CONTENT

5.1 736/1 PHYSICAL EDUCATION AND SPORT 1

- 5.1.1 History, Sports, Administration
- 5.1.2 Principles of Training and Methodology
- 5.1.3 Sports Psychology
- 5.1.4 Sports, Medicine, Nutrition and Health
- 5.1.5 Teaching and learning methods/strategies/techniques
- 5.1.6 Analysis of curriculum materials
- 5.1.7 Preparation for teaching
- 5.1.8 Teaching of topics in Secondary Schools syllabus
- 5.1.9 Measurement, assessment and evaluation in Physical education and sport
- 5.1.10 Anatomy and Physiology
- 5.1.11 Biomechanics and Kinesiology
- 5.1.12 Sports, Medicine, Nutrition and Health

5.2 736/2 PHYSICAL EDUCATION AND SPORT 2

The practical examination will be set by using the following topics:

- 5.2.1 Soccer
- 5.2.2 Netball
- 5.2.3 Basketball
- 5.2.4 Handball
- 5.2.5 Volleyball
- 5.2.6 Table Tennis
- 5.2.7 Athletics (Track and Field)
- 5.2.8 First Aid
- 5.2.9 Physical exercises

1.0 INTRODUCTION

This Information and Communication Technology (ICT) Examination Format has been revised so as to be in line with the improved 2009 Diploma in Secondary Education syllabus. In the revised DSE ó ICT Syllabus, four new topics have been incorporated. Such topics include: Fundamentals of Information and Communication Technology, Computer Network, Generic Software Applications and Website Designs. The examination emphasises more on assessing candidates' competences on the ICT rather than the content.

2.0 GENERAL OBJECTIVES

The examination will generally assess whether and to what extent the candidates will be able to:

- 2.1 develop knowledge and skills in the use of ICT facilities.
- 2.2 develop awareness of the current development and the impact of the use of ICT in the teaching and learning process.
- 2.3 demonstrate skills of processing, interpreting and disseminating information.
- 2.4 help learners to realize the role of ICT in socio-economic and cultural development of the society.
- 2.5 facilitate the learning of computer networks and security issues in the networked environment.
- 2.6 assess the progress of students' learning.
- 2.7 develop self-reflective skills.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 demonstrate skills in using ICT facilities in teaching and learning process.
- 3.2 process, interpret and disseminate information.
- 3.3 create simple computer program and develop website.
- 3.4 promote the use of ICT in bringing about the development of the society.
- 3.5 keep up to-date with the current development and issues related to everyday use of ICT facilities.
- 3.6 analyse the principles of teaching ICS by using ICT resources.
- 3.7 guide learners in application of ICS principles in the teaching and learning process.
- 3.8 design a good computer laboratory.
- 3.9 prepare lesson plan, scheme of work and use the appropriate teaching methods in teaching ICS.
- 3.10 plan and prepare teaching and learning resources.
- 3.11 describe the types of ICS assessment tools and explaining their uses in learners' assessment.
- 3.12 use Table of Specification to set ICS test items based on all six cognitive functions of Blooms Taxonomy.
- 3.13 analyse the test items and preparing a marking scheme/guide.
- 3.14 categorize the factors that influence ICS standardized test scores.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **eighteen (18)** questions in sections A, B and C. Candidates will be required to answer **fourteen (14)** questions. The duration of the examination will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions. The section will have a total of **thirty (30)** marks.
- 4.2 **Section B** will consist of **four (4)** essay questions. The questions will test candidates' academic competencies. Candidates will be required to answer **two (2)** questions. The section will have a total of **thirty (30)** marks.
- 4.3 **Section C** will consist of **four (4)** essay questions. The questions will test candidates' pedagogic competencies. Candidates will be required to answer **two (2)** questions. The section will have a total of **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

5.1 Academic Content

- 5.1.1 Fundamentals of Information and Communication Technology
- 5.1.2 Computer Basics and Networks
- 5.1.3 Generic Software Applications
- 5.1.4 Computer Programming Language
- 5.1.5 Websites Design
- 5.1.6 Multimedia
- 5.1.7 Socio-Economic and Cultural Aspects of ICT

5.2 Pedagogic Content

- 5.2.1 Principles of Teaching and Learning ICS
- 5.2.2 Computer Laboratory Management skills
- 5.2.3 Planning and Preparation for Teaching ICS
- 5.2.4 Assessment Procedures for ICS

Note:

The current modules of ICT and ICS have been prepared in Microsoft based materials. In Teachers' Colleges equipment, software and teaching materials are in open source based on Solaris operating system. This draws attention to the examiners during preparation of examinations to make sure that the examination is prepared in a manner that gives flexibility to the candidates in applying knowledge from both operating systems (open sources and windows) during examination.

1.0 INTRODUCTION

This Mathematics Examination Format has been revised to accommodate changes made in the 2009 Diploma in Secondary Education syllabus. The changes include introduction of five topics, namely Algebra, Linear Programming, Coordinate Geometry 2, Calculating Devices and Teaching the Selected topics. The examination is intended to assess candidates' competences rather than the content they can reproduce.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidate will be able to:

- 2.1 understand the basic principles and theories in Mathematics.
- 2.2 understand mathematical concepts and their relation in other fields.
- 2.3 use Mathematical knowledge, skills in solving problems in daily life.
- 2.4 promote capabilities for studying Mathematics in higher education.
- 2.5 analyse basic and additional Mathematics syllabus for ordinary level secondary education.
- 2.6 plan and teach competently the basic and additional Mathematics content using participatory and cooperative methods.
- 2.7 assess and evaluate students' progress in learning Mathematics and provide feedback.
- 2.8 guide students to understand the meaning of different Mathematics concepts,
- 2.9 interpret and solve mathematical problems applying them with real life experience.
- 2.10 use action research to improve the teaching and learning of Mathematics.
- 2.11 use Mathematics knowledge in developing entrepreneurship skills to students.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 interpret and solve Mathematics problems.
- 3.2 apply Mathematics knowledge, skills and techniques in other related fields.
- 3.3 communicate precisely in Mathematical language.
- 3.4 apply the mathematical knowledge and skills for further studies.
- 3.5 plan and develop Mathematics lessons.
- 3.6 demonstrate mastery of content on Basic Mathematics and Additional Mathematics for Ordinary Level secondary education.
- 3.7 show pedagogical skills in teaching Mathematics.
- 3.8 demonstrate competences in conducting action research for improving teaching and learning Mathematics.
- 3.9 apply entrepreneurship skills using Mathematics knowledge.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **eighteen (18)** questions in sections A, B and C. Candidates will be required to answer **fourteen (14)** questions. The duration of the examination will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions from both academic and pedagogic contents. Candidates will be required to answer **all** questions. The section will have a total of **thirty (30)** marks.
- 4.2 **Section B** will consist of **four (4)** essay questions from academic subject

matter. Candidates will be required to answer **two (2)** questions. The section will have a total of **thirty (30)** marks.

- 4.3 **Section C** will consist of **four (4)** essay questions from pedagogy subject matter. Candidates will be required to answer **two (2)** questions. The section will have a total of **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

5.1 Academic Content

- 5.1.1 Similarity and congruence
- 5.1.2 Logic
- 5.1.3 Calculating devices
- 5.1.4 Coordinate geometry II
- 5.1.5 Linear programming
- 5.1.6 Probability
- 5.1.7 Algebra
- 5.1.8 Trigonometry
- 5.1.9 Differentiation
- 5.1.10 Integration
- 5.1.11 Hyperbolic functions
- 5.1.12 Vectors

5.2 Pedagogic Content

- 5.2.1 Foundations of Mathematics
- 5.2.2 Analysis of Mathematics Curriculum Materials
- 5.2.3 Planning and preparation for teaching Mathematics
- 5.2.4 Teaching the selected topics
- 5.2.5 Assessment in Mathematics

1.0 INTRODUCTION

This General Studies Examination Format adopts the format that was developed in 2002. This is due to the fact that the syllabus for this subject was not revised in 2009 alongside with that of Diploma in Secondary Education (DSE) curriculum.

2.0 GENERAL OBJECTIVES

The General Studies examination that will be set will test candidates' ability in:

- 2.1 understanding theories, laws and principles of development.
- 2.2 applying the theories, laws and principles of development in Tanzania and other developing countries.
- 2.3 solving problems of development of Tanzania and other developing countries by using the theories, laws and principles of development.

3.0 SPECIFIC OBJECTIVES

The examination will measure the candidates' ability to:

- 3.1 explain, analyze and discuss the meaning of development and contemporary issues which affect development in Tanzania and other developing countries.
- 3.2 compare and contrast the development trends and issues which affect development in Tanzania and other developing countries.
- 3.3 apply different skills of communication media to bring about social, economic and political development in Tanzania and other developing countries.
- 3.4 solve social, economic, cultural and political problems in Tanzania.

4.0 EXAMINATION RUBRIC

The examination paper will consist of sections A and B with a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The examination duration will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will have a total of **forty (40)** marks.
- 4.2 **Section B** will have **eight (8)** essay questions. Candidates will answer **four (4)** questions. The section will have a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENTS

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

- 5.1 The concept of development and socio-economic development in Tanzania
- 5.2 Policy issues in Tanzania
- 5.3 Gender, gender equity, equality and women empowerment
- 5.4 Government and Democracy
- 5.5 Citizenship and Civil Rights
- 5.6 International trade
- 5.7 Environmental education
- 5.8 Mass communication
- 5.9 Non-Governmental organizations (NGOs) in the development of Tanzania
- 5.10 Investment.

1.0 INTRODUCTION

This Educational Media and Technology (EMT) examination format is based on the syllabus which was introduced for the first time in the teacher training colleges in 2009. The examination is intended to assess candidates' competences in understanding, designing and using different available Educational Media and Technology effectively in teaching and learning situations.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidates will have been able to:

- 2.1 describe different types of educational media and technology as applied in teaching and learning.
- 2.2 explain different techniques of using media and technology in teaching and learning.
- 2.3 improvise media and technology materials.
- 2.4 use different educational media and technology effectively in teaching and learning.
- 2.5 Keep and maintain educational media and technology materials and equipments.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 classify different types of educational media and technology as applied in teaching and learning.
- 3.2 construct different types of educational media and technology materials for use in teaching and learning.
- 3.3 apply various techniques of applying media and technology in teaching and learning process.
- 3.4 do improvisation of educational media and technology materials.
- 3.5 use different educational media and technology effectively in teaching and learning.
- 3.6 repair and care for educational media and technology in materials and equipment.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper consisting of **eighteen (18)** questions in sections A and B. Candidates will be required to answer **fourteen (14)** questions. The examination will have a duration of **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will carry a total of **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions from this section. The section will carry **sixty (60)** marks.

5.0 EXAMINATION CONTENT

In setting Educational Media and Technology examination, the following topics will be considered:

- 5.1 Principles of teaching and learning in Educational Media and Technology
- 5.2 Types of Educational Media and Technology
- 5.3 Categories of Educational Media and Technology
- 5.4 Functions of Educational Media and Technology
- 5.5 Characteristics of Educational Media and Technology
- 5.6 Production of Traditional and Modern Educational Media and Technology
- 5.7 Educational Media and Technology and Environment
- 5.8 Principles of teaching and learning in Educational Media and Technology
- 5.9 Types of Educational Media and Technology
- 5.10 Categories of Educational Media and Technology
- 5.11 Functions of Educational Media and Technology
- 5.12 Characteristics of Educational Media and Technology
- 5.13 Production of Traditional and Modern Educational Media and Technology
- 5.14 Educational Media and Technology and Environment
- 5.15 Care and Maintenance of Educational Media and Technology materials

751 COMMERCE TEACHING METHODS

1.0 INTRODUCTION

This examination format of Commerce Teaching Methods was prepared in response to the introduction of new Teacher Education Curriculum of 1997 and was used for the first time in the May 2002 Teacher Education Examinations.

2.0 GENERAL OBJECTIVES

The Commerce Teaching Methods examination will test candidates' ability in:

- 2.1 understanding teaching methods, strategies, techniques, theories and principles related to Commerce Teaching Methods subject.
- 2.2 applying the methods, strategies, techniques, theories and principles of the subject to solve educational problems related to the development of Commerce teaching.
- 2.3 understanding different skills involved in teaching the subject.

3.0 SPECIFIC OBJECTIVES

The examination intends to measure the candidates' ability to :

- 3.1 identify and explain the use of various teaching methods, strategies, techniques, theories, and principles related to Commerce Teaching Methods subject.
- 3.2 analyse and explain uses of curriculum materials.
- 3.3 prepare and use different curriculum materials, in teaching ólearning process.
- 3.4 test and evaluate pupils abilities on all topics of Commerce subject.
- 3.5 explain various terms, concepts and illustrations related to different topics in Commerce.
- 3.6 analyse various topical issues related to Commerce subject.
- 3.7 apply skills, theories and principles in solving educational problems in Tanzania.

4.0 EXAMINATION RUBRIC

The examination paper will consist of sections A and B. The total number of questions will be **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The examination is of **three (3)** hours duration.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will have a total of **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions. The section will have a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

In setting the examinations the following topics will be considered:

- 5.1 Teaching methods, strategies and techniques
- 5.2 Analysis of curriculum materials
- 5.3 Subject content and analysis of CSE Commerce syllabus
- 5.4 Preparation for teaching
- 5.5 Teaching materials
- 5.6 Lesson assessment, evaluation and testing

752 BOOK KEEPING TEACHING METHODS

1.0 INTRODUCTION

This examination format of Book-Keeping Teaching Methods was prepared in response to the introduction of new Teacher Education Curriculum of 1997 and was used for the first time in the May 2002 Teacher Education Examinations.

2.0 GENERAL OBJECTIVES

The Book-Keeping Teaching Methods examination will measure the candidates' abilities in:

- 2.1 understanding of the teaching methods, strategies, theories, principles and techniques applicable to the subject of Book-Keeping.
- 2.2 using methods, strategies, techniques, theories and principles in teaching and solving educational problems.

3.0 SPECIFIC OBJECTIVES

The examination paper intends to test abilities of candidates to:

- 3.1 identify and explain various teaching methods, strategies, techniques, theories and principles relevant to the teaching and learning process.
- 3.2 apply the methods, strategies and techniques in teaching and learning the subject.
- 3.3 analyze the curriculum materials related to the subject.
- 3.4 describe ways of developing teaching materials.
- 3.5 apply knowledge and skills in solving educational problems.
- 3.6 evaluate lessons.

4.0 EXAMINATION RUBRIC

The examination paper will consist of sections A and B. The total number of questions will be **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The examination is of **three (3)** hours duration.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will have a total of **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions. The section will have a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Teaching methods
- 5.2 Analysis of curriculum materials
- 5.3 Subject content including analysis of CSE Book-Keeping syllabus
- 5.4 Preparation for teaching
- 5.5 Development of teaching materials
- 5.6 Lesson evaluation

753 HOME ECONOMICS

1.0 INTRODUCTION

The new format replaces the 1984 format which was examined with effect from 2002. The examination format has been changed due to the introduction of the new 1997 syllabus for Home Economics. The content of the new syllabus has been reorganized. There will be two (2) examination papers whereby 753/1 Home Economics 1 will deal with Theory and 753/2 Home Economics 2 will deal with Practical.

2.0 GENERAL COMPETENCES

The Home Economics examination will measure the candidates' ability to:

- 2.1 prepare and use various teaching-learning materials using as much as possible materials obtained from the local environment.
- 2.2 undertake lesson planning, development and implementation.
- 2.3 use different teaching methods in the teaching of Home Economics.
- 2.4 use psychological principles in the teaching of Home Economics.
- 2.5 analyse Home Economics curriculum materials.

3.0 SPECIFIC COMPETENCES

The examination will measure the teacher trainees' abilities and skills to:

- 3.1 prepare teaching-learning aids.
- 3.2 plan and execute activity oriented lessons.
- 3.3 use participatory and interactive methods of teaching.
- 3.4 carry out practical in Home Economics.
- 3.5 identify and apply different teaching methods, strategies and techniques.
- 3.6 recall knowledge of Home Economics concepts, principles and procedures.

4.0 EXAMINATION RUBRIC

There will be **two (2)** Home Economics examination papers.

4.1 753/1 HOME ECONOMICS 1: THEORY

This examination paper will consist of sections A, B, and C. The examination paper will have a total number of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. This section will carry **thirty (30)** marks.
- 4.1.2 **Section B** will consist of **four (4)** essay questions targeting at academic subject matter. Candidates will be required to answer **two (2)** questions. This section will carry **thirty (30)** marks.
- 4.1.3 **Section C** will consist of **four (4)** essay questions targeting at pedagogic subject matter. Candidates will be required to answer **two (2)** questions. This section will carry **forty (40)** marks.

4.2 753/2 HOME ECONOMICS 2: PRACTICAL

This will be a practical paper of **three (3)** hours duration. It will consist of **five (5)** questions. Candidates will be required to answer **one (1)** question. Each question in this paper will carry **hundred (100)** marks.

Note:

Advance Instructions and other relevant information needed for preparing the examination requirements for the practical will be sent to schools one month before the examination date.

5.0 EXAMINATION CONTENTS

5.1 753/1 HOME ECONOMICS 1: THEORY

The examination will test the candidates in the following topics:

- 5.1.1 Teaching and learning methods
- 5.1.2 Analysis of curriculum materials
- 5.1.3 Home economics subject contents
- 5.1.4 Preparation for teaching
- 5.1.5 Teaching materials
- 5.1.6 Lesson assessment, evaluation and testing

5.2 753/2 HOME ECONOMICS 2 : PRACTICAL

This practical paper's questions will be derived from the following topics:

- 5.2.1 Family meals
- 5.2.2 Meals for malnourished people
- 5.2.3 Balanced meals
- 5.2.4 Pastry dishes
- 5.2.5 Garment Making
- 5.2.6 Food preservation
- 5.2.7 Embroidery

761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

1.0 INTRODUCTION

This revised Educational Psychology, Guidance and Counselling Examination Format is in-line with the revised 2009 Diploma in Secondary Education Syllabus. The new syllabus has added a subtopic on Concept of learning in the topic of Learning theories. The examination emphasizes more on competence-based than content.

2.0 GENERAL OBJECTIVES

The Educational Psychology, Guidance and Counselling examination will generally assess the candidates' ability to:

- 2.1 understand facts, theories and principles of Educational Psychology, Guidance and Counselling in the teaching and learning process.
- 2.2 apply the acquired knowledge, theories and principles of Educational Psychology, Guidance and Counselling in studying different developmental aspects of the learner, which affect the teaching and learning process.
- 2.3 develop and use Guidance and Counselling skills to help learners to gain self-understanding and make informed decisions.
- 2.4 use the knowledge and principles in dealing with students with special learning needs.
- 2.5 develop skills for dealing with cross-cutting issues.
- 2.6 demonstrate how the learners can take the role and responsibility as agents for social change.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 guide and counsel learners for their individual growth and adjustment.
- 3.2 assist learners with special learning needs.
- 3.3 analyse human development in teaching and learning.
- 3.4 link content and learner context for concept formation.
- 3.5 integrate the learning theories in teaching and learning process.
- 3.6 display good personality to enhance teaching and learning process.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A and B with a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section will carry **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions. The section will carry **sixty (60)** marks.

5.0 EXAMINATION CONTENT

In setting the examination, the following topics will be adhered to:

- 5.1 Psychology and Educational Psychology
- 5.2 Human development and psychology of teaching and learning
- 5.3 Learning theories
- 5.4 Learning in school settings
- 5.5 Diversity in learning
- 5.6 Guidance and counselling

1.0 INTRODUCTION

This revised Educational Research, Measurement and Evaluation Examination Format is based on the 2009 syllabus and it replaces the former one which was based on the previous 2007 syllabus. The emphasis on this revised version is put on assessment of candidates' competences in diagnosing, assessing, evaluating and conducting action research on matters pertaining to solution of educational problems.

2.0 GENERAL OBJECTIVES

The Educational Research, Measurement and Evaluation examination will assess the extent to which the candidates will:

- 2.1 identify scales of measurement in developing educational measurements and assessment of candidates' performance.
- 2.2 apply research skills in improving and developing an action research and improving the teaching and learning process.
- 2.3 use assessment skills and tools in improving the teaching and learning process.
- 2.4 develop reflective practice in teaching and learning process.
- 2.5 evaluate candidates' understanding and achievement.
- 2.6 develop the spirit of collaboration among student-teachers in undertaking education projects and action research.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 use different scales of measurement in carrying out assessment and evaluation of performance.
- 3.2 develop research skills.
- 3.3 carry out projects and action research as well as disseminating the findings to others.
- 3.4 apply interpersonal skills in establishing mutual supportive linkage between the school and the community in solving problems in the teaching and learning process.
- 3.5 apply research findings to solve educational problems.
- 3.6 use assessment skills and tools for improving the teaching and learning process.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A, B and C with a total of **eighteen (18)** questions. Candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. The candidates will be required to answer **all** the questions from this section. This section will carry a total of **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions based on application of data, theories and principles of Educational Research, Measurement and Evaluation in the teaching and learning process. Candidates will be required to answer **four (4)** questions. Question **eleven (11)** on either the topic of **Educational Measurement** or **Analysis and Interpretation of Test Results** will be **compulsory**. The section will carry a total of **thirty (30)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Educational Measurement
- 5.2 Assessment Achievement
- 5.3 Test Construction
- 5.4 Qualities of Tests
- 5.5 Analysis and Interpretation of Test Results
- 5.6 Educational Assessment and Evaluation
- 5.7 Educational Research

1.0 INTRODUCTION

This revised Foundations of Education Examination Format is in-line with the 2009 improved Diploma in Secondary Education Syllabus which emphasizes more on testing competences than content. Thus, the examinations will assess candidates' competences rather than the content which they are required to reproduce.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidate can:

- 2.1 acquire knowledge on concepts of education, philosophy of education and branches of philosophy of education.
- 2.2 show an understanding of important education developments in Tanzania.
- 2.3 analyse educational changes and innovations in Tanzania before and after independence.
- 2.4 acquire knowledge and develop understanding about social equity and equality in education.
- 2.5 understand the importance of effects of the inter-relationship of different societies to the activities of education.
- 2.6 compare and contrast educational issues in Tanzania with those of other countries.
- 2.7 acquire knowledge, skills and attitudes needed in educational management and administration.
- 2.8 identify cross-cutting issues in the area of specialization.
- 2.9 develop critical thinking on different educational issues.
- 2.10 acquire knowledge, skills, and attitudes in dealing with students with diverse learning needs.
- 2.11 develop reflective skills in teaching and learning in the area of specialization.

3.0 SPECIFIC COMPETENCES

The examination will test the candidate's ability to:

- 3.1 analyse and criticize educational issues.
- 3.2 translate and integrate educational policies and innovations in teaching and learning activities.
- 3.3 demonstrate creativity, innovativeness and improvisation in the teaching and learning process.
- 3.4 use interpersonal skills to involve community to participate in schools activities.
- 3.5 apply educational experiences from other countries.
- 3.6 generate and apply logical arguments in day to day professional activities.
- 3.7 plan, organize and coordinate school activities.
- 3.8 integrate cross cutting-issues in the subject of specialization.
- 3.9 demonstrate critical thinking when dealing with educational issues.
- 3.10 demonstrate ability to reflect on teaching and learning process in areas of specialization.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of sections A and B with a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section carries **forty (40)** marks.
- 4.2 **Section B** will consist of **four (8)** essay questions. Candidates will be required to answer **four (4)** questions from this section. The section will carry **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Education
- 5.2 Philosophy of Education
- 5.3 Historical Development of education in Tanzania (Mainland and Zanzibar)
- 5.4 Trends in education development in Tanzania and other countries (1967 to date)
- 5.5 Sociology of education
- 5.6 Education management and administration

1.0 INTRODUCTION

This revised Curriculum and Teaching Examination Format is in-line with the 2009 improved Diploma in Secondary Education Programme which emphasizes more on testing competences than content. Thus, the examination paper will assess candidates' competences rather than the former content-based format.

2.0 GENERAL OBJECTIVES

The examination will generally assess the extent to which the candidate can:

- 2.1 apply the curriculum theories in planning, developing and implementing school curriculum.
- 2.2 analyse curriculum materials for effective teaching and learning process.
- 2.3 apply and/or use different theories and principles of curriculum and teaching in the teaching and learning process.
- 2.4 apply curriculum theories and principles in teaching and learning of cross-cutting issues.

3.0 SPECIFIC COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply the curriculum theories to classroom situation in solving educational problems.
- 3.2 plan and teach using interactive teaching and learning strategies/methods.
- 3.3 organize and manage classroom for effective teaching.
- 3.4 create and innovating skills in teaching and learning.
- 3.5 practice reflective skills in the teaching and learning process.
- 3.6 select and improvise teaching and learning materials.
- 3.7 integrate cross-cutting issues in the teaching and learning process.
- 3.8 evaluate curriculum materials.
- 3.9 construct general and specific teaching and learning objectives.

4.0 EXAMINATION RUBRIC

There will be **one** examination paper for this subject. The paper will consist of section A, B and C with a total of **eighteen (18)** questions. The candidates will be required to answer **fourteen (14)** questions. The duration of the paper will be **three (3)** hours.

- 4.1 **Section A** will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The section carries **forty (40)** marks.
- 4.2 **Section B** will consist of **eight (8)** essay questions. Candidates will be required to answer **four (4)** questions from this section. The section will carry **forty (40)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Curriculum Theory
- 5.2 Curriculum Development
- 5.3 Teaching and Learning Materials
- 5.4 Teaching and Learning Approaches
- 5.5 Planning for Teaching
- 5.6 Teaching Practice