

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**GRADE A TEACHERS SPECIAL COURSE CERTIFICATE EXAMINATION
FORMATS (GATSCCE)**

**ISSUED BY
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O.BOX 26224
DAR ES SALAAM
TANZANIA.
REVISED FEBRUARY, 2020**

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FOREWORD

This examination format booklet is a revised version of that issued by the National Examinations Council of Tanzania in 2014. These formats have been prepared to cover all subjects for Grade A Teachers Special Course Certificate Examination (GATSCCE) as prescribed in the 2012 Curriculum issued by the Tanzania Institute of Education (TIE). However, subjects with narrow contents were merged with other related contents to form a comprehensive paper. The use of these formats will commence in 2020.

The formats have been revised to accommodate important changes which have occurred in learning since 2012. The changes are linked to the education policy of 2014 which emphasizes the attainment of skilled human resources that will facilitate achieving middle level economy through industrial development by 2025. Therefore, the National Examinations Council of Tanzania has redefined its procedures primarily for competence - based assessment to enable learners to acquire the 21st century skills for livelihood.

The formats are organised in five paragraphs, namely the introduction, general objectives, general competences, examination rubric and examination contents. A table of specification showing the distribution of questions for each competence is included in every format to indicate the percentage weight for each competence as well as the total number of question per cognitive level. In general, these examination formats will provide guidelines to all examiners and tutors on their assessment procedures as well as examination preparation that will be valid and reliable for prospective teachers.

Lastly, this book provides guidance to candidates on the structure of examination papers. It also guides setters, moderators and tutors through preparing fair, valid and reliable examinations both formative and summative. However, the tutors are advised against using these examination formats in the teaching and learning process as a substitute for the special needs subject syllabi.

The National Examinations Council of Tanzania would like to express its sincere gratitude to all who participated in preparing these formats.



Dr Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This examination format is based on the General Course syllabus of 2012. The format provides guidelines on how assessment of candidates' competences in basic skills and knowledge about the development of special needs education, psychology of learners with special needs, health education and cross cutting issues, including preventive skills of HIV/AIDS and STIs for people with special needs, will be done.

2.0 GENERAL OBJECTIVES

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

- 2.1 develop an understanding of special needs education and inclusive education for an effective teaching and learning process;
- 2.2 enhance basic knowledge and skills in identifying, assessing, placing and teaching learners with special needs;
- 2.3 understand the psychological and pedagogical approaches as well as principles of teaching learners with special needs in an inclusive setting; and
- 2.4 develop skills of changing behaviour and attitudes of people with special needs and people living with HIV/AIDS.

3.0 GENERAL COMPETENCES

This examination will assess the candidates' ability to:

- 3.1 assess, identify and take intervention measures for learners with special needs;
- 3.2 use and demonstrate pedagogical approaches and innovation in responding to diverse educational needs;
- 3.3 identify and address cross cutting issues to persons with special needs;
- 3.4 identify, analyze, develop, and apply project skills; and
- 3.5 address the challenges facing teachers in inclusive education.

4.0 EXAMINATION RUBRIC

The examination for the General Course subject will take three (3) hours. There will be one examination paper consisting of thirteen (13) questions in both sections A and B. The candidates will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will comprise five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

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

- 5.1 To use history and trends of special needs education (SNE) to understand the background of the special needs globally and nationally.
- 5.2 To use the psychology of persons with special needs to teach learners with special needs
- 5.3 To use assessment in special needs education
- 5.4 To use inclusive education in the Tanzanian context
- 5.5 To use health education and HIV/AIDS education for learners with special needs
- 5.6 To use projects in developing special needs education

Table of Specifications for the General Course Subject

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | To use history and trends of special needs education (SNE) to understand the background of the special needs globally and nationally | | | | | | | 3 | 23 |
| 2 | To use psychology of persons with special needs to teach learners with special needs | | | | | | | 2 | 15.4 |
| 3 | To use assessment in special needs education | | | | | | | 2 | 15.4 |
| 4 | To use inclusive education in the Tanzanian context | | | | | | | 2 | 15.4 |
| 5 | To use health education and HIV/AIDS education for learners with special needs. | | | | | | | 2 | 15.4 |
| 6 | To use projects in developing special needs education | | | | | | | 2 | 15.4 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each question in each domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The format for Orientation and Mobility examination is based on the Orientation and Mobility syllabus of 2012. This format provides guidelines on how assessment in this subject will be conducted according to the intended skills.

2.0 GENERAL OBJECTIVES

The examination for Orientation and Mobility subject will assess the candidates' ability in:

- 2.1 developing the learner's ability to use orientation and mobility training skills to cope with the environment;
- 2.2 developing the learner's ability to use self-mobility techniques and assistive equipment to reduce dependency;
- 2.3 applying orientation and mobility training to develop the learner's life skills; and
- 2.4 enabling teachers, learners and parents to apply orientation and mobility skills to enable learners with visual impairment to cope with the environment.

3.0 GENERAL COMPETENCES

The examination for the Orientation and Mobility subject will assess the candidates' ability to:

- 3.1 apply orientation and mobility training skills to identify learners with special needs, establish the basis for being accepted by peers and the community and provide suitable intervention;
- 3.2 apply orientation training skills to identify and develop the talents of learners with special needs;
- 3.3 apply orientation training skills to enable the learner with visual impairment to cope with the environment;
- 3.4 develop mobility skills to enable the learner with visual impairment to cope with the environment; and
- 3.5 apply orientation and mobility training skills to develop life skills for the learner with visual impairment.

4.0 EXAMINATION RUBRIC

The examination for the Orientation and Mobility subject in the field of visual impairment will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions; each question will carry five (05) marks. This section will have a total

of 40 marks.

Section B will comprise five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks.

5.0 EXAMINATION CONTENTS

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

- 5.1 Using orientation and mobility skills to enable the learner with visual impairment to manage living in the environment
- 5.2 Developing mobility skills to enable the learners with visual impairment to manage living in the environment
- 5.3 Using orientation and mobility studies to develop life skills for the learner with visual impairment.

Table of Specifications for the Orientation and Mobility Subject

| S/N | Competences | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | Using orientation and mobility skills to enable the learner with visual impairment to manage living in the environment | | | | | | | 4 | 31 |
| 2 | Developing mobility skills to enable the learner with visual impairment to manage living in the environment. | | | | | | | 4 | 31 |
| 3 | Using orientation and mobility studies to develop life skills for the learner with visual impairment. | | | | | | | 5 | 38 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each question in each domain | | | | | | | | | 100 |

665 TEACHING METHODOLOGY FOR LEARNERS WITH VISUAL
IMPAIRMENT AND DEAFBLINDNESS

1.0 INTRODUCTION

This format is based on the Teaching Methodology for Learners with Visual Impairment syllabus of 2012. It intends to test the competences developed by candidates in assessing the use of participatory teaching methods and various assessment procedures.

2.0 GENERAL OBJECTIVES

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

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

3.0 GENERAL COMPETENCES

The examination will assess candidates' ability to:

- 3.1 demonstrate teaching and learning skills for learners with visual impairment and deafblindness;
- 3.2 apply skills of identifying, assessing and placing learners with visual impairment and deaf blindness;
- 3.3 prepare and improvise teaching and learning materials for learners with visual impairment and deafblindness.

4.0 EXAMINATION RUBRIC

The examination for the Teaching Methodology for Learners with Visual Impairment and deafblindness will take three (3) hours. There will be one paper consisting of thirteen (13) questions in both sections, A and B. The candidates will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will comprise five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

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

- 5.1 Using methods of teaching and learning for children with visual impairment and deafblindness
- 5.2 Developing reading and writing skills
- 5.3 Developing and producing teaching and learning materials for learners with visual impairment and deafblindness
- 5.4 Identifying, assessing and placing learners with visual impairment and deafblindness
- 5.5 Planning for the teaching and learning of learners with visual impairment and deafblindness

Table of Specifications for Teaching Methodology for Learners with Visual Impairment and Deafblindness

| S/N | Competences | Cognitive Levels to be Tested | | | | | Number of Items | Percentage Weight per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | |
| 1 | Using methods of teaching and learning of children with visual impairment and deaf blindness | | | | | | 3 | 23 |
| 2 | Developing reading and writing skills | | | | | | 2 | 15.5 |
| 3 | Developing and producing teaching and learning materials for learners with visual impairment and deafblindness | | | | | | 3 | 23 |
| 4 | Identifying, assessing and placing of learners with visual impairment and deafblindness | | | | | | 2 | 15.5 |
| 5 | Planning for teaching and learning of learners with visual impairment and deafblindness | | | | | | 3 | 23 |
| Total Number of Items | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | 100 |

1.0 INTRODUCTION

This format is based on the Braille Skills: Language and Braille Skills: Mathematical Notation syllabus of 2012. The format provides guidelines on how the Communication Skills: Visual Impairment subject will be assessed in line with the intended competences.

2.0 GENERAL OBJECTIVES

The Communication Skills: Visual Impairment examination will test the candidate's ability to:

- 2.1 translate the basic education curriculum and its formats in the class subjects;
- 2.2 prepare and use participatory methods in teaching and learning based on the learner's needs;
- 2.3 design, develop and improvise teaching and learning materials;
- 2.4 conduct educational action research to identify, develop and assist learners with special needs in primary schools;
- 2.5 transfer acceptable customs, values and behaviour to primary school learners;
- 2.6 select, organise, supervise and manage classes in primary schools; and
- 2.7 design and correct tests and examinations which are in line with the primary school/basic education curriculum based on the needs of the learner in all three aspects of learning.

3.0 GENERAL COMPETENCE

The examination will test the candidate's ability to:

- 3.1 identify a learner with visual impairment, establish the basis for acceptance by peers and the community and provide a suitable intervention;
- 3.2 use enabling teaching and learning environments for learners with visual impairment;
- 3.3 utilise various methods of communication and assistive technology to address the special needs of learners with visual impairment;
- 3.4 apply various methods to identify the talents of the learners with visual impairment and to develop those talents;
- 3.5 conduct educational action research to identify and assist learners with visual impairment in primary schools;
- 3.6 use, maintain and repair assistive equipment for learners with visual impairment;
- 3.7 collaborate with the families of learners with visual impairment in developing the learners' confidence, positive learning attitude and talents.

4.0 EXAMINATION RUBRIC

There will be two (2) examination papers in the Communication Skills: Visual Impairment subject. The first paper will be on theory and the second one will be on practical.

Paper 1: Theory

This will be a three (3) hour paper. The paper will have a total of thirteen (13) questions in both sections A and B. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (08) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks.

Section B will comprise five (5) essay type questions. The candidate will be required to answer four (04) questions. Each question will carry fifteen (15) marks, making a total of 60 marks.

Paper 2: Practical

This paper will have a total of five (05) practical questions; among them, two (02) will be on Kiswahili Braille, two (02) on English Language Braille, and one (01) on Mathematics Notation Braille. The candidate will be required to answer all questions. Each question will carry ten (10) marks making a total of 50 marks.

5.0 EXAMINATION CONTENTS

5.1 Paper 1 Theory

- 5.1.1 Use communication skills in line with the needs of the learner with visual impairment;
- 5.1.2 Use different techniques to enable teaching Reading, Writing and Arithmetic (3Rs) skills for the learner with visual impairment to communicate
- 5.1.3 Use Braille skills to enable the learner with visual impairments to communicate.

5.2 Paper 2: Practical

This paper will focus on the competence in using Braille skills to enable the learner with visual impairment to communicate.

Table of Specifications for Communications Skills: Visual Impairment

| S/N | Competences | Cognitive Level to be Tested | | | | | Number of items | Percentage weight per competences |
|---|--|------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | |
| 1 | Use communication skills in line with the needs of the learner with visual impairment. | | | | | | 2 | 15 |
| 2 | Use different techniques to enable teaching Reading, Writing and Arithmetic (3Rs) skills for the learner with visual impairment to communicate | | | | | | 3 | 23 |
| 3 | Use Braille skills to enable the learner with visual impairment to communicate | | | | | | 8 | 62 |
| Total Number of Items | | | | | | | 13 | |
| Total Percentage Weight of each question in each domain | | | | | | | | 100 |

1.0 INTRODUCTION

The format for Adapted Physical Education and Art: Visual Impairment is based on the Physical Education for Learners with Visual Impairment and Deafblindness syllabus of 2012. This format provides guidelines on how assessment in the subject of Adapted Physical Education and Art: Visual Impairment will be done according to the desired competence.

2.0 GENERAL OBJECTIVES

The examination for the Adapted Physical Education and Art Subject will test the candidate's competence in:

- 2.1 using physical education skills in developing the learner physically, mentally and socially;
- 2.2 promoting and raising talents through sports, games and art; and
- 2.3 using physical education and art to enable learners with visual impairment to protect and perpetuate traditions, customs and culture.

3.0 GENERAL COMPETENCES

The examination for the Adapted Physical Education and Art subject will test the candidate's competences in;

- 3.1 identifying the learner with a visual impairment, establishing the basis for acceptance by peers and the community and providing a suitable intervention;
- 3.2 using enabling teaching and learning environments for learners with visual impairment;
- 3.3 utilising various methods of communication and assistive technology to address the needs of learners with visual impairment;
- 3.4 using different methods to identify the talents of learners with visual impairment;
- 3.5 using, maintaining and repairing assistive equipment for learners with visual impairments
- 3.6 using adaptive physical education and arts to raise and develop different talents for learners with visual impairment; and
- 3.7 collaborating with the families of learners with visual impairment in developing the learners' confidence, positive learning attitude and talents.

4.0 EXAMINATION RUBRIC

The Adapted Physical Education and Art: Visual Impairment examination will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will have eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks for this section.

5.0 EXAMINATION CONTENTS

The competences that will be assessed in the examination for the Adapted Physical Education and Art: Visual Impairment subjects are as follows:

- 5.1 To use physical education skills in developing the learner with visual impairment
- 5.2 To use physical education and art to strengthen the body parts of the learner with visual impairment
- 5.3 To use diverse arts methods to identify and nurture the talents of learners with visual impairment

Table of Specifications for Adapted Physical Education and Art: Visual Impairment

| S/N | Competences | Cognitive Levels to be Tested | | | | | Number of Items | Percentage Weight per Competences | |
|---|--|-------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|----------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | | Creating |
| 1 | To use physical education skills in developing the learner with visual impairment | | | | | | | 5 | 38.5 |
| 2 | To use physical education and art to strengthen the body parts of the learner with visual impairment | | | | | | | 5 | 38.5 |
| 3 | To use diverse arts methods to identify and nurture the talents of learners with visual impairment | | | | | | | 3 | 23.0 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each question in each domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The examination format for the Anatomy, Physiology and Pathology of the eye is based on the Psychology of Learners with Visual Impairment and Deafblindness syllabus of 2012. This format provides guidelines on how assessment in the subject of Anatomy, Physiology and Pathology of the eye will be done in line with the intended competence.

2.0 GENERAL OBJECTIVES

The examination for Anatomy, Physiology and Pathology of the eye will test the extent candidate has succeeded to use:

- 2.1 The scientific knowledge of the eye to identify learners' needs;
- 2.2 The scientific knowledge of the eye to identify the causes of blindness;
- 2.3 The scientific knowledge of the eye to know the defects of the eye; and
- 2.4 Skills in assessment methods to provide a suitable intervention for the learner with visual impairment.

3.0 GENERAL COMPETENCES

The examination for the Anatomy, Physiology and Pathology of the eye will test the candidate's competence in:

- 3.1 identifying the learner with visual impairment, establishing the basis for acceptance by peers and community and providing a suitable intervention;
- 3.2 using enabling teaching and learning environments for learners with visual impairment;
- 3.3 utilising various methods of communication and assistive technology to address the learner with visual impairment;
- 3.4 using various techniques in identifying the talents of learners with visual impairment and how to develop such talents;
- 3.5 conducting educational action research to identify and assist learners with visual impairment in primary schools; and
- 3.6 using, maintaining and repairing assistive equipment for learners with visual impairment.

4.0 EXAMINATION RUBRIC

The examination for the Anatomy, Physiology and Pathology of the eye subject will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry 15 marks, making a total of 60 marks.

5.0 EXAMINATION CONTENTS

The following contents will be considered in preparing the examination:

- 5.1 To use the anatomy of the eye to identify the needs of the candidate with visual impairment
- 5.2 To use the anatomy of the eye to determine the causes of the visual impairment
- 5.3 To use the anatomy of the eye to analyse visual problems
- 5.4 To use identification and screening skills to help learners with visual impairment.

Table of Specifications for the Anatomy, Physiology and Pathology of the Eye

| S/N | Competences | Cognitive Levels to be Tested | | | | | Number of Items | Percentage Weight per Competences |
|---|---|-------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | |
| 1 | To use the anatomy of the eye to identify the needs of the candidate with visual impairment | | | | | | 3 | 23 |
| 2 | To use the anatomy of the eye to determine the causes of the visual impairment of the eye | | | | | | 3 | 23 |
| 3 | To use the anatomy of the eye to analyse visual problems | | | | | | 3 | 23 |
| 4 | To use identification and screening skills to help candidates with visual impairment | | | | | | 4 | 31 |
| Total Number of Items | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | 100 |

1.0 INTRODUCTION

The format for the Audiology subject is based on the Audiology syllabus of 2012. This format provides guidelines on how assessment in the Audiology subject will be done according to the intended competence.

2.0 GENERAL OBJECTIVES

The examination for Audiology subject will test competence of the candidate in:

- 2.1 applying theories and principles which guide the teaching and learning of audiology;
- 2.2 developing the methods of teaching the application of theories and principles to solve challenges caused by sound feedback from hearing aids earmould;
- 2.3 applying audiology knowledge to identify learners' needs;
- 2.4 applying audiology knowledge to identify the causes of hearing impairment;
- 2.5 applying audiology knowledge to analyse the defects of the ear;
- 2.6 applying assessment techniques to provide suitable interventions to a learner with hearing impairment;
- 2.7 making audiology equipment based on the importance of the equipment in the teaching and learning process;
- 2.8 repairing audiology equipment;
- 2.9 maintaining audiology equipment for long term use in primary schools; and
- 2.10 devising various technical methods in making and repairing audiology equipment.

3.0 GENERAL COMPETENCES

The examination for the Audiology subject will test the candidate's competence in:

- 3.1 identifying the needs of a learner with hearing impairment, establishing the basis for acceptance by peers and community and providing a suitable intervention;
- 3.2 using enabling teaching and learning environments for learners with hearing impairment;
- 3.3 using various techniques in identifying and nurturing the talents of the learners with hearing impairment;
- 3.4 conducting educational action research for learners with hearing impairment and assisting them in primary schools;
- 3.5 developing competences in the subjects for the teacher which will enable him/her to master the subjects and thus teach the learner with hearing impairment;
- 3.6 collaborating with the families of the learners with hearing impairment to develop the learners' confidence, learning attitudes and talents;
- 3.7 devising the skills of making audiology equipment aimed at assisting the learner with hearing impairment to participate fully in the teaching and learning process;

- 3.8 utilising various methods of communication and assistive technology by considering the special needs of the learners with hearing impairment;
- 3.9 using, maintaining and repairing assistive equipment for learners with hearing impairment;
- 3.10 devising strategies for avoiding sound feedback in the use of hearing aids; and
- 3.11 inserting a hearing aid into a learner with hearing impairment to assist him/her in communication.

4.0 EXAMINATION RUBRIC

The examination for the Audiology subject will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

In preparing the examination, the following contents will be assessed:

- 5.1 To use audiology knowledge to identify the needs of the learners
- 5.2 To use audiology knowledge to identify the causes of deafness
- 5.3 To use audiology knowledge to analyse the defects of the ear.
- 5.4 To use different assessment techniques to give appropriate information to learners with hearing impairment
- 5.5 To make audiology materials
- 5.6 To repair audiology materials
- 5.7 To care for audiology materials

Table of Specifications for Audiology

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | To use audiology knowledge to identify the needs of the learners | | | | | | | 2 | 13 |
| 2 | To use audiology knowledge to identify the causes of deafness | | | | | | | 2 | 17 |
| 3 | To use audiology knowledge to analyse the defects of the ear | | | | | | | 2 | 13 |
| 4 | To use different assessment techniques to give appropriate information to learners with hearing impairment | | | | | | | 3 | 23 |
| 5 | To make audiology materials | | | | | | | 2 | 15 |
| 6 | To repair audiology materials | | | | | | | 1 | 9 |
| 7 | To care for audiology materials | | | | | | | 1 | 10 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

670 TEACHING METHODOLOGY FOR LEARNERS WITH HEARING IMPAIRMENT

1.0 INTRODUCTION

This examination format is based on the Teaching Methodology for Learners with Hearing Impairment syllabus of 2012. It intends to test the candidate's ability to analyze, reflect and apply teaching methodology and principles to learners with hearing impairment.

2.0 GENERAL OBJECTIVES

The examination will assess the candidates' ability to:

- 2.1 understand teaching and learning methods for learners with hearing impairment;
- 2.2 develop skills in classroom management for learners with hearing impairment in different situations;
- 2.3 develop pedagogical skills in teaching learners with hearing impairment;
- 2.4 understand the significance of Individualized Education Programme (IEP) for learners with hearing impairment; and
- 2.5 understand the trends of habilitation and rehabilitation services to learners with hearing impairment.

3.0 GENERAL COMPETENCES

This examination will assess the candidates' ability to:

- 3.1 design and apply Individual Education Programme (IEP);
- 3.2 prepare a scheme of work and a lesson plan; and
- 3.3 teach and facilitate learners with hearing impairment.

4.0 EXAMINATION RUBRIC

The examination for the Teaching Methodology for Learners with Hearing Impairment subject will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will comprise five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

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

- 5.1 Methodology of teaching learners with hearing impairment
- 5.2 Management of the class
- 5.3 Curriculum adaptation
- 5.4 Teaching academic courses
- 5.5 Habilitation and rehabilitation

Table of Specifications for Teaching Methodology for Learners with Hearing Impairment

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | Methodology of teaching learners with hearing impairment | | | | | | | 3 | 23 |
| 2 | Management of the class | | | | | | | 2 | 15.5 |
| 3 | Curriculum adaptation | | | | | | | 3 | 23 |
| 4 | Teaching academic courses | | | | | | | 2 | 15.5 |
| 5 | Habilitation and rehabilitation | | | | | | | 3 | 23 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

This examination format is based on the Communication, Language and Speech Development subject, which was introduced in 2012. It intends to test the candidate's ability to analyse and reflect on the application of language and speech development for learners with hearing impairment.

2.0 GENERAL OBJECTIVES

The Communication, Language and Speech Development examination will assess the extent to which the candidates will be able to:

- 2.1 develop pedagogical approaches to teaching communication skills among learners with hearing impairment;
- 2.2 understand language development among learners with hearing impairment;
- 2.3 describe speech development to learners with hearing impairment;
- 2.4 understand causes and effects of communication difficulties; and
- 2.5 develop skills in planning intervention strategies to help learners with communication difficulties.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 Communicate effectively with learners with hearing impairment;
- 3.2 use appropriate pedagogical approaches and innovations in responding to learners with hearing impairment; and
- 3.3 manage classes for learners with hearing impairment.

4.0 EXAMINATION RUBRIC

The examination for the Communication, Language and Speech Development subject will take three (3) hours. It will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

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

- 5.1 Communication development
- 5.2 Language development
- 5.3 Speech development
- 5.4 Communication defects

Table of Specifications for Communication, Language and Speech Development

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight Per Competences |
|---|---------------------------|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | Communication development | | | | | | | 4 | 31 |
| 2 | Language development | | | | | | | 3 | 23 |
| 3 | Speech development | | | | | | | 3 | 23 |
| 4 | Communication defects | | | | | | | 3 | 23 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The examination format for Sign Language is based on the Sign Language syllabus of 2012. This format provides guidelines on how assessment in the Sign Language subject will be done based on the intended competences.

2.0 GENERAL OBJECTIVES

The examination for Sign Language will assess the candidates' ability to:

- 2.1 use Tanzanian sign language skills to develop sign language competency;
- 2.2 use sign language skills to communicate with a learner with hearing impairment;
- 2.3 use the Tanzanian sign language to communicate with the deaf community using the language;
- 2.4 use Tanzanian sign language skills to motivate learners with hearing impairment to learn and use it; and
- 2.5 use the Tanzanian sign language in teaching other subjects.

3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 use enabling environments and Tanzanian sign language skills in teaching and learning for the learner with hearing impairment;
- 3.2 utilise various methods of communication and assistive technology based on the learner with hearing impairment;
- 3.3 conduct educational action research among learners with hearing impairment to identify deficits in the use of the sign language and to assist those in need in the primary schools;
- 3.4 use Tanzanian sign language basics and skills in the teaching and learning of academic subjects; and
- 3.5 develop the teacher's competences in Tanzania sign language skills which will enable him/her to understand the subjects and thus teach the learner with hearing impairment.

4.0 EXAMINATION RUBRIC

The examination for Sign Language will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

In preparing the examination, the following will be assessed:

- 5.1 To use the environment to describe history, development and origin of the Tanzanian sign language
- 5.2 To use the rules of the Tanzanian Sign Language to form basic signs
- 5.3 To use the Tanzanian Sign Language rules to communicate effectively
- 5.4 To use communication skills according to the learner's needs
- 5.5 To use communication skills for learners with hearing impairment

Table of Specifications for Sign Language

| S/N | Competences | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight Per Competences |
|---|---|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | To use the environment to describe history, development and origin of the Tanzania of sign language | | | | | | | 3 | 23.2 |
| 2 | To use the rules of the Tanzania Sign Language to form basic signs | | | | | | | 4 | 30.7 |
| 3 | To use the Tanzanian Sign Language rules to communicate effectively. | | | | | | | 4 | 30.7 |
| 4 | To use communication skills according to the learner's needs | | | | | | | 1 | 7.7 |
| 5 | To use communication skills for learners with hearing impairment. | | | | | | | 1 | 7.7 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

This examination format is based on Hearing Impairment and Psychology of Learners with Hearing Impairment syllabi of 2012. It intends to test the candidate's ability to realize basic concepts of hearing impairment, the human ear, its defects and adjustments of the defects as well as the theory and practice of the psychology of learners with hearing impairment.

2.0 GENERAL OBJECTIVES

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

- 2.1 understand the anatomy and physiology of the human ear;
- 2.2 understand the process of hearing and concepts related to hearing impairment;
- 2.3 describe the pathology of the ear and techniques for adjusting defects of the ear of the learner with hearing impairment;
- 2.4 understand perspectives of hearing impairment;
- 2.5 understand classroom management strategies for learners with hearing impairment;
- 2.6 understand psychological approaches to teaching learners with hearing impairment;
- 2.7 develop the ability to conduct pre-school intervention for learners with hearing impairment; and
- 2.8 develop an understanding in applying preventive knowledge and skills in cross-cutting issues to help learners with hearing impairment.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply theories and principles in identifying and assessing defects in the human ear and its adjustments for learners with hearing impairment;
- 3.2 apply classroom management strategies to learners with hearing impairment;
- 3.3 use psychological approaches to teach learners with hearing impairment;
- 3.4 apply prevention knowledge and skills in cross-cutting issues to help learners with hearing impairment; and
- 3.5 conduct pre-school intervention among learners with hearing impairment.

3.6 EXAMINATION RUBRIC

The examination for Hearing Impairment will take three (3) hours. The examination will be two (2) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer a total of twelve (12) questions, with a total mark of 100 marks.

Section A will have eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

4.0 EXAMINATION CONTENTS

In setting the examination, the following will be considered:

- 4.1 The human ear
- 4.2 Hearing impairment
- 4.3 Perspectives of hearing impairment
- 4.4 Working with learners with hearing impairment
- 4.5 Pre-school intervention for learners with hearing impairment
- 4.6 Teaching children with hearing impairment
- 4.7 Cross cutting issues

Table of Specifications for Hearing Impairment

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight Per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | The human ear | | | | | | | 2 | 15.4 |
| 2 | Hearing impairment | | | | | | | 4 | 30 |
| 3 | Perspectives on hearing impairment | | | | | | | 2 | 15.4 |
| 4 | Working with learners with hearing impairment | | | | | | | 1 | 7.6 |
| 5 | Pre-school intervention for learners with hearing impairment | | | | | | | 1 | 7.6 |
| 6 | Teaching children with hearing impairment | | | | | | | 2 | 15.4 |
| 7 | Cross cutting issues | | | | | | | 1 | 7.6 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The format for Adapted Physical Education and Art is based on the Physical Education for Learners with Hearing Impairment syllabus of 2012. This format provides guidelines on how assessment in Adapted Physical Education and Art: Hearing Impairment will be done according to the intended competences.

2.0 GENERAL OBJECTIVES

The examination will assess the candidate ability to:

- 2.1 use sports and games skills in developing the learner with hearing impairment physically, mentally and socially;
- 2.2 discover and develop talents through physical education and art for learners with hearing impairment;
- 2.3 use physical education and art to enable the learner with hearing impairment to protect and perpetuate traditions, customs and culture;

3.0 GENERAL COMPETENCES

The examination for Adapted Physical Education and Art for learners with hearing impairment will assess the candidates' ability to:

- 3.1 identify a learner with hearing impairment, establish the basis for acceptance by the community and provide a suitable intervention;
- 3.2 use enabling teaching and hearing environments for learners with hearing impairment;
- 3.3 apply various techniques to discover and develop the various talents that learners with hearing impairments have;
- 3.4 use, maintain and repair hearing aids for learners with hearing impairment;
- 3.5 to use adapted physical education and art to discover and develop various talents of learners with hearing impairment; and
- 3.6 develop the teachers' competence in the subject which will enable him/her to master the subjects and thus teach the learner with hearing impairment.

4.0 EXAMINATION RUBRIC

The examination for the Adapted Physical Education and Art for hearing impairment subject will take three (3) hours. The examination will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks for this section.

5.0 EXAMINATION CONTENTS

The examination for Adapted Physical Education and Art for hearing impairment will assess the candidates' ability as follows:

- 5.1 To apply adapted physical education studies to learners.
- 5.2 To use physical education to strengthen the body parts of learners with hearing impairment
- 5.3 To use different types of arts to discover and develop the talents of learners with hearing impairment.
- 5.4 To prepare and improvise materials for special education for learners with hearing impairment

Table of Specifications for Adapted Physical Education and Art: Hearing Impairment

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Questions | Percentage Weight Per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|---------------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | To apply adapted physical education studies to learners. | | | | | | | 4 | 31 |
| 2 | To use physical education to strengthen the body parts of learners with hearing impairment | | | | | | | 4 | 31 |
| 3 | To use different types of arts to discover and develop the talents of learners with hearing impairment | | | | | | | 3 | 24 |
| 4 | To prepare and improvise materials for special education for learners with hearing impairment | | | | | | | 2 | 14 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

675 PSYCHOLOGY OF LEARNERS WITH INTELLECTUAL IMPAIRMENT
AND AUTISM

1.0 INTRODUCTION

This format for the Psychology of Learners with Intellectual Impairment and Autism examination is based on the syllabus of 2012. The emphasis of this format is to assess the candidate's competences in basic skills for the analysis, advocacy, mobilization, reflection and application of psychological principles and learning theories related to effective teaching and learning among learners with intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

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

- 2.1 understand the application of psychology to dealing with learners with intellectual impairment and autism;
- 2.2 develop understanding of learning theories and principles and their application to teaching and solving problems facing learners with intellectual impairment and autism;
- 2.3 develop skills in behavioral change and attitudes of learners with intellectual impairment and autism; and
- 2.4 develop skills in advocacy and mobilization for the rights of learners with intellectual impairment and autism.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 use appropriate techniques for solving learning difficulties of learners with intellectual impairment and autism;
- 3.2 apply learning theories to teaching learners with intellectual impairment and autism;
- 3.3 apply skills in advocating and mobilizing the rights of learners with intellectual impairment and autism;
- 3.4 describe the importance of adaptive skills for learners with intellectual impairment and autism;
- 3.5 use different learning environments for learners with intellectual impairment and autism; and
- 3.6 differentiate attitudinal perception of learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

The examination for the Psychology of Learners with Intellectual Impairment subject will take three (3) hours. The examination will have two (02) sections, A and B, with a total of

thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

In setting the examination for the Psychology of Learners with Intellectual Impairment subject, the following competence will be considered:

- 5.1 Using neuropsychology in teaching learners with intellectual impairment and autism
- 5.2 Using theories of learning to teach learners with intellectual impairment and autism
- 5.3 Apply learning theories to learners with intellectual impairment and autism

Table of Specifications for Psychology of Learners with Intellectual Impairment and Autism

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Questions | Percentage Weight Per Competences |
|---|--|-------------------------------|---------------|----------|-----------|------------|----------|---------------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | Using neuropsychology in teaching learners with intellectual impairment and autism | | | | | | | 4 | 31 |
| 2 | Using theories of learning to teach learners with intellectual impairment and autism | | | | | | | 4 | 31 |
| 3 | Applying learning theories to learners with intellectual impairment and autism | | | | | | | 5 | 38 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The format for Communication Skills: Intellectual Impairment and Autism is based on the Communication for Learners with Intellectual Impairment and Autism syllabus of 2012. This format provides guidelines on how assessment in the Communication Skills: Intellectual Impairment and Autism subject will be done in line with the intended competences.

2.0 GENERAL OBJECTIVES

The examination for Communication Skills: Intellectual Impairment and Autism will assess the candidates' ability to:

- 2.1 use appropriate techniques and assistive technology in communication;
- 2.2 analyse how the learner pronounces words and disorders in communication;
- 2.3 conduct assessment and give a suitable intervention to improve communication; and
- 2.4 use adaptive skills in communication.

3.0 GENERAL COMPETENCE

The examination for Communication Skills: Intellectual Impairment and Autism aims at assessing the candidates' ability to:

- 3.1 identify a learner with special needs, establish the basis for acceptance by peers and the community and provide a suitable intervention;
- 3.2 use enabling teaching and learning environments for the learner with special needs in learning the communication skills subject;
- 3.3 utilise various methods of communication and assistive technology based on the learners with special needs;
- 3.4 use various methods of communication to identify and develop the talents of learners with special needs; and
- 3.5 develop competence in the subject which will enable the candidate to understand other subjects well and thus teach a learner with special needs.

4.0 EXAMINATION RUBRIC

The examination for the Communication Skills: Intellectual Impairment and Autism subject will take three (3) hours. It will have two (02) sections, A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will have eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks, making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

This examination will examine the following competences;

- 5.1 To use communication skills and assistive technology by considering the needs of the learner with intellectual impairment and autism
- 5.2 To analyse the speech organs
- 5.3 To do assessment and make appropriate communication intervention for learners with intellectual impairment and autism
- 5.4 To use adapted skills in communication for learners with intellectual impairment and autism
- 5.5 To determine language difficulties among learners with intellectual impairment and autism

Table of Specifications for Communication Skills: Intellectual Impairment and Autism

| S/N | Competence | Cognitive Levels to be Tested | | | | | Number of Items | Percentage Weight per Competences | |
|---|--|-------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|----------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | | Creating |
| 1 | To use communication skills and assistive technology by considering the needs of the learner with intellectual impairment and autism | | | | | | | 3 | 23.07 |
| 2 | To analyse the speech organs | | | | | | | 3 | 23.07 |
| 3 | To do assessment and make appropriate communication intervention for learners with intellectual impairment and autism | | | | | | | 2 | 15.4 |
| 4 | To use adapted skills in communication for learners with intellectual impairment and autism | | | | | | | 3 | 23.07 |
| 5 | To determine language difficulties among learners with intellectual impairment and autism | | | | | | | 2 | 15.4 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

1.0 INTRODUCTION

The format for the Intellectual Impairment and Autism examination is based on the Intellectual Impairment and Autism and Teaching Methodology for Learners with Intellectual Impairment and Autism syllabus of 2012. This format provides guidelines on how assessment in the Intellectual Impairment and Autism subject will be done in line with the intended competences.

2.0 GENERAL OBJECTIVES

The examination for Intellectual Impairment and Autism will assess the candidates' ability to:

- 2.1 identify a learner with intellectual impairment and autism and prepare an individual learner progress plan;
- 2.2 help the teacher to develop positive perception of the learner with intellectual impairment and autism;
- 2.3 use knowledge, various teaching and learning techniques and tools to assist the learner with intellectual impairment and autism;
- 2.4 provide the teacher with the correct method of obtaining information about a learner with intellectual impairment and autism during enrolment;
- 2.5 prepare the learner with intellectual impairment and autism to manage his/her everyday life;
- 2.6 demonstrate a deeper understanding of the concept of intellectual impairment to learners with intellectual impairment and autism; and
- 2.7 groom a learner with intellectual impairment and autism.

3.0 GENERAL COMPETENCE

The examination will assess the candidates' ability to:

- 3.1 identify a learner with intellectual impairment and autism;
- 3.2 use an enabling teaching and learning environment for the learner with intellectual impairment and autism;
- 3.3 utilise various methods of communication and assistive technology by considering the special needs of the learner with intellectual impairment and autism;
- 3.4 use various techniques in identifying and developing the talents of learners with intellectual impairment and autism;
- 3.5 to conduct educational action research among learners to identify learners with intellectual impairment and autism in schools and help them;
- 3.6 apply leadership principles and skills in leading various education institutions;

- 3.7 use, maintain and repair assistive equipment for learners with intellectual impairment and autism;
- 3.8 use adapted physical education and arts in discovering and developing various talents of learners with intellectual impairment and autism;
- 3.9 use basics of teaching and learning to teach a learner with intellectual impairment and autism; and
- 3.10 collaborate with the families of the learners with intellectual impairment and autism in developing the learners' confidence, learning habit, and talents.

4.0 EXAMINATION RUBRIC

The examination will take three (3) hours. It will have sections A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. This section will have a total of 40 marks.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. This section will have a total of 60 marks.

5.0 EXAMINATION CONTENTS

The examination will assess the learner's competences in the following:

- 5.1 Using anatomy and physiology studies to analyse the performance of the nervous system.
- 5.2 Identifying the learner with intellectual impairment and autism
- 5.3 Using knowledge and skills to provide learning needs to a learner with intellectual impairment and autism
- 5.4 Using different teaching methods for the learner with intellectual impairment and autism.

Table of Specifications for Intellectual Impairment and Autism

| S/N | Competence | Cognitive Levels to be Tested | | | | | | Number of Items | Percentage Weight per Competences |
|---|---|-------------------------------|---------------|----------|-----------|------------|----------|-----------------|-----------------------------------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | Creating | | |
| 1 | Using anatomy and physiology studies to analyse the performance of nervous system | | | | | | | 3 | 23 |
| 2 | Identifying the learner with intellectual impairment and autism | | | | | | | 2 | 15 |
| 3 | Using knowledge and skills to provide learning needs to a learner with intellectual impairment and autism | | | | | | | 3 | 23 |
| 4 | Using different teaching methods for the learner with intellectual impairment and autism | | | | | | | 5 | 39 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

695 ADAPTED PHYSICAL EDUCATION AND ARTS INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

The format for the Adapted Physical Education and Art: Intellectual Impairment and Autism examination is based on the Physical Education for learners with intellectual impairment and Autism syllabus of 2012. This format provides guidelines on how assessment in Adapted Physical Education and Art: Intellectual Impairment and Autism subject will be done in line with the intended competence.

2.0 GENERAL OBJECTIVES

The examination for Adapted Physical Education and Art for intellectual impairment and Autism will assess the candidates' ability to:

- 2.1 identify a learner with intellectual impairment and a learner with autism in order to prepare a personalised work plan of a learner's progress;
- 2.2 demonstrate positive attitudes towards a learner with intellectual impairment and a learner with autism;
- 2.3 use physical education skills in developing a learner with intellectual impairment and a learner with autism, physically, mentally and socially;
- 2.4 promote and raise talents through physical education and arts; and
- 2.5 use physical education and arts to enable learners with intellectual impairment and those with autism to protect and perpetuate traditions, customs and culture.

3.0 GENERAL COMPETENCES

The examination focuses on assessing candidates' competences in:

- 3.1 Identifying a learner with intellectual impairment and a learner with autism;
- 3.2 Using enabling teaching and learning environments for learners with intellectual impairment and those with autism;
- 3.3 Using various methods of communication and assistive technology based on the needs of a learner with intellectual impairment and the one with autism;
- 3.4 Using various methods to identify the talents that the learners with intellectual impairment and those with autism have;
- 3.5 collaborate with the families of the learners with intellectual impairment and autism to protect and perpetuate traditions, customs and culture; and
- 3.6 conducting educational action research among learners to identify and assist learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

The examination for Adapted Physical Education and Arts: Intellectual Impairment and Autism will be done in three (3) hours. The examination will have sections A and B, with a total of thirteen (13) questions. The candidate will be required to answer twelve (12) questions, with a total of 100 marks.

Section A will comprise eight (8) short answer questions. The candidate will be required to answer all questions. Each question will carry five (5) marks making a total of 40 marks in this section.

Section B will have five (5) essay questions. The candidate will be required to answer four (4) questions. Each question will carry fifteen (15) marks, making a total of 60 marks in this section.

5.0 EXAMINATION CONTENTS

In preparing the examination, the following areas will be considered:

- 5.1 To use adaptive physical education for the learner with intellectual impairment and the learner with autism
- 5.2 To use adaptive physical education in restoring the body parts for the learner with intellectual impairment and the learner with autism
- 5.3 To use knowledge and skills on sense organs to simulate the learner with intellectual impairment and the learner with autism

Table of Specifications for Physical Education and Arts: Intellectual Impairment and Autism

| S/N | Competences | Cognitive Levels to be Tested | | | | | Number of Items | Percentage Weight per Competences | |
|---|--|-------------------------------|---------------|----------|-----------|------------|-----------------|-----------------------------------|----------|
| | | Remembering | Understanding | Applying | Analysing | Evaluating | | | Creating |
| 1 | To use adaptive physical education for the learner with intellectual impairment and the learner with autism | | | | | | | 3 | 23 |
| 2 | To use adaptive physical education in restoring the body parts for the learner with intellectual impairment the learner with autism. | | | | | | | 3 | 23 |
| 3 | To use knowledge and skills on sense organs to simulate the learner with intellectual impairment and the learner with autism | | | | | | | 7 | 54 |
| Total Number of Items | | | | | | | | 13 | |
| Total Percentage Weight of each Question in each Domain | | | | | | | | | 100 |

