

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**GRADE A TEACHER SPECIAL COURSE CERTIFICATE IN
SPECIAL NEEDS EDUCATION (GATSCC-SNE)
EXAMINATION FORMATS**

ISSUED BY:

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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AUGUST 2014

FOREWORD

In 2012, the Ministry of Education and Vocational Training (MoEVT) revised the 2003 curriculum for Grade A Teacher Special Certificate Course in Special Needs Education in order to accommodate more knowledge, skills and attitudes in assessment than the former curriculum. Moreover, the new syllabi for Hearing Impairment, Intellectual Impairment and Sign Language have been introduced in Certificate level and contain skills which were not extensively included in the previous one. In this regard, this GATSCCE in SNE Formats has been revised in line with the changes made in the subject syllabi which include a total of 19 subjects as listed in the Table of Contents, replacing the former 15 subjects of 2003 syllabi. The new subjects will be examined with effect from May, 2015.

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

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

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

Tutors from Patandi Teachers College, Examination Officers and other SNE experts from different educational institutions, whose input was instrumental in the preparation of these examination formats. My gratitude is also due to the ancillary staff, who typed and compiled all the manuscripts.



Dr. Charles E. Msonde
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661 GENERAL COURSE

1.0 INTRODUCTION

This revised General Course examination format is based on 2012 syllabus and it replaces the former one of 2003. The emphasis on this revised format is put on assessment of candidate's competences in basic skills and knowledge on 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.

2.0 GENERAL OBJECTIVES

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

- 2.1 develop understanding of special needs education and inclusive education for effective teaching and learning process.
- 2.2 enhance basic knowledge and skills in identification, assessment, placement and teaching of learners with special needs.
- 2.3 understand the psychology and pedagogical approaches and principles of teaching persons with special needs in an inclusive setting.
- 2.4 develop skills of changing behaviours and attitude 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 conduct 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 the project skills.
- 3.5 solve or cope with challenges facing teachers in inclusive education.

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 History and trends of special needs education (SNE).
- 5.2 Psychology of persons with special needs.
- 5.3 Assessment in special needs education.
- 5.4 Inclusive education.
- 5.5 Healthy education and HIV/AIDS for learners with special needs.
- 5.6 Projects.

662 BRAILLE SKILLS: LANGUAGE

1.0 INTRODUCTION

This examination format is based on Braille Skills: Language syllabus introduced in 2012 replacing the former one of 2003. It intends to test the candidate's acquired pedagogical skills for teaching Braille skills: language for learners with visual impairment and deafblindness.

2.0 GENERAL OBJECTIVES

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

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

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 use typing skills for learners with visual impairment and deafblindness.
- 3.2 read and write braille.

4.0 EXAMINATION RUBRIC

There will be **one** examination which consists of **two** papers namely Paper 1 and Paper 2. Paper 1 deals with **theory** and Paper 2 deals with **practical**.

4.1 Paper 1: Theory

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

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

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

4.2 **Paper 2: Practical**

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

5.0 **EXAMINATION CONTENT**

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

5.1 **Paper 1: Theory**

- 5.1.1 History of braille skills.
- 5.1.2 Basic braille writing skills.
- 5.1.3 Grades in braille skills.
- 5.1.4 Kiswahili braille skills.
- 5.1.5 English braille skills.
- 5.1.6 Typing skills.

5.2 **Paper 2: Practical**

- 5.2.1 Basic braille writing skills.
- 5.2.2 Grades in braille skills.
- 5.2.3 Kiswahili braille skills.
- 5.2.4 English braille skills.

663 BRAILLE SKILLS: MATHEMATICAL NOTATION

1.0 INTRODUCTION

This examination format is based on Braille Skills: Mathematical Notation syllabus introduced in 2012 replacing the former one of 2003. It intends to test candidate's mastery of skills in both theory and practical for teaching Braille skills: mathematical notation to learners with visual impairment and deafblindness.

2.0 GENERAL OBJECTIVES

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

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

3.0 GENERAL COMPETENCES

This examination will assess the candidate's ability to:

- 3.1 read and write braille mathematical notation for learners with visual impairment and deafblindness.
- 3.2 debraille mathematical notations for learners with visual impairment and deafblindness.

4.0 EXAMINATION RUBRIC

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

4.1 Paper 1: Theory

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

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

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

4.2 **Paper 2: Practical**

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

5.0 EXAMINATION CONTENT

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

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

664 ORIENTATION AND MOBILITY

1.0 INTRODUCTION

This examination format is based on Orientation and Mobility syllabus introduced in 2012, replacing the former one of 2003. It is intended to test the candidate's acquired pedagogical skills for teaching orientation and mobility for learners with visual impairment and deafblindness.

2.0 GENERAL OBJECTIVES

The Orientation and Mobility examination will assess the extent to which the candidates will be able to:

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

3.0 GENERAL COMPETENCE

The examination will assess the candidates' ability to:

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

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 History of mobility training.
- 5.2 Orientation to persons with visual impairment and deafblindness.
- 5.3 Important skills for persons with visual impairment.
- 5.4 Habilitation and rehabilitation.

665 TEACHING METHODOLOGY FOR LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS

1.0 INTRODUCTION

This examination format is based on Teaching Methodology for Learners with Visual Impairment syllabus introduced in 2012 to replace the former syllabus of 2003. It intends to test the competences developed to candidates in assessing the use of participatory teaching methods and variety of 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 understanding of different learning theories applicable in the teaching and learning process for learners with visual impairment and deafblindness.
- 2.2 develop pedagogical skills for learners with visual impairment and deafblindness.
- 2.3 develop the scope for dealing with learners with visual impairment and deafblindness in different situations.

3.0 GENERAL COMPETENCES

The examination will assess 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 placement of learners with visual impairment and deafblindness.
- 3.3 prepare and improvise teaching and learning materials for learners with visual impairment and deafblindness.

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 Methods of teaching and learning of children with visual impairment and deaf blindness.
- 5.2 Development of reading and writing skills.
- 5.3 Development and production of teaching and learning materials for learners with visual impairment and deafblindness.
- 5.4 Identification, assessment and placement of learners with visual impairment and deafblindness.
- 5.5 Planning for teaching and learning of learners with visual impairment and deafblindness.

666 PHYSICAL EDUCATION FOR LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS

1.0 INTRODUCTION

This examination format is based on Physical Education for Learners with Visual Impairment and Deafblindness syllabus introduced in 2012 to replace the former syllabus of 2003. It is designed to test the acquired pedagogical skills for teaching Physical Education for learners with visual impairment and deafblindness.

2.0 GENERAL OBJECTIVES

The Physical Education for Learners with Visual Impairment and Deafblindness examination will assess the extent to which the candidates are able to:

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

3.0 GENERAL COMPETENCE

The examination will test the candidates' ability to:

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

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will consist of **ten (10)** short answer questions on which the 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 **five (5)** essay questions designed to test the candidates' ability to apply the knowledge of Physical Education effectively. The candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

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

- 5.1 Nature of physical education.
- 5.2 Play.
- 5.3 Sports and games for learners with visual impairment and deafblindness.
- 5.4 Music and dance.

667 PSYCHOLOGY OF LEARNERS WITH VISUAL IMPAIRMENT AND DEAFBLINDNESS

1.0 INTRODUCTION

This examination format is based on Psychology of Learners with Visual Impairment and Deafblindness syllabus introduced in 2012 to replace the former one of 2003. It intends to test the candidate's developed pedagogical skills for teaching learners with visual impairment and deafblindness.

2.0 GENERAL OBJECTIVES

The Psychology of Visual Impairment and Deafblindness examination will assess candidates' ability to:

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

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

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

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 Historical background of visual impairment and deafblindness.
- 5.2 Anatomy and physiology of the human eye and ear.
- 5.3 Senses of vision and hearing.
- 5.4 Causes and prevention of visual impairment and deafblindness.
- 5.5 Refractive errors and auditory errors.
- 5.6 Identification and screening.

668 PSYCHOLOGY OF LEARNERS WITH HEARING IMPAIRMENT

1.0 INTRODUCTION

This examination format is based on Psychology of Learners with Hearing Impairment syllabus which was introduced in 2012, in place of the former one of 2003. It intends to test the candidate's ability to realize theories and practices on the psychology of learners with hearing impairment.

2.0 GENERAL OBJECTIVES

The Psychology of Learners with Hearing Impairment examination will assess the extent to which candidates will:

- 2.1 understand psychological approaches in teaching learners with hearing impairment.
- 2.2 develop ability to conduct pre-school intervention for learners with hearing impairment.
- 2.3 develop understanding in applying preventive knowledge and skills on cross-cutting issues in helping learners with hearing impairment.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 use psychological approaches to teach learners with hearing impairment.
- 3.2 apply prevention knowledge and skills on cross-cutting issues in helping learners with hearing impairment.
- 3.3 conduct pre-school intervention to learners with hearing impairment.

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

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

- 5.1 Introduction to hearing impairment.
- 5.2 Pre-school intervention for learners with hearing impairment.
- 5.3 Teaching children with hearing impairment.
- 5.4 Cross cutting issues.

669 AUDIOLOGY

1.0 INTRODUCTION

This examination format is based on Audiology syllabus which was introduced in 2012, in place of the former one of the 2003. It intends to test the candidate's ability to analyze, reflect and apply audiological principles related to school and classroom practices and real world experiences.

2.0 GENERAL OBJECTIVES

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

- 2.1 conceptualize and understand the theories and principles that govern audiology.
- 2.2 acquire the practical skills of using audiological equipment.
- 2.3 understand the procedures to conduct assessment on hearing loss.
- 2.4 develop pedagogical skills in the application of theories and principles in solving problems of acoustic feedback.

3.0 GENERAL COMPETENCES

The examination will test the candidates' ability to:

- 3.1 apply theories and principles of audiology.
- 3.2 use properly audiological equipment.
- 3.3 manufacture earmould.
- 3.4 evaluate ways of avoiding acoustic feedback.
- 3.5 apply amplification systems to the learners with hearing impairment.
- 3.6 fit in hearing aids to clients.

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

In setting the examination the following topics will be considered:

- 5.1 Introduction to audiology.
- 5.2 Physics of sound.
- 5.3 Audiometry.
- 5.4 Audiological equipment.
- 5.5 Earmould manufacturing.

670 TEACHING METHODOLOGY FOR LEARNERS WITH HEARING IMPAIRMENT

1.0 INTRODUCTION

This examination format is based on Teaching Methodology for Learners with Hearing Impairment syllabus which was introduced in 2012, replacing the former one of 2003. It intends to test the candidate's ability to analyze, reflect and apply teaching methodology 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 for classroom management for learners with hearing impairment in different situations.
- 2.3 develop pedagogical skills for teaching learners with hearing impairment.
- 2.4 understand the significance of Individualized Education Programme (IEP) for learners with hearing impairment.
- 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 scheme of work and lesson plan.
- 3.3 teach and facilitate learners with hearing impairment.

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 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.

671 PHYSICAL EDUCATION FOR LEARNERS WITH HEARING IMPAIRMENT

1.0 INTRODUCTION

This format is based on Physical Education for Learners with Hearing impairment syllabus which was introduced in 2012, in place of a former one of 2003. It intends to test the candidate's ability to reflect and apply physical education skills and related activities to learners with hearing impairment.

2.0 GENERAL OBJECTIVES

The Physical Education examination will assess the extent to which candidates are able to:

- 2.1 understand physical education activities for learners with hearing impairment.
- 2.2 develop pedagogical skills for teaching physical education to learners with hearing impairment.
- 2.3 develop ability and skills for managing a physical education class.
- 2.4 know relevant recreational activities for learners with hearing impairment.
- 2.5 develop understanding of sports and games at school level in relation to para-olympic games to learners with hearing impairment.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 conduct training on physical education for learners with hearing impairment.
- 3.2 prepare and improvise materials for physical education training for learners with hearing impairment.
- 3.3 plan activities which help to develop skills in music and dance to learners with hearing impairment.
- 3.4 plan and organize programmes for teaching physical education to learners with hearing impairment.

4.0 EXAMINATION RUBRIC

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

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

5.0 EXAMINATION CONTENT

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

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

672 COMMUNICATION, LANGUAGE AND SPEECH DEVELOPMENT

1.0 INTRODUCTION

This examination format is based on Communication, Language and Speech Development syllabus, which was introduced in 2012, in place of the former one of 2003. It intends to test the candidate's ability to analyze 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 approach in communication skills to learners with hearing impairment.
- 2.2 understand language development to learners with hearing impairment.
- 2.3 discuss speech development to learners with hearing impairment.
- 2.4 understand causes and effects of communication difficulties.
- 2.5 develop skills for planning intervention strategies to learners with communication difficulties.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 make effective communication to learners with hearing impairment.
- 3.2 use appropriate pedagogical approaches and innovations in responding to learners with hearing impairment.
- 3.3 manage classes for learners with hearing impairment.

4.0 EXAMINATION RUBRIC

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

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

- 4.2 **Section B** will have a total of **five (5)** essay questions designed to assess the candidates' ability to apply knowledge of communication skills effectively. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

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

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

673 SIGN LANGUAGE

1.0 INTRODUCTION

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

2.0 GENERAL OBJECTIVES

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

- 2.1 understand the historical background of sign language in Tanzania.
- 2.2 develop skills in sign language teaching techniques to learners with hearing impairment.
- 2.3 develop pedagogical skills in helping learners with hearing impairment to overcome communication barriers.
- 2.4 develop mastery of basic competence in sign language.
- 2.5 understand etiquette skills in sign language.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 use sign language, finger spelling and sign formation.
- 3.2 explain the elements of sign language.
- 3.3 differentiate standard signs from other sign variations in Tanzania.

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will have **ten (10)** short answer questions. The candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have **five (5)** essay questions. Candidates will be required to answer **four (4)** questions. Total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

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

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

674 HEARING IMPAIRMENT

1.0 INTRODUCTION

This examination format is based on Hearing Impairment syllabus which was introduced for the first time in 2012. It intends to test the candidate's ability to realize basic concepts on hearing impairment, the human ear, its defects and adjustments of the defects.

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 know the process of hearing.
- 2.3 understand concepts related to hearing impairment.
- 2.4 describe pathology of the ear.
- 2.5 develop techniques for adjusting defects of the ear of the learner with hearing impairment.
- 2.6 understand perspectives of hearing impairment.
- 2.7 know classroom management strategies for learners with hearing impairment.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply the theories and principles in identifying and assessing the defects of human ear and its adjustments for learners with hearing impairment.
- 3.2 apply classroom management strategies to learners with hearing impairment.

4.0 EXAMINATION RUBRIC

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

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

skills effectively. Candidates will be required to answer **four (4)** questions. This section will carry a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 The human ear.
- 5.2 Hearing impairment.
- 5.3 Perspectives of hearing impairment.
- 5.4 Working with learners with hearing impairment.

675 PSYCHOLOGY OF LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

This revised Psychology of Learners with Intellectual Impairment and Autism examination format is based on the 2012 syllabus and it replaces the former one of 2003. The emphasis on this revised format is put on assessment of candidates' competences in basic skills for analysis, advocacy, mobilization, reflection and application of psychological principles and learning theories related to effective learning and teaching of learners with intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

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

- 2.1 understand the application of concepts of psychology on how to deal with learners with intellectual impairment and autism.
- 2.2 develop understanding of learning theories and principles and their application in teaching and solving problems facing learners with intellectual impairment and autism.
- 2.3 develop skills of behavior change and attitudes of learners with intellectual impairment and autism.
- 2.4 develop skills of 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 on solving learning difficulties of learners with intellectual impairment and autism.
- 3.2 apply learning theories in teaching learners with intellectual impairment and autism.
- 3.3 apply skills of advocating and mobilizing for the rights of learners with intellectual impairment and autism.
- 3.4 describe importance of adaptive skills for learners with intellectual impairment and autism.
- 3.5 use different learning environment for learners with intellectual impairment and autism.

3.6 differentiate attitudinal perception to learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

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

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

4.2 **Section B** will have a total of **five (5)** essay type questions designed to test the candidates' ability to apply knowledge of Psychology of learners with intellectual impairment and autism. Candidates will be required to answer **four (4)** questions. This section will carry a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

5.1 Neuro psychology.

5.2 Learning of learners with intellectual impairment and autism.

5.3 Application of learning theories to learners with intellectual impairment and autism.

676 COMMUNICATION FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

This revised Communication for Learners with Intellectual Impairment and Autism examination format is based on the 2012 syllabus and it replaces the former one of 2003. The emphasis on this revised format is put on assessment of candidate's competences in basic skills for analysis, reflection and application of skills of communication for effective teaching and learning of learners with intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

Communication for Learners with Intellectual Impairment and Autism examination will assess the extent to which the candidate will be able to:

- 2.1 show language development and its impact in learning to learners with intellectual impairment.
- 2.2 develop mastery of skills of assessing and adjusting language and speech disorders to learners with intellectual impairment and autism.
- 2.3 understand the importance of communication skills to learners with intellectual impairment and autism.
- 2.4 develop knowledge and skills on speech adjustment techniques for learners with intellectual impairment and autism.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply appropriately basic skills of communication skills to learners with intellectual impairment and autism.
- 3.2 analyse stages of language development and speech disorders and its intervention to learners with intellectual impairment and autism.
- 3.3 use identification and assessment skills of communication disorders to learners with intellectual impairment and autism.
- 3.4 design and apply tools for assessing language to learners with intellectual impairment and autism.
- 3.5 apply different modes of communication for learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 Nature of communication.
- 5.2 Language.
- 5.3 Speech.
- 5.4 Assessment of language and speech.

677 TEACHING METHODOLOGY FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

This format is based on Teaching Methodology for Learners with Intellectual Impairment and Autism syllabus of 2012, and it replaces the former one of 2003. It is intended to test candidate's ability to reflect and apply essential basic skills for analysis and application of teaching and learning materials, preparation of schemes of work and lesson plans, preparation and use of Individualized Education Programme (IEP) in relation to school and classroom practice and real world experiences for learners with intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

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

- 2.1 develop understanding of methods, approaches and principles of teaching and learning of learners with intellectual impairment and autism.
- 2.2 develop skills of preparing lessons, Individualized Educational Programme (IEP) and improvisation of appropriate teaching and learning materials for learners with intellectual impairment and autism.
- 2.3 develop skills of assessing and evaluating learning performance of learners with intellectual impairment and autism.
- 2.4 conceptualize behavior modification techniques for learners with intellectual impairment and autism.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 identify and use appropriate teaching and learning materials for learners with intellectual impairment and autism.
- 3.2 apply pedagogical approaches and innovations responding to learners with intellectual impairment and autism.
- 3.3 prepare individualized educational programme.

- 3.4 use appropriately assessment and evaluation tools for learners with intellectual impairment and autism.
- 3.5 apply behavior modification techniques for learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay type questions. Candidates will be required to answer **four (4)** questions. The total marks for this section will be **sixty (60)**.

5.0 EXAMINATION CONTENT

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

- 5.1 Teaching and learning methods.
- 5.2 Management of learners with intellectual impairment and autism.
- 5.3 Preparation for teaching learners with intellectual impairment and autism.

678 PHYSICAL EDUCATION FOR LEARNERS WITH INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

This revised Physical Education for Learners with Intellectual Impairment and Autism examination format is based on 2012 syllabus and it replaces the former one of 2003. The emphasis on this revised format is put on assessment of candidate's competences for analysis, application of physical education skills in relation to organization of physical education sessions and sports and games for learners with intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

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

- 2.1 develop understanding of the importance of physical education to learners with intellectual impairment and autism.
- 2.2 develop understanding of principles and rules of sports and games and their application in teaching learners with intellectual impairment and autism.
- 2.3 promote skills of dealing with learners with intellectual impairment and autism.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply appropriately basic knowledge and skills of physical education in teaching sports and games for learners with intellectual impairment and autism.
- 3.2 conduct Physical Education lessons to learners with intellectual impairment and autism.
- 3.3 use knowledge and skills on senses stimulation and mobility training for learners with intellectual impairment and autism.
- 3.4 organise physical education sessions, sports and games competitions for learners with intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

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

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

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

5.0 EXAMINATION CONTENT

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

- 5.1 Physical education.
- 5.2 Physical/motor fitness.
- 5.3 Senses and mobility training.

679 INTELLECTUAL IMPAIRMENT AND AUTISM

1.0 INTRODUCTION

This revised Intellectual Impairment and Autism examination format is based on the 2012 syllabus and it replaces the former one of 2003. The emphasis on this revised format is put on assessment of candidate's competences in basic skills for understanding concepts of brain disorder and application of principles of analysing the nervous system and its disorders in relation to intellectual impairment and autism.

2.0 GENERAL OBJECTIVES

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

- 2.1 apply basic knowledge and skills in dealing with learners with intellectual impairment and autism.
- 2.2 describe the anatomy, physiology and disorders of the nervous system and its impact on learning for learners with intellectual impairment and autism.
- 2.3 develop understanding of knowledge and skills on brain disorders and preventive measures for learners with intellectual impairment and autism.
- 2.4 develop understanding of principles of identification, assessment and behavior management of learners with intellectual impairment and autism.
- 2.5 identify, assess and conduct intervention measures for learners with intellectual impairment and autism.

3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply learning and teaching strategies to learners with intellectual impairment and autism.
- 3.2 use health education knowledge of HIV/AIDS for learners with intellectual impairment and autism.
- 3.3 apply management skills of behaviour for learners with intellectual impairment and autism.
- 3.4 analyse brain disorder related to learners with intellectual impairment and autism.

- 3.5 identify, assess and conduct intervention measures for learners with intellectual impairment and autism.
- 3.6 describe preventive measures of brain disorder leading to intellectual impairment and autism.

4.0 EXAMINATION RUBRIC

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

- 4.1 **Section A** will have **ten (10)** short answer questions. Candidates will be required to answer **all** questions. The total marks for this section will be **forty (40)**.
- 4.2 **Section B** will have a total of **five (5)** essay type questions. Candidates will be required to answer **four (4)** questions. This section will carry a total of **sixty (60)** marks.

5.0 EXAMINATION CONTENT

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

- 5.1 Intellectual impairment.
- 5.2 Anatomy and physiology of the nervous system.
- 5.3 Autism.