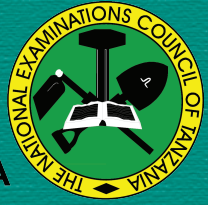




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



FORMATS FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) VOCATIONAL STREAM

ISSUED BY:
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA,
P. O. BOX 2624,
DAR ES SALAAM,
TANZANIA.

SEPTEMBER 2025



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FOREWORD

The Form Two Assessment for the Vocational Stream format booklet has been developed based on the syllabus requirements for Form Two Vocational Stream, as issued by the Tanzania Institute of Education (TIE) in 2023, following the curriculum review process undertaken by the Ministry of Education, Science and Technology. The formats have also been developed to accommodate the curriculum needs and the Education and Training Policy that emphasises competency-based assessment.

This format booklet presents assessment formats for each subject that will be assessed at Form Two National level in the Vocational Stream. The format for each subject is presented in five subsections: Introduction, General Objectives, Main Competences, Rubric, and Competences to be examined. The Table of Specifications is inserted at the end of each format, indicating the total weight for each competence and the total percentage weight for the paper.

Generally, this format booklet is expected to provide guidance for examination setters, moderators and teachers on setting fair, valid and reliable assessments for students. Moreover, the format provides guidance to students on the structure of the assessment paper. However, classroom teachers are strongly guided not to replace the syllabus with the presented assessment formats.

The National Examinations Council of Tanzania expresses its gratitude to all who contributed to the preparation of this format booklet.



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

022 ENGLISH LANGUAGE

(For Both School and Private Students)

1.0 INTRODUCTION

This format for the Form Two National Assessment in English Language is based on the English Language Syllabus for Ordinary Secondary Education 2023 issued by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology. This Format focuses on the competences acquired by students in Form One and Two levels. The format emphasises comprehensive evaluation of higher-order thinking skills, practical skills and attitudinal development.

2.0 GENERAL OBJECTIVES

The assessment focuses on the extent to which students are able to:

- 2.1 express themselves in both spoken and written English;
- 2.2 read intensively a variety of simple English texts;
- 2.3 write a variety of simple texts and descriptions in the English language; and
- 2.4 develop self-confidence and the ability to learn in various fields using the English language.

3.0 MAIN COMPETENCES

The English Language assessment will test the student's ability to:

- 3.1 demonstrate mastery of English language skills;
- 3.2 comprehend oral and written information;
- 3.3 communicate effectively in different contexts; and
- 3.4 manage information search from various sources for lifelong learning.

4.0 THE ASSESSMENT RUBRIC

The English Language assessment will consist of **one (1)** theory paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will be divided into sections **A**, **B** and **C**, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will have **two (2)** objective questions. Question 1 will include **10** multiple-choice items; each item will carry **one (1)** mark, making a total of **10** marks. Question 2 will be a matching-item question, with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will have a total of **15** marks.

Section B will consist of **seven (7)** short-answer questions, each carrying **10** marks, making a total of **70** marks.

Section C will consist of **one (1)** essay/structured/composition question, carrying **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Managing information search from different sources for lifelong learning.
 - 5.1.1 using ICT tools to search for information from different sources.
- 5.2 Demonstrating mastery of English language skills.
 - 5.2.1 developing listening skills.
 - 5.2.2 producing short and coherent oral messages with intelligible pronunciation and fluency.
 - 5.2.3 developing vocabulary from conversations and written texts.
 - 5.2.4 using appropriate grammar and vocabulary in oral and in written language tasks.

- 5.3 Comprehending oral and written information.
 - 5.3.1 reading texts for comprehension.
 - 5.3.2 comprehending oral messages with increasing difficulty.
 - 5.3.3 responding appropriately in a variety of oral and written communication contexts.
- 5.4 Communicating effectively in different contexts.
 - 5.4.1 using appropriate grammar and vocabulary for oral communication in a variety of contexts.
 - 5.4.2 creating a variety of texts for different communicative purposes using appropriate tone and register.

6.0 TABLE OF SPECIFICATIONS FOR 022 ENGLISH LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Managing information search from different sources for lifelong learning	Using ICT tools to search for information from different sources							2	10.5
2.	Demonstrating mastery of English language skills	Developing listening skills							2	10.5
		Producing short and coherent oral messages with intelligible pronunciation and fluency							2	10.5
		Developing vocabulary from							2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		conversations and written texts								
		Using appropriate grammar and vocabulary in oral and written language tasks							2	10.5
3.	Comprehending oral and written information	Reading texts for comprehension							1	5.3
		Comprehending oral messages with increasing difficulty							2	10.5
		Responding appropriately in a variety of oral and written communication contexts							2	10.5
4.	Communicating effectively in different contexts	Using appropriate grammar and vocabulary for oral communication in a variety of contexts							2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Creating a variety of texts for different communicative purposes using the appropriate tone and register							2	10.5
Total Number of Items									19	
Total Percentage Weight										100

023 FRENCH LANGUAGE

(For Both School and Private Students)

1.0 INTRODUCTION

The French Language format for the Form Two National Assessment is based on the French Language Syllabus for Ordinary Secondary Education, as approved by the Ministry of Education, Science, and Technology in 2023. The format is based on the competence-based approach, focusing on the comprehensive evaluation of higher-order thinking skills, practical skills and attitudinal development.

2.0 GENERAL OBJECTIVES

The assessment will measure the extent to which students can:

- 2.1 use knowledge and skills acquired in Primary Education to strengthen and expand academic understanding;
- 2.2 appreciate citizenship and national values;
- 2.3 demonstrate self-confidence in learning various fields, including science and technology, theoretical and technical fields;
- 2.4 use language skills, including Tanzanian Sign Language (TSL), Kiswahili, English and at least one other foreign language to communicate;
- 2.5 use knowledge of cross-cutting issues to manage their surrounding environment; and
- 2.6 use knowledge and skills for employing oneself, being employed and managing life and the environment.

3.0 MAIN COMPETENCES

The assessment will measure the students' ability to:

- 3.1 master basic French language skills;
- 3.2 demonstrate understanding of information in conversation and writing; and
- 3.3 communicate effectively in a variety of contexts.

4.0 ASSESSMENT RUBRIC

The French Language assessment will consist of **one (1)** paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will be divided into sections **A**, **B** and **C** with a total of **10** questions. The student will be required to answer **all** the questions. The paper will carry a total of **100** marks.

Section A will have **two (2)** questions. The first question will be a multiple-choice question with **10** items, each carrying **one (01)** mark, making a total of **10** marks. The second question will consist of **five (5)** matching items, each worth **one (1)** mark, making a total of **five (5)** marks. This section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. This section will carry a total of **70** marks.

Section C will consist of **one (1)** question on writing a composition based on the guidelines. This question will carry **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be tested on the following competences:

- 5.1 Mastery of the basic French language skills.
 - 5.1.1 developing phonemic awareness and pronunciation of French letters;
 - 5.1.2 mastering correct French vocabulary in various contexts; and
 - 5.1.3 developing appropriate use of grammar and vocabulary in conversation and writing.
- 5.2 Demonstrating understanding of information in conversation and writing.
 - 5.2.1 developing comprehension of information presented orally;
 - 5.2.2 developing understanding of written information;
 - 5.2.3 showing the correct response in various communicative contexts; and

- 5.2.4 developing the ability to read various texts correctly.
- 5.3 Communicating effectively in a variety of contexts.
- 5.3.1 communicating orally in an appropriate manner; and
- 5.3.2 communicating appropriately in writing.

6.0 TABLE OF SPECIFICATIONS FOR 023 FRENCH LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Mastering of basic French language skills.	Developing phonemic awareness and pronunciation of French letters							4	21.0
		Mastering correct French vocabulary in various contexts							2	10.5
		Developing appropriate use of grammar and vocabulary in conversation and writing							4	21.0
2.	Demonstrating understanding of information in conversation	Developing comprehension of information presented orally							1	5.3
		Developing understanding of written							2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	and writing.	information								
		Showing the right response in various communicative contexts							2	10.5
		Developing the ability to read correctly various texts							1	5.3
3.	Communicating effectively in a variety of contexts.	Developing the ability to communicate orally							1	5.3
		Developing the ability to communicate accurately in writing in various contexts							2	10.5
Total Number of Items									19	
Total Percentage Weight										100

025 ARABIC LANGUAGE

(For Both School and Private Students)

1.0 INTRODUCTION

This Arabic Language format is based on the Arabic Language Syllabus for Ordinary Secondary Education issued by the Tanzania Institute of Education (TIE) in 2023 and approved by the Ministry of Education, Science and Technology. The format focuses on the competences acquired by students in Form One and Two. It emphasises the competence-based approach.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which students are able to:

- 2.1 develop the Arabic language skills of listening, speaking, reading and writing to build the students' ability to communicate in various contexts; and
- 2.2 compose various texts in the Arabic language.

3.0 MAIN COMPETENCES

The assessment will measure the students' ability to:

- 3.1 understand basic Arabic language skills;
- 3.2 understand information presented orally and in writing; and
- 3.3 communicate effectively in various contexts.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections: **A**, **B** and **C**, with a total of **10** questions. The student will be required to answer **all** questions in each section. The paper will have a total of **100** marks.

Section A will comprise **two (2)** objective questions. Question 1 will consist of **10** multiple-choice items, each carrying **one (1)** mark, making a

total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Therefore, this section will carry a total of **15** marks.

Section B will have **seven (7)** short answer questions, each carrying **10** marks, making a total of **70** marks.

Section C will comprise **one (1)** question on composition, carrying **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Demonstrating understanding of basic Arabic language skills.
 - 5.1.1 developing listening skills in the Arabic language;
 - 5.1.2 acquiring vocabulary from conversation and writing;
 - 5.1.3 delivering eloquent short verbal messages by using correct pronunciation; and
 - 5.1.4 using correct vocabulary and grammar in writing and conversation.
- 5.2 Demonstrating understanding of information presented orally and in writing.
 - 5.2.1 developing the ability to listen and understand information presented orally; and
 - 5.2.2 developing the ability to read and understand various writings.
- 5.3 Communicating effectively in various contexts.
 - 5.3.1 creating eloquent writings in various contexts.

6.0 TABLE OF SPECIFICATIONS FOR 025 ARABIC LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1.	Demonstrating understanding of basic Arabic language skills	Developing listening skills in the Arabic language							4	21.1
		Acquiring vocabulary from conversation and writing							4	21.1
		Delivering eloquent, short verbal messages by using correct pronunciation							2	10.5
		Using correct vocabulary and grammar in writing and conversation							2	10.5
2.	Demonstrating understanding of information presented orally and in writing	Developing the ability to listen and understand information presented orally							3	15.8
		Developing the ability to read and understand various writings							3	15.8

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
3.	Communicating effectively in various contexts	Creating eloquent writings in various contexts							1	5.3
Total Number of Items									19	
Total Percentage Weight										100

026 CHINESE LANGUAGE

(For Both School and Private Students)

1.0 INTRODUCTION

This Chinese Language format for the Form Two National Assessment is based on the Chinese Language Syllabus for Ordinary Secondary Education 2023, issued by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology. The format assesses the competences acquired by students in Form One and Two. It emphasises the development of higher-order thinking skills, practical skills and attitudinal development.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 use knowledge and skills acquired to strengthen and expand academic understanding;
- 2.2 use language skills, including Tanzanian Sign Language (TSL) and the Chinese language to communicate;
- 2.3 use knowledge of cross-cutting issues to manage their surrounding environment; and
- 2.4 use knowledge and skills for managing life and the environment.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 master basic Chinese language skills;
- 3.2 demonstrate understanding of information in conversation and writing; and
- 3.3 communicate effectively in a variety of contexts.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections **A**, **B** and **C**, with a total of **10**

questions. The student will be required to answer **all** questions in each section. The paper will have a total of **100** marks.

Section A will have **two (2)** questions. Question 1 will be a multiple-choice question with **10** items, worth a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each worth **five (5)** marks. This section will carry a total of **15** marks.

Section B will have **seven (7)** short answer questions, each worth **10** marks, making a total of **70** marks.

Section C will consist of **one (1)** essay/structured/composition question. This section will carry a total of **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Mastery of the basic Chinese language skills.
 - 5.1.1 developing awareness of Chinese, initial, final, tones and characters;
 - 5.1.2 mastering the correct Chinese vocabulary in various contexts; and
 - 5.1.3 developing the use of appropriate grammar and vocabulary in conversation and writing.
- 5.2 Demonstrating understanding of information in conversation and writing.
 - 5.2.1 developing the ability to listen and understand information;
 - 5.2.2 developing the ability to read and understand various texts;
 - 5.2.3 showing the correct response in various communicative contexts; and
 - 5.2.4 developing the ability to read various texts correctly.
- 5.3 Communicating effectively in a variety of contexts.
 - 5.3.1 developing and understanding the characteristics of the spoken and written language;
 - 5.3.2 developing the ability to communicate orally; and

5.3.3 developing the ability to communicate accurately in writing in various contexts.

6.0 TABLE OF SPECIFICATIONS FOR 026 CHINESE LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Mastery of the basic Chinese language skills	Developing awareness of Chinese, initial, final, tones and characters							3	15.8
		Mastering the correct Chinese vocabulary in various contexts							3	15.8
		Developing the use of appropriate grammar and vocabulary in conversation and writing							3	15.8
2.	Demonstrating an understanding of information in conversation and writing	Developing the ability to listen and understand information							2	10.5
		Developing the ability to read and understand various texts							2	10.5
		Showing the correct response in various communicative contexts							2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Developing the ability to read various texts correctly							1	5.3
3.	Communicating effectively in a variety of contexts	Developing and understanding the characteristics of the Spoken and Written language							1	5.3
		Developing the ability to communicate orally							1	5.3
		Developing the ability to communicate accurately in writing in various contexts							1	5.3
Total Number of Items									19	
Total Percentage Weight										100

033 BIOLOGY

(For Both School and Private Students)

1.0 INTRODUCTION

This Biology format for the Form Two National Assessment is derived from the Biology Syllabus for Ordinary Secondary Education 2023 by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology. It adopts the competence-based approach that promotes evaluation of students' higher-order thinking skills, practical skills and attitudinal development.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which students are able to:

- 2.1 strengthen, broaden and develop a deeper understanding of knowledge, skills and attitudes developed at the Primary Education level;
- 2.2 develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- 2.3 develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- 2.4 develop readiness to continue to advanced secondary and tertiary education.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 demonstrate mastery of the concepts, principles and processes of Biology;
- 3.2 communicate using scientific biological terminologies; and
- 3.3 conduct biological investigations.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** theory paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections **A, B** and **C**, with a total of **10** questions. The student will be required to answer **all** the questions. The paper will carry a total of **100** marks.

Section A will comprise **two (2)** objective questions. Question 1 will be a multiple-choice question, consisting of **10** items, each carrying **one (1)** mark, totalling **10** marks. Question 2 will be a matching item question, consisting of **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will carry a total of **15** marks.

Section B will have **seven (7)** short-answer questions. Each question will carry **10** marks, making a total of **70** marks.

Section C will have **one (1)** essay question, carrying **15** marks.

5.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

- 5.1 Demonstrating mastery of the biological concepts, principles and processes.
 - 5.1.1 describing the physiological, anatomical and ecological processes of living organisms.
- 5.2 Communicating using scientific biological terminologies.
 - 5.2.1 demonstrating mastery of scientific biological terminologies.
- 5.3 Conducting biological investigations.
 - 5.3.1 demonstrating mastery of basic skills for conducting biological investigations; and
 - 5.3.2 preparing and presenting the results of biological investigations.

6.0 TABLE OF SPECIFICATIONS FOR 033 BIOLOGY

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrating mastery of the biological concepts, principles and processes	Describing the physiological, anatomical and ecological processes of living organisms							11	57.9
2.	Communicating using scientific biological terminologies	Demonstrating mastery of scientific biological terminologies							3	15.8
3.	Conducting biological investigations	Demonstrating mastery of basic skills for conducting biological investigations							4	21.0
		Preparing and presenting the results of biological investigations							1	5.3
Total Numbe of Items									19	
Total Percentage Weight										100

034 AGRICULTURE

(For Both School and Private Students)

1.0 INTRODUCTION

This format for the Form Two National Assessment in Agriculture is based on the Agriculture Syllabus for Ordinary Secondary Education 2023 issued by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology. Agriculture subject focuses on equipping students with the necessary knowledge and skills for crop and animal production. Consequently, the assessment in this format evaluates the development of these competences.

2.0 GENERAL OBJECTIVES

The assessment will measure the extent to which the students can:

- 2.1 develop the ability to apply knowledge and skills acquired in Primary Education to deepen their understanding of various academic fields, particularly in agriculture;
- 2.2 develop confidence in pursuing professional careers, including fields related to science, technology, and agriculture, through both theoretical and technical knowledge;
- 2.3 improve the ability to use language effectively in professional communication, particularly in agriculture-related fields, ensuring clarity and precision;
- 2.4 be empowered with the ability to apply their knowledge of cross-cutting issues in managing and improving their local environment, ensuring sustainable agricultural practices; and
- 2.5 be equipped with knowledge and skills necessary for self-employment, securing employment, and managing personal and professional life by making optimal use of their environment and resources in agriculture.

3.0 MAIN COMPETENCE

The assessment will evaluate students' ability to demonstrate mastery of the principles of agriculture.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** theory paper lasting **2:30** hours. For students with special needs, the assessment duration will be **2:55** hours. The paper will consist of three sections **A, B** and **C**, with a total of **10** questions. The student will be required to answer **all** the questions. The paper will carry a total of **100** marks.

Section A will include **two (2)** objective questions. Question 1 will be a multiple-choice question with **10** items, carrying a total of **10** marks. Question 2 will be a matching item with **5** items, each carrying 1 mark. The section will have a total weight of **15** marks.

Section B will comprise **seven (7)** short-answer questions. Each question will carry **10** marks, totalling **70** marks for the section.

Section C will consist of **one (1)** structured essay question, carrying **15** marks.

5.0 COMPETENCES TO BE ASSESSED

The assessment will cover the following competences:

5.1 Demonstrating mastery of the principles of agriculture.

5.1.1 demonstrating an understanding of the principles of agriculture.

6.0 TABLE OF SPECIFICATIONS FOR 034 AGRICULTURE

S/N	Main Competence	Specific Competence	Skills to be Tested					Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Demonstrating mastery of the principles of agriculture	Demonstrating an understanding of the principles of agriculture						19	100
Total Number of Items								19	
Total Percentage Weight									100

035 ENGINEERING SCIENCE

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Engineering Science syllabus developed and published by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology in 2024. The format addresses competences acquired by students in Form One and Two. The format addresses general and specific competences outlined for Form One and Two in Vocational studies. It involves a competence-based assessment, emphasizing assessing higher-order thinking skills, practical skills and attitudinal development.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge and skills of Engineering Science in various contexts; and
- 2.2 deploy Engineering Science theories and principles to solve problems in different contexts.

3.0 MAIN COMPETENCES

The assessment will evaluate the students' ability to:

- 3.1 demonstrate mastery of basic concepts, theories, principles and terminologies in Engineering Science;
- 3.2 demonstrate mastery of measurements and symbols in Engineering Science;
- 3.3 Use mathematics to explain principles and phenomena in Engineering Science;
- 3.4 demonstrate knowledge and skills of Engineering Science in developing various engineering artefacts required by society; and
- 3.5 demonstrate knowledge and skills of Engineering Science in maintaining and repairing engineering artefacts.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** theory paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections: **A, B** and **C** with a total of **10** questions. The student will be required to answer **all** the questions in each section. The paper will carry **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will comprise **10** multiple-choice items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each worth **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will have **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, the section will carry **70** marks.

Section C will consist of **one (1)** structured question, carrying **15** marks. Hence the section will carry a total of **15** marks.

Note: Students will be allowed to use non-programmable calculators.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Applying knowledge and skills of Engineering Science in various contexts.
 - 5.1.1 demonstrating mastery of basic concepts, principles and terminologies in Engineering Science;
 - 5.1.2 demonstrating mastery of measurements and symbols in Engineering Science; and
 - 5.1.3 using mathematics to explain principles and phenomena in Engineering Science.
- 5.2 Deploying Engineering Science theories and principles to solve problems in different contexts.

- 5.2.1 demonstrating knowledge and skills of Engineering Science in developing various engineering artefacts required by society; and
- 5.2.2 demonstrating knowledge and skills of Engineering Science in maintaining and repairing engineering artefacts.
- 5.3 Applying knowledge and skills of Engineering Science in various contexts.
 - 5.3.1 demonstrating mastery of basic concepts, principles and terminologies in Engineering Science;
 - 5.3.2 demonstrating mastery of measurements and symbols in Engineering Science; and
 - 5.3.3 using mathematics to explain principles and phenomena in Engineering Science.
- 5.4 Deploying Engineering Science theories and principles to solve problems in different contexts.
 - 5.4.1. demonstrating knowledge and skills of Engineering Science in developing various engineering artefacts required by society; and
 - 5.4.2. demonstrating the use of knowledge and skills of Engineering Science in maintaining and repairing engineering artefacts.

6.0 TABLE OF SPECIFICATIONS FOR 035 ENGINEERING SCIENCE

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attribute	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Applying knowledge and skills of Engineering Science in various contexts	Demonstrating mastery of basic concepts, principles and terminologies in Engineering								3	15.8
		Demonstrating mastery of measurements and symbols in Engineering Science								3	15.8
		Using mathematics to explain principles and phenomena in Engineering								1	5.3
2.	Deploying Engineering Science theories and principles to solve problems in different contexts	Demonstrating knowledge and skills of Engineering Science in developing various engineering artefacts								1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attribute	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Demonstrating knowledge and skills of Engineering Science in maintaining and repairing engineering artefacts.								1	5.3
3.	Applying knowledge and skills of Engineering Science in various contexts	Demonstrating mastery of basic concepts, principles and terminologies in Engineering Science								3	15.8
		Demonstrating mastery of measurements and symbols in Engineering Science								3	15.8
		Using mathematics to explain principles and phenomena in Engineering Science								1	5.3
4.	Deploying Engineering Science	Demonstrating knowledge and skills of								2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attribute	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
	theories and principles to solve problems in different contexts	Engineering Science in developing various engineering artefacts required by society									
		Demonstrating the use of knowledge and skills of Engineering Science in maintaining and repairing engineering artefacts								1	5.3
Total Number of Items										19	
Total Percentage Weight											100

043 MATHEMATICS

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment Format for Mathematics has been prepared in accordance with the Mathematics Syllabus for Ordinary Secondary Education issued by the Tanzania Institute of Education in 2023. Basically, the format describes the skills to be tested, the number of items, the percentage weight per competence(s) and specific competences outlined in the Mathematics Syllabus. It aims to serve as a guideline for assessors to evaluate the mathematical competences and skills acquired by students during their two years of secondary education.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which students are able to:

- 2.1 strengthen, expand and develop a deeper understanding of knowledge, skills, and attitude developed at primary education level;
- 2.2 build self-confidence and the ability to learn in various fields, including science and technology, and to gain theoretical and practical knowledge;
- 2.3 build competence and various skills which will enable the student to employ himself or herself, to be employed and to live comfortably by exploiting his or her environment well; and
- 2.4 develop the readiness to continue with advanced secondary and tertiary education.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to demonstrate mastery of:

- 3.1 mathematical language;
- 3.2 basic concepts in geometry and algebra; and
- 3.3 basic concepts in coordinate geometry, trigonometry, circles, vectors, probability and statistics.

4.0 ASSESSMENT RUBRIC

The Mathematics assessment will comprise **one (1)** paper lasting for **2:30** hours. For students with special needs, the duration of the assessment will be **3:20** hours. The paper will consist of **10** questions. The student will be required to answer **all** the questions. Each question will carry **10** marks, making a total of **100** marks for the whole paper.

Note: Students will be allowed to use non-programmable calculators.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Demonstrating mastery of mathematical language.
 - 5.1.1 using numerical skills in different contexts;
 - 5.1.2 using ratios and proportions in daily life; and
 - 5.1.3 using rates and variations in different contexts.
- 5.2 Demonstrating mastery of basic concepts in geometry and algebra.
 - 5.2.1 using geometry, approximations, relations, and functions in various contexts;
 - 5.2.2 using algebra and matrices in problem solving; and
 - 5.2.3 using sets, sequences and series in problem solving.
- 5.3 Demonstrating mastery of basic concepts in coordinate geometry, trigonometry, circles, vectors, probability and statistics.
 - 5.3.1 using basic coordinate geometry, trigonometry, and vectors skills in daily life.

6.0 TABLE OF SPECIFICATIONS FOR 043 MATHEMATICS

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrating mastery of mathematical language	Using numerical skills in different contexts							2	20.0
		Using ratios and proportions in daily life								
		Using rates and variations in different contexts								
2.	Demonstrating mastery of basic concepts in geometry and algebra	Using geometry, approximations, relations, and functions in various contexts							6	60.0
		Using algebra and matrices in problem solving								
		Using sets, sequences and series in problem solving								
3.	Demonstrating mastery of basic concepts in coordinate geometry, trigonometry, circles, vectors, probability and statistics	Using basic coordinate geometry, trigonometry, and vectors skills in daily life							2	20.0

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
Total Number of Items									10	
Total Percentage Weight										100

060 HISTORIA YA TANZANIA NA MAADILI

(Kwa Wanafunzi Walioko na Wasiokuwepo Shuleni)

1.0 UTANGULIZI

Muundo huu wa Upimaji wa Kitaifa wa 060 Historia ya Tanzania na Maadili Kidato cha Pili umeandaliwa kwa kuzingatia umahiri unaofundishwa katika Kidato cha Kwanza na cha Pili. Muundo huu umeandaliwa kwa kufuata Muhtasari wa somo la Historia ya Tanzania na Maadili Elimu ya Sekondari Kidato cha I - IV (2023) uliotolewa na Taasisi ya Elimu Tanzania (TET). Upimaji katika muundo huu utajikita katika kupima umahiri, uwezo wa wanafunzi wa kufikiri kwa kina, ujuzi wa vitendo, na maendeleo ya ki-mtazamo.

2.0 MALENGO YA JUMLA

Upimaji unalenga kubaini kiwango cha mwanafunzi kuweza:

- 2.1 kukuza na kuboresha haiba yake ili aweze kujithamini na kujiamini;
- 2.2 kulinda mila na desturi, umoja wa kitaifa, tunu za taifa, demokrasia, kuthamini haki za binadamu na za kiraia, wajibu na majukumu yanayoendana na haki hizo;
- 2.3 kuimarisha uwajibikaji katika masuala mtambuka ya kijamii yakiwemo afya, usalama, usawa wa kijinsia na utunzaji endelevu wa mazingira;
- 2.4 kukuza ushirikiano kitaifa na kimataifa, amani na haki kwa kuzingatia katiba ya nchi na mikataba ya kimataifa;
- 2.5 kujenga stadi za maisha na kuwa na tabia ya kupenda na kuheshimu kazi ili kuongeza tija na ufanisi katika uzalishaji na utoaji huduma; na
- 2.6 kukuza maarifa na kutumia sayansi na teknolojia, ubunifu, fikra tunduizi, uvumbuzi, ushirikiano, mawasiliano na mtazamo chanya

katika maendeleo endelevu yake binafsi, taifa na dunia kwa ujumla.

3.0 UMAHIRI MKUU

Upimaji utalenga kubaini umahiri wa mwanafunzi katika:

- 3.1 kulinda historia, urithi na maadili ya taifa;
- 3.2 kuelewa historia ya jamii za kitanzania na maadili yake kabla ya ukoloni;
- 3.3 kuelewa historia ya Tanzania na maadili wakati wa ukoloni, 1890 – 1960; na
- 3.4 kuelewa historia ya ujenzi wa taifa la Tanzania na maadili katika kipindi cha 1961 – 1966.

4.0 MUUNDO WA UPIMAJI

Upimaji utakuwa na karatasi **moja (1)** na utafanyika kwa muda wa saa **2:30**. Upimaji utafanyika kwa saa **2:55** kwa wanafunzi wenye mahitaji maalum. Karatasi itakuwa na sehemu **A, B** na **C** zenye jumla ya maswali **10** yenye alama **100**. Mwanafunzi atatakiwa kujibu maswali yote.

Sehemu A itakuwa na maswali **mawili (2)**. Swali la kwanza litakuwa la kuchagua jibu sahihi na litajumuisha vipengele **10** vyenye alama moja **(1)** kila moja, hivyo kuwa na jumla ya alama **10**. Swali la pili litakuwa la kuoanisha na litajumuisha vipengele **vitano (5)** vyenye alama **moja (1)** kila moja, hivyo kuwa na jumla ya alama **tano (5)**. Kwa hiyo, jumla ya alama katika sehemu hii itakuwa ni alama **15**.

Sehemu B itakuwa na maswali **saba (7)** ya majibu mafupi. Mwanafunzi atatakiwa kujibu maswali yote, ambapo kila swali litakuwa na alama **10**. Hivyo, jumla ya alama katika sehemu hii itakuwa ni alama **70**.

Sehemu C itakuwa na swali **moja (1)** la insha lenye alama **15**.

5.0 UMAHIRI UTAKAOPIMWA

Mwanafunzi atapimwa katika umahiri ufuatao:

- 5.1 Kulinda historia, urithi na maadili ya Taifa.
 - 5.1.1 kuelezea chimbuko la jamii za Kitanzania na maadili yake;
 - 5.1.2 kumudu maarifa na ujuzi wa maadili na urithi wa jamii za Kitanzania;
 - 5.1.3 kutumia maarifa na ujuzi wa historia na urithi kubuni fursa mbalimbali zilizopo katika jamii za Kitanzania; na
 - 5.1.4 kubaini fursa mbalimbali za kujenga ushirikiano na kukuza uchumi wa kitaifa.
- 5.2 Kumudu historia ya jamii za Kitanzania na maadili yake kabla ya ukoloni.
 - 5.2.1 kuchambua mifumo ya kijamii (elimu, afya, utamaduni) iliyokuza na kuendeleza maadili ya jamii za Kitanzania kabla ya ukoloni;
 - 5.2.2 kuchambua mifumo iliyokuza na kuendeleza uchumi na siasa katika jamii za Kitanzania kabla ya ukoloni; na
 - 5.2.3 kutathmini vichocheo vya mabadiliko ya sayansi na teknolojia katika jamii za Kitanzania kabla ya ukoloni.
- 5.3 Kumudu historia ya Tanzania na maadili wakati wa ukoloni, 1890 – 1960.
 - 5.3.1 kutumia maarifa na ujuzi wa chimbuko na ukuaji wa mfumo wa ukoloni kuelewa uhusiano wa kihistoria kati ya Tanzania na mataifa yaliyoitawala;
 - 5.3.2 kutathmini athari za mfumo wa ukoloni kwenye maadili ya jamii za Kitanzania; na
 - 5.3.3 kuchambua jitihada za jamii za Kitanzania kupinga ukoloni na maadili ya kikoloni.
- 5.4 Kumudu historia ya ujenzi wa taifa la Tanzania na maadili katika kipindi cha 1961 – 1966.
 - 5.4.1 kuchambua mifumo ya uchumi, siasa, utamaduni, jamii na maadili iliyojengwa, 1961-1966; na
 - 5.4.2 kumudu historia ya Mapinduzi Matukufu ya Zanzibar.

6.0 JEDWALI LA KUTAHINI 060 HISTORIA YA TANZANIA NA MAADILI

Na.	Umahiri Mkuu	Umahiri Mahususi	Ujuzi Utakaopimwa						Idadi ya Maswali kwa Umahiri	Asilimia ya Uzito wa Umahiri
			Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kulinda historia, urithi na maadili ya Taifa	Kuelezea chimbuko la jamii za Kitanzania na maadili yake							5	26.3
		Kuelewa maarifa na ujuzi wa maadili na urithi wa jamii za Kitanzania								
		Kutumia maarifa na ujuzi wa historia na urithi kubuni fursa mbalimbali zilizopo katika jamii za Kitanzania								
		Kubaini fursa mbalimbali za kujenga ushirikiano na kukuza uchumi wa kitaifa								
2.	Kuelewa historia ya jamii za Kitanzania na maadili yake kabla ya ukoloni	Kuchambua mifumo ya kijamii (elimu, afya, utamaduni) iliyokuza na kuendeleza maadili ya jamii za Kitanzania kabla ya ukoloni							4	21.1
		Kuchambua mifumo iliyokuza na kuendeleza uchumi na siasa katika jamii za Kitanzania kabla ya ukoloni								
		Kutathmini vichocheo								

Na.	Umahiri Mkuu	Umahiri Mahususi	Ujuzi Utakaopimwa						Idadi ya Maswali kwa Umahiri	Asilimia ya Uzito wa Umahiri
			Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
		vya mabadiliko ya sayansi na teknolojia katika jamii za Kitanzania kabla ya ukoloni								
3.	Kuelewa historia ya Tanzania na maadili wakati wa ukoloni, 1890 – 1960	Kutumia maarifa na ujuzi wa chimbuko na ukuaji wa mfumo wa ukoloni kuelewa uhusiano wa kihistoria kati ya Tanzania na mataifa yaliyoitawala							7	36.8
		Kutathmini athari za mfumo wa ukoloni kwenye maadili ya jamii za Kitanzania								
		Kuchambua jitihada za jamii za Kitanzania kupinga ukoloni na maadili ya kikoloni								
4.	Kuelewa historia ya ujenzi wa Taifa la Tanzania na maadili katika kipindi cha 1961 – 1966	Kuchambua mifumo ya uchumi, siasa, utamaduni, jamii na maadili iliyojengwa, 1961-1966							3	15.8
		Kuelewa historia ya Mapinduzi Matukufu ya Zanzibar								
Jumla ya Maswali/Vipengele									19	

Na.	Umahiri Mkuu	Umahiri Mahususi	Ujuzi Utakaopimwa						Idadi ya Maswali kwa Umahiri	Asilimia ya Uzito wa Umahiri
			Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
Jumla ya Asilimia ya Uzito wa Maswali										100

065 BUSINESS STUDIES

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Business Studies Syllabus for Ordinary Secondary Education issued by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology in 2023. It outlines the main and specific competences that students should acquire at the Form One and Form Two levels. Generally, this format draws on the competency-based approach, assessing students' knowledge and skills acquired in Business Studies subject.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which the students can:

- 2.1 be innovative in using ICT and entrepreneurial skills in dealing with commercial issues;
- 2.2 be independent, creative, think critically and use personal social values and skills in dealing with business issues;
- 2.3 identify and apply the numerical and other basic tools of business analysis;
- 2.4 use entrepreneurial skills in dealing with business issues; and
- 2.5 apply basic leadership, managerial skills and principles while working with others to accomplish business goals.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 demonstrate mastery of business knowledge;
- 3.2 solve social challenges using business skills; and
- 3.3 apply business knowledge in various contexts.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55**

hours. The paper will consist of **nine (9)** questions in sections **A, B** and **C**. The student will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will comprise **two (2)** objective questions. Question 1 will consist of **10** multiple-choice items. Each item will carry **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will carry a total of **15** marks.

Section B will consist of **four (4)** short answer questions. The student will be required to answer **all** the questions. Each question will carry **10** marks, making a total of **40** marks.

Section C will consist of **three (3)** structured questions on case studies and projects. The student will be required to answer **all** questions. Each question will carry **15** marks, making a total of **45** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 demonstrating mastery of the concepts, theories and principles of Business Education;
- 5.2 demonstrating mastery of the basic skills of operating a small-scale business; and
- 5.3 applying business theories to real-life situations.

6.0 TABLE OF SPECIFICATIONS FOR 065 BUSINESS STUDIES

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrating mastery of business knowledge	Demonstrating mastery of the concepts, theories and principles of Business Education							13	72.2
2.	Solving social challenges using business skills	Demonstrating mastery of the basic skills of operating a small-scale business							4	22.2
3.	Applying business knowledge in various contexts	Application of business theories to real-life situations							1	5.6
Total Number of Items									18	
Total Percentage Weight										100

201 HANDLOOM WEAVING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Handloom Weaving Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Handloom Weaving.

The format addresses both general and specific competences outlined for Form One and Two students in vocational studies, with a rubric designed to assess all competences acquired at the Form One and Form Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Handloom Weaving.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 set and operate handloom machines;
- 2.2 produce good quality woven fabrics;
- 2.3 identify the market for the woven fabrics; and
- 2.4 maintain the handloom workshop in good working condition.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 manage the sequence of weaving operations;
- 3.2 select appropriate yarns for specific fabric types; and
- 3.3 interpret and develop creative patterns.

4.0 ASSESSMENT RUBRIC

The Handloom Weaving will consist of **two (2)** papers: Handloom Weaving 1 (Theory Paper) and Handloom Weaving 2 (Practical Paper).

4.1 201/1 Handloom Weaving 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The student will be required to answer **all** questions in sections **A** and **B** and **one (1)** question in section **C**. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 201/2 Handloom Weaving 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to perform the practical individually. This assessment will carry a total of **100** marks. The paper will be assessed in two stages/modalities: the direct performance assessment and product assessment session.

1.2.1 Direct Performance Assessment

During this session student will be required to perform the given task. Their performance will be assessed based on specific criteria as stipulated in the assessment sheet. Total score for direct performance will be **60** marks.

1.2.2 Product Assessment

This activity will take place after the direct performance assessment. During product assessment, the assessor will be required to assess accuracy of measurements and conformity to the specifications of the end product. The total score of the activity will be **40** marks.

Note:

- (i) A checklist of the required tools, equipment and materials for the practical assessment will be sent to schools at least **three (3)** months before the date of the assessment.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio^s and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 201/1 Handloom Weaving 1

5.1.1 Maintaining the safety of the workshop and its surroundings.

- 5.1.1.1 maintaining the workshop safety;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents; and
- 5.1.1.4 performing first aid.

5.1.2 Planning for handloom weaving.

- 5.1.2.1 selecting yarn for weaving;
- 5.1.2.2 testing yarn strength;
- 5.1.2.3 selecting yarn supply packages for warping;
- 5.1.2.4 setting up warping yarn on a warping mill; and
- 5.1.2.5 setting up warping yarn to a warping board.

- 5.1.3 Preparing handloom for weaving.
 - 5.1.3.1 selecting handloom type for fabric weaving;
 - 5.1.3.2 setting warp to the loom; and
 - 5.1.3.3 preparing weft pick for fabric weaving.
- 5.1.4 Designing plain waves patterns.
 - 5.1.4.1 designing plain weave patterns;
 - 5.1.4.2 designing rib weave patterns; and
 - 5.1.4.3 designing basket weave patterns.
- 5.1.5 Performing handloom weaving.
 - 5.1.5.1 performing shedding motion;
 - 5.1.5.2 performing picking motion;
 - 5.1.5.3 performing beating-up motion; and
 - 5.1.5.4 performing let-off and take up motions.
- 5.1.6 Performing quality assurance.
 - 5.1.6.1 performing quality control of textile yarns; and
 - 5.1.6.2 performing quality control of woven fabric.
- 5.2 201/2 Handloom Weaving 2
 - 5.2.1 Planning for handloom weaving.
 - 5.2.1.1 setting up warping yarn on a warping mill; and
 - 5.2.1.2 setting up warping yarn to a warping board.
 - 5.2.2 Preparing handloom for weaving.
 - 5.2.2.1 setting warp to the handloom; and
 - 5.2.2.2 preparing weft pick for fabric weaving.
 - 5.2.3 Performing handloom weaving.
 - 5.2.3.1 performing shedding motion;
 - 5.2.3.2 performing picking motion;
 - 5.2.3.3 performing beating-up motion; and
 - 5.2.3.4 performing let-off and take up secondary motions.

6.0 TABLES OF SPECIFICATIONS FOR 201 HANDLOOM WEAVING

6.1 Table of Specifications for 201/1 Handloom Weaving 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining safety of workshop and surroundings	Maintaining workshop safety							4	21.1
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Planning for handloom weaving	Selecting yarn for weaving							5	26.3
		Testing yarn strength								
		Selecting yarn supply packages for warping								
		Setting up warping yarn on a warping mill								
		Setting up warping yarn to a warping board								
3.	Preparing handloom for weaving	Selecting handloom type for fabric weaving							2	10.5
		Setting warp to the loom								
		Preparing weft pick for fabric weaving								
4.	Designing plain weave patterns	Designing plain weave patterns							2	10.5
		Designing rib weave pattern								
		Designing basket								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		weave patterns								
5.	Performing handloom weaving	Performing shedding motion							4	21.1
		Performing picking motion								
		Performing beating-up motion								
		Performing let-off and take up secondary motion								
6.	Performing quality assurance	Performing quality control of textile yarns							2	10.5
		Performing quality control of woven fabric								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 201/2 Handloom Weaving 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items	Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Planning for handloom weaving/Preparing handloom for weaving /Performing handloom weaving	Setting up warping yarn on a warping mill							1	100	
		Setting up warping yarn to a warping board									
		Setting warp to the handloom									
		Preparing weft pick for fabric weaving									
		Performing shedding motion									
		Performing picking motion									
		Performing beating-up motion									
		Performing let-off and take up secondary motions									
Total Number of Items									1		
Total Percentage Weight										100	

204 DESIGN, SEWING AND CLOTH TECHNOLOGY

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format has been prepared based on the Design, Sewing and Cloth Technology Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus's which focus on developing skills essential for academic achievement and career advancement in Design, Sewing and Cloth Technology.

The format addresses general and specific competences outlined for Form One and Two students in vocational stream, with a rubric designed to assess all competences acquired in Forms One and Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Design, Sewing and Cloth Technology.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain safety of workshop and surroundings;
- 2.2 maintain tools and equipment;
- 2.5 interpret commercial patterns and make patterns using direct body measurements;
- 2.6 design different fashion styles and make silhouettes; and
- 2.7 make casual, office, leisure and classic garments.

3.0 GENERAL COMPETENCE

The assessment will specifically assess students' ability to:

- 3.1 identify fabric types, properties and their application;
- 3.2 apply sewing techniques, pattern drafting and garment construction;
- 3.3 apply colour theory, surface design and motif creation;
- 3.4 develop innovative designs and create aesthetically pleasing availability;

- 3.5 produce designs based on customer needs, trends and material availability; and
- 3.6 observe workshop safety protocols and maintaining equipment.

4.0 ASSESSMENT RUBRIC

There will be **two (2)** assessment papers: Design, Sewing and Cloth Technology 1 (Theory paper) and Design, Sewing and Cloth Technology 2 (Practical paper).

4.1 204/1 Design, Sewing and Cloth Technology 1 (Theory Paper)

This is a theory paper of **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **10** questions in sections **A**, **B** and **C**. The student will be required to answer **all** questions in sections **A** and **B** and **one (1)** question in section **C**. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** questions. Question 1 will be a multiple-choice question with **10** items which carries **1** mark each, making a total of **10** marks. Question 2 will be a matching item question with **five (5)** items which carries **one (1)** mark each, to make a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions carrying **10** marks each. The section will carry a total of **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 204/2 Design, Sewing and Cloth Technology 2 (Practical Paper)

This paper will consist of **one (1)** practical question. The paper will be divided into two sessions: the **planning session** and the **practical session**.

4.2.1 Planning Session

The planning session will be **2** hours. During the planning session, each student will be given the question with specific tasks and the constructed patterns.

4.2.2 Practical Session

The practical session will be **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. Each question will carry **100** marks. This paper will be assessed in two stages: the direct performance assessment session and the product assessment session.

4.2.2.1 Direct Performance Assessment

This activity will be conducted as scheduled in Form Two National Assessment Timetable. During the direct performance assessment, each student will be given a question with specific task. The total score for this activity will be **60** marks.

4.2.2.2 Product Assessment

This activity will take place after the direct performance assessment. During product assessment, the assessor will be required to assess accuracy of measurements and conformity to the specifications of the final garment. The total score of the activity will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the assessment.
- (ii) The **3 Hours Advance Instruction** will be provided for preliminary preparatios and

will be opened three (3) hours before the start of the practical session.

(iii) The Practical Assessment Guideline will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 204/1 Design, Sewing and Cloth Technology 1

5.1.1 Maintaining safety of workshop surrounding.

5.1.1.1 maintaining workshop safety;

5.1.1.2 handling accidents and incidents;

5.1.1.3 handling fire accidents; and

5.1.1.4 performing first aid.

5.1.2 Performing preventive maintenance of tools and equipment.

5.1.2.1 conducting preventive maintenance of work tools;

5.1.2.2 conducting preventive maintenance on equipment;

5.1.2.3 conducting corrective maintenance on the work area; and

5.1.2.4 conducting corrective maintenance on equipment.

5.1.3 Performing basic sewing

5.1.3.1 making stitches;

5.1.3.2 performing fabric identification for making garments; and

5.1.3.3 making casual garments using ready-made and commercial patterns.

5.1.4 Creating basic cloth accessories.

5.1.4.1 performing basic surface design;

5.1.4.2 making colour combinations for basic worn cloth accessories;

5.1.4.3 gathering materials for making basic cloth accessories; and

5.1.4.4 creating simple, stylish cloth accessories.

- 5.1.5 Applying crafts on garment.
 - 5.1.5.1 performing fabric decorations; and
 - 5.1.5.2 making decorations by using different trims.
- 5.1.6 Applying embroidery on garments.
 - 5.1.6.1 making appliqué.
- 5.1.7 Performing basic fashion design.
 - 5.1.7.1 designing fashionable clothes.
- 5.2 **204/2 Design, Sewing and Cloth Technology 2**
 - 5.2.1 Performing basic sewing
 - 5.2.1.1 making stitches; and
 - 5.2.1.2 making casual garments using ready-made and commercial patterns.
 - 5.2.2 Applying embroidery on garment
 - 5.2.2.1 making appliqué.

6.0 TABLES OF SPECIFICATIONS FOR 204 DESIGN SEWING AND CLOTH TECHNOLOGY

6.1 Table of Specifications for 204/1 Design, Sewing and Cloth Technology 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Weight Percentage Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and surroundings	Maintaining workshop safety							3	15.8
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Performing preventive maintenance of tools and equipment	Conducting the preventive maintenance of working tools							3	15.8
		Conducting preventive maintenance on equipment								
		Conducting the corrective maintenance in the work area								
		Conducting the corrective maintenance on equipment								
3.	Performing basic sewing	Making stitches							3	15.8
		Performing fabric identification for making garments								
		Making casual garments using readymade and commercial patterns								
4.	Creating basic	Performing basic							4	21.1

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	accessories	surface design								
		Designing basic worn clothing accessories								
		Gathering materials for making basic cloth accessories								
		Creating simple stylish cloth accessories								
5.	Applying crafts on garments	Performing fabric decorations							2	10.5
		Making decorations by using different trims								
6.	Applying embroidery on garments	Making appliqué							2	10.5
7.	Performing basic fashion design	Designing fashion cloth							2	10.5
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 204/2 Design, Sewing and Cloth Technology 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Weight Percentage Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Performing basic sewing/Applying embroidery on garment	Making stitches							1	100
		Making casual garment using ready-made and commercial patterns								
		Making appliqué								
Total Number of Items									1	
Total Percentage Weight										100

205 LEATHER GOODS AND FOOTWEAR

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Leather Goods and Footwear Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Leather Goods and Footwear. The format addresses general and specific competences outlined for Form One and Form Two students in vocational studies, with a rubric designed to assess all competences acquired in Forms One and Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Leather Goods and Footwear.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain safety of workshop equipment, tools and safety gears;
- 2.2 perform maintenance of workshop tools and equipment;
- 2.3 make simple leather goods and footwear using readymade patterns;
- 2.4 design simple leather goods;
- 2.5 design simple footwear; and
- 2.6 make simple to a complex footwear and leather goods.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 develop new designs and patterns required in Leather Goods and Footwear manufacturing to ensure creativity and Innovation;
- 3.2 acquire knowledge, skills and attitudes in selecting and using appropriate materials, tools and machinery for creating leather goods and footwear, as well as setting up and operating the equipment; and

- 3.3 make leather goods and footwear while following quality control steps to maintain high standards.

4.0 ASSESSMENT RUBRIC

The Leather Goods and Footwear assessment will consist of two (2) papers: Leather Goods and Footwear 1 (Theory Paper) and Leather Goods and Footwear 2 (Practical Paper).

4.1 205/1 Leather Goods and Footwear 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The student will be required to answer **all** questions in sections **A** and **B** and **one (1)** question in section **C**. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question, comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question, carrying **15** marks.

4.2 205/2 Leather Goods and Footwear 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. The assessment will carry a total of **100** marks. This paper will be assessed in two ways: direct performance assessment and product assessment.

4.2.1 Direct Performance Assessment

This assessment will take place as scheduled in the assessment timetable. During the direct performance assessment, each student will be given a question with a specific task and patterns. The student will be required to lay out, cut material, skive, assemble and stitch according to the general working procedures. The total score for this activity will be **60** marks.

4.2.2 Product Assessment

This activity will take place after the direct performance assessment. During product assessment, the assessor will be required to assess accuracy of measurements and conformity to the specifications of the finished product. The total score of the activity will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the assessment.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatios and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

5.1 205/1 Leather Goods and Footwear 1

- 5.1.1 Maintaining safety in the workshop and its surroundings.
 - 5.1.1.1 maintaining safety in the workshop;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling fire accidents; and

- 5.1.1.4 performing first aid.
- 5.1.2 Performing maintenance.
 - 5.1.2.1 conducting preventive maintenance of the working tools;
 - 5.1.2.2 carrying out corrective maintenance of the working tools;
 - 5.1.2.3 maintaining the cutting and sewing machines; and
 - 5.1.2.4 performing safe operation of the workshop machines.
- 5.1.3 Making simple leather goods and footwear.
 - 5.1.3.1 cutting out materials using ready-made patterns;
 - 5.1.3.2 performing the raw edge finishing of leather;
 - 5.1.3.3 making stitches;
 - 5.1.3.4 making seams;
 - 5.1.3.5 performing simple stitching; and
 - 5.1.3.6 attaching fittings and accessories.
- 5.1.4 Designing simple leather goods and footwear.
 - 5.1.4.1 making simple designs of footwear; and
 - 5.1.4.2 making simple designs of leather goods.
- 5.1.5 Designing intermediate patterns.
 - 5.1.5.1 designing the intermediate patterns for leather goods projects; and
 - 5.1.5.2 designing the intermediate patterns for footwear projects.
- 5.1.6 Making intermediate leather goods and footwear.
 - 5.1.6.1 making intermediate leather goods; and
 - 5.1.6.2 making intermediate footwear projects.
- 5.1.7 Performing maintenance.
 - 5.1.7.1 conducting the corrective maintenance of the cutting machines;
 - 5.1.7.2 conducting the corrective maintenance of the sewing machines; and

5.1.7.3 conducting the corrective maintenance of the lathing machines.

5.2 205/2 Leather Goods and Footwear 2

Students will be assessed in the following competences:

- 5.2.1 Making simple leather goods and footwear.
 - 5.2.1.1 cutting out materials using ready-made patterns;
 - 5.2.1.2 performing the raw edge finishing of leather;
 - 5.2.1.3 making stitches;
 - 5.2.1.4 making seams;
 - 5.2.1.5 performing simple stitching; and
 - 5.2.1.6 attaching fittings and accessories.
- 5.2.2 Making intermediate leather goods and footwear.
 - 5.2.2.1 making intermediate leather goods; and
 - 5.2.2.2 carrying out ntermediate footwear projects.

6.0 TABLES OF SPECIFICATIONS FOR 205 LEATHER GOODS AND FOOTWEAR

**6.1 Table of Specifications for 205/1 Leather Goods and Footwear 1
(Theory Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and surroundings	Maintaining safety in the workshop							3	15.8
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Performing maintenance	Conducting preventive maintenance of the working tools							3	15.8
		Carrying out the corrective maintenance of the working tools								
		Maintaining the cutting and sewing machines								
		Performing the safe operation of workshop machines								
3.	Making simple Leather Goods and Footwear	Cutting out materials using ready-made patterns							5	26.3
		Performing the raw edge finishing of leather								
		Making stitches								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Making seams								
		Performing simple stitching								
		Attaching fittings and accessories								
4.	Designing simple Leather Goods and Footwear	Making simple designs of footwear							2	10.5
		Making simple designs of leather goods								
5.	Designing intermediate patterns	Designing the intermediate patterns for leather goods projects							2	10.5
		Designing the intermediate patterns for footwear projects								
6.	Making intermediate Leather Goods and Footwear	Making intermediate leather goods							2	10.5
		Carrying out intermediate footwear projects								
7.	Performing Maintenance	Conducting the corrective maintenance of the cutting machines							2	10.5
		Conducting the corrective maintenance of the sewing machines								
		Conducting the								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		corrective maintenance of the lasting machines								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 205/2 Leather Goods and Footwear 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Making simple Leather Goods and Footwear /Making intermediate Leather Goods and Footwear	Cutting out materials using ready-made patterns							1	100
		Performing the raw edge finishing of leather								
		Making stitches								
		Making seams								
		Performing simple stitching								
		Attaching fittings and accessories								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		Making intermediate leather goods								
		Making intermediate footwear projects								
Total Number of Items									1	
Total Percentage Weight										100

241 FOOTBALL PERFORMANCE

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Football Performance Syllabus for the Vocational Secondary Education Stream, which was approved by the Ministry of Education, Science, and Technology (MoEST) in 2025. It aligns with the syllabus' focus on developing essential skills for academic achievement and career advancement in Football Performance.

The format addresses general and specific competences outlined for Form One and Two students in vocational studies, accompanied by a rubric designed to assess all competences acquired in Form One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Football Performance.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain health and safety in football;
- 2.2 perform exercises for physical fitness;
- 2.3 perform football in accordance with the rules; and
- 2.4 perform football strategies.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain health and safety in football;
- 3.2 render first aid;
- 3.3 perform exercises for health-related physical fitness;
- 3.4 perform exercises for performance-related physical fitness;
- 3.5 perform football skills and techniques;
- 3.6 apply football rules;
- 3.7 observe ethics and moral values in football;

- 3.8 perform offensive principles in football (width, support, improvisation, penetration, mobility and transition);
- 3.9 perform defensive principles in football (pressure on opponent, depth, communication, concentration, balance and support); and
- 3.10 use psychological skills in football (competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage and motivation).

4.0 ASSESSMENT RUBRIC

The Football Performance assessment will consist of two (2) papers: Football Performance 1 (Theory Paper) and Football Performance 2 (Practical Paper).

4.1 241/1 Football Performance 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question **1** will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question **2** will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question, which will carry **15** marks.

4.2 241/2 Football Performance 2 (Practical Paper)

- 4.2.1 This assessment paper will consist of **five (5)** questions. Each student will be required to answer **one (1)** question in **15** minutes. The assessment will carry a total of **100** marks.
- 4.2.2 The criteria for assessment and distribution of marks will be specified in the assessment guide and assessment sheet, which will be enclosed together with question papers.
- 4.2.3 A **checklist** of the required facilities, tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the assessment.
- 4.2.4 The **1 Hours Advance Instruction** will be provided for preliminary preparatios and will be opened 1 hour before the start of the practical session.
- 4.2.5 The Practical Assessment Guideline will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 241/1 Football Performance 1

- 5.1.1 Maintaining health and safety in football.
 - 5.1.1.1 maintaining health and safety in football; and
 - 5.1.1.2 rendering first aid.
- 5.1.2 Performing exercises for physical fitness.
 - 5.1.2.1 performing exercises for health-related physical fitness; and
 - 5.1.2.2 performing exercises for performance-related physical fitness.
- 5.1.3 Performing football in accordance with the rules.
 - 5.1.3.1 performing football skills and techniques;
 - 5.1.3.2 applying football rules; and
 - 5.1.3.3 observing ethics and moral values in football.

- 5.1.4 Performing football strategies.
 - 5.1.4.1 performing offensive principles in football (width, support, improvisation, penetration, mobility and transition);
 - 5.1.4.2 performing defensive principles in football; (pressure on opponent, depth, communication, concentration, balance and support); and
 - 5.1.4.3 using psychological skills in football (competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage and motivation).
- 5.2 241/2 Football Performance 2
 - 5.2.1 Performing exercises for physical fitness.
 - 5.2.1.1 performing exercises for health-related physical fitness; and
 - 5.2.1.2 performing exercises for performance-related physical fitness.
 - 5.2.2 Performing football in accordance with the rules.
 - 5.2.2.1 performing football skills and techniques.
 - 5.2.3 Performing football strategies.
 - 5.2.3.1 performing offensive principles in football (width, support, improvisation, penetration, mobility and transition); and
 - 5.2.3.2 performing defensive principles in football: (pressure on opponent, depth, communication, concentration, balance and support).

6.0 TABLES OF SPECIFICATIONS FOR 241 FOOTBALL PERFORMANCE

6.1 Table of Specifications for 241/1 Football Performance 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health and safety in football	Maintaining health and safety in football							6	31.6
		Rendering first aid								
2.	Performing exercises for physical fitness	Performing exercises for health-related physical fitness							6	31.6
		Performing exercise for performance-related physical fitness								
3.	Performing football in accordance with the rules	Performing football skills and techniques							6	31.6
		Applying football rules								
		Observing ethics and moral values in football								
4.	Performing football strategies	Performing offensive principles in football (width, support, improvisation, penetration, mobility and							1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		transition)								
		Performing defensive principles in football: (pressure on opponent, depth, communication, concentration, balance and support)								
		Using psychological skills in football (competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage and motivation)								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 241/2 Football Performance 2 (Practical Paper)

S/N	Main Competences	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Performing exercises for physical fitness	Performing exercises for health-related physical fitness							2	40.0
		Performing exercises for performance-related physical fitness								
2.	Performing football in accordance with the rules	Performing football skills and techniques							1	20.0
3.	Performing football strategies	Performing offensive principles in football (width, support, improvisation, penetration, mobility and transition)							2	40.0
		Performing defensive principles in football: (pressure on opponent, depth, communication, concentration,								

S/N	Main Competences	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		balance and support)								
Total Number of Items									5	
Total Percentage Weight										100

242 NETBALL PERFORMANCE

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Netball Performance Syllabus for the Vocational Secondary Education Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. It aligns with the syllabus' focus on developing essential skills for academic achievement and career advancement in Netball Performance.

The format addresses general and specific competences outlined for Form Two students in vocational studies, accompanied by a rubric designed to assess all competences acquired in Forms One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Netball Performance.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain health and safety in netball;
- 2.2 perform exercises for physical fitness;
- 2.3 perform netball in accordance with the rules; and
- 2.4 perform netball tactics.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintaining health in netball;
- 3.2 maintaining safety in netball;
- 3.3 preventing and managing injuries in netball;
- 3.4 performing exercises for health-related physical fitness;
- 3.5 performing exercises for performance-related physical fitness;
- 3.6 performing fundamental skills in netball;
- 3.7 using the netball rules;

- 3.8 performing offensive skills in netball;
- 3.9 performing defensive skills in netball; and
- 3.10 using psychological skills in netball.

4.0 ASSESSMENT RUBRIC

Netball Performance assessment will consist of two (2) papers: Netball Performance 1 (Theory Paper) and Netball Performance 2 (Practical Paper).

4.1 242/1 Netball Performance 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A, B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question **1** will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question **2** will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question, which will carry **15** marks.

4.2 242/2 Netball Performance 2 (Practical Paper)

- 4.2.1 This assessment paper will consist of **five (5)** questions. The student will be required to answer **one (1)** question in **15** minutes. The assessment will carry a total of **100** marks.

- 4.2.2 The criteria for assessment and distribution of marks are specified in the assessment guide and assessment sheet, which will be enclosed together with question papers.
- 4.2.3 A checklist of the required facilities, tools, equipment and materials for the practical assessment will be sent to schools at least **three (3)** months before the date of the assessment.
- 4.2.4 The **1 Hours Advance Instruction** will be provided for preliminary preparatio^s and will be opened 1 hour before the start of the practical session.
- 4.2.5 The Practical Assessment Guideline will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 242/1 Netball Performance 1
 - 5.1.1 Maintaining health and safety in netball;
 - 5.1.1.1 maintaining health in netball;
 - 5.1.1.2 maintaining safety in netball; and
 - 5.1.1.3 preventing and managing injuries in netball.
 - 5.1.2 Performing exercises for physical fitness.
 - 5.1.2.1 performing exercises for health-related physical fitness; and
 - 5.1.2.2 performing exercises for performance-related physical fitness.
 - 5.1.3 Performing netball in accordance with the rules.
 - 5.1.3.1 Performing fundamental skills in netball; and
 - 5.1.3.2 Using the netball rules.
 - 5.1.4 Performing netball tactics.
 - 5.1.4.1 Performing offensive skills in netball;
 - 5.1.4.2 Performing defensive skills in netball; and
 - 5.1.4.3 Using psychological skills in netball.

5.2 242/2 Netball Performance 2

5.2.1 Performing exercises for physical fitness.

5.2.1.1 performing exercises for health-related physical fitness; and

5.2.1.2 performing exercises for performance-related physical fitness.

5.2.2 Performing netball in accordance with the rules.

5.2.2.1 performing fundamental skills in netball.

5.2.3 Performing netball tactics.

5.2.3.1 performing offensive skills in netball; and

5.2.3.2 performing defensive skills in netball.

6.0 TABLES OF SPECIFICATIONS FOR 242 NETBALL PERFORMANCE

6.1 Table of Specifications for 242/1 Netball Performance 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health and safety in netball	Maintaining health in netball							4	21.1
		Maintaining safety in netball								
		Preventing and managing injuries in netball								
2.	Performing exercises for physical fitness	Performing exercises for health-related physical fitness							4	21.1

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing exercise for performance-related physical fitness								
3.	Performing netball in accordance with the rules	Performing fundamental skills in netball							3	15.8
		Using netball rules								
4.	Performing netball tactics	Performing offensive skills in netball							8	42.0
		Performing defensive skills in netball								
		Using psychological skills in netball								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 242/2 Netball Performance 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Performing exercises for physical fitness	Performing exercises for health-related physical fitness							2	40.0
		Performing exercises for performance-related physical fitness								
2.	Performing netball in accordance with the rules	Performing fundamental skills in netball							1	20.0
3.	Performing netball tactics	Performing offensive skills in netball							2	40.0
		Performing defensive skills in netball								
Total Number of Items									5	
Total Percentage Weight										100

243 TRACK EVENTS PERFORMANCE

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Track Events Performance Syllabus for the Vocational Secondary Education Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. It aligns with the syllabus' focus on developing essential skills for academic achievement and career advancement in Track Events Performance.

The format addresses general and specific competences outlined for Form Two students in vocational studies, accompanied by a rubric designed to assess all competences acquired in Forms One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Track Events Performance.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 demonstrate commitment to health and safety by implementing safety protocols, and ensuring a secure environment for all track event activities;
- 2.2 demonstrate the mastery of performing appropriate exercises for improving physical fitness;
- 2.3 demonstrate the mastery of performing sprints by adhering to established rules and regulations;
- 2.4 demonstrate the mastery of running relay race skills and techniques by adhering to established rules and regulations; and
- 2.5 demonstrate the mastery of hurdle race by adhering to established rules and regulations.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain health and safety practices;

- 3.2 render first aid;
- 3.3 perform exercises for improving health-related-physical fitness;
- 3.4 perform exercises for improving performance-related physical fitness;
- 3.5 perform sprints skills and techniques;
- 3.6 use rules in sprinting events;
- 3.7 observe moral values and ethics in sports;
- 3.8 perform 4x100m relay;
- 3.9 perform 4x400m relay race;
- 3.10 use relay rules; and
- 3.11 use psychological skills in relays.

4.0 ASSESSMENT RUBRIC

The Track Events Performance assessment will consist of two (2) papers: Track Events Performance 1 (Theory Paper) and Track Events Performance 2 (Practical Paper).

4.1 243/1 Track Events Performance 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question **1** will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question **2** will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question, which will carry **15** marks.

4.2 243/2 Track Events Performance 2 (Practical Paper)

- 4.2.1 This assessment paper will consist of **five (5)** questions. Each student will be required to answer **one (1)** question in **15** minutes. The assessment will carry a total of **100** marks.
- 4.2.2 The criteria for assessment and distribution of marks are specified in the assessment guide and assessment sheet, which will be enclosed together with question papers.
- 4.2.3 A **checklist** of the required facilities, tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the assessment.
- 4.2.4 The **1 Hours Advance Instruction** will be provided for preliminary preparatio^s and will be opened 1 hour before the start of the practical session.
- 4.2.5 The Practical Assessment Guideline be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 243/1 Track Events Performance 1
 - 5.1.1 Maintaining health and safety in track events.
 - 5.1.1.1 maintaining health and safety practices; and
 - 5.1.1.2 rendering first aid.
 - 5.1.2 Performing exercises for improving physical fitness
 - 5.1.2.1 performing exercises for improving health-related physical fitness; and
 - 5.1.2.2 performing exercises for improving performance-related physical fitness.

- 5.1.3 Performing sprint skills in accordance with rules.
 - 5.1.3.1 performing sprints skills and techniques;
 - 5.1.3.2 using rules in sprinting events; and
 - 5.1.3.3 observing moral values and ethics in sports.
- 5.1.4 Performing relay skills in accordance with rules.
 - 5.1.4.1 performing a 4x100m relay;
 - 5.1.4.2 performing a 4x400m relay race;
 - 5.1.4.3 using the relay rules; and
 - 5.1.4.4 using psychological skills in relays.
- 5.2 243/2 Track Events Performance 2
 - 5.2.1 Performing exercises for improving physical fitness.
 - 5.2.1.1 performing exercises for improving health-related physical fitness; and
 - 5.2.1.2 performing exercises for improving performance-related physical fitness.
 - 5.2.2 Performing sprint skills in accordance with the rules.
 - 5.2.2.1 performing sprint skills and techniques.
 - 5.2.3 Performing relay skills in accordance with the rules.
 - 5.2.3.1 performing a 4x100m relay; and
 - 5.2.3.2 performing a 4x400m relay race.

6.0 TABLES OF SPECIFICATIONS FOR 243 TRACK EVENTS PERFORMANCE

6.1 Table of Specifications for 243/1 Track Events Performance 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health and safety in track events	Maintaining health and safety practices							3	15.8
		Rendering first aid								
2.	Performing exercises for improving physical fitness	Performing exercises for improving health-related physical fitness							6	31.6
		Performing exercises for improving performance-related physical fitness								
3.	Performing sprint skills in accordance with rules	Performing sprint skills and techniques							3	15.8
		Using rules in sprinting events								
		Observing moral values and ethics in sports								
4.	Performing relay skills in accordance with rules	Performing a 4x100m relay							7	36.8
		Performing a 4x400m relay race								
		Using relay rules								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Using psychological skills in relays								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 243/2 Track Events Performance 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Performing exercises for improving physical fitness	Performing exercises for improving health-related physical fitness							2	40.0
		Performing exercises for improving performance-related physical fitness								
2.	Performing sprint skills in accordance with rules	Performing sprint skills and techniques							1	20.0
3.	Performing relay skills in	Performing a 4x100m relay							2	40.0

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	accordance with rules	Performing a 4x400m relay race								
Total Number of Items									5	
Total Percentage Weight										100

396 LIFE SKILLS

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Life Skills Syllabus approved by the Ministry of Education, Science and Technology in 2025. It focuses on the competences outlined for Form I and Form II students in the vocational stream. It uses a rubric designed to evaluate all competences acquired in these forms. The format adopts the competency-based approach, combining theoretical and real-life experience assessments to assess students' knowledge, skills and attitudes towards Life Skills.

2.0 GENERAL OBJECTIVES

The Life Skills assessment will evaluate the extent to which the students can:

- 2.1 strengthen knowledge, skills and promote positive attitudes towards behavioural change;
- 2.2 use knowledge and skills in negotiating and resolving conflicts in various settings;
- 2.3 incorporate creative and critical thinking abilities in generating ideas and solutions for real-life challenges;
- 2.4 set career goals and cope with setbacks;
- 2.5 identify different personal values and personalities;
- 2.6 promote positive attitudes towards gender perspective in different settings;
- 2.7 promote healthy living styles with facts on HIV and STIs for behavioural change;
- 2.8 provide quality service standards expected by customers in different settings;
- 2.9 establish effective business relationships and maintain customer trust; and
- 2.10 deal with difficult customers and handle customer complaints promptly.

3.0 MAIN COMPETENCES

The assessment will test students' ability to:

- 3.1 build personality and character;
- 3.2 maintain interpersonal relationships and effective communication;
- 3.3 develop problem-solving and effective decision-making skills;
- 3.4 develop negotiation and conflict resolution skills;
- 3.5 maintain sexual and reproductive health;
- 3.6 recognise gender concerns in society;
- 3.7 achieve career goals and vision;
- 3.8 develop creative and critical thinking abilities;
- 3.9 develop referrals and linkage; and
- 3.10 build customer care ability.

4.0 ASSESSMENT RUBRIC

The Life Skills assessment will comprise **one (1)** theory paper lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will be structured into sections **A, B** and **C**, with **10** questions. Students are required to attempt **all** questions in each section. The paper will carry **100** marks.

Section A will comprise **two (2)** objective questions, whereby question 1 will be a multiple-choice question, consisting of **ten (10)** items. Each item in question 1 will carry **one (1)** mark, making **ten (10)** marks in total. Question 2 will be a matching items question, consisting of **five (5)** items. Each item will carry **one (1)** mark, making **five (5)** marks in total. Therefore, the section will carry **15** marks.

Section B will have **seven (7)** short answer questions. Each question will carry **10** marks. Therefore, the section will carry a total of **70 marks**.

Section C will consist of **one (1)** essay question, carrying **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 Building personality and character.
 - 5.1.1 appreciating people's values;
 - 5.1.2 developing self-awareness;
 - 5.1.3 developing self-esteem;
 - 5.1.4 developing self-confidence;
 - 5.1.5 managing emotions; and
 - 5.1.6 building character.
- 5.2 Maintaining interpersonal relationships and effective communication.
 - 5.2.1 maintaining an interpersonal relationship;
 - 5.2.2 building interpersonal communication; and
 - 5.2.3 managing peer pressure.
- 5.3 Enhancing creative problem-solving and effective decision-making.
 - 5.3.1 managing the problem;
 - 5.3.2 making the right decision; and
 - 5.3.3 coping with stress.
- 5.4 Developing negotiation and conflict resolution skills.
 - 5.4.1 developing assertive skills;
 - 5.4.2 building negotiation skills; and
 - 5.4.3 developing conflict resolution skills.
- 5.5 Maintaining sexual and reproductive health.
 - 5.5.1 managing reproductive health;
 - 5.5.2 understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs);
 - 5.5.3 understanding HIV/AIDS;
 - 5.5.4 testing and caring for HIV/AIDS patients;

- 5.5.5 exploring human rights; and
- 5.5.6 understanding and challenging HIV stigma and discrimination.
- 5.6 Gender concerns.
 - 5.6.1 understanding the concept of gender; and
 - 5.6.2 exploring gender issues.
- 5.7 Achieving career goals and vision.
 - 5.7.1 staying focused on career goals and vision.
- 5.8 Developing creative and critical thinking abilities.
 - 5.8.1 building creative and critical thinking abilities.
- 5.9 Developing referrals and linkage.
 - 5.9.1 understanding and utilising support systems.
- 5.10 Building customer care ability.
 - 5.10.1 giving customers a positive image; and
 - 5.10.2 offering quality and standard customer care service.

6.0 TABLE OF SPECIFICATIONS FOR 396 LIFE SKILLS

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Building personality and character	Appreciating people's values							6	31.4
		Developing self-awareness								
		Developing self-esteem								
		Developing self-confidence								
		Managing emotions								
		Building character								
2.	Maintaining interpersonal relationships and effective communication	Maintaining interpersonal relationships							2	10.4
		Building interpersonal communication								
		Managing peer pressure								
3.	Enhancing creative problem-solving and effective decision-making	Managing problem							1	5.3
		Making the right decision								
		Coping with stress								
4.	Developing negotiation and conflict resolution skills	Developing assertive skills							1	5.3
		Building negotiation skills								
		Developing conflict resolution skills								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
5.	Maintaining sexual and reproductive health	Managing reproductive health							4	21.1
		Understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs)								
		Understanding HIV/AIDS								
		Testing and caring for HIV/AIDS patients								
		Exploring human rights								
		Understanding and challenging HIV stigma and discrimination								
6.	Gender concerns	Understanding the concept of gender							1	5.3
		Exploring gender issues								
7.	Achieving career goals and vision	Staying focused on career goals and vision							1	5.3
8.	Developing creative and critical thinking abilities	Building creative and critical thinking abilities.							1	5.3
9.	Developing referrals and linkage	Understanding and utilising support systems							1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
10.	Building customer care ability	Giving customers a positive image							1	5.3
		Offering quality and standard customer care service								
Total Number of Items									19	
Total Percentage Weight										100

397 TECHNICAL DRAWING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Technical Drawing Syllabus developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science and Technology in 2025. It aligns with developing essential skills that will serve students in both their academic and future professional careers.

The format addresses general and specific competences outlined for Form Two students in the Vocational Stream, with a rubric designed to assess all competences acquired in Forms One and Two levels. Generally, this format draws on the competency-based approach, focusing on theoretical assessments. It uses visualisation and communication through drawings, as well as the design of various engineering components, as tools to evaluate students' knowledge, skills, and attitudes towards technical drawing.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 construct plane geometry;
- 2.2 construct scale drawing;
- 2.3 draw a pictorial drawing;
- 2.4 construct orthographic projections; and
- 2.5 construct sectional views.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 construct plane geometry;
- 3.2 construct scale drawing;
- 3.3 draw a pictorial drawing;

- 3.4 construct orthographic projections; and
- 3.5 construct sectional views.

4.0 ASSESSMENT RUBRIC

This assessment will consist of **one (1)** theory paper lasting for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The paper will comprise a total of **seven (7)** questions divided into sections **A** and **B**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **four (4)** structured questions, each carrying **10** marks. Thus, this section will carry **40** marks. This section will assess competences in drawing plane geometry, scale drawing, and constructing pictorial drawings.

Section B will consist of **three (3)** structured questions, each carrying **20** marks, making a total of **60** marks for this section. This section will measure competences in constructing orthographic projections and constructing sectional views.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1.1 Drawing plane geometry.
 - 5.1.1.1 drawing layout;
 - 5.1.1.2 constructing angles; and
 - 5.1.1.3 constructing geometrical figures.
- 5.1.2 Scaling drawing.
 - 5.1.2.1 constructing plain and diagonal scales.
- 5.1.3 Constructing pictorial drawings.
 - 5.1.3.1 constructing an isometric projection; and
 - 5.1.3.2 constructing an oblique projection.
- 5.1.4 Constructing orthographic projection.
 - 5.1.4.1 constructing orthographic projection;

- 5.1.4.2 drawing in the first-angle orthographic projection; and
 5.1.4.3 constructing a drawing in third-angle orthographic projection.

5.1.5 Constructing sectional views.

- 5.1.5.1 sectioning of engineering components; and
 5.1.5.2 drawing a conic section.

6.0 TABLE OF SPECIFICATIONS FOR 397 TECHNICAL DRAWING

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Drawing plane geometry	Drawing layout								2	28.6
		Constructing angles									
		Constructing geometrical figures									
2.	Scale drawing	Constructing plain and diagonal scales								1	14.3
3.	Constructing Pictorial drawings	Constructing an isometric projection								1	14.3
		Constructing an oblique projection									
4.	Constructing orthographic projection	Drawing in the first-angle orthographic projection.								1	14.3
		Constructing a drawing in third-angle orthographic projection.									
5.	Constructing	Sectioning of								2	28.6

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
	sectional views	engineering components									
		Drawing a conic section									
Total Number of Items										7	
Total Percentage Weight											100

398 COMPUTER APPLICATION

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Computer Application Syllabus approved by the Ministry of Education, Science and Technology 2025. It aligns with the syllabus' focusing on developing essential skills for academic achievement and career advancement in Computer Applications.

The format addresses general and specific competences outlined for Forms One and Two in vocational studies, with a rubric designed to assess all competences acquired in Form One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Computer Applications.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 demonstrate an understanding of organising the micro-computer and its peripherals;
- 2.2 demonstrate mastery of using a word processor;
- 2.3 demonstrate mastery of using a spreadsheet application;
- 2.4 demonstrate mastery of creating and formatting presentations using presentation applications; and
- 2.5 demonstrate mastery of creating and manipulating databases using the database application.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 understand the introduction to computer; and
- 3.2 use office applications effectively.

4.0 ASSESSMENT RUBRIC

This assessment will consist of **two (2)** papers, namely, Computer Application 1 (Theory) and Computer Application 2 (Practical).

4.1 398/1 Computer Application 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry a total of **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry a total of **70** marks.

Section C will consist of **one (1)** structured essay question, carrying **15** marks.

4.2 398/2 Computer Application 2 (Practical Paper)

This assessment paper will consist of **two (2)** questions lasting for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer all questions individually; each question will carry **50** marks. Thus, this assessment will carry a total of **100** marks.

The final product (soft copies and hard copies) of the practical work done by each student will be marked against the tasks provided on the question paper at the marking center.

Note: The actual practical paper will have a **checklist** of hardware, software and tools required for the assessment

which will be sent to schools at least three (3) months before the date of the assessment.

5.0 COMPETENCES TO BE ASSESSED

The student will be assessed in the following competences:

5.1 398/1 Computer Application 1

5.1.1 Demonstrating an understanding of the introduction to computer.

5.1.1.1 demonstrating an understanding of organising the microcomputer and its peripherals.

5.1.2 Demonstrating mastery of using office applications.

5.2.1.1 demonstrating mastery of using a word processor;

5.2.1.2 demonstrating mastery of using a spreadsheet application;

5.2.1.3 demonstrating mastery of creating and formatting presentations using the presentation application; and

5.2.1.4 demonstrating mastery of creating and manipulating the database using the database application.

5.2 398/2 Computer Application 2

5.2.1 Demonstrating mastery of using different office applications.

5.2.1.1 demonstrating mastery of using a word processor;

5.2.1.2 demonstrating mastery of using a spreadsheet application;

5.2.1.3 demonstrating mastery of creating and formatting presentations using presentation applications; and

5.2.1.4 demonstrating mastery of creating and manipulating the database using the database application.

6.0 TABLES OF SPECIFICATIONS FOR 398 COMPUTER APPLICATION

6.1 Table of Specifications for 398/1 Computer Application 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrating an understanding of the introduction to computer	Demonstrating an understanding of organising the microcomputer and its peripherals							2	10.5
2.	Demonstrating mastery of using office applications	Demonstrating mastery of using a word processor							17	89.5
		Demonstrating mastery of using a spreadsheet application								
		Demonstrating mastery of creating and formatting presentations using presentation applications								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Demonstrating mastery of creating and manipulating database using software.								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 398/2 Computer Application 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Demonstrating mastery of using office applications	Demonstrating mastery of using a word processor								2	100
		Demonstrating mastery of using a spreadsheet application									
		Demonstrating mastery of									

S/N	Main Competence	Specific Competences	Skills to be Tested					Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		creating and formatting presentations using presentation applications								
		Demonstrating mastery of creating and manipulating the database using the database application								
Total Number of Items									2	
Total Percentage Weight										100

403 ANIMAL HEALTH AND PRODUCTION

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Animal Health and Production Syllabus, developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science, and Technology in 2025. The syllabus is designed to equip students with both theoretical knowledge and practical skills in animal health and production, preparing them for employment and self-employment opportunities in the industry.

The format aligns with the syllabus's emphasis on developing essential skills for academic success and career growth in animal health and production. It covers the main and specific competences outlined for Form One and Form Two in vocational studies, with a rubric designed to assess all competences acquired at these levels. Overall, this format draws on the competency-based approach, integrating both theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards animal health and production.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge, skills, and attitude developed in the primary school stage to increase his/her understanding of technical skills;
- 2.2 apply technical knowledge and skills in designing, developing and implementing practical solutions to address real-life needs and societal challenges, including cross-cutting issues;
- 2.3 appreciate citizenship and national virtues;
- 2.4 use language skills;
- 2.5 demonstrate self-confidence in learning various fields, including Science and Technology, technical knowledge and technical skills;
- 2.6 appreciate procedures and safety rules in using technical tools correctly; and
- 2.7 apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the farm infrastructures and surroundings;
- 3.2 rear poultry;
- 3.3 rear domestic animals; and
- 3.4 perform apiculture.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two (2) papers: Animal Health and Production 1 (Theory Paper) and Animal Health and Production 2 (Practical Paper).

4.1 403/1 Animal Health and Production 1 (Theory Paper)

This assessment will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **10** questions, divided into sections **A**, **B** and **C**. Students will answer **all** questions in each section. The total score for the paper is **100** marks.

Section A will contain **two (2)** objective questions, totalling **15** marks. Question 1 will be a multiple-choice question with **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be matching items with **five (5)** items, each carrying **one (1)** mark, making a total of **5** marks.

Section B will comprise **seven (7)** short-answer questions, each carrying **10** marks, making a total of **70** marks.

Section C will contain **one (1)** structured essay question, carrying **15** marks.

4.2 403/2 Animal Health and Production 2 (Practical Paper)

- 5.1.1 The duration of practical assessment will be **3** hours and will consist of **one (1)** task-based question. For students with special needs, the assessment duration will be **3:30** hours. The student will be required to complete the assigned task(s) as specified in the question.
- 5.1.2 Students will be evaluated using both process and product assessments. The process assessment will evaluate students' ability to follow correct procedures, apply skills, and demonstrate understanding through an underpinning knowledge assessment. Product assessment will assess the quality of the final output. The total score for the practical assessment will be **100** marks. The student's performance will be evaluated using an assessment sheet that outlines the specific criteria for evaluation.

Note:

- (i) **A checklist** of required apparatuses, chemicals, tools, equipment and materials will be sent to schools at least 3 months before the practical assessment date.
- (ii) The **3 Hours Advance Instructions** will be provided, which must be opened exactly three (3) hours before the assessment begins to allow for necessary preparation.
- (iii) The Practical Assessment Guidelines will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 403/1 Animal Health and Production 1

- 5.1.1 Maintaining the safety of the farm infrastructure and the surroundings.

- 5.1.1.1 administration of farm occupational health and safety;
 - 5.1.1.2 managing accidents and incidents;
 - 5.1.1.3 maintaining farm surroundings; and
 - 5.1.1.4 performing first aid in the farm.
 - 5.1.2 Rearing poultry.
 - 5.1.2.1 rearing chicken;
 - 5.1.2.2 rearing ducks; and
 - 5.1.2.3 rearing other domestic poultry species.
 - 5.1.3 Rearing domestic animals.
 - 5.1.3.1 rearing ruminants;
 - 5.1.3.2 rearing non-ruminants; and
 - 5.1.3.3 rearing working animals.
 - 5.1.4 Performing apiculture.
 - 5.1.4.1 managing beehives and apiary; and
 - 5.1.4.2 processing bee product.
- 5.2 403/2 Animal Health and Production 2
 - 5.2.1 Maintaining the safety of the farm workshop and surroundings.
 - 5.2.1.1 administration of farm occupational health and safety;
 - 5.2.1.2 managing accidents and incidents;
 - 5.2.1.3 maintaining farm surroundings; and
 - 5.2.1.4 performing first aid on the farm.
 - 5.2.2 Rearing poultry.
 - 5.2.2.1 rearing chicken;
 - 5.2.2.2 rearing ducks; and
 - 5.2.2.3 rearing other domestic poultry species.
 - 5.2.3 Rearing domestic animals.
 - 5.2.3.1 rearing ruminants;
 - 5.2.3.2 rearing non-ruminants; and
 - 5.2.3.3 rearing working animals.

5.2.4 Performing apiculture.

5.2.4.1 managing beehives and apiary; and

5.2.4.2 processing bee product.

6.0 TABLES OF SPECIFICATIONS FOR 403 ANIMAL HEALTH AND PRODUCTION

6.1 Table of Specifications for 403/1 Animal Health and Production 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of farm infrastructures and surroundings	Administration of farm occupational health and safety							5	26.3
		Managing accidents and incidents								
		Maintaining farm surroundings								
		Performing first aid in the farm								
2.	Rearing Poultry	Rearing chicken							6	31.6
		Rearing ducks								
		Rearing other domestic poultry species								
3.	Rearing domestic animals	Rearing ruminants							5	26.3
		Rearing non-ruminants								
		Rearing working animals								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
4.	Performing apiculture	Managing beehives and apiary							3	15.8
		Processing bee products								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 403/2 Animal Health and Production 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of farm infrastructures and surroundings	Administration of farm occupational health and safety							1	100
		Managing accidents and incidents								
		Maintaining farm surroundings								
		Performing first aid in the farm								
2.	Rearing	Rearing chicken								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	Poultry	Rearing ducks								
		Rearing other domestic poultry species								
3.	Rearing domestic animals	Rearing ruminants								
		Rearing non-ruminants								
		Rearing of working animals								
4.	Performing apiculture	Managing beehives and apiary								
		Processing bee products								
Total Number of Items									1	
Total Percentage Weight										100

404 HORTICULTURAL PRODUCTION

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Horticultural Production syllabus, developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science, and Technology in 2025. The syllabus is designed to equip students with both theoretical knowledge and practical skills in horticultural production, preparing them for employment and self-employment opportunities in the industry.

The format aligns with the syllabus's emphasis on developing essential skills for academic success and career growth in horticultural production. It covers the main and specific competences outlined for Forms One and Two in vocational studies, with a rubric designed to assess all competences acquired at these levels. Overall, this format draws on the competency-based approach, integrating both theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards horticultural production.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge, skills, and attitude developed in the primary school stage to increase his/her understanding of technical skills;
- 2.2 apply technical knowledge and skills in designing, developing and implementing practical solutions to address real-life needs and societal challenges, including cross-cutting issues;
- 2.3 appreciate citizenship and national virtues;
- 2.4 use language skills;
- 2.5 demonstrate self-confidence in learning various fields, including Science and Technology, technical knowledge and technical skills;
- 2.6 appreciate procedures and safety rules in using technical tools correctly; and

- 2.7 apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the farm workshop and surroundings;
- 3.2 perform preventive maintenance of farm tools, machines and equipment;
- 3.3 prepare land for horticultural crops;
- 3.4 sow, plant and transplant;
- 3.5 manage ornamental garden;
- 3.6 manage soil fertility; and
- 3.7 harvest horticultural crops.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two (2) papers: Horticultural Production 1 (Theory Paper) and Horticultural Production 2 (Practical Paper).

4.1 404/1 Horticultural Production 1 (Theory Paper)

This assessment will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **10** questions, divided into three Sections: **A**, **B**, and **C**. Students must answer **all** questions in each section. The total score for the paper is **100** marks.

Section A will contain **two (2)** objective questions, totalling **15** marks. Question 1 will be a multiple-choice question with **10 (ten)** items, each carrying **one (1)** mark, making a total of **10 (ten)** marks. Question 2 will be matching items with **five (5)** items, each carrying **one (1)** mark, making a total of **5** marks.

Section B will comprise **seven (7)** short-answer questions, each carrying **10 (ten)** marks, making a total of **70** marks.

Section C will contain **one (1)** structured essay question, carrying **15** marks.

4.2 404/2 Horticultural Production 2 (Practical Paper)

- 4.2.1 The practical assessment will last **3** hours and will consist of one (1) task-based question. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to complete the assigned task(s) as specified in the question.
- 4.2.2 The students will be evaluated using both process and product assessments. Process assessment will evaluate students' ability to follow correct procedures, apply skills, and demonstrate understanding through an underpinning knowledge assessment. Product assessment will assess the quality of the final output. The total score for the practical assessment will be **100** marks. Student performance will be graded using an assessment sheet that outlines the assessment criteria.

Note:

- (i) A **checklist** of required apparatus, chemicals, tools, equipment, and materials will be sent to schools at least 3 months before the practical assessment date.
- (ii) The **3 Hours Advance Instructions** will be provided, which must be opened exactly three hours before the assessment begins to allow for necessary preparation.
- (iii) The Practical Assessment Guidelines will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 404/1 Horticultural Production 1
 - 5.1.1 Maintaining the safety of the farm workshop and its surroundings.
 - 5.1.1.1 maintaining the farm workshop safety;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling farm fire accidents; and
 - 5.1.1.4 performing first aid.
 - 5.1.2 Performing the preventive maintenance of the farm tools, machines and equipment.
 - 5.1.2.1 conducting the preventive maintenance of the farm tools; and
 - 5.1.2.2 conducting the preventive maintenance of the farm machines and equipment
 - 5.1.3 Performing land preparation.
 - 5.1.3.1 assessing a new farm;
 - 5.1.3.2 conducting soil analysis;
 - 5.1.3.3 performing land clearing; and
 - 5.1.3.4 performing land tillage.
 - 5.1.4 Sowing, planting and transplanting.
 - 5.1.4.1 selecting good quality seeds;
 - 5.1.3.5 selecting good quality vegetative planting materials;
 - 5.1.3.6 performing seed sowing; and
 - 5.1.3.7 performing planting using vegetative planting materials.
 - 5.1.5 Managing ornamental gardens.
 - 5.1.5.1 designing the landscape; and
 - 5.1.5.2 establishing the ornamental garden.
 - 5.1.6 Managing soil fertility.
 - 5.1.6.1 preparing organic fertilisers; and

- 5.1.6.2 applying fertilisers.
- 5.1.7 Harvesting of horticultural crops.
 - 5.1.7.1 estimating the yield of a given crop; and
 - 5.1.7.2 performing harvest of horticulture crops
- 5.2 404/2 Horticultural Production 2
 - 5.2.1 Maintaining the safety of the farm workshop and its surroundings.
 - 5.2.1.1 maintaining the farm workshop safety;
 - 5.2.1.2 handling accidents and incidents; and
 - 5.2.1.3 handling farm fire accidents.
 - 5.2.2 Performing the preventive maintenance of the farm tools, machines and equipment.
 - 5.2.2.1 conducting the preventive maintenance of the farm tools; and
 - 5.2.2.2 conducting the preventive maintenance of the farm machines and equipment.
 - 5.2.3 Performing the land preparation.
 - 5.2.3.1 conducting soil analysis;
 - 5.2.3.2 performing land clearing; and
 - 5.2.3.3 performing land tillage.
 - 5.2.4 Sowing, planting and transplanting.
 - 5.2.4.1 selecting good quality seeds;
 - 5.2.4.2 selecting good vegetative planting materials;
 - 5.2.4.3 performing seed sowing; and
 - 5.2.4.4 performing planting using vegetative planting materials.
 - 5.2.5 Managing ornamental gardens.
 - 5.2.5.1 designing the landscape; and
 - 5.2.5.2 establishing the ornamental garden.
 - 5.2.6 Managing soil fertility.
 - 5.2.6.1 preparing organic fertilisers; and
 - 5.2.6.2 applying fertilisers.

5.2.7 Harvesting of horticultural crops.

5.2.7.1 estimating the yield of a given crop; and

5.2.7.2 performing the harvest of horticulture crops.

6.0 TABLES OF SPECIFICATIONS FOR 404 HORTICULTURAL PRODUCTION

6.1 Table of Specifications for 404/1 Horticultural Production 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the farm workshop and its surroundings	Maintaining farm workshop safety							2	10.5
		Handling accidents and incidents.								
		Handling farm fire accidents								
		Performing First aid								
2.	Performing preventive maintenance of farm tools, machines and equipment	Conducting the preventive maintenance of the farm tools							1	5.3
		Conducting the preventive maintenance of the farm machines and equipment								
3.	Performing land preparation	Assessing a new farm							4	21.1
		Conducting soil analysis								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing land clearing								
		Performing land tillage								
4.	Sowing, planting and transplanting	Selecting good-quality seeds							4	21.1
		Selecting good-quality vegetative planting materials								
		Performing seed sowing								
		Performing planting using vegetative planting materials								
5.	Managing ornamental gardens	Designing landscape							3	15.8
		Establishing the ornamental garden								
6.	Managing soil fertility	Preparing organic fertilisers							3	15.8
		Applying fertilizer								
7.	Harvesting horticultural crops	Estimating the yield of a given crop							2	10.5
		Performing the harvest of horticultural crops								
Total Number of Items									19	

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
Total Percentage Weight										100

6.2 Table of Specifications for 404/2 Horticultural Production 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Maintaining the safety of the farm workshop and its surroundings	Maintaining farm workshop safety								1	100
		Handling accidents and incidents									
		Handling farm fire accidents									
2.	Performing preventive maintenance of farm tools, machines and equipment	Conducting preventive maintenance of farm tools									
		Conducting preventive maintenance of farm machines and equipment									
3.	Performing land preparation	Conducting soil analysis									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence	
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating				
		Performing land clearing								1		
		Performing land tillage										
4.	Sowing, planting and transplanting	Selecting good-quality seeds										
		Selecting good-quality vegetative planting materials										
		Performing Seed sowing										
		Performing planting using vegetative planting materials										
5.	Managing	Designing landscape										
		Establishing the ornamental garden										
6.	Managing soil fertility	Preparing organic fertilisers										
		Applying the fertiliser										
7.	Harvesting horticultural crops	Estimating the yield of a given crop										
		Performing the harvest of horticultural crops										
Total Number of Items												

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
Total Percentage Weight											100

405 FIELD CROP PRODUCTION

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Field Crop Production Syllabus, developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science, and Technology in 2025. The syllabus is designed to equip students with both theoretical knowledge and practical skills in the field of crop production, preparing them for employment and self-employment opportunities in the industry.

This format aligns with the syllabus's emphasis on developing essential skills for academic success and career growth in the field of crop production. It covers the main and specific competences outlined for Form One and Form Two in vocational studies, with a rubric designed to assess all competences acquired at these levels. Overall, this format draws on the competency-based approach, integrating both theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards field crop production.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge, skills, and attitude developed in the primary school stage to increase his/her understanding of technical skills;
- 2.2 apply technical knowledge and skills in designing, developing and implementing practical solutions to address real-life needs and societal challenges, including cross-cutting issues;
- 2.3 appreciate citizenship and national virtues;
- 2.4 use language skills;
- 2.5 demonstrate self-confidence in learning various fields, including Science and Technology, technical knowledge and technical skills;
- 2.6 appreciate procedures and safety rules in using technical tools correctly; and

- 2.7 apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the farm workshop and its surroundings;
- 3.2 prepare land for the field crop production;
- 3.3 apply fertilisers;
- 3.4 sow and plant field crops;
- 3.5 control pests; and
- 3.6 manage water for field crops.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two (2) papers: Field Crop Production 1 (Theory Paper) and Field Crop Production 2 (Practical Paper).

4.1 405/1 Field Crop Production 1 (Theory Paper)

This assessment will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **10** questions, divided into Sections **A**, **B**, and **C**. The student will be required to answer **all** questions in each section. The total score for the paper is **100** marks.

Section A will contain **two (2)** objective questions, totalling **15** marks. Question 1 will be a multiple-choice question with **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be matching items with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks.

Section B will comprise **seven (7)** short-answer questions, each carrying **10** marks, making a total of **70** marks.

Section C will contain **one (1)** structured essay question, carrying **15** marks.

4.2 405/2 Field Crop Production 2 (Practical Paper)

- 4.2.1 The practical assessment will last **3** hours and will consist of one (1) task-based question. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to complete the assigned task(s) as specified in the question.
- 4.2.2 Students will be evaluated using both process and product assessments. Process assessment will evaluate students' ability to follow correct procedures, apply skills, and demonstrate understanding through a foundational knowledge assessment. Product assessment will assess the quality of the final output. The total score for the practical assessment will be **100** marks. The student's performance will be evaluated using an assessment sheet that outlines the specific criteria for evaluation.

Note:

- (i) A **checklist** of required apparatus, chemicals, tools, equipment, and materials will be sent to schools at least 3 months before the practical assessment date.
- (ii) The **3 Hours Advance Instructions** will be provided, which must be opened exactly three (3) hours before the assessment begins to allow for necessary preparation.
- (iii) The Practical Assessment Guidelines will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 405/1 Field Crop Production 1

5.1.1 Maintaining the safety of the farm workshop and its surroundings.

- 5.1.1.1 maintaining farm workshop safety;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents; and
- 5.1.1.4 performing first aid.

5.1.2 Preparing land for field crop production.

- 5.1.2.1 assessing a new farm;
- 5.1.2.2 conducting soil analysis;
- 5.1.2.3 performing land clearance; and
- 5.1.2.4 performing land tillage.

5.1.3 Applying fertilisers;

- 5.1.3.1 preparing organic fertilisers; and
- 5.1.3.2 applying fertilisers to the plants.

5.1.4 Sowing and planting field crops.

- 5.1.4.1 selecting quality seeds
- 5.1.4.2 selecting quality vegetative planting materials
- 5.1.4.3 performing seed sowing
- 5.1.4.4 performing planting of vegetative crop materials

5.1.5 Controlling pests.

- 5.1.5.1 controlling weeds;
- 5.1.5.2 controlling diseases;
- 5.1.5.3 controlling insect pests; and
- 5.1.5.4 controlling vertebrate pests.

5.1.6 Managing water for field crops.

- 5.1.6.1 harvesting water; and
- 5.1.6.2 performing irrigation.

5.2 405/2 Field Crop Production 2

5.2.1 Maintaining the safety of the farm workshop and surroundings.

- 5.2.1.1 maintaining farm workshop safety;
- 5.2.1.2 handling accidents and incidents; and
- 5.2.1.3 handling fire accidents.

5.2.2 Preparing land for field crop production.

- 5.2.2.1 conducting soil analysis;
- 5.2.2.2 performing land clearance; and
- 5.2.2.3 performing land tillage.

5.2.3 Applying fertilisers.

- 5.2.3.1 preparing organic fertilisers; and
- 5.2.3.2 applying fertilisers to the plants.

5.2.4 Sowing and planting field crops.

- 5.2.4.1 selecting quality seeds;
- 5.2.4.2 selecting quality vegetative planting materials;
- 5.2.4.3 performing seed sowing; and
- 5.2.4.4 performing planting of vegetative crop materials.

5.2.5 Controlling pests.

- 5.2.5.1 controlling weeds;
- 5.2.5.2 controlling diseases;
- 5.2.5.3 controlling insect pests; and
- 5.2.5.4 controlling vertebrate pests.

5.2.6 Managing water for field crops.

- 5.2.6.1 performing irrigation.

6.0 TABLES OF SPECIFICATIONS FOR 405 FIELD CROP PRODUCTION

6.1 Table of Specifications for 405/1 Field Crop Production 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the farm workshop and its surroundings	Maintaining the farm workshop's safety							3	15.8
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Preparing land for field crop production	Assessing a new farm							3	15.8
		Conducting soil analysis								
		Performing land clearance								
		Performing land tillage								
3.	Applying fertilizers	Preparing organic fertilisers							3	15.8
		Applying fertilisers to the plants								
4.	Sowing and planting field crops	Selecting quality seeds							4	21.1
		Selecting quality vegetative planting materials								
		Performing seed sowing								
		Performing the planting of vegetative crop materials								
5.	Controlling pests	Controlling weeds								
		Controlling diseases								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Controlling insect pests							5	26.3
		Controlling vertebrate pests								
6.	Managing water for field crops	Harvesting water							1	5.3
		Performing irrigation								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 405/2 Field Crop Production 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Maintaining the safety of the farm workshop and surroundings	Maintaining the farm workshop safety								1	100
		Handling accidents and incidents									
		Handling fire accidents									
2.	Preparing the land for field crop production	Conducting soil analysis									
		Performing land clearance									
		Performing land tillage									
3.	Applying fertilizers	Preparing organic fertilisers									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Applying fertilisers to the plants									
4.	Sowing and planting field crops	Selecting quality seeds									
		Selecting quality vegetative planting materials									
		Performing seed sowing									
		Performing the planting of vegetative crop materials									
5.	Controlling pests	Controlling weeds									
		Controlling diseases									
		Controlling insect pests									
		Controlling vertebrate pests									
6.	Managing water for field crops	Performing irrigation									
Total Number of Items										1	
Total Percentage Weight											100

406 WOOD PROCESSING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is based on the Wood Processing Syllabus, developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science, and Technology in 2025. The syllabus is designed to equip students with both theoretical knowledge and practical skills in wood processing, preparing them for employment and self-employment opportunities in the industry.

The format aligns with the syllabus' emphasis on developing essential skills for academic success and career growth in the wood processing industry. It covers the main and specific competences outlined for Form One and Form Two in vocational studies, with a rubric designed to assess all competences acquired at these levels. Overall, the format adopts the competency-based approach, integrating both theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards wood processing.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge, skills, and attitude developed in the primary school stage to increase his/her understanding of technical skills;
- 2.2 apply technical knowledge and skills in designing, developing and implementing practical solutions to address real-life needs and societal challenges, including cross-cutting issues;
- 2.3 appreciate citizenship and national virtues;
- 2.4 use language skills;
- 2.5 demonstrate self-confidence in learning various fields, including science and technology, technical knowledge and technical skills;
- 2.6 appreciate procedures and safety rules in using technical tools correctly; and
- 2.7 apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain safety and health awareness;
- 3.2 harvest trees sustainably;
- 3.3 perform timber yard operations;
- 3.4 prepare wood for treatment; and
- 3.5 perform wood treatment.

4.0 ASSESSMENT RUBRIC

The Wood Processing assessment will consist of two (2) papers: Wood Processing 1 (Theory Paper) and Wood Processing 2 (Practical Paper).

4.1 406/1 Wood Processing 1 (Theory Paper)

The assessment will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **10** questions, divided into sections **A**, **B**, and **C**. Students must answer **all** questions in each section. The total score for the paper is **100** marks.

Section A will contain **two (2)** objective questions, totalling **15** marks. Question 1 will be a multiple-choice question with **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be matching items with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks.

Section B will comprise **seven (7)** short-answer questions, each carrying **10** marks, making a total of **70** marks.

Section C will contain **one (1)** structured essay question, carrying **15** marks.

4.2 406/2 Wood Processing 2 (Practical Paper)

- 4.2.1 The practical assessment will last **3** hours and will consist of task-based questions. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to complete the assigned task(s) as specified in the question.
- 4.2.2 The students will be evaluated using both process and product assessments. Process assessment will evaluate students' ability to follow correct procedures, apply skills, and demonstrate understanding through underpinning knowledge assessment. The product assessment will assess the quality of the final output. The total score for the practical assessment will be **100 marks**. Student performance will be evaluated using an assessment sheet that outlines the specific criteria for evaluation.

Note:

- (i) A **checklist** of required apparatus, chemicals, tools, equipment, and materials will be sent to schools at least 3 months before the practical assessment date.
- (ii) The **3 Hours Advance Instructions** will be provided, which must be opened exactly three (3) hours before the assessment begins to allow for necessary preparation.
- (iii) The Practical Assessment Guidelines will be available on the NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 406/1 Wood Processing 1

- 5.1.1 Maintaining safety and hygiene in wood processing.
- 5.1.1.1 maintaining safety in logging and sawmilling;
 - 5.1.1.2 handling fire accidents and incidents; and

- 5.1.1.3 performing first aid.
 - 5.1.2 Harvesting trees.
 - 5.1.2.1 executing forest harvesting;
 - 5.1.2.2 felling trees, de-limbing felled trees and cross-cutting tree trunks; and
 - 5.1.2.3 transporting logs.
 - 5.1.3 Performing timber yard operations.
 - 5.1.3.1 sorting and stacking timber; and
 - 5.1.3.2 controlling timber movement.
 - 5.1.4 Preparing wood for treatment.
 - 5.1.4.1 receiving timber and poles for treatment;
 - 5.1.4.2 preparing poles and sawn timber for treatment; and
 - 5.1.4.3 determining wood defects.
 - 5.1.5 Performing wood treatment.
 - 5.1.5.1 preparing preservative solutions;
 - 5.1.5.2 operating treatment plant; and
 - 5.1.5.3 performing post-treatment operations.
- 5.2 406/2 Wood Processing 2
 - 5.2.1 Maintaining safety and hygiene in wood processing.
 - 5.2.1.1 maintaining safety in logging and sawmilling; and
 - 5.2.1.2 handling fire accidents and incidents.
 - 5.2.2 Harvesting trees.
 - 5.2.2.1 executing forest harvesting;
 - 5.2.2.2 felling trees, de-limbing felled trees and cross-cutting tree trunks; and
 - 5.2.2.3 transporting logs.
 - 5.2.3 Performing timber yard operations.
 - 5.2.3.1 sorting and stacking timber; and
 - 5.2.3.2 controlling timber movement.
 - 5.2.4 Preparing wood for treatment.
 - 5.2.4.1 receiving timber and poles for treatment;

5.2.4.2 preparing poles and sawn timber for treatment;
and

5.2.4.3 determining wood defects.

5.2.5 Performing wood treatment.

5.2.5.1 preparing preservative solutions;

5.2.5.2 operating treatment plant; and

5.2.5.3 performing post-treatment operations.

6.0 TABLES OF SPECIFICATIONS FOR 406 WOOD PROCESSING

6.1 Table of Specifications for 406/1 Wood Processing 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining safety and hygiene in wood processing	Maintaining safety in logging and sawmilling							5	26.3
		Handling fire accidents and incidents								
		Performing first aid								
2.	Harvesting trees	Executing forest harvesting							5	26.3
		Felling trees, de-limbing felled trees and cross-cutting tree trunks								
		Transporting logs								
3.	Performing timber yard operations	Sorting and stacking timber							2	10.5
		Controlling timber								

		movement								
4.	Preparing wood for treatment	Receiving timber and poles for treatment							3	15.8
		Preparing poles and sawn timber for treatment								
		Determining wood defects								
5.	Performing the wood treatment	Preparing preservative solutions							4	21.1
		Operating the treatment plant								
		Performing post-treatment operations								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 406/2 Wood Processing 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Maintaining safety and hygiene in wood processing	Maintaining safety in logging and sawmilling								1	100
		Handle fire accidents and incidents									
2.	Harvesting trees	Executing forest harvesting									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Felling trees, de-limbing felled trees and cross-cutting tree trunk								1	100
		Transport logs									
3.	Performing timber yard operations	Sorting and stack timber									
		Controlling timber movement									
4.	Preparing wood for treatment	Receiving timber and poles for treatment									
		Preparing poles and sawn timber for treatment									
		Determining wood defects									
5.	Performing wood treatment	Preparing preservative solutions									
		Operating the treatment plant									
		Performing post-treatment operations									
Total Number of Items										1	
Total Percentage Weight											100

412 TOURISM

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Tourism Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Tourism. The format addresses general and specific competences outlined for Forms One and Two in vocational studies, with a rubric designed to assess all competences acquired at that level. Generally, the format adopts competency-based approach integrating theoretical assessments to evaluate students' knowledge, skills, and attitudes towards Tourism.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 explain the concept of tourism, hotel and restaurant; and
- 2.2 describe forms, types and components of the tourism sector.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 understand the Tourism Industry in Tanzania; and
- 3.2 describe types of hospitality facilities.

4.0 ASSESSMENT RUBRIC

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items

question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1.1 Understanding the tourism industry in Tanzania.
 - 5.1.1.1 introduction to tourism
 - 5.1.1.2 describing the history of tourism;
 - 5.1.1.3 explaining forms of tourism in Tanzania; and
 - 5.1.1.4 describing the components of the tourism sector.
- 5.1.2 Describing hospitality industry operations.
 - 5.1.2.1 Describing hospitality facilities

6.0 TABLE OF SPECIFICATIONS FOR 412 TOURISM FOR HOSPITALITY

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Understanding the tourism industry in Tanzania	Introduction to tourism							3	15.8
		Describing the history of tourism							3	15.8
		Explaining forms of tourism in Tanzania							7	36.8
		Describing the components of the tourism sector							3	15.8
2.	Describing types of hospitality establishments	Describing hospitality facilities							3	15.8
Total Number of Items									19	
Total Percentage Weight										100

463 FOOD PRODUCTION

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Food Production Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Food Production. The format addresses general and specific competences outlined for Form One and Two students in the vocational stream, with a rubric designed to assess all competences acquired at those levels. Generally, this format adopts competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Food Production.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 perform the essential necessity for health, hygiene and safety procedures at all the time in storage, preparation, cooking and presenting of foods;
- 2.2 develop the professional attitude and appearance, acquire skills, behave in a professional manner; and
- 2.3 perform different methods of cooking and produce a variety of dishes regarding quality, colour, consistency, seasoning, flavour, temperature, presentation and handle recipe balance for various types of establishments.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain a safe work and healthy working environment;
- 3.2 perform cooking food;
- 3.3 prepare and cook breakfast dishes;
- 3.4 provide basic food and beverage service;
- 3.5 prepare and cook stock, soups and sauces;

- 3.6 prepare and cook vegetables, pulses, and vegetarian dishes; and
- 3.7 prepare and cook Tanzania local dishes.

4.0 ASSESSMENT RUBRIC

The food production assessment will comprise two papers: 463/1 Food Production 1 (Theory Paper) and 463/2 Food Production 2 (Practical Paper).

4.1 463/1 Food Production 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections **A**, **B** and **C**. Students will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions weight **10** marks each. The section will carry a total of **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 463/2 Food Production 2 (Practical Paper)

This paper will be divided into **two (2)** sessions: the planning session and the practical performance session. The planning session will be on the first day and will be indicated on the main timetable. The practical session will start one day after the planning session. This assessment paper will consist of **three (3)** questions, and the student will be required to answer **one (1)** question. The question will carry a total of **100** marks. This paper will be assessed in two stages: The planning session and the practical performance session.

4.2.1 Planning Session

This assessment will be an open-book assessment administered in a single day, lasting **1:30** hours. Each student will select one question via a secret ballot drawing. Then, the student will read and answer the question chosen by writing the menu, logical progression (order of work), and shopping list. The plans will be marked before the beginning of the practical session based on the criteria indicated in the assessment form. The planning assessment will carry **17** marks.

4.2.2 Practical Performance Session

4.2.2.1 The practical performance session will start one day after the planning session, lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. Two days before the commencement of the practical performance session, students/teachers will compile a shopping list; conduct shopping, do preparation for the assessment and marking students' plans of work. Thus, the practical performance assessment might be administered for more than one day, depending on the number of students.

4.2.2.2 The practical assessment sheet will be used in scoring students' activities. The assessment will be done in three areas: **planning assessment**, **direct performance assessment** and **product/service assessment**. Direct performance assessment will be done when the students are performing the tasks and will carry **47** marks. The product/service assessment will be done after the completion of the direct performance assessment and will carry **36** marks. Therefore, the practical performance assessment will carry a total of **83** marks.

Note:

A **checklist** of equipment and tools required for the assessment will be sent to schools at least three (3) months before the assessment date.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 463/1 Food Production 1

- 5.1.1 Maintaining a safe and healthy work environment.
 - 5.1.1.1 maintaining professional and hygienic appearance;
 - 5.1.1.2 controlling kitchen and restaurant hazards;
 - 5.1.1.3 handling emergencies and injuries;
 - 5.1.1.4 administering first aid; and
 - 5.1.1.5 handling kitchen and restaurant sanitation.
- 5.1.2 Performing cooking.
 - 5.1.2.1 using moist heat methods of cooking; and
 - 5.1.2.2 using dry heat methods of cooking.
- 5.1.3 Preparing and cooking breakfast dishes.
 - 5.1.3.1 preparing and making beverages for breakfast;
 - 5.1.3.2 preparing cold items for breakfast; and
 - 5.1.3.3 preparing and cooking hot items for breakfast.
- 5.1.4 Providing basic food and beverage service.
 - 5.1.4.1 preparing the restaurant for service;
 - 5.1.4.2 handling complaints;
 - 5.1.4.3 handling special requests; and
 - 5.1.4.4 taking food and beverage orders.
- 5.1.5 Preparing and cooking stocks, soups and sauces.
 - 5.1.5.1 preparing and cooking stocks;
 - 5.1.5.2 preparing and cooking soups; and
 - 5.1.5.3 preparing and cooking basic sauces, gravies and miscellaneous sauces.

- 5.1.6 Preparing and cooking vegetables, pulses, and vegetarian dishes.
 - 5.1.6.1 preparing and cooking vegetable dishes;
 - 5.1.6.2 preparing and cooking pulse dishes; and
 - 5.1.6.3 preparing and cooking vegetarian dishes.
- 5.1.7 Preparing and cooking tanzania local dishes.
 - 5.1.7.1 preparing and cooking local soup;
 - 5.1.7.2 preparing and cooking local vegetable dishes and salads;
 - 5.1.7.3 preparing and cooking local meat, chicken and fish dishes;
 - 5.1.7.4 preparing and cooking local farinaceous dishes; and
 - 5.1.7.5 preparing and cooking local bites.

5.2 463/2 Food Production 2

- 5.2.1 Preparing and cooking breakfast dishes.
 - 5.2.1.1 preparing and making beverages for breakfast;
 - 5.2.1.2 preparing cold items for breakfast; and
 - 5.2.1.3 preparing and cooking hot items for breakfast.
- 5.2.2 Preparing and cooking stocks, soups and sauces.
 - 5.2.2.1 preparing and cooking stocks;
 - 5.2.2.2 preparing and cooking soups; and
 - 5.2.2.3 preparing and cooking basic sauces, gravies and miscellaneous sauces.
- 5.2.3 Prepare and cook vegetables, pulses, and vegetarian dishes.
 - 5.2.3.1 preparing and cooking vegetable dishes;
 - 5.2.3.2 preparing and cooking pulse dishes; and
 - 5.2.3.3 preparing and cooking vegetarian dishes.
- 5.2.4 Prepare and cook Tanzania local dishes.
 - 5.2.4.1 preparing and cooking local soup;
 - 5.2.4.2 preparing and cooking local vegetable dishes and salads;

5.2.4.3 preparing and cooking local meat, chicken and fish dishes;

5.2.4.4 preparing and cooking local farinaceous dishes; and

5.2.4.5 preparing and cooking local bites.

5.2.5 Providing basic food and beverage services.

5.2.5.1 preparing the restaurant for service

6.0 TABLES OF SPECIFICATIONS FOR 463 FOOD PRODUCTION

6.1 Table of Specifications for 463/1 Food Production 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Maintaining a safe and healthy work environment	Maintaining professional and hygienic appearance							4	21.1
		Controlling kitchen and restaurant hazards								
		Handling emergencies and injuries								
		Administering First Aid								
		Handling kitchen and restaurant sanitation								
2.	Performing cooking	Using the moist method of cooking							2	10.5
		Using dry heat methods of cooking								
3.	Preparing and	Preparing and							2	10.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
	cooking breakfast dishes	making beverages for breakfast								
		Preparing cold items for breakfast								
		Preparing and cooking hot items for breakfast								
4.	Providing basic food and beverage service	Preparing the restaurant for service							3	15.8
		Handling complaints								
		Handling special requests								
		Taking food and beverage orders								
5.	Preparing and cooking stocks, soups and sauces	Preparing and cooking stocks							2	10.5
		Preparing and cooking soups								
		Preparing and cooking basic sauces, gravies and miscellaneous sauces								
6.	Preparing and cooking vegetables, pulses, and vegetarian dishes	Preparing and cooking vegetable dishes							2	10.5
		Preparing and cooking pulse dishes								
		Preparing and cooking vegetarian dishes								
7.	Preparing and	Preparing and							4	21.1

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
	cooking Tanzania local dishes	cooking local soups								
		Preparing and cooking local vegetable dishes and salads								
		Preparing and cooking local meat, chicken and fish								
		Preparing and cooking local farinaceous dishes								
		Preparing and cooking local bites								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 463/2 Food Production 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Preparing and cooking breakfast dishes	Preparing and making beverages for breakfast							1	50
		Preparing cold items for breakfast								
		Preparing and cooking hot items for breakfast								
	Performing cooking	Using moist methods of cooking								
		Using dry heat methods of cooking								
	Providing basic food and beverage services	Preparing the restaurant for services								
	Preparing and cooking stocks, soups and sauces	Preparing and cooking stocks								
		Preparing and cooking soups								
		Preparing and cooking basic sauces, gravies and miscellaneous sauces								
	Performing cooking	Using the moist methods of								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		cooking								
		Using dry heat methods of cooking								
	Providing basic food and beverage services	Preparing the restaurant for services								
2.	Preparing and cooking vegetables, pulses, and vegetarian dishes	Preparing and cooking vegetable dishes							1	50
		Preparing and cooking pulse dishes								
		Preparing and cooking vegetarian dishes								
	Preforming cooking	Using the moist methods of cooking								
		Using dry heat methods of cooking								
	Providing basic food and beverage services	Preparing Restaurant for services								
	Preparing and cooking Tanzania local dishes	Preparing and cooking local soups								
		Preparing and								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		cooking local vegetable dishes and salads								
		Preparing and cooking local meat, chicken and fish								
		Preparing and cooking local farinaceous dishes								
		Preparing and cooking local bites								
	Performing cooking	Using moist methods of cooking								
		Using dry heat methods of cooking								
	Providing basic food and beverage services	Preparing the Restaurant for services								
Total Number of Items									2	
Total Percentage Weight										100

464 FOOD AND BEVERAGE SERVICES AND SALES

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Food and Beverage Services and Sales Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Food and Beverage Services and Sales. The format addresses general and specific competences outlined for Form One and Two students in the vocational stream, with a rubric designed to assess all competences acquired at that level. Generally, this format adopts competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Food and Beverage Service and Sales.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 show the skills of maintaining a safe and healthy working environment;
- 2.2 recognize skills of exercising customer care;
- 2.3 show the skills of providing basic food and beverage services; and
- 2.4 demonstrate the ability to provide outside catering services.

3.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain a safe and healthy working environment;
- 3.2 handle customer care;
- 3.3 provide food services; and
- 3.4 provide beverage services.

4.0 ASSESSMENT RUBRIC

The Food and Beverage Services and Sales assessment will consist of two papers: 464/1 Food and Beverage Services and Sales 1 (Theory Paper) and 464/2 Food and Beverage Services and Sales 2 (Practical Paper).

4.1 464/1 Food and Beverage Services and Sales 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 464/2 Food and Beverage Services and Sales 2 (Practical Paper)

This paper will be divided into **two (2)** sessions: the planning session and the practical session. The planning session will be on the first day indicated on the main timetable, and the practical session will start one day after the planning session. This assessment paper will consist of **three (3)** questions, and the student will be required to answer **one (1)** question. The assessment will carry a total of **100** marks.

The paper will be assessed in two stages: The planning session and the practical session.

4.2.1 Planning Session

- 4.2.1.1 This assessment will be administered in a single day, lasting **1:30** hours. The paper will be an open-book assessment, whereas each student will select one question via a secret ballot drawing. Then, the student will read the question and answer by writing a service plan, a logical progression (order of work), and a shopping list. Recipe books or exercise books with recipes are allowed to be used during planning session only.
- 4.2.1.2 The plans will be marked before the beginning of the practical performance session based on the criteria indicated in the assessment form. The planning assessment will carry **15** marks.

4.2.2 Practical Session

- 4.2.2.1 The practical performance session will start one day after the planning session, lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. Two days before the commencement of the practical performance session, students/teachers will compile a shopping list; conduct shopping, do preparation for the assessment and marking students' plans of work. Thus, the practical performance assessment might be administered for more than one day, depending on the number of students.
- 4.2.2.2 The practical assessment sheet will be used in scoring the student's activities. The assessment will be done in three areas: planning assessment, direct performance assessment and product/service assessment. The direct performance assessment will be done when the students are performing the tasks and will carry **50** marks, whereas the product/service

assessment will be done after the completion of the direct performance assessment and will carry **35** marks. Therefore, the practical performance assessment will carry a total of **85** marks.

Note: A **checklist** of equipment and tools required for the assessment will be sent to schools three (3) months before the assessment date.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 464/1 Food and Beverage Services and Sales 1

5.1.1 Maintaining a safe and healthy working environment.

- 5.1.1.1 maintaining professional and hygienic appearance;
- 5.1.1.2 handling emergencies and injuries;
- 5.1.1.3 handling hazards in the kitchen and restaurant;
- 5.1.1.4 administering first aid; and
- 5.1.1.5 handling kitchen and restaurant sanitation.

5.1.2 Handling customer services.

- 5.1.2.1 handling customer service;
- 5.1.2.2 handling complaints; and
- 5.1.2.3 handling guest special requests.

5.1.3 Providing food services.

- 5.1.3.1 performing *mise-en-place* and *mise-en-scène*;
- 5.1.3.2 serving breakfast dishes;
- 5.1.3.3 serving starter dishes;
- 5.1.3.4 serving main dishes;
- 5.1.3.5 serving dessert dishes; and
- 5.1.3.6 providing room services.

5.1.4 Providing beverage services.

- 5.1.4.1 taking restaurant reservations;
- 5.1.4.2 serving alcoholic beverages;
- 5.1.4.3 serving non alcoholic beverages; and
- 5.1.4.4 preparing cocktails and mocktails.

- 5.1.5 Providing outside catering services.
 - 5.1.5.1 preparing service equipment, tools and accessories for outdoor catering;
 - 5.1.5.2 laying catering areas outside; and
 - 5.1.5.3 handling outdoor catering services.
- 5.2 464/2 Food and Beverage Services and Sales 2
 - 5.2.1 Providing food service.
 - 5.2.1.1 performing *mise-en-place* and *mise-en-scène* ;
 - 5.2.1.2 serving breakfast dishes;
 - 5.2.1.3 serving starter dishes;
 - 5.2.1.4 serving main dishes; and
 - 5.2.1.5 serving dessert dishes.
 - 5.2.2 Providing beverage services.
 - 5.2.2.1 serving alcoholic beverages;
 - 5.2.2.2 serving non alcoholic beverages; and
 - 5.2.2.3 preparing cocktails and mocktails.
 - 5.2.3 Handling customer services.
 - 5.2.3.1 handling customer service.

6.0 TABLES OF SPECIFICATIONS FOR 464 FOOD AND BEVERAGE SERVICES AND SALES

6.1 Table of Specifications for 464/1 Food and Beverage Services and Sales 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Maintaining a safe and healthy working environment	Maintaining a professional and hygienic appearance							4	21.1
		Handling emergencies and injuries								
		Handling hazards in the kitchen and restaurant.								
		Administering first aid								
		Handling kitchen and restaurant sanitation								
2.	Performing customer care	Performing customer service							3	15.8
		Handling complaints								
		Handling special requests								
3.	Providing food service	Performing <i>mise-en-place</i> and <i>mise-en-scène</i>							5	26.3
		Serving breakfast dishes								
		Serving starter dishes								
		Serving the main								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		dish								
		Serving the dessert								
		Providing room services								
4.	Providing beverage services	Taking the restaurant reservation							4	21.1
		Serving alcoholic beverages								
		Serving non alcoholic beverages								
		Preparing cocktails and mocktails								
5.	Providing outside catering services	Preparing service equipment, tools and accessories for outside catering							3	15.8
		Laying the catering area outside.								
		Handling outdoor catering services								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 464/2 Food and Beverage Services and Sales 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Providing food service	Performing mis en place and mis en scene							1	33.3
		Serving breakfast dishes								
		Serving starter dishes								
		Serving the main dish								
		Serving dessert dishes								
	Performing customer service	Performing customer service								
2.	Providing beverage services	Performing mis en place and mis en scene							1	33.3
		Serving alcoholic beverages								
		Preparing cocktails								
	Handling customer service	Handling customer service								
3.	Providing beverage services	Performing mis en place and mis en scene							1	33.3
		Serving non alcoholic beverages								
		Preparing mocktails								
		Handling customer service								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
Total Number of Items									3	
Total Percentage Weight										100

481 ACTING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Acting Performance Syllabus developed by the Tanzania Institute of Education (TIE), revised version of 2025, which has been approved by MoEST. The format aligns with the objectives of both syllabi, emphasising the development of skills essential for academic success and career advancement in Acting. It addresses general and specific competences outlined for Form One and Two in vocational studies, accompanied by a rubric designed to assess all competences acquired in Forms One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Acting.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain the safety of the working environment;
- 2.2 maintain principles of acting;
- 2.3 maintain ethics in acting;
- 2.4 apply principles of acting for stage play; and
- 2.5 apply principles of acting for radio drama

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the working environment;
- 3.2 maintain principles of acting;
- 3.3 maintain ethics when acting;
- 3.4 apply principles of acting for stage play; and
- 3.5 apply principles of acting for radio drama.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two papers, namely 481/1 Acting 1 (Theory Paper) and 481/2 Acting 2 (Practical Paper).

4.1 481/1 Acting (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The acting theory paper will consist of **ten (10)** questions divided into sections **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching item question with **five (5)** items, also carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry a total of **15** marks.

Section B will comprise **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry a total of **70** marks.

Section C will consist of **one (1)** essay question carrying **15** marks.

2.2 481/2 Acting (Practical Paper)

The practical paper will have **one (1)** question in which all the students will be required to answer. Hence, the entire assessment will carry a total of **100** marks. This paper will be divided into two sessions: **The planning session** and **the practical session**. The planning session will be on the first day, as indicated on the main timetable, and the practical assessment session will start four (4) days thereafter.

2.2.1 Planning Session

This session will last for **1:30** hours. Each student will attempt the question, involving writing down the plan (order

of work) and the materials/equipment needed according to the question.

2.2.2 Practical Session

The practical session will be **1** hour. In the practical session, students will perform the assessment individually and in groups based on the criteria indicated in the practical marking guide.

Note: The practical paper will have a **checklist** of two play synopses and materials required for the assessment, sent to schools at least three (3) months before the date of assessment.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 481/1 Acting 1

5.1.1 Maintaining safety of acting working environment.

- 5.1.1.1 handling safety in acting working environment;
- 5.1.1.2 handling accidents and incidents hazards; and
- 5.1.1.3 performing first aid.

5.1.2 Maintaining principle of acting.

- 5.1.2.1 performing techniques of acting for stage, radio, television and film;
- 5.1.2.2 performing approaches to acting; and
- 5.1.2.3 performing acting methods.

5.1.3 Maintaining ethics in acting.

- 5.1.3.1 performing character while applying ethical values; and
- 5.1.3.2 performing mastery of acting while applying ethical values.

- 5.1.4 Applying principles of acting for stage play.
 5.1.4.1 staging improvised stage play; and
 5.1.4.2 staging scripted stage play.
- 5.1.5 Applying principles of acting for radio drama.
 5.1.5.1 voice acting techniques for radio drama; and
 5.1.5.2 audio recording techniques for radio drama.
- 5.2 481/2 Acting 2
- 5.2.1 Applying principles of acting for stage play.
 5.2.1.1 staging improvised stage play.

6.0 TABLES OF SPECIFICATIONS FOR 481 ACTING

6.1 Table of Specifications for 481/1 Acting 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the working environment	Handling safety in the working environment							4	21.1
		Handling accidents and incidents, and hazards								
		Performing first aid								
2.	Maintain principles of acting	Performing techniques of acting for stage, radio, television and film							5	26.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing approaches to acting								
		Performing acting methods								
3.	Maintaining ethics in acting	Performing character while applying ethical values							1	5.3
		Performing mastery of acting while applying ethical values								
4.	Applying principles of acting for stage play	Staging an improvised stage play							5	26.3
		Staging a scripted stage play								
5.	Applying principles of acting for radio drama	Voice acting techniques for radio drama							4	21.1
		Audio recording techniques for radio drama								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 481/2 Acting 2 (Practical Paper)

S/N	Main Competences	Specific Competence	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Applying principles of acting for stage play	Staging an improvised stage play							1	100
Total Number of Items									1	
Total Percentage Weight										100

485 MUSIC PERFORMANCE

(For Both School and Private Students)

1.0 INTRODUCTION

The Music Performance format is derived from the Music Performance Syllabus for the Vocational Secondary Education Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in music performance.

The format addresses general and specific competences outlined for Form Two in vocational studies, with a rubric designed to assess all competences acquired in Form One and Form Two. Generally, the format adopts the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills and attitudes towards Music Performance.

2.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students are able to:

- 2.1 demonstrate the principles of workshop management to maintain occupational health, safety rules and regulations;
- 2.2 demonstrate the basic principles of maintaining, using and storing tools and music equipment and audio digital systems;
- 2.3 apply knowledge and technical skills developed to interpret and rectify different components of and systems; and
- 2.4 apply knowledge and technical skills developed to service music performance systems.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop and surroundings;
- 3.2 perform preventive maintenance of musical instruments;
- 3.3 read and writing music;

- 3.4 perform songs;
- 3.5 play rhythm and scales;
- 3.6 play musical instruments, and
- 3.7 sing in solo, choir and ensemble.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two (2) papers, namely Music Performance 1 (Theory Paper) and Music Performance 2 (Practical Paper).

4.1 485/1 Music Performance 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: **A**, **B** and **C**. The student will be required to answer **all** questions in each section.

Section A will consist of **two (2)** objective questions. Question **1** will be a multiple-choice question comprising **ten (10)** items. Each item will carry **one (1)** mark, making a total of **10** marks. Question **2** will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Therefore, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks. Hence, this section will have a total of **15** marks.

4.2 485/2 Music Performance 2 (Practical Paper)

This assessment paper will consist of **two (2)** sessions; **Aural** and **Recital Performance Sessions** with a total of **nine (9)** questions. The total marks for both sessions will be **100** marks.

4.2.1 Aural session

This session will be conducted as schedule in the Form Two National Assessment Timetable. In this session, student will be required to listen to the composed musical pieces and answer questions based on the tune played. The session will have **seven (7)** aural questions (1-7) that test: pitch recognition, rhythmic and tempo, harmony and chord progression, musical terms and signs, melodic dictation, musical form and structure. The session will have duration of **2** hours. For students with special needs the duration will be **2:30** hours. Each question will carry **10** marks; hence the total marks for this section will be **70** marks.

4.2.2 Recital Performance Session

This session will take place the day after the aural session. The session will have **two (2)** questions (8 and 9). Each student will be required to perform the prepared or composed musical sheet with or without accompaniment. The performance requires the student to sing, play an instrument, or both while applying appropriate performance skills. The session will have duration of **2:30** hours. For students with special needs the duration will be **2:55** hours. Each question will carry **15** marks; hence the session will carry a total of **30** marks.

Note: The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 485/1 Music Performance 1

5.1.1 Maintaining safety of workshop and surroundings.

5.1.1.1 maintaining music workshop safety;

5.1.1.2 handling accidents, incidents and hazards;

- 5.1.1.3 handling fire accidents; and
 - 5.1.1.4 performing first aid.
 - 5.1.2 Reading and writing music.
 - 5.1.2.1 creating rhythm; and
 - 5.2.2.1 creating melody and harmony.
 - 5.1.3 Performing songs.
 - 5.1.3.1 composing melody; and
 - 5.1.3.2 creating triads.
 - 5.1.4 Playing rhythm and scale.
 - 5.1.4.1 practicing rhythm; and
 - 5.1.4.2 writing scales.
 - 5.1.5 Playing musical instruments.
 - 5.1.5.1 playing local musical instruments; and
 - 5.1.5.2 playing foreign musical instruments.
 - 5.1.6 Singing in solo, choir and ensemble.
 - 5.1.6.1 analyzing vocal production;
 - 5.1.6.2 singing songs without instrumental accompaniment; and
 - 5.1.6.3 singing songs with instrumental accompaniment.
- 5.2 485/2 Music Performance 2
 - 5.2.1 Performing songs.
 - 5.2.1.1 composing melody; and
 - 5.2.1.2 creating triads.
 - 5.2.2 Playing musical instruments.
 - 5.2.2.1 playing local musical instruments; and
 - 5.2.2.2 playing foreign musical instruments.
 - 5.2.3 Playing rhythm and scale.

- 5.2.3.1 practising rhythm; and
- 5.2.3.2 writing scales.
- 5.2.4 Singing solo, choir and ensemble.
 - 5.2.4.1 analysing vocal production;
 - 5.2.4.2 singing songs without instrumental accompaniment; and
 - 5.2.4.3 singing songs with instrumental accompaniment.

6.0 TABLES OF SPECIFICATIONS FOR 485 MUSIC PERFORMANCE

6.1 Table of Specifications for 485/1 Music Performance 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Maintaining the Workshop	Maintaining workshop safety							3	15.8
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Reading and writing music	Creating rhythm							5	26.3
		Writing music in staff notation								
		Creating melody and harmony								
3.	Performing songs	Composing melody							3	15.8
		Creating triads								
4.	Playing rhythm and scales	Practicing rhythm							3	15.8
		Writing scales								
5.	Playing musical instruments	Playing local musical instruments							2	10.5
		Playing foreign musical instruments								
6.	Singing solo, choir and ensemble	Analysing vocal production							3	15.8
		Singing songs without instrumental accompaniment								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		Singing songs with instrumental accompaniment								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 485/2 Music Performance 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Performing songs	Composing melody							2	22.2
		Creating triads								
2.	Playing rhythm and scales	Practising rhythm							2	22.2
		Writing scales								
3.	Playing musical instruments	Playing local musical instruments							2	22.2
		Playing foreign musical instruments								
4.	Singing in solo, choir and ensemble	Analysing vocal production							3	33.4
		Singing songs without instrumental accompaniment								
		Singing songs with instrumental accompaniment								
Total Number of Items									9	
Total Percentage Weight										100

487 DRAWING AND PAINTING

(For Both School and Private Students)

1.0 INTRODUCTION

The Drawing and Painting assessment format is derived from the Drawing and Painting syllabus developed by the Tanzania Institute of Education (TIE) and approved by the Ministry of Education, Science, and Technology in 2023. The format addresses the competence outlined for Forms One and Two levels in vocational studies which designed to assess all competences acquired at that level. This format adopts a competency-based approach, integrated in practical assessments to evaluate students' knowledge, skills, and attitudes in drawing and painting.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which the students are able to:

- 2.1 strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- 2.2 develop technical and entrepreneurial skills that will enable a student to employ himself or herself to be employed and manage his or her life and environment appropriately;
- 2.3 develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- 2.4 strengthen communication using language skills;
- 2.5 strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- 2.6 develop readiness to continue with further vocational education.

3.0 MAIN COMPETENCES

The assessment will test students' ability to:

- 3.1 use the knowledge, and skills and attitude acquired in the Primary

- Education stage to strengthen and expand vocational understanding;
- 3.2 use the vocational skills in designing, inventing and creating things for a student to manage his/her life and solve challenges in society;
 - 3.3 appreciate citizenship and national values;
 - 3.4 demonstrate self-confidence in learning various field including Science and Technology, theoretical and practical knowledge;
 - 3.5 use language skills;
 - 3.6 adhere to safety rules and regulations in the use of vocational tools correctly; and
 - 3.7 use knowledge and skills acquired for further vocational education and the life of work.

4.0 ASSESSMENT RUBRIC

The Drawing and Painting assessment will be a practical paper with duration of **5** hours. For students with special needs the assessment will be **5:50** hours. The paper will consist of **two (2)** questions. Students will be required to answer **all** questions, each worth **50** marks. Hence, the paper will carry a total of **100** marks.

Note:

- (i) A **checklist** of samples of materials required for the assessment will be sent to schools at least three (3) months before the assessment date.
- (ii) The **3 Hours Advance Instructions** will be provided for preliminary arrangements and will be opened three (3) hours before the beginning of the assessment.

5.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

- 5.1 Mastering Drawing and Painting
 - 5.1.1 Creating drawing; and
 - 5.1.2 Carrying out painting

6.0 TABLE OF SPECIFICATIONS FOR 487 DRAWING AND PAINTING

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Mastering of Drawing and Painting	Creating drawing							1	50.0
		Carrying out painting							1	50.0
Total Number of Items									2	
Total Percentage Weight										100

801 MASONRY AND BRICKLAYING

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Masonry and Bricklaying Syllabus for the Ordinary Secondary Education Vocational Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. The format addresses both general and specific competences with a rubric designed to assess all competences acquired in Form One and Two. The format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Masonry and Bricklaying.

2.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students are able to:

- 2.1 ensure workplace safety and manage construction sites;
- 2.2 maintain tools, handle equipment and testing materials;
- 2.3 produce masonry works and construct structures; and
- 2.4 apply finishing techniques.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop and surroundings;
- 3.2 make a preventive maintenance of tools, equipment and machines;
- 3.3 perform material testing;
- 3.4 make bricks, blocks and pavings;
- 3.5 construct foundations and walls; and
- 3.6 perform wall and floor finishes.

4.0 ASSESSMENT RUBRIC

The Masonry and Bricklaying assessment will consist of two papers: Masonry and Bricklaying 1 (Theory paper) and Masonry and Bricklaying 2 (Practical paper).

4.1 801/1 Masonry and Bricklaying 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, lasting **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections **A, B** and **C**, with a total of **ten (10)** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question, consisting of **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 801/2 Masonry and Bricklaying 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. Each student will answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will last for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a

guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. The total score for direct performance will be **60** marks.

4.2.2 Product Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product, the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 801/1 Masonry and Bricklaying 1

- 5.1.1 Maintaining the safety of workshop and surroundings.
 - 5.1.1.1 maintaining workshop safety;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling fire accidents;

- 5.1.1.4 performing first aid; and
 - 5.1.1.5 handling environmental issues.
 - 5.1.2 Performing preventive maintenance of tools, equipment and machine.
 - 5.1.2.1 maintaining tools and equipment; and
 - 5.1.2.2 maintaining machines.
 - 5.1.3 Performing material test.
 - 5.1.3.1 performing site test; and
 - 5.1.3.2 performing laboratory tests.
 - 5.1.4 Making blocks, bricks and pavings.
 - 5.1.4.1 making blocks;
 - 5.1.4.2 making bricks;
 - 5.1.4.3 making paving blocks and curbstones; and
 - 5.1.4.4 making decorations.
 - 5.1.5 Constructing foundation and walls.
 - 5.1.5.1 setting out the building;
 - 5.1.5.2 excavating the foundation trench;
 - 5.1.5.3 constructing the foundation; and
 - 5.1.5.4 constructing the wall.
 - 5.1.6 Performing wall and floor finishes.
 - 5.1.6.1 making the scaffold;
 - 5.1.6.2 performing plastering; and
 - 5.1.6.3 performing floor finish.
- 5.2 801/2 Masonry and Bricklaying 2
 - 5.2.1 Performing material tests.
 - 5.2.2.1 performing site tests; and
 - 5.2.2.2 performing laboratory tests.
 - 5.2.2 Making blocks, bricks and paving.
 - 5.2.1.1 making blocks;
 - 5.2.1.2 making bricks;
 - 5.2.1.3 making paving blocks and kerbstones; and
 - 5.2.1.4 making decorations.

- 5.2.3 Constructing foundation and walling.
 - 5.2.3.1 setting out the building;
 - 5.2.3.2 excavating of foundation trench;
 - 5.2.3.3 constructing the foundation; and
 - 5.2.3.4 constructing the wall.
- 5.2.4 Performing wall and floor finishes.
 - 5.2.4.1 making the scaffold;
 - 5.2.4.2 performing plastering; and
 - 5.2.4.3 performing floor finish.

6.0 TABLES OF SPECIFICATIONS FOR 801 MASONRY AND BRICKLAYING

6.1 Table of Specifications for 801/1 Masonry and Bricklaying 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying skills	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and surroundings	Maintaining workshop safety							2	10.5
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
		Handling environmental issues								
2.	Preventive maintenance of tools, equipment and machines	Maintaining tools and equipment							4	21.1
		Maintaining machines								
3.	Performing	Performing site							3	15.8

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying skills	Analysing	Evaluating	Creating		
	material tests	tests								
		Performing laboratory tests								
4.	Making blocks, bricks and pavings	Making blocks							4	21.1
		Making bricks								
		Making paving blocks and kerbstones								
		Making decorations								
5.	Constructing the foundation and the wall	Setting out building							4	21.1
		Excavation of the foundation trench								
		Constructing the foundation								
		Constructing the wall								
6.	Performing the wall and floor finishes	Making the scaffold							2	10.5
		Performing plastering								
		Performing floor finishing								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 801/2 Masonry and Bricklaying 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested							Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Wider attitudes		
1.	Performing material tests	Performing site tests								1	100
		Performing laboratory tests									
2.	Making blocks, bricks and paving	Making blocks									
		Making bricks									
		Making paving blocks and kerbstones									
		Making decorations									
3.	Constructing the foundation and the wall	Setting out the building									
		Excavation of the foundation trench									
		Constructing the foundation									
		Constructing the wall									
4.	Performing the wall and floor finishes	Making the scaffold									
		Performing plastering									
		Performing floor finishing									
Total Number of Items										1	
Total Percentage Weight											100

804 CARPENTRY AND JOINERY WITH METAL WORKS

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Carpentry and Joinery with Metal Works Syllabus for the Ordinary Secondary Education Vocational Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. The format addresses both general and specific competences with a rubric designed to assess all competences acquired in Forms One and Two. The format adopts competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Carpentry and Joinery with Metal Works.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 interpret drawings and prepare members for the carpentry and joinery works;
- 2.2 fabricate steel, aluminium/PVC works; and
- 2.3 apply technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop, occupational health, and safety at the workplace and surroundings;
- 3.2 perform timber processing and treatment;
- 3.3 make simple furniture;
- 3.4 make frames;
- 3.5 make wooden door shutters and window shutters;
- 3.6 construct simple roofs; and
- 3.7 construct temporary support.

4.0 ASSESSMENT RUBRIC

The Carpentry and Joinery with Metal Works assessment will consist of two papers: Carpentry and Joinery with Metal Works 1 (Theory paper), and Carpentry and Joinery with Metal Works 2 (Practical paper).

4.1 804/1 Carpentry and Joinery with Metal Works 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of sections: **A**, **B** and **C**, with a total of **ten (10)** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 804/2 Carpentry and Joinery with Metal Works 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. For students with special needs, the duration of the direct performance assessment will be **3:30** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. The total score for direct performance will be **60** marks.

4.2.2 Product Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatios and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 5.1 804/1 Carpentry and Joinery with Metal Works 1
 - 5.1.1 Maintaining health, safety and the environment at the workplace.
 - 5.1.1.1 maintaining health, safety and environment at the workshop;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling fire accidents;
 - 5.1.1.4 performing first aid; and
 - 5.1.1.5 handling environmental issues.
 - 5.1.2 Performing timber processing and treatment.
 - 5.1.2.1 performing timber processing; and
 - 5.1.2.2 performing timber treatment.
 - 5.1.3 Constructing simple furniture.
 - 5.1.3.1 performing timber preparation;
 - 5.1.3.2 making joints;
 - 5.1.3.3 making upright furniture; and
 - 5.1.3.4 performing finishing work.
 - 5.1.4 Making frames.
 - 5.1.4.1 making door and window frames; and
 - 5.1.4.2 making corner frames.
 - 5.1.5 Constructing door shutters and window shutters.
 - 5.1.5.1 making door shutters; and
 - 5.1.5.2 making window shutters.
 - 5.1.6 Constructing simple roofs.
 - 5.1.6.1 constructing the lean-to roof; and
 - 5.1.6.1 constructing the gable roof.
 - 5.1.7. Constructing temporary supports.
 - 5.1.7.1 constructing the formwork; and
 - 5.1.7.2 erecting the scaffolds.

5.2 804/2 Carpentry and Joinery with Metal Works 2

- 5.2.1 Maintaining health, safety and the environment at the workplace.
 - 5.2.1.1 maintaining health, safety and environment at workshop;
 - 5.2.1.2 handling accidents and incidents;
 - 5.2.1.3 handling fire accidents;
 - 5.2.1.4 performing first aid; and
 - 5.2.1.5 handling environmental issues.
- 5.2.2 Performing timber processing and treatment.
 - 5.2.2.1 performing timber processing; and
 - 5.2.2.2 performing timber treatment.
- 5.2.3 Constructing Simple Furniture
 - 5.2.3.1 performing timber preparation;
 - 5.2.3.2 making joints;
 - 5.2.3.3 making upright furniture; and
 - 5.2.3.4 performing finishing work.
- 5.2.4 Making Frames.
 - 5.2.4.1 making door and window frames; and
 - 5.2.4.2 making corner frames.
- 5.2.5 Making Door Shutters and Window Shutters.
 - 5.2.5.1 making door shutters; and
 - 5.2.5.2 making window shutters.
- 5.2.6 Constructing Simple Roofs.
 - 5.2.6.1 Constructing the lean-to roof; and
 - 5.2.6.2 Constructing the gable roof.
- 5.2.7 Constructing Temporary Supports
 - 5.2.7.1 Constructing the formwork; and
 - 5.2.7.2 Erecting the scaffolds.

6.0 TABLES OF SPECIFICATIONS FOR 804 CARPENTRY AND JOINERY WITH METAL WORKS

6.1 Table of Specifications for 804/1 Carpentry and Joinery with Metal Works 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health, safety and environment at the workplace	Maintaining health, safety and the environment at the workshop							2	10.5
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
		Handling environmental issues								
2.	Performing timber processing and treatment	Performing timber processing							2	10.5
		Performing timber treatment								
3.	Making simple furniture	Performing timber preparation							5	26.3
		Making joints								
		Making up the appropriate furniture								
		Performing finishing work								
4.	Making frames	Making door and window frames							3	15.8
		Making the corner frames								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
5.	Making door shutters and window shutters	Making door shutters							3	15.8
		Making window shutters								
6.	Constructing simple roofs	Constructing the lean-to roof							2	10.5
		Constructing the gable roof								
7.	Constructing Temporary Supports	Constructing formwork							2	10.5
		Erecting the scaffolds								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 804/2 Carpentry and Joinery with Metal Works 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining Health, Safety and Environment at the Workplace	Maintaining health, safety and the environment at the workshop							1	100
		Handling accidents and incidents								
		Handling fire accidents								

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Performing first aid								1	100
		Maintaining environmental issues									
2.	Perform Timber Processing and Treatment	Performing timber processing									
		Performing timber treatment									
3.	Constructing simple furniture	Performing timber preparation									
		Making joints									
		Making up the appropriate furniture									
		Performing finishing work									
4.	Making frames	Making door and window frames									
		Making corner frames									
5.	Constructing door shutters and window shutters	Making door shutters									
		Making window shutters									
6.	Constructing simple roofs	Constructing the lean-to roof									
		Constructing the gable roof									
7.	Constructing temporary supports	Constructing formwork									
		Erecting the scaffolds									
Total Number of Items										1	
Total Percentage Weight											100

805 PLUMBING AND PIPE FITTING

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Plumbing and Pipe Fitting Syllabus for the Ordinary Secondary Education Vocational Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. The format addresses both general and specific competences with a rubric designed to assess all competences acquired in Form One and Two levels. The format adopts the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Plumbing and Pipe Fitting.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 interpret drawing, prepare and install sanitary fixtures and pipe systems works; and
- 2.2 maintain safety and health awareness on plumbing and pipefitting works.

3.0 GENERAL COMPETENCE

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain safety of workshop and surroundings;
- 3.2 perform bench work;
- 3.3 install pipe, taps and valves;
- 3.4 install water supply system;
- 3.5 install domestic water supply system;
- 3.6 install sanitary appliances;
- 3.7 install sanitary pipe work system;
- 3.8 install domestic gas supply systems;
- 3.9 perform sheet metal works; and
- 3.10 fabricate sheet metal works.

4.0 ASSESSMENT RUBRIC

The Plumbing and Pipe and Fitting assessment will consist of two papers: Plumbing and Pipe and Fitting 1 (Theory Paper) and Plumbing and Pipe Fitting 2 (Practical Paper).

4.1 805/1 Plumbing and Pipe Fitting 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **three** sections, namely **A, B** and **C**, with a total of **10** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question, consisting of **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 805/2 Plumbing and Pipe Fitting 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 805/1 Plumbing and Pipe Fitting Paper 1

5.1.1 Maintaining the safety of workshop and surroundings.

- 5.1.1.1 maintaining workshop safety;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents;
- 5.1.1.4 performing first aid; and
- 5.1.1.5 maintaining environmental issues.

5.1.2 Performing the bench work.

- 5.1.2.1 performing hand hacksaw cutting;
- 5.1.2.2 performing power hacksaw cutting;
- 5.1.2.3 performing metal filling;
- 5.1.2.4 performing hand drilling;
- 5.1.2.5 performing the bench drilling; and
- 5.1.2.6 performing manual thread cutting.

5.1.3 Installing pipes, taps, and valves.

- 5.1.3.1 cutting pipes;
- 5.1.3.2 bending pipes; and
- 5.1.3.3 installing taps and valves.

5.1.4 Installing water supply system.

- 5.1.4.1 performing pipe joining; and
- 5.1.4.2 installing cold water supply to building.

5.1.5 Installing domestic water supply system.

- 5.1.5.1 installing irrigation system; and
- 5.1.5.2 installing, servicing and repairing hot water supply system.

5.1.6 Installing sanitary appliances.

- 5.1.6.1 installing and repairing waste appliances; and
- 5.1.6.2 installing and repairing soil appliances.

5.1.7 Installing sanitary pipe work system.

- 5.1.7.1 installing and maintaining above ground drainage

- system; and
 - 5.1.7.2 installing and maintaining underground drainage system.
 - 5.1.8 Installing domestic gas supply system.
 - 5.1.8.1 installing gas pipe system to the building.
 - 5.1.9 Performing sheet metal works.
 - 5.1.9.1 performing hand sharing;
 - 5.1.9.2 performing machine sharing;
 - 5.1.9.3 performing sheet metal forming;
 - 5.1.9.4 performing soft soldering;
 - 5.1.9.5 performing riveting; and
 - 5.1.9.6 performing grinding.
 - 5.1.10 Fabricating sheet metal works.
 - 5.1.10.1 performing gas welding and brazing; and
 - 5.1.10.2 performing arc welding.
- 5.2 805/2 Plumbing and Pipe Fitting 2
 - 5.2.1 Performing the bench work.
 - 5.2.1.1 performing hand hacksaw cutting;
 - 5.2.1.2 performing power hacksaw cutting;
 - 5.2.1.3 performing metal filling;
 - 5.2.1.4 performing hand drilling;
 - 5.2.1.5 performing the bench drilling; and
 - 5.2.1.6 performing manual thread cutting.
 - 5.2.2 Installing pipes, taps, and valves.
 - 5.2.2.1 cutting pipes;
 - 5.2.2.2 bending pipes; and
 - 5.2.2.3 installing taps and valves.
 - 5.2.3 Installing water supply system.
 - 5.2.3.1 performing pipe joining; and
 - 5.2.3.2 installing cold water supply to building.
 - 5.2.4 Installing domestic water supply system.
 - 5.2.4.1 installing irrigation system; and

- 5.2.4.2 installing, servicing and repairing hot water supply system.
- 5.2.5 Installing sanitary appliances.
 - 5.2.5.1 installing and repairing waste appliances; and
 - 5.2.5.2 installing and repairing soil appliances.
- 5.2.6 Installing sanitary pipe work system.
 - 5.2.6.1 installing and maintaining above ground drainage system; and
 - 5.2.6.2 installing and maintaining underground drainage system.
- 5.2.7 Installing domestic gas supply system.
 - 5.2.7.1 installing gas pipe system to the building.
- 5.2.8 Performing sheet metal works.
 - 5.2.8.1 performing hand sharing;
 - 5.2.8.2 performing machine sharing;
 - 5.2.8.3 performing sheet metal forming;
 - 5.2.8.4 performing soft soldering;
 - 5.2.8.5 performing riveting; and
 - 5.2.8.6 performing grinding.
- 5.2.9 Fabricating sheet metal works.
 - 5.2.9.1 performing gas welding and brazing; and
 - 5.2.9.2 performing arc welding.

6.0 TABLES OF SPECIFICATIONS FOR 805/1 PLUMBING AND PIPE FITTING

6.1 Table of Specifications for 805/1 Plumbing and Pipe Fitting Paper 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of workshop and surroundings	Maintaining workshop safety							2	10.5
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
		Maintaining environmental issues								
2.	Performing the bench work	Performing hand hacksaw cutting							3	15.8
		Performing power hacksaw cutting								
		Performing metal filling								
		Performing hand drilling								
		Performing the bench drilling								
		Performing manual thread cutting								
3.	Installing pipes, taps, and valves	Cutting pipes							3	15.8
		Bending pipes								
		Installing taps and valves								
4.	Installing water supply system	Performing pipe joining							1	5.3
		Installing cold water supply to building								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
5.	Installing domestic water supply system	Install irrigation system							1	5.3
		Installing, servicing and repairing hot water supply system								
6.	Installing sanitary appliances	Installing and repairing waste appliances							2	10.5
		Installing and repairing soil appliances								
7.	Installing sanitary pipe work system	Installing and maintaining above ground drainage system							1	5.3
		Installing and maintaining underground drainage system								
8.	Installing domestic gas supply system	Installing gas pipe system to the building							1	5.3
9.	Performing sheet metal works	Performing hand sharing							4	21.1
		Performing machine sharing								
		Performing sheet metal forming								
		Performing soft soldering								
		Performing riveting								
		Performing grinding Project								
10.	Fabricating sheet metal	Performing gas welding and brazing							1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	works	Performing arc welding								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 805/2 Plumbing and Pipe Fitting Paper 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing the bench work	Performing hand hacksaw cutting								1	100
		Performing power hacksaw cutting									
		Performing metal filling									
		Performing hand drilling									
		Performing the bench drilling									
		Performing manual thread cutting									
2.	Installing pipes, taps, and valves	Cutting pipes								1	100
		Bending pipes									
		Installing taps and									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		valves									
3.	Installing water supply system	Performing pipe joining									
		Installing cold water supply to building									
4.	Installing domestic water supply system	Install irrigation system									
		Installing, servicing and repairing hot water supply system									
5.	Installing Sanitary Appliances	Installing and repairing waste appliances									
		Installing and repairing soil appliances									
6.	Installing sanitary pipe work system	Installing and maintaining above ground drainage system									
		Installing and maintaining underground drainage system									
7.	Installing domestic gas supply system	Installing gas pipe system to the building									
8.	Performing sheet metal works	Performing hand sharing									
		Performing machine sharing									
		Performing sheet metal forming									
		Performing soft									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		soldering								1	100
		Performing riveting									
		Performing grinding Project									
		Performing gas welding and brazing									
		Performing arc welding									
9.	Fabricating sheet metal works	Performing gas welding and brazing								1	100
		Performing arc welding									
Total Number of Items										1	
Total Percentage Weight											100

806 PAINTING AND SIGN WRITING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Painting and Signwriting syllabus issued by Tanzania Institute of Education (TIE) in 2025. The syllabus' focus on developing skills essential for academic achievement and career advancement in Painting and Signwriting. The format addresses general and specific competences outlined for Form Two in vocational studies, with a rubric designed to assess all competences acquired in Form One and Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Painting and Signwriting.

2.0 GENERAL COMPETENCES

The assessment will evaluate the extent to which students are able to:

- 2.1 apply knowledge, skills and attitude the student developed in primary school stage to increase his/her understanding of technical skills and solve challenges;
- 2.2 appreciate citizenship, national virtues and language skills;
- 2.3 demonstrate self confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- 2.4 apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including crosscutting issues; and
- 2.5 appreciate procedures and safety rules in using technical tools correctly.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain safety of workshop, occupational health and safety at workplace and surroundings;
- 3.2 perform mixing and selection of paint, clear finishes and colours;

- 3.3 perform structure painting;
- 3.4 perform basic sign writing;
- 3.5 perform basic estimating and costing; and
- 3.6 perform plate spraying.

4.0 ASSESSMENT RUBRIC

The Painting and Signwriting assessment will consist of two papers: Painting and Signwriting 1 (Theory paper); and Painting and Signwriting 2 (Practical paper).

4.1 806/1 Painting and Signwriting 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of three sections, namely **A, B** and **C**, with a total of **10** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question, consisting of **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks.

4.2 806/2 Painting and Signwriting 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be

3:30 hours. The student will be required to answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product, the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio and will be opened 24 hours before the start of the practical session.

- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 801/1 Painting and Signwriting 1

5.1.1 Maintaining the safety of workshop, occupational health and safety at workplace and surroundings.

- 5.1.1.1 maintaining health, safety and environment (hse) at workshop/workplace;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents;
- 5.1.1.4 performing first aid;
- 5.1.1.5 maintaining environmental issues.

5.1.2 Performing mixing and selection of paints, clear finishes and colours.

- 5.1.2.1 carrying out paints formulation;
- 5.1.2.2 performing selection and application of paints;
- 5.1.2.3 performing selection and application of clear finishing;
- 5.1.2.4 performing colour matching.

5.1.3 Performing structure painting.

- 5.1.3.1 performing ceiling paint;
- 5.1.3.2 performing wall painting;
- 5.1.3.3 carrying out wooden surfaces painting;
- 5.1.3.4 carrying out metal surfaces painting;
- 5.1.3.5 rectifying paint defects.

5.1.4 Performing basic signwriting.

- 5.1.4.1 carrying out lettering;
- 5.1.4.2 carrying out safety signs;
- 5.1.4.3 carrying out letter stenciling;
- 5.1.4.4 carrying out decoration stenciling.

5.1.5 Performing basic estimating and costing.

- 5.1.5.1 estimating materials;
 - 5.1.5.2 performing costing.
- 5.1.6 Performing plate spraying.
 - 5.1.6.1 carrying out surface and material preparation;
 - 5.1.6.2 carrying out plate spraying.
- 5.2 806/2 Painting and Signwriting 2
 - 5.2.1 Performing mixing and selection of paint, clear finishes and colour.
 - 5.2.1.1 carrying out paints formulation;
 - 5.2.1.2 performing selection and application of paints;
 - 5.2.1.3 performing selection and application of clear finishing;
 - 5.2.1.4 performing colour matching.
 - 5.2.2 Performing structure painting.
 - 5.2.2.1 performing ceiling paint;
 - 5.2.2.2 performing wall painting;
 - 5.2.2.3 carrying out wooden surfaces painting;
 - 5.2.2.4 carrying out metal surfaces painting;
 - 5.2.2.5 rectifying paint defects.
 - 5.2.3 Performing basic signwriting.
 - 5.2.3.1 carrying out lettering;
 - 5.2.3.2 making safety signs;
 - 5.2.3.3 carrying out letter stenciling;
 - 5.2.3.4 carrying out decoration stenciling.
 - 5.2.4 Performing plate spraying.
 - 5.2.4.1 carrying out surface and material preparation;
 - 5.2.4.2 carrying out plate spraying.

6.0 TABLES OF SPECIFICATIONS FOR 806 PAINTING AND SIGNWRITING

6.1 Table of Specifications for 806/1 Painting and Signwriting 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of workshop, occupational health and safety at workplace and surroundings	Maintaining health, safety and environment (HSE) at workshop/workplace							4	21.1
		Handling accidents and incidents								
		Handle fire accidents								
		Performing first aid								
		Maintaining environmental issues								
2.	Performing mixing and selection of paint, clear finishes and colour	Carrying out paints formulation							2	10.5
		Performing selection and application of paints								
		Performing selection and application of clear finishing								
		Performing colour matching								
3.	Performing structure painting	Perform ceiling paint							3	15.8
		Perform wall								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		painting								
		Carrying out wooden surfaces painting								
		Carrying out metal surfaces painting								
		Rectify paint defects								
4.	Performing basic signwriting	Carrying out lettering							4	21.1
		Making safety sign								
		Carrying out letter stenciling								
		Carrying out decoration stenciling								
5.	Performing basic estimating and costing	Estimating materials							2	10.5
		Performing costing								
6.	Performing plate spraying	Carrying out surface and material preparation							4	21.1
		Carrying out plate spraying								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 806/1 Painting and Signwriting 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attitudes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing mixing and selection of paint, clear finishes and colour	Carrying out paints formulation								1	100
		Performing selection and application of paints									
		Performing selection and application of clear finishing									
		Performing colour matching									
2.	Performing structure painting	Performing ceiling paint									
		Performing wall painting									
		Carrying out wooden surfaces painting									
		Carrying out metal surfaces painting									
		Rectify paint defects									
3.	Performing basic signwriting	Carrying out lettering									
		Making safety									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attitudes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		sign									
		Carrying out letter stenciling									
		Carrying out decoration stenciling									
4.	Performing plate spraying	Carrying out surface and material preparation									
		Carrying out plate spraying									
Total Number of Items										1	
Total Percentage Weight											100

824 ELECTRICAL INSTALLATION

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Electrical Installation Syllabus for the Ordinary Secondary Education Vocational Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. The format addresses both general and specific competences with a rubric designed to assess all competences acquired in Form One and Two levels. The format adopts the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Electrical Installation.

2.0 GENERAL OBJECTIVES

The assessment will test the extent to which students are able to:

- 2.1 maintain a healthy and safe environment at the workplace;
- 2.2 perform electrical joints and terminations;
- 2.3 construct simple d.c circuits;
- 2.4 demonstrate an understanding of the process of constructing simple d.c supply circuit;
- 2.5 carryout preventive maintenance of tools, equipment, and machines;
and
- 2.6 demonstrate an understanding of the process of performing basic electrical installation.

3.0 MAIN COMPETENCES

The assessment will assess the students' ability to:

- 3.1 maintain a healthy and safe environment at the workplace;
- 3.2 perform basic workshop activities;
- 3.3 build simple d.c circuits;
- 3.4 perform preventive maintenance of tools, equipment and machines;
and
- 3.5 perform basic electrical installation.

4.0 ASSESSMENT RUBRIC

The Electrical Installation assessment will consist of two (2) papers: Electrical Installation 1 (Theory Paper) and Electrical Installation 2 (Practical Paper).

4.1 824/1 Electrical Installation 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will have sections **A**, **B** and **C**, with a total of **10** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will comprise **five (5)** matching items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will carry a total of **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will have **one (1)** structured question, which will carry **15** marks.

4.2 824/2 Electrical Installation 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio^s and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences in both theory and practical papers:

- 5.1 Maintaining health, safety and environment at the workplace.
 - 5.1.1 handling workshop safety;
 - 5.1.2 handling workshop tools;
 - 5.1.3 handling workshop equipment;
 - 5.1.4 carrying out health and safety diagnosis;
 - 5.1.5 handling fire accidents;
 - 5.1.6 performing first aid;
 - 5.1.7 maintaining buildings; and
 - 5.1.8 maintaining a safe working environment.
- 5.2 Performing basic workshop activities.
 - 5.2.1 performing machining operations;
 - 5.2.2 performing forming operations;
 - 5.2.3 performing surface finishing operations; and
 - 5.2.4 performing bearing mounting and removal.
- 5.3 Building simple direct current (dc) circuits.
 - 5.3.1 constructing resistive circuits;
 - 5.3.2 constructing capacitive circuits;
 - 5.3.3 constructing inductive circuits;
 - 5.3.4 constructing resistor, inductor, and capacitor circuit;
 - 5.3.5 measuring electric quantities;
 - 5.3.6 determining the characteristics of the active electronic components; and
 - 5.3.7 constructing rectifier circuits.
- 5.4 Performing preventive maintenance of tools, equipment and machines.
 - 5.4.1 performing preventive maintenance of electrical tools;
 - 5.4.2 performing preventive maintenance of basic electrical equipment; and
 - 5.4.3 performing preventive maintenance of simple electric machines.

- 5.5 Performing basic electrical installation.
- 5.5.1 performing cold electrical joints;
 - 5.5.2 performing soldering;
 - 5.5.3 installing lighting circuits;
 - 5.5.4 installing power circuits;
 - 5.5.5 installing alarm and signal circuits;
 - 5.5.6 installing basic protective devices;
 - 5.5.7 carrying out earthing systems; and
 - 5.5.8 carrying out electrical tests.

6.0 TABLES OF SPECIFICATIONS FOR 824 ELECTRICAL INSTALLATION

6.1 Table of Specifications for 824/1 Electrical Installation 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health, safety, and environment at the workplace	Handling workshop safety							2	10.5
		Handling workshop tools								
		Handling workshop equipment								
		Carrying out health and safety diagnosis								
		Handling fire accidents								
		Perform first aid								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Maintaining buildings								
		Maintaining a safe working environment								
2.	Performing preventive maintenance of tools, equipment and machines	Performing preventive maintenance of electrical tools							1	5.3
		Performing preventive maintenance of basic electrical equipment								
		Performing preventive maintenance of simple electric machines								
3.	Performing basic workshop activities	Performing machining operations							3	15.8
		Performing forming operations								
		Performing surface finishing operations								
		Performing bearing mounting and removal								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
4.	Building simple direct current (DC) circuits	Constructing resistive circuits							4	21.1
		Constructing capacitive circuits								
		Constructing inductive circuits								
		Constructing a Resistor, Inductor and Capacitor (RLC) circuit								
		Measuring electric quantities								
		Determining the characteristics of the active electronic components								
		Constructing rectifier circuits								
5.	Performing basic electrical installation	Performing cold electrical joints							9	47.4
		Perform soldering								
		Installing lighting circuits								
		Installing power circuits								
		Installing alarm and signal circuits								
		Installing basic protective devices								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Carrying out earthing systems								
		Carrying out electrical tests								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 824/2 Electrical Installation 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Maintaining health, safety, and environment at the workplace	Handling workshop safety								1	100
		Handling workshop tools									
		Handling workshop equipment									
		Carrying out health and safety investigations									
		Handling fire accidents									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Performing first aid									
		Maintaining buildings									
		Maintaining a safe working environment									
2.	Performing preventive maintenance of tools, equipment and machines	Performing preventive maintenance of electrical tools									
		Performing preventive maintenance of basic electrical equipment									
		Performing preventive maintenance of simple electric machines									
3.	Performing basic workshop activities	Performing machining operations									
		Performing forming operations									
		Performing surface finishing operations									
		Performing bearing mounting and removal									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
4.	Building simple direct current (DC) circuits	Constructing resistive circuits									
		Constructing capacitive circuits									
		Constructing inductive circuits									
		Constructing RLC circuit									
		Measuring electric quantities									
		Determining the characteristics of the active electronic components									
		Constructing rectifier circuits									
5.	Performing the basic electrical installation	Performing cold electrical joints									
		Perform soldering									
		Installing lighting circuits									
		Install power circuits									
		Installing alarm and signal circuits									
		Installing basic protective devices									
		Carrying out earthing systems									
		Carrying out									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		electrical tests									
Total Number of Items										1	
Total Percentage Weight											100

827 SOLAR POWER INSTALLATION

(For Both School and Private Students)

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is derived from the Solar Power Installation Syllabus for the Vocational Secondary Education Stream, approved by the Ministry of Education, Science and Technology (MoEST) in 2025. The format addresses both general and specific competences with a rubric designed to assess all competences acquired in Forms one and two. The format adopts the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Solar Power Installation.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain safety and health awareness;
- 2.2 make appropriate selection of solar PV system components;
- 2.3 demonstrate an understanding of bench works;
- 2.4 demonstrate an understanding of the processes of construction of simple d.c circuits; and
- 2.5 demonstrate an understanding of the process/procedures of carrying out installation of basic electrical circuit.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain health, safety and environment at the workplace;
- 3.2 perform preventive maintenance of tools, equipment and machines;
- 3.3 perform bench works;
- 3.4 select solar PV system component;
- 3.5 perform electrical joints and terminations;
- 3.6 build simple dc circuits; and
- 3.7 perform basic electrical installation.

4.0 ASSESSMENT RUBRIC

The Solar Power Installation assessment will consist of two papers: Solar Power Installation 1 (Theory Paper) and Solar Power Installation 2 (Practical Paper).

4.1 827/1 Solar Power Installation 1 (Theory Paper)

The assessment will comprise **one (1)** theory paper, which will take **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will consist of **three** sections, namely **A, B** and **C**, with a total of **10** questions. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **ten (10)** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will comprise **five (5)** matching items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will carry a total of **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will have **one (1)** structured question, which will carry **15** marks.

4.2 827/2 Solar Power Installation 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. This paper will be assessed in two stages: the direct performance assessment and the product assessment. Thus, this assessment will carry a total of **100** marks.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences in both theory and practical papers:

- 5.1 Maintaining health and safety environment at workplace.
 - 5.1.1 maintaining workshop safety;
 - 5.1.2 handling workshop tools;
 - 5.1.3 handling workshop equipment;
 - 5.1.4 carrying out health and safety investigations;
 - 5.1.5 handling fire accidents;
 - 5.1.6 performing first aid;
 - 5.1.7 maintaining buildings; and
 - 5.1.8 maintaining a safe working environment.
- 5.2 Performing preventive maintenance of tools, equipment and machines.
 - 5.2.1 performing preventive maintenance of electrical tools;
 - 5.2.2 performing preventive maintenance of basic electrical equipment; and
 - 5.2.3 performing preventive maintenance of simple electric machines.
- 5.3 Performing the bench work.
 - 5.3.1 performing machining operations;
 - 5.3.2 performing forming operations;
 - 5.3.3 performing surface finishing operations;
 - 5.3.4 performing bearing mounting and removal; and
 - 5.3.5 performing threading.
- 5.4 Select solar pv system component.
 - 5.4.1 specifying solar pv system major components; and
 - 5.4.2 performing solar pv basic measurement.
- 5.5 Performing electrical joints.
 - 5.5.1 performing cold electrical joints; and
 - 5.5.2 performing soldering.
- 5.6 Building simple direct current (dc) circuits.
 - 5.6.1 constructing resistive circuits;
 - 5.6.2 constructing capacitive circuits;
 - 5.6.3 constructing inductive circuits;

- 5.6.4 constructing resistors, inductance and capacitance circuit;
- 5.6.5 measuring electric quantities;
- 5.6.6 determining the characteristics of the active electronic components; and
- 5.6.7 constructing rectifier circuits.
- 5.7 Performing the basic electrical installation.
 - 5.7.1 installing lighting circuits;
 - 5.7.2 installing power circuits;
 - 5.7.3 installing alarm and signal circuits;
 - 5.7.4 installing basic protective devices;
 - 5.7.5 carrying out earthing systems; and
 - 5.7.6 carrying out electrical tests.

6.0 TABLES OF SPECIFICATIONS FOE 827 SOLAR POWER INSTALLATION

6.1 Table of Specifications for 827/1 Solar Power Installation 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining health, safety and environment at workplace	Maintaining workshop safety							2	10.5
		Handling workshop tools								
		Handling workshop equipment								
		Carrying out health and safety investigations								
		Handling fire accidents								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing first aid								
		Maintaining buildings								
		Maintaining a safe working environment								
2.	Performing preventive maintenance of tools, equipment and machines	Performing preventive maintenance of electrical tools							1	5.3
		Performing preventive maintenance of basic electrical equipment								
		Performing preventive maintenance of simple electric machines								
3.	Performing the bench works	Performing machining operations							3	15.8
		Performing forming operations								
		Performing surface finishing operations								
		Performing bearing mounting								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		and removal								
		Performing threading								
4.	Selecting solar PV system component	Specifying solar PV system major components							1	5.3
		Performing solar PV basic measurement.								
5.	Performing Electrical joints	Performing cold electrical joints							1	5.3
		Performing soldering								
6.	Building simple direct current (DC) circuits	Constructing resistive circuits							4	21.1
		Constructing capacitive circuits								
		Constructing inductive circuits								
		Constructing resistor, inductive and capacitive (RLC) Circuit								
		Measuring electric quantities								
		Determining the characteristics of the active electronics components								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Constructing rectifier circuits								
7.	Performing the basic electrical installation	Installing lighting circuits							7	36.8
		Installing power circuits								
		Installing alarm and signal circuits								
		Installing basic protective device								
		Carrying out earthing systems								
		Carrying out electrical tests								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 827/2 Solar Power Installation 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Maintaining health, safety and environment at workplace	Handling workshop safety								1	100
		Handling workshop tools									
		Handling workshop equipment									
		Carrying out health and safety investigations									
		Handling fire accidents									
		Performing first aid									
		Maintaining buildings									
		Maintaining a safe working environment									
2.	Performing preventive maintenance of tools, equipment and machines.	Performing preventive maintenance of electrical tools									
		Performing preventive maintenance of basic electrical equipment									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Performing preventive maintenance of simple electric machines									
3.	Performing the bench works	Performing machining operations									
		Performing forming operations									
		Performing surface finishing operations									
		Performing bearing mounting and removal									
		Performing threading									
4.	Selecting solar PV system component	Specifying the solar PV system major components.									
		Performing solar PV basic measurement.									
5.	Performing Electrical joints	Performing cold electrical joints.									
		Performing soldering									
6.	Building simple direct	Constructing resistive circuits									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
	current (DC) circuits	Constructing capacitive circuits									
		Constructing inductive circuits									
		Constructing resistor, inductive and capacitive (RLC) Circuit									
		Measuring electric quantities									
		Determining the characteristics of the active electronics components									
		Constructing rectifier circuits									
7.	Performing the basic electrical installation	Installing lighting circuits									
		Installing power circuits									
		Installing alarm and signal circuits									
		Installing basic protective device									
		Carrying out earthing systems									
		Carrying out electrical tests									

S/N	Main Competence	Specific Competences	Skills to be Tested					Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating			
Total Number of Items									1	
Total Percentage Weight										100

841 COMPUTER PROGRAMMING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Computer Programming Syllabus approved by the Ministry of Education, Science and Technology 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Computer Programming. The format addresses general and specific competences outlined for Form Two in vocational studies, with a rubric designed to assess all competences acquired in Form One and Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate the student's knowledge, skills, and attitudes towards Computer Programming.

2.0 GENERAL OBJECTIVES

The assessment intends to assess the extent at which the students are able to:

- 2.1 maintain the safety of computer laboratory and surroundings;
- 2.2 performing preventive maintenances of tools;
- 2.3 keep equipment and computer;
- 2.4 understand the basic of computer programming;
- 2.5 understand web front-end development essentials;
- 2.6 understand computer basics and application;
- 2.7 understand database fundamentals;
- 2.8 understand essentials of event driven programming and fundamentals of server-side web scripting; and
- 2.9 create functional web design and hosting.

3.0 MAIN COMPETENCE

The assessment will specifically test student' ability to:

- 3.1 implement computer applications;
- 3.2 understand basics of computer programming;
- 3.3 design and hosting websites;

- 3.4 develop database systems; and
- 3.5 develop database –driven web.

4.0 ASSESSMENT RUBRIC

This assessment will consist of two (2) papers: Computer Programming 1 (Theory Paper) and Computer Programming 2 (Practical Paper).

4.1 841/1 Computer Programming 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into **three (3)** sections **A**, **B** and **C**. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **ten (10)** marks. Question 2 will be a matching items question with **five (5)** items, also carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry a total of **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry a total of **70** marks.

Section C will consist of **one (1)** structured essay question. The question will carry **15** marks, making a total of **15** marks for this section.

4.2 841/2 Computer Programming 2 (Practical Paper)

This assessment paper will consist of **two (2)** questions lasting for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer all questions individually; each question will carry **50** marks. Thus, this assessment will carry a total of **100** marks.

The final product (soft copies and hard copies) of the practical work done by each student will be marked against the tasks provided on the question paper at the marking center.

Note:

- (i) The actual practical paper will have a **checklist** of hardware, software and tools required for the assessment which will be sent to schools at least three (3) months before the date of the assessment.
- (ii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be examined on the following competences:

5.1 841/1 Computer Programming 1

5.1.1 Implementing computer applications.

- 5.1.1.1 maintaining computer hardware components;
- 5.1.1.2 performing the maintenance and repair of the computer system;
- 5.1.1.3 managing word processing; and
- 5.1.1.4 managing spreadsheet and data presentation.

5.1.2 Understanding basics of computer programming.

- 5.1.2.1 designing computer programs;
- 5.1.2.2 implementing control structures in programming;
- 5.1.2.3 implementing functions; and
- 5.1.2.4 implementing arrays in a program.

5.1.3 Designing and hosting websites.

- 5.1.3.1 creating web pages using html;
- 5.1.3.2 formatting web pages with cascading style sheet;
- 5.1.3.3 implementing web scripting;
- 5.1.3.4 hosting and publishing websites; and
- 5.1.3.5 designing websites using content management systems.

- 5.1.4 Developing database systems.
 - 5.1.4.1 implementing database modelling and relationships; and
 - 5.1.4.2 implementing physical database structure with structured query language.
- 5.1.5 Developing database driven web application.
 - 5.1.5.1 creating php programs;
 - 5.1.5.2 working with forms; and
 - 5.1.5.3 linking forms to database for interactive web applications.
- 5.2 841/2 Computer Programming 1
 - 5.2.1 Implementing computer applications.
 - 5.2.1.1 maintaining computer hardware components;
 - 5.2.1.2 performing the maintenance and repair of the computer system;
 - 5.2.1.3 managing word processing; and
 - 5.2.1.4 managing spreadsheet and data presentation.
 - 5.2.2 Understanding basics of computer programming.
 - 5.2.2.1 designing of computer programs;
 - 5.2.2.2 implement control structures in programming;
 - 5.2.2.3 implement functions; and
 - 5.2.2.4 implement arrays in a program.
 - 5.2.3 Designing and hosting websites.
 - 5.2.3.1 creating web pages using html;
 - 5.2.3.2 formatting web pages with cascading style sheet;
 - 5.2.3.3 implementing web scripting;
 - 5.2.3.4 hosting and publishing websites; and
 - 5.2.3.5 designing websites using content management systems.
 - 5.2.4 Developing database systems.
 - 5.2.4.1 implementing database modelling and relationships; and

5.2.4.2 implementing physical database structure with structured query language.

5.2.5 Developing database driven web application.

5.2.5.1 creating php programs;

5.2.5.2 working with forms; and

5.2.5.3 linking forms to database for interactive web applications.

6.0 TABLES OF SPECIFICATIONS FOR 841 COMPUTER PROGRAMMING

6.1 Table of Specifications for 841/1 Computer Programming 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
1.	Implementing computer applications	Maintaining computer hardware components							5	26.3
		Performing the maintenance and repair of the computer system								
		Managing word processing								
		Managing spreadsheets and data presentation								
2.	Understanding Basics of	Designing of computer								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
	computer programming	programs							4	21.1
		Implementing control structures in programming								
		Implementing functions								
		Implementing arrays in a program								
3.	Designing and hosting websites	Creating web pages using HTML							4	21.1
		Formatting web pages with cascading style sheet								
		Hosting and publishing websites								
		Designing websites using content management system.								
4.	Developing database systems	Implementing database modelling and relationships							3	15.8
		Implementing physical								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying (Skills)	Analysing	Evaluating	Creating		
		database structure with structured query language.								
5.	Developing database given applications	Creating PHP programs							3	15.8
		Working with forms								
		Linking forms to database structure with interactive web applications.								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 841/2 Computer Programming 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Implementing computer applications	Maintaining computer hardware components								2	100
		Performing the maintenance and repair of the computer system									
		Managing word processing									
		Managing spreadsheets and data presentation									
2.	Understanding Basics of computer programming	Designing of computer programs									
		Implementing control structures in programming									
		Implementing functions									
		Implementing arrays in a									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		program									
3.	Designing and hosting websites	Creating web pages using HTML									
		Formatting web pages with cascading style sheet									
		Hosting and publishing websites									
		Designing websites using content management system.									
4.	Developing database systems	Implementing database modelling and relationships									
		Implementing physical database structure with structured query language.									
5.	Developing database given	Creating PHP Programs									
		Working with									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		forms									
	applications	Linking forms to database for interactive web applications.									
Total Number of Items										2	
Total Percentage Weight											100

842 GRAPHIC DESIGN

(For Both School and Private Students)

1.0 INTRODUCTION

The Form Two Graphic Design Assessment Format is created based on the Graphic Design Syllabus approved by the Ministry of Education, Science, and Technology in 2025. The format addresses the competence outlined up to Form Two level in vocational studies, together with a rubric designed to assess all competences acquired at that level. This format draws on the competency-based approach, integrating both theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Graphic Design.

2.0 GENERAL OBJECTIVES

The assessment will evaluate students' ability to:

- 2.1 apply creative and artistic skills; create visual concepts;
- 2.2 use design tools and software;
- 2.3 apply design principles;
- 2.4 use elements of design;
- 2.5 understand printing and production;
- 2.6 manage projects and solve design challenges;
- 2.7 stay updated on trends and technologies;
- 2.8 pay attention to details;
- 2.9 describe ethical and cultural awareness; and
- 2.10 perform marketing and digital media.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain safety of studio and working environment;
- 3.2 perform basic graphic design;
- 3.3 perform digital illustration;
- 3.4 create design for graphic design communication; and
- 3.5 design a product package.

4.0 ASSESSMENT RUBRIC

The Form Two Graphic Design assessment will consist of **two (2)** papers; Graphic Design 1 (Theory) and Graphic Design 2 (Practical).

4.1 842/1 Graphic Design 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **ten (10)** questions divided into sections: A, B and C. The student will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items-based question with **five (5)** items, carrying **one (1)** mark each and making a total of **five (5)** marks. This section will, therefore, carry a total of **15** marks.

Section B will compose **seven (7)** short answer questions, each carrying **10** marks, and making a total of **70** marks for this section.

Section C will consist of **one (1)** structured essay question. This question will carry **15** marks, making a total of **15** marks for this section.

4.2 842/2 Graphic Design 2 (Practical Paper)

This practical paper will be conducted for duration of **3** hours. For students with special needs, the assessment will be **3:30** hours. The paper will consist of **one (1)** question, carrying **100** marks. There shall be the process assessment and the final product assessment.

4.2.1 Process Assessment

The assessment will be conducted by evaluating knowledge, technical skills and wider attributes with each step or procedure abiding by the provided assessment sheet. Each procedure will have a specific weight assigned to it, contributing to a cumulative total of **60** marks. The rough materials, including sketches, documentations, etc. will be collected together with assessment forms at the end of **3** hours of actual practical.

4.2.2 Final Product Assessment

The final product assessment (soft and hard copy) will be assessed at the marking centre based on criteria provided on the practical assessment sheet with a total of **40** marks.

Note:

- (i) The actual practical paper will have a **checklist** of materials required for the assessment, sent to schools at least three (3) months before the date of the assessment.
- (ii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 842/1 Graphic Design 1

5.1.1 Maintaining safety of studio and working environment.

- 5.1.1.1 maintaining studio safety;
- 5.1.1.2 handling hazards;
- 5.1.1.3 handling fire accidents; and
- 5.1.1.4 performing first aid.

- 5.1.2 Knowledge on the basic principles of design, and their applications.
 - 5.1.2.1 colour theory;
 - 5.1.2.2 typography;
 - 5.1.2.3 visual balance;
 - 5.1.2.4 space; and
 - 5.1.2.5 editing digital images.
- 5.1.3 Knowledge on digital illustrations.
 - 5.1.3.1 pre-production digital illustrations;
 - 5.1.3.2 production of digital illustrations; and
 - 5.1.3.3 post-production digital illustrations.
- 5.1.4 Knowledge of graphic designs in communication.
 - 5.1.4.1 basic designs for communication;
 - 5.1.4.2 layouts and compositions; and
 - 5.1.4.3 presentations.
- 5.1.5 Knowledge of designing products' packages.
 - 5.1.5.1 packages;
 - 5.1.5.2 packaging visual elements; and
 - 5.1.5.3 presentations.
- 5.2 842/2 Graphic Design 2
 - 5.2.1 Producing some basic graphic designs.
 - 5.2.1.1 applying colour theory;
 - 5.2.1.2 using typography;
 - 5.2.1.3 applying visual balance; and
 - 5.2.1.4 applying space.
 - 5.2.2 Creating digital illustrations.
 - 5.2.2.1 preparations;
 - 5.2.2.2 creations; and
 - 5.2.2.3 post creations.
 - 5.2.3 Creating designs for graphic design communication.
 - 5.2.3.1 creating basic designs for graphic design communication;

5.2.3.2 creating layouts and compositions; and

5.2.3.3 creating presentations for graphic design communication.

5.2.4 Designing a product package.

5.2.4.1 sketching a product package;

5.2.4.2 designing packaging visual elements; and

5.2.4.3 creating packaging mock-ups for presentation.

6.0 TABLES OF SPECIFICATIONS FOR 842 GRAPHIC DESIGN

6.1 Table of Specifications for 842/1 Graphic Design 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining safety of studio and working environment	Maintaining studio safety							4	21.1
		Handling hazards								
		Handling fire accidents								
		Performing first aid.								
2.	Performing basic graphic design	Performing colour theory								
		Performing typography								
		Managing principles of graphic design								
		Performing elements of graphic								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		design								
		Performing digital image and editing								
		Creating basic graphic designs								
3.	Perform digital illustration	Performing digital illustrations pre-production							5	26.3
		Production in digital illustrations								
		Performing digital illustrations post-production								
4.	Creating designs for graphic design communication	Creating basic designs for graphic design communication							5	26.3
		Creating the layout and composition								
		Creating presentation for graphic design								
5.	Designing a product package	Designing product package							5	26.3
		Performing packaging visual elements								
		Preparing packaging presentation								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 842/2 Graphic Design 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing basic graphic design	Performing colour theory								1	100
		Performing typography									
		Managing principles of graphic design									
		Performing elements of graphic design									
		Performing digital image and editing									
		Creating basic graphic designs									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
2.	Perform digital illustration	Performing digital illustrations pre-production								1	100
		Production in digital illustrations									
		Performing digital illustrations post-production									
3.	Creating designs for graphic design communication	Creating basic designs for graphic design communication									
		Creating the layout and composition									
		Creating presentation for graphic design									
4.	Designing a product package	Designing product package									
		Performing packaging visual elements									
		Preparing packaging presentation									
Total Number of Items										1	
Total Percentage Weight											100

843 ELECTRONICS

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Electronics Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Electronics. The format addresses general and specific competences outlined for Form Two students in vocational studies, with a rubric designed to assess all competences acquired in Form One and Two levels. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Electronics.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 perform electrical joints and terminations;
- 2.2 build electric and electronic circuits;
- 2.3 perform measurements;
- 2.4 determine characteristics of the electronic components; and
- 2.5 troubleshoot analogue electronic circuits.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain work tools, equipment and safety;
- 3.2 perform bench work;
- 3.3 perform electrical joints; and
- 3.4 build electric and electronic circuits.

4.0 ASSESSMENT RUBRIC

The Electronics assessment will consist of two (2) papers: 843/1 Electronics 1 (Theory Paper) and 843/1 Electronics 2 (Practical Paper).

4.1 843/1 Electronics 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: A, B and C. The student will be required to answer all questions in each section. The paper will carry a total of **100** marks.

Section **A** will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **1** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **1** mark, making a total of **5** marks. Thus, this section will carry **15** marks.

Section **B** will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section **C** will consist of **one (1)** structured essay question. Question will carry **15** marks.

Note: Students will be allowed to use non-programmable calculators.

4.2 843/2 Electronics 2 (Practical Paper)

This assessment paper will consist of one (1) practical question lasting for **3** hours. For students with special needs, the duration of the assessment will be **3:30** hours. The student will be required to answer the question individually. Thus, this assessment will carry a total of **100** marks. This paper will be assessed in two stages/modalities; the direct performance assessment and the product assessment.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 843/1 Electronics 1

- 5.1.1 Maintaining safety of workshop and surroundings.
 - 5.1.1.1 maintaining workshop safety;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling fire accidents; and
 - 5.1.1.4 performing first aid.
- 5.1.2 Performing preventive maintenance of tools, equipment. and machines;
 - 5.1.2.1 performing preventive maintenance of electrical tools; and
 - 5.1.2.2 performing preventive maintenance of electrical equipment.
 - 5.1.2.3 maintaining machine
- 5.1.3 Performing the bench work.
 - 5.1.3.1 performing cutting;
 - 5.1.3.2 performing filing;
 - 5.1.3.3 performing drilling;
 - 5.1.3.4 performing riveting;
 - 5.1.3.5 performing threading; and
 - 5.1.3.6 performing metal forming.
- 5.1.4 Performing electrical joints.
 - 5.1.4.1 performing cold electrical joints; and
 - 5.1.4.2 performing soldering.
- 5.1.5 Building simple electric circuits.
 - 5.1.5.1 constructing resistive circuits;
 - 5.1.5.2 constructing capacitive circuits;
 - 5.1.5.3 constructing inductive circuits;
 - 5.1.5.4 constructing resistor inductor and capacitor (rlc) circuits; and

- 5.1.5.5 measuring electric quantities.
- 5.1.6 Building simple electronic circuits.
 - 5.1.6.1 determining the characteristics of the active electronic devices;
 - 5.1.6.2 building rectifier circuits;
 - 5.1.6.3 servicing batteries;
 - 5.1.6.4 constructing low/high frequency circuits; and
 - 5.1.6.5 troubleshooting analogue electronic circuits.
- 5.2 843/2 Electronics 2
 - 5.2.1 Performing electrical joints.
 - 5.2.1.1 performing cold electrical joints; and
 - 5.2.1.2 performing soldering.
 - 5.2.2 Building simple electric circuits.
 - 5.2.2.1 constructing resistive circuits;
 - 5.2.2.2 constructing capacitive circuits;
 - 5.2.2.3 constructing inductive circuits;
 - 5.2.2.4 constructing resistor inductor and capacitor (RLC) circuits; and
 - 5.2.2.5 measuring electric quantities.
 - 5.2.3 Building simple electronic circuits.
 - 5.2.3.1 determining the characteristics of the active electronic devices;
 - 5.2.3.2 building rectifier circuits;
 - 5.2.3.3 servicing batteries;
 - 5.2.3.4 constructing low/high frequency circuits; and
 - 5.2.3.5 troubleshooting analogue electronic circuits.

6.0 TABLES OF SPECIFICATIONS FOR 843 ELECTRONICS

6.1 Table of Specifications for 843/1 Electronics 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining safety of workshop and surroundings	Maintaining workshop safety							1	5.3
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Performing preventive maintenance of tools, equipment and machines	Performing preventive maintenance of electrical tools							1	5.3
		Performing preventive maintenance of electrical equipment								
		Maintaining machine								
3.	Performing the bench work	Performing cutting							4	21.1
		Performing filing								
		Performing drilling								
		Performing riveting								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing threading								
		Performing metal forming								
4.	Performing electrical joints	Performing cold electrical joints							3	15.8
		Performing soldering								
5.	Building simple electric circuits	Constructing resistive circuits							5	26.3
		Constructing capacitive circuits								
		Constructing inductive circuits								
		Constructing resistor inductor and capacitor (RLC) circuits								
		Measuring electric quantities								
6.	Building simple electronic circuits	Determining the characteristics of the active electronic devices							5	26.3
		Building rectifier circuits								
		Servicing batteries								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Constructing low/high frequency circuits								
		Troubleshooting analogue electronic circuits								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 843/2 Electronics 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing electrical joints	Performing cold electrical joints								1	100
		Performing soldering									
2.	Building simple electric circuits	Constructing resistive circuits									
		Constructing capacitive circuits									
		Constructing inductive circuits									
		Constructing									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Resistor Inductor and Capacitor (RLC) circuits									
		Measuring electric quantities									
3.	Building simple electronic circuits	Determining the characteristics of the active electronic devices									
		Building rectifier circuits									
		Servicing batteries									
		Constructing low/high frequency circuits									
		Troubleshooting analogue electronic circuits									
Total Number of Items										1	
Total Percentage Weight											100

861 MOTOR VEHICLE MECHANICS

(For Both School and Private Students)

1.0 INTRODUCTION

This Motor Vehicle Mechanics assessment format is derived from the Motor Vehicle Mechanics Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in motor vehicle mechanics.

The format addresses general and specific competences outlined for Form One and Form Two in vocational studies, with a rubric designed to assess all competences acquired in Forms One and Two. Generally, the format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards motor vehicle mechanics.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 demonstrate the principles of workshop management to maintain occupational health, safety rules and regulations;
- 2.2 demonstrate the basic principles of maintaining, using and storing tools and equipment to troubleshoot and service different motor vehicle systems;
- 2.3 apply knowledge and technical skills developed to interpret, diagnose and rectify different components of motor vehicle systems;
- 2.4 apply knowledge and technical skills developed to service motor vehicle mechanics;
- 2.5 perform vehicle maintenance and servicing sustainably;
- 2.6 diagnose and repair automotive systems and components;
- 2.7 maintain safety and health awareness in automotive workshops;
- 2.8 manage automotive repair and service operations; and
- 2.9 maintain tools, equipment, and machinery used in motor vehicle repair.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop and surroundings;
- 3.2 maintain workshop safety;
- 3.3 perform welding and fabrication;
- 3.4 maintain wheels and tyres;
- 3.5 carry out general vehicle services;
- 3.6 carry out general maintenance on electrical and electronic systems;
- 3.7 maintain the suspension system;
- 3.8 maintain brake system; and
- 3.9 maintain the steering system.

4.0 ASSESSMENT RUBRIC

The Motor Vehicle Mechanics assessment will consist of two papers: Motor Vehicle Mechanics 1 (Theory Paper) and Motor Vehicle Mechanics 2 (Practical Paper).

4.1 861/1 Motor Vehicle Mechanics 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **ten (10)** questions divided into sections: A, B and C. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **ten (10)** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The student will be required to answer the question. The question will carry **15** marks.

4.2 861/2 Motor Vehicle Mechanics 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the assessment will be **3:30** hours. The student will be required to answer the given question individually. Thus, this assessment will carry a total of **100** marks. This paper will be assessed in two modalities, the direct performance assessment and the product assessment.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatios and will be opened 24 hours before the start of the practical session.
- (iii) The practical assessment guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 861/1 Motor Vehicle Mechanics 1

5.1.1 Maintaining the safety of the workshop and surroundings.

- 5.1.1.1 maintaining workshop safety;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents; and
- 5.1.1.4 performing first aid.

5.1.2 Performing the bench work.

- 5.1.2.1 performing cutting;
- 5.1.2.2 performing filing;
- 5.1.2.3 performing drilling;
- 5.1.2.4 performing riveting;
- 5.1.2.5 performing threading; and
- 5.1.2.6 performing metal forming.

5.1.3 Performing welding and fabrication.

- 5.1.3.1 performing arc welding;
- 5.1.3.2 performing gas welding; and
- 5.1.3.3 performing soldering.

5.1.4 Maintaining wheels and tyres.

- 5.1.4.1 repairing tubed tyres;
- 5.1.4.2 repairing tubeless tyres;
- 5.1.4.3 performing wheel balancing;

- 5.1.4.4 servicing wheel hubs; and
- 5.1.4.5 servicing the automatic tyre pressure monitoring system.
- 5.1.5 Carrying out the general vehicle services.
 - 5.1.5.1 performing the service of the engine lubrication system;
 - 5.1.5.2 performing the service of the fuel system;
 - 5.1.5.3 servicing the cooling system;
 - 5.1.5.4 performing the service of the transmission system; and
 - 5.1.5.5 performing greasing.
- 5.1.6 Carrying out the general maintenance on electrical and electronic systems.
 - 5.1.6.1 maintaining batteries;
 - 5.1.6.2 constructing simple electric circuits;
 - 5.1.6.3 constructing simple electronic circuits;
 - 5.1.6.4 servicing the conventional ignition system;
 - 5.1.6.5 servicing the electronic ignition system;
 - 5.1.6.6 maintaining the lighting system; and
 - 5.1.6.7 servicing accessories, circuits and components.
- 5.1.7 Maintaining the suspension system.
 - 5.1.7.1 replacing suspension bushes;
 - 5.1.7.2 replacing suspension shock absorbers;
 - 5.1.7.3 troubleshooting the air suspension system; and
 - 5.1.7.4 servicing air (pneumatic) suspension components.
- 5.1.8 Maintaining the brake system.
 - 5.1.8.1 servicing hydraulic brake system components;
 - 5.1.8.1 servicing drum brakes;
 - 5.1.8.1 servicing disc brakes;
 - 5.1.8.1 servicing anti-lock brake system (abs);
 - 5.1.8.1 servicing pneumatic brakes; and
 - 5.1.8.1 servicing the electronically controlled brake system (ebs).
- 5.1.9 Maintaining the steering system.
 - 5.1.9.1 performing the wheel alignment;
 - 5.1.9.2 servicing steering boxes; and

5.1.9.3 servicing power steering systems.

5.2 861/2 Motor Vehicle Mechanics 2

5.2.1 Performing the bench work.

- 5.2.1.1 performing cutting;
- 5.2.1.2 performing filing;
- 5.2.1.3 performing drilling;
- 5.2.1.4 performing riveting;
- 5.2.1.5 performing threading; and
- 5.2.1.6 performing metal forming.

5.2.2 Performing welding and fabrication.

- 5.2.2.1 performing the arc welding;
- 5.2.2.2 performing the gas welding; and
- 5.2.2.3 performing soldering.

5.2.3 Maintaining wheels and tyres.

- 5.2.3.1 repairing tubed tyres;
- 5.2.3.2 repairing tubeless tyres;
- 5.2.3.3 performing wheel balancing;
- 5.2.3.4 servicing wheel hubs; and
- 5.2.3.5 servicing the automatic tyre pressure monitoring system.

5.2.4 Carrying out the general vehicle services.

- 5.2.4.1 performing the service of the engine lubrication system;
- 5.2.4.2 performing the service of the fuel system;
- 5.2.4.3 servicing the cooling system;
- 5.2.4.4 performing the service of the transmission system; and
- 5.2.4.5 performing greasing.

5.2.5 Carrying out the general maintenance on electrical and electronic systems.

- 5.2.5.1 maintain batteries;
- 5.2.5.2 constructing simple electric circuits;
- 5.2.5.3 constructing simple electronic circuits;
- 5.2.5.4 servicing the conventional ignition system;
- 5.2.5.5 servicing the electronic ignition system;

- 5.2.5.6 maintaining the lighting system; and
- 5.2.5.7 servicing accessories, circuits and components.
- 5.2.6 Maintaining the suspension system.
 - 5.2.6.1 replacing suspension bushes;
 - 5.2.6.2 replacing suspension shock absorbers;
 - 5.2.6.3 troubleshooting the air suspension system; and
 - 5.2.6.4 servicing air (pneumatic) suspension components.
- 5.2.7 Maintaining the brake system.
 - 5.2.7.1 servicing hydraulic brake system components;
 - 5.2.7.2 servicing drum brakes;
 - 5.2.7.3 servicing disc brakes;
 - 5.2.7.4 servicing anti-lock brake system (abs);
 - 5.2.7.5 servicing pneumatic brakes; and
 - 5.2.7.6 servicing the electronically controlled brake system (ebs).
- 5.2.8 Maintaining the steering system.
 - 5.2.8.1 performing the wheel alignment;
 - 5.2.8.2 servicing steering boxes; and
 - 5.2.8.3 servicing power steering systems.

6.0 TABLES OF SPECIFICATIONS FOR 861 MOTOR VEHICLE MECHANICS

6.1 Table of Specifications for 861/1 Motor Vehicle Mechanics 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and the surroundings	Maintaining workshop safety							1	5.3
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
2.	Performing the bench work	Performing cutting							4	21.1
		Performing filing								
		Performing drilling								
		Performing riveting								
		Performing threading								
		Performing metal forming								
3.	Performing welding and fabrication	Performing arc welding							2	10.5
		Performing gas welding								
		Performing soldering								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
4.	Maintaining wheels and tyres	Repairing tubed tyres							4	21.1
		Repairing tubeless tyres								
		Performing the wheel balance								
		Servicing the wheel hub								
		Servicing the automatic tyre pressure monitoring system								
5.	Carrying out the general vehicle services	Performing the service of the engine lubrication system							3	15.8
		Performing the service of the fuel system								
		Servicing the cooling system								
		Performing the service of the transmission system								
		Performing greasing								
6.	Carrying out the general	Maintaining batteries							1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	maintenance on electrical and electronic systems	Constructing simple electric circuits								
		Constructing simple electronic circuits								
		Servicing the conventional ignition system								
		Servicing the electronic ignition system								
		Maintaining the lighting system								
		Servicing accessories, circuits and components								
7.	Maintaining the suspension system	Replacing suspension bushes							1	5.3
		Replacing suspension shock absorbers								
		Troubleshooting the air suspension system								
		Servicing air (pneumatic) suspension components								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
8.	Maintaining the brake system	Servicing hydraulic brake system components							2	10.5
		Servicing drum brakes								
		Servicing disc brakes								
		Servicing the Antilock Brake System (ABS)								
		Servicing pneumatic brakes								
		Servicing the Electronically Controlled brake System (EBS)								
9.	Maintaining the steering system	Performing the wheel alignment							1	5.3
		Servicing the steering box								
		Servicing power steering systems								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 861/2 Motor Vehicle Mechanics 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing the bench work	Performing cutting								1	100
		Performing filing									
		Performing drilling									
		Performing riveting									
		Performing threading									
		Performing metal forming									
2.	Performing welding and fabrication	Performing arc welding									
		Performing gas welding									
		Performing soldering									
3.	Maintaining wheels and tyres	Repairing tubed tyres									
		Repairing tubeless tyres									
		Performing the wheel balance									
		Servicing the wheel hub									
		Servicing the automatic tyre pressure monitoring system									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
4.	Carrying out the general vehicle services	Performing the service of the engine lubrication system									
		Performing the service of the fuel system									
		Servicing the cooling system									
		Performing the service of the transmission system									
		Performing greasing									
5.	Carrying out the general maintenance on electrical and electronic systems	Maintaining batteries									
		Constructing simple electric circuits									
		Constructing simple electronic circuits									
		Servicing the conventional ignition system									
		Servicing the electronic ignition system									
		Maintaining the lighting system									
		Servicing accessories, circuits and components									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
6.	Maintaining the suspension system	Replacing suspension bushes									
		Replacing suspension shock absorbers									
		Troubleshooting the air suspension system									
		Servicing air (pneumatic) suspension components									
7.	Maintaining the brake system	Servicing hydraulic brake system components									
		Servicing drum brakes									
		Servicing disc brakes									
		Servicing the Antilock Brake System (ABS)									
		Servicing pneumatic brakes									
		Servicing the Electronically Controlled Brake System (EBS)									
8.	Maintaining the steering system	Performing the wheel alignment									
		Servicing the steering box									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		Servicing power steering systems									
Total Number of Items										1	
Total Percentage Weight											100

862 AUTO ELECTRICS

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Auto Electrics Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Auto Electrics.

The format addresses general and specific competences outlined for Form One and Two in vocational studies, with a rubric designed to assess all competences acquired in Forms One and Two. Generally, this format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Auto Electrics.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 demonstrate the principles of workshop management to maintain occupational health, safety rules and regulations;
- 2.2 demonstrate the basic principles of maintaining, using and storing tools and equipment to troubleshoot and service the auto-electric system;
- 2.3 apply knowledge and technical skills developed to interpret, diagnose and rectify different components of auto-electric circuits and systems; and
- 2.4 apply knowledge and technical skills developed to service the auto-electric systems.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop and surroundings;
- 3.2 perform bench work;
- 3.3 perform welding processes;

- 3.4 build simple electric circuits;
- 3.5 maintain wheels and tyres;
- 3.6 build simple electronic circuits;
- 3.7 carry out general maintenance on electrical and electronic systems;
- 3.8 maintain starting systems;
- 3.9 carry out general vehicle services;
- 3.10 maintain the lighting system; and
- 3.11 repair the hydraulic brake system.

4.0 ASSESSMENT RUBRIC

The Auto Electrics assessment will consist of 862/1 Auto Electrics 1 (Theory Paper) and 862/2 Auto Electrics 2 (Practical Paper).

4.1 862/1 Auto Electrics 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **ten (10)** questions divided into sections: A, B and C. The student will be required to answer **all** questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The student will be required to answer the question. The question will carry **15** marks.

4.2 862/2 Auto Electrics 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting for **3** hours. For students with special needs, the assessment will be **3:30** hours. This assessment will carry a total of **100** marks. The paper will be assessed in two modalities direct performance assessment and the product assessment.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the sitting for this paper.
- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatios and will be

opened 24 hours before the start of the practical session.

- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 862/1 Auto Electrics 1

- 5.1.1 Maintaining the safety of the workshop and surroundings.
 - 5.1.1.1 maintaining workshop safety;
 - 5.1.1.2 handling accidents and incidents;
 - 5.1.1.3 handling fire accidents; and
 - 5.1.1.4 performing first aid.
- 5.1.2 Performing preventive maintenance of tools, equipment and machines.
 - 5.1.2.1 conducting preventive maintenance of work tools; and
 - 5.1.2.2 maintaining machines.
- 5.1.3 Performing the bench work.
 - 5.1.3.1 performing cutting;
 - 5.1.3.2 performing filing;
 - 5.1.3.3 performing drilling;
 - 5.1.3.4 performing riveting;
 - 5.1.3.5 performing threading; and
 - 5.1.3.6 performing metal forming.
- 5.1.4 Performing welding processes.
 - 5.1.4.1 performing arc welding;
 - 5.1.4.2 performing gas welding; and
 - 5.1.4.3 performing soldering.
- 5.1.5 Building simple electric circuits.
 - 5.1.5.1 constructing simple electric circuits; and
 - 5.1.5.2 measuring electric quantities.
- 5.1.6 Building simple electronic circuits.

- 5.1.6.1 determining the characteristics of the active electronic components;
 - 5.1.6.2 determining the characteristics of the passive electronic components; and
 - 5.1.6.3 constructing simple electronic circuits.
- 5.1.7 Carrying out the general maintenance on electrical and electronic systems.
 - 5.1.7.1 maintaining batteries;
 - 5.1.7.2 servicing electrical and electronic circuits;
 - 5.1.7.3 servicing conventional ignition systems; and
 - 5.1.7.4 servicing auxiliary circuits and components.
- 5.1.8 Maintaining the starting system.
 - 5.1.8.1 servicing starting systems; and
 - 5.1.8.2 maintaining the starter motor.
- 5.1.9 Carrying out the general vehicle service.
 - 5.1.9.1 servicing engine lubrication systems;
 - 5.1.9.2 servicing fuel systems;
 - 5.1.9.3 servicing cooling systems;
 - 5.1.9.4 servicing transmission systems; and
 - 5.1.9.5 performing greasing.
- 5.1.10 Carrying out the repair of wheels and tyres.
 - 5.1.10.1 repairing tubed tyres;
 - 5.1.10.2 repairing tubeless tyres;
 - 5.1.10.3 performing wheel balancing; and
 - 5.1.10.4 servicing wheel hubs.
- 5.1.11 Repairing the hydraulic brake system.
 - 5.1.11.1 servicing hydraulic brake system components;
 - 5.1.11.2 servicing drum brakes; and
 - 5.1.11.3 servicing disc brakes.
- 5.2 862 /2 Auto Electrics 2
 - 5.2.1 Performing the bench work.
 - 5.2.1.1 performing cutting;
 - 5.2.1.2 performing filing;
 - 5.2.1.3 performing drilling;

- 5.2.1.4 performing riveting;
- 5.2.1.5 performing threading; and
- 5.2.1.6 performing metal forming.
- 5.2.2 Performing welding processes.
 - 5.2.2.1 performing arc welding;
 - 5.2.2.2 performing gas welding; and
 - 5.2.2.3 performing soldering
- 5.2.3 Building simple electric circuits.
 - 5.2.3.1 constructing simple electric circuits; and
 - 5.2.3.2 measuring electric quantities.
- 5.2.4 Building simple electronic circuits.
 - 5.2.4.1 determining the characteristics of the active electronic components;
 - 5.2.4.2 determining the characteristics of the passive electronic components; and
 - 5.2.4.3 constructing simple electronic circuits.
- 5.2.5 Carrying out the general maintenance on electrical and electronic systems.
 - 5.2.5.1 maintaining batteries;
 - 5.2.5.2 servicing electrical and electronic circuits;
 - 5.2.5.3 servicing conventional ignition systems; and
 - 5.2.5.4 servicing auxiliary circuits and components.
- 5.2.6 Maintaining the starting system.
 - 5.2.6.1 servicing starting systems; and
 - 5.2.6.2 maintaining the starter motor.
- 5.2.7 Carrying out the general vehicle service.
 - 5.2.7.1 servicing engine lubrication systems;
 - 5.2.7.2 servicing fuel systems;
 - 5.2.7.3 servicing cooling systems;
 - 5.2.7.4 servicing transmission systems; and
 - 5.2.7.5 performing greasing.
- 5.2.8 Carrying out the repair of wheels and tyres.
 - 5.2.8.1 repairing tubed tyres;
 - 5.2.8.2 repairing tubeless tyres;
 - 5.2.8.3 performing wheel balancing; and

5.2.8.4 servicing wheel hubs.

5.2.9 Repairing the hydraulic brake system.

5.2.9.1 servicing hydraulic brake system components;

5.2.9.2 servicing drum brakes; and

5.2.9.3 servicing disc brakes.

6.0 TABLES OF SPECIFICATIONS FOR 862 AUTO ELECTRICS

6.1 Table of Specifications for 862/1 Auto Electrics 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and surroundings.	Maintaining workshop safety								
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
		Maintaining a safe working environment								
		Maintaining workshop safety								
		Handling accidents and incidents								
		Handling fire accidents								
2.	Performing preventive	Conducting preventive							1	5.3

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
	maintenance of tools, equipment and machines	maintenance of the work tool								
		Maintaining machines								
3.	Performing the bench work	Performing cutting							3	15.8
		Performing filing								
		Performing drilling								
		Performing riveting								
		Performing threading								
		Performing metal forming								
4.	Performing welding processes	Performing arc welding							2	10.5
		Performing gas welding								
		Performing soldering								
5.	Building simple electric circuits	Constructing simple electric circuits							3	15.8
		Measuring electric quantities								
6.	Building simple electronic circuits	Determining the characteristics of the active								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		electronic components							1	5.3
		Determining the characteristics of the passive electronic components								
		Constructing simple electronic circuits								
		Determining the characteristics of the active electronic components								
7.	Carrying out the general maintenance on electrical and electronic systems	Maintaining batteries							3	15.8
		Servicing electrical and electronic circuits								
		Servicing conventional ignition systems								
		Checking the lighting system								
		Servicing auxiliary circuits and								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		components								
8.	Maintaining the starting system	Servicing starting systems							1	5.3
		Maintaining the starter motor								
9.	Carrying out the general vehicle service	Servicing engine lubrication systems							2	10.5
		Servicing fuel systems								
		Servicing cooling systems								
		Servicing transmission systems								
		Performing greasing								
10.	Carrying out the repair of wheels and tyres	Repairing headlight systems							1	5.3
		Repairing tubed tyres								
		Repairing tubeless tyres								
		Performing wheel balancing								
		Servicing wheel hubs								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
11.	Repairing the hydraulic brake system	Servicing the hydraulic brake system components							1	5.3
		Servicing drum brakes								
		Servicing disc brakes								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 862/2 Auto Electrics 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing the bench work	Performing cutting									
		Performing filing									
		Performing drilling									
		Performing riveting									
		Performing threading									
		Performing									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		metal forming								1	100
2.	Performing welding processes	Performing arc welding									
		Performing gas welding									
		Performing soldering									
3.	Building simple electric circuits	Constructing simple electric circuits.									
		Measuring electric quantities									
4.	Building simple electronic circuits	Determining the characteristics of the active electronic components									
		Determining the characteristics of the passive electronic									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		components									
		Constructing simple electronic circuits									
		Determining the characteristics of the active electronic components									
5.	Carrying out the general maintenance on electrical and electronic systems	Maintaining batteries									
		Servicing electrical and electronic circuits									
		Servicing conventional ignition systems									
		Checking the lighting system									
		Servicing the auxiliary circuits and									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		components									
6.	Maintaining the starting system	Servicing starting systems									
		Maintaining the starter motor									
7.	Carrying out the general vehicle service	Servicing engine lubrication systems									
		Servicing the fuel system									
		Servicing cooling systems									
		Servicing transmission systems									
		Performing greasing									
8.	Carrying out the repair of wheels and tyres	Repairing headlight systems									
		Repairing tubed tyres									
		Repairing tubeless tyres									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
9.	Repairing the hydraulic brake system	Performing wheel balancing								1	100
		Servicing wheel hubs									
		Servicing hydraulic brake system components									
		Servicing drum brakes									
		Servicing disc brakes									
Total Number of Items											
Total Percentage Weight											

881 WELDING AND METAL FABRICATION

(For Both School and Private Students)

1.0 INTRODUCTION

This Welding and Metal Fabrication assessment format is derived from the Welding and Metal Fabrication Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in welding and metal fabrication.

The format addresses general and specific competences outlined for Form One and Form Two in vocational studies, with a rubric designed to assess all competences acquired in Form One and Form Two. Generally, the format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards Welding and Metal fabrication.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain health and safety at the workplace;
- 2.2 fabricate, install steel structures and sheet metals;
- 2.3 cut and join different metals by fusion and non-fusion methods;
- 2.4 inspect and rectify weld defects;
- 2.5 maintain and service equipment, machines and tools;
- 2.6 maintain materials stock levels;
- 2.7 supervise junior staff; and
- 2.8 manage workshop.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the safety of the workshop and surroundings;
- 3.2 perform preventive maintenance of tools, equipment, and machines;
- 3.3 perform bench work;
- 3.4 perform sheet metal work;

- 3.5 perform shielded metal arc welding and arc cutting;
- 3.6 perform gas welding and brazing on ferrous and non-ferrous metals;
- 3.7 perform arc welding of alloy steels and ferrous metals;
- 3.8 perform gas welding on ferrous and non-ferrous metals;
- 3.9 perform fabrication works according to the specification;
- 3.10 perform site installation involving welding;
- 3.11 perform resistance welding; and
- 3.12 perform arc welding on ferrous and non-ferrous metals.

4.0 ASSESSMENT RUBRIC

The Welding and Metal Fabrication assessment will consist of two (2) papers: 881/1 Welding and Metal Fabrication 1 (Theory Paper) and 881/2 Welding and Metal Fabrication 2 (Practical Paper).

4.1 881/1 Welding and Metal Fabrication 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into sections: A, B and C. The student will be required to answer all questions in each section. The paper will carry a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section B will consist of **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section C will consist of **one (1)** structured essay question. The student will be required to answer the question. The question will carry **15** marks.

4.2 881/2 Welding and Metal Fabrication 2 (Practical Paper)

This assessment paper will consist of **one (1)** question lasting **3** hours. For students with special needs, the assessment will be **3:30** hours. The student will be required to answer the question individually. Thus, the paper will carry a total of **100** marks. This paper will be assessed in two modalities, the direct performance assessment and the product assessment.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60 marks**.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40 marks**.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will

be sent to schools at least three (3) months before the date of the sitting for this paper.

- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatios and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 881/1 Welding and Metal Fabrication 1

5.1.1 Maintaining the workshop safety and the surrounding environment.

- 5.1.1.1 maintaining workshop safety;
- 5.1.1.2 handling accidents and incidents;
- 5.1.1.3 handling fire accidents;
- 5.1.1.4 performing first aid; and
- 5.1.1.5 maintaining environmental issues.

5.1.2 Maintaining workshop tools, equipment and machines.

- 5.1.2.1 maintaining basic workshop tools;
- 5.1.2.2 maintaining equipment; and
- 5.1.2.3 maintaining the workshop machine.

5.1.3 Performing the bench work.

- 5.1.3.1 performing measuring;
- 5.1.3.2 performing marking of metal profiles;
- 5.1.3.3 performing hand sawing;
- 5.1.3.4 performing power saw cutting;
- 5.1.3.5 filling the metal;
- 5.1.3.6 performing hand drilling;
- 5.1.3.7 performing the bench drilling; and
- 5.1.3.8 manual thread cutting.

5.1.4 Performing sheet metal work.

- 5.1.4.1 performing hand shearing;

- 5.1.4.2 performing machine shearing;
 - 5.1.4.3 performing chiselling;
 - 5.1.4.4 forming the sheet metal;
 - 5.1.4.5 performing soft soldering;
 - 5.1.4.6 performing riveting; and
 - 5.1.4.7 performing grinding.
- 5.1.5 Performing shielded metal arc welding and arc cutting.
 - 5.1.5.1 carrying out mild steel arc welding; and
 - 5.1.5.2 carrying out mild steel arc cutting.
- 5.1.6 Performing gas welding and brazing on ferrous metal.
 - 5.1.6.1 carrying out sheet metal welding; and
 - 5.1.6.2 carrying out metal brazing and bronze welding.
- 5.2 881/2 Welding and Metal Fabrication 2
 - 5.2.1 Performing shielded metal arc welding and arc cutting.
 - 5.2.1.1 carrying out mild steel arc welding; and
 - 5.2.1.2 carrying out mild steel arc cutting.
 - 5.2.2 Performing gas welding and brazing on ferrous metal.
 - 5.2.2.1 carrying out sheet metal welding;
 - 5.2.2.2 carrying out metal brazing and bronze welding;
 - and
 - 5.2.2.3 carrying out metal cutting by flame.

6.0 TABLES OF SPECIFICATIONS FOR 881 WELDING AND METAL FABRICATION

6.1 Table of Specifications for 881/1 Welding and Metal Fabrication 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining the safety of the workshop and surroundings	Maintaining workshop safety							1	5.3
		Handling accidents and incidents								
		Handling fire accidents								
		Performing first aid								
		Maintaining a safe working environment								
		Maintaining the workshop safety								
		Handling accidents and incidents								
		Handling fire accidents								
2.	Preventive maintenance of tools, equipment and machines	Maintaining the basic workshop tools							8	42.1
		Maintaining Equipment								
		Maintaining the workshop equipment								
3.	Performing the bench work	Performing measuring							8	42.1
		Performing the marking off of metal profiles								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Performing hand sawing								
		Powering saw cutting								
		Filing the metal								
		Hand drilling								
		Bench drilling								
		Manual thread cutting								
4.	Performing the sheet metal work	Performing hand shearing								
		Performing machine shearing								
		Performing chiseling								
		Forming sheet metal								
		Performing soft soldering							2	10.5
		Performing riveting								
		Performing grinding								
5.	Performing shielded metal arc welding and arc cutting	Carrying out mild steel arc welding								
		Carrying out mild steel arc cutting							4	21.1
6.	Performing gas welding and brazing on ferrous metals	Carrying out sheet metal welding								
		Carrying out metal brazing and Bronze welding							4	21.1
		Carrying out metal cutting by flame								
Total Number of Items									19	
Total Percentage Weight										100

**6.2 Table of Specifications for 881/2 Welding and Metal Fabrication 2
(Practical Paper)**

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing the bench work	Performing measuring								1	100
		Performing marking off of metal profiles									
		Performing hand saw cutting									
		Performing power saw cutting									
		Filing the metal									
		Performing hand drilling									
		Performing the bench drilling									
		Performing manual thread cutting									
2.	Performing the sheet metal work	Performing hand shearing									
		Performing machine shearing									
		Performing chiseling									
		Forming the sheet metal									
		Performing soft soldering									
		Performing riveting									
		Performing grinding									
3.	Performing shielded metal	Carrying out mild steel arc welding									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
	arc welding and arc cutting	Carrying out mild steel arc cutting								1	100
4.	Performing gas welding and brazing on ferrous metals	Carrying out sheet metal welding.									
		Carrying out metal brazing and Bronze welding									
		Carrying out metal cutting by flame									
Total Number of Items											
Total Percentage Weight											

882 REFRIGERATION AND AIR CONDITIONING

(For Both School and Private Students)

1.0 INTRODUCTION

This assessment format is derived from the Refrigeration and Air Conditioning Syllabus approved by the Ministry of Education, Science and Technology in 2025. It aligns with the syllabus' focus on developing skills essential for academic achievement and career advancement in Refrigeration and Air Conditioning.

The format addresses general and specific competences outlined for Forms One and Two in vocational studies, with a rubric designed to assess all competences acquired in Forms One and Two. Generally, the format draws on the competency-based approach, integrating theoretical and practical assessments to evaluate students' knowledge, skills, and attitudes towards refrigeration and air conditioning.

2.0 GENERAL OBJECTIVES

The assessment will evaluate the extent to which students are able to:

- 2.1 maintain workshop tools, equipment and safety;
- 2.2 perform preventive maintenance;
- 2.3 perform bench work;
- 2.4 build simple electric and electronic circuits;
- 2.5 maintain domestic refrigeration and air conditioning systems;
- 2.6 build the advanced refrigeration system;
- 2.7 design refrigeration and air conditioning systems;
- 2.8 maintain industrial refrigeration and air conditioning systems;
- 2.9 install commercial and industrial refrigeration and air conditioning systems; and
- 2.10 manage the workshop activities.

3.0 MAIN COMPETENCES

The assessment will evaluate the extent to which students can demonstrate the ability to:

- 3.1 maintain the workshop tools, equipment, and safety;

- 3.2 perform the preventive maintenance of tools and equipment;
- 3.3 perform the bench work;
- 3.4 build simple electric circuits;
- 3.5 build simple electronic circuits; and
- 3.6 maintain domestic Refrigeration systems.

4.0 ASSESSMENT RUBRIC

The Refrigeration and Air Conditioning assessment will consist of two papers: 882/1 Refrigeration and Air Conditioning 1 (Theory Paper) and 882/2 Refrigeration and Air Conditioning 2 (Practical Paper).

4.1 882/1 Refrigeration and Air Conditioning 1 (Theory Paper)

This assessment paper will last **2:30** hours. For students with special needs, the duration of the assessment will be **2:55** hours. The paper will comprise a total of **10** questions divided into **three (3)** sections: A, B and C. The student will be required to answer all questions in each section. The paper will carry a total of **100** marks.

Section **A** will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question comprising **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Thus, this section will carry **15** marks.

Section **B** will include **seven (7)** short answer questions, each carrying **10** marks. Thus, this section will carry **70** marks.

Section **C** will consist of **one (1)** structured essay question. The student will be required to answer the question. The question will carry **fifteen (15)** marks.

4.2 882/2 Refrigeration and Air Conditioning 2 (Practical Paper)

This assessment paper will consist of **one (1)** practical question lasting **3** hours. For students with special needs, the assessment will be **3:30** hours. The student will be required to answer the questions individually. Thus, this assessment will carry a total of **100** marks. This paper will be assessed in two stages/modalities: the direct performance assessment and the product assessment.

4.2.1 Direct Performance Assessment

The practical session will be **3** hours. During this session, the student will be required to perform the given task. Their performance will be assessed based on specific criteria, using the assessment sheet as a guide. The assessor will pass by each student and do assessment during the direct performance of the task. The assessor will award mark on performance of each student in the assessment sheet. Total score for direct performance will be **60** marks.

4.2.2 Product Performance Assessment

The product assessment will be carried out once a student completes the assessment. Assessing the end product the assessor will be required to take measurements of the product or test it, verify the product provided by the student and pursue all other assessment activities as instructed in the assessment sheet. The allotted scores in the assessment criteria will be employed by assessor as a guide to allot the marks obtained by a student to specific assessment criteria. The total score for product assessment will be **40** marks.

Note:

- (i) A **checklist** of the required tools, equipment and materials for the practical assessment will be sent to schools at least three (3) months before the date of the sitting for this paper.

- (ii) The **24 Hours Advance Instruction** will be provided for preliminary preparatio^s and will be opened 24 hours before the start of the practical session.
- (iii) The Practical Assessment Guideline will be available on NECTA's website.

5.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

5.1 882/1 Refrigeration and Air Conditioning 1

5.1.1 Maintaining workshop tools, equipment and safety.

- 5.1.1.1 maintaining workshop safety;
- 5.1.1.2 maintaining tools;
- 5.1.1.3 maintaining equipment and machines; and
- 5.1.1.4 performing first-aid.

5.1.2 Performing preventive maintenance of tools and equipment.

- 5.1.2.1 performing preventive maintenance of electrical tools;
- 5.1.2.2 performing electrical maintenance on electrical equipment's; and
- 5.1.2.3 maintaining machines.

5.1.3 Performing the bench work.

- 5.1.3.1 performing cutting;
- 5.1.3.2 performing drilling;
- 5.1.3.3 performing filling;
- 5.1.3.4 performing bending;
- 5.1.3.5 performing threading;
- 5.1.3.6 performing the basic spray painting;
- 5.1.3.7 performing non-fusion joints; and
- 5.1.3.8 performing pipe joints.

5.1.4 Building simple electrical circuits.

- 5.1.4.1 performing cold electrical joints;
- 5.1.4.2 performing the hot electrical joint;

- 5.1.4.3 constructing resistive circuits;
- 5.1.4.4 constructing capacitive circuits;
- 5.1.4.5 constructing inductive circuits;
- 5.1.4.6 constructing rlc circuits;
- 5.1.4.7 measuring electrical quantities; and
- 5.1.4.8 testing electro-mechanical components.
- 5.1.5 Building simple electronics circuits.
 - 5.1.5.1 determining the characteristics of the active electronics devices;
 - 5.1.5.2 building rectifier circuits;
 - 5.1.5.3 performing measurements on simple low/high frequency circuits; and
 - 5.1.5.4 performing voltage measurements.
- 5.1.6 Maintaining domestic refrigeration systems.
 - 5.1.6.1 servicing domestic refrigerators;
 - 5.1.6.2 servicing domestic freezers;
 - 5.1.6.3 servicing the liquid cooler;
 - 5.1.6.4 repairing domestic refrigerators;
 - 5.1.6.5 repairing domestic freezers; and
 - 5.1.6.6 repairing liquid coolers.
- 5.2 882/2 Refrigeration and Air Conditioning 2
 - 5.2.1 Performing the bench work.
 - 5.2.1.1 performing cutting;
 - 5.2.1.2 performing drilling;
 - 5.2.1.3 performing filling;
 - 5.2.1.4 performing bending;
 - 5.2.1.5 performing threading;
 - 5.2.1.6 performing basic spray painting;
 - 5.2.1.7 performing non-fusion joints; and
 - 5.2.1.8 performing pipe joints.
 - 5.2.2 Building simple electrical circuits.
 - 5.2.2.1 performing cold electrical joints;
 - 5.2.2.2 performing the hot electrical joint;

- 5.2.2.3 constructing resistive circuits;
 - 5.2.2.4 constructing capacitive circuits;
 - 5.2.2.5 constructing inductive circuits;
 - 5.2.2.6 constructing rlc circuits;
 - 5.2.2.7 measuring electrical quantities; and
 - 5.2.2.8 testing electro-mechanical components.
- 5.2.3 Building simple electronics circuits.
- 5.2.3.1 determining the characteristics of the active electronics devices;
 - 5.2.3.2 building rectifier circuits;
 - 5.2.3.3 performing measurements on simple low/high frequency circuits; and
 - 5.2.3.4 performing voltage measurements.
- 5.2.4 Maintaining domestic refrigeration systems.
- 5.2.4.1 servicing domestic refrigerators;
 - 5.2.4.2 servicing domestic freezers;
 - 5.2.4.3 servicing the liquid cooler;
 - 5.2.4.4 repairing domestic refrigerators;
 - 5.2.4.5 repairing domestic freezers; and
 - 5.2.4.6 repairing the liquid cooler.

6.0 TABLES OF SPECIFICATIONS FOR 882 REFRIGERATION AND AIR CONDITIONING

6.1 Table of Specifications for 882/1 Refrigeration and Air Conditioning 1 (Theory Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Maintaining workshop tools, equipment and safety.	Maintaining workshop safety							1	5.3
		Maintaining tools								
		Maintaining equipment and machines								
		Performing first aid								
2.	Preventive maintenance of tools, equipment and machines.	Performing preventive maintenance of electrical tools							1	5.3
		Performing electrical maintenance on electrical equipment								
		Maintaining machines								
3.	Performing the bench work	Performing cutting							3	15.8
		Performing drilling								
		Performing filling								
		Performing bending								
		Performing								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		threading								
		Performing the basic spray painting								
		Performing non-fusion joints								
		Performing pipe joints								
4.	Building simple electrical circuits	Performing cold electrical joints							4	21.1
		Performing the hot electrical joint								
		Constructing resistive circuits								
		Constructing capacitive circuits								
		Constructing inductive circuits								
		Constructing RLC circuits								
		Measuring electrical quantities								
		Testing electro-mechanical components								
5.	Building simple electronics circuits	Determining the characteristics of the active electronics devices							3	15.8
		Building rectifier circuits								
		Performing measurements on								

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		simple low/high frequency circuits								
		Performing voltage measurements								
6.	Maintaining domestic refrigeration systems	Servicing domestic refrigerators							7	36.8
		Servicing domestic freezers								
		Servicing the liquid cooler								
		Repairing domestic refrigerators								
		Repairing domestic freezers								
		Repairing the liquid cooler								
Total Number of Items									19	
Total Percentage Weight										100

6.2 Table of Specifications for 882/2 Refrigeration and Air Conditioning 2 (Practical Paper)

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
1.	Performing the bench work	Performing cutting								1	100
		Performing drilling									
		Performing filling									
		Performing bending									
		Performing threading									
		Performing the basic spray painting									
		Performing non-fusion joints									
		Performing pipe joints									
2.	Building simple electrical circuits	Performing cold electrical joints								1	100
		Performing hot electrical joint									
		Constructing resistive circuits									
		Constructing capacitive circuits									
		Constructing inductive circuits									
		Constructing									

S/N	Main Competence	Specific Competences	Skills to be Tested						Wider Attributes	Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating			
		RLC circuits									
		Measuring electrical quantities									
		Testing the electro-mechanical components									
3.	Building simple electronics circuits	Determining the characteristics of the active electronics devices									
		Building rectifier circuits									
		Performing measurements on simple low/high frequency circuits									
		Performing voltage measurements									
4.	Maintaining domestic refrigeration systems	Servicing the domestic refrigerators									
		Servicing the domestic freezers									
		Servicing the liquid cooler									
		Repairing domestic refrigerators									

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
		Repairing domestic freezers								
		Repairing liquid cooler								
Total Number of Items									1	
Total Percentage Weight										100

