



JAMHURIYA MUUNGANO WA TANZANIA  
WIZARA YA ELIMU, SAYANSI NA TEKNOLOJIA  
BARAZA LA MITIHANI LA TANZANIA



**FOMATI ZA MITIHANI YA UALIMU ELIMU  
MAALUMU NGAZI YA CHETI  
(DARAJA LAA)**

**IMETOLEWA NA:  
BARAZA LA MITIHANI LA TANZANIA  
S.L.P. 2624  
DAR ES SALAAM  
TANZANIA**

**MACHI, 2023**



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*Imechapwa na:*

Baraza la Mitihani la Tanzania,  
S.L.P. 2624,  
Dar es Salaam,  
Tanzania.

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Haki zote zimehifadhiwa.

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## DIBAJI

Kitabu cha fomati za Mitihani ya Ualimu Elimu Maalumu ngazi ya Cheti kimeandaliwa na Baraza la Mitihani la Tanzania kwa kuzingatia Mtaala wa Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2012 kwa walimu walio kazini (In-Service Training Teachers) na Mtaala wa Walimu Tarajali (Pre- Services) wa mwaka 2019. Mitaala hiyo iliandaliwa na Taasisi ya Elimu Tanzania na kuidhinishwa na Kamishna wa Elimu. Fomati za mitihani zilizopo katika kitabu hiki zimeboresha fomati zilizotolewa mwaka 2020. Maboresho yaliyofanyika ni pamoja na kuondoa maswali chaguzi (option questions), jambo linalolenga kuleta usawa katika tathmini. Aidha, ili kukidhi matakwa ya Sera ya Elimu ya mwaka 2014 kuhusu kuandaa rasilimali watu wenye ujuzi, maswali yenye kupima umahiri wa watahiniwa yatatumika. Hata hivyo, hakuna mabadiliko ya maudhui katika mada zitakazotahiniwa. Fomati hii itaanza kutumika kwenye mitihani ya Mei, 2023.

Kitabu hiki kimeandaliwa kwa kufuata muundo wenye aya tano ambazo ni Utangulizi, Malengo ya Jumla, Umahiri wa Jumla, Muundo wa Mtihani na Umahiri Utakaopimwa kwenye mtihani husika. Aidha, Jedwali la Utahini (Table of Specification) limewekwa mwishoni mwa fomati ya kila somo ili kuonesha idadi na uzito wa maswali yatakayotungwa katika kila umahiri. Kwa ujumla, kitabu hiki kinatoa mwongozo kwa watunzi na wadau wengine wanaohusika katika mchakato huo ili kuandaa mitihani thabiti kwa walimu tarajali. Vilevile, kitabu hiki kinatoa mwongozo kwa walimu tarajali wa Ualimu Elimu Maalumu kuhusu muundo wa mitihani inayoandaliwa na Baraza la Mitihani la Tanzania.

Baraza la Mitihani lina imani kuwa, fomati hii itawawezesha wakufunzi, watunzi na warekebishaji kuandaa maswali ya mitihani yatakayowezesha kupata matokeo kwa haki, halali na halisi. Hata hivyo, wakufunzi wanashauriwa kutotumia fomati hizi kama mbadala wa mihutasari ya masomo katika mchakato wa ufundishaji.

Baraza linatoa shukrani za dhati kwa wote walioshiriki katika kuandaa kitabu hiki cha fomati.



Dkt. Said Ally Mohamed  
**KATIBU MTENDAJI**

## **510 UALIMU**

### **1.0 UTANGULIZI**

Fomati ya mtihani ya mwaka 2023 kwa somo la Ualimu imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020 iliyotokana na marekebisho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Ualimu unalenga kupima uwezo wa mtahiniwa katika:

- 2.1 kutumia nadharia, mbinu na stadi za saikolojia ya elimu katika kufundishia na kujifunzia;
- 2.2 kutumia misingi ya uongozi katika elimu;
- 2.3 kuimarisha maadili ya ualimu;
- 2.4 kuimarisha mbinu za kuwezesha watoto wenye mahitaji maalumu kumudu masomo mbalimbali ya elimu ya msingi;
- 2.5 kukuza stadi za utafiti, upimaji na tathmini katika kuboresha ufundishaji na ujifunzaji;
- 2.6 kujenga maarifa ya kuchambua mwelekeo wa falsafa ya elimu Tanzania; na
- 2.7 kuimarisha misingi ya stadi ya Kusoma, Kuandika na Kuhesabu.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Ualimu unalenga kupima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mweye mahitaji maalumu, kujenga misingi ya kukubalika kwa wenzake, jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye mahitaji maalumu;
- 3.3 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye mahitaji maalumu na namna ya kuviendeleza;
- 3.4 kutumia misingi na stadi za uongozi katika kuongoza taasisi mbalimbali za elimu;
- 3.5 kufanya tafiti tatu za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye mahitaji maalumu katika shule za msingi;

- 3.6 kujenga umahiri wa masomo kwa mwalimu tarajali utakaomwezesha kuelewa masomo hivyo kumfundisha mwanafunzi mwenye mahitaji maalumu; na
- 3.7 kuwajengea wanafunzi hao uwezo wa kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Ualimu utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Ualimu umahiri ufuatao utapimwa:

- 5.1 kutumia falsafa ya elimu katika ufundishaji na ujifunzaji;
- 5.2 kulinganisha historia na maendeleo ya elimu Tanzania;
- 5.3 kutumia saikolojia ya elimu kuwezesha ufundishaji na ujifunzaji;
- 5.4 kutoa huduma ya ushauri na unasihi katika elimu;
- 5.5 kutumia vifaa vya mtaala katika ufundishaji na ujifunzaji;
- 5.6 kutumia misingi ya maandalizi ya ufundishaji;
- 5.7 kutumia misingi ya utafiti, upimaji na tathmini za elimu;na
- 5.8 kutekeleza majukumu ya ualimu kwa kuzingatia maadili.



**Jedwali la Utahini kwa Somo la 510 Ualimu**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia falsafa ya elimu katika ufundishaji na ujifunzaji.							1	7.1
2.	Kutumia historia ya elimu kulinganisha na maendeleo ya elimu Tanzania.							2	14.3
3.	Kutumia saikolojia ya elimu kuwezesha ufundishaji na ujifunzaji.							4	28.7
4.	Kutoa huduma ya ushauri na unasihi katika elimu.							2	14.3
5.	Kutumia vifaa vya mtaala katika ufundishaji na ujifunzaji.							1	7.1
6.	Kutumia misingi ya maandalizi ya ufundishaji.							1	7.1
7.	Kutumia misingi ya utafiti, upimaji na tathmini za elimu.							2	14.3
8.	Kutekeleza majukumu ya ualimu kwa kuzingatia maadili.							1	7.1
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **551 ELIMU JUMUISHI**

### **1.0 UTANGULIZI**

Fomati ya mtihani ya mwaka 2023 kwa somo la Elimu Jumuishi imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na marekebisho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Elimu Jumuishi unalenga kupima umahiri wa mtahiniwa katika:

- 2.1 kudumisha elimu jumuishi iliyo bora, inayozingatia usawa na kutoa fursa za ujifunzaji endelevu kwa watu wote;
- 2.2 kuimarisha mbinu za kuwawezesha watoto wenye mahitaji maalumu kumudu masomo mbalimbali;
- 2.3 kukuza uelewa wa elimu maalumu katika jamii na kuondoa dhana potofu dhidi ya watoto wenye mahitaji maalumu;
- 2.4 kukuza stadi za kiuongozi na kiutawala katika utekelezaji wa Elimu Jumuishi;
- 2.5 kutumia mbinu za ufundishaji na ujifunzaji katika kutengeneza na kufaragua zana jumuishi;
- 2.6 kutekeleza misingi ya Elimu Jumuishi katika elimu;
- 2.7 kutumia mbinu jumuishi katika kufanya upimaji wa kielimu; na
- 2.8 kutatua changamoto za elimu jumuishi katika ngazi ya shule ya msingi.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Elimu Jumuishi unalenga kupima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye mahitaji maalumu, kujenga misingi ya kukubalika kwa wenzake na jamii pamoja na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye mahitaji maalumu;

- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 3.4 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye mahitaji maalumu na namna ya kuviendeleza;
- 3.5 kufanya tafiti za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye mahitaji maalumu katika shule za msingi;
- 3.6 kutumia stadi za uongozi katika kuongoza taasisi mbalimbali za elimu;
- 3.7 kutumia sanaa na michezo rekebifu katika kuibua na kuendeleza vipaji mbalimbali vya wanafunzi wenye mahitaji maalumu;
- 3.8 kutumia misingi ya ufundishaji na ujifunzaji kufundishia masomo ya taaluma; na
- 3.9 kushirikiana na familia za wanafunzi wenye mahitaji maalumu katika kuwajengea wanafunzi uwezo wa kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Elimu Jumuishi utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama nne **(4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Elimu Jumuishi umahiri ufuatao utapimwa:

- 5.1 kukuza matumizi ya Elimu Jumuishi nchini Tanzania;
- 5.2 kutumia misingi ya Elimu Jumuishi kutatua changamoto za mwanafunzi mwenye mahitaji maalumu;

5.3 kutumia mikakati ya Elimu Jumuishi kutoa elimu bora na afua stahiki; na

5.4 kutumia mifumo stahiki ya uongozi na usimamizi katika kutekeleza Elimu Jumuishi.

**Jedwali la Utahini kwa Somo la 551 Elimu Jumuishi**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali	Asilimia ya Uzito kwa Kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kukuza matumizi ya Elimu Jumuishi nchini Tanzania.							3	21.4
2.	Kutumia misingi ya Elimu Jumuishi kutatua changamoto za mwanafunzi mwenye mahitaji maalumu.							3	21.4
3.	Kutumia mikakati ya Elimu Jumuishi kutoa elimu bora na afua stahiki.							5	35.8
4.	Kutumia mifumo stahiki ya uongozi na usimamizi katika kutekeleza Elimu Jumuishi.							3	21.4
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **560 MBINU ZA KUFUNDISHIA MASOMO YA TAALUMA**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 ya somo la Mbinu za Kufundishia Masomo ya Taaluma imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na maboresho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma unalenga kupima uwezo wa mtahiniwa katika:

- 2.1 kutumia misingi ya ufundishaji na ujifunzaji wa masomo mbalimbali katika shule za msingi;
- 2.2 kuchambua vifaa vya mtaala vya kufundishia na kujifunzia;
- 2.3 kutengeneza na kufaragua zana za kufundishia na kujifunzia;
- 2.4 kuchambua nadharia na mbinu za ufundishaji na ujifunzaji;
- 2.5 kuandaa utekelezaji wa ufundishaji na ujifunzaji stahiki katika shule za msingi;
- 2.6 kufanya tathmini ya maendeleo ya wanafunzi katika kufundisha na kujifunza;
- 2.7 kukuza stadi za kusikiliza, kuzungumza, kusoma, kuandika na ujasiriamali kwa wanafunzi wenye mahitaji maalumu; na
- 2.8 kutumia mbinu za ufundishaji kuwezesha ujifunzaji wa masuala mtambuka na mahitaji maalumu.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma utapimaji wa umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye mahitaji maalumu, kujenga misingi ya kukubalika kwa wenzake, jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa wanafunzi wenye mahitaji maalumu;

- 3.3 kutumia misingi ya ufundishaji na ujifunzaji kufundishia masomo mbalimbali katika shule za msingi;
- 3.4 kujenga umahiri kwa mwalimu tarajali katika masomo ya kufundishia utakaomwezesha kuelewa somo vema ili kuweza kumfundisha mwanafunzi mwenye mahitaji maalumu;
- 3.5 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye mahitaji maalumu na namna ya kuviendeleza; na
- 3.6 kushirikiana na familia za wanafunzi wenye mahitaji maalumu katika kuwajengea wanafunzi hao uwezo wa kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma utafanyika kwa saa **tatu (3)**. Mtihani utakuwa na karatasi moja kwa kila mchepuo (Lugha, Sayansi na Sayansi ya Jamii) yenye sehemu A na B zenye jumla ya maswali **14**. Mtihaniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi kwa kila mchepuo ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Swali la 11 na 12 yatahusu somo la Stadi za Kazi na Uraia mtawalia. Swali la 13 na 14 yatatoka katika mchepuo husika. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

##### 5.1 Mchepuo wa Lugha

Katika kuandaa mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Lugha, umahiri ufuatao utapimwa:

- 5.1.1 kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi.
- 5.1.2 kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;

- 5.1.3 kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.1.4 kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu;
- 5.1.5 kutumia kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.1.6 kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.1.7 kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu;
- 5.1.8 kushirikisha wadau katika kutambua changamoto na kutoa huduma kwa mwanafunzi mwenye mahitaji maalumu;
- 5.1.9 Kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili na kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili. kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili;
- 5.1.10 kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi;
- 5.1.11 kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Kiswahili;
- 5.1.12 kutumia zana za upimaji katika ujifunzaji wa somo la Kiswahili;
- 5.1.13 kukuza stadi za lugha ya Kiswahili katika mawasiliano na kupima maendeleo ya ufundishaji na ujifunzaji wa somo Kiswahili kwa kuzingatia mahitaji ya mwanafunzi;
- 5.1.14 kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la English Language;
- 5.1.15 kutumia zana za upimaji katika ujifunzaji wa somo la English Language; na
- 5.1.16 kukuza stadi za lugha ya somo la English Language katika mawasiliano na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la English Language kwa kuzingatia mahitaji ya mwanafunzi.

**Jedwali la Utahini kwa Somo la 560 Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Lugha**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi.						2	14.3
2.	Kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.						1	7.1
3.	Kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.						1	7.1
4.	Kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu.						1	7.1
5.	Kutumia Kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.						1	7.1
6.	Kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.						1	7.1
7.	Kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu.						2	14.3
8.	Kushirikisha wadau katika kutambua changamoto na kutoa huduma kwa mwanafunzi mwenye mahitaji maalumu.						1	7.1



Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
9.	Kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili na kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili.						1	7.1
10.	Kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi.						1	7.1
11.	Kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Kiswahili/kutumia zana za upimaji katika ujifunzaji wa somo la Kiswahili/kukuza stadi za lugha ya Kiswahili katika mawasiliano/kupima maendeleo ya ufundishaji na ujifunzaji wa somo Kiswahili kwa kuzingatia mahitaji ya mwanafunzi.						1	7.1
12.	Kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la English Language/kutumia zana za upimaji katika ujifunzaji wa somo la English Language/kukuza stadi za lugha ya somo la English Language katika mawasiliano/kupima						1	7.1

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
	maendeleo ya ufundishaji na ujifunzaji wa somo la English Language kwa kuzingatia mahitaji ya mwanafunzi.							
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## 5.2 Mchepuo wa Sayansi

Katika kuandaa mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Sayansi, umahiri ufuatao utapimwa:

- 5.2.1 kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi;
- 5.2.2 kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.2.3 kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.2.4 kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu;
- 5.2.5 kutumia kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.2.6 kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.2.7 kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu;
- 5.2.8 kushirikisha wadau katika kutambua changamoto na kutoa huduma kwa mwanafunzi mwenye mahitaji maalumu;
- 5.2.9 kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili na kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili;
- 5.2.10 kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi;
- 5.2.11 kutumia nadharia mbalimbali za kufundishia na kujifunzia masomo ya Sayansi na Teknolojia;
- 5.2.12 kutumia zana za upimaji katika ujifunzaji wa somo la Sayansi na Teknolojia;
- 5.2.13 kusimamia maabara ya somo la Sayansi na Teknolojia kwa kuzingatia mahitaji ya mwanafunzi na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Sayansi na Teknolojia.
- 5.2.14 kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Hisabati; na
- 5.2.15 kutumia Hisabati kutatua matatizo katika mazingira tofauti kwa mwanafunzi mwenye mahitaji maalumu na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Hisabati.

**Jedwali la Utahini kwa Somo la 560 Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Sayansi**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi.							2	7.1
2.	Kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
3.	Kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
4.	Kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu.							1	7.1
5.	Kutumia kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
6.	Kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
7.	Kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu.							2	7.1
8.	Kushirikisha wadau katika kutambua changamoto na kutoa huduma kwa mwanafunzi mwenye mahitaji maalumu.							1	7.1

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
9.	Kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili na kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili.							1	7.1
10.	Kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi.							1	7.1
11.	Kutumia nadharia mbalimbali za kufundishia na kujifunzia masomo ya Sayansi na Teknolojia/kutumia zana za upimaji katika ujifunzaji wa somo la Sayansi na Teknolojia/kusimamia maabara ya somo la Sayansi na Teknolojia kwa kuzingatia mahitaji ya mwanafunzi na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Sayansi na Teknolojia.							1	7.1
12.	Kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Hisabati/ kutumia Hisabati kutatua matatizo katika mazingira tofauti kwa mwanafunzi mwenye mahitaji							1	7.1

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
	maalumu na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Hisabati.							
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

### 5.3 Mchepuo wa Sayansi ya Jamii

Katika kuandaa mtihani wa somo la Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Sayansi ya Jamii, umahiri ufuatao utapimwa:

- 5.3.1 kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi.
- 5.3.2 kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.3.3 kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.3.4 kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu;
- 5.3.5 kutumia kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.3.6 kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 5.3.7 kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu;
- 5.3.8 kushirikisha wadau katika kutambua changamoto na kutoa huduma kwa mwanafunzi mwenye mahitaji maalumu;
- 5.3.9 kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili;
- 5.3.10 kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili;
- 5.3.11 kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili;
- 5.3.12 kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi;
- 5.3.13 kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Maarifa ya jamii; na
- 5.3.14 kutumia zana za upimaji katika ujifunzaji wa somo la Maarifa ya Jamii na kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Maarifa ya Jamii kwa kuzingatia mahitaji ya mwanafunzi.

**Jedwali la Utahini kwa Somo la 560 Mbinu za Kufundishia Masomo ya Taaluma Mchepuo wa Sayansi Jamii**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia vifaa vya mtaala kwa kuzingatia mahitaji ya wanafunzi.							2	14.3
2.	Kuandaa mpango binafsi wa kielimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
3.	Kutumia njia na mbinu za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
4.	Kupima maendeleo ya mwanafunzi mwenye mahitaji maalumu.							1	7.1
5.	Kutumia Kitabu cha kiada, ziada na mwongozo wa mwalimu kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
6.	Kutumia zana za ufundishaji na ujifunzaji kwa kuzingatia mahitaji maalumu ya mwanafunzi.							1	7.1
7.	Kutumia njia na mbinu za kumudu darasa la wanafunzi wenye mahitaji maalumu.							2	14.3
8.	Kushirikisha wadau katika Kutambua changamoto na kutoa							1	7.1



Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
	huduma kwa mwanafunzi mwenye mahitaji maalumu.								
9.	Kutumia misingi ya ufundishaji na ujifunzaji katika Elimu ya Uraia na Maadili/kutumia upimaji na tathmini katika ufundishaji na ujifunzaji wa elimu ya Uraia na Maadili.							1	7.1
10.	Kujenga ujuzi wa kutumia misingi ya ufundishaji wa Stadi za Kazi na kuandaa zana za upimaji wa somo la Stadi za Kazi							1	7.1
11.	Kutumia nadharia mbalimbali za kufundishia na kujifunzia somo la Maarifa ya jamii.							1	7.1
12.	Kutumia zana za upimaji katika ujifunzaji wa somo la Maarifa ya Jamii/kupima maendeleo ya ufundishaji na ujifunzaji wa somo la Maarifa ya Jamii kwa kuzingatia mahitaji ya mwanafunzi.							1	7.1
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **561 MAFUNZO KABILISHI NA MJONGEO**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Mafunzo Kabilishi na Mjongoe imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Mafunzo Kabilishi na Mjongoe utapima umahiri wa mtahiniwa katika:

- 2.1 kumjengea mwanafunzi uwezo wa kutumia stadi za mafunzo kabilishi na ujongeeaji ili ayamudu mazingira yake;
- 2.2 kumjengea mwanafunzi uwezo wa kutumia mbinu za ujongeeaji binafsi na zile za matumizi ya vifaa saidizi ili kupunguza utegemezi;
- 2.3 kutumia stadi za mafunzo kabilishi na mjongoe kumjengea mwanafunzi stadi za maisha; na
- 2.4 kuwawezesha walimu, wazazi na wanafunzi kutumia stadi za ukabilishi na mjongoe kuwezesha wanafunzi wenye ulemavu wa uoni kumudu mazingira.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Mafunzo Kabilishi na Mjongoe utapima umahiri wa mtahiniwa katika:

- 3.1 kutumia stadi za mafunzo kabilishi na mjongoe kumbaini mwanafunzi mwenye mahitaji maalumu, kujenga misingi ya kukubalika kwa wenzake, jamii na kumpatia afua stahiki;
- 3.2 kutumia mbinu za mafunzo kabilishi katika kutambua na kuendeleza vipaji walivyonavyo wanafunzi wenye mahitaji maalumu;
- 3.3 kutumia stadi za mafunzo kabilishi kumwezesha mwanafunzi mwenye ulemavu wa uoni kuyamudu mazingira;
- 3.4 kujenga stadi za ujongeeaji ili kumwezesha mwanafunzi mwenye ulemavu wa uoni kuyamudu mazingira; na

3.5 kutumia stadi za mafunzo kabilishi na mjongeo kujenga stadi za maisha kwa mwanafunzi mwenye ulemavu wa uoni.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Mafunzo Kabilishi na Mjongeo utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Mafunzo Kabilishi na Mjongeo umahiri ufuatao utapimwa:

- 5.1 kutumia stadi za mafunzo kabilishi kumwezesha mwanafunzi mwenye ulemavu wa uoni kuyamudu mazingira;
- 5.2 kujenga stadi za ujongeaji ili kumwezesha mwanafunzi mwenye ulemavu wa uoni kuyamudu mazingira, na
- 5.3 kutumia stadi za mafunzo kabilishi na mjongeo kujenga stadi za maisha kwa mwanafunzi mwenye ulemavu wa uoni.

## Jedwali la Utahini kwa Somo la 561 Mafunzo Kabilishi na Mjongoe

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zikazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia stadi za mafunzo kabilishi kumwezesha mwanafunzi mwenye ulemavu wa uoni kuyamudu mazingira yake.						4	28.6
2.	Kujenga stadi za ujongeeji ili kumwezesha mwanafunzi mwenye ulemavu kuyamudu mazingira.						5	35.7
3.	Kutumia stadi za mafunzo kabilishi na mjongoe kujenga stadi za maisha kwa mwanafunzi mwenye ulemavu wa uoni.						5	35.7
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **562 STADI ZA MAWASILIANO: ULEMAVU WA UONI**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Stadi za Mawasiliano: Ulemavu wa Uoni imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Uoni utapima umahiri wa mtahiniwa katika:

- 2.1 kutafsiri mtaala wa elimu ya msingi na mihtasari yake katika masomo darasani;
- 2.2 kuandaa na kutumia njia shirikishi katika ufundishaji/ujifunzaji kwa kuzingatia mahitaji ya mwanafunzi;
- 2.3 kubuni, kuendeleza na kufaragua zana za ufundishaji na ujifunzaji katika elimu ya msingi kwa kuzingatia mahitaji ya mwanafunzi;
- 2.4 kufanya tafiti tatu za kielimu ili kuwabaini, kuwaendeleza na kuwasaidia wanafunzi wenye mahitaji maalumu katika shule za msingi;
- 2.5 kurithisha desturi, maadili na tabia zinazokubalika kwa wanafunzi wa shule za msingi;
- 2.6 kuchagua, kupanga, kusimamia na kuongoza vipindi darasani katika shule za msingi;
- 2.7 kufundisha kwa ufanisi masuala mtambuka; na
- 2.8 kutunga na kusahihisha majaribio na mitihani inayoendana na mtaala wa elimu ya msingi kwa kuzingatia mahitaji ya mwanafunzi katika nyanja zote tatu za kujifunza.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Uoni utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa uoni, kujenga misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa uoni;

- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji maalumu ya mwanafunzi mwenye ulemavu wa uoni;
- 3.4 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye ulemavu wa uoni na namna ya kuviendeleza;
- 3.5 kufanya tafiti tatuzi za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa uoni katika shule za msingi;
- 3.6 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye ulemavu wa uoni; na
- 3.7 kushirikiana na familia za wanafunzi wenye ulemavu wa uoni katika kuwajengea wanafunzi hao kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Uoni utakuwa na karatasi **mbili (02)**. Karatasi ya kwanza itakuwa ya nadharia na karatasi ya pili itakuwa ya vitendo.

##### **Karatasi 1: 562/1 Stadi za Mawasiliano: Ulemavu wa Uoni**

Mtihani utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na jumla ya maswali 10 ya majibu mafupi katika kipengele I na II. Kipengele I kitakuwa na maswali **manne (4)** ya Braille ya Kiswahili na kipengele cha II kitakuwa na maswali **mawili (2)** ya Braille ya Hisabati, na **manne (4)** ya Braille ya English Language. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha katika kipengele cha I na II. Kipengele cha I kitakuwa na swali **moja (1)** la Braille ya Kiswahili na **moja (1)** la Hisabati. Kipengele cha II kitakuwa na Maswali **mawili (2)** ya Braille ya English Language. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

## **Karatasi 2: 562/2 Stadi za Mawasiliano: Ulemavu wa Uoni**

Mtihani utafanyika kwa muda wa saa **tatu (3)**. Mtihani huu utakuwa na jumla ya maswali **matatu (03)** ya vitendo ambapo swali la **kwanza (1)** litakuwa la Braille ya Kiswahili, la **pili (2)** Braille ya Kiingereza na la **tatu (3)** Braille ya Hisabati. Swali la kwanza na la pili yatakuwa na alama **20** kila moja na swali la tatu litakuwa na alama **10**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **50**.

### **5.0 UMAHIRI UTAKAOPIMWA**

#### **5.1 Karatasi 1: 562/1 Stadi za Mawasiliano: Ulemavu wa Uoni**

Katika kuandaa mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Uoni umahiri ufuatao utapimwa:

- 5.1.1 kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi mwenye ulemavu wa uoni;
- 5.1.2 kutumia mbinu mbalimbali kuwezesha ufundishaji wa stadi za Kusoma, Kuandika na Kuhesabu (KKK) ili kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana;
- 5.1.3 kutumia stadi za *Braille* kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana.

#### **5.2 Karatasi 2: 562/2 Stadi za Mawasiliano: Ulemavu wa Uoni**

Katika kuandaa mtihani wa 562/2 Stadi za Mawasiliano: Ulemavu wa Uoni umahiri wa mtahiniwa katika kutumia stadi za *Braille* kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana utapimwa.

**Jedwali la Utahini kwa Somo la 562/1 Stadi za Mawasiliano: Ulemavu wa Uoni**

Na.	Umahiri Mkuu	Nyanja za Utahini Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi mwenye ulemavu wa uoni.							2	15
2.	Kutumia mbinu mbalimbali kuwezesha ufundishji wa stadi za Kusoma, Kuandika na Kuhesabu (KKK) kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana.							4	23
3.	Kutumia stadi za <i>Braille</i> kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana.							8	62
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>



**Jedwali la Utahini la Somo la 562/2 Stadi za Mawasiliano: Ulemavu wa Uoni**

Na.	Umahiri Mkuu	Nyanja za Utahini Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia stadi za <i>Braille</i> kumwezesha mwanafunzi mwenye ulemavu wa uoni kuwasiliana.							3	100
<b>Jumla ya Maswali</b>								<b>3</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **563 MICHEZO NA SANAA REKEBIFU : ULEMAVU WA UONI**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 ya somo la Michezo na Sanaa Rekebifu: Ulemavu wa Uoni imetokana na marekebisha yaliyofanyika kwenye fomati ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Uoni utapima uelewa wa mtahiniwa katika:

- 2.1 kutumia stadi za michezo katika kumjenga mwanafunzi kimwili, kiakili na kijamii;
- 2.2 kukuza na kuibua vipaji kupitia michezo na sanaa; na
- 2.3 kutumia michezo na sanaa kuwawezesha wanafunzi wenye ulemavu wa uoni kulinda na kuendeleza mila, desturi na utamaduni.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Uoni utapima umahiri wa mtahiniwa katika:

- 3.1 kubaini mwanafunzi mwenye ulemavu wa uoni, kujenga misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa wanafunzi wenye ulemavu wa uoni;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa uoni;
- 3.4 kutumia mbinu mbalimbali katika kutambua vipaji walivyonyo wanafunzi wenye ulemavu wa uoni na namna ya kuviendeleza;
- 3.5 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye ulemavu wa uoni;
- 3.6 kutumia sanaa na michezo rekebifu kuibua na kuendeleza vipaji mbalimbali vya wanafunzi wenye ulemavu wa uoni; na

3.7 kushirikiana na familia za wanafunzi wenye ulemavu wa uoni katika kuwajengea wanafunzi hao kujiamini, tabia ya kujifunza na kukuza vipaji vyao.

#### 4.0 MUUNDO WA MTIHANI

Mtihani somo la Michezo na Sanaa Rekebifu: Ulemavu wa Uoni utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Uoni umahiri ufuatao utapimwa:

- 5.1 kutumia stadi za michezo rekebifu kwa mwanafunzi mwenye ulemavu wa uoni;
- 5.2 kutumia elimu ya viungo katika kuimarisha viungo kwa mwanafunzi mwenye ulemavu wa uoni; na
- 5.3 kutumia sanaa mbalimbali kuibua na kukuza vipaji kwa mwanafunzi mwenye ulemavu wa uoni.

**Jedwali la Utahini kwa Somo la 563 Michezo na Sanaa Rekebifu : Ulemavu wa Uoni**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia stadi za michezo rekebifu kwa mwanafunzi mwenye ulemavu wa uoni.							5	35.5
2.	Kutumia elimu ya viungo katika kuimarisha viungo kwa mwanafunzi wenye ulemavu wa uoni.							5	35.5
3.	Kutumia sanaa mbalimbali kukuza na kuibua vipaji kwa mwanafunzi mwenye ulemavu wa uoni.							4	29
<b>Idadi ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **564 ANATOMIA, FIZIOLOJIA NA PATHOLOJIA YA JICHO**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Anatomia, Fiziolojia na Patholojia ya jicho imetokana na marekebisho yaliyofanyika kwenye fomati ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Anatomia, Fiziolojia na Patholojia ya Jicho utapima umahiri wa mtahiniwa katika:

- 2.1 kutumia taaluma ya sayansi ya jicho kubaini mahitaji ya wanafunzi;
- 2.2 kutumia taaluma ya sayansi ya jicho kubaini visababishi vya kutoona;
- 2.3 kutumia taaluma ya sayansi ya jicho kuchambua hitilafu za jicho; na
- 2.4 kutumia maarifa ya mbinu za upimaji kutoa afua stahiki kwa mwanafunzi mwenye ulemavu wa uoni.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Anatomia, Fiziolojia na Patholojia ya Jicho utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa uoni, kumjengea misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji wa wanafunzi wenye ulemavu wa uoni;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa uoni;
- 3.4 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye ulemavu wa uoni na namna ya kuviendeleza;
- 3.5 kufanya tafiti tatu za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa uoni katika shule za msingi; na
- 3.6 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye ulemavu wa uoni.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Anatomia, Fiziolojia na Patholojia ya Jicho utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Anatomia, Fiziolojia na Patholojia ya Jicho umahiri ufuatao utapimwa:

- 5.1 kutumia sayansi ya jicho kubaini visababishi vya ulemavu wa uoni;
- 5.2 kutumia sayansi ya jicho kuchambua hitilafu katika jicho; na
- 5.3 kutumia mbinu za upimaji katika kutoa afua stahiki kwa mwanafunzi mwenye ulemavu wa uoni.

**Jedwali la Utahini kwa Somo la 564 Anatomia, Fiziolojia na Patholojia ya jicho**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1.	Kutumia sayansi ya jicho kubaini mahitaji ya mwanafunzi mwenye ulemavu wa uoni.							4	29
2.	Kutumia sayansi ya jicho kubaini visababishi vya ulemavu wa uoni.							3	21
3.	Kutumia sayansi ya jicho kuchambua hitilafu katika jicho.							3	21
4.	Kutumia mbinu za upimaji katika kutoa afua stahiki kwa mwanafunzi mwenye ulemavu wa uoni.							4	29
<b>Idadi ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **565 UTUNZAJI NA UKARABATI WA VIFAA VYA KIELIMU**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Utunzaji na Ukarabati wa Vifaa vya Kielimu imetokana na marekebisho yaliyofanyika kwenye fomati ya mitihani ya mwaka 2020, iliyotokana na maboresho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Utunzaji na Ukarabati wa Vifaa vya Kielimu utapima umahiri wa mtahiniwa katika:

- 2.1 kutengeneza na kukarabati vifaa vya kielimu na kuzingatia umuhimu wa matumizi ya vifaa hivyo katika tendo la ufundishaji na ujifunzaji;
- 2.2 kufanya ukarabati mdogo wa mashine za *Braille* ili kuepuka ubovu mkubwa utakaosababisha mashine hizo kutotumika;
- 2.3 kusimamia matumizi ya vifaa vya kielimu kwa uangalifu na kuvitunza ili viweze kutumika kwa muda mrefu katika shule za msingi; na
- 2.4 kubuni mbinu mbalimbali za kiufundi katika utengenezaji na ukarabati wa vifaa vya kielimu.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Utunzaji na Ukarabati wa Vifaa vya Kielimu utapima umahiri wa mtahiniwa katika:

- 3.1 kutengeneza vifaa vya kielimu vya mwanafunzi mwenye ulemavu wa uoni;
- 3.2 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye matatizo ya uoni;
- 3.3 kushirikiana na familia za wanafunzi wenye ulemavu wa uoni katika kuwajengea wanafunzi hao kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo;
- 3.4 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa uoni;



- 3.5 kumbaini mwanafunzi mwenye ulemavu wa uoni, kujenga misingi ya kukubalika kwa wenzake, kwa jamii na kumpatia afua stahiki; na
- 3.6 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa uoni.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Utunzaji na Ukarabati wa Vifaa vya Kielimu utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Utunzaji na Ukarabati wa Vifaa vya Kielimu umahiri ufuatao utapimwa:

- 5.1 kukarabati vifaa vya kielimu;
- 5.2 kutunza vifaa vya mwanafunzi mwenye ulemavu wa uoni; na
- 5.3 kukarabati mashine za Perkins Brailier.

**Jedwali la Utahini kwa Somo la 565 Utunzaji na Ukarabati wa Vifaa vya Kielimu**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutengeneza vifaa vya kielimu vya mwanafunzi mwenye ulemavu wa uoni.						3	21.4
2.	Kukarabati vifaa vya kielimu.						3	21.4
3.	Kutunza vifaa vya mwanafunzi mwenye ulemavu wa uoni.						3	21.4
4.	Kukarabati mashine za Perkins Brailer.						5	35.8
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## 571 AUDIOLOJIA

### 1.0 UTANGULIZI

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Audiolojia imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na marekebisho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### 2.0 MALENGO YA JUMLA

Mtihani wa Audiolojia unalenga kupima umahiri wa mtahiniwa katika:

- 2.1 kutumia nadharia na kanuni zinazoongoza katika ufundishaji na ujifunzaji wa audiolojia;
- 2.2 kukuza mbinu za kufundishia matumizi ya nadharia na kanuni ili kutatua changamoto zinazotokana na mrejesho wa sauti kutoka katika kifaa saidizi;
- 2.3 kutumia taaluma ya sayansi ya usikivu kubaini mahitaji ya mwanafunzi;
- 2.4 kutumia taaluma ya sayansi ya usikivu kubaini visababishi vya uziwi;
- 2.5 kutumia taaluma ya sayansi ya usikivu kuchambua kasoro za sikio;
- 2.6 kutumia maarifa ya mbinu za upimaji kutoa afua stahiki kwa mwanafunzi mwenye uziwi;
- 2.7 kutengeneza vifaa vya audiolojia kwa kuzingatia umuhimu wa matumizi ya vifaa hivyo katika tendo la ufundishaji na ujifunzaji;
- 2.8 kukarabati vifaa vya audiolojia;
- 2.9 kutunza vifaa vya audiolojia ili viweze kutumika kwa muda mrefu katika shule za msingi; na
- 2.10 kubuni mbinu mbalimbali za kiufundi katika utengenezaji na ukarabati wa vifaa vya audiolojia.

### 3.0 UMAHIRI WA JUMLA

Mtihani wa somo la Audiolojia utapima umahiri wa mtahiniwa katika:

- 3.1 kubaini mahitaji ya mwanafunzi kiziwi, kumjengea misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;

- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa wanafunzi viziwi;
- 3.3 kutumia mbinu mbalimbali katika kutambua na kuendeleza vipaji walivyonavyo wanafunzi wenye uziwi;
- 3.4 kufanya tafiti tatuzi za kielimu kwa wanafunzi viziwi ili kuwabaini na kuwasaidia katika shule ya msingi;
- 3.5 kujenga umahiri wa masomo utakaomwezesha kuelewa masomo vyema na hivyo kumfundisha mwanafunzi kiziwi;
- 3.6 kushirikiana na familia za wanafunzi viziwi katika kuwajengea wanafunzi hao kujiamini, tabia ya kujifunza na kukuza vipaji walivyonavyo;
- 3.7 kubuni stadi za kutengeneza vifaa vya audiolojia zenye lengo la kumsaidia mwanafunzi mwenye uziwi kushiriki kikamilifu katika tendo la ufundishaji na ujifunzaji;
- 3.8 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji maalumu ya mwanafunzi mwenye uziwi;
- 3.9 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye uziwi;
- 3.10 kubuni mbinu za kuepuka mrejesho wa sauti katika matumizi ya vifaa; na
- 3.11 kumvalisha mwanafunzi mwenye uziwi kifaa saidizi cha usikivu ili kimsaidie katika mawasiliano.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Audiolojia utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

## **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Audiolojia umahiri ufuatao utapimwa:

- 5.1 kutumia taaluma ya sayansi ya usikivu kubaini visababishi vya uziwi;
- 5.2 kutumia taaluma ya sayansi ya usikivu kuchambua kasoro za sikio;
- 5.3 kutumia mbinu za upimaji kutoa afua stahiki kwa mwanafunzi mwenye uziwi;
- 5.4 kutengeneza vifaa vya Audiolojia;
- 5.5 kukarabati vifaa vya Audiolojia; na
- 5.6 kutunza vifaa vya Audiolojia.

## Jedwali la Utahini kwa Somo la 571 Audiolojia

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia sayansi ya usikivu kubaini mahitaji ya mwanafunzi kiziwi.						3	21.4
2.	Kutumia sayansi ya usikivu, kubaini visababishi vya uziwi.						2	14.3
3.	Kutumia sayansi ya usikivu kuchambua kasoro za sikio.						2	14.3
4.	Kutumia mbinu za upimaji kutoa afua stahiki kwa mwanafunzi kiziwi.						3	21.4
5.	Kutengeneza Vifaa vya Audiolojia.						2	14.2
6	Kukarabati vifaa vya Audiolojia.						1	7.2
7	Kutunza vifaa vya Audiolojia.						1	7.2
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **572 MICHEZO NA SANAA REKEBIFU: UZIWI**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Michezo na Sanaa Rekebifu: Uziwi imetokana na marekebisho yaliyofanyika kwenye fomati ya mitihani ya mwaka 2020, iliyotokana na maboresho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Uziwi unalenga kupima umahiri wa mtahiniwa katika:

- 2.1 kutumia stadi za michezo katika kumjenga mwanafunzi kiziwi kimwili, kiakili na kijamii;
- 2.2 kuibua na kukuza vipaji kupitia michezo na sanaa kwa wanafunzi viziwi; na
- 2.3 kutumia michezo na sanaa kuwawezesha wanafunzi wenye uziwi kulinda na kuendeleza mila, desturi na utamaduni.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Uziwi utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye uziwi, kujenga misingi ya kukubalika kwa jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye uziwi;
- 3.3 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye uziwi na namna ya kuviendeleza;
- 3.4 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye uziwi;
- 3.5 kutumia sanaa na michezo rekebifu kuibua na kuendeleza vipaji mbalimbali vya wanafunzi wenye uziwi; na
- 3.6 kujenga umahiri wa mwalimu katika somo utakaomwezesha kuelewa masomo vema na hivyo kumfundisha mwanafunzi mwenye uziwi.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Michezo na Sanaa Rekebifu; Uziwi utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Michezo na Sanaa Rekebifu: Uziwi umahiri ufuatao utapimwa:

- 5.1 kutumia stadi za elimu ya michezo rekebifu kwa mwanafunzi;
- 5.2 kutumia elimu ya mazoezi ya viungo katika kuimarisha viungo kwa wanafunzi; na
- 5.3 kutumia sanaa mbalimbali kukuza na kuibua vipaji kwa mwanafunzi kiziwi.



**Jedwali la Utahini kwa Somo la 572 Michezo na Sanaa Rekebifu: Uziwi**

Na.	Umahiri Mkuu	Nyanja za Utambuzi zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Umahiri
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1	Kutumia stadi za Elimu ya michezo rekebifu kwa mwanafunzi.							6	42.8
2	Kutumia elimu ya mazoezi ya viungo katika kuimarisha viungo kwa mwanafunzi kiziwi.							5	35.7
3	Kutumia sanaa mbalimbali kukuza na kuibua vipaji kwa mwanafunzi kiziwi.							3	21.5
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## **573 LUGHA YA ALAMA**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Lugha ya Alama imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Lugha ya Alama unalenga kupima ujuzi wa mtahiniwa katika:

- 2.1 kumwezesha mwalimu kutumia stadi za Lugha ya Alama ya Tanzania kujenga umahiri wa Lugha ya Alama;
- 2.2 kumwezesha mwalimu kutumia umahiri wa Lugha ya Alama ya Tanzania kuwasiliana na mwanafunzi kiziwi;
- 2.3 kumwezesha mwalimu kutumia Lugha ya Alama ya Tanzania kuwasiliana na jamii ya viziwi inayotumia lugha hiyo;
- 2.4 kumwezesha mwalimu kutumia umahiri wa Lugha ya Alama ya Tanzania kuwahamasisha wanafunzi viziwi kujifunza na kuitumia; na
- 2.5 kumwezesha mwalimu kutumia stadi za Lugha ya Alama ya Tanzania katika ufundishaji.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Lugha ya Alama utapima umahiri wa mtahiniwa katika:

- 3.1 kutumia mazingira wezeshi na stadi za Lugha ya Alama ya Tanzania katika ufundishaji na ujifunzaji kwa mwanafunzi kiziwi;
- 3.2 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya wanafunzi viziwi;
- 3.3 kufanya tafiti tatu za kielimu kwa wanafunzi viziwi ili kuwabaini wenye mapungufu katika matumizi ya Lugha ya Alama na kuwasaidia wenye mahitaji katika shule za msingi;
- 3.4 kutumia misingi na stadi za Lugha ya Alama ya Tanzania katika ufundishaji na ujifunzaji wa masomo ya taaluma; na

3.5 kujenga umahiri wa stadi za Lugha ya Alama ya Tanzania kwa mwalimu utakaomwezesha kuelewa masomo vema na hivyo kumfundisha mwanafunzi kiziwi.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Lugha ya Alama utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Lugha ya Alama umahiri ufuatao utapimwa:

- 5.1 kutumia mazingira ya lugha kueleza historia, maendeleo na hali ya sasa ya Lugha ya Alama ya Tanzania;
- 5.2 kutumia kanuni za Lugha ya Alama ya Tanzania kuunda alama za msingi;
- 5.3 kutumia kanuni za Lugha ya Alama ya Tanzania kuwasiliana kwa ufasaha;
- 5.4 kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi kiziwi; na
- 5.5 kutumia stadi za mawasiliano kwa mwanafunzi kiziwi.

## Jedwali la Utahini la Somo la 573 Lugha ya Alama

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia mazingira ya lugha kueleza hali, historia na maendeleo ya Lugha ya Alama ya Tanzania.						3	21.5
2.	Kutumia kanuni za Lugha ya Alama ya Tanzania kuunda alama za msingi.						5	35.5
3.	Kutumia kanuni za Lugha ya Alama ya Tanzania kuwasiliana kwa ufasaha.						4	28.4
4.	Kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi kiziwi.						1	7.3
5.	Kutumia stadi za mawasiliano kwa mwanafunzi kiziwi.						1	7.3
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **574 UJIFUNZAJI WA MWANAFUNZI: UZIWIKUTOONA**

### **1.0 UTANGULIZI**

Fomati hii ya mtihani ya mwaka 2023 kwa somo la Ujifunzaji wa Mwanafunzi: Uziwikutoona imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Ujifunzaji wa Mwanafunzi: Uziwikutoona unalenga kupima umahiri wa mtahiniwa katika:

- 2.1 kufafanua dhana ya uziwikutoona, makundi/aina/tabia, na visababishi vyake;
- 2.2 kufafanua njia na mbinu za ufundishaji na ujifunzaji wa mwanafunzi mwenye uziwikutoona;
- 2.3 kumwezesha mwalimu tarajali kutumia stadi za mawasiliano kulingana na mahitaji;
- 2.4 kumwezesha mwalimu tarajali kutumia mbinu za ujongeeji binafsi na zile za matumizi ya vifaa saidizi ili kupunguza utegemezi; na
- 2.5 kumwezesha mwalimu tarajali kutumia stadi za mafunzo kabilishi kumjengea mwanafunzi stadi za maisha.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Ujifunzaji wa Mwanafunzi: Uziwikutoona utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa uziwikutoona, kujenga misingi ya kukubalika kwa jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa uziwikutoona;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa uziwikutoona;
- 3.4 kufanya tafiti tatu za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa uziwikutoona; na

- 3.5 kujenga umahiri wa kuelewa masomo vema na hivyo kumfundisha mwanafunzi mwenye ulemavu wa uziwikutoona.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Ujifunzaji wa Mwanafunzi mwenye Uziwikutoona utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Uziwikutoona umahiri ufuatao utapimwa:

- 5.1 kubainisha dhana ya uziwikutoona;
- 5.2 kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi mwenye uziwikutoona;
- 5.3 kutumia njia za ufundishaji na ujifunzaji kulingana na mahitaji ya mwanafunzi mwenye uziwikutoona; na
- 5.4 kukuza stadi za elimu ya michezo na sanaa rekebifu kwa mwanafunzi mwenye uziwikutoona.

**Jedwali la Utahini kwa Somo la 574 Ujifunzaji wa Mwanafunzi: Uziwikutoona**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kubainisha dhana ya uziwikutoona.						2	14.2
2.	Kutumia stadi za mawasiliano kulingana na mahitaji ya mwanafunzi mwenye uziwikutoona.						2	14.2
3.	Kutumia njia za ufundishaji na ujifunzaji kulingana na mahitaji ya mwanafunzi mwenye uziwikutoona.						3	21.5
4.	Kukuza stadi za elimu ya michezo na sanaa rekebifu kwa mwanafunzi mwenye uziwikutoona.						4	28.6
5.	Kuimarisha mafunzo kabilishi na ujongaji wa mwanafunzi mwenye uziwikutoona.						3	21.5
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **581 STADI ZA MAWASILIANO : ULEMAVU WA AKILI NA USONJI**

### **1.0 UTANGULIZI**

Fomati ya mtihani ya mwaka 2023 kwa somo la Stadi za Mawasiliano: Ulemavu wa Akili na Usonji imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na maboresho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti ya mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Akili na Usonji utapima uwezo wa mtahiniwa katika:

- 2.1 kutumia mbinu stahiki na teknolojia saidizi katika mawasiliano;
- 2.2 kuchunguza matamshi na dosari/hitilafu katika mawasiliano;
- 2.3 kufanya upimaji na kutoa afua stahiki ili kuboresha mawasiliano; na
- 2.4 kutumia stadi rekebishi katika mawasiliano.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Akili na Usonji utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye mahitaji maalumu, kumjengea misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji kwa mwanafunzi mwenye mahitaji maalumu katika kujifunza na ujifunzaji somo la stadi za mawasiliano;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji maalumu ya mwanafunzi;
- 3.4 kutumia njia mbalimbali za mawasiliano katika kutambua vipaji walivyonavyo wanafunzi wenye mahitaji maalumu na namna ya kuviendeleza na;
- 3.5 Kujenga umahiri wa somo ambao utamwezesha mwanafunzi kuelewa masomo mengine katika kufundisha wanafunzi wenye mahitaji maalumu.



#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Akili na Usonji utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Stadi za Mawasiliano: Ulemavu wa Akili na Usonji umahiri ufuatao utapimwa:

- 5.1 kutumia njia za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 5.2 kuchambua ala za matamshi;
- 5.3 kufanya upimaji na kutoa afua stahiki za mawasiliano kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 5.4 kutumia stadi rekebifu katika mawasiliano kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji; na
- 5.5 kuchunguza dosari/hitilafu katika lugha kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.

**Jedwali la Utahini kwa Somo la 581 Stadi za Mawasiliano : Ulemavu wa Akili na Usonji**

Na.	Umahiri mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia njia za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						3	21.4
2.	Kuchambua ala za matamshi.						3	21.4
3.	Kufanya upimaji na kutoa afua stahiki za mawasiliano kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						2	14.4
4.	Kutumia stadi rekebifu katika mawasiliano kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						3	21.4
5.	Kuchunguza dosari/hitilafu katika lugha kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						3	21.4
<b>Jumla Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **582 ULEMAVU WA AKILI NA USONJI**

### **1.0 UTANGULIZI**

Fomati ya Mtihani ya mwaka 2023 kwa somo la Ulemavu wa Akili na Usonji imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na maboresho ya mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa Ulemavu wa Akili na Usonji unalenga kupima uwezo wa mtahiniwa katika:

- 2.1 kumbaini mwanafunzi mwenye ulemavu wa akili na usonji na kuweza kuandaa mpango binafsi wa maendeleo ya mwanafunzi;
- 2.2 kumsaidia mwalimu kuwa na mtazamo chanya kuhusiana na mwanafunzi mwenye ulemavu wa akili na usonji;
- 2.3 kutumia maarifa, mbinu na zana mbalimbali za ufundishaji na ujifunzaji ili kumsaidia mwanafunzi mwenye ulemavu wa akili na usonji;
- 2.4 kumpa mwalimu mbinu stahiki ya kupata maelezo ya mwanafunzi mwenye ulemavu wa akili na mwenye usonji wakati wa uandikishaji;
- 2.5 kumuandaa mwanafunzi mwenye ulemavu wa akili na mwenye usonji kuyamudu maisha yake ya kila siku;
- 2.6 kuonesha uelewa wa kina wa dhana ya ulemavu wa akili kwa wanafunzi wenye ulemavu wa akili na usonji; na
- 2.7 kumjenga mwanafunzi mwenye ulemavu wa akili na usonji.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la somo la Ulemavu wa Akili na Usonji utapima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa akili na usonji;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa akili na usonji;

- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji maalumu ya mwanafunzi mwenye ulemavu wa akili na usonji;
- 3.4 kutumia mbinu mbalimbali katika kutambua na kuendeleza vipaji vya wanafunzi wenye ulemavu wa akili na usonji;
- 3.5 kufanya tafiti tatuzi za kielimu kwa wanafunzi ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa akili na mwenye usonji katika shule;
- 3.6 kutumia misingi na stadi za uongozi katika kuongoza taasisi mbalimbali za elimu;
- 3.7 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye ulemavu wa akili na usonji;
- 3.8 kutumia sanaa na michezo rekebifu katika kuibua na kuendeleza vipaji mbalimbali vya wanafunzi wenye ulemavu wa akili na usonji;
- 3.9 kutumia misingi ya ufundishaji na ujifunzaji kumfundishia mwanafunzi mwenye ulemavu wa akili na usonji; na
- 3.10 kushirikiana na familia za wanafunzi wenye ulemavu wa akili na usonji katika kuwajengea wanafunzi hao uwezo wa kujiamiani, tabia ya kujifunza na kukuza vipaji walivyo navyo.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Ulemavu wa Akili na Usonji utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

## 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Ulemavu wa Akili na Usonji umahiri ufuatao utapimwa:

- 5.1 kutumia stadi za anatomia na fiziolojia kuchambua utendaji kazi wa mfumo wa neva;
- 5.2 kutumia maarifa na ujuzi kumpatia mwanafunzi mwenye ulemavu wa akili na usonji mahitaji yake katika ujifunzaji; na
- 5.3 kumbaini mwanafunzi mwenye ulemavu wa akili na usonji.

### Jedwali la Utahini kwa Somo la 582 Ulemavu wa Akili na Usonji

Na	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambu	Kutathmini		
1.	Kutumia stadi za anatomia na fiziolojia kuchambua utendaji kazi wa mfumo wa neva.						3	21.4
2.	Kutumia maarifa na ujuzi kumpatia mwanafunzi mwenye ulemavu wa akili na usonji mahitaji yake katika ujifunzaji.						5	35.7
3.	Kumbaini mwanafunzi mwenye ulemavu wa akili na usonji.						6	42.9
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>

## **583 MICHEZO NA SANAA REKEBIFU: ULEMAVU WA AKILI NA USONJI**

### **1.0 UTANGULIZI**

Fomati ya mitihani ya mwaka 2023 kwa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti mwaka wa 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji unalenga kupima ujuzi wa mtahiniwa katika:

- 2.1 kumbaini mwanafunzi mwenye ulemavu wa akili na maendeleo yake.
- 2.2 kuonesha mtazamo chanya kuhusiana na mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 2.3 kutumia stadi za michezo katika kumjenga kimwili, kiakili na kijamii mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 2.4 kukuza na kuibua vipaji kupitia sanaa; na
- 2.5 kutumia michezo kuwawezesha wanafunzi wenye ulemavu wa akili na wenye usonji kulinda na kuendeleza mila, desturi na utamaduni.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji unalenga kupima umahiri wa mtahiniwa katika:

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa wanafunzi wenye ulemavu wa akili na wenye usonji;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa akili na mwenye usonji;

- 3.4 kutumia mbinu mbalimbali kutambua vipaji walivyonavyo wanafunzi wenye ulemavu wa akili na wenye usonji;
- 3.5 kushirikiana na familia za wanafunzi wenye ulemavu wa akili na usonji kulinda na kuendeleza mila, desturi na utamaduni; na
- 3.6 kufanya tafiti tatu za kielimu kwa wanafunzi ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa akili na wenye usonji.

#### 4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### 5.0 UMAHIRI UTAKAOPIMWA

Katika kuandaa mtihani wa somo la Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji umahiri ufuatao utapimwa:

- 5.1 kutumia elimu ya michezo rekebifu kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji;
- 5.2 kutumia elimu ya viungo rekebifu katika kurekebisha viungo kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji; na
- 5.3 kutumia milango ya fahamu kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.

**Jedwali la Utahini kwa Somo la 583 Michezo na Sanaa Rekebifu: Ulemavu wa Akili na Usonji**

Na.	Umahiri Mkuu	Nyanja za Utambuzi Zitakazopimwa					Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Kutumia elimu ya michezo rekebifu kwa wanafunzi wenye ulemavu wa akili na wenye usonji.						4	28.6
2.	Kutumia elimu ya viungo rekebifu katika kurekebisha viungo kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						3	21.4
3.	Kutumia milango ya fahamu kwa mwanafunzi mwenye ulemavu wa akili na mwenye usonji.						7	50
<b>Jumla ya Maswali</b>							<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>								<b>100</b>



## **584 UPIMAJI NA AFUA STAHIKI**

### **1.0 UTANGULIZI**

Fomati ya Mtihani wa somo la Upimaji na Afua Stahiki imetokana na marekebisho yaliyofanyika kwenye fomati ya mtihani ya mwaka 2020, iliyotokana na mtaala wa Mafunzo ya Ualimu Elimu Maalumu ngazi ya Cheti wa mwaka 2019. Lengo la kurekebisha fomati hii ni kuandaa mitihani itakayopima umahiri wa watahiniwa kwa kuzingatia viwango vya utendaji. Aidha, fomati hii inatoa mwongozo wa jumla wa namna utahini utakavyofanyika.

### **2.0 MALENGO YA JUMLA**

Mtihani wa somo la Upimaji na Afua Stahiki unalenga kupima umahiri wa mtahiniwa katika:

- 2.1 kufanya upimaji wa kumtambua mwanafunzi mwenye ulemavu wa akili na mwenye usonji na kumpatia afua stahiki;
- 2.2 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye ulemavu wa akili na wanafunzi wenye usonji;
- 2.3 kushirikiana na wadau wa elimu katika kutoa huduma kwa wanafunzi wenye ulemavu wa akili na wanafunzi wenye usonji; na
- 2.4 kuandaa hatua za mpito kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji ili kuwezesha ustawi wake.

### **3.0 UMAHIRI WA JUMLA**

Mtihani wa somo la Upimaji na Afua Stahiki kwa mwanafunzi mwenye Ulemavu wa Akili utapima umahiri wa mtahiniwa katika;

- 3.1 kumbaini mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji, kujenga misingi ya kukubalika kwa wenzake na jamii na kumpatia afua stahiki;
- 3.2 kutumia mazingira wezeshi ya ufundishaji na ujifunzaji kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji;
- 3.3 kutumia njia mbalimbali za mawasiliano na teknolojia saidizi kwa kuzingatia mahitaji ya mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji;

- 3.4 kutumia mbinu mbalimbali katika kutambua vipaji walivyonavyo wanafunzi wenye ulemavu wa akili na wanafunzi wenye usonji na kuviendeleza;
- 3.5 kufanya tafiti tatu za kielimu ili kuwabaini na kuwasaidia wanafunzi wenye ulemavu wa akili na wanafunzi wenye usonji katika shule za msingi; na
- 3.6 kutumia, kutunza na kukarabati vifaa saidizi vya wanafunzi wenye ulemavu wa akili na wanafunzi wenye usonji.

#### **4.0 MUUNDO WA MTIHANI**

Mtihani wa somo la Upimaji na Afua Stahiki utafanyika kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi moja yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

**Sehemu A** itakuwa na maswali **10** ya majibu mafupi ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

**Sehemu B** itakuwa na jumla ya maswali **manne (4)** ya insha ambapo mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

#### **5.0 UMAHIRI UTAKAOPIMWA**

Katika kuandaa mtihani wa somo la Upimaji na Afua Stahiki umahiri ufuatao utapimwa:

- 5.1 kufanya upimaji wa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji;
- 5.2 kutumia vifaa na zana za upimaji wa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji;
- 5.3 kutumia stadi za upimaji kutoa Afua Stahiki kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji; na
- 5.4 kuandaa hatua za mpito kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji.

**Jedwali la Utahini kwa Somo la 584 Upimaji na Afua Stahiki**

Na.	Umahiri Mkuu	Njanja za Utahini Zitakazopimwa						Idadi ya Maswali kwa kila Umahiri	Asilimia ya Uzito kwa kila Swali
		kukumbuka	Kuelewa	Kutumia	Kuchambua	kutaathmini	kuunda		
1.	Kufanya upimaji kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji.							3	21.4
2.	Kutumia vifaa na zana za upimaji kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji.							3	21.4
3.	Kutumia stadi za upimaji kutoa afua stahiki kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji.							3	21.4
4.	Kuandaa hatua za mpito kwa mwanafunzi mwenye ulemavu wa akili na mwanafunzi mwenye usonji.							5	35.8
<b>Jumla ya Maswali</b>								<b>14</b>	
<b>Jumla ya Asilimia ya Uzito wa Maswali kwa kila Nyanja</b>									<b>100</b>

## 661 GENERAL COURSE

### 1.0 INTRODUCTION

The General Course examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### 2.0 GENERAL OBJECTIVES

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

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

### 3.0 GENERAL COMPETENCES

This examination will assess the candidates' ability to:

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

### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

## **5.0 EXAMINATION CONTENTS**

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

- 5.1 using the history and trends of Special Needs Education (SNE) to understand the background of the special needs globally and nationally;
- 5.2 applying the psychology of persons with special needs to teach learners with special needs;
- 5.3 identifying, assessing and conducting interventions for learners with special needs education;
- 5.4 applying inclusive education in the Tanzanian context;
- 5.5 using health education and HIV/AIDS skills to educate learners with special needs; and
- 5.6 applying project skills in developing special needs education.

### A Table of Specifications for 661 General Course Subject

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weigh Per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Using the history and trends of Special Needs Education (SNE) to understand the background of the special needs globally and nationally.						3	21.4
2.	Applying the psychology of persons with special needs to teach learners with special needs.						3	21.4
3.	Identifying, assessing and conducting interventions for learners with special needs education.						2	14.3
4	Applying inclusive education in the Tanzanian context.						2	14.3
5.	Using health education and HIV/AIDS skills to educate learners with special needs.						2	14.3
6.	Applying project skills in developing special needs education.						2	14.3
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

## **664 ORIENTATION AND MOBILITY**

### **1.0 INTRODUCTION**

The Orientation and Mobility examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCES**

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

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

#### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

Section **B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### 5.0 EXAMINATION CONTENTS

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

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



**A Table of Specifications for 664 Orientation and Mobility Subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weight per Competence
		Remembering	Understanding	Applying	Analysing	Evaluating		
1	Using orientation and mobility skills to enable the learner with visual impairment to manage living in the environment.						4	28.6
2	Developing mobility skills to enable the learners with visual impairment to manage living in the environment.						5	35.7
3	Using orientation and mobility studies to develop life skills for the learners with visual impairment.						5	35.7
<b>Total Number of Items</b>							<b>14</b>	<b>14</b>
<b>Total Percentage Weight per Skill</b>								

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

### **1.0 INTRODUCTION**

The Teaching Methodology for Learners with Visual Impairment and Deafblindness examination format of 2023 is the revised version of the 2020 examination format which is based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCES**

This examination will assess the candidates' ability to:

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

### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required

to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

## **5.0 EXAMINATION CONTENTS**

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

- 5.1 using methods of teaching and learning for children with visual impairment and deafblindness;
- 5.2 developing reading and writing skills;
- 5.3 developing and producing teaching and learning materials for learners with visual impairment and deaf blindness;
- 5.4 identifying, assessing and placing learners with visual impairment and deafblindness; and
- 5.5 planning for teaching and learning of learners with visual impairment and deafblindness.

**A Table of Specifications for 665 Teaching Methodology for Learners with Visual Impairment and Deafblindness Subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Using methods of teaching and learning of children with visual impairment and deaf blindness.						3	21.4
2.	Developing reading and writing skills.						2	14.3
3.	Developing and producing teaching and learning materials for learners with visual impairment and deaf blindness.						3	21.4
4.	Identifying, assesssing and placing of learners with visual impairment and deaf blindness.						2	14.3
5.	Planning for teaching and learning of learners with visual impairment and deaf blindness.						4	28.6
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

## 1.0 INTRODUCTION

The examination format of 2023 for Audiology subject is the revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge of the development of special needs education.

## 2.0 GENERAL OBJECTIVES

The examination for Audiology subject will test the extent to which the candidate can:

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

## 3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 2.1 identify the needs of a learner with hearing impairment, establishing

- the basis for acceptance by peers and community and providing a suitable intervention;
- 2.2 use enabling teaching and learning environments for learners with hearing impairment;
  - 2.3 use various techniques in identifying and nurturing the talents of the learners with hearing impairment;
  - 2.4 conduct educational action research for learners with hearing impairment and assisting them in primary schools;
  - 2.5 develop competences in the subjects for the teacher which will enable him/her to master the subjects and thus teach the learner with hearing impairment;
  - 2.6 collaborate with the families of the learners with hearing impairment to develop the learners' confidence, learning attitudes and talents;
  - 2.7 devise the skills of making audiology equipment aimed at assisting the learner with hearing impairment to participate fully in the teaching and learning process;
  - 2.8 utilise various methods of communication and assistive technology by considering the special needs of the learners with hearing impairment;
  - 2.9 use, maintaining and repairing assistive equipment for learners with hearing impairment;
  - 2.10 devise strategies for avoiding sound feedback in the use of hearing aids; and
  - 2.11 insert a hearing aid into a learner with hearing impairment to assist him/her in communication.

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section.

Therefore, the total marks for this section will be **60**.

## **5.0 EXAMINATION CONTENTS**

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

- 5.1 identifying the needs of the learners with hearing impairment;
- 5.2 identifying the causes of deafness;
- 5.3 analysing the defects of the ear;
- 5.4 applying different assessment techniques to give appropriate information to learners with hearing impairment;
- 5.5 making audiology materials;
- 5.6 repairing audiology materials; and
- 5.7 carrying audiology materials.

**A Table of Specifications for 669 Audiology subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weight Per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Identifying the needs of the learners with hearing impairment.						3	21.5
2.	Identifying the causes of deafness.						2	14.2
3.	Analysing the defects of the ear.						2	14.2
4.	Applying different assessment techniques to give appropriate information to learners with hearing impairment.						3	21.5
5.	Making audiology materials.						2	14.2
6.	Repairing audiology materials.						1	7.2
7.	Carring audiology materials.						1	7.2
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weight per Skill</b>								<b>100</b>



## 670 TEACHING METHODOLOGY FOR LEARNERS WITH HEARING IMPAIRMENT

### 1.0 INTRODUCTION

The Teaching Methodology for Learners with Hearing Impairment examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge of the development of special needs education.

### 2.0 GENERAL OBJECTIVES

The examination will assess the candidates' ability to:

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

### 3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

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

### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

## **5.0 EXAMINATION CONTENTS**

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

- 5.1 applying methodology of teaching learners with hearing impairment;
- 5.2 managing the class for learners with hearing impairment;
- 5.3 using curriculum for learners with hearing impairment;
- 5.4 teaching academic subjects to learners with hearing impairment;  
and
- 5.5 providing habilitation and rehabilitation services.

**A Table of Specifications for 670 Teaching Methodology for Learners with Hearing Impairment Subject**

S/N	Main Competences	Cognitive Levels to be Tested						Number of Items	Percentage Weight per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Applying methodology of teaching learners with hearing impairment.							3	21.4
2.	Managing the class for learners with hearing impairment.							3	21.4
3.	Using curriculum for learners with hearing impairment.							3	21.4
4.	Teaching academic subjects to learners with hearing impairment.							2	14.4
5.	Providing habilitation and rehabilitation services.							3	21.4
<b>Total Number of Items</b>								<b>14</b>	
<b>Total Percentage Weight per Skill</b>									<b>100</b>

## **672 COMMUNICATION, LANGUAGE AND SPEECH DEVELOPMENT**

### **1.0 INTRODUCTION**

The Communication, Language and Speech Development examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge of the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

The Communication, Language and Speech Development examination will assess the candidate's ability to:

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

### **3.0 GENERAL COMPETENCES**

The examination will assess the candidates' ability to:

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

### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this

section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

## **5.0 EXAMINATION CONTENTS**

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

- 5.1 using pedagogical approaches for teaching communication to learners with hearing impairment;
- 5.2 developing language skills among learners with hearing impairment;
- 5.3 applying speech development skills to learners with hearing impairment; and
- 5.4 intervening communication defects among learners with hearing impairment.

**A Table of Specifications for 672 Communication, Language and Speech Development Subject**

S/N	Main Competences	Cognitive Levels to be Tested						Number of Items	Percentage weight per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Using pedagogical approaches for teaching communication to learners with hearing impairment.							4	28.5
2.	Developing language skills among learners with hearing impairment.							3	21.5
3.	Applying speech development skills to learners with hearing impairment.							4	28.5
4.	Intervening communication defects among learners with hearing impairment.							3	21.5
<b>Total Number of Items</b>								<b>14</b>	
<b>Total Percentage Weight Per Skill</b>									<b>100</b>

## **673 SIGN LANGUAGE**

### **1.0 INTRODUCTION**

The Sign Language examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge of the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

- 2.1 use Tanzanian Sign Language skills (TSL) to develop sign language competence;
- 2.2 applying sign language skills to communicate with a learner with hearing impairment;
- 2.3 use Tanzanian sign language to communicate with the deaf community.
- 2.4 applying Tanzanian sign language skills to motivate learners with hearing impairment to learn and use it; and
- 2.5 use Tanzanian sign language in teaching other subjects.

### **3.0 GENERAL COMPETENCES**

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

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

#### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### 5.0 EXAMINATION CONTENTS

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

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



**A Table of Specifications for 673 Sign Language Subject**

S/N.	Main Competences	Cognitive Levels to be Tested						Number of Items	Percentage Weight per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Describing the history, development and origin of the Tanzanian sign language.							3	21.5
2.	Applying the rules of the Tanzanian Sign Language to form basic signs.							4	28.5
3.	Using the Tanzanian Sign Language to communicate effectively.							4	28.5
4.	Applying communication skills according to the learner's needs.							2	14.3
5.	Applying communication skills for learners with hearing impairment.							1	7.2
<b>Total Number of Items</b>								<b>14</b>	
<b>Total Percentage Weight per Skill</b>									<b>100</b>

## 674 HEARING IMPAIRMENT

### 1.0 INTRODUCTION

The Hearing Impairment examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge of the development of special needs education.

### 2.0 GENERAL OBJECTIVES

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

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

### 3.0 GENERAL COMPETENCES

The examination will assess the candidates' ability to:

- 3.1 apply theories and principles in identifying and assessing defects in the human ear and its adjustments for learners with hearing impairment;
- 3.2 apply classroom management strategies to learners with hearing impairment;
- 3.3 use psychological approaches to teach learners with hearing impairment;

- 3.4 apply prevention knowledge and skills in cross-cutting issues to help learners with hearing impairment; and
- 3.5 conduct pre-school intervention among learners with hearing impairment.

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### **5.0 EXAMINATION CONTENTS**

In setting the examination, the following competence will be assessed:

- 5.1 applying the knowledge of human ear for learners with hearing impairment;
- 5.2 identifying and assessing hearing impairment;
- 5.3 understanding and applying the perspectives of hearing impairment;
- 5.4 applying for skill of working with learners with hearing impairment;
- 5.5 applying pre-school intervention for learners with hearing impairment;
- 5.6 applying teaching approaches to children with hearing impairment; and
- 5.7 applying the knowledge of cross cutting issues to help learners with hearing impairment.

## A Table of Specifications for 674 Hearing Impairment Subject

S/N	Main Competences	Cognitive Levels To be Tested					Number of Items	Percentage weight per competences
		Remembering	Understandin	Applying	Analysing	Evaluating		
1.	Applying the knowledge of human ear to learners with Hearing impairment.						2	14.3
2.	Identifying and assessing hearing impairment.						4	28.6
3.	Understanding and applying the perspectives of hearing impairment.						2	14.3
4.	Applying for skill of working with learners with hearing impairment.						1	7.1
5.	Applying pre-school intervention for learners with hearing impairment.						1	7.1
6.	Applying teaching approaches to children with hearing impairment.						2	14.3
7.	Applying the knowledge of cross cutting issues to help learners with hearing impairment.						2	14.3
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weight per Skill</b>								<b>100</b>

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

### **1.0 INTRODUCTION**

The examination format of Psychology of Learners with Intellectual Impairment and Autism of 2023 is a revised version of the 2020 format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCES**

The examination will assess the candidates' ability to:

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

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

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### **5.0 EXAMINATION CONTENTS**

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

- 5.1 applying neuropsychology in teaching learners with intellectual impairment and autism;
- 5.2 preparing learning environment for learners with intellectual impairment and autism; and
- 5.3 applying learning theories to learners with intellectual impairment and autism.

**A Table of Specifications for 675 Psychology of Learners with Intellectual Impairment and Autism Subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weight per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Applying neuropsychology in teaching learners with intellectual impairment and autism.						5	35.7
2.	Preparing learning environment for learners with intellectual impairment and autism.						4	28.6
3.	Applying learning theories to learners with intellectual impairment and autism.						5	35.7
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weight per Skill</b>								<b>100</b>

## **676 COMMUNICATION SKILLS: INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

The examination format of Communication Skills: Intellectual Impairment and Autism of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidates' ability to:

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



#### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### 5.0 EXAMINATION CONTENTS

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

- 5.1 using communication skills and assistive technology by considering the needs of the learner with intellectual impairment and autism;
- 5.2 analysing the speech organs;
- 5.3 assessing and making appropriate communication intervention for learners with intellectual impairment and autism;
- 5.4 using adapted skills in communication for learners with intellectual impairment and autism; and
- 5.5 determining language difficulties among learners with intellectual impairment and autism.

**A Table of Specifications for 676 Communication Skills: Intellectual Impairment and Autism Subject**

S/N	Main Competences	Cognitive Levels to be Tested						Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Using communication skills and assistive technology by considering the needs of the learner with intellectual impairment and autism.							3	21.4
2.	Analysing the speech organs.							3	21.4
3.	Assessing and making appropriate communication intervention for learners with intellectual impairment and autism.							2	14.4
4.	Using adapted skills in communication for learners with intellectual impairment and autism.							3	21.4
5.	Determining language difficulties among learners with intellectual impairment and autism.							3	21.4
<b>Total Number of Items</b>								<b>14</b>	
<b>Total Percentage Weigh per Skill</b>									<b>100</b>

## **679 INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

The examination format for Intellectual Impairment and Autism of 2023 is a revised version of the 2020 format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCE**

The examination will assess the candidates' ability to:

- 3.1 identify a learner with intellectual impairment and autism;
- 3.2 use an enabling teaching and learning environment for the learner with intellectual impairment and autism;

- 3.3 utilise various methods of communication and assistive technology by considering the special needs of the learner with intellectual impairment and autism;
- 3.4 use various techniques in identifying and developing the talents of learners with intellectual impairment and autism;
- 3.5 conduct educational action research among learners to identify and assist learners with intellectual impairment and autism in schools;
- 3.6 apply leadership principles and skills in leading various education institutions;
- 3.7 use, maintain and repair assistive equipment for learners with intellectual impairment and autism;
- 3.8 use adapted physical education and arts in discovering and developing various talents of learners with intellectual impairment and autism;
- 3.9 use basics of teaching and learning to teach a learner with intellectual impairment and with autism; and
- 3.10 collaborate with the families of the learners with intellectual impairment and autism in developing the learners' confidence, learning habit and talents.

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### **5.0 EXAMINATION CONTENTS**

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

- 5.1 using anatomy and physiology studies to analyse the performance of the nervous system;
- 5.2 identifying the learner with intellectual impairment and autism;
- 5.3 providing learning needs to a learner with intellectual impairment and autism.

**A Table of Specifications for 679 Intellectual Impairment and Autism subject**

S/N.	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Using anatomy and physiology studies to analyse the performance of nervous system.						3	21.4
2.	Providing learning needs to a learner with intellectual impairment and autism.						5	35.7
3.	Identifying the learner with intellectual impairment and autism.						6	42.9
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

## **692 COMMUNICATION SKILLS: VISUAL IMPAIRMENT**

### **1.0 INTRODUCTION**

The Communication Skills: Visual Impairment examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCE**

The examination will test the candidate's ability to:

- 3.1 identify a learner with visual impairment, establish the basis for acceptance by peers and the community and provide a suitable intervention;
- 3.2 use enabling teaching and learning environments for learners with visual impairment;
- 3.3 utilise various methods of communication and assistive technology to address the special needs of learners with visual impairment;

- 3.4 apply various methods in identifying and developing the talents of the learners with visual impairment;
- 3.5 conduct educational action research to identify and assist learners with visual impairment in primary schools;
- 3.6 use, maintain and repair assistive equipment for learners with visual impairment;
- 3.7 collaborate with the families of learners with visual impairment in developing the learners' confidence, positive learning attitude and talents.

#### **4.0 EXAMINATION RUBRIC**

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

##### **4.1 Paper 1: 692/1 Communication Skills: Visual Impairment**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions in Part I and II. Part I will consist of **four (4)** Kiswahili Braille questions and Part II will consist of **two (2)** Mathematic Braille, and **four (4)** English Language Braille questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions in Part I and II. Part I will consist of **one (1)** Kiswahili Braille question and Part II will consist of **one (1)** Mathematic Braille question, and **two (2)** English Language Braille questions. Candidates will be required to answer **all** questions from this section. Each question will carry **15** marks. Therefore, the total marks for this section will be **60**.

#### **4.2 Paper 2: 692/2 Communication Skills: Visual Impairment**

The paper will be of **three (3)** hours duration. This paper will consist of **three (03)** practical questions; question **one (1)** will be on Kiswahili Braille, question **two (2)** English Language Braille, and question **three (3)** Braille Mathematics Notation. Question one (1) and two (2) will carry **20** marks each and question three (3) will carry **10** marks. Candidates will be required to answer **all** questions. The paper will weigh a total of **50** marks.

### **5.0 EXAMINATION CONTENTS**

#### **5.1 Paper 1: 692/1 Communication Skills: Visual Impairment**

In setting the Communication Skills: Visual Impairment paper 1 examination, the following competences will be assessed:

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

#### **5.2 Paper 2: 692/2 Communication Skills: Visual Impairment**

In setting the Communication Skills: Visual Impairment paper 2 examination, a competence on using Braille skills to enable the learner with visual impairment to communicate will be assessed.



**A Table of Specification for 692/1 Communications Skills: Visual Impairment**

S/N	Main Competences	Cognitive Level to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Using communication skills in line with the needs of the learner with visual impairment.						2	15
2.	Applying different techniques to enable teaching Reading, Writing and Arithmetic (3Rs) skills for the learner with visual impairment to communicate.						4	23
3.	Using Braille skills to enable the learner with visual impairment to communicate.						8	62
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

**A Table of Specification for 692/2 Communications Skills: Visual Impairment**

S/N	Main Competence	Cognitive Level to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Using Braille skills to enable the learner with visual impairment to communicate.						3	100
<b>Total Number of Items</b>							<b>3</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

## **693 ADAPTED PHYSICAL EDUCATION AND ART: VISUAL IMPAIRMENT**

### **1.0 INTRODUCTION**

The examination format for The Adapted Physical Education and Art: Visual Impairment of 2023 is a revised version of the 2020 format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCES**

This examination will assess the candidates' ability in:

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

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### **5.0 EXAMINATION CONTENTS**

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

- 5.4 applying physical education skills in developing the learner with visual impairment;
- 5.5 using physical education and art to strengthen the body parts of the learner with visual impairment; and
- 5.6 using diverse arts methods to identify and nature the talents of learners with visual impairment.

**A Table of Specifications for 693 Adapted Physical Education and Art: Visual Impairment Subject**

S/N.	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understandin	Applying	Analysing	Evaluating		
1.	Applying physical education skills in developing the learner with visual impairment.						5	35.5
2.	Using physical education and art to strengthen the body parts of the learner with visual impairment.						5	35.5
3.	Using diverse arts methods to identify and nurture the talents of learners with visual impairment.						4	29
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>

## **694 ANATOMY, PHYSIOLOGY AND PATHOLOGY OF THE EYE**

### **1.0 INTRODUCTION**

The examination format for the Anatomy, Physiology and Pathology of the Eye examination format of 2023 is the revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

- 2.1 the scientific knowledge of the eye to identify learners' needs;
- 2.2 the scientific knowledge of the eye to identify the causes of blindness;
- 2.3 the scientific knowledge of the eye to know the defects of the eye; and
- 2.4 skills of assessment methods to provide appropriate to intervention to the learner with visual impairment.

### **3.0 GENERAL COMPETENCES**

This examination will assess the candidates' ability to:

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

#### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper will weigh a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### 5.0 EXAMINATION CONTENTS

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

- 5.1 identifying the needs of the learners with visual impairment using the anatomy of the eye;
- 5.2 determining the causes of the visual impairment using the anatomy of the eye;
- 5.3 analysing visual problems using the anatomy of the eye; and
- 5.4 identifying and screening skills to help learners with visual impairment.

**A Table of Specifications for 694 Anatomy, Physiology and Pathology of the Eye Subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weigh per Competences
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Identify the needs of the learners with visual impairment using the anatomy of the eye.						4	29
2.	Determining the causes of the visual impairment using the anatomy of the eye.						3	21
3.	Analysing visual problems using the anatomy of the eye.						3	21
4.	Identifying and screening skills to help learners with visual impairment.						4	29
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weigh per Skill</b>								<b>100</b>



## **695 ADAPTED PHYSICAL EDUCATION AND ART: INTELLECTUAL IMPAIRMENT AND AUTISM**

### **1.0 INTRODUCTION**

The Adapted Physical Education and Art: Intellectual Impairment and Autism examination format of 2023 is the revised version of the 2020 format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

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

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

### **3.0 GENERAL COMPETENCES**

This examination will assess the candidates' ability to:

- 3.1 identify a learner with intellectual impairment and with autism;
- 3.2 enable teaching and learning environments for learners with intellectual impairment and those with autism;
- 3.3 use various methods of communication and assistive technology based on the needs of a learner with intellectual impairment and the one with autism;
- 3.4 use various methods to identify talents that the learners with intellectual impairment and those with autism;
- 3.5 collaborate with families of the learners with intellectual impairment

and autism to protect and perpetuate traditions, customs and culture;  
and

3.6 conduct educational action research among learners to identify and assist learners with intellectual impairment and autism.

#### **4.0 EXAMINATION RUBRIC**

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B. Candidates will be required to answer **all** questions. The paper weighs a total of **100** marks.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### **5.0 EXAMINATION CONTENTS**

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

- 5.1 using adaptive physical education for the learner intellectual impairment and autism;
- 5.2 using adaptive physical education in restoring the body parts for the learner with intellectual impairment and autism; and
- 5.3 using sense organs for a learner with intellectual impairment and autism.

**A Table of Specifications for 695 Physical Education and Art: Intellectual Impairment and Autism Subject**

S/N.	Main Competences	Cognitive Levels to be Tested						Number of Items	Percentage Weigh per Competences
		Remembering	Understandin	Applying	Analysing	Evaluating	Creating		
1.	Using adaptive physical education for the learner with intellectual impairment and autism.							4	28.6
2.	Using adaptive physical education in restoring the body parts for the learner with intellectual impairment and autism.							3	21.4
3.	Using the senses organs for a learner with intellectual impairment and autism.							7	50
<b>Total Number of Items</b>								<b>14</b>	
<b>Total Percentage Weigh per Skill</b>									<b>100</b>

## **696 ADAPTED PHYSICAL EDUCATION AND ART: HEARING IMPAIRMENT**

### **1.0 INTRODUCTION**

The Adapted Physical Education and Art: Hearing Impairment examination format of 2023 is a revised version of the 2020 examination format based on the 2012 Curriculum issued by the Tanzania Institute of Education. The format emphasizes competence based assessment approach featured with higher order thinking in basic skills and knowledge about the development of special needs education.

### **2.0 GENERAL OBJECTIVES**

The examination will assess the candidate's ability to:

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

### **3.0 GENERAL COMPETENCES**

The examination will assess the candidates' ability to:

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

#### 4.0 EXAMINATION RUBRIC

There will be one paper of **three (3)** hours duration. The paper will consist of **14** questions in sections A and B carrying a total of **100** marks. Candidates will be required to answer **all** questions.

**Section A** will consist of **10** short answer questions carrying **four (4)** marks each. Candidates will be required to answer **all** questions in this section. Therefore, the total marks for this section will be **40**.

**Section B** will consist of **four (4)** essay questions carrying **15** marks each. Candidates will be required to answer **all** questions from this section. Therefore, the total marks for this section will be **60**.

#### 5.0 EXAMINATION CONTENTS

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

- 5.1 applying adapted physical education studies to learners with hearing impairment;
- 5.2 using physical education to strengthen the body parts of learners with hearing impairment;
- 5.3 using different types of arts to discover and develop the talents of learners with hearing impairment; and
- 5.4 preparing and improvising materials for special education for learners with hearing impairment.

**A Table of Specifications 696 Adapted Physical Education and Art: Hearing Impairment Subject**

S/N	Main Competences	Cognitive Levels to be Tested					Number of Items	Percentage Weight per Competence
		Remembering	Understanding	Applying	Analysing	Evaluating		
1	Applying adapted physical education studies to learners with hearing impairment.						4	28.5
2	Using physical education to strengthen the body parts of learners with hearing impairment.						4	28.5
3	Using different types of arts to discover and develop the talents of learners with hearing impairment.						3	21.5
4	Preparing and improvising materials for special education for learners with hearing impairment.						3	21.5
<b>Total Number of Items</b>							<b>14</b>	
<b>Total Percentage Weight per Skill</b>								<b>100</b>

