



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



FORM TWO NATIONAL ASSESSMENT (FTNA) FORMATS

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

REVISED DECEMBER 2021.



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



FORM TWO NATIONAL ASSESSMENT (FTNA) FORMATS

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

REVISED DECEMBER 2021

Published by:

National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2021

All rights reserved.

Table of Contents

FOREWORD	iv
011 CIVICS	1
012 HISTORY	4
013 GEOGRAPHY	7
014 BIBLE KNOWLEDGE	10
015 ELIMU YA DINI YA KIISLAMU	13
016 FINE ART	17
017 MUSIC	20
018 PHYSICAL EDUCATION	22
019 THEATRE ARTS	25
021 KISWAHILI	28
022 ENGLISH LANGUAGE	31
023 FRENCH LANGUAGE	34
025 ARABIC LANGUAGE	37
026 CHINESE LANGUAGE	40
031 PHYSICS	43
032 CHEMISTRY	46
033 BIOLOGY	49
034 AGRICULTURE	52
035 ENGINEERING SCIENCE	55
036 INFORMATION AND COMPUTER STUDIES	58
041 BASIC MATHEMATICS	61
042 ADDITIONAL MATHEMATICS	64
050 HOME ECONOMICS	67
061 COMMERCE	70
062 BOOK KEEPING	73
071 BUILDING CONSTRUCTION	76
072 ARCHITECTURAL DRAUGHTING	79
073 CIVIL ENGINEERING SURVEYING	83
074 WOODWORK AND PAINTING ENGINEERING	86
080 ELECTRICAL ENGINEERING	90
081 ELECTRONICS AND COMMUNICATION ENGINEERING	93
090 MECHANICAL ENGINEERING	96
091 ENGINEERING DRAWING	99
Appendix 1	102
Appendix 2	104

FOREWORD

This format booklet is a revised version of the Form Two National Assessment Formats issued in 2017 by the National Examinations Council of Tanzania (NECTA). The booklet includes the formats of all the subjects that will be assessed in the Form Two National Assessment with effect from 2022. The revised version responds to changes in syllabuses made in 2019 in a few optional subjects in the secondary school, which are: Arabic Language, Agriculture, Engineering Science, Home Economics, Electrical Engineering, Electronics and Communication Engineering, Mechanical Engineering, Engineering Drawing, Building Construction, Architectural Draughting, Civil Engineering Surveying and Woodwork and Painting Engineering.

The few improvements in the mentioned syllabuses occurred due to a shift of the emphasis in teaching and learning: from content to competency-based teaching. Such improvements involved removing some topics/content to capture contemporary developments in science and technology, merging and splitting some topics, shifting some topics from one level to another and changing some subject names, for example, from Agricultural Science to Agriculture, Mechanical Draughting to Engineering Drawing, Radio Repair and Television Services to Electronics and Communication Engineering and Surveying to Civil Engineering Surveying. In some cases, the related subjects were merged to form a single subject. For example, Food and Nutrition and Textiles and Dressmaking were merged into Home Economics, Electrical Installation and Electrical Engineering Science were merged to form Electrical Engineering, Carpentry and Joinery and Painting and Signwriting were merged to form Woodwork and Painting Engineering, Brickwork and Masonry and Plumbing were merged to form Building Construction and all Mechanical Engineering Trades were merged to form a subject named Mechanical Engineering.

Other improvements include the revision and harmonisation of rubrics of most subject papers and the addition of tables of specifications to improve assessment procedures.

In this booklet, a format for each subject is presented in five sub-sections, namely, Introduction, General Objectives, General Competencies, Content and Rubric. A Table of Specifications is provided at the end of each format to inform teachers on the percentage weight of a topic in the assessment. It is expected that these formats will be resourceful not only to examinations officers in the

preparation of the Form Two National Assessments but also to teachers in preparing the school-based assessment. However, it is recommended that the use of these formats should not replace the subject syllabuses in guiding the teaching and learning processes.

The development of this document involved various stakeholders from schools to the Council level. I would like to extend my sincere gratitude to all officers and individuals for their valuable inputs, commitment and dedication in preparing these assessment formats.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

011 CIVICS

1.0 INTRODUCTION

This assessment format is the revised version of the Civics Subject Format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Civics Syllabus for Ordinary Secondary Education issued in 2005. Changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no other change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 show an appreciation of the importance of work for self-development and that of the nation;
- 2.2 demonstrate the ability to recognise and respect human rights and dignity;
- 2.3 show an understanding of civic responsibilities and be able to fulfil them;
- 2.4 show an understanding of matters related to courtship, marriage and family relationships;
- 2.5 use roads correctly and safely;
- 2.6 explain the meaning of life skills and apply them in their lives;
- 2.7 apply problem-solving techniques in real-life situations;
- 2.8 demonstrate an understanding of his/her government;
- 2.9 explain what democracy is and participate in democratic activities; and
- 2.10 promote knowledge of good sexual behaviour and gender concepts.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 respect human rights and dignity;
- 3.2 work hard for self and national development;
- 3.3 demonstrate various democratic values and participate in democratic processes;
- 3.4 demonstrate knowledge of the concept of government, its structure, purpose and functions and their roles in its running;
- 3.5 analyse matters related to family issues and make right decisions;
- 3.6 use roads correctly and safely;

- 3.7 demonstrate knowledge of life skills and its application in life;
- 3.8 demonstrate responsible sexual behaviour and gender relations; and
- 3.9 demonstrate knowledge of civic responsibilities and active civic participation skills as a citizen in a democratic state.

4.0 ASSESSMENT RUBRIC

The Civics assessment will comprise **one (1)** theory paper, which will take **2½** hours. The paper will consist of three sections, namely A, B and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Our nation
- 5.2 Promotion of life skills
- 5.3 Human rights
- 5.4 Responsible citizenship
- 5.5 Work
- 5.6 Family life
- 5.7 Proper behaviour and responsible decision-making
- 5.8 Road safety education
- 5.9 Government of Tanzania
- 5.10 Democracy
- 5.11 Gender

Table of specifications for 011 Civics

S/ N	Topics	Skills to be Tested					Number of items per Topic	Percentage Weight Per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Our nation						1	5.3
2.	Promotion of life skills						3	15.8
3.	Human rights						1	5.3
4.	Responsible citizenship						2	10.5
5.	Work						1	5.3
6.	Family life						1	5.3
7.	Proper behaviour and responsible decision-making						1	5.3
8.	Road safety education						1	5.3
9.	Government of Tanzania						4	21.1
10.	Democracy						2	10.5
11.	Gender						2	10.5
Total Number of Items							19	
Total Percentage Weight								100

012 HISTORY

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the History Syllabus for Ordinary Secondary Education of 2005. Changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no other change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 explain how African societies were formed, how they grew, and the factors which influenced their development;
- 2.2 demonstrate knowledge of historical events and factors that shaped the past and the present conditions of Africa in relation to the rest of the world;
- 2.3 analyse the problems experienced by African societies in the past and explain how they solved them to master their social and economic environment;
- 2.4 develop an understanding and appreciation of the cultural, political, economic and technological advancement made by African societies before the colonial rule; and
- 2.5 demonstrate basic skills of critical thinking, reasoning, judgment, empathy and effective participation in developmental activities.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 demonstrate understanding of the origins of African societies and how they developed;
- 3.2 assess the events, conditions and factors which shaped the past and present conditions of the world;
- 3.3 analyse the problems experienced by African societies in the past and explain the efforts made to solve them;
- 3.4 assess the efforts made by pre-colonial African societies in

- mastering their environment and social, political and economic advancement;
- 3.5 evaluate the impact of foreign domination over African societies from the period of interaction with the external world to the colonisation of Africa; and
 - 3.6 demonstrate basic skills of critical thinking, reasoning, judgement, empathy and effective participation in developmental activities.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of **10** questions in sections A, B and C. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Sources and importance of History
- 5.2 Evolution of man, technology and environment
- 5.3 Development of economic activities and their impacts
- 5.4 Development of social and political systems
- 5.5 Interactions among the people of Africa
- 5.6 Socio-economic development and production in pre-colonial Africa
- 5.7 Africa and the external world
- 5.8 Industrial capitalism

Table of specifications for 012 History

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Sources and importance of History							2	10.5
2.	Evolution of man, technology and environment							3	15.8
3.	Development of economic activities and their impact							2	10.5
4.	Development of social and political systems							2	10.5
5.	Interactions among the people of Africa							1	5.3
6.	Social-economic development and production in pre-colonial Africa							2	10.5
7.	Africa and the external world							4	21.1
8.	Industrial capitalism							3	15.8
Total Number of Items								19	
Total Percentage Weight									100

013 GEOGRAPHY

1.0 INTRODUCTION

This assessment format is a revised version of the one issued in 2017 by the National Examinations Council of Tanzania (NECTA). The format is based on the Geography Syllabus for Ordinary Secondary Education issued in 2005. Changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no change in the assessment contents.

2.0 GENERAL OBJECTIVES

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

- 2.1 interpret the concept of Geography, the solar system and its related aspects;
- 2.2 illustrate and differentiate physical components of the earth;
- 2.3 attain skills of observation, measuring, recording and interpreting geographical phenomena;
- 2.4 identify major types of human activities; and
- 2.5 develop skills on basic principles of scientific investigation.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 explain the concept of Geography, its area of study and the aspects related to the solar system;
- 3.2 identify the parts and physical components of the earth;
- 3.3 observe, read, record, measure, calculate, analyse and interpret the elements of weather, climate and information on simple topographical maps;
- 3.4 relate climate to the environment and use conservation skills to protect the environment from environmental hazards caused by social and economic activities;
- 3.5 explain the sustainable ways of utilising natural resources; and
- 3.6 identify the types, characteristics, importance and problems of social and economic activities and their relationship with climate.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of **10** questions categorised into sections A, B and C. Students will be required to attempt **all** questions from each section. This paper will weigh a total of **100** marks.

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

Section B will consist of **seven (7)** short answer questions, each question carrying **10** marks. Therefore, the section will weigh a total of **70** marks.

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Concept of Geography
- 5.2 The solar system
- 5.3 Major features of the earth's surface
- 5.4 Weather
- 5.5 Climate
- 5.6 Map work
- 5.7 Human activities
- 5.8 Agriculture
- 5.9 Water management for economic development
- 5.10 Sustainable use of forest resources
- 5.11 Sustainable mining
- 5.12 Tourism
- 5.13 Manufacturing industry
- 5.14 Sustainable use of power and energy resources

5.15 Transportation

Table of specifications for 013 Geography

	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Concept of Geography and the solar system							4	21.1
2.	Major features of the earth's surface							2	10.5
3.	Weather and climate							2	10.5
4.	Map work							2	10.5
5.	Human activities, agriculture and water management for economic development							3	15.8
6.	Sustainable use of forest resources and sustainable mining							2	10.5
7.	Tourism industry and manufacturing industry							2	10.5
8.	Sustainable use of power and energy resources and transportation							2	10.5
Total Number of Items								19	
Total Percentage Weight									100

014 BIBLE KNOWLEDGE

1.0 INTRODUCTION

This assessment format is a revised version of the Form Two National Assessment (FTNA) format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Bible Knowledge Syllabus for Ordinary Secondary Education of 2012. Changes in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

The assessment intends to find out the extent to which students are able to:

- 2.1 demonstrate the understanding of biblical stories, quotations, places, persons and occasion of the statements;
- 2.2 narrate biblical stories and events taken from their selected texts;
- 2.3 use the knowledge gained from the Bible to protect and preserve human dignity and the environment; and
- 2.4 apply biblical information and teachings in order to improve social, cultural, political, economic and technological life in Tanzania.

3.0 GENERAL COMPETENCIES

The assessment questions will test students' ability to:

- 3.1 demonstrate knowledge of Biblical quotations regarding the speaker/addressee, context/occasion and ability to bring some interpretation and comments;
- 3.2 narrate biblical stories and events taken from their selected texts as a means to make other people know the Bible;
- 3.3 use biblical information and teachings to improve social, cultural, political, economic and technological life in Tanzania; and
- 3.4 demonstrate and apply biblical instructions and teaching in the protection and preservation of human dignity and environment, admit the mistakes they make and accept the responsibility.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will comprise **10** questions in sections A, B and C. Students will be required to answer **all** questions. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

- 5.1 Creation
- 5.2 The fall and its outcome
- 5.3 Life of Abraham
- 5.4 The sons of Isaac
- 5.5 The Hebrews in Egypt
- 5.6 Israelites' journey through the desert
- 5.7 Israel under the leadership of Joshua
- 5.8 Israel under the leadership of Judges

Table of specifications for 014 Bible Knowledge

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Creation							2	10.5
2.	The fall of mankind and its outcome							3	15.8
3.	Life of Abraham							2	10.5
4.	The sons of Isaac							2	10.5
5.	The Hebrews in Egypt							2	10.5
6.	Israelites' journey through the desert							3	15.8
7.	Israel under the leadership of Joshua							3	15.8
8.	Israel under the leadership of Judges							2	10.5
Total Number of Items								19	
Total Percentage Weight									100

015 ELIMU YA DINI YA KIISLAMU

1.0 UTANGULIZI

Fomati hii ni matokeo ya maboresho ya fomati ya mwaka 2017 iliyotolewa na Baraza la Mitihani la Tanzania. Fomati inatokana na muhtasari wa Elimu ya Dini ya Kiislamu wa mwaka 2012. Katika fomati hii, maboresho yamefanyika katika muundo wa upimaji, ambapo idadi ya maswali yatakayopima wanafunzi imeongezeka na kuwa 10 badala ya 7. Aidha, jedwali la kutahini limeongezwa. Licha ya maboresho haya, hakuna mabadiliko katika mada zitakazopimwa.

2.0 MALENGO YA JUMLA

Upimaji utalenga katika kupima kwa kiasi gani mwanafunzi ataweza:

- 2.1 kuelewa mtazamo wa Uislamu juu ya dhana ya elimu na dini;
- 2.2 kufahamu nguzo za imani na nguzo za Uislamu;
- 2.3 kufahamu chimbuko la Fiqh;
- 2.4 kufahamu utekelezaji wa ibada ya Swala, Zakat, Funga na Hija;
- 2.5 kutekeleza mambo ya faradhi anayopaswa kufanyiwa maiti wa Kiislamu;
- 2.6 kusoma Qur'an kwa kuzingatia hukumu zake, kuhifadhi na kueleza mafunzo ya sura zilizoteuliwa;
- 2.7 kuelewa historia ya kushuka na kuhifadhiwa Qur'an wakati wa Mtume (S.A.W);
- 2.8 kuelewa mwenendo na matendo yanayoonesha maadili ya Kiislamu;
- 2.9 kufahamu Sunnah ya Mtume (S.A.W) na historia ya uandishi wa Hadithi na sayansi ya Hadithi;
- 2.10 kufahamu lengo la maisha ya mwanadamu hapa ulimwenguni;
- 2.11 kuelewa historia ya mitume walioteuliwa (Adam, Nuhu, Ibrahim, Lut, Shuwayb, Mussa, Issa na Muhammad); na
- 2.12 kubainisha mafunzo yatokanayo na historia ya Uislamu kipindi Mtume (S.A.W) akiwa Makkah.

3.0 UJUZI WA JUMLA

Upimaji utapima ujuzi na utendaji wa mwanafunzi katika:

- 3.1 kuchanganua mtazamo wa Uislamu juu ya dhana ya elimu na dini;
- 3.2 kubainisha nguzo za imani na nguzo za Uislamu;
- 3.3 kupambanua chimbuko la Fiqh;
- 3.4 kusimamisha Swala na kufafanua utekelezaji wa nguzo ya Zakat, Funga na Hija;
- 3.5 kufafanua mambo ya faradhi kufanyiwa maiti Muislamu;
- 3.6 kusoma Qur'an kwa kuzingatia hukumu za usomaji, kuhifadhi na kueleza mafunzo ya sura zilizoteuliwa;
- 3.7 kufafanua historia ya kushuka na kuhifadhiwa Qur'an wakati wa Mtume (S.A.W);
- 3.8 kubainisha Sunnah ya Mtume (S.A.W) na historia ya uandishi na sayansi ya Hadithi;
- 3.9 kutambua mwenendo na matendo ya maadili ya Kiislamu;
- 3.10 kuchanganua lengo la maisha ya mwanadamu hapa ulimwenguni;
- 3.11 kubainisha historia ya baadhi ya mitume waliotajwa katika Qur'an; na
- 3.12 kufafanua mafunzo yatokanayo na historia ya Uislamu kipindi Mtume (S.A.W) akiwa Makkah.

4.0 MUUNDO WA UPIMAJI

Kutakuwa na karatasi **moja (1)** ya upimaji itakayofanyika kwa muda wa saa $2\frac{1}{2}$. Karatasi hiyo itakuwa na sehemu A, B na C zenye jumla ya maswali **10**. Mwanafunzi atatakiwa kujibu maswali **yote**. Upimaji utakuwa na jumla ya alama **100**.

Sehemu A itakuwa na maswali **mawili (2)**. Swali la kwanza litakuwa la kuchagua jibu sahihi ambalo litakuwa na vipengele **10**. Kila kipengele kitakuwa na alama **moja (1)**. Hivyo, swali litakuwa na jumla ya alama **10**. Swali la pili litakuwa la kuoanisha lenye vipengele **vitano (5)**. Kila kipengele kitakuwa na alama **moja (1)**. Jumla ya alama katika swali hili zitakuwa **tano (5)**. Hivyo, sehemu hii itakuwa na jumla ya alama **15**.

Sehemu B itakuwa na maswali **saba (7)** ya majibu mafupi. Kila swali litakuwa na alama **10**. Mwanafunzi atatakiwa kujibu maswali **yote**. Jumla ya alama katika sehemu hii itakuwa **70**.

Sehemu C itakuwa na swali **moja (1)** la insha ambalo litakuwa na uzito wa alama **15**.

5.0 MADA ZITAKAZOPIMWA

Mada zifuatazo zitapimwa:

- 5.1 Mtazamo wa Uislamu juu ya elimu
- 5.2 Imani ya Kiislamu
- 5.3 Kumjua Mwenyezi Mungu
- 5.4 Mtazamo wa Uislamu juu ya dini
- 5.5 Fiqh
- 5.6 Mambo ya lazima kufanyiwa maiti wa Kiislamu
- 5.7 Mtazamo wa Uislamu juu ya ibada
- 5.8 Nguzo za Uislamu
- 5.9 Qur'an
- 5.10 Sunnah na hadithi
- 5.11 Historia katika Uislamu
- 5.12 Bara Arab zama za Jahiliyyah karne ya 6 A.D

Jedwali la Utahini 015 Elimu ya Dini ya Kiislamu

Na.	Mada	Ujuzi Utakaopimwa					Idadi ya Maswali kwa kila Mada	Asilimia ya Uzito wa Mada
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini		
1.	Mtazamo wa Uislamu juu ya elimu						1	5.3
2.	Mtazamo wa Uislamu juu ya dini						1	5.3
3.	Imani ya Kiislamu na kumjua Mwenyezi-Mungu						1	5.3
4.	Fiqh na mtazamo wa uislamu juu ya ibada						1	5.3
5.	Mambo ya lazima kufanyiwa maiti wa Kiislamu						1	5.3
6.	Nguzo za Uislamu						5	26.3
7.	Qur'an						3	15.8
8.	Sunnah na hadithi						3	15.8
9.	Historia katika uislamu						1	5.3
10	Bara Arab zama za Jahiliyyah karne ya 6 A.D						2	10.5
Jumla ya Maswali							19	
Jumla ya Asilimia kwa Uzito wa Maswali								100

016 FINE ART

1.0 INTRODUCTION

This assessment format is a revised version of the Form Two National Assessment (FTNA) format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Fine Art Syllabus for Ordinary Secondary Education of 2005. Major changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 acquire skills in drawing, painting and designing;
- 2.2 apply perspective in drawing;
- 2.3 apply the elements of pictorial composition in painting; and
- 2.4 design posters using roman and other script letters.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.0 make drawings, paintings and designing;
- 3.1 create various works of Fine Arts; and
- 3.2 produce works of Fine Arts by using traditional and modern technologies.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **four (4)** structured questions. Students will be required to answer a total of **two (2)** questions. The paper will weigh a total of **100** marks.

Section A will comprise **two (2)** questions from the Drawing topic. Each question will weigh **50** marks, and students will be required to answer **one (1)** question only. Therefore, the section will weigh **50** marks.

Section B will comprise two questions from the Painting and Designing topics. Each question will weigh **50** marks, and students will be required to answer **one (1)** question only. Therefore, the section will weigh **50** marks.

Note

- (a) The assessment **checklist** of samples of materials required for the assessment will be sent to schools not less than three months before the assessment date.
- (b) The **3 Hours Advance Instructions** will be provided for preliminary arrangements and will be opened **3 hours** before the beginning of the assessment.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Drawing
- 5.2 Painting
- 5.3 Designing

Table of specifications for 016 Fine Art

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Drawing							2	50.0
2.	Painting							1	25.0
3.	Designing							1	25.0
Total Number of Items								4	
Total Percentage Weight									100

017 MUSIC

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is a revised edition for Music subject issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Music Syllabus for Ordinary Secondary Education issued in 2005. Changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no other change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 acquire skills in reading, writing and listening to simple music;
- 2.2 sing simple melodies of four bars at sight;
- 2.3 compose simple rhythm and melodies;
- 2.4 recognise music intervals;
- 2.5 give critic to musical works based on principles of good melody, rhythmic and harmony; and
- 2.6 play traditional and modern musical instruments of Tanzania.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 demonstrate skills of reading, writing and listening to simple music;
- 3.2 compose music and play musical instruments;
- 3.3 recognise music intervals;
- 3.4 explain musical terms and signs in music; and
- 3.5 give critic to simple music work.

4.0 ASSESSMENT RUBRIC

There will be one (1) paper, which will take $2\frac{1}{2}$ hours. The paper will consist of sections A, B and C, with a total of **10** questions. Students will be required to answer **all** the questions, which will weigh **100** marks.

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

Section B will consist of **seven (7)** short answer questions. Each question will weigh **10** marks. Thus, the section will weigh **70** marks.

Section C will consist of **one (1)** essay question with a total of **15** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Rudiments of music
- 5.2 Harmony
- 5.3 Applied music

Table of specifications for 017 Music

S/N	Topics	Skills to be Tested						Number of items per Topic	Percentage Weight Per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Rudiments of music							5	26.3
2.	Harmony							5	26.3
3.	Applied music							9	47.4
Total Number of Items								19	
Total Percentage Weight									100

018 PHYSICAL EDUCATION

1.0 INTRODUCTION

This assessment format is a revised version of the Form Two National Assessment (FTNA) format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format has been formulated based on the revised Physical Education Syllabus for Ordinary Secondary Education of 2005. Major changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 interpret the concept of Physical Education and its importance to the development of human beings;
- 2.2 develop knowledge and improve personal health and physical fitness;
- 2.3 develop individual skills to participate and value physical exercises, sports and games and recreational activities; and
- 2.4 interpret and apply health rules, first aid and safety measures in sports at individual and community levels.

3.0 GENERAL COMPETENCIES

The assessment will specifically test the students' ability to:

- 3.1 demonstrate an understanding of the concept, the value of Physical Education and physical activities;
- 3.2 identify the roles of exercise on health and fitness;
- 3.3 demonstrate mastery of basic movement skills to perform various games and related physical activities;
- 3.4 demonstrate an understanding of specific skills in sport and recreational activities; and
- 3.5 apply knowledge and skills in rendering first aid and safety services in sports at individual and community levels.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of **10** questions divided into three sections A, B and C. Students will be required to answer **all** questions in each section. This paper will weigh a total of **100** marks.

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

Section B will have **seven (7)** short answer questions. Students will be required to answer **all** questions in this section. Each question will carry **10** marks. Therefore, the section will weigh a total of **70** marks.

Section C will comprise **one (1)** question, which will weigh **15** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Principles of Physical Education
- 5.2 Safety
- 5.3 First aid
- 5.4 Health-related physical fitness
- 5.5 Performance-related physical fitness
- 5.6 Gymnastics
- 5.7 Swimming
- 5.8 Recreation and outdoor activities
- 5.9 Ball games (soccer and netball)
- 5.10 Track and field events (short and middle distance running, relays and hurdles)

Table of specifications for 018 Physical Education

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Principles of Physical Education							1	5.2
2.	Safety							1	5.2
3.	First Aid							1	5.2
4.	Health-related physical fitness							1	5.2
5.	Performance-related physical fitness							1	5.2
6.	Gymnastics							1	5.2
7.	Swimming							2	10.5
8.	Recreation and outdoor activities							2	10.5
9.	Ball games							5	26.3
10.	Track and field events							4	21.0
Total Number of Items								19	100
Total Percentage Weight									

019 THEATRE ARTS

1.0 INTRODUCTION

This Form Two National Assessment (FTNA) format is a revised version of the Theatre Arts subject format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Theatre Arts Subject Syllabus for Secondary Education, issued in 2008. Changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 understand their own culture, the elements of culture and national culture;
- 2.2 develop an understanding of art, forms of art, functions of art and differentiate the basic characteristics of the form of art;
- 2.3 develop an understanding and appreciation of Theatre, elements of Theatre arts and forms of Theatre arts;
- 2.4 understand theatre practices in Tanzania in different eras (pre-colonial and post-colonial era);
- 2.5 understand techniques of theatre performances from world theatre practices;
- 2.6 understand performing techniques in African theatre arts; and
- 2.7 understand techniques in selected non-African theatre arts.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 respect norms, values and national symbols as ways of promoting national culture;
- 3.2 use techniques of theatre performances from world theatre practices;
- 3.3 create, demonstrate and perform African theatre and non-African theatre;
- 3.4 demonstrate and promote Theatre Arts works; and
- 3.5 perform Theatre Arts works.

4.0 ASSESSMENT RUBRIC

There will be one (1) paper, which will take $2\frac{1}{2}$ hours. The paper will consist of sections A, B and C with a total of **10** questions. Students will be required to answer **all** the questions, which will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Culture
- 5.2 Art
- 5.3 Theatre arts
- 5.4 Theatre arts practices in Tanzania
- 5.5 World theatre practices
- 5.6 Performing techniques in African theatre
- 5.7 Performing techniques in selected non-African theatre

Table of specifications for 019 Theatre Arts

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Culture/art						1	1	5.4
2.	Theatre arts						4	4	21.0
3.	Theatre arts practices in Tanzania						4	4	21.0
4.	World theatre practices						4	4	21.0
5.	Performing techniques in African theatre						3	3	15.8
6.	Performing techniques in selected non-African theatre						3	3	15.8
Total Number of Items								19	100
Total Percentage Weight									

021 KISWAHILI

1.0 UTANGULIZI

Fomati hii ni maboresho ya fomati ya mwaka 2017 iliyotolewa na Baraza la Mitihani la Tanzania. Fomati imezingatia Muhtasari wa Somo la Kiswahili kwa Elimu ya Sekondari uliotolewa mwaka 2005. Mabadiliko yaliyofanyika katika fomati hii ni maboresho ya muundo wa upimaji na jedwali la kutahini. Aidha, hakuna mabadiliko katika mada zitakazotahiniwa.

2.0 MALENGO YA JUMLA

Upimaji huu utalenga katika kuangalia ni kwa kiasi gani mwanafunzi anaweza:

- 2.1 kuelewa, kutathmini na kutumia kazi za fasihi katika maisha;
- 2.2 kusoma na kuelewa maandiko na vitabu mbalimbali vya Kiswahili vyenye taarifa fupi na rahisi ili kupata ujumbe mahsusi;
- 2.3 kubainisha matumizi ya Kiswahili katika miktadha mbalimbali;
- 2.4 kujieleza kwa Kiswahili kwa kusimulia au kuandika habari fupi kwa kuzingatia taratibu za uandishi.
- 2.5 kukusanya, kubainisha, kuhakiki, kutunga na kuhifadhi kazi za fasihi simulizi kwa Kiswahili; na
- 2.6 kubaini matumizi sahihi ya maneno katika tungo mbalimbali za Kiswahili.

3.0 UJUZI WA JUMLA

Upimaji utapima uwezo wa mwanafunzi katika:

- 3.1 kusikiliza na kuwasiliana kwa Kiswahili sanifu katika miktadha mbalimbali;
- 3.2 kusoma maandiko mbalimbali ya Kiswahili kwa ufanisi;
- 3.3 kuandika habari fupi kwa Kiswahili sanifu;
- 3.4 kubainisha, kuhakiki na kutunga kazi za fasihi simulizi kwa Kiswahili;
- 3.5 kuwasiliana kwa kutumia lugha ya ishara na alama (kwa viziwi); na
- 3.6 kusoma na kuandika lugha ya Kiswahili kwa kutumia herufi za Breili kwa wasioona.

4.0 MUUNDO WA UPIMAJI

Upimaji wa somo la Kiswahili utafanywa kwa muda wa saa $2\frac{1}{2}$. Upimaji utakuwa na karatasi **moja (1)** iliyogawanyika katika sehemu A, B na C zenye jumla ya maswali **10**. Mwanafunzi atatakiwa kujibu maswali **yote**. Upimaji huu utakuwa na jumla ya alama **100**.

Sehemu A itakuwa na maswali **mawili (2)**. Swali la kwanza litakuwa la kuchagua jibu sahihi ambalo litakuwa na vipengele **10**. Kila kipengele kitakuwa na alama **moja (1)**, Hivyo, swali litakuwa na jumla ya alama **10**. Swali la pili litakuwa la kuonisha lenye vipengele **vitano (5)**. Kila kipengele kitakuwa na alama **moja (1)**, hivyo swali litakuwa na jumla ya alama **tano (5)**. Hivyo, sehemu hii itakuwa na jumla ya alama **15**.

Sehemu B itakuwa na maswali **saba (7)** yenye kuhitaji majibu mafupi ambapo kila swali litakuwa na alama **10**. Hivyo sehemu hii itakuwa na jumla ya alama **70**.

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

5.0 MADA ZITAKAZOPIMWA

- 5.1 Ufahamu
- 5.2 Sarufi
- 5.3 Mawasiliano na utumizi wa lugha
- 5.4 Fasihi
- 5.5 Uandishi/utungaji

Jedwali la Kutahini 021 Kiswahili

Na.	Mada	Ujuzi Utakaopimwa							Idadi ya Maswali kwa kila Mada	Asilimia ya uzito kwa kila Mada
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda			
1.	Ufahamu								4	21.1
2.	Sarufi								3	15.7
3.	Mawasiliano na utumizi wa lugha								2	10.5
4.	Fasihi								6	31.6
5.	Uandishi								4	21.1
Idadi ya Maswali									19	
Jumla ya Asilimia kwa Uzito wa Maswali										100

022 ENGLISH LANGUAGE

1.0 INTRODUCTION

This assessment format is a 2017 revised version of the Form Two National Assessment (FTNA) format issued by the National Examinations Council of Tanzania (NECTA). The format is based on the English Language Syllabus for Secondary Education of 2005. Major changes that have been made in this format are the improvement of the assessment rubric and the inclusion of a table of specifications. Apart from these improvements, there is no other change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 express themselves in both spoken and written English;
- 2.2 read a variety of simple English texts intensively;
- 2.3 write a variety of simple texts and descriptions in the English language; and
- 2.4 explain the content of simple English readers in different genres.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 use the English language appropriately to communicate in a variety of settings;
- 3.2 use appropriate English language to express needs, feelings and ideas;
- 3.3 read and understand simple texts in the English language;
- 3.4 read, analyse simple English readers and poems and relate them to real-life situations; and
- 3.5 write a variety of simple texts in the English language.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** paper, which will take **2½** hours. There will be **10** questions distributed in sections A, B, and C. Students will be required to answer all questions in this paper, weighing **100** marks.

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

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

Section C will comprise **one (1)** essay/structured/composition question. This question will carry **15** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Giving directions and locating places
- 5.2 Expressing opinions and feelings
- 5.3 Writing a variety of texts, cards, messages, personal letters and taking notes
- 5.4 Reading a variety of texts, analysing information from the media and using of Dictionary
- 5.5 Expressing personal and group routines likes and dislikes
- 5.6 Expressing on-going activities
- 5.7 Talking about ones' family, giving descriptions and talking about cultural activities
- 5.8 Interpreting literary works
- 5.9 Talking about past events/activities and expressing future plans/activities
- 5.10 Asking for services

Table of specifications for 022 English Language

S/N	Topics	Skills to be Tested					Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understandin	Applying	Analysing	Evaluating		
1.	Giving directions and locating places						1	5.3
2.	Expressing opinions and feelings						1	5.3
3.	Writing a variety of texts, cards, messages, personal letters and taking notes						4	21.1
4.	Reading a variety of texts, analysing information from the media and using Dictionary						3	15.8
5.	Expressing personal and group routines and expressing likes and dislikes						2	10.5
6.	Expressing on-going activities						1	5.2
7.	Talking about ones' family, giving descriptions and talking about cultural activities						3	15.8
8.	Interpreting literary works						1	5.2
9.	Talking about past events/activities and expressing future plans/activities						2	10.5
10.	Asking for services						1	5.2
Total Number of Items							19	
Total Percentage Weight								100

023 FRENCH LANGUAGE

1.0 INTRODUCTION

The 2021 French Language Assessment Format for the Form Two National Assessment is a revised version of a format issued by the National Examination Council of Tanzania (NECTA) in 2017. The format has been prepared based on the French Language Syllabus for Ordinary Secondary Education issued in 2005. Improvements in this revised format include changing the assessment rubric and including a table of specifications. However, there is no other change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 communicate in the French language in various situations effectively;
- 2.2 read and write simple French texts correctly;
- 2.3 express feelings and attitudes in simple French; and
- 2.4 use correct vocabularies in appropriate situations.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 read and understand simple texts written in the French language;
- 3.2 use the French language for communication in various situations; and
- 3.3 express themselves correctly in the written French language.

4.0 ASSESSMENT RUBRIC

The French Language assessment will consist of **one (1)** paper, which will take **2½** hours. The paper will comprise sections A, B and C with a total of **10** questions. Students will be required to answer **all** the questions, which will weigh a total of **100** marks.

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

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

Section C will consist of **one (1)** question on the composition, which will carry **15** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Greetings and saying goodbye
- 5.2 Introducing yourself and others
- 5.3 Talking about things surrounding us/characterising things and people
- 5.4 Expressing quantity/ Telling time
- 5.5 Expressing habits/routines/ feelings
- 5.6 Talking about dates
- 5.7 Talking about past events
- 5.8 Expressing comparisons
- 5.9 Giving permission, order and refusing
- 5.10 Localising places

Table of specifications for 023 French Language

S/N	Topics	Skills to be Tested							
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Number of Items per Topic	Percentage Weight per Topic
1.	Greetings/saying goodbye							2	10.5
2.	Introducing yourself and others							2	10.5
3.	Talking about things surrounding us/characterising things and people							4	21.1
4.	Expressing quantity /telling time							2	10.5
5.	Expressing habit/routine/ Expressing feelings							1	5.3
6.	Talking about dates							1	5.3
7.	Talking about past events							3	15.8
8.	Expressing comparison							1	5.3
9.	Giving permission, order and refusing							1	5.3
10.	Locating places							2	10.5
Total Number of Items								19	
Total Percentage Weight									100

025 ARABIC LANGUAGE

1.0 INTRODUCTION

The Arabic Format is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. This format has been revised to accommodate changes in the new Arabic Language Syllabus for Ordinary Level Secondary Education issued by the Ministry of Education, Science and Technology in 2019. Some changes in this format include the addition of some topics, the omission of some topics, shifting some topics from one level to another and the inclusion of a table of specifications. Therefore, the format's emphasis is placed on a competency-based approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 understand the Arabic conversations, articles and short stories;
- 2.2 express himself or herself in different contexts in a simple Arabic language;
- 2.3 read short stories and summarise them in short and simple words;
and
- 2.4 write short Arabic articles.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 read and understand short Arabic articles;
- 3.2 write Arabic words, articles, essays and short stories;
- 3.3 articulate learning needs and describe the environment around him or her; and
- 3.4 express ideas and situations by using the simple Arabic language.

4.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** paper, which will take **2½** hours. The paper will consist of three sections, namely A, B and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

Section C will comprise **one (1)** question on composition with a weight of **15** marks.

5.0 ASSESSMENT CONTENTS

The students will be tested on the following topics:

- 5.1 Dialogue
- 5.2 Verbs, their types and the five verbs
- 5.3 Nouns, their types, the five nouns, definite and indefinite and “*Al-mamnu 'minassarf*”
- 5.4 Preposition and interrogative particles
- 5.5 Object
- 5.6 Meaningful sentences (nominal sentences and verbal sentences)
- 5.7 Pronouns
- 5.8 Reading for comprehension
- 5.9 Composition
- 5.10 Inflected and uninflected words, the signs of inflection and the states of uninflected and inflection
- 5.11 Invalidating nouns and defective verbs

Table of specifications for 025 Arabic Language

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Dialogue							1	5.3
2.	Verbs its types and the five verbs							3	15.7
3.	Nouns/its types/the five nouns/Definite and indefinite/“ <i>Al-mamnu'minassarf</i> ”							3	15.7
4.	Preposition and interrogative particles							1	5.3
5.	Object							1	5.3
6.	Meaningful sentences (nominal sentences and verbal sentences)							2	10.5
7.	Pronouns							1	5.3
8.	Reading for comprehension							1	5.3
9.	Composition							1	5.3
10.	Inflection and uninflected words, The signs of inflection and the states of uninflected and inflection							3	15.7
11.	Invalidating nouns and defective verbs							2	10.6
Total Number of Items								19	
Total Percentage Weight									100

026 CHINESE LANGUAGE

1.0 INTRODUCTION

The 2021 Chinese Language Assessment Format for the Form Two National Assessment is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. It has been prepared based on the Chinese Language Syllabus issued in 2015. Improvements in the revised format include changing the assessment rubric and including a table of specifications. That is, there are no changes in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 read and comprehend simple texts in the Chinese language;
- 2.2 express themselves in both spoken and written Chinese language;
- 2.3 read and understand correctly simple Chinese language; and
- 2.4 use correct vocabulary in appropriate situations.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 use the Chinese language appropriately to communicate in familiar settings;
- 3.2 read and understand simple texts written in the Chinese language; and
- 3.3 write a variety of simple sentences in the Chinese language pinyin and characters.

4.0 ASSESSMENT RUBRIC

Chinese Language Assessment will consist of **one (1)** paper, which will take **2½** hours. The paper will comprise sections A, B and C with a total of **10** questions. Students will be required to answer **all** the questions, which will weigh **100** marks.

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

Section B will consist of **seven (7)** questions of which **two (2)** questions will be jumbled sentences, **two (2)** questions will be filling the blanks, **one (1)** question will be writing pinyin, **one (1)** will be writing characters, and **one (1)** question will be True and False question. Each question will carry **10** marks, making a total of **70** marks.

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Personal information/family introduction
- 5.2 Food/Nature
- 5.3 School/Time
- 5.4 Colour and size/fashion and entertainment
- 5.5 Hobby/shopping
- 5.6 Friend
- 5.7 Housing
- 5.8 Jobs
- 5.9 Environment and health
- 5.10 Transportation/travel and custom

Table of specifications for 023 Chinese language

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Personal information/family introduction							3	15.8
2.	Food/nature							3	15.8
3.	School/time							3	15.8
4.	Colour and size/fashion and entertainment							3	15.8
5.	Hobby/shopping							2	10.5
6.	Friend							1	5.3
7.	Housing							1	5.3
8.	Jobs							1	5.3
9.	Environment and health							1	5.3
10.	Transportation/travel and custom							1	5.3
Total Number of Items								19	
Total Percentage Weight									100

031 PHYSICS

1.0 INTRODUCTION

This assessment format for the Form Two National Assessment (FTNA) is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. It is based on a revised version of the Physics Syllabus for Ordinary Secondary Education issued in 2007 by the Ministry of Education and Vocational Training. Improvements in the revised format include changing the assessment rubric and including a table of specifications. However, there are no changes in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 demonstrate laboratory practice and safety;
- 2.2 develop skills on basic principles of scientific investigation;
- 2.3 develop skills for making physical measurements;
- 2.4 recognise behaviour and properties of matter;
- 2.5 understand concepts and principles of magnetism and electricity;
- 2.6 comprehend the laws of motion;
- 2.7 understand principles of simple machines; and
- 2.8 develop knowledge of sustainable energy for environmental conservation.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 practice safety rules in daily life;
- 3.2 apply basic principles of scientific investigation;
- 3.3 make appropriate measurements of physical quantities;
- 3.4 use scientific skills to identify the nature and properties of matter;
- 3.5 apply electricity and magnetism knowledge in daily life;
- 3.6 apply laws of motion in dealing with moving objects;
- 3.7 use simple machines to simplify work; and
- 3.8 practice environmental conservation by adopting appropriate sustainable energy sources.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take $2\frac{1}{2}$ hours to complete. The paper will consist of **10** questions categorised into sections A, B and C. Students will be required to attempt **all** questions, which will weigh **100** marks.

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

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

Section C will consist of **one (1)** question testing students' knowledge and skills in drawing and managing Physics apparatuses and simple technological devices in everyday life. The question will carry **15** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to Physics
- 5.2 Introduction to laboratory practice
- 5.3 Measurement
- 5.4 Force
- 5.5 Archimedes Principle and the Law of Flotation
- 5.6 Structure and properties of matter
- 5.7 Pressure
- 5.8 Work, energy and power
- 5.9 Light
- 5.10 Static electricity
- 5.11 Current electricity
- 5.12 Magnetism
- 5.13 Forces in equilibrium
- 5.14 Simple machines
- 5.15 Motion in a straight line
- 5.16 Newton's laws of motion
- 5.17 Temperature
- 5.18 Sustainable energy sources

Table of specifications for 031 Physics

S/N	Topics	Skills to be Tested							
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Number of Items per Topic	Percentage Weight per Topic
1.	Introduction to Physics and Introduction to laboratory practice							1	5.3
2.	Measurement							2	10.5
3.	Force							1	5.3
4.	Archimedes' Principle and Law of Flotation							1	5.3
5.	Structure and properties of matter							1	5.3
6.	Pressure							1	5.3
7.	Work, energy and power							1	5.3
8.	Light							1	5.3
9.	Static electricity							1	5.3
10.	Current electricity							1	5.3
11.	Magnetism							1	5.3
12.	Forces in equilibrium							1	5.3
13.	Simple machines							2	10.5
14.	Motion in a straight line							1	5.3
15.	Newton's laws of motion							1	5.3
16.	Temperature							1	5.3
17.	Sustainable energy sources							1	5.3
Total Number of Items								19	
Total Percentage Weight									100

032 CHEMISTRY

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Chemistry Syllabus for Ordinary Secondary Education issued in 2007. Changes made involve improving the assessment rubric and the inclusion of a table of specifications. However, there are no changes in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 apply chemistry knowledge and skills in everyday life activities;
- 2.2 use the scientific procedures in conducting scientific investigations;
- 2.3 use chemical symbols and formulae to communicate in chemistry; and
- 2.4 identify fuels, treat and purify water with environmental consideration.

3.0 GENERAL COMPETENCIES

The assessment will test the students' competencies in:

- 3.1 appreciating chemistry knowledge, skills and principles in solving daily life problems;
- 3.2 applying knowledge of chemistry by doing various activities and experiments;
- 3.3 applying chemical symbols and formulae to communicate in chemistry; and
- 3.4 using scientific and technological skills in conserving and making sustainable use of the environment.

4.0 ASSESSMENT RUBRIC

The assessment will comprise **one (1)** theory paper, which will take $2\frac{1}{2}$ hours. The paper will consist of three sections, namely A, B

and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

Section A will consist of **two (2)** objective questions. Question 1 will be a multiple-choice question, consisting of **10** items from which students will be required to choose the correct answer from the alternatives given. Each item will carry **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question, consisting of **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will weigh a total of **15** marks.

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to Chemistry
- 5.2 Laboratory techniques and safety
- 5.3 Heat sources and flames
- 5.4 The scientific procedure
- 5.5 Matter
- 5.6 Air, combustion, rusting and fire fighting
- 5.7 Oxygen
- 5.8 Hydrogen
- 5.9 Water
- 5.10 Fuels and energy
- 5.11 Atomic structure
- 5.12 Periodic classification
- 5.13 Formula, bonding and nomenclature

Table of specifications for 032 Chemistry

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to Chemistry/ laboratory techniques and safety							2	10.5
2.	Heat sources and flames/ the scientific procedure							1	5.3
3.	Matter							4	21.0
4.	Air, combustion, rusting and fire fighting							2	10.5
5.	Oxygen/ hydrogen/ water							2	10.5
6.	Fuels and energy							2	10.5
7.	Atomic structure							2	10.5
8.	Periodic classification							1	5.3
9.	Formula, bonding and nomenclature							3	15.1
Total Number of Items								19	
Total Percentage Weight									100

033 BIOLOGY

1.0 INTRODUCTION

The Biology Assessment Format is a revised version of the format issued by the National Examinations Council of Tanzania (NECTA) in 2007. The format is based on the Biology Syllabus for Ordinary Secondary Education issued in 2005 by the Ministry of Education and Vocational Training. Changes made involve the improvement of the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 evaluate the role, influence and importance of biological science in everyday life;
- 2.2 develop the capacity to improve and maintain their own health of families and the community;
- 2.3 develop mastery of fundamental concepts, principles and skills of biological science and related fields such as agriculture, medicine, pharmacy and veterinary;
- 2.4 develop necessary biological practical skills;
- 2.5 apply scientific skills and procedures in interpreting biological data;
- 2.6 acquire basic knowledge and apply appropriate skills in combating problems related to HIV/AIDS/STIs and the environment; and
- 2.7 develop the ability and desire for self-study, self-confidence, and self-advancement in biological sciences and related fields.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 demonstrate appropriate use of biological knowledge, concepts, skills and principles in solving various problems in daily life;
- 3.2 record, analyse and interpret data from scientific investigations using appropriate methods and techniques to generate relevant information in biological science;

- 3.3 apply knowledge and skills in combating health-related problems such as HIV/AIDS/STIs, gender, population and environment, sexual and reproductive health; and
- 3.4 use relevant information on biological science and related fields for self-study and lifelong learning.

4.0 ASSESSMENT RUBRIC

The Biology assessment will comprise **one (1)** theory paper, which will take **2½** hours. The paper will consist of **three** sections, namely A, B and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to Biology
- 5.2 Safety in our environment
- 5.3 Health and immunity
- 5.4 Cell structure and organisation
- 5.5 Classification of living things
- 5.6 Nutrition
- 5.7 Balance of nature
- 5.8 Transport of materials in living things
- 5.9 Gaseous exchange and respiration

Table of specifications for 033 Biology

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to Biology							3	13.9
2.	Safety in our environment							1	11.7
3.	Health and immunity							3	14.6
4.	Cell structure and organisation							1	2.9
5.	Classification of living things							2	13.1
6.	Nutrition							3	14.6
7.	Balance of nature							1	3.7
8.	Transport of materials in living things							3	13.9
9.	Gaseous exchange and respiration							2	11.7
Total Number of Items								19	
Total Percentage Weight									100

034 AGRICULTURE

1.0 INTRODUCTION

This format is a revised version of the Agriculture Format issued in 2017. The format is based on Agriculture Syllabus issued in 2019 to replace the 1997 syllabus. The format reflects the changes in the new syllabus, such as the omission of some topics, the introduction of new topics and the shifting of some topics from one level to another. One notable change is that the subject's name has changed from Agricultural Science to Agriculture. In this format, the major emphasis has been placed on the competency-based assessment, which focuses on students' creativity and ability to think critically and manage different challenges in the Agriculture field.

2.0 GENERAL OBJECTIVES

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

- 2.1 explain the concepts and role of agriculture in economic development;
- 2.2 describe the procedures of maintaining farm tools and machinery used in agricultural production;
- 2.3 analyse the effect of physical properties of soil on crop production;
- 2.4 assess various crop and livestock farming systems practised in Tanzania;
- 2.5 evaluate the factors of production in agriculture;
- 2.6 develop knowledge of farm management and decision-making in agricultural production; and
- 2.7 observe the principles of crop production for increased crop productivity.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 apply the concepts and appreciate the role of agriculture in daily life;
- 3.2 use appropriate farm tools in producing agricultural products;
- 3.3 maintain various farm tools and machinery used in agricultural production;

- 3.4 apply the knowledge of soil physical properties in crop production;
- 3.5 apply knowledge of crop and livestock farming systems in agricultural production;
- 3.6 apply managerial skills in agricultural production; and
- 3.7 use the principles of crop production in producing crop products.

4.0 ASSESSMENT RUBRIC

The Agriculture assessment will comprise **one (1)** theory paper, which will take **2½** hours. The paper will consist of three sections, namely A, B and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to Agriculture
- 5.2 Introduction to crop production
- 5.3 Principles of crop production
- 5.4 Crop husbandry
- 5.5 Introduction to livestock production
- 5.6 Introduction to soil science
- 5.7 Mechanisation in agriculture
- 5.8 Factors of production
- 5.9 Basics of farm management

Table of specifications for 034 Agriculture

S/N	Topics	Skills to be Tested						Number of Items per Topic	Weight Percentage per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to Agriculture							1	5.3
2.	Introduction to crop production							2	10.5
3.	Principles of crop production							5	26.3
4.	Crop husbandry							1	5.3
5.	Introduction to livestock production							2	10.5
6.	Introduction to soil science							2	10.5
7.	Mechanisation in agriculture							3	15.8
8.	Factors of production							1	5.3
9.	Basics of farm management							2	10.5
Total Number of Items								19	
Total Percentage Weight									100

035 ENGINEERING SCIENCE

1.0 INTRODUCTION

This assessment format is a revised version of a format that the National Examinations Council of Tanzania issued in 2017. The aim of preparing this format is to accommodate changes in the revised syllabus issued by the Ministry of Education, Science and Technology in 2019. The changes include the rearrangement of topics, the addition of new topics, and the removal of outdated content. Hence, the emphasis in this format is placed on a competency-based assessment.

2.0 GENERAL OBJECTIVES

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

- 2.1 identify the properties of matter;
- 2.2 make appropriate measurements of physical quantities;
- 2.3 use different types of forces in daily life;
- 2.4 identify the effects of motion in the operation of machines;
- 2.5 make appropriate computations of work, energy and power;
- 2.6 produce and transmit sound waves;
- 2.7 identify properties of light;
- 2.8 apply the concept of friction in daily life;
- 2.9 states the principles of moments;
- 2.10 classify simple machines;
- 2.11 apply the principle of fluid mechanics in everyday life;
- 2.12 develop principles of thermal energy in heat manipulation;
- 2.13 develop concepts and principles of electricity in maintaining and repairing appliances.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 apply properties of matter in daily life;
- 3.2 make appropriate measurements of physical quantities;
- 3.3 use different types of forces in daily life;
- 3.4 apply the effects of motion in the operations of machines;
- 3.5 apply phenomena of work, energy and power in daily life;
- 3.6 produce and transmit sound waves;
- 3.7 apply properties of light in life;

- 3.8 apply friction in solving technical problems in daily life;
- 3.9 using principles of moments in daily life;
- 3.10 classify simple machines;
- 3.11 interpret the principle of fluid mechanics in daily life;
- 3.12 develop principles of thermal energy in heat manipulation; and
- 3.13 integrate concepts and principles of electricity in maintaining and repairing appliances.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of sections A, B and C with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The assessment will be set from the following topics:

- 5.1 Introduction to Engineering Science
- 5.2 Measurements
- 5.3 Measuring instruments
- 5.4 Forces: (Part one)
- 5.5 Properties of matter
- 5.6 Linear motion
- 5.7 Work, energy and power

- 5.8 Sound waves: (Part one)
- 5.9 Light (Optics): (Part one)
- 5.10 Friction
- 5.11 Turning forces
- 5.12 Simple machines: (Part one)
- 5.13 Fluid mechanics
- 5.14 Heat (Part one)
- 5.15 Heat (Part two)
- 5.16 Electricity

Table of specifications for 035 Engineering Science

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to Engineering Science and Measurements & measuring instruments							1	5.3
2.	Forces: (Part one)							1	5.3
3.	Properties of matter							1	5.3
4.	Linear motion							2	10.5
5.	Work, energy and power							1	5.3
6.	Sound waves: (Part one)							1	5.3
7.	Light (Optics): (Part one)							1	5.3
8.	Friction							1	5.3
9.	Turning forces							1	5.3
10.	Simple machines: (Part one)							1	5.3
11.	Fluid mechanics							2	10.5
12.	Heat (Part one and two)							3	15.7
13.	Electricity							3	15.6
Total Number of Items								19	
Total Percentage Weight									100

036 INFORMATION AND COMPUTER STUDIES

1.0 INTRODUCTION

This examination format for the Form Two National Assessment (FTNA) is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format covers the topics derived from the revised Information and Computer Studies Syllabus of Ordinary Secondary Education of 2005. Changes made involve the improvement of the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 demonstrate skills of data processing and interpretation of information;
- 2.2 develop skills of using the operating system and computer handling;
- 2.3 develop practical skills in the use of computers;
- 2.4 develop skills of using the internet and its application; and
- 2.5 outline types of networks and security issues in a networked environment.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 use computer knowledge in data and information processing;
- 3.2 identify the parts of the computer and their uses;
- 3.3 apply operating system principles to manage files and folders;
- 3.4 demonstrate skills in creating a document using Microsoft Word and using the spreadsheet to process data; and
- 3.5 demonstrate knowledge in using the internet to access data and information.

4.0 ASSESSMENT RUBRIC

The Information and Computer Studies assessment will comprise **one (1)** paper, which will take **2½** hours. It will comprise **10** questions in sections A, B and C. Students will be required to answer **all** questions. The paper will weigh a total of **100** marks.

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

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

Section C will have **one** essay or structured question, carrying **15** marks.

5.0 ASSESSMENT CONTENTS

- 5.1 Information
- 5.2 The computer
- 5.3 Computer software
- 5.4 Computer handling
- 5.5 Computer evolution
- 5.6 Word processing
- 5.7 Spreadsheet
- 5.8 Computer networks and communications
- 5.9 The internet

Table of specifications for 036 Information and Computer Studies

S/ N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight Per Topic
		Rememberi	Understand	Applying	Analysing	Evaluating	Creating		
1.	Information							2	10.5
2.	The computer							3	15.8
3.	Computer software							1	5.3
4.	Computer handling							2	10.5
5.	Computer evolution							1	5.3
6.	Word processing							3	15.8
7.	Spreadsheet							4	21.1
8.	Computer networks and communications							1	5.3
9.	The internet							2	10.5
Total Number of Items								19	
Total Percentage Weighting									100

041 BASIC MATHEMATICS

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The revised format is based on the Basic Mathematics Syllabus for Ordinary Secondary Education issued in 2005 by the Ministry of Education and Vocational Training. Changes made involve improving the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 apply mathematical skills in solving practical problems in daily life;
- 2.2 apply mathematical concepts in interpreting real-life situations; and
- 2.3 develop a foundation of mathematical knowledge, techniques and life skills in studying mathematics and related subjects.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 think critically and logically in interpreting and solving practical mathematical related problems;
- 3.2 use mathematical languages in explaining and clarifying mathematical ideas; and
- 3.3 apply mathematical knowledge and techniques in other fields.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **$2\frac{1}{2}$** hours. The paper will consist of **10** questions, and students will be required to answer **all** the questions. Each question will carry **10** marks, making a total of **100** marks.

Note

In attempting the assessment, students will be allowed to use Mathematical Tables published by the National Examinations Council of Tanzania.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Numbers
- 5.2 Fractions
- 5.3 Decimals and percentages
- 5.4 Units
- 5.5 Approximations
- 5.6 Geometry
- 5.7 Algebra
- 5.8 Ratio, profit and loss
- 5.9 Coordinate geometry
- 5.10 Perimeters and areas
- 5.11 Exponents and radicals
- 5.12 Quadratic equations
- 5.13 Logarithms
- 5.14 Congruence
- 5.15 Similarity
- 5.16 Geometrical transformations
- 5.17 Pythagoras theorem
- 5.18 Trigonometry
- 5.19 Sets
- 5.20 Statistics

Table of specifications for 041 Basic Mathematics

S/N	Topics	Skills to be Tested					Number of Items per Topic	Percentage Weight per Topic	
		Remembering	Understanding	Applying	Analysing	Evaluating			Creating
1.	Numbers/fractions/decimals and percentages							1	10.0
2.	Units/approximations							1	10.0
3.	Geometry/perimeters and areas							1	10.0
4.	Algebra/quadratic equations							1	10.0
5.	Ratio, profit and loss							1	10.0
6.	Coordinate geometry/geometrical transformations							1	10.0
7.	Exponents and radicals/logarithms							1	10.0
8.	Congruence/similarity							1	10.0
9.	Pythagoras theorem/trigonometry							1	10.0
10.	Sets/statistics							1	10.0
Total Number of Items								10	
Total Percentage Weight									100

042 ADDITIONAL MATHEMATICS

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania (NECTA) in 2017. The revised format is based on the Additional Mathematics Syllabus for Ordinary Secondary Education issued by the Ministry of Education and Vocational Training in 2005. Changes made involve the improvement of the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

The assessment will assess students' ability to:

- 2.1 solve problems involving equations, inequalities, variations and sets;
- 2.2 simplify expressions;
- 2.3 identify and draw symmetrical figures, loci of points, truth tables, electrical circuits and irregular polygons; and
- 2.4 dividing lines into proportional parts.

3.0 GENERAL COMPETENCIES

The assessment will test the students' ability to:

- 3.1 create patterns of numbers;
- 3.2 draw, interpret and identify graphs, shapes and loci of points;
- 3.3 simplify and solve mathematical problems;
- 3.4 apply set properties in solving set problems; and
- 3.5 test validity for logical arguments.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **$2\frac{1}{2}$** hours. The paper will consist of **10** questions, and students will be required to answer **all** the questions. Each question will carry **10** marks. Hence, the paper will weigh a total of **100** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Numbers
- 5.2 Symmetry
- 5.3 Algebra I
- 5.4 Algebra II
- 5.5 Geometrical constructions
- 5.6 Coordinate geometry
- 5.7 Variations
- 5.8 Logic
- 5.9 Locus
- 5.10 Sets

Table of specifications for 042 Additional Mathematics

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Numbers							1	10.0
2.	Symmetry							1	10.0
3.	Algebra I							1	10.0
4.	Algebra II							1	10.0
5.	Geometrical constructions							1	10.0
6.	Coordinate geometry							1	10.0
7.	Variations							1	10.0
8.	Logic							1	10.0
9.	Locus							1	10.0
10.	Sets							1	10.0
Total Number of Items								10	
Total Percentage Weight									100

050 HOME ECONOMICS

1.0 INTRODUCTION

This Home Economics format replaces Food and Nutrition and Textiles and Dressmaking formats of 2015 issued by the National Examinations Council of Tanzania. The aim of preparing this format is to accommodate changes made in the Home Economics Syllabus issued by the Ministry of Education, Science and Technology in 2019. The changes include the shift from content-based to competency-based approach, merging three subjects, namely Home Management, Food and Nutrition and Textiles and Dressmaking, to form one subject, which necessitated the change of the subject name. Other changes are combining related topics, removing some topics/subtopics, adding topics/subtopics, and shifting some topics/subtopics from one level to another. With these changes, the new format emphasises a competency-based approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 state the rules for demonstrating good manners and good grooming, accepted in the family and the community;
- 2.2 explain procedures for caring for a house and its compound (surroundings) as well as household furnishing;
- 2.3 show skills of planning a kitchen, using kitchen equipment and managing kitchen hygiene and safety;
- 2.4 analyse appropriate uses and care of various sewing equipment;
- 2.5 describe procedures for working various types of stitches;
- 2.6 demonstrate skills of laundry processes and caring for garments and household articles;
- 2.7 describe the importance of food nutrients in planning a balanced meal;
- 2.8 show skills of conserving nutrient content when cooking foods using various methods of cooking; and
- 2.9 analyse matters concerning maternal and child health.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 apply the rules to demonstrate good manners and grooming, which are accepted in the family and community;
- 3.2 apply skills of managing the house and its compound (surroundings) as well as household furnishing;
- 3.3 demonstrate skills of planning a kitchen, using kitchen equipment and managing kitchen hygiene;
- 3.4 demonstrate appropriate uses and care of various sewing equipment
- 3.5 demonstrate the steps of working various types of stitches;
- 3.6 apply laundry principles and processes involved in the care of garments and household articles;
- 3.7 apply the concept of food and nutrition in planning balanced meals;
- 3.8 conserve nutrient contents when cooking foods using various methods of cooking; and
- 3.9 apply knowledge and skills in caring for mother and child health.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take **2½** hours. The paper will consist of **10** questions in sections A, B and C. Students will be required to answer **all** the questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to Home Economics
- 5.2 Good manners and good grooming
- 5.3 An ideal house
- 5.4 Sanitation in the house
- 5.5 The kitchen
- 5.6 Introduction to sewing
- 5.7 Basic sewing stitches
- 5.8 Laundry
- 5.9 Food and nutrition
- 5.10 Cooking food
- 5.11 Maternal and child health

Table of specifications for 050 Home Economics

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to Home Economics/Good manners and good grooming							1	5.3
2.	An ideal house							2	10.5
3.	Sanitation in the house							2	10.5
4.	The kitchen							2	10.6
5.	Introduction to sewing							2	10.5
6.	Basic sewing stitches							2	10.5
7.	Laundry							2	10.5
8.	Food and nutrition							2	10.5
9.	Cooking food							2	10.5
10.	Maternal and child health							2	10.6
Total Number of Items								19	
Total Percentage Weight									100

061 COMMERCE

1.0 INTRODUCTION

This assessment format is a revised version of a format that was issued by the National Examinations Council of Tanzania (NECTA) in 2017. The format is based on the Commerce Syllabus for Ordinary Secondary Education issued in 2016. Changes made involve improving the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 demonstrate knowledge and skills on various commercial terms and concepts;
- 2.2 identify different formulae and apply them in calculations and interpret the results; and
- 2.3 read and interpret different charts and curves.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 define, explain, list, match, distinguish and relate various commercial terms and concepts;
- 3.2 deduce and apply various formulae in simple calculations;
- 3.3 interpret results based on the simple calculations;
- 3.4 draw, label and interpret different charts and curves; and
- 3.5 demonstrate self-confidence and self-reliance attributes.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of three sections A, B and C, with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

Section A will consist of **two (2)** objective questions set from various syllabus topics. Question 1 will consist of **10** multiple-choice items. Students will be required to choose the correct response from the alternatives given. Each item will carry **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will weigh a total of **15** marks.

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Commerce basics
- 5.2 Production
- 5.3 Entrepreneurship
- 5.4 Domestic trade
- 5.5 Economic basics
- 5.6 Warehousing management
- 5.7 Transportation

Table of specifications for 061 Commerce

S/N	Topic	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Commerce basics							2	10.5
2.	Production							3	15.8
3.	Entrepreneurship							4	21.1
4.	Domestic trade							3	15.8
5.	Economic basics							3	15.8
6.	Warehousing management							2	10.5
7.	Transportation							2	10.5
Total Number of Items								19	
Total Percentage Weight									100

062 BOOK KEEPING

1.0 INTRODUCTION

This examination format is a revised version of a format that was issued by the National Examinations Council of Tanzania (NECTA) in 2018. The format is based on the Book Keeping Syllabus for Ordinary Secondary Schools issued in 2016. Changes made involve the improvement of the assessment rubric and the inclusion of a table of specifications – there is no change in the assessment content.

2.0 GENERAL OBJECTIVES

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

- 2.1 prepare and maintain accounting records of various business organizations;
- 2.2 develop an understanding of the business concepts and principles;
- 2.3 develop problem-solving and computational skills, awareness and recognition of the consequences of accounting errors; and
- 2.4 appreciate and use financial statements as a means of business communication.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 manage financial affairs responsibly and effectively in their lives, community and economic development;
- 3.2 use mathematical skills to perform business calculations;
- 3.3 apply the accounting concepts and principles in business activities; and
- 3.4 present financial information effectively by using Generally Accepted Accounting Principles (GAAPs).

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of sections A, B and C with a total of **nine (9)** questions. Students will be required to answer **all** the questions in each section. The paper will weigh a total of **100** marks.

Section A will consist of **two (2)** objective questions set from various syllabus topics. Question 1 will comprise **10** multiple-choice items. Each item will carry **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question with **five (5)** items. Each item will carry **one (1)** mark, making a total of **five (05)** marks. Therefore, the section will weigh a total of **15** marks.

Section B will consist of **four (4)** short answer questions. Each question will carry **10** marks, making a total of **40** marks.

Section C will consist of **three (3)** questions on problem-solving/manipulations/ recording of financial transactions. Each question will carry **15** marks, making a total of **45** marks.

5.0 ASSESSMENT CONTENTS

- 5.1 Introduction to Book Keeping
- 5.2 Principle of double entry
- 5.3 Trial balance
- 5.4 Elementary financial statements
- 5.5 Books of prime entry
- 5.6 Columnar cash books
- 5.7 Bank reconciliation statements
- 5.8 Government accounting and budgeting
- 5.9 Correction of Book Keeping errors

Table of specifications for 062 Book Keeping

S/N	Topics	Skills to be Tested					Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating		
1.	Introduction to Book Keeping						1	5.6
2.	Books of prime entry						2	11.1
3.	Principle of double entry						2	11.1
4.	Trial balance						1	5.6
5.	Elementary financial statements						2	11.1
6.	Columnar cash books						4	22.2
7.	Bank reconciliation statements						2	11.1
8.	Government Accounting and Budgeting						1	5.6
9.	Correction of Book Keeping Errors						3	16.7
Total Number of Items							18	
Total Percentage Weight								100

071 BUILDING CONSTRUCTION

1.0 INTRODUCTION

This assessment format is a revised version of a format that the National Examinations Council of Tanzania issued in 2017. The revised format is based on the Civil Engineering syllabus for Technical Secondary Schools (Form I – IV) issued in 2019 by the Ministry of Education, Science and Technology. The changes made in this format are adding new topics and removing some content to capture improvements in the new syllabus. Generally, the format stresses a competency-based assessment approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 distinguish the diversity of jobs according to economic sectors, as well as work settings and form of activities in building construction works;
- 2.2 describe the roles and importance of building construction skills in a society;
- 2.3 identify building construction workshops as related to other workshops;
- 2.4 describe safety management's rules and procedures related to building construction works/site;
- 2.5 identify tools, equipment and materials used in building construction work;
- 2.6 describe different types of measuring instruments used in building construction works/sites;
- 2.7 explain how to carry out building construction site preparation;
- 2.8 describe how to build foundations and walls for simple buildings;
- 2.9 explain how to prepare concrete for simple building construction works; and
- 2.10 describe how to erect temporary supports for building construction works.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 explore socio-economic factors related to building construction;
- 3.2 make considerations to use building construction as a study career;
- 3.3 apply safety management skills in building construction works;
- 3.4 use different types of measuring tools in building construction works effectively;
- 3.5 carry out site preparation for building construction;
- 3.6 build foundations and walls for simple buildings;
- 3.7 erect temporary supports for building construction works;
- 3.8 prepare concretes; and
- 3.9 identify types of bricks, blocks/mortar and their manufacturing processes.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take **2½** hours. The paper will consist of **10** questions in sections A, B and C. Students will be required to answer **all** the questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Workshop orientation
- 5.2 Building construction, science and technology

- 5.3 Construction workshop practice
- 5.4 Introduction to building construction
- 5.5 Building construction, site analysis
- 5.6 Building materials and workshop practice
- 5.7 Masonry works and workshop practice
- 5.8 Foundation setting out and workshop practice
- 5.9 Wall and workshop practice
- 5.10 Temporary support

Table of specifications for 071 Building Construction

S/N	Topics	Skills to be Tested					Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating		
1.	Workshop orientation						1	5.3
2.	Building construction, science and technology and Construction workshop practice						2	10.5
3.	Introduction to building construction						1	5.3
4.	Building construction, site analysis						1	5.3
5.	Building materials and Workshop practice						5	26.3
6.	Masonry works and Workshop practice						1	5.3
7.	Foundation setting out and Workshop practice						3	15.7
8.	Wall and Workshop practice						4	21.0
9.	Temporary support						1	5.3
Total Number of Items							19	
Total Percentage Weight								100

072 ARCHITECTURAL DRAUGHTING

1.0 INTRODUCTION

This assessment format is a revised version of a format that the National Examinations Council of Tanzania issued in 2017. The revised format is based on the Civil Engineering Syllabus for Technical Secondary Schools (Form I – IV) issued by the Ministry of Education, Science and Technology in 2019. The changes made in this format are adding new topics and removing some content to capture improvements in the new syllabus. Generally, the format stresses a competency-based assessment approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 investigate the diversity of jobs in economic sectors, as well as work settings and forms of activities in the Architectural field;
- 2.2 explain the roles, duties and importance of Architect in society;
- 2.3 conceptualize studio as related to Architectural draughting;
- 2.4 explain safety management rules and procedures applied in architectural draughting studios;
- 2.5 identify and use tools, equipment and materials used in architectural draughting studios;
- 2.6 explain different types of measuring instruments used in documenting Architectural works;
- 2.7 construct architectural/technical geometrical figures;
- 2.8 demonstrate basic primary elements of designing, i.e., point, lines, plane and volume;
- 2.9 construct Architectural figures by integrating straight and curved lines;
- 2.10 identify scales, equipment, drawing convention, dimensions, symbols and letters used in producing basic Architectural drawings (schematic drawings);
- 2.11 demonstrate various types of projections that are used to create pictorial images of the building for presentation purposes; and
- 2.12 develop perspective drawings by the conventional method.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 explore socio-economic factors in building industry for their own careers;
- 3.2 make considerations for the elective professional field and study choices for their own future careers;
- 3.3 apply safety management in architectural studios and different engineering workshops;
- 3.4 use different types of drawing tools effectively in Architectural draughting;
- 3.5 use basic knowledge of lines and angles to draw geometrical figures;
- 3.6 construct Architectural /Technical geometrical figures;
- 3.7 construct basic primary elements of designing, i.e., point, lines, plane and volume;
- 3.8 construct the Architectural figures by integrating straight and curved lines;
- 3.9 describe different scales types and their purposes, various equipment, drawing convention, dimensions and lettering that are used to produce basic Architectural drawings (schematic drawings);
- 3.10 describe the principles and types of projections that are used to create pictorial images of buildings for presentation purposes; and
- 3.11 describe the conventional methods to construct perspective drawings.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of **seven (7)** questions in sections A, B and C. Students will be required to answer **all** the questions in each section. The paper will weigh a total of **100** marks.

Section A will comprise **two (2)** questions. Question 1 will consist of **10** multiple-choice items. Each item will weigh **one (1)** mark, making a total of **10** marks. Question 2 will be a matching items question,

consisting of **five (5)** items. Each item will weigh **one (1)** mark, making a total of **five (5)** marks. This section will carry a total of **15** marks.

Section B will consist of **three (3)** short answer questions. Each question will carry **15** marks, making a total of **45** marks.

Section C will comprise **two (2)** structured questions. Each question will carry twenty **20** marks, making a total of **40** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Architectural draughting
- 5.2 Architectural draughting and occupational information
- 5.3 Instruments/Equipment and materials
- 5.4 Lettering
- 5.5 Layout of the drawing paper or paper formatting
- 5.6 Blending of straight lines and curves
- 5.7 Geometrical figures
- 5.8 Dimensions
- 5.9 Scales
- 5.10 Orthographic projection
- 5.11 Points, lines and planes in space
- 5.12 Auxiliary views
- 5.13 Pictorial drawing
- 5.14 Perspective drawing

Table of specifications for 072 Architectural Draughting

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Architectural draughting and occupational information							1	6.3
2.	Instruments/Equipment and materials							2	12.5
3.	Lettering, dimensions and scales							3	18.5
4.	Layout of the drawing paper or paper formatting							1	6.3
5.	Geometrical figures, blending of straight lines and curves							2	12.5
6.	Orthographic projection							2	12.5
7.	Points, lines and planes in space							1	6.3
8.	Auxiliary views							1	6.3
9.	Pictorial drawing							2	12.5
10.	Perspective drawing							1	6.3
Total Number of Items								16	
Total Percentage Weight									100

073 CIVIL ENGINEERING SURVEYING

1.0 INTRODUCTION

This format is a revised version of a format that the National Examinations Council of Tanzania issued in 2017. The revised format is based on the Civil Engineering Syllabus for Technical Secondary Schools (Form I-IV) issued by the Ministry of Education, Science and Technology 2019. This format accommodates changes in the new syllabus, such as the addition of new topics and removal of some content. That is, the format emphasises a competency-based assessment approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 explain various types of surveying branches, including their functions;
- 2.2 explain the duties of the Construction Field Surveyor in construction works;
- 2.3 perform surveying practise on the field;
- 2.4 use surveying tools and equipment in surveying practices;
- 2.5 explain safety management rules and procedures for the safety of a surveyor and survey equipment and tools;
- 2.6 use basic surveying knowledge, skills and principles in performing construction fieldworks;
- 2.7 use chain surveying tools in performing chain surveying and other field work;
- 2.8 perform surveying documentation on the various area; and
- 2.9 conduct surveying work on both cleared sites and sites which have obstacles.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 describe various types of surveying branches, including their functions;
- 3.2 explain the duties of Construction Field Surveyor in construction works;
- 3.3 control surveying work at the site;
- 3.4 handle and maintain surveying tools and equipment;

- 3.5 apply well the surveying safety management for both personal and the equipment;
- 3.6 apply basic knowledge, skills and principles in using chain surveying tools in performing chain survey, fieldwork and plotting;
- 3.7 assemble, set and use various surveying equipment in surveying practices;
- 3.8 perform surveying monumentation on the various area; and
- 3.9 conduct surveying work on both cleared sites and sites which have obstacles

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take **2½** hours. The paper will consist of **10** questions in sections A, B and C. Students will be required to answer **all** the questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to civil engineering survey
- 5.2 Civil engineering surveyor
- 5.3 Surveying practice
- 5.4 Surveying tools and equipment
- 5.5 Safety management and rules
- 5.6 Introduction to surveying methods
- 5.7 Chain surveying and linear measurement

- 5.8 Compass surveying
- 5.9 Surveying techniques for small areas
- 5.10 Surveying techniques (practice)
- 5.11 Surveying techniques for small areas (practice)

Table of specifications for 073 Civil Engineering Surveying

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to civil engineering survey							1	5.3
2.	Civil engineering surveyor							1	5.3
3.	Survey practice							1	5.3
4.	Surveying tools and equipment							1	5.3
5.	Safety management and rules							1	5.3
6.	Introduction to surveying methods							1	5.3
7.	Chain survey and linear measurement							6	31.5
8.	Compass surveying							3	15.7
9.	Surveying techniques for small areas							1	5.3
10.	Survey techniques practice							2	10.4
11.	Surveying techniques for small areas practice							1	5.3
Total Number of Items								19	
Total Percentage Weight									100

074 WOODWORK AND PAINTING ENGINEERING

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania in 2017. The revised format is based on the Civil Engineering Syllabus for Technical Secondary Schools issued by the Ministry of Education, Science and Technology in 2019. This format accommodates some changes, such as the addition of new topics and the removal of some content. In light of such changes, the format emphasises a competency-based assessment approach in evaluating assessment areas.

2.0 GENERAL OBJECTIVES

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

- 2.1 explain the importance of woodwork and painting engineering field in a society;
- 2.2 identify woodwork and painting workshops as related to other workshops;
- 2.3 use tools, machines and equipment properly in woodwork and painting engineering workshop;
- 2.4 practice safety rules and management in woodwork and painting workshops;
- 2.5 identify, select painting materials and tools to perform various projects, i.e., different surface finishing;
- 2.6 explain painting terms, select appropriate colours, use the concept of colour circle (colour mixing);
- 2.7 identify tools and surface use stencil and templates for lettering;
- 2.8 use different paints to conduct surface finishing;
- 2.9 use different paints to paint various surfaces;
- 2.10 identify colour and materials for tie and dying and design different tie and dye materials;
- 2.11 conduct painting techniques for surface finishing, including the application of spraying equipment;
- 2.12 use stencils and templates, prepare the surface for lettering and tracing of objects; and
- 2.13 prepare surfaces for painting and apply painting techniques.

3.0 GENERAL COMPETENCIES

The assessment will test students' ability to:

- 3.1 explain the importance of woodwork and painting engineering field;
- 3.2 identify the necessary elements of the woodwork and painting engineering workshop;
- 3.3 identify tools and equipment used in woodwork and painting engineering workshop;
- 3.4 apply safety rules and management skills in woodwork and painting workshop;
- 3.5 apply painting materials and tools in performing various projects, i.e., different surface finishing;
- 3.6 analyse various types of colours and mixing colours using colour circles;
- 3.7 prepare the surface and use stencils and templates for lettering;
- 3.8 apply paints for surface finishing;
- 3.9 analyse and use different paints to paint various surfaces;
- 3.10 design tie and dying;
- 3.11 apply painting techniques for surface finishing, including the application of spraying equipment;
- 3.12 use stencils and templates, prepare the surface for lettering and tracing of objects; and
- 3.13 prepare surfaces for painting and apply painting techniques.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** theory paper, which will take **2½** hours. The paper will consist of **10** questions in sections A, B and C. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topic will be assessed:

- 5.1 Introduction to painting
- 5.2 Workshop orientation
- 5.3 Safety rules and management
- 5.4 Painting materials
- 5.5 Colour
- 5.6 Water paints
- 5.7 Tie and dying
- 5.8 Spraying and spray equipment
- 5.9 Signwriting and stencilling
- 5.10 Oil paint
- 5.11 Functional requirement of paints
- 5.12 Painting techniques
- 5.13 Varnishes and finishes

Table of specifications for 074 Woodwork and Painting Engineering

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to painting							2	10.5
2.	Workshop orientation							2	10.5
3.	Safety rules and management							2	10.5
4.	Painting materials							3	15.7
5.	Colour							1	5.3
6.	Water paints							3	15.7
7.	Tie and dying							1	5.3
8.	Spraying and spraying equipment, signwriting and stencilling							1	5.3
9.	Oil paint							1	5.3
10.	Functional requirement of paints							1	5.3
11.	Painting techniques							1	5.3
12.	Varnishes and finishes							1	5.3
Total Number of Items								19	
Total Percentage Weight									100

080 ELECTRICAL ENGINEERING

1.0 INTRODUCTION

This Electrical Engineering Assessment Format is a revised version of a format that was issued by the National Examinations Council of Tanzania in 2017. The revised format is based on the Electrical Engineering Syllabus for Technical Secondary Schools issued by the Ministry of Education, Science and Technology in 2019. This format accommodates some changes in the new syllabus, such as the addition of new topics and the removal of some content. Generally, the new format emphasises a competency-based assessment approach rather than the content-based model.

2.0 GENERAL OBJECTIVES

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

- 2.1 perform required maintenance and services to improve performance in the industry and other economic sectors;
- 2.2 provide some needed services in entrepreneurship and business management;
- 2.3 install electric machines (transformers, DC and AC motors and generators);
- 2.4 draw electrical installation layout from a given house plan; and
- 2.5 apply various wiring systems in domestic and industrial installations.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 identify the appropriate hand tools for specific jobs in Electrical Engineering;
- 3.2 demonstrate knowledge of domestic and industrial installation using different wiring systems;
- 3.3 draw electrical installation layout from a given house plan;
- 3.4 apply basic skills in installing electric machines (transformers, DC and AC motors and generators); and
- 3.5 use basic skills for rewinding AC motors.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. This paper will consist of **10** questions in sections A, B and C. The students will be required to answer **all** questions in each section, and the paper will weigh a total of **100** marks.

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

Section B will consist of **seven (7)** short answer questions, each question carrying **10** marks. Therefore, this section will weigh a total of **70** marks.

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Electrical engineering science and technology
- 5.2 Electrical workshop orientation
- 5.3 Electrical draughting
- 5.4 Workshop practice
- 5.5 Electricity
- 5.6 Units
- 5.7 D.C Circuits
- 5.8 Instrumentation and measurements
- 5.9 Cells and batteries
- 5.10 Magnetism and electromagnetism

Table of specifications for 080 Electrical Engineering

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Electrical engineering science and technology							1	5.3
2.	Electrical workshop orientation							1	5.3
3.	Electrical draughting							3	15.
4.	Workshop practice							2	10.
5.	Electricity							3	15.
6.	Units							1	5.3
7.	D.C Circuits							2	10.
8.	Instrumentation and measurements							2	10.
9.	Cells and batteries							2	10.
10.	Magnetism and electro-magnetism							2	10.
Total Number of Items								19	
Total Percentage Weight									100

081 ELECTRONICS AND COMMUNICATION ENGINEERING

1.0 INTRODUCTION

This assessment format is a revised version of a format issued by the National Examinations Council of Tanzania in 2017. The revised format is also based on Electronics and Communication Engineering Syllabus for Technical Secondary Schools issued by the Ministry of Education, Science and Technology in 2019. The format accommodates some changes in the new syllabus, such as the addition of new topics and the removal of some content. Generally, the new format emphasises a competency-based assessment approach rather than the content-based.

2.0 GENERAL COMPETENCIES

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

- 2.1 explain the duties and importance of electronics and communication engineering in a society;
- 2.2 explain safety management, rules and procedures;
- 2.3 identify tools, equipment and materials used in electronics and communication engineering workshop;
- 2.4 describe different types of measuring instruments and test equipment;
- 2.5 identify electronic components and express their values;
- 2.6 describe the characteristics of solid-state devices and various methods of measuring them;
- 2.7 present electronic systems by using diagrams; and
- 2.8 assemble and test common household electronic systems.

3.0 GENERAL COMPETENCIES

The assessment will measure students' ability to:

- 3.1 perform duties of electronics and communication engineering in a society;
- 3.2 adhere to safety management rules and procedures related to electronics and communication engineering workshop;
- 3.3 identify and apply tools, equipment and materials used in electronics and communication engineering workshop;
- 3.4 demonstrate knowledge of the working characteristics and applications of solid-state devices;

- 3.5 present electronic systems using schematic diagrams;
- 3.6 service common household electronic systems; and
- 3.7 measure various electrical quantities using measuring instruments and test equipment.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take $2\frac{1}{2}$ hours. The paper will consist of sections A, B and C with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Electronics engineering occupational information
- 5.2 Safety management and rules
- 5.3 Drawing techniques
- 5.4 Electronics workshop/Laboratory practice I
- 5.5 Electronics drawing
- 5.6 Introduction on electricity
- 5.7 Introduction to measurements and instrumentation
- 5.8 Electronic components
- 5.9 Semiconductors
- 5.10 Semiconductor devices
- 5.11 Electronics workshop practice II

Table of specifications for 081 Electronics and Communication Engineering

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Electronics engineering occupational information							1	5.3
2.	Safety management and rules							1	5.3
3.	Drawing techniques							2	10.5
4.	Electronics drawing							2	10.5
5.	Electronics workshop/laboratory practice I & II							2	10.5
6.	Introduction on electricity							1	5.3
7.	Introduction to measurements and instrumentation							2	10.5
8.	Electronic components							3	15.8
9.	Semiconductors							2	10.5
10.	Semiconductor devices							3	15.8
Total Number of Items								19	
Total Percentage Weight									100

090 MECHANICAL ENGINEERING

1.0 INTRODUCTION

This assessment format is a revised version of the format that the National Examinations Council of Tanzania issued in 2017. The revised format is based on Electronics and Communication Engineering Syllabus for Technical Secondary Schools issued by the Ministry of Education, Science and Technology in 2019. The format accommodates some changes in the syllabus, such as the addition of new topics and the removal of some content. In light of such changes, the format emphasises a competency-based assessment approach.

2.0 GENERAL OBJECTIVES

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

- 2.1 identify engineering jobs according to economic sectors and working settings;
- 2.2 explain the duties and importance of mechanical engineering in a society;
- 2.3 identify and differentiate mechanical engineering workshops as related to other workshops;
- 2.4 explain and apply safety management's rules and procedures in mechanical engineering;
- 2.5 select and use various engineering materials, tools and equipment in performing different engineering tasks;
- 2.6 use proper testing tools and equipment in testing the performance of mechanical engineering machines; and
- 2.7 describe the functions of machines equipment and tools in performing different mechanical engineering tasks.

3.0 GENERAL COMPETENCIES

The assessment will measure students' ability to:

- 3.1 explore socio-economic factors as a consideration in own subject, career and study choices;
- 3.2 explore ranges of mechanical skills and apply them in mechanical engineering fields;
- 3.3 apply safety management skills in maintaining and serving mechanical engineering systems and workshops;
- 3.4 use effectively different types of hand tools and machine tools;

- 3.5 test the performance of machines using proper testing tools and equipment;
- 3.6 use engineering tools, equipment and materials in performing different mechanical engineering tasks; and
- 3.7 show understanding of the functions of machines equipment and tools in performing different mechanical engineering tasks.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of sections A, B and C with a total of **10** questions. Students will be required to answer **all** questions in each section. The paper will weigh a total of **100** marks.

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

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

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

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

- 5.1 Introduction to science, engineering and technology
- 5.2 Mechanical engineering jobs and occupations
- 5.3 Workshop management and safety rules
- 5.4 Workshop tools and equipment
- 5.5 Engineering materials
- 5.6 Metalwork technology

Table of specifications for 090 Mechanical Engineering

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Introduction to science, engineering and technology							2	10.6
2.	Mechanical engineering jobs and occupations							3	15.8
3.	Workshop management and safety rules							3	15.8
4.	Workshop tools and equipment							3	15.8
5.	Engineering materials							4	21.0
6.	Metalwork technology							4	21.0
Total Number of Items								19	
Total Percentage Weight									100

091 ENGINEERING DRAWING

1.0 INTRODUCTION

This format is a revised version of the Technical Drawing Assessment Format that the National Examinations Council of Tanzania issued in 2017. The revised format is prepared to address the changes of the new Mechanical Engineering Syllabus issued by the Ministry of Education, Science and Technology in 2019. The changes addressed by this format includes combining related topics, removing some topics/subtopics, shifting some topics/subtopics from one level to another and changing the subject name from Technical Drawing to Engineering Drawing. Generally, the format emphasises applying the competency-based assessment approach in facilitating the effective evaluation of the assessment area.

2.0 GENERAL OBJECTIVES

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

- 2.1 identify the dimension of drawings;
- 2.2 draw views of engineering components; and
- 2.3 identify and make simple engineering joints.

3.0 GENERAL COMPETENCIES

The assessment will measure the students' ability to:

- 3.1 draw views of engineering components; and
- 3.2 make simple engineering joints.

4.0 ASSESSMENT RUBRIC

There will be **one (1)** paper, which will take **2½** hours. The paper will consist of **seven (7)** questions in sections A and B. Students will be required to answer **all** the questions. The paper will weigh a total of **100** marks.

Section A will consist of **four (4)** short answer questions. Each question will carry **10** marks, making a total of **40** marks.

Section B will comprise **three (3)** structured questions. Each question will carry **20** marks, making a total of **60** marks.

5.0 ASSESSMENT CONTENTS

The following topics will be assessed:

5.1 Engineering Drawing I

- 5.1.1 Introduction to engineering drawing
- 5.1.2 Drawing office tools
- 5.1.3 International Standard Organization (ISO) Sheet Layout and Sketching
- 5.1.4 Construction of geometric figures
- 5.1.5 Similar figures

5.2 Engineering Drawing II

- 5.2.1 Pictorial drawing (Oblique, isometric)
- 5.2.2 Scales
- 5.2.3 Dimensioning and symbols
- 5.2.4 Freehand sketching
- 5.2.5 Intersections of cylinders

Table of specifications for 091 Engineering Drawing

S/N	Topics	Skills to be Tested						Number of Items per Topic	Percentage weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Construction of geometric figures, scale and dimensioning and symbols							2	28.6
2.	Similar figures and drawing office tools							1	14.2
3.	Pictorial drawing (oblique, isometric)							2	28.6
4.	Freehand sketching and International Standard Organization (ISO) sheet layout and sketching							1	14.3
5.	Intersections of cylinders							1	14.3
Total Number of Items								7	
Total Percentage Weight									100

Appendix 1

A SUMMARY OF COGNITIVE DIMENSIONS ASSESSED IN THE ASSESSMENTS

Cognitive Levels Assessed	How to Measure	Sample Of Action Verbs Used			
Remembering	Students' ability to recall, retrieve or recognise information, ideas, facts and principles in the approximate form in which they learned them	Define Recognise Recall Select Find Show Reproduce Give Mention Indicate	Identify Label List Memorise Name Outline Tell Point Out Locate Which	Duplicate Underline State Spell Repeat Record What Where When	Who
Understanding	Students' ability to translate, comprehend or interpret information, facts or ideas based on prior learning	Explain Summarise Paraphrase Describe Illustrate Approximate Clarify Complete Convert Extrapolate Fill in the Blanks	Convert Exemplify Restate Estimate Add Rewrite Insert Intrapolate Interpolate	Extend Rephrase Translate Indicate Show Specify Retell To What Extent Why	How
Applying	Students' ability to select, transfer, use data, ideas, facts and principles to complete a problem or task in a new situation with minimum direction	Use Compute Solve Apply Manipulate Demonstrate Derive Dramatise	Apply Change Calculate Illustrate Employ Assign Express Illustrate	Imitate Articulate Practice Instruct Simulate Make Use of	Utilize
Analysing	Students' ability to distinguish, classify, and relate the assumptions, hypotheses, evidence, or structure of a statement or question	Analyse Categorise Compare Contrast Separate Break Down Select Group Order Distinguish Characterize Relate	Discriminate Associate classify Divide Factorise Sequence Tabulate Prioritize	Operate Relate Organise Arrange Inspect Correlate	Differentiate

Cognitive Levels Assessed	How to Measure	Sample Of Action Verbs Used			
Evaluating	Students' ability to appraise, assess, or critique an idea or fact on a basis of specific standards and criteria	Judge Account For Infer Dispute Recommend Critique Justify Agree/Disagree Comment On Criticize Decide Deduce Diagnose	Assess Conclude Argue Evaluate Defend Support Appraise Disprove Grade Inspect Rule On Suggest	Reframe Predict Rate Verify Prioritise	
Creating	Students' ability to compose, design, assemble, and combine ideas into a whole product, plan or idea that is new to him or her	Create Design Hypothesise Invent Develop Revise Prepare Discover Animate Enhance Improvise Improve Invent	Collect Combine Compose Construct Arrange Assemble Devise Formulate Join Modify Plot Draw	Plan Rewrite Set Up Synthesise Change Generate Redesign Sketch	Rearrange Reconstruct Relate Propose Integrate Express Compile Reorganise

Note: The interrogatives “*How*” and “*Why*” can be used to assess all the levels depending on the qualifiers used in the stem of the question.

Appendix 2

THE EXTREMELY VAGUE ACTION VERBS OR PHRASES WHICH SHOULD BE AVOIDED

Words to Avoid where Necessary	Phrases to Avoid where Necessary
<ul style="list-style-type: none">• Believe• Hear• Realise• Capacity• Intelligence• Recognise• Comprehend• Know• See• Feel• Conceptualise• Listen• Memorise• Self-Actualise• Think• Experience• Perceive• Understand	<ul style="list-style-type: none">• Show your appreciation for• How acquainted are you with• How are you adjusted to• Show your awareness of• Comprehension of• Cognisant of• Enjoyment of• How conscious are you of• How familiar are you with• Indicate your interest in• Show your knowledge of• How knowledgeable are you about• Indicate your understanding of• Write short notes.

