



ZANZIBAR EXAMINATIONS COUNCIL

FORM TWO NATIONAL ASSESSMENT FORMATS (FTNA)

ISSUED BY:
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FOREWORD

Subject Assessment Formats are developed to guide the implementation of the Form Two National Assessment as derived from the Competence-Based Curriculum (CBC) basing on the revised Competence-Based Syllabi issued by the Tanzania Institute of Education (TIE) in 2023. Zanzibar Examinations Council prepared these assessment formats so as to guide teachers, learners and various education practitioners on the use of the assessment structures and examinations at Lower Secondary Education in Zanzibar.

The formats are designed to ensure that the assessments measure the competences, knowledge, skills, attitudes, and generic competences that learners are expected to attain. They cover both Form One and Form Two prescribed content of the syllabi.

Teachers are encouraged to use these formats to align with classroom and terminal assessments in order to ensure that assessment works consider both validity and reliability to form accuracy assessment data for fairness. Therefore, the existing of assessment formats will assist to have transparency and uniformity in developing standards as well as assessment tools criteria at a time without any effect to students' performance in the implementation of the curriculum and informing scope of the National Assessment.

The Assessment Formats are categorized into five sections: Introduction, General Competences, Main Competences, Competences to be assessed, and Assessment Rubric. In addition, a Table of Specifications are provided at the end of each subject format to indicate the relative weighting assigned to each competence and the percentage distribution of marks across the assessment paper. The form Two National Assessment Formats are commencing from 2026.

The Zanzibar Examinations Council extends its sincere appreciations to all individuals and institutions who contributed to the successful completion of the development of the National Assessment Formats.



Dr. RASHID A MUKKI
EXECUTIVE DIRECTOR
ZANZIBAR EXAMINATIONS COUNCIL

ENGLISH LANGUAGE

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in English Language based on the English Language Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

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

- 2.1 Express themselves in both spoken and written English.
- 2.2 Read intensively a variety of simple English texts.
- 2.3 Write a variety of simple texts and descriptions in the English language.
- 2.4 Develop self-confidence and the ability to learn in various fields using the English language.

3.0 MAIN COMPETENCES

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

- 3.1 Manage information search from different sources for lifelong learning.
- 3.2 Demonstrate mastery of English language skills.
- 3.3 Comprehend oral and written information.
- 3.4 Communicate effectively in different contexts.

4.0 COMPETENCES TO BE ASSESSED

- 4.1 Using ICT tools to search for information from different sources.
- 4.2 Developing vocabulary from conversations and written texts.
- 4.3 Using appropriate grammar and vocabulary in oral and in written language tasks.
- 4.4 Reading texts for comprehension.
- 4.5 Comprehending oral messages with increasing difficulty.
- 4.6 Responding appropriately in a variety of oral and written communication contexts.
- 4.7 Using appropriate grammar and vocabulary for oral communication in a variety of contexts.
- 4.8 Creating a variety of texts for different communicative purposes using appropriate tone and register.

5.0 ASSESSMENT RUBRIC

The assessment will consist of one paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the assessment duration will be three **(3:00)** hours. The assessment will consist of ten **(10)** questions with three (3) sections **A, B** and **C**. The candidate will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will have three questions (1 – 3). Question 1 will include 10 multiple-choice items. Each item will carry 01 mark, making a total of 10 marks. Question 2 will be matching items include five items. Each item will carry 01 mark, making a total of 05 marks and question 3 will include 5 filling the blanks items. Each item will carry 01 mark making a total of 05 marks. Therefore, the section will have a total of **20** marks.

Section B will consist of five short-answer questions (4 – 8), each question will carry 10 marks, making a total of **50** marks.

Section C will consist of two essay questions (9 – 10), each question carries 15 marks; making the total of **30** marks.

6.0 TABLE OF SPECIFICATIONS FOR ENGLISH LANGUAGE

S. N	Main competence	Specific competence	Skills to be tested							Percentage weight per competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Number of items per competence	
1.	Managing information search from different sources for lifelong learning	Using ICT tools to search for information from different sources							5	10.6
2.	Demonstrating mastery of English language skills	Developing vocabulary from conversations and written texts							5	10.6
		Use appropriate grammar and vocabulary in oral and written language tasks							7	14.9
3.	Comprehend oral and written information	Reading texts for comprehension							5	10.6
		Comprehend oral messages with increasing difficulty							5	10.6
		Responding appropriately in a variety of oral and written communication contexts							6	12.8
4.	Communicate effectively in different contexts	Use appropriate grammar and vocabulary for oral communication in a variety of contexts							12	25.5

S. N	Main competence	Specific competence	Skills to be tested							
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Number of items per competence	Percentage weight per competence
		Create a variety of texts for different communicative purposes using the appropriate tone and register							2	4.2
Total Number of items									47	
Total Percentage Weight										100

FRENCH LANGUAGE

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in French language based on the French Language Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

The assessment will measure the extent to which students can:

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

3.0 MAIN COMPETENCES

The assessment will measure the students' ability to:

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

4.0 COMPETENCES TO BE ASSESSED

Students will be tested on the following competences:

- 4.1 Mastery of the basic French language skills.
 - 4.1.1 developing phonemic awareness and pronunciation of French letters;
 - 4.1.2 mastering correct French vocabulary in various contexts; and
 - 4.1.3 developing appropriate use of grammar and vocabulary in conversation and writing.
- 4.2 Demonstrating understanding of information in conversation and writing.
 - 4.2.1 developing comprehension of information presented orally;
 - 4.2.2 developing understanding of written information;
 - 4.2.3 showing the correct response in various communicative contexts; and
 - 4.2.4 developing the ability to read various texts correctly.
- 4.3 Communicating effectively in a variety of contexts.
 - 4.3.1 communicating orally in an appropriate manner; and
 - 4.3.2 communicating appropriately in writing.

5.0 ASSESSMENT RUBRIC

The Assessment will consist of one (1) theory paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The paper will be divided into three (3) sections **A, B** and **C**, with a total of 10 questions. Students will be required to answer all questions in each section. The paper will carry a total of 100 marks.

Section **A** will have three (3) questions. Question 1 will include 10 multiple-choice items. Each item will carry 1 mark, making a total of 10 marks. Question 2 will be matching items include five items. Each item will carry 1 mark making a total of 5 marks and question 3 will include 5 filling the blanks items. Each item will carry 1 mark making a total of 5 marks. Therefore, the section will have a total of 20 marks.

Section **B** will consist of five (5) short-answer questions, each carrying 10 marks, making a total of 50 marks.

Section **C** will consist of two (2) essay questions, each question carry 15 marks; making the total of 30 marks.

6.0 TABLE OF SPECIFICATIONS FOR FRENCH LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Mastering of basic French language skills.	Developing phonemic awareness and pronunciation of French letters.							3	6.57
		Mastering correct French vocabulary in various contexts.							7	15.13
		Developing appropriate use of grammar and vocabulary in conversation and writing.							9	19.77
2.	Demonstrating understanding of information in conversation and writing.	Developing comprehension of information presented orally							7	15.78
		Developing understanding of written information.							4	9.21
		Developing the ability to read correctly various texts							6	11.84

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
3.	Communicating effectively in a variety of contexts.	Developing the ability to communicate orally							5	9.86
		Developing the ability to communicate accurately in writing in various contexts							6	11.84
Total Number of Items									47	
Total Percentage Weight										100

CHINESE LANGUAGE

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Chinese Language based on the Chinese Language Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

GENERAL COMPETENCES

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

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

2.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 2.1 Master basic Chinese Language Skills;
- 2.2 Demonstrate understanding of information in conversation and writing; and
- 2.3 Communicate effectively in a variety of contexts.

3.0 **COMPETENCES TO BE ASSESSED**

Students will be assessed in the following competences:

- 3.1 Mastery of the basic Chinese language skills.
 - 3.1.1 Developing awareness of Chinese, initial, final, tones and characters;
 - 3.1.2 Mastering the correct Chinese vocabulary in various contexts; and
 - 3.1.3 Developing the use of appropriate grammar and vocabulary in conversation and writing.
- 3.2 Demonstrating understanding of information in conversation and writing.
 - 3.2.1 Developing the ability to listen and understand information;
 - 3.2.2 Developing the ability to read and understand various texts;
 - 3.2.3 Showing the correct response in various communicative contexts; and
 - 3.2.4 Developing the ability to read various texts correctly.
- 3.3 Communicating effectively in a variety of contexts.
 - 3.3.1 Developing and understanding the characteristics of the spoken and written language;
 - 3.3.2 Developing the ability to communicate orally; and
 - 3.3.3 Developing the ability to communicate accurately in writing in various contexts.

4.0 **ASSESSMENT RUBRIC**

The Chinese Language Examination will consist of one (1) theory paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The paper will be divided into three (3) sections **A, B** and **C**, with a total of 10 questions. Students will be required to answer all questions in each section. The paper will carry a total of 100 marks.

Section **A** will have three (3) questions. Question 1 will include 10 multiple-choice items. Each item will carry 1 mark, making a total of 10 marks. Question 2 will be matching items include five items. Each item will carry 1 mark making a total of 5 marks and question 3 will include 5 filling the blanks items. Each item will carry 1 mark making a total of 5 marks. Therefore, the section will have a total of 20 marks.

Section **B** will consist of five (5) short-answer questions, each carrying 10 marks, making a total of 50 marks.

Section **C** will consist of two (2) essay questions, each question carry 15 marks; making the total of 30 marks.

6.0 TABLE OF SPECIFICATIONS FOR CHINESE LANGUAGE

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Mastery of the basic Chinese language skills	Developing awareness of Chinese, initial, final, tones and characters							3	18.57
		Mastering the correct Chinese vocabulary in various contexts							3	14.28
		Developing the use of appropriate grammar and vocabulary in conversation and writing							3	14.28
2.	Demonstrating an understanding of information in conversation and writing.	Developing the ability to listen and understand information							2	10
		Developing the ability to read and understand various texts							2	9.28
		Showing the correct response in various communicative contexts.							2	12.14

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
3.	Communicating effectively in a variety of contexts	Developing and understanding the characteristics of the Spoken and Written language							1	4.28
		Developing the ability to communicate orally							1	7.85
		Developing the ability to communicate accurately in writing in various contexts							1	2.85
		Developing the ability to read various texts correctly							1	6.47
Total Number of Items									19	
Total Percentage Weight										100

ARABIC LANGUAGE

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Arabic Language based on the Arabic Language Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

GENERAL OBJECTIVES

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

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

2.0 MAIN COMPETENCES

The assessment will measure the students' ability to:

- 2.1 Understand basic Arabic language skills;
- 2.2 Understand information presented orally and in writing; and
- 2.3 Communicate effectively in various contexts.

4.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 4.1 Demonstrating understanding of basic Arabic language skills.
 - 4.1.1 Developing listening skills in the Arabic language;
 - 4.1.2 Acquiring vocabulary from conversation and writing;
 - 4.1.3 Delivering eloquent short verbal messages by using correct pronunciation; and

4.1.4 Using correct vocabulary and grammar in writing and conversation.

4.2 Demonstrating understanding of information presented orally and in writing.

4.2.1 Developing the ability to listen and understand information presented orally; and

4.2.2 Developing the ability to read and understand various writings.

4.3 Communicating effectively in various contexts.

4.3.1 Creating eloquent writings in various contexts.

5.0 ASSESSMENT RUBRIC

The Assessment will consist of one (1) theory paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The paper will be divided into three (3) sections **A, B** and **C**, with a total of 10 questions. Students will be required to answer all questions in each section. The paper will carry a total of 100 marks.

Section **A** will have three (3) questions. Question 1 will include 10 multiple-choice items. Each item will carry 1 mark, making a total of 10 marks. Question 2 will be matching items include five items. Each item will carry 1 mark making a total of 5 marks and question 3 will include 5 filling the blanks items. Each item will carry 1 mark making a total of 5 marks. Therefore, the section will have a total of 20 marks.

Section **B** will consist of five (5) short-answer questions, each carrying 10 marks, making a total of 50 marks.

Section **C** will consist of two (2) essay questions, each question will carry 15 marks; making the total of 30 marks.

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1.	Demonstrating understanding of basic Arabic language skills	Developing listening skills in the Arabic language							3	16.5
		Acquiring vocabulary from conversation and writing							4	21
		Delivering eloquent, short verbal messages by using correct pronunciation							2	11
		Using correct vocabulary and grammar in Writing and conversation							3	14
2.	Demonstrating understanding of information presented orally and in writing	Developing the ability to listen and understand information presented orally							3	14
		Developing the ability to read and understand various writings							3	16.5

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
3.	Communicating effectively in various contexts	Creating eloquent writings in various contexts							1	7
Total Number of Items									19	
Total Percentage Weight										100

LUGHA YA KISWAHILI

1.0 UTANGULIZI

Muundo huu wa tathmini umeandaliwa kwa ajili ya Tathmini ya Taifa ya Kidato cha Pili Zanzibar katika somo la Lugha ya Kiswahili, kwa kuzingatia muhtasari wa lugha ya Kiswahili wa Elimu ya Sekondari ya Chini wa mwaka 2023 uliotolewa na Taasisi ya Elimu Tanzania (TIE). Muundo huu unalenga kutathmini umahiri walioupata wanafunzi katika ngazi ya Kidato cha Kwanza na Kidato cha Pili. Pia unasisitiza ufanyaji wa tathmini ya kina inayopima stadi za kufikiri za ngazi ya juu, ujuzi wa vitendo, pamoja na ukuzaji wa mitazamo chanya na maadili ya wanafunzi.

2.0 MALENGO YA JUMLA

- 2.1 Kutumia Kiswahili fasaha katika mawasiliano kimazungumzo na kimaandishi.
- 2.2 Kutumia maarifa na stadi za lugha ya Kiswahili katika miktadha mbalimbali.
- 2.3 Kuonesha kujiamini katika kujifunza nyanja mbalimbali kwa kutumia lugha ya Kiswahili.
- 2.4 Kutumia ujuzi na stadi katika kujiajiri, kuajiriwa na kuyamudu maisha na mazingira.

3.0 UMAHIRI MKUU

Upimaji wa somo la Kiswahili wa Kidato cha Pili utazingatia uwezo wa mwanafunzi katika:

- 3.1 Kumudu misingi ya Kiswahili.
- 3.2 Kumudu lugha ya mazungumzo na ya maandishi.
- 3.3 Kuwasiliana katika miktadha mbalimbali.

4.0 UMAHIRI UTAKAOTATHMINIWA

Tathmini ya somo la Kiswahili ya kidato cha pili itapima uwezo wa mwanafunzi katika:

- 4.1 Kutambua Kiswahili kama kielelezo cha utaifa na utambulisho wa mtanzania.
- 4.2 Kukuza uelewa wa sarufi ya Kiswahili.
- 4.3 Kusikiliza na kuelewa mazungumzo.
- 4.4 Kusoma matini kwa ufasaha na ufahamu.
- 4.5 Kutumia kamusi katika miktadha mbalimbali.
- 4.6 Kuwasiliana kwa ufasaha kwa lugha ya mazungumzo.
- 4.7 Kuwasiliana kwa njia ya maandishi katika miktadha mbalimbali.

5.0 MUUNDO WA UPIMAJI

Upimaji wa somo la Kiswahili utakuwa na karatasi moja yenye sehemu tatu (3) **A, B** na **C** utafanywa kwa muda wa **saa mbili na nusu** (2:30). Kwa wanafunzi wenye mahitaji maalumu utafanywa kwa muda wa saa tatu (3:00). Upimaji huu utakuwa na jumla ya maswali kumi (10). Mtahiniwa atatakiwa kujibu maswali yote. Upimaji huu utakuwa na jumla ya alama mia moja (100).

SEHEMU A

Sehemu hii itakuwa na maswali matatu (1-3) ya majibu mafupi.

Swali la kwanza litakuwa na vifungu kumi (10) vya kuchagua jawabu sahihi, kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama kumi (10).

Swali la pili litakuwa na vifungu vitano (5) vya kuoanisha, kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama tano (5).

Swali la tatu litakuwa ni kujaza nafasi zilizoachwa wazi ambalo litakuwa na vifungu vitano (5), kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama tano (5). Hivyo, sehemu hii itakuwa na jumla ya alama ishirini (20).

SEHEMU B

Sehemu hii itakuwa na maswali matano (4-8) ya majibu mafupi. Kila swali litakuwa na alama kumi (10) na kufanya jumla ya alama zote katika sehemu hii kuwa ni hamsini (50).

SEHEMU C

Sehemu hii itakuwa na maswali mawili (9-10) ya kueleza. Kila swali litakuwa na alama kumi na tano (15) na kufanya jumla ya alama 30 katika sehemu hii.

6.0 JADWELI LA KUTAHINI LUGHA YA KISWAHILI

Na.	Umahiri mkuu	Umahiri mahususi	Nyanja za utambuzi zitakazopimwa						Idadi ya maswali	Asilimia kwa kila mada
			kukumbuka	kufahamu	kutumia	kuchambua	kutathmini	kuunda		
1.	Kumudu misingi ya Kiswahili	1.1 Kutambua Kiswahili kama kielelezo cha utaifa na utambulisho wa Mtanzania							1	2.86
		1.2 Kukuza uelewa wa sarufi ya Kiswahili							12	27.14
2.	Kumudu lugha ya mazungumzo na ya maandishi	2.1 Kusikiliza na kuelewa mazungumzo							7	17.14
		2.2Kusoma matini kwa ufasaha na ufahamu							9	20.00
3.	Kuwasiliana katika miktadha mbalimbali	3.1Kutumia Kamusi katika miktadha mbalimbali							2	5.71
		3.2 Kuwasiliana kwa ufasaha kwa njia ya mazungumzo							6	14.26
		3.3 Kuwasiliana kwa njia ya maandishi katika miktadha mbalimbali							6	12.86
Idadi ya maswali kwa kila nyanja									43	
Asilimia ya maswali kwa kila nyanja										100

ELIMU YA DINI YA KIISLAMU

1.0 UTANGULIZI

Muundo huu wa tathmini umeandaliwa kwa ajili ya Tathmini ya Taifa ya Kidato cha Pili Zanzibar katika somo la Elimu ya Dini ya Kiislamu, kwa kuzingatia muhtasari wa Elimu ya Dini ya Kiislamu wa Elimu ya Sekondari ya Chini wa mwaka 2023 uliotolewa na Taasisi ya Elimu Tanzania (TIE). Muundo huu unalenga kutathmini umahiri walioupata wanafunzi katika ngazi ya Kidato cha Kwanza na Kidato cha Pili. Pia unasisitiza ufanyaji wa tathmini ya kina inayopima stadi za kufikiri za ngazi ya juu, ujuzi wa vitendo, pamoja na ukuzaji wa mitazamo chanya na maadili ya wanafunzi.

2.0 MALENGO YA JUMLA

Upimaji utalenga katika kupima kwa kiasi gani mwanafunzi ataweza:

- 2.1 Kuishi kwa mujibu wa itikadi ya Kiislamu.
- 2.2 Kutekeleza nguzo za Uislamu ipasavyo.
- 2.3 Kutumia sharia na kanuni za Kiislamu katika maisha ya familia na maisha ya jamii.
- 2.4 Kuchambua Qur-an kwa shabaha ya kupata mwongozo wa Allah (S.W).
- 2.5 Kuchambua Sunnah na Hadithi kwa shabaha ya kumuiga Mtume Muhammad (S.A.W).
- 2.6 Kutumia kanuni zilizopelekea matukio mbalimbali ya historia ya Uislamu kuendeleza na kudumisha haki na uadilifu katika jamii.
- 2.7 Kutumia mafundisho ya Uislamu katika kuamiliiana na jamii kwa lengo la kujenga umoja, amani na upendo.
- 2.8 Kukuza utayari wa kujiendeleza na mafunzo ya elimu ya kati na ya juu.

3.0 UMAHIRI MKUU

- 3.1 Kumtambua Allah(sw) kumpenda kumtukiza na kumsifu.
- 3.2 Kumtumikia Allah (sw) katika kila kipengele cha maisha.
- 3.3 Kulingania na Kusimamisha haki na uadilifu katika jamii.

4.0 UMAHIRI UTAKAOPIMWA

Wanafunzi watapimwa umahiri ufuatao:-

- 4.1 Kutambua uwepo wa Allah (S.W) na sifa zake.
- 4.2 Kuisoma Qur-an kwa mazingatio ya hukumu na ujumbe.
- 4.3 Kuishi kwa kuzingatia sunah ya Mtume Muhammad (S.A.W).
- 4.4 Kutekeleza nguzo za Uislam kwa kuzingatia lengo la kila nguzo.
- 4.5 Kuchunga mipaka ya Allah (S.W) katika kuendesha maisha ya binafsi na jamii.
- 4.6 Kutumia Qur-an na sunnah kulingania uislam katika jamii.
- 4.7 Kutumia historia ya Uislam kujenga mwenendo mwema wa jamii.

5.0 MUUNDO WA UPIMAJI

Upimaji wa somo la Elimu ya Dini ya Kiislamu utakuwa na karatasi moja yenye sehemu tatu (3) **A, B** na **C** utafanywa kwa muda wa **saa mbili na nusu** (2:30). Kwa wanafunzi wenye mahitaji maalumu utafanywa kwa muda wa saa tatu (3:00). Upimaji huu utakuwa na jumla ya maswali kumi (10). Mtahiniwa atatakiwa kujibu maswali yote. Upimaji huu utakuwa na jumla ya alama mia moja (100).

SEHEMU A

Sehemu hii itakuwa na maswali matatu (1-3) ya majibu mafupi.

Swali la kwanza litakuwa na vifungu kumi (10) vya kuchagua jawabu sahihi, kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama kumi (10).

Swali la pili litakuwa na vifungu vitano (5) vya kuoanisha, kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama tano (5).

Swali la tatu litakuwa ni kujaza nafasi zilizoachwa wazi au Kweli/Sikweli ambalo litakuwa na vifungu vitano (5), kila kifungu kitakuwa na alama moja (1) na kufanya jumla ya alama tano (5).

Hivyo, sehemu hii itakuwa na jumla ya alama ishirini (20).

SEHEMU B

Sehemu hii itakuwa na maswali matano (4-8) ya majibu mafupi. Kila swali litakuwa na alama kumi (10) na kufanya jumla ya alama zote katika sehemu hii kuwa ni hamsini (50).

SEHEMU C

Sehemu hii itakuwa na maswali mawili (9-10) ya kueleza. Kila swali litakuwa na alama kumi na tano (15) na kufanya jumla ya alama 30 katika sehemu hii.

6.0 JADWELI LA KUTAHINI ELIMU YA DINI YA KIISLAMU

Na	UMAHIRI MKUU	UMAHIRI MAHSUSI	NYANJA ZA UTAMBUZI ZINAZOPIMWA						IDADI YA MASWALI KWA KILA UMAHIRI	ASILIMIA YA UZITO WA UMAHIRI
			KUKUMBUKA	KUFAHAMU	KUTUMIA	KUCHAMBUA	KUTATHMINI	KUUNDA		
1.	Kumtambua Allah (sw) kumpenda kumtukuza na kumsifu	Kutambua uwepo wa Allah (s.w) na sifa zake							5	17.91
		Kuisoma qur-an kwa mazingatio ya hukumu na ujumbe							5	19.40
		Kuishi kwa kuzingatia sunah ya mtume Muhammad(sw)							2	7.46
2.	Kumtumikia Allah (sw) katika kila kipengele cha maisha	Kutekeleza nguzo za uislam kwa kuzingatia lengo la kila nguzo							5	19.40
		Kuchunga mipaka ya Allah(sw)katika kuendesha maisha ya binafsi na jamii							3	10.44

Na	UMAHIRI MKUU	UMAHIRI MAHSUSI	NYANJA ZA UTAMBUZI ZINAZOPIMWA						IDADI YA MASWALI KWA KILA UMAHIRI	ASILIMIA YA UZITO WA UMAHIRI
			KUKUMBUKA	KUFHAMU	KUTUMIA	KUCHAMBUA	KUTATHMINI	KUUNDA		
3.	Kulingania na Kusimamisha haki na uadilifu katika jamii	Kutumia qur-an na suna kulingania uislam katika jamii							3	10.44
		Kutumia historia ya uislam kujenga mwenendo mwema wajamii							4	14.92
Jumla ya maswali			27							
Jumla ya Asilimia kwa uzito wa maswali										100

HISTORIA YA TANZANIA NA MAADILI

1.0 UTANGULIZI

Muundo huu wa tathmini umeandaliwa kwa ajili ya Tathmini ya Taifa ya Kidato cha Pili Zanzibar katika somo la Historia ya Tanzania na Maadili, kwa kuzingatia muhtasari wa Historia ya Tanzania na Maadili wa Elimu ya Sekondari ya Chini wa mwaka 2023 uliotolewa na Taasisi ya Elimu Tanzania (TIE). Muundo huu unalenga kutathmini umahiri walioupata wanafunzi katika ngazi ya Kidato cha Kwanza na Kidato cha Pili. Pia unasisitiza ufanyaji wa tathmini ya kina inayopima stadi za kufikiri za ngazi ya juu, ujuzi wa vitendo, pamoja na ukuzaji wa mitazamo chanya na maadili ya wanafunzi.

2.0 MALENGO YA JUMLA

Upimaji unalenga kubaini kiwango cha mwanafunzi kuweza:

- 2.1 Kuimarisha, kupanua na kuendeleza uelewa wa kina wa maarifa, stadi na muelekeo alioupata katika hatua ya elimu ya msingi.
- 2.2 Kulinda mila na desturi, umoja wa kitaifa, tunu za taifa, demokrasia, kuthamini haki za binadamu na za kiraia, wajibu na majukumu yanayoendana na haki hizo.
- 2.3 Kukuza tabia ya kujiamini na uwezo wa kujifunza kwenye Nyanja mbali mbali, zikiwemo sayansi na teknolojia, na maarifa ya kinadharia na kiufundi.
- 2.4 Kuimarisha mawasiliano kwa kutumia stadi za lugha, ikiwemo lugha ya alama ya Tanzania (LAT), lugha mguso, lugha ya Kiswahili, Kiingereza na angalau lugha moja nyengine ya kigeni.
- 2.5 Kuimarisha uwajibikaji katika masuala mtambuka ya kijamii yakiwemo afya, usalama, usawa wa kijinsia na utunzaji endelevu wa mazingira.
- 2.6 Kujenga ujuzi na stadi mbali mbali zitakazo mwezesha kujiajiri, kuajiriwa na kuyamudu maisha kwa kutumia vizuri mazingira yake.
- 2.7 Kukuza utayari wa kujiendeleza na mafunzo ya elimu ya kati na ya juu.

3.0 UMAHIRI MKUU

Upimaji utalenga kubaini umahiri wa mwanafunzi katika:

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

4.0 UMAHIRI UTAKAOPIMWA

Mwanafunzi atapimwa katika umahiri ufuatao:

- 4.1 Kuelezea chimbuko la jamii za Kitanzania na maadili yake.
- 4.2 Kumudu maarifa na ujuzi wa maadili na urithi wa jamii za Kitanzania.
- 4.3 Kutumia maarifa na ujuzi wa historia na urithi kubuni fursa mbalimbali zilizopo katika jamii za Kitanzania.
- 4.4 Kubaini fursa mbalimbali za kujenga ushirikiano na kukuza uchumi wa kitaifa.
- 4.5 Kuchambua mifumo ya kijamii (elimu, afya, utamaduni) iliyokuza na kuendeleza maadili ya jamii za Kitanzania kabla ya ukoloni.
- 4.6 Kuchambua mifumo iliyokuza na kuendeleza uchumi na siasa katika jamii za Kitanzania kabla ya ukoloni.
- 4.7 Kutathmini vichocheo vya mabadiliko ya sayansi na teknolojia katika jamii za Kitanzania kabla ya ukoloni.
- 4.8 Kutumia maarifa na ujuzi wa chimbuko na ukuaji wa mfumo wa ukoloni kuelewa uhusiano wa kihistoria kati ya Tanzania na mataifa yaliyoitawala.
- 4.9 Kutathmini athari za mfumo wa ukoloni kwenye maadili ya jamii za Kitanzania.
- 4.10 Kuchambua jitihada za jamii za Kitanzania kupinga ukoloni na maadili ya kikoloni.
- 4.11 Kuchambua mifumo ya uchumi, siasa, utamaduni, jamii na maadili iliyojengwa, 1961-1966.
- 4.12 Kumudu historia ya Mapinduzi Matukufu ya Zanzibar.

5.0 MUUNDO WA UPIMAJI

Upimaji wa somo la Historia ya Tanzania na Maadili utakuwa na karatasi moja (1) na utafanyika kwa muda wa saa 2:30. Upimaji utafanyika kwa saa 3:00 kwa wanafunzi wenye mahitaji maalum. Upimaji utakuwa na sehemu tatu (3) 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 matatu (1 - 3). Swali la kwanza litakuwa la kuchagua jibu sahihi na litajumuisha vipengele 10, kila kimoja kitakuwa na alama moja (01), hivyo kuwa na jumla ya alama 10. Swali la pili litakuwa la kuoanisha na litajumuisha vipengele vitano (5), kila kimoja kitakuwa na alama moja (01), hivyo kuwa na jumla ya alama tano (05) na swali la tatu litakuwa ni swali la kweli au sikweli na litajumuisha vipengele vitano (5), kila kimoja kitakuwa na alama moja (01), hivyo kuwa na jumla ya alama tano (05). Sehemu hii itakuwa na jumla ya alama **20**.

Sehemu B itakuwa na maswali matano (4 - 8) ya majibu mafupi. Mwanafunzi atatakiwa kujibu maswali yote ambapo kila swali litakuwa na alama kumi (10). Sehemu hii itakuwa na jumla ya alama **50**.

Sehemu C itakuwa na maswali mawili (9 - 10) ya kueleza. Kila swali moja litakuwa na alama kumi na tano (15). Sehemu hii itakuwa na jumla ya alama **30**.

6.0 JADWELI LA KUTAHINI HISTORIA YA TANZANIA NA MAADILI

Na	UMAHIRI MKUU	UMAHIRI MAHSUSI	NYANJA ZA UTAMBUZI						IDADI YA MASWALI KWA KILA UMAHIRI	ASILIMIA YA UZITO WA UMAHIRI
			KUKUMBUKA	KUFAHAMU	KUTUMIA	KUCHAMBUA	KUTATHMINI	KUUNDA		
1.	Kulinda historia ya Tanzania, urithi na maadili ya taifa	1.1 Kuelezea chimbuko la jamii za kita niania na maadili yake							2	6
		1.2 Kumudu maarifa na ujuzi wa maadili na urithi wa jamii za kitaniania							2	7
		1.3 Kutumia maarifa na ujuzi wa historia, urithi na kubuni fursa mbambali zilizopo katika jamii za kitaniania							3	7
		1.4 Kubaini fursa mbambali za kujenga ushirikiano na kukuza uchumi wa kitaifa							2	6
2.	Kumudu historia ya Tanzania na maadili kabla ya ukoloni	2.1 Kuchambua mifumo ya kijamii (Elimu, Afya na utamaduni) ilivyokuza na kuendeleza maadili ya jamii ya kitaniania kabla ya ukoloni							2	7
		2.2 Kuchambua mifumo iliyokuza na kuendeleza uchumi na siasa katika jamii za kitaniania kabla ya ukoloni							4	11

Na	UMAHIRI MKUU	UMAHIRI MAHSUSI	NYANJA ZA UTAMBUZI						IDADI YA MASWALI KWA KILA UMAHIRI	ASILIMIA YA UZITO WA UMAHIRI
			KUKUMBUKA	KUFHAMU	KUTUMIA	KUCHAMBUA	KUTATHMINI	KUUNDA		
3.	Kumudu historia ya Tanzania na maadili wakati wa ukoloni 1890-1960	2.3 Kutathmini vichocheo vya mabadiliko ya sayansi na teknolojia katika jamii za kitanzania kabla ya ukoloni							2	6
		3.1 Kutumia maarifa na ujuzi wa chimbuko na ukuaji wa mfumo wa ukoloni kuelewa uhusiano wa kihistoria kati ya Tanzania na mataifa yaliotawala							5	13
		3.2 Kutathmini athari za mfumo wa ukoloni kwenye maadili zajamii za kitanzania							4	10
		3.3 Kuchambua jitihada za jamii za kitanzania kupinga ukoloni na maadili ya kikoloni							5	13
		4.1 Kuchambua mifumo ya uchumi, siasa, utamaduni jamii na maadili iliyojengwa 1961-1966							2	7
4.	Kumudu historia ya ujezi wa taifa na maadili yake katika kipindi cha 1961-1966	4.2 Kumudu historia ya mapinduzi matukufu ya Zanzibar							2	7
Jumla ya maswali									35	
Jumla ya asilimia kwa uzito wa maswali										100

HISTORY

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in History based on the History Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

The History subject assessment will evaluate the extent to which the students can:

- 2.1 Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence.
- 2.2 Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions.
- 2.3 Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large.
- 2.4 Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language.
- 2.5 Develop life and work-related skills to increase efficiency in everyday life.
- 2.6 Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision.
- 2.7 Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment.
- 2.8 Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 MAIN COMPETENCIES

The assessment will test students' ability to:

- 3.1 Demonstrate mastery of African history before colonialism.

4.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 4.1 Demonstrate an understanding of the concept of history and sources of historical information.
- 4.2 Demonstrate an understanding of theories of the origin of human beings.
- 4.3 Demonstrate an understanding of the economic, political, social, and technological development of pre-colonial Africa.
- 4.4 Demonstrate an understanding of interactions among African societies during the pre-colonial period.
- 4.5 Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1st century to the 19th century.

5.0 THE ASSESSMENT RUBRIC

The assessment will consist of one (1) paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The assessment will consist of ten **(10)** questions with three (3) sections **A**, **B** and **C**. Students will be required to answer all questions in each section. The paper will carry a total of 100 marks.

Section A will comprise **three (3)** objective questions (1-3). Question 1 will be a multiple-choice question, consisting of **ten (10)** items, each carrying **one (01)** mark, making a total of **10** marks. Question 2 will be a matching item, consisting of **five (5)** items, each carrying **one (01)** mark, making a total of **five (05)** marks. Question 3 will be a true and false items, consisting of **five (5)** items, each carrying **one (01)** mark, making a total of **five (05)** marks. Therefore, the section will carry a total of **20** marks.

Section B will have **five (5)** short-answer questions (4 - 8). Each question will carry **10** marks, making a total of **50** marks.

Section C will have **two (2)** essay questions (9 – 10). Each question will carry **15** marks, making a total of **30** marks.

6.0 TABLE OF SPECIFICATIONS FOR HISTORY

S/N	Main Competencies	Specific Competencies	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	NO, Items per Competencies	% Weight per Competence
1.	Demonstrate mastery of African history before colonialism	1.1 Demonstrate an understanding of the concept of history and sources of historical information.							3	9
		1.2 Demonstrate an understanding of theories of the origin of human beings.							5	13
		1.3 Demonstrate an understanding of the economic, political, social, and technological development of pre-colonial Africa.							10	28
2.	Demonstrate mastery of African history before colonialism.	2.1 Demonstrate an understanding of interactions among African societies during the pre-colonial period.							6	17
		2.2 Demonstrate an understanding of the early contacts among the people of Africa, the Middle East, the Far East and Europe from the 1 st century to the 19 th century.							11	33
Total Number of Items									35	
Total Percentage Weight										100

GEOGRAPHY

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Geography based on the Geography Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

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

- 2.1 Use the knowledge and skills developed in the Primary Education stage to strengthen and expand academic understanding;
- 2.2 Value citizenship and national customs;
- 2.3 Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge;
- 2.4 Use language skills including Tanzania Sign Language (TSL), sign language, Kiswahili language, English and at least one other foreign language to communicate;
- 2.5 Use knowledge of cross-cutting issues to manage the environment around them; and
- 2.6 Use knowledge and skills to enable them to be self- employed, employed and manage life and environment.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 Demonstrate mastery of the structure of the Earth
- 3.2 Demonstrate mastery of basic skills and techniques in Geography

4.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

- i. Demonstrate an understanding of the origin and the structure of the Earth and Earth systems.
- ii. Demonstrate an understanding of the major features of the Earth surface.
- iii. Demonstrate an understanding of the basic techniques of map and photograph interpretation.

5.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** theory paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The paper will consist of sections **A**, **B** and **C**, with a total of **10** questions. The student will be required to answer **all** the questions. The paper will carry a total of **100** marks.

Section A will comprise **three (3)** objective questions. Question 1 will be a multiple-choice question, consisting of **10** items, each carrying **one (1)** mark, making a total of **10** marks. Question 2 will be a matching item question, consisting of **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Question 3 will be a True and False items question, consisting of **five (5)** items, each carrying **one (1)** mark, making a total of **five (5)** marks. Therefore, the section will carry a total of **20** marks.

Section B will have **five (5)** short-answer questions. Each question will carry **10** marks, making a total of **50** marks.

Section C will have **two (2)** essay questions. Each question will carry **15** marks, making a total of **30** marks.

6.0 TABLE OF SPECIFICATIONS FOR GEOGRAPHY

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrate mastery of the structure of the Earth	Demonstrate an understanding of the origin and the structure of the Earth and earth systems							16	47%
		Demonstrate an understanding of the major features of the Earth surface							9	25%
2.	Demonstrate mastery of basic skills and techniques in Geography	Demonstrate an understanding of the basic techniques of map and photograph interpretation							10	28%
Total Number of Items									35	
Total Percentage Weight										100%

LIFE SKILLS

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Life Skills based on the Life Skills Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

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

- 2.9 Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence.
- 2.10 Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions.
- 2.11 Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large.
- 2.12 Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language.
- 2.13 Develop life and work-related skills to increase efficiency in everyday life.
- 2.14 Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision.
- 2.15 Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment.
- 2.16 Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 MAIN COMPETENCES

The assessment will test students' ability to:

- 3.1 Build personality and character
- 3.2 Maintain interpersonal relationships and effective communication
- 3.3 Develop problem-solving and effective decision-making skills
- 3.4 Develop negotiation and conflict resolution skills
- 3.5 Maintain sexual and reproductive health
- 3.6 Recognise gender concerns in society
- 3.7 Achieve career goals and vision
- 3.8 Develop creative and critical thinking abilities
- 3.9 Develop referrals and linkage
- 3.10 Build customer care ability

4.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 4.1 Appreciating people's values
- 4.2 Developing self-awareness
- 4.3 Developing self-esteem
- 4.4 Developing self-confidence
- 4.5 Managing emotions
- 4.6 Building character
- 4.7 Maintaining an interpersonal relationship
- 4.8 Building interpersonal communication
- 4.9 Managing peer pressure
- 4.10 Managing the problem
- 4.11 Making the right decision
- 4.12 Coping with stress
- 4.13 Developing assertive skills
- 4.14 Building negotiation skills
- 4.15 Developing conflict resolution skills
- 4.16 Managing reproductive health
- 4.17 Understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs)

- 4.18 Understanding HIV/AIDS
- 4.19 Testing and caring for HIV/AIDS patients
- 4.20 Understanding and challenging HIV stigma and discrimination
- 4.21 Understanding the concept of gender
- 4.22 Exploring gender issues
- 4.23 Staying focused on career goals and vision
- 4.24 Building creative and critical thinking abilities
- 4.25 Understanding and utilising support systems
- 4.26 Giving customers a positive image
- 4.27 Offering quality and standard customer care service

5.0 ASSESSMENT RUBRIC

The assessment will consist of **one (1)** paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the duration of the assessment will be three **(3:00)** hours. The assessment will consist of **three (3)** sections **A, B** and **C**, with a total of ten **(10)** questions. The student will be required to answer **all** questions. The assessment will carry a total of **100** marks.

Section A will comprise **three (3)** objective questions (1-3). Question 1 will be a multiple-choice question, consisting of **ten (10)** items, each carrying **one (01)** mark, making a total of **10** marks. Question 2 will be a matching item, consisting of **five (5)** items, each carrying **one (01)** mark, making a total of **five (05)** marks. Question 3 will be a true and false items, consisting of **five (5)** items, each carrying **one (01)** mark, making a total of **five (05)** marks. Therefore, the section will carry a total of **20** marks.

Section B will have **five (5)** short-answer questions (4 - 8). Each question will carry **10** marks, making a total of **50** marks.

Section C will have **two (2)** essay questions (9 – 10). Each question will carry **15** marks, making a total of **30** marks.

6.0 TABLE OF SPECIFICATIONS FOR LIFE SKILLS

S/N	Main Competencies	Specific Competencies	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	NO, Items per Competencies	% Weight per Competence
1.	Building personality and character	1.1 Appreciating people's values							9	29.94
		1.2 Developing self-awareness								
		1.3 Developing self esteem								
		1.4 Developing self confidence								
		1.5 Managing emotions								
		1.6 Building character								
2.	Maintaining interpersonal relationships and effective communication	2.1 Maintaining interpersonal relationships							4	11.81
		2.2 Building interpersonal communication								
		2.3 Managing peer Pressure								
3.	Enhancing creative problem-solving and effective decision making	3.1 Managing problem							2	7.00
		3.2 Making the right Decision								
		3.3 Coping with stress								
4.	Developing negotiation and conflict resolution skills	4.1 Developing assertive Skills							2	7.00
		4.2 Building negotiation Skills								
		4.3 Developing conflict resolution skills								
		5.1 Maintaining sexual and reproductive health								
5.	Maintaining sexual and reproductive health	5.2 Understanding Sexually Transmitted Infections (STIs) and Reproductive Tract Infections (RTIs)							8	23.62
		5.3 Understanding HIV/ AIDS								

S/N	Main Competencies	Specific Competencies	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	NO, Items per Competencies	% Weight per Competence
		5.4 Testing and caring for HIV/AIDS patients								
		5.5 Exploring human rights								
		5.6 Understanding and challenging HIV stigma and discrimination								
6.	Gender concerns	6.1 Understanding the concept of gender							2	5.51
		6.2 Exploring gender issues								
7.	Achieving career goals and vision	7.1 Staying focused on career goals and vision							1	1.25
8.	Developing creative and critical thinking abilities	8.1 Building creative and critical thinking abilities							1	1.00
9.	Developing referrals and linkage	9.1 Understanding and utilizing support systems							1	1.00
10.	Building customer care ability	10.1 Giving a customer a positive image								
		10.2 Offering quality and standard customer care service							2	4.72
		Total Number of Items							32	
		Total Percentage Weight								100

PHYSICS

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Physics based on the Physics Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

The general objectives of the Physics assessment will test the extent to which students are able to:

- 2.1 Strengthen, broaden and develop a deeper understanding of knowledge skills and attitudes developed at the Primary Education level.
- 2.2 Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights.
- 2.3 Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge.
- 2.4 Improve communications using Tanzanian sign language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation.
- 2.5 Strengthen accountability for cross cutting issues, including health, security, gender equality and sustainable environmental conservation.
- 2.6 Develop competence and various skills which will enable the student to employ him or herself, to be employed and to manage his or her life by exploiting his or her environment well.
- 2.7 Develop readiness to continue to advanced secondary and tertiary education.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 Apply knowledge of Physics in various contexts.
- 3.2 Conduct experiments in Physics.
- 3.3 Evaluate and use information in Physics.

4.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

- 4.1 Apply knowledge of Physics in various contexts.
 - 4.1.1 Demonstrate mastery of basic concepts, theories and principles of Physics.
 - 4.1.2 Demonstrate mastery of basic terminologies, measurements and symbols in Physics.
 - 4.1.3 Use mathematics to explain physical principles and Phenomena
- 4.2 Conduct experiments in Physics.
 - 4.2.1 Demonstrate mastery of basic experimental skills in Physics.
 - 4.2.2 Demonstrate mastery of data analysis, presentation and report writing in Physics
- 4.3 Evaluate and use information in Physics.
 - 4.3.1 Collect, describe and relate physical data.
 - 4.3.2 Carry out a project in Physics.

5.0 ASSESSMENT RUBRIC

The assessment will consist of one paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the assessment duration will be three **(3:00)** hours. The assessment will consist of ten **(10)** questions with three (3) sections **A, B** and **C**. The candidate will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will comprise **two (2)** objective questions (1 - 2). Question one (1) will consist of ten **(10)** multiple choice items. Each item will carry **one (01)** mark, making a total of **10** marks. Question two (2) will consist of five **(05)** matching items questions. Each item will carry **one (01)** 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 (3- 9). Each question will carry ten (**10**) marks, making a total of **70** marks.

Section C will comprise of **one (1)** question (10). The Question will be based on an alternative to practical and will carry **15** marks.

6.0 TABLE OF SPECIFICATIONS FOR PHYSICS

S/N	Competence	Specific competence	Skills to be tested						Number of items per competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1.	Apply knowledge of physics in various contexts	Demonstrate mastery of basic concepts, theories and principles of Physics							10	24.76
		Demonstrate mastery of basic terminologies, measurements and symbols in Physics							02	5.24
		Use mathematics to explain physical principles and Phenomena							05	10.95
2.	Conduct experiments in Physics; and	Demonstrate mastery of basic experimental skills in Physics							07	17.14
		Demonstrate mastery of data analysis, presentation and report writing in Physics							08	20.48
3	Evaluate and use information in Physics	Collect, describe and relate physical data							04	10.95
		Carry out a project in Physics							04	10.48
Total number of items									40	
Total Percentage Weight										100

CHEMISTRY

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Chemistry based on the Chemistry Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

The general objectives of the Chemistry assessment will test the extent to which students are able to:

- 2.1 Strengthen, broaden and develop a deeper understanding of knowledge skills and attitudes developed at the Primary Education level.
- 2.2 Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights.
- 2.3 Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge.
- 2.4 Improve communications using Tanzanian sign language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation.
- 2.5 Strengthen accountability for cross cutting issues, including health, security, gender equality and sustainable environmental conservation.
- 2.6 Develop competence and various skills which will enable the student to employ him or herself, to be employed and to manage his or her life by exploiting his or her environment well.
- 2.7 Develop readiness to continue to advanced secondary and tertiary education.

3.0 MAIN COMPETENCES

The main competences include the following:

3.1 Demonstrate mastery of basic concepts, theories and principles in Chemistry.

3.2 Conduct experiments in chemistry.

4.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

4.1 Demonstrate mastery of basic concepts, theories and principles in Chemistry.

4.1.1 Demonstrate mastery of basic concepts, theories and principles in Chemistry.

4.1.2 Demonstrate understand of the physical and chemical properties of elements
on the basis of their arrangements in the periodic table.

4.2 Conduct experiments in chemistry.

4.2.1 Conduct experiments in chemistry.

5.0 ASSESSMENT RUBRIC

The assessment will consist of one paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the assessment duration will be three **(3:00)** hours. The paper will consist of ten **(10)** questions with three (3) sections **A**, **B** and **C**. The candidate will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will comprise **two (2)** objective questions (1 - 2). Question one (1) will consist of ten **(10)** multiple choice items. Each item will carry **one (01)** mark, making a total of **10** marks. Question two (2) will consist of five **(05)** matching items questions. Each item will carry **one (01)** 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 (3- 9). Each question will carry ten **(10)** marks, making a total of **70** marks.

Section C will comprise of **one (1)** question (10). The Question will be based on an alternative to practical and will carry **15** marks.

6.0 TABLE OF SPECIFICATIONS FOR CHEMISTRY

S/N	Main Competence	Specific competence	Skills to be tested						Number of items per competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1.	Demonstrate mastery of basic concepts, theories and principles in chemistry	Demonstrate mastery of basic concepts, theories and principles in chemistry							30	75.64
2.	Conduct experiments in chemistry	Conduct experiments in chemistry							10	24.36
Total Number of Items									40	
Total Percentage Weight										100

BIOLOGY

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Biology based on the Biology Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

The general objectives of the biology assessment will test the extent to which students are able to:

- 2.1 Strengthen, broaden and develop a deeper understanding of knowledge skills and attitudes developed at the Primary Education level.
- 2.2 Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights.
- 2.3 Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge.
- 2.4 Improve communications using Tanzanian sign language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation.
- 2.5 Strengthen accountability for cross cutting issues, including health, security, gender equality and sustainable environmental conservation.
- 2.6 Develop competence and various skills which will enable the student to employ him or herself, to be employed and to manage his or her life by exploiting his or her environment well.
- 2.7 Develop readiness to continue to advanced secondary and tertiary education.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 Demonstrate mastery of the concepts, principles and processes of Biology.
- 3.2 Communicate using scientific biological terminologies.
- 3.3 Conduct biological investigations.

4.0 COMPETENCES TO BE ASSESSED

The students will be assessed in the following competences:

- 4.1 Describing the physiological, anatomical and ecological processes of living organisms.
- 4.2 Demonstrating mastery of scientific biological terminologies.
- 4.3 Demonstrating mastery of basic skills for conducting biological Investigations.
- 4.4 Preparing and presenting the results of biological investigations.

5.0 ASSESSMENT RUBRIC

The assessment will consist of one paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the assessment duration will be three **(3:00)** hours. The assessment will consist of ten **(10)** questions with three (3) sections **A, B** and **C**. The candidate will be required to answer **all** questions. The paper will carry a total of **100** marks.

Section A will comprise **two (2)** objective questions (1 - 2). Question one (1) will consist of ten **(10)** multiple choice items. Each item will carry **one (01)** mark, making a total of **10** marks. Question two (2) will consist of five **(05)** matching items questions. Each item will carry **one (01)** 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 (3- 9). Each question will carry ten **(10)** marks, making a total of **70** marks.

Section C will comprise of **one (1)** question (10). The Question will be based on an alternative to practical and will carry **15** marks.

6.0 TABLE OF SPECIFICATIONS FOR BIOLOGY

S/N	Main Competence	Specific competence	Skills to be tested						Number of items per competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1.	Demonstrating mastery of the biological concepts, principles and processes	Describing the physiological, anatomical and ecological processes of living organisms							17	43.33
2.	Communicating using scientific biological terminologies	Demonstrating mastery of Scientific biological terminologies							5	13.33
3	Conducting biological investigations	Demonstrating mastery of basic skills for conducting biological investigations							14	33.81
		Preparing and presenting the results of biological investigations							4	9.52
Total Number of Items								40		
Total Percentage Weight										100

MATHEMATICS

1.0 INTRODUCTION

This assessment format is designed to set for Zanzibar Form Two National Assessment in Mathematics based on the Mathematics Syllabus for Ordinary Secondary Education of 2023 issued by the Tanzania Institute of Education (TIE). The Format focuses on the competences attained by students at Form One and Form Two levels. It emphasizes comprehensive evaluation of higher order thinking, practical and attitudinal skills development.

2.0 GENERAL OBJECTIVES

- 2.1 Use the knowledge and skills developed in the Primary Education stage to strengthen and expand academic understanding.
- 2.2 Value citizenship and national customs.
- 2.3 Demonstrate confidence in learning various professions including Science and Technology, theoretical and practical knowledge.
- 2.4 Use language skills including Tanzania Sign Language (TSL), sign language, Kiswahili language, English and at least one other foreign language to communicate.
- 2.5 Use knowledge of cross-cutting issues to manage the environment around them.
- 2.6 Use knowledge and skills to enable them to be self-employed, employed and manage life and environment.

3.0 MAIN COMPETENCES

The assessment will test the students' ability to:

- 3.1 Demonstrate mastery of mathematical language.
- 3.2 Demonstrate mastery of basic concepts in geometry and algebra.
- 3.3 Demonstrate mastery of basic concepts in coordinate geometry and trigonometry.

4.0 COMPETENCES TO BE ASSESSED

Students will be assessed in the following competences:

- 4.1 Using numerical skills in different contexts.
- 4.2 Using ratios and proportions in daily life.
- 4.3 Using rates and variations in different contexts.
- 4.4 Using geometry and approximations in various contexts.
- 4.5 Using algebra in problem solving.
- 4.6 Using sets in problem solving.
- 4.7 Using basic coordinate geometry and trigonometry in daily life.

5.0 ASSESSMENT RUBRIC

The assessment will consist of one paper lasting two hours and thirty minutes **(2:30)**. For students with special needs, the assessment duration will be three **(3:00)** hours. The assessment will consist of fourteen **(14)** questions. The candidate will be required to answer **all** questions. Questions 1 to 12 will carry 7 marks each, while Questions 13 and 14 will carry 8 marks each. The paper will carry a total of **100** marks.

6.0 TABLE OF SPECIFICATIONS FOR MATHEMATICS

S/N	Main Competence	Specific Competences	Skills to be Tested						Number of Items Per Competence	Percentage Weight Per Competence
			Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1.	Demonstrating mastery of mathematical language	Using numerical skills in different contexts							6	18.75
		Using ratios and proportions in daily life								
		Using rates and variations in different contexts								
2.	Demonstrating mastery of basic concepts in geometry and algebra	Using geometry, approximations,							20	62.50
		Using algebra in problem solving								
		Using sets in problem solving								
3.	Demonstrating mastery of basic concept in coordinate geometry, trigonometry	Using basic coordinate geometry, trigonometry in daily life							6	18.75
Total Number of Items									32	100
Total Percentage Weight										

