

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL
ADVANCED CERTIFICATE OF SECONDARY EDUCATION EXAMINATION
161 **EDUCATION**

(For Both School and Private Candidates)
Time: 3 Hours **ANSWERS** **Year: 2020**

Instructions

1. This paper consists of THREE questions.
2. Answer all questions.

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1. Briefly describe four curriculum materials which are important during the preparation of teaching and learning resources.

The syllabus is a key curriculum material that outlines the content to be covered, the objectives to be achieved, and the time frame for implementation. It serves as a guide to both teachers and learners in organizing the learning process.

Textbooks provide in-depth knowledge and detailed explanations of topics as outlined in the syllabus. They offer examples, illustrations, exercises, and supplementary content that enhance learners' understanding.

Teachers' guides are instructional materials designed to help teachers in lesson planning, content delivery, and assessment. They often include suggested teaching strategies, learning activities, and answers to textbook questions.

Supplementary materials such as charts, maps, models, and audiovisual aids enrich the learning experience. They make abstract concepts more tangible and foster better engagement and comprehension among learners.

2. By using four points, briefly explain factors to be considered when choosing a teaching and learning method.

The nature of the subject matter influences the choice of method. For instance, practical subjects such as science require demonstration or experimental methods, while theoretical subjects may benefit from discussion or lecture methods.

Learner characteristics such as age, ability, and learning style should guide the choice of method. Younger learners may respond better to play-based methods, while older learners may handle complex discussions.

Availability of teaching and learning resources is another important factor. Certain methods require specific tools or materials; for instance, project-based learning may need access to equipment or materials which might not be readily available.

The learning objectives also determine the method. For example, if the objective is to promote critical thinking, the teacher may opt for inquiry-based learning instead of rote learning methods.

3. How does formal curriculum differ from the hidden curriculum? Give four points.

The formal curriculum refers to the official and planned content delivered through the school syllabus, including subjects like mathematics, science, and languages, whereas the hidden curriculum comprises the implicit lessons learned through school culture, routines, and teacher behavior.

Formal curriculum is structured and assessed, meaning students are evaluated through tests and exams, while the hidden curriculum is not formally tested but influences learners' attitudes, values, and behavior.

The formal curriculum is intentionally developed by educational authorities and is meant to achieve specific learning outcomes. In contrast, the hidden curriculum is unintentional and emerges from the social interactions and environment within the school.

While formal curriculum is usually uniform across schools and systems, hidden curriculum varies depending on the school's values, teacher attitudes, peer interactions, and school management style.

4. The central activities of Philosophy are Speculation, Prescription, Synthesis and Analysis. Explain how each one is applied in education.

Speculation in education involves pondering about the aims and nature of education, leading to development of educational theories and philosophies that influence curriculum design and teaching practices.

Prescription provides guidance on what should be taught, how it should be taught, and what values should be instilled. It sets educational standards and ethical principles for teachers and learners.

Synthesis in education brings together various ideas from different philosophies, disciplines, and practices to form a coherent framework for curriculum and pedagogy, enabling a holistic educational experience.

Analysis involves breaking down educational concepts, policies, or practices to understand their components and implications. It helps in evaluating educational programs and making informed improvements.

5. Describe four responsibilities of the Teachers' Service Commission (TSC) of Tanzania.

The TSC is responsible for the recruitment and appointment of qualified teachers to public schools, ensuring that vacancies are filled with competent personnel.

It oversees the promotion and transfer of teachers based on merit and available opportunities, ensuring a fair and efficient human resource system within the education sector.

The Commission also handles disciplinary matters, investigating misconduct and enforcing penalties or corrective measures as necessary to maintain professional standards.

TSC is tasked with the registration and certification of teachers, ensuring that only qualified and approved individuals are allowed to teach in public institutions.

6. Briefly explain the four strengths of colonial education in Tanganyika.

Colonial education introduced formal schooling systems, which laid the foundation for modern education structures in Tanganyika, including classrooms, curriculum, and assessment systems.

It promoted literacy and numeracy, equipping a portion of the population with basic reading, writing, and arithmetic skills necessary for administrative and clerical work.

The system created a cadre of Africans who could serve as clerks, interpreters, and lower-level administrators in the colonial government, thus creating a semi-skilled workforce.

Colonial education also introduced western languages, especially English, which later became an important medium of communication and instruction in independent Tanzania.

7. What are the contributions of educational psychology in the following educational aspects:

(a) Educational psychology contributes to learning content by helping curriculum designers align content with learners' cognitive development stages, interests, and needs, making the content more relevant and understandable.

(b) In assessment, it informs the design of evaluation tools that measure not only academic performance but also cognitive, emotional, and behavioral development, ensuring a holistic view of learners' progress.

(c) Educational psychology aids in selecting and developing effective teaching methods based on how students learn best, whether through observation, repetition, association, or reinforcement.

(d) It helps in the selection and development of teaching aids that match learners' age and cognitive abilities, thus enhancing motivation and facilitating better understanding of the subject matter.

8. Provide four situations which need guidance and counselling in a school setting.

When students exhibit signs of emotional distress such as withdrawal, depression, or anxiety, guidance and counselling are needed to help them cope and regain emotional balance.

Academic underperformance or learning difficulties require counselling to identify the root causes and to assist learners in developing effective study habits and motivation.

Cases of peer conflict, bullying, or social isolation require intervention through counselling to promote positive relationships and restore a safe learning environment.

Career uncertainty or poor decision-making about future education and employment paths calls for career guidance to help students make informed choices based on their interests and strengths.

9. As a prospective teacher, suggest four strategies that can be used to enhance memory among learners.

Using repetition and practice helps reinforce content in learners' memory. Repeated exposure to information through varied activities strengthens recall.

Linking new content to existing knowledge (association) helps learners relate new concepts with what they already know, making memory retention easier.

The use of visual aids such as diagrams, charts, and videos makes abstract information more concrete and memorable, especially for visual learners.

Creating an engaging and emotionally supportive learning environment enhances memory by reducing anxiety and increasing motivation to learn.

10. In four points, briefly explain the rationale behind the teaching of educational management and school administration to prospective teachers.

Understanding educational management equips teachers with leadership and organizational skills necessary for coordinating school activities effectively.

It helps prospective teachers comprehend how schools are governed, including the roles of headteachers, school boards, and educational policies.

The subject enables teachers to participate meaningfully in decision-making processes, such as budgeting, resource allocation, and planning.

Learning school administration also prepares teachers to take on leadership roles in the future, such as head of department or school head, thereby enhancing their career progression.

11. "Some students' misbehaviour in a classroom is caused by teachers due to inappropriate lesson instructional practices." Justify this statement by giving five points.

Poor lesson planning by teachers can lead to disorganized teaching, which confuses students and leads to loss of interest. When students are disengaged, they often resort to disruptive behavior to entertain themselves or seek attention.

Monotonous teaching methods such as excessive lecturing without involving students in discussions, group work, or practical activities may cause boredom, prompting students to misbehave to escape the dullness.

Lack of classroom management skills by the teacher can create an environment where students feel free to break rules without consequences. Without clear rules and consistent enforcement, learners may push boundaries.

Failure to meet learners' needs and abilities—such as using language that is too complex or teaching too fast—can cause frustration. Students who cannot follow the lesson may react by acting out or disturbing others.

Negative teacher attitudes, such as being harsh, sarcastic, or showing favoritism, can provoke resentment and rebellion. Students may use misbehavior as a way to resist or challenge the teacher's authority.

12. Suppose you were invited to participate in making an assessment of the gap between available curriculum and need of education in society. Suggest five factors which should be considered as guiding evidences in making changes in the existing curriculum.

Relevance to societal needs should be considered. If the curriculum does not address the economic, technological, or social realities of the community, it may not prepare students for life after school.

Employability of graduates is a key factor. If students are completing their education but remaining jobless, it indicates that the curriculum may lack practical and vocational elements demanded by the job market.

Technological advancements must be reflected in the curriculum. In a digital era, failure to include ICT skills or digital literacy creates a gap between students and the modern work environment.

Stakeholder feedback, including from parents, teachers, employers, and students, provides evidence about what is working and what is not. Their opinions help identify areas of the curriculum needing improvement.

Performance trends in national examinations and classroom assessments can signal the curriculum's effectiveness. Consistent failure in certain areas might indicate a need to review content or teaching approaches.

13. Explain five roles of a school as a socialising agent.

Schools transmit cultural values and norms by teaching acceptable behavior, respect for authority, cooperation, and the importance of rules, thus preparing learners to fit into society.

They promote social interaction by bringing together students from diverse backgrounds, encouraging them to communicate, share, and collaborate—skills essential in social life.

Schools foster the development of identity through peer interaction and participation in group activities such as sports and clubs, helping students discover their interests and social roles.

They provide civic education by teaching students about rights, responsibilities, and governance systems, which instills democratic values and national identity.

Schools encourage discipline by setting routines, expectations, and consequences for behavior, training learners to self-regulate and respect societal rules.

14. With examples, explain six weaknesses of African traditional education.

It lacked written records and relied on oral transmission of knowledge, which made it difficult to preserve and transfer large volumes of information across generations.

African traditional education was limited to the tribe or clan and did not accommodate outsiders, reducing opportunities for broader social integration and national unity.

The system was rigid and resistant to change, making it difficult to adapt to new ideas or technologies that could enhance learning or economic development.

It emphasized survival skills such as farming and hunting, which while important, did not prepare learners for modern economic demands requiring science, technology, and innovation.

Gender discrimination was prevalent, as boys and girls were trained for specific roles, denying many children, especially girls, access to comprehensive education and leadership opportunities.

The education was informal and unstandardized, which made it hard to measure progress or compare learning across different regions or communities.

15. By using six points, argue for the statement which states that “Psychology is a scientific discipline.”

Psychology relies on empirical evidence. It uses observation and experimentation to study human behavior and mental processes, just like other scientific fields.

It employs the scientific method, including hypothesis formation, controlled experiments, and data analysis, to draw conclusions about psychological phenomena.

Psychology is objective and avoids bias by using standardized tools and methods for assessment and research, ensuring consistent and verifiable results.

It has established theories and principles, such as classical conditioning and cognitive development, that are based on systematic research and can be tested or modified.

Psychological research often involves statistical analysis, which helps in interpreting data and determining the reliability of findings, a hallmark of scientific inquiry.

It has practical applications that are testable and measurable, such as in therapy, education, and behavior modification, proving its effectiveness in real-world situations.

16. Examine the four stages of cognitive development according to Jean Piaget and show how each is applied in the teaching and learning process.

The sensorimotor stage (birth to 2 years) involves learning through physical interaction with the environment. In early childhood education, toys and tactile materials help children explore and understand their world.

The preoperational stage (2 to 7 years) is characterized by symbolic thinking and egocentrism. Teachers use storytelling, drawing, and pretend play to develop imagination and language skills.

The concrete operational stage (7 to 11 years) involves logical thinking about concrete events. In primary school, students are introduced to basic mathematics, science experiments, and classification tasks that develop reasoning.

The formal operational stage (12 years and above) enables abstract and hypothetical thinking. In secondary school, learners engage in problem-solving, algebra, and scientific reasoning that require abstract thought.

17. Explain six reasons for the resistance of some educational leaders to delegate power to their subordinates.

Some leaders fear loss of authority and control, believing that delegation may undermine their power or decision-making role in the institution.

Lack of trust in the competence of subordinates may lead leaders to withhold responsibilities, fearing that tasks may not be performed adequately.

Insecurity and fear of being replaced may drive leaders to avoid empowering others, especially if they see capable subordinates as threats to their position.

Some leaders believe in centralized leadership styles where decisions are made at the top, discouraging participation from lower levels of the organization.

Poor communication skills or lack of delegation training may prevent leaders from understanding how to effectively assign tasks while maintaining oversight.

Cultural or institutional traditions that promote hierarchical structures may discourage delegation, viewing it as a sign of weakness or lack of control.

18. Identify six “bodies” that are responsible for controlling the provision of educational services in Tanzania and explain their respective major functions.

The Ministry of Education, Science, and Technology is the principal body responsible for policy formulation, curriculum development, and overall coordination of education in the country.

Tanzania Institute of Education (TIE) develops and reviews curricula, teaching materials, and pedagogical guidelines to ensure relevance and quality in education.

National Examinations Council of Tanzania (NECTA) administers national examinations, ensures assessment standards, and certifies academic performance at various levels.

Teachers’ Service Commission (TSC) manages recruitment, promotion, and disciplinary matters of teachers, ensuring professional standards in public education.

Tanzania Commission for Universities (TCU) regulates university education, including accreditation of programs, institutions, and assurance of quality in higher education.

National Council for Technical Education (NACTE) oversees technical and vocational training institutions, ensuring they meet set standards and offer relevant programs.