

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
CURRICULUM AND TEACHING

764

Time: 3 Hours

ANSWERS

Year: 2004

Instructions

1. This paper consists of section A and B.
2. Answer all questions in section A and four questions from section B.

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1. List down four bodies which are involved in curriculum development in Tanzania.

One of the key bodies involved in curriculum development in Tanzania is the Tanzania Institute of Education (TIE). This institution is responsible for designing, reviewing, and improving curricula to ensure they meet educational needs and standards.

Another body is the Ministry of Education, Science, and Technology (MoEST). This government body oversees education policies, approves curriculum changes, and ensures their alignment with national development goals.

The National Examinations Council of Tanzania (NECTA) is also involved in curriculum development. NECTA ensures that the curriculum aligns with examination requirements, ensuring that assessments reflect learning objectives and competencies.

Lastly, universities and teacher training colleges contribute to curriculum development by conducting research, training teachers, and providing expert recommendations for curriculum improvement.

2. Identify four main factors which influence curriculum development.

One major factor influencing curriculum development is technological advancement. As new technologies emerge, the curriculum must incorporate digital literacy, coding, and innovative teaching methods to prepare students for modern careers.

Another influencing factor is societal needs and cultural values. The curriculum must reflect the values, traditions, and aspirations of society, ensuring that students acquire knowledge and skills relevant to their communities.

Government policies and educational reforms also play a crucial role. Changes in national policies, such as competency-based education, require curriculum adjustments to meet new educational goals.

Additionally, economic demands influence curriculum development. As job markets evolve, curricula must be updated to equip students with skills that match employment opportunities in various sectors.

3. State four main sources of information necessary for curriculum design and development.

One important source of information for curriculum design is educational research. Studies on teaching methods, learning theories, and student performance provide insights into effective curriculum planning.

Another source is feedback from teachers and students. Teachers, as implementers of the curriculum, provide valuable input on its effectiveness, while students' performance and engagement indicate areas that need improvement.

Government education policies and national development plans also guide curriculum development. These documents outline educational priorities and long-term goals, ensuring alignment with national progress.

Additionally, international benchmarks and global best practices serve as important sources. Comparing Tanzania's curriculum with those of other countries helps integrate international standards and innovations.

4. Differentiate single lesson teaching practice from microteaching practice.

Single lesson teaching practice is a real classroom teaching experience where a trainee teacher conducts a full lesson in an actual school setting under the supervision of a mentor or instructor. It provides hands-on exposure to classroom management, student engagement, and lesson delivery.

Microteaching practice, on the other hand, is a controlled teaching exercise conducted in a training environment. It allows trainee teachers to practice specific teaching skills, such as questioning techniques or lesson presentation, in front of peers and trainers. Unlike single lesson teaching, microteaching is shorter and followed by immediate feedback for improvement.

5. State two characteristics of a good instructional objective.

A good instructional objective should be specific and measurable. It must clearly define what students should be able to achieve after a lesson and include measurable criteria for assessment.

Another characteristic is that it should be attainable and realistic. The objective should be appropriate for the students' level and achievable within the given lesson timeframe.

6. Name four major components of a syllabus.

One major component is learning objectives, which outline what students are expected to achieve by the end of the course.

Another component is course content, detailing the topics and subtopics to be covered in the subject.

Teaching and learning strategies are also included, specifying the recommended instructional approaches, such as lectures, discussions, and practical work.

Lastly, the syllabus includes assessment methods, outlining how students' progress will be evaluated, such as through tests, assignments, or practical examinations.

7. What functions are served by the instructional media? (Give two functions).

One function of instructional media is enhancing student understanding. Visual aids, videos, and models make abstract concepts easier to comprehend by providing concrete representations.

Another function is increasing student engagement and motivation. Interactive media, such as simulations and educational games, make learning more enjoyable and encourage active participation.

8. What is meant by resource-based learning?

Resource-based learning is an educational approach where students use a variety of resources, such as textbooks, digital tools, experiments, and research materials, to acquire knowledge. This method encourages independent learning, critical thinking, and problem-solving by allowing students to explore topics beyond the teacher's instruction.

9. What is the difference between classroom management and classroom organisation?

Classroom management refers to the techniques and strategies used by teachers to maintain discipline, control behavior, and create a conducive learning environment. It includes setting rules, handling disruptions, and ensuring student engagement.

Classroom organisation, on the other hand, involves the arrangement of physical resources, such as seating, teaching aids, and lighting, to maximize learning efficiency. Proper organization helps improve student focus, participation, and accessibility to learning materials.

10. Discuss five limitations of a formal curriculum.

One limitation of a formal curriculum is that it lacks flexibility. The structured nature of formal education does not always allow for adaptations based on individual student needs or societal changes.

Another limitation is that it emphasizes theoretical knowledge over practical skills. Many formal curricula focus heavily on academic content without sufficient application to real-life situations or hands-on learning.

Standardized assessment methods in formal curricula can also be restrictive. They may not accurately measure students' creativity, problem-solving skills, or emotional intelligence.

Additionally, formal curricula may not accommodate diverse learning styles. Some students learn better through experiential or interactive methods, which are often underutilized in rigid classroom settings.

Lastly, curriculum implementation can be affected by inadequate resources. Schools in underprivileged areas may struggle to deliver the formal curriculum effectively due to a lack of textbooks, trained teachers, or technological support.

11. Account for four major criteria for curriculum evaluation.

One key criterion is effectiveness in achieving learning outcomes. A curriculum must be assessed to determine whether students acquire the intended knowledge and skills.

Another criterion is relevance to societal and economic needs. The curriculum should align with job market demands, technological advancements, and cultural values to prepare students for future challenges.

Feasibility and practicality are also important. A curriculum must be realistically implementable within the available infrastructure, teacher training, and learning resources.

Lastly, adaptability to future changes should be considered. A good curriculum should be flexible enough to accommodate educational reforms and emerging global trends.

12. Discuss critically the major limitations of Tyler's curriculum model.

One limitation of Tyler's model is that it focuses heavily on predefined objectives. This approach may overlook spontaneous learning experiences that occur during the teaching process.

Another weakness is its linear structure, which assumes that curriculum development follows a fixed sequence. In reality, curriculum planning is often iterative and influenced by ongoing evaluations.

Lack of emphasis on student input is another drawback. Tyler's model does not adequately consider learners' interests and experiences, which are essential for meaningful education.

Additionally, the model places excessive emphasis on evaluation through tests and assessments. This may lead to a rigid education system where teachers focus more on exams than on holistic learning.

Lastly, the model does not account for dynamic societal changes. It assumes that educational goals remain constant, whereas modern education requires adaptability to new knowledge and skills.

13. Describe clearly five major components of a teacher's guide.

One major component of a teacher's guide is lesson objectives. These outline what students should achieve by the end of each lesson. Objectives help teachers focus on key concepts and ensure that lessons are structured to meet learning goals effectively.

Another important component is teaching methods and strategies. The guide provides suggestions on how to deliver lessons, including lecture methods, discussions, group activities, and practical demonstrations. This helps teachers choose appropriate approaches that cater to different learning styles.

Assessment and evaluation techniques are also included in a teacher's guide. This section provides guidelines on how to measure student progress, including test formats, grading criteria, and sample assessment questions to ensure students are evaluated effectively.

The teacher's guide also includes teaching and learning materials. It lists textbooks, charts, digital resources, and other instructional aids that teachers can use to enhance the learning experience. This ensures that teachers are well-equipped with the necessary resources to deliver lessons effectively.

Lastly, the guide provides classroom management tips. This includes strategies for handling student behavior, maintaining discipline, and creating an engaging learning environment. Effective classroom management helps maximize student participation and learning outcomes.

14. One of the requirements of the teacher education programme in Tanzania is for the teacher trainees to undergo Block Teaching Practice (BTP). Discuss three advantages and three disadvantages of BTP.

Advantages:

One advantage of BTP is that it provides real classroom experience. Trainee teachers practice teaching in actual school environments, improving their instructional and classroom management skills.

Another advantage is immediate feedback from experienced mentors. Supervisors observe and guide trainees, helping them refine their teaching methods through constructive criticism.

BTP also bridges the gap between theory and practice. Trainees apply the teaching techniques they learned in college to real-life teaching situations, enhancing their professional competence.

Disadvantages:

One disadvantage is that BTP can be stressful for trainees. Managing a real classroom with diverse student needs and behaviors can be overwhelming for beginner teachers.

Another challenge is limited teaching resources. Some schools where trainees are placed may lack adequate teaching materials, making lesson delivery difficult.

Lastly, BTP placements may be affected by school location. Some trainees are assigned to schools in remote areas with poor living conditions, affecting their comfort and learning experience.

15. Suppose you are appointed by your head of school to lead a team that will be responsible for finding and buying teaching and learning materials for your school. Discuss six criteria that will guide you in selecting appropriate materials.

One important criterion is curriculum alignment. The materials must match the curriculum requirements and learning objectives to ensure they effectively support student learning and meet national education standards.

Another crucial factor is quality and accuracy of content. Teaching materials should contain up-to-date and factually correct information. Using outdated or incorrect materials can lead to misunderstandings and hinder student learning.

Durability and usability should also be considered. Physical materials such as textbooks, charts, and laboratory equipment should be made of high-quality materials to withstand long-term use, especially in schools with many students.

The affordability of materials is another key criterion. Cost-effectiveness ensures that the school gets value for money while purchasing enough resources to meet student needs without exceeding the budget.

Adaptability to different learning styles is also essential. Teaching materials should cater to students with varying abilities and preferences, such as visual learners, auditory learners, and hands-on learners. Using a mix of textbooks, digital resources, and practical tools helps accommodate all students.

Lastly, availability and accessibility must be considered. The materials should be easily obtainable from reliable suppliers, and they should be accessible to both teachers and students. Ensuring materials are user-friendly and not too complex for students' levels is also crucial.

16. Describe briefly and clearly the major components of a scheme of work.

One major component of a scheme of work is learning objectives. These define what students should know or be able to do at the end of a specific period. Clear objectives help teachers stay focused on lesson goals and guide student assessment.

Another component is topics and subtopics. A scheme of work outlines the subject content to be covered each week or month. This ensures that lessons follow a logical sequence and that all necessary topics are included.

Teaching and learning methods are also a crucial part of the scheme of work. This section details the instructional approaches to be used, such as discussions, demonstrations, or group activities, to ensure effective content delivery.

Resources and teaching aids are another key component. The scheme of work lists textbooks, audiovisual materials, laboratory equipment, and other tools needed for effective teaching and learning.

Lastly, assessment methods are included in the scheme of work. These specify how students will be evaluated, such as through quizzes, tests, class participation, or practical work. This helps ensure that learning progress is monitored and that students achieve the set objectives.