

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

764

**Time: 3 Hours**

**ANSWERS**

**Year: 2006**

**Instructions**

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

maktaba.tetea.org



1. Teaching is the process of imparting knowledge, skills, values, and attitudes from a teacher to learners.

It involves the interaction between the instructor and students using various teaching methods, strategies, and instructional materials to facilitate learning.

2. Curriculum development as a process refers to the systematic planning, designing, implementation, and evaluation of educational programs.

It involves determining the learning objectives, selecting appropriate content, designing instructional methods, and assessing the effectiveness of the curriculum to ensure it meets the educational needs of students and society.

3. Two types of instructional media include visual media and audio media.

Visual media such as charts, diagrams, and videos help learners understand concepts through images and demonstrations.

Audio media, including recorded lectures, podcasts, and radio programs, enhance learning by allowing students to listen and comprehend information.

4. Learner-centred learning is an educational approach where students take an active role in their learning process rather than being passive recipients of knowledge. It focuses on student engagement, critical thinking, and problem-solving by encouraging exploration, discussion, and hands-on activities that make learning more meaningful and relevant.

5. The important characteristics of a teacher's guide include clarity, as it provides clear and structured lesson plans, objectives, and teaching strategies. It is comprehensive, covering all necessary topics, activities, and assessment methods. It is flexible, allowing teachers to adapt and modify content based on student needs. It is aligned with the curriculum, ensuring consistency with educational standards and learning outcomes.

6. Four bodies involved in curriculum implementation include the Ministry of Education, which oversees the development and implementation of curriculum policies. The Tanzania Institute of Education (TIE), which designs, reviews, and updates the curriculum. Schools and teachers, who deliver the curriculum content through instruction and assessment. The National Examination Council of Tanzania (NECTA), which evaluates student performance and ensures the curriculum's effectiveness.

7. Non-formal curriculum is applied in Tanzania through adult education programs, which provide literacy and vocational training to individuals outside the formal school system. It is also seen in community-based learning initiatives, such as agricultural training and health awareness campaigns. Religious and cultural education offered in churches and mosques contributes to moral and ethical development. Skill development workshops, including computer training and entrepreneurship programs, help individuals gain employable skills.

8. The syllabus of a subject contains the learning objectives, which outline the expected competencies and knowledge students should acquire. It includes the course content, specifying topics, subtopics, and key concepts to be covered. It provides teaching methods and strategies to guide instruction. It also outlines assessment and evaluation techniques to measure student understanding and progress.

9. Programmed instruction is a self-paced learning approach that presents educational content in a structured and sequential manner. It involves breaking down subject matter into small, manageable units, allowing learners to progress at their own pace. This method uses reinforcement techniques, such as immediate feedback and quizzes, to enhance understanding and retention. It is commonly used in computer-based training and self-learning modules.

10. What important components would you consider when preparing a scheme of work?

A scheme of work should include clear learning objectives that specify what students are expected to achieve by the end of the lesson or course. These objectives guide the teacher in planning lessons and assessments.

It should outline the subject content, including topics and subtopics to be covered within a specified period. This ensures systematic coverage of the syllabus without omitting key areas.

It must specify the teaching and learning activities that will be used to engage students. Activities such as discussions, experiments, and group work should be included to enhance learning.

Assessment methods should be included to evaluate students' understanding and progress. These can be quizzes, assignments, or practical exercises.

The scheme should also consider the available resources, such as textbooks, teaching aids, and technological tools, to ensure effective lesson delivery.

11. Using five (5) vivid examples, explain how the hidden curriculum shows itself in the learners' daily life?

Hidden curriculum is evident in discipline, where students learn punctuality and responsibility by being required to arrive at school on time and complete assignments before deadlines.

Respect for authority is another example, as students are expected to follow teachers' instructions and obey school rules, which prepares them for workplace hierarchy and societal laws.

Teamwork is learned through group assignments and extracurricular activities, where students cooperate with peers to achieve common goals, mirroring workplace collaboration.

Gender roles are reinforced when certain subjects or activities are encouraged for specific genders, shaping students' perceptions of societal roles and expectations.

Social norms such as politeness, honesty, and perseverance are instilled through classroom interactions, reinforcing behaviors that are expected in broader society.

12. Critically analyse three (3) major factors in curriculum content.

Relevance is a key factor in curriculum content, as it ensures that the subjects and topics taught align with the current needs of society, industry, and technology. A relevant curriculum prepares students for real-life challenges and employment opportunities.

Flexibility is another major factor, allowing the curriculum to accommodate different learning styles, abilities, and changes in knowledge. A rigid curriculum may fail to address emerging trends and innovations in education.

Cultural and national identity plays a significant role in shaping curriculum content. The inclusion of local history, traditions, and values helps students develop a sense of belonging and appreciation for their heritage while balancing global knowledge.

13. Compare and contrast Taba's and Tyler's Models of Curriculum Development.

Taba's model is inductive, meaning curriculum development starts from teachers and is built up based on classroom needs. Tyler's model is deductive, starting with broad educational goals set at the national or institutional level and then applied in schools.

Both models emphasize the importance of objectives in curriculum design, ensuring that learning outcomes are clear and measurable. They also advocate for a structured approach to curriculum planning and implementation.

Taba's model encourages teacher involvement, allowing them to contribute directly to curriculum modification and improvement. In contrast, Tyler's model follows a top-down approach, where curriculum designers and policymakers determine the content before teachers implement it.

14. Discuss the benefits of using resource-based learning in an education system.

Resource-based learning enhances student engagement by providing diverse learning materials such as books, digital content, and practical tools that cater to different learning styles.

It promotes independent learning by allowing students to explore information beyond the classroom, encouraging research and critical thinking skills.

It supports differentiated instruction, as teachers can use various resources to meet the needs of learners with different abilities and interests.

It increases access to updated knowledge, especially with digital resources that provide real-time information and global perspectives on various subjects.

It fosters creativity and problem-solving by exposing students to multiple sources of information, enabling them to analyze, compare, and apply knowledge effectively.

15. What is teaching practice? Why should teacher trainees do teaching practice during training?

Teaching practice is a practical training period where teacher trainees apply their theoretical knowledge in real classroom settings under supervision. It allows them to gain hands-on experience in lesson planning, classroom management, and student engagement.

Teacher trainees should undergo teaching practice to develop confidence in handling students and delivering lessons effectively. Practical experience helps them refine their teaching strategies and overcome classroom challenges.

It provides an opportunity for feedback from experienced teachers and mentors, allowing trainees to improve their instructional methods based on constructive criticism.

Teaching practice helps trainees understand student behavior, learning styles, and classroom dynamics, which are crucial for effective teaching.

It also bridges the gap between theory and practice by enabling trainees to implement pedagogical theories in real-life teaching scenarios, preparing them for professional teaching roles.

16. Evaluation is one of the most important processes in curriculum development. Analyse the criteria for curriculum evaluation.

Curriculum evaluation should be based on relevance, ensuring that the content meets the educational needs of students, society, and the job market. A relevant curriculum prepares learners for real-world challenges and future careers.

Effectiveness is another criterion, which assesses whether the curriculum achieves its intended learning outcomes. This can be measured through student performance, feedback, and overall achievement of educational goals.

Flexibility is important in curriculum evaluation, as it determines whether the curriculum can adapt to changes in knowledge, technology, and societal demands without becoming outdated.

Feasibility should be considered, ensuring that the curriculum can be implemented with available resources, trained teachers, and infrastructure without unnecessary strain on the education system.

Sustainability is also a key criterion, meaning the curriculum should be designed in a way that allows long-term implementation and continuous improvement based on periodic reviews and research findings.