THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

764   **CURRICULUM AND TEACHING**

Time: 3 Hours   **ANSWERS**   **Year: 2008**

Instructions

1. This paper consists of section A and B.

2. Answer all questions in section A and four questions from section B.

1. Distinguish between teacher-student interaction and student-resource interaction.

Teacher-student interaction refers to the communication and engagement that occurs between the teacher and learners during the teaching and learning process. It includes activities such as questioning, feedback, discussions, and explanations that help students understand concepts and stay motivated. This interaction plays a crucial role in knowledge transfer, discipline management, and student participation in lessons.

Student-resource interaction, on the other hand, involves how students engage with learning materials such as textbooks, charts, laboratory equipment, and digital content. This interaction is essential for independent learning as it allows students to explore information, conduct research, and reinforce their understanding of a subject. Effective student-resource interaction enhances self-learning skills and encourages deeper exploration of topics.

2. Differentiate microteaching from single lesson teaching practice.

Microteaching is a training technique where trainee teachers practice teaching in a controlled environment, often in front of their peers and supervisors. It focuses on specific teaching skills such as classroom management, questioning techniques, and lesson delivery. The sessions are usually short, and feedback is given immediately to improve teaching performance.

Single lesson teaching practice, however, is conducted in an actual classroom with real students. The trainee teacher delivers a complete lesson as part of their professional training and is evaluated based on their ability to manage the class, deliver content effectively, and assess student understanding. Unlike microteaching, this practice involves real classroom challenges and requires the application of various teaching strategies.

3. What do you understand by "Evaluation must be comprehensive"?

"Evaluation must be comprehensive" means that the assessment of student learning should cover all aspects of education rather than focusing on just one area. Comprehensive evaluation considers not only academic performance but also skills, attitudes, values, and personal development.

This approach includes formative evaluation (ongoing assessment during learning), summative evaluation (final assessment at the end of a course), diagnostic evaluation (assessing prior knowledge and learning difficulties), and process evaluation (analyzing teaching effectiveness).

By making evaluation comprehensive, educators can get a clearer picture of student progress, identify learning gaps, and improve teaching methods accordingly.

4. (a) What are the three (3) domain levels of learning?

The three levels of learning domains are:

Cognitive domain – Involves intellectual and knowledge-based learning, such as understanding concepts, reasoning, and problem-solving.

Affective domain – Deals with emotions, attitudes, and values, such as teamwork, empathy, and ethical behavior.

Psychomotor domain – Focuses on physical skills and coordination, such as writing, sports, and using tools.

(b) Which one of the levels you named deals with intellectual (knowledge) issues?

The Cognitive domain deals with intellectual and knowledge-related learning. It includes activities like remembering facts, understanding concepts, applying knowledge, analyzing information, and making evaluations based on reasoning.

5. (a) What is hidden curriculum?

Hidden curriculum refers to the unintended lessons, values, and behaviors that students learn in school beyond the formal syllabus. It includes social norms, discipline, work ethics, and interpersonal relationships that students acquire through daily school routines, teacher expectations, and peer interactions.

(b) Mention four (4) characteristic features of formal curriculum.

Planned and structured – The formal curriculum is designed in advance by education authorities and follows a specific syllabus.

Officially recognized – It is approved by educational institutions and government bodies, ensuring standardization.

Assessed and evaluated – Students are tested through examinations, assignments, and practicals to measure learning outcomes.

Teacher-led – The formal curriculum is implemented under the guidance of teachers who follow specific teaching methodologies.

6. What is educational media?

Educational media refers to the tools and materials used to enhance teaching and learning processes. These include textbooks, visual aids, audio recordings, digital content, and multimedia resources that support classroom instruction and independent learning. Educational media makes learning more engaging, interactive, and effective by presenting information in diverse ways to accommodate different learning styles.

7. Discuss four (4) factors to consider when applying participatory techniques in the classroom situation.

One factor is class size. Participatory techniques such as group discussions and role-playing work best in small to medium-sized classes, where students can actively engage without overcrowding or confusion.

Another factor is student readiness. Teachers should assess whether students have the necessary skills, prior knowledge, and confidence to participate effectively in activities such as debates, projects, and peer teaching.

Availability of resources is also essential. Some participatory methods require teaching aids, digital tools, or laboratory equipment, so the teacher must ensure that necessary materials are available.

Lastly, lesson objectives must align with the selected participatory method. Activities should directly contribute to achieving learning goals rather than being used for entertainment without clear educational value.

8. Human voice is an important instructional media. Outline four (4) necessities of human voice as an instructional media.

Clarity and articulation – A teacher's voice should be clear to ensure students understand instructions and explanations.

Volume control – The teacher must adjust voice projection based on classroom size to ensure all students can hear without strain.

Voice modulation – Changing tone, pitch, and emphasis keeps students engaged and highlights key points.

Expression and enthusiasm – A lively and expressive voice makes lessons more interesting, improving student motivation and participation.

9. The word "SMART" is commonly used in Curriculum and Teaching subject. Give the meaning of each letter in the given word.

S – Specific (Objectives should be clear and well-defined)

M – Measurable (Progress and outcomes should be quantifiable)

A – Achievable (Goals should be realistic and attainable)

R – Relevant (Objectives should align with curriculum requirements)

T – Time-bound (Learning objectives should be completed within a set timeframe)

10. The task of materials production for schools and colleges has been given to different actors. Name five (5) actors and explain how each is involved in material production.

1. Ministry of Education – Develops national curricula and approves instructional materials for schools.

2. Publishing companies – Produce and distribute textbooks, workbooks, and reference materials for students and teachers.

3. Universities and research institutions – Conduct studies to develop academic resources and innovative teaching methods.

4. Teachers – Create lesson plans, teaching guides, and classroom-based instructional materials.

5. Non-Governmental Organizations (NGOs) – Support educational initiatives by producing specialized learning materials, especially for disadvantaged communities.

11. Explain five (5) ways in which curriculum theory is important in curriculum development.

Guides curriculum design – Provides principles for selecting and organizing educational content.

Aligns education with societal needs – Ensures curricula address workforce demands and global trends.

Improves teaching methods – Helps in selecting appropriate instructional strategies.

Supports assessment and evaluation – Provides frameworks for measuring curriculum effectiveness.

Encourages continuous improvement – Guides curriculum reforms based on research and educational advancements.

12. Discuss the importance of Teacher Resource Centre (TRC).

A Teacher Resource Centre (TRC) provides teachers with access to professional development resources, teaching materials, and training opportunities.

It enhances lesson planning by offering reference materials and digital resources.

TRCs facilitate collaboration among teachers, allowing them to share best practices and improve instructional methods.

They also support curriculum implementation by providing updated guidelines and supplementary learning aids.

Lastly, TRCs promote lifelong learning for teachers, ensuring continuous professional growth and adaptation to new teaching strategies.

13. Discuss the importance of resource-based learning to the teachers, starting with its definition.

Resource-based learning is an instructional approach where teachers and students utilize various educational materials, such as textbooks, online resources, laboratory equipment, and multimedia content, to enhance the teaching and learning process. This method allows learners to explore concepts through diverse sources rather than relying solely on teacher-delivered lectures.

One importance of resource-based learning is that it enhances lesson effectiveness by providing multiple ways to present information. Teachers can use visual aids, hands-on experiments, and interactive digital tools to make complex topics easier to understand.

Another benefit is that it encourages creativity in teaching. By integrating different learning resources, teachers can design more engaging lessons that cater to different learning styles, ensuring that all students benefit from the instruction.

Resource-based learning also supports differentiated instruction. Teachers can provide varied resources that match students' abilities, interests, and learning paces, making education more inclusive and effective.

Additionally, this approach reduces teacher dependency. Instead of being the sole source of knowledge, teachers act as facilitators, guiding students to explore and analyze information on their own, which fosters critical thinking and independent learning.

Lastly, resource-based learning keeps teachers updated with current knowledge and trends. By using research papers, educational websites, and updated textbooks, teachers ensure that they are delivering accurate and relevant information that aligns with modern educational standards.

14. There is a lament to many Tanzanians that our curriculum is not static; it is always undergoing some changes. Are these changes necessary? Give your views.

Curriculum changes are necessary to ensure that the education system remains relevant and responsive to societal, technological, and economic developments. An outdated curriculum fails to equip students with the skills and knowledge needed in the modern world.

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One reason why curriculum changes are necessary is that they align education with technological advancements. As technology evolves, subjects like computer science, artificial intelligence, and digital literacy must be incorporated into the curriculum to prepare students for the future job market.

Another reason is that curriculum reforms help address emerging societal challenges. Issues such as climate change, gender equality, and entrepreneurship education need to be integrated into the curriculum to ensure students are aware of and equipped to handle these global challenges.

Additionally, curriculum changes improve teaching methods. As new research in pedagogy emerges, education systems must adopt more effective instructional approaches, such as competency-based learning and problem-solving techniques, to enhance student engagement and understanding.

Moreover, curriculum updates ensure cultural and contextual relevance. The education system must reflect local realities, values, and historical perspectives, making learning more meaningful and relatable to students.

Lastly, periodic curriculum changes enhance student competitiveness in the global economy. With globalization, Tanzanian students need to acquire skills that match international education standards, ensuring they can compete for opportunities worldwide.

15. Discuss the factors to be considered in sampling schools for moderation of Block Teaching Practice (BTP).

One factor to consider in sampling schools for Block Teaching Practice is geographical location. Schools should be selected from urban and rural areas to expose trainee teachers to diverse teaching environments, ensuring they gain experience in different settings.

Another important factor is school infrastructure and resources. Schools with well-equipped classrooms, libraries, and laboratories provide a better learning experience for trainee teachers, allowing them to practice using teaching aids effectively.

Additionally, the availability of qualified mentor teachers is crucial. Schools chosen for BTP should have experienced teachers who can guide, supervise, and provide constructive feedback to trainee teachers.

Class size is also an important consideration. Schools with excessively large or small class sizes may present challenges in lesson delivery and classroom management, affecting the trainee's learning experience.

Lastly, the school's academic performance and discipline record should be assessed. Schools with a strong culture of academic excellence and discipline provide a more conducive learning environment for trainees, ensuring they can focus on effective teaching practices.

16. A typical lecture is considered to be one of the least effective methods of teaching in secondary schools. Discuss how you can modify the lecture so that it can bring positive results.

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One way to modify the lecture method for better results is by incorporating interactive questioning. Instead of delivering content passively, teachers should frequently ask students questions, encourage responses, and create discussions to keep them engaged.

Another modification is using multimedia presentations. Incorporating videos, animations, and slideshows helps break monotony and makes learning more visually appealing and interactive.

Additionally, group discussions and peer teaching can enhance traditional lectures. Allowing students to discuss key points among themselves or explain concepts to their peers deepens understanding and retention.

Breaking the lecture into shorter segments is another effective strategy. Using mini-lectures followed by activities, such as problem-solving exercises or short quizzes, keeps students attentive and engaged throughout the lesson.

Lastly, relating lecture content to real-life situations makes learning more meaningful. Providing practical examples, case studies, and hands-on applications ensures that students understand how the knowledge applies beyond the classroom.

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