

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

764

**Time: 3 Hours**

**ANSWERS**

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**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. (a) Define curriculum model.

A curriculum model is a structured framework that guides the design, organization, and implementation of educational content and experiences. It provides a systematic approach to developing curricula by specifying learning objectives, instructional methods, content organization, and assessment strategies. Curriculum models help educators structure educational programs to meet learning goals effectively and ensure consistency across different levels of education.

(b) Write the three types of curriculum development models.

The three types of curriculum development models include the subject-centered model, which focuses on organizing content around subjects such as mathematics, science, and history. It emphasizes knowledge acquisition and structured learning.

The learner-centered model prioritizes the needs, interests, and experiences of students. It promotes active engagement, problem-solving, and personal growth, making learning more meaningful and individualized.

The problem-centered model organizes curriculum content around real-world problems and challenges. It encourages students to apply their knowledge to find solutions, fostering critical thinking, creativity, and collaboration.

2. Outline four reasons why lecture method does not promote effective learning.

The lecture method often results in passive learning, where students receive information without actively engaging in discussions, questioning, or hands-on activities. This reduces their ability to retain and apply knowledge effectively.

Another limitation is the lack of individualized instruction. Lectures are typically designed for a general audience, making it difficult for teachers to address different learning styles and abilities. Students who struggle to grasp concepts may not receive the support they need.

Additionally, the lecture method does not encourage critical thinking and problem-solving skills. Since students mainly listen to pre-prepared information, they have fewer opportunities to analyze, debate, or question ideas, limiting their intellectual development.

Lastly, the method is ineffective for skill-based learning. Subjects that require practical application, such as science, art, and vocational courses, need hands-on activities and demonstrations rather than theoretical lectures.

3. Write four differences between a syllabus and the curriculum.

A curriculum is a broad framework that outlines the entire educational experience, including learning objectives, teaching methods, assessment strategies, and subject content across different levels of education.

A syllabus, on the other hand, is a detailed document that specifies the topics, units, and assessment criteria for a specific subject within a given period.

A curriculum is designed at a national or institutional level and defines the overall educational philosophy, goals, and competencies expected of students. A syllabus is more subject-specific and provides guidelines for teachers on what to cover in a course.

The curriculum includes instructional strategies, classroom activities, and assessment techniques, making it a comprehensive teaching guide. The syllabus primarily focuses on subject content and does not detail teaching methods.

A curriculum spans multiple subjects and grade levels, ensuring coherence across an entire education system. A syllabus applies to a specific subject and is often updated more frequently to reflect new knowledge and teaching approaches.

4. Giving an example, state the meaning of instructional objective.

An instructional objective is a precise statement describing what students should be able to accomplish after a lesson or unit. It defines the expected learning outcomes in terms of knowledge, skills, or attitudes.

For example, in a biology lesson on photosynthesis, an instructional objective could be: "By the end of the lesson, students should be able to explain the process of photosynthesis and identify the role of chlorophyll in trapping sunlight." This objective clearly states what students will learn and how their understanding will be measured.

5. State four advantages of textbooks to both students and teachers.

Textbooks provide structured content, offering students a systematic way to learn topics in a logical sequence. They ensure that all essential concepts are covered without gaps in knowledge.

They serve as a reference guide, allowing students to review past lessons, reinforce understanding, and prepare for assessments. Teachers also use textbooks to ensure consistency in lesson delivery.

Textbooks help standardize learning, ensuring that all students, regardless of location, receive the same fundamental knowledge and concepts.

Additionally, textbooks provide practice exercises and illustrations, helping students test their understanding through questions, diagrams, and case studies, making learning more interactive.

6. (a) Define instructional media.

Instructional media refers to materials and tools used by teachers to facilitate learning and enhance student understanding. These include textbooks, visual aids, digital resources, and hands-on learning materials that support effective instruction.

(b) Give three examples of instructional media.

Examples of instructional media include charts and diagrams, which help visualize complex concepts, educational videos, which provide interactive learning experiences, and projectors and slideshows, which enhance lectures by presenting structured content.

7. State four advantages of conducting Block Teaching Practice (BTP).

Block Teaching Practice offers real classroom experience, allowing trainee teachers to practice lesson planning, content delivery, and classroom management in actual school settings.

It helps build confidence by enabling trainees to develop communication skills and gain hands-on experience in handling students and lesson dynamics.

BTP allows trainees to receive feedback and improve their teaching methods. Supervisors and experienced teachers provide constructive criticism to help them refine their techniques.

Additionally, BTP prepares teachers for real-world challenges, such as handling different student behaviors, adapting to diverse learning needs, and developing effective teaching strategies.

8. Give the meaning of each of the following curriculum concepts:

(a) Aim refers to the broad and long-term learning intentions of an educational system. It outlines the overall purpose of education, such as preparing students for lifelong learning.

(b) Goal is a specific educational target that contributes to achieving an aim. It is more detailed and may relate to a particular subject or competency, such as "developing problem-solving skills in mathematics."

(c) Objective is a precise statement of what students should achieve by the end of a lesson or course. Objectives are measurable and guide teaching and assessment.

(d) Learning experience refers to the activities and interactions students engage in to acquire knowledge and skills. These include classroom discussions, experiments, and fieldwork.

9. Name four curriculum materials which determine the effective teaching and learning.

Curriculum materials include textbooks, which provide structured content, teacher's guides, which offer instructional strategies, laboratory equipment, which supports hands-on science learning, and digital resources, which enhance interactive learning through online platforms.

10. Outline four main criteria used in adding or removing a topic in a subject syllabus.

One criterion is relevance to current knowledge. Topics should align with scientific, technological, and social advancements to ensure students receive up-to-date education.

Another criterion is educational value. Topics must contribute to skill development, critical thinking, and problem-solving rather than just memorization.

Practical applicability is also considered. If a topic has real-world applications, it is more likely to be included, whereas outdated or irrelevant content may be removed.

Lastly, student age and cognitive ability influence syllabus changes. Topics should be appropriate for the developmental stage and comprehension levels of students.

#### 11. Elaborate six conditions in which curriculum innovation may be acceptable in society.

Curriculum innovation is accepted when it addresses societal needs, such as incorporating digital literacy or climate change education to prepare students for modern challenges.

It must align with educational policies to ensure consistency with national and international academic standards.

Stakeholders accept innovations when they enhance teaching and learning outcomes, providing better instructional methods and improved student performance.

It should be feasible and practical, meaning schools have the necessary resources and teacher training to implement the changes.

Public support is crucial; an innovation gains acceptance if teachers, parents, and policymakers agree on its value.

Lastly, successful pilot testing and evaluation ensure that the curriculum innovation is effective before widespread implementation.

#### 12. Explain why educators recommend the use of learner-centered methods.

Educators recommend learner-centered methods because they actively engage students in the learning process. Unlike traditional teacher-centered methods, where students passively receive information, learner-centered approaches encourage active participation, discussion, and problem-solving. This interaction helps students develop a deeper understanding of the subject matter rather than just memorizing facts.

Another reason is that learner-centered methods cater to different learning styles. Every student learns differently; some grasp concepts through visual aids, while others prefer hands-on activities or discussions. By using a variety of instructional techniques, teachers can accommodate diverse learning needs and enhance comprehension.

Additionally, these methods promote critical thinking and creativity. When students are encouraged to analyze, question, and explore ideas independently, they develop skills that are essential for real-world problem-solving. This approach nurtures curiosity and innovation, preparing students for complex challenges beyond the classroom.

Learner-centered methods also improve retention and recall. When students discover knowledge through experience and inquiry, they are more likely to remember and apply what they have learned compared to passively listening to lectures.

Another advantage is that they foster a sense of responsibility and independence. Students take ownership of their learning, setting goals and seeking solutions on their own. This prepares them for lifelong learning and self-directed study.

Finally, these methods enhance motivation and engagement. When students participate actively in discussions, group work, and practical tasks, they find learning more enjoyable and meaningful, reducing boredom and increasing enthusiasm for education.

13. Giving six points, explain why a teacher makes preparation before going to teach in the classroom. A teacher prepares before a lesson to ensure clarity in content delivery. Proper preparation allows the teacher to structure the lesson in a logical sequence, making it easier for students to follow and understand complex topics.

Preparation also helps in selecting appropriate teaching methods. Different topics require different instructional approaches. Some may need demonstrations, while others require group discussions. Planning ahead enables the teacher to choose the most effective method for the lesson.

Additionally, preparation ensures that necessary teaching materials are available. A well-prepared teacher gathers textbooks, charts, multimedia presentations, or laboratory equipment in advance to avoid time wastage and ensure smooth lesson delivery.

Another important reason for preparation is time management. A well-planned lesson allocates time effectively for each section, ensuring that the entire syllabus is covered within the given academic period.

Preparation also helps the teacher anticipate challenges. Some topics may be difficult for students to grasp, so planning allows the teacher to predict possible difficulties and prepare explanations or examples to clarify concepts.

Lastly, a prepared teacher gains confidence. Standing in front of students without a clear plan can lead to confusion and disorganization. Proper preparation ensures the teacher delivers content with authority and engages students effectively.

14. Analyze five requirements to be considered by teacher training colleges before deploying their students for Block Teaching Practice.

One requirement is that student teachers must have completed theoretical coursework. Before being deployed for Block Teaching Practice (BTP), trainees should have acquired foundational knowledge in teaching methods, classroom management, and subject content to handle real classroom situations effectively.

Another requirement is that schools selected for the teaching practice should have experienced mentor teachers. These supervisors guide trainees, provide feedback, and ensure they follow proper teaching standards, helping them improve their instructional skills.

Additionally, training colleges must ensure that student teachers have undergone microteaching sessions. These practice lessons, conducted within the college, help trainees refine their lesson planning, delivery, and classroom management techniques before facing real students.

Proper coordination between training colleges and host schools is essential. Colleges should establish formal agreements with schools to ensure smooth placement, availability of classes, and clarity on the roles of both trainees and host teachers.

Lastly, the readiness of student teachers should be assessed before deployment. Colleges should evaluate trainees' communication skills, lesson planning abilities, and confidence in handling students. This ensures that only those who meet the necessary competencies are allowed to participate in BTP.

15. Choice of methods of teaching depends on the circumstances of the lesson. Clarify five situations in which the use of demonstration method is inevitable.

The demonstration method is inevitable when teaching practical skills. In subjects such as science, home economics, and technical education, students need to observe step-by-step procedures to understand processes like experiments, cooking techniques, or machine operations.

It is necessary when dealing with complex concepts that are difficult to explain verbally. For example, in physics, concepts like refraction of light or electromagnetic induction are better understood when students see real-life demonstrations rather than just reading about them.

The demonstration method is useful when working with visual learners. Some students grasp information more effectively when they see processes unfold in front of them. This method helps cater to their learning style and enhances comprehension.

It is also necessary in safety-sensitive lessons. In subjects like chemistry or physical education, improper execution of procedures can lead to accidents. Demonstrating the correct way to handle laboratory equipment or perform exercises ensures student safety.

Lastly, it is effective in engaging students actively. When students watch a demonstration and participate in follow-up discussions or practical exercises, they become more involved in the learning process, improving retention and application of knowledge.

16. "Classroom management and organization are important aspects for successful student learning." Discuss on the validity of this phrase with reference to teacher's authority and efficiency.

Classroom management and organization play a critical role in ensuring effective learning. A well-managed classroom provides a structured environment where students can focus without unnecessary distractions. Without proper management, learning disruptions such as noise, disorder, and lack of discipline can reduce students' ability to concentrate.

A teacher's authority is crucial in maintaining discipline and order. When students respect and follow classroom rules, lessons proceed smoothly, allowing for more productive learning. A teacher who establishes clear expectations, enforces rules consistently, and maintains professionalism gains students' trust and cooperation.

Efficiency in teaching is also enhanced through classroom organization. A well-organized teacher plans lessons in advance, prepares necessary materials, and structures the learning space appropriately. This ensures that time is used effectively and that lessons flow logically without unnecessary interruptions.

Additionally, effective classroom management fosters a positive learning environment. When students feel safe, respected, and valued, they participate more actively in lessons, leading to better academic performance.

Furthermore, a well-organized classroom allows for differentiated instruction. Teachers can allocate time for group work, one-on-one sessions, and various teaching strategies, catering to diverse learning needs.

Lastly, good classroom management enhances teacher-student relationships. When students see that the teacher is in control and has a clear plan, they develop a sense of respect and motivation, making the learning process smoother and more effective.

17. Elaborate five factors to consider when making analysis of a textual curriculum material.

One factor to consider is content relevance. The material should align with the current curriculum requirements and address the learning needs of students. Outdated or irrelevant information should be identified and revised.

Another factor is the clarity and simplicity of language. The material should be written in a way that matches students' comprehension levels, avoiding overly complex vocabulary or unnecessary jargon.



Additionally, the logical organization of topics is essential. Well-structured content follows a logical sequence, progressing from simple to complex ideas, making it easier for students to follow and understand.

The inclusion of engaging activities and exercises is also important. A good curriculum material should provide opportunities for students to practice and apply their knowledge through questions, discussions, and problem-solving tasks.

Lastly, accuracy of information must be verified. Textual curriculum materials should be fact-checked to ensure that they contain correct and up-to-date knowledge, especially in subjects such as science, history, and technology.

18. "Effective teaching and learning results when the learner is actively involved in the learning process." Justify this statement.

Active involvement in learning enhances understanding and retention. When students engage in discussions, problem-solving, and hands-on activities, they internalize concepts better than when they passively receive information through lectures.

Another reason is that active learning fosters critical thinking. When students analyze, evaluate, and apply knowledge, they develop problem-solving skills that are essential for real-life situations.

Additionally, student participation improves motivation and interest. Learners who are actively involved in the process find learning more enjoyable, reducing boredom and increasing their willingness to engage with the subject matter.

Active learning also promotes independence and responsibility. When students take charge of their learning, set goals, and seek information on their own, they develop self-discipline and lifelong learning habits.

Furthermore, it allows immediate feedback and clarification. Interactive learning environments enable students to ask questions, discuss ideas, and receive timely corrections, reducing misunderstandings.

Lastly, hands-on engagement accommodates different learning styles. Some students learn best through doing rather than listening, and active participation ensures that all students benefit from the lesson.