

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

764

**Time: 3 Hours**

**ANSWERS**

**Year: 2014**

**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. Write four importance of supplementary teaching and learning materials.

Supplementary teaching and learning materials enhance understanding by providing additional explanations, illustrations, and examples that reinforce classroom teaching. These materials help clarify complex concepts that may be difficult to grasp through primary textbooks alone.

They cater to different learning styles, ensuring that students with visual, auditory, or kinesthetic preferences have alternative ways to absorb information. Visual learners benefit from diagrams, while auditory learners benefit from recordings and discussions.

Supplementary materials promote independent learning, allowing students to explore topics beyond classroom instruction. Resources such as reference books, research articles, and digital content help students take charge of their education.

They increase engagement and motivation, making learning more interesting through multimedia content, case studies, and real-life examples. This approach reduces monotony and encourages students to participate actively in lessons.

2. State four reasons for using audio-visual aids in the classroom.

Audio-visual aids improve comprehension and retention, as students remember information better when they see and hear explanations rather than just reading or listening to lectures.

They make lessons more engaging and interactive, helping to capture students' attention and sustain their interest throughout the lesson.

Audio-visual aids facilitate the teaching of complex concepts, especially in subjects such as science and geography, where processes and phenomena can be better explained through videos and animations.

They cater to diverse learning needs, allowing students who struggle with text-based learning to grasp concepts more effectively through visual and auditory inputs.

3. (a) Define the following curriculum terms:

(i) Curriculum development theory: This refers to the set of principles and frameworks that guide the design, implementation, and evaluation of educational programs. It provides a structured approach to curriculum planning and improvement.

(ii) Curriculum development model: A curriculum development model is a systematic representation of the curriculum planning process, outlining steps such as goal setting, content selection, organization, and assessment. It helps educators create structured and effective curricula.

(b) Explain two criticisms given by Wheeler as a reaction to Tyler's curriculum development model.

Wheeler criticized Tyler's linear approach, arguing that curriculum development is not a rigid sequence but rather a cyclical process where evaluation leads to continuous improvement and modification.

He also pointed out that Tyler's model focuses too much on pre-determined objectives, making it difficult to accommodate spontaneous learning opportunities and student creativity. Wheeler emphasized the need for flexibility in curriculum planning.

4. Explain four criteria used for curriculum evaluation.

Relevance ensures that the curriculum aligns with societal needs, job market demands, and technological advancements, making education meaningful for students.

Effectiveness measures whether the curriculum achieves its intended learning outcomes, ensuring students develop the required knowledge and skills.

Feasibility assesses whether the curriculum can be implemented successfully, considering available resources, teacher competency, and school infrastructure.

Flexibility evaluates how well the curriculum can adapt to changing educational needs, allowing for updates and modifications as new challenges emerge.

5. (a) Differentiate teaching strategy from teaching technique.

A teaching strategy is a broader instructional plan that guides how a subject will be taught, including the selection of methods, materials, and classroom interactions. A teaching technique is a specific action or tool used within a strategy to facilitate learning, such as questioning or role-playing.

(b) State any three criteria for selecting teaching strategies.

The nature of the subject determines whether practical, discussion-based, or lecture methods are most suitable for effective instruction.

Student characteristics, including their learning styles, abilities, and prior knowledge, influence the choice of strategies to ensure inclusivity.

Available teaching resources, such as textbooks, laboratory equipment, and technology, determine the feasibility of implementing a given teaching strategy.

6. Enumerate four limitations of the formal curriculum.

Formal curricula lack flexibility, making it difficult for teachers to modify lesson content to accommodate students' individual needs and interests.

They focus heavily on academic performance, often neglecting creativity, problem-solving, and practical skill development.

Formal curricula are slow to adapt to societal changes, as updating educational policies and textbooks takes time, leading to outdated content.

They prioritize standardized assessments, which can create stress among students and limit opportunities for alternative learning assessments.

7. Describe two modes of classroom organization in terms of sitting arrangement and state a suitable teaching method for each mode.

Traditional row arrangement positions students in straight rows facing the teacher, making it ideal for lecture-based instruction where information is delivered directly to students.

Circular or U-shaped arrangement allows students to see each other and encourages discussions and collaborative learning, making it suitable for group discussions and inquiry-based learning.

8. (a) Define the term Microteaching Practice (MTP).

Microteaching Practice is a teacher training technique where student-teachers practice delivering short lessons in a controlled environment, focusing on specific teaching skills and receiving feedback for improvement.

(b) State three advantages of Microteaching Practice.

It builds confidence by allowing student-teachers to gain experience in lesson delivery before entering a real classroom setting.

Microteaching provides immediate feedback, helping trainees identify strengths and weaknesses in their teaching methods and make necessary improvements.

It enhances skill development, focusing on aspects such as questioning techniques, classroom management, and instructional clarity.

9. Briefly elaborate the following elements as applied in a lesson plan:

(a) Competence: The knowledge, skills, and attitudes students should develop by the end of the lesson, guiding the lesson's overall objective.

(b) Students' evaluation: The methods used to assess student understanding, such as quizzes, oral questioning, and practical demonstrations.

(c) Reinforcement: Activities or strategies used to strengthen learning, such as practice exercises, feedback sessions, or real-life applications.

(d) Teachers' evaluation: The process of assessing the effectiveness of the lesson by reflecting on teaching methods, student engagement, and achievement of objectives.

10. Outline four sources of curriculum content.

Educational research provides insights into the most effective teaching strategies and curriculum structures.

National development goals influence curriculum content to ensure education meets economic and social needs.

Learner needs and interests help shape curriculum design by addressing student capabilities and future career aspirations.

Global trends and innovations guide curriculum updates to include advancements in science, technology, and digital learning.

11. Prepare a scheme of work of one-month duration, using a school name and the subject of your choice.

I will create a downloadable scheme of work based on a selected subject and school name. Let me know your preferred subject!

12. Explain five criteria for appointing a school for the moderation of Block Teaching Practice.

The school must have qualified mentor teachers, ensuring student-teachers receive proper guidance and professional supervision.

It should have a conducive learning environment, including well-equipped classrooms, adequate teaching materials, and necessary facilities.

The school must have diverse learners, providing student-teachers with the experience of handling students with different abilities and backgrounds.

It should follow recognized curriculum guidelines, ensuring that the teaching experience aligns with national education standards.

The school must demonstrate a commitment to teacher training, fostering collaboration between experienced educators and student-teachers.

13. Suggest five ways of discouraging cheating in school-based examinations.

Strict supervision and monitoring during exams help detect and prevent cheating.

Use of different test versions reduces the chances of copying answers.

Educating students on the consequences of cheating encourages honesty and ethical conduct.

Encouraging a culture of integrity through discussions and awareness programs fosters academic honesty.

Designing exams that test higher-order thinking rather than memorization makes cheating more difficult.

14. With examples, show how the teacher and students can be a source of indiscipline during teaching and learning in the classroom. (Give four points in each aspect).

How a teacher can be a source of indiscipline:

A teacher who fails to prepare adequately for lessons may struggle with lesson delivery, leading to confusion, boredom, and disruptive behavior among students. For example, a teacher who constantly refers to notes instead of explaining concepts clearly can lose control of the class.

A teacher who uses excessive punishment or harsh disciplinary measures may provoke resentment among students, leading to defiance and rebellion. For instance, if a teacher punishes a student unfairly, other students may protest and create disturbances.

A teacher who shows favoritism among students can create divisions and conflicts within the classroom. For example, if a teacher always praises a specific group of students while ignoring others, it can lead to jealousy and misbehavior from neglected students.

A teacher who engages in inappropriate behavior, such as arriving late or using offensive language, sets a bad example for students, leading them to adopt similar undisciplined habits. For instance, if a teacher frequently arrives late, students may also start arriving late without fear of consequences.

How students can be a source of indiscipline:

Students who fail to follow classroom rules disrupt lessons and make it difficult for others to concentrate. For example, talking during a lesson or refusing to complete assignments can distract both the teacher and classmates.

Students who engage in bullying or harassment create an unsafe learning environment, leading to conflicts and emotional distress. For example, a student who mocks others for their academic performance can cause tension in the classroom.

Students who are habitually late or absent miss important lessons and create disturbances when entering the classroom after lessons have begun. For instance, a student who arrives late every day may interrupt the flow of the lesson and divert attention from the subject matter.

Students who disrespect teachers and fellow learners contribute to a negative classroom environment. For example, a student who openly challenges a teacher's authority or refuses to participate in group work can disrupt the learning process for everyone.

15. Giving eight points, explain how you will plan a field trip for your Form IV class on a certain topic in the subject of your choice.

Selecting a relevant topic and location is the first step in planning a field trip. The trip must align with the syllabus and learning objectives. For example, if the subject is Agriculture, a trip to a commercial farm to study modern irrigation techniques would be appropriate.

Obtaining necessary approvals from the school administration and parents ensures that all stakeholders are informed and supportive of the trip. This includes submitting a formal request and getting parental consent for students to participate.

Coordinating with field trip hosts ensures that the location is prepared to accommodate the students and provide guided educational experiences. For instance, if visiting a factory, arrangements must be made for safety briefings and facility tours.

Organizing transportation and logistics is essential to ensure a smooth trip. This includes booking a bus, planning departure and return times, and making contingency plans for emergencies.

Preparing students by setting expectations ensures they understand the objectives of the trip and behave appropriately. This involves briefing them on what they will observe, the questions they should ask, and the expected conduct.

Assigning supervision responsibilities among teachers ensures that students are closely monitored throughout the trip. Each group of students should be assigned a teacher or guide to ensure safety and discipline.

Providing educational worksheets and tasks helps students stay engaged and take notes during the trip. For example, they may be required to write a report on their observations and present findings in class.

Conducting a post-trip review and assessment reinforces learning outcomes. This can be done through discussions, quizzes, or student presentations based on what they learned during the field trip.

16. Analyze five importance of having a formal curriculum in the country's education system.

A formal curriculum ensures uniformity and standardization in education by setting clear learning objectives for all schools, ensuring that students across the country receive the same level of instruction. This creates a fair education system where all students have equal learning opportunities.

It aligns education with national development goals, ensuring that students acquire knowledge and skills relevant to the country's economic and social progress. For instance, a curriculum that includes technical and vocational training prepares students for employment in industries that contribute to national growth.

A formal curriculum provides clear assessment and evaluation methods, allowing teachers and policymakers to measure student progress effectively. Standardized testing and grading ensure that students are evaluated fairly based on established learning outcomes.

It guides teacher training and instructional planning, ensuring that educators are adequately prepared to deliver lessons based on approved teaching methods and content. This consistency improves the quality of education across different schools.

A formal curriculum supports curriculum improvement and updates, allowing education authorities to review and modify content to keep pace with technological advancements, societal changes, and global education trends. This ensures that students are always learning the most relevant and up-to-date information.

17. Examine five criteria used in deciding the curriculum content in the education system.

Relevance to national needs ensures that curriculum content addresses key issues such as economic development, environmental sustainability, and technological advancements. This prepares students for real-world challenges and job market demands.

Alignment with learners' cognitive abilities ensures that content is appropriate for students' age and academic level. Complex concepts must be introduced gradually, ensuring that students can understand and apply knowledge effectively.



Balance between theoretical and practical knowledge is essential to ensure that students not only gain academic understanding but also develop practical skills. For example, a science curriculum should include both classroom lessons and laboratory experiments.

Cultural and ethical considerations ensure that curriculum content reflects the values, traditions, and social norms of the country. Education should promote national identity, respect for diversity, and moral development.

Flexibility and adaptability allow the curriculum to be modified when necessary to accommodate changes in technology, new educational research, and emerging global trends. A rigid curriculum may become outdated and fail to meet current educational needs.

18. Giving five points, describe the importance of a subject textbook.

A subject textbook provides structured and organized content, ensuring that students follow a logical sequence of topics as outlined in the syllabus. This helps them build knowledge progressively from basic to advanced concepts.

It serves as a reference material, allowing students to review lessons, complete assignments, and prepare for exams. Textbooks provide explanations, examples, and exercises that reinforce classroom learning.

A textbook ensures consistency in teaching and learning, as all students use the same source of information, reducing discrepancies in content delivery between different teachers and schools.

It supports self-study and independent learning, enabling students to study outside of class hours, complete homework assignments, and deepen their understanding of subjects without relying solely on the teacher.

A subject textbook enhances exam preparation, as it includes past examination questions, summaries, and revision exercises that help students practice and assess their understanding before tests and national exams.