

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
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 with a total of sixteen questions.
2. Answer all questions in section A and four questions from section B.

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1. State four disadvantages of the lecture teaching method.

The lecture method limits student engagement, as learners passively receive information rather than actively participating in discussions and problem-solving activities.

It does not cater to different learning styles, making it ineffective for students who learn best through hands-on activities or visual and auditory experiences.

Lectures provide minimal feedback to students, as the teacher dominates the session, leaving little room for assessing student understanding or answering individual questions.

This method can be monotonous and lead to student boredom, especially if the teacher does not use interactive techniques or real-life examples to maintain interest.

2. Specify four differences between subject syllabus and scheme of work.

A subject syllabus outlines the general content, objectives, and teaching guidelines for an entire subject, while a scheme of work breaks down the syllabus into manageable units with time allocations.

A syllabus is designed at the national or institutional level, whereas a scheme of work is developed by individual teachers to fit their specific teaching schedule.

The syllabus covers long-term learning goals for a particular subject, while the scheme of work focuses on short-term instructional planning within a given academic term.

A syllabus remains relatively fixed over time, while a scheme of work can be adjusted based on student progress, classroom needs, and available resources.

3. Briefly describe two types of evaluation conducted at the classroom level.

Formative evaluation is conducted during the learning process to monitor student progress and provide feedback for improvement. It includes quizzes, oral questioning, and assignments.

Summative evaluation is carried out at the end of a learning period to measure overall student achievement and determine whether learning objectives have been met. It includes final exams and standardized tests.

4. State two differences between the behavioural and cognitive learning theories.

Behavioural learning theory focuses on observable changes in behaviour due to external stimuli, while cognitive learning theory emphasizes internal mental processes, such as thinking and problem-solving.

In behavioural theory, learning occurs through reinforcement and punishment, whereas cognitive theory explains learning as an active process where knowledge is acquired, organized, and retained.

5. Outline four factors that influence curriculum change.

Technological advancements necessitate updates in educational content to incorporate modern innovations such as digital literacy and online learning.

Economic demands influence curriculum modifications to align education with job market needs and national development goals.

Cultural and social changes affect curriculum content, requiring adaptations to reflect evolving values, traditions, and societal expectations.

Government policies and reforms drive curriculum change to meet national education goals, improve quality, and address emerging challenges.

6. Briefly explain the rationale for evaluating the curriculum at the national level.

Evaluating the curriculum at the national level ensures quality assurance, making sure that educational content aligns with international standards and national development goals.

It identifies gaps and weaknesses, allowing policymakers to make necessary adjustments to improve learning outcomes and address emerging challenges in education.

Curriculum evaluation helps in resource allocation, ensuring that schools receive the necessary teaching materials, teacher training, and infrastructure support.

It monitors the effectiveness of education policies, assessing whether implemented reforms are achieving desired goals and making recommendations for future improvements.

7. Outline four points in favour of Peer Group Teaching Practice.

Peer teaching enhances collaboration among student-teachers, allowing them to exchange ideas, improve lesson delivery, and build confidence in their teaching skills.

It provides an opportunity for constructive feedback, enabling student-teachers to refine their instructional techniques based on peer evaluations.

Peer group teaching encourages active learning, as participants take turns explaining concepts, reinforcing their understanding of educational theories and practices.

It reduces anxiety and builds self-confidence, preparing student-teachers for actual classroom environments by allowing them to practice in a supportive setting.

8. Write four strengths of the formal curriculum.

A formal curriculum ensures structured learning, providing a clear framework for education that maintains consistency across schools and institutions.

It sets measurable learning objectives, allowing for standardized assessments that track student progress and ensure accountability.

A formal curriculum is designed by experts, incorporating research-based content that aligns with national and global education standards.

It prepares students for higher education and careers, equipping them with foundational knowledge and skills needed for further academic and professional pursuits.

9. List four qualities of a good chalkboard.

A good chalkboard has a smooth surface, allowing clear and neat writing that is easily visible to students.

It is durable and easy to clean, ensuring that writing can be erased without leaving marks or dust buildup.

A quality chalkboard has a non-reflective surface, preventing glare that may obstruct student visibility in brightly lit classrooms.

It is large enough to accommodate detailed explanations, providing adequate space for diagrams, notes, and illustrations during lessons.

10. (a) State two significances of the introduction as the first stage of lesson development.

The introduction captures students' attention and interest, preparing them mentally for the lesson and motivating active participation.

It links prior knowledge to new concepts, helping students connect previous learning experiences with upcoming content for better comprehension.

(b) Briefly describe the concept of "competency" as it applies in the context of lesson planning.

Competency in lesson planning refers to the ability of learners to demonstrate the knowledge, skills, and attitudes required to perform a specific task or solve a problem. It emphasizes practical application and mastery rather than just memorization of facts.

11. Based on the curriculum development process, explain five criteria used in the selection of subject content.

The relevance of content ensures that subjects align with societal needs, national goals, and students' future career prospects.

Learner-centeredness prioritizes student interests, cognitive abilities, and real-world applicability of knowledge.

Balance and integration ensure that the curriculum covers different subject areas holistically, avoiding overemphasis on one field at the expense of others.

Practical applicability considers whether the content allows hands-on learning, ensuring that students can apply what they learn in real-life situations.

Flexibility and adaptability ensure that the curriculum can be modified to accommodate changes in technology, society, and education policies.

12. (a) Provide the meaning of Teaching Practice.

Teaching Practice is a supervised training period in which student-teachers gain hands-on classroom experience, applying instructional methods and classroom management skills in real teaching environments.

(b) Illustrate two limitations for each of the types of Teaching Practice.

Micro-teaching limitations: It does not fully simulate real classroom challenges, as student-teachers practice with peers rather than actual students. It offers limited exposure to diverse learner needs, making it difficult to develop adaptive teaching strategies.

Block Teaching Practice (BTP) limitations: It requires extended time commitments, which may disrupt college coursework and academic schedules. Some student-teachers may lack sufficient guidance, affecting their ability to handle classroom responsibilities effectively.

13. Recommend four criteria used in deciding teaching and learning methods to apply in the classroom.

The nature of the subject determines the best method, with practical subjects requiring hands-on activities and theoretical subjects allowing lectures.

The learning abilities of students influence the choice of methods, ensuring inclusivity for both fast and slow learners.

Availability of resources affects instructional choices, as some methods require multimedia tools, laboratory equipment, or field trips.

The lesson objectives dictate the teaching strategy, ensuring that the method selected aligns with the intended learning outcomes.

14. (a) Point out four significances of a subject logbook.

A subject logbook records lesson coverage, ensuring that all syllabus topics are taught systematically.

It helps track student progress, allowing teachers to assess learning achievements and adjust teaching methods accordingly.

A logbook serves as a reference document, enabling teachers to review past lessons and plan future sessions effectively.

It facilitates accountability, ensuring that teachers adhere to curriculum guidelines and complete required coursework on time.

(b) Explain each of the components of a subject logbook.

The date column records the lesson delivery schedule, ensuring proper time management.

The lesson topic section outlines the subject matter covered in each session.

The teacher's remarks section allows for reflections on lesson effectiveness and areas for improvement.

The student performance section records student progress and any identified learning challenges.

15. Analyse the levels of cognitive development in hierarchical order.

The first level is the knowledge stage, where learners recall facts, concepts, and basic information without necessarily understanding them deeply. At this stage, students rely on memorization to retain knowledge.

The second level is comprehension, where learners move beyond memorization to explain ideas in their own words. This involves interpreting information, summarizing content, and identifying key points.

The third level is application, where students use knowledge to solve problems or perform tasks in real-life situations. For example, in agriculture, a student might apply soil classification techniques in a farm setting.

The fourth level is analysis, which involves breaking down information into smaller components, identifying relationships, and understanding patterns. For example, students might analyze the causes of soil erosion and how different factors contribute to the problem.

The fifth level is synthesis, where learners combine different pieces of information to form new ideas, create solutions, or develop arguments. At this stage, students might design an experiment to test fertilizer effectiveness.

The sixth level is evaluation, which involves making judgments, assessing the validity of information, and forming reasoned conclusions. A student at this stage might compare organic and synthetic fertilizers based on environmental impact and cost.

16. Assess the role of the hidden curriculum in school life experience.

The hidden curriculum shapes students' social behavior and moral values, as they learn discipline, respect, and responsibility through school culture rather than direct instruction. These lessons help in personal and professional life.

It influences students' attitudes towards teamwork and collaboration, as school environments teach values like cooperation, leadership, and problem-solving through group activities and social interactions.

The hidden curriculum reinforces societal norms and expectations, as students learn punctuality, dress codes, and ethical behavior, preparing them for future roles in workplaces and society.

It affects student motivation and self-esteem, as peer interactions, teacher attitudes, and classroom environments shape learners' confidence and perception of success. A positive hidden curriculum fosters motivation, while a negative one may discourage students.

The hidden curriculum impacts gender roles and career aspirations, as school practices and expectations subtly influence students' views on what careers or responsibilities they should pursue based on societal norms.

17. Identify five difficulties faced by the teacher who ignores the preparation of lesson notes.

A teacher without lesson notes lacks a clear direction in lesson delivery, leading to unstructured teaching and potential confusion for students. Lessons may become disorganized, making it difficult for learners to follow.

Without lesson notes, a teacher may struggle with time management, resulting in incomplete topics or rushed explanations that compromise understanding. A well-planned lesson ensures even distribution of content across the teaching schedule.

Lesson notes help in maintaining consistency, so a teacher who does not prepare them might forget key points, skip important details, or teach topics inconsistently, affecting student comprehension.

A teacher without lesson notes faces challenges in assessment planning, as they may fail to align quizzes, assignments, or tests with the learning objectives of the lesson, making evaluation ineffective.

Lesson notes serve as a reference for future lessons, so a teacher who does not prepare them may find it difficult to track progress, recall past teaching methods, or improve lesson delivery over time.

18. Giving five points, explain why teaching and learning aids must be used during classroom teaching and learning.

Teaching and learning aids enhance understanding of complex concepts, making abstract ideas easier to grasp through visuals, models, and real-life examples. For example, diagrams and videos help explain scientific processes.

They increase student engagement and motivation, making learning more interactive and enjoyable. A lesson with charts, multimedia, or hands-on experiments captures student interest better than a lecture-only approach.

Learning aids cater to different learning styles, ensuring that visual learners benefit from diagrams, auditory learners from recordings, and kinesthetic learners from practical demonstrations.

They improve knowledge retention, as students remember information better when it is reinforced through multiple senses. Practical activities, illustrations, and multimedia presentations help in long-term retention of concepts.

Teaching aids bridge the gap between theory and practice, especially in subjects like agriculture, science, and engineering, where real-life application is essential. Using real tools, experiments, or case studies makes lessons more meaningful.