

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

764

Time: 3 Hours

ANSWERS

Year: 2018

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. Give four similarities between formal and non-formal curriculum.

Both formal and non-formal curricula aim to impart knowledge and skills to learners, ensuring that they acquire useful competencies for personal and professional development.

They both require instructional planning, meaning educators must design lesson plans, teaching strategies, and assessment methods to facilitate learning effectively.

Both curricula involve structured learning experiences, where learners progress through planned topics or activities to achieve educational goals.

They can both use similar teaching methods and resources, such as textbooks, discussions, and hands-on practicals, to support learning processes.

2. Write two differences between Teacher's Guide and Teacher's Manual.

A teacher's guide provides a general framework for lesson planning and teaching strategies, whereas a teacher's manual offers step-by-step instructions for conducting lessons, including scripts and activities.

A teacher's guide suggests different methods a teacher can use based on classroom needs, while a teacher's manual strictly follows pre-planned instructions, leaving little room for modification.

3. Name four types of teaching practice.

Micro-teaching practice allows student-teachers to practice teaching small groups before handling full classrooms.

Block teaching practice (BTP) involves student-teachers spending an extended period in real classroom settings to gain hands-on experience.

Peer teaching practice involves student-teachers practicing lesson delivery among themselves before engaging actual students.

Teaching internship practice allows student-teachers to work under the supervision of experienced teachers in a real school environment.

4. Use four reasons to justify the importance of classroom management and organization.

Effective classroom management creates a conducive learning environment, ensuring that students remain focused and engaged in lessons without unnecessary distractions.

A well-organized classroom enhances student discipline, as clear rules and procedures help maintain order, minimizing disruptive behavior.

Proper classroom organization improves teaching efficiency, allowing teachers to allocate time effectively, manage resources, and ensure smooth transitions between activities.

Good classroom management supports inclusivity, ensuring that all students, regardless of learning abilities, participate actively and receive equal attention from the teacher.

5. Describe four qualities of good teaching and learning aids.

A good teaching and learning aid must be clear and simple, making it easy for students to understand the concepts being presented without confusion.

It should be relevant to the topic and lesson objectives, ensuring that it directly supports learning and reinforces key points.

The aid must be durable and reusable, allowing it to be used multiple times without frequent replacements, making it cost-effective for schools.

It should be engaging and interactive, capturing students' interest and promoting active participation in the learning process.

6. Write two rationales for having curriculum models.

Curriculum models help in structuring educational content, ensuring that topics are arranged in a logical sequence for progressive learning.

They guide educators in selecting appropriate teaching methods and assessment techniques, ensuring that curriculum implementation is effective and meets learning objectives.

7. Outline four steps followed in curriculum development.

Needs assessment involves identifying educational gaps and determining the knowledge and skills required for learners.

Curriculum design involves structuring content, setting objectives, and selecting teaching and assessment strategies.

Curriculum implementation involves putting the designed curriculum into practice in schools, using appropriate instructional methods.

Evaluation and revision involve assessing the effectiveness of the curriculum and making necessary modifications to improve learning outcomes.

8. Mention four sources of curriculum content.

Learner characteristics and needs help determine the appropriate content to be included in the curriculum.

Societal needs and expectations influence curriculum content to ensure it addresses economic, cultural, and technological demands.

Academic disciplines contribute subject-specific knowledge, ensuring that content aligns with established fields of study.

Government policies and educational goals set national priorities that shape curriculum content to meet development objectives.

9. (a) Give the meaning of Brainstorming.

Brainstorming is a teaching technique that involves students generating multiple ideas or solutions to a problem in a free-thinking and open discussion environment.

(b) Differentiate the concept of teaching from learning.

Teaching is the process of delivering knowledge, skills, and values to students through structured instruction, while learning is the process of acquiring, understanding, and applying the knowledge received.

10. Identify four significances of a teacher's lesson plan.

A lesson plan ensures organized and structured teaching, helping the teacher follow a logical sequence in delivering content.

It helps in time management, allowing the teacher to allocate appropriate durations for different lesson activities.

A lesson plan guides assessment and evaluation, ensuring that learning outcomes are measured effectively through quizzes, assignments, or discussions.

It enhances teacher confidence, as a well-prepared plan ensures smooth lesson delivery without unnecessary interruptions.

11. (a) Briefly describe each of the following elements in a lesson plan:

(i) Competence refers to the skills, knowledge, and attitudes that learners are expected to acquire by the end of the lesson.

(ii) Main Objective is the overall goal of the lesson, outlining what the teacher aims to achieve in terms of student learning.

(iii) Specific Objectives define the measurable learning outcomes that students should attain during the lesson.

(iv) Main Topic is the general subject area or theme that the lesson focuses on, providing context for learning.

(v) Sub-topic is a more specific part of the main topic, narrowing down the focus of the lesson to particular concepts or ideas.

(b) Show all the vertical and horizontal headings of the lesson development part of a lesson plan.

Vertical Headings:

Introduction

Development

Reinforcement

Conclusion

Horizontal Headings:

Teacher's Activities

Learners' Activities

Teaching/Learning Materials

Assessment Methods

12. Describe five situations in which demonstration may not be an effective teaching and learning method.

Demonstration is ineffective when the class size is too large, as not all students may be able to observe the process clearly.

It is not suitable when the required materials or equipment are unavailable, making it difficult for students to grasp the practical aspect of the lesson.

Demonstration is ineffective if students lack prior knowledge, as they may struggle to follow the steps without a foundational understanding.

It may fail when the process being demonstrated is too complex, requiring additional explanations that might not fit within the lesson time.

Demonstration is unsuitable when there are time constraints, as some practical activities take longer than the allocated lesson period.

13. Using five points, elaborate on the significance of Block Teaching Practice (B.T.P).

Block Teaching Practice provides hands-on teaching experience, allowing student-teachers to apply their knowledge in real classroom settings.

It enhances classroom management skills, helping student-teachers learn how to handle student behavior and maintain discipline.

B.T.P improves lesson planning and instructional strategies, as student-teachers practice preparing and delivering structured lessons.

It builds professional confidence, enabling student-teachers to develop self-assurance in teaching before becoming full-time educators.

B.T.P allows for mentorship and feedback, as supervisors provide constructive criticism to help student-teachers refine their teaching skills.

14. (a) Provide the meaning of subject syllabus.

A subject syllabus is a document that outlines the learning content, objectives, and instructional methods for a specific subject within an educational program. It serves as a roadmap for both teachers and students, ensuring that all necessary topics are covered systematically. The syllabus provides a structured plan that helps in organizing lessons, setting expectations, and assessing students' progress over time.

(b) Describe the seven parts of the syllabus.

The general objectives section states the broad educational goals of the subject, highlighting what students should achieve by the end of the course. These objectives provide direction to both teachers and students, ensuring alignment with national education policies.

The specific objectives section breaks down the general objectives into measurable outcomes, defining what students should be able to do after completing each topic. These objectives help in guiding lesson planning and assessments.

The content section lists all the topics and subtopics to be covered throughout the course. It provides details on the knowledge, concepts, and skills that students are expected to acquire at each stage of learning.

The teaching methodologies section suggests effective strategies and approaches for delivering lessons. It includes recommendations on whether to use discussions, demonstrations, fieldwork, or problem-solving techniques to enhance understanding.

The assessment methods section outlines how students' learning progress will be evaluated. It specifies the types of assessments to be used, such as written exams, quizzes, projects, or practical demonstrations, ensuring fair and consistent evaluation.

The time allocation section specifies the duration required for each topic, helping teachers plan their lessons effectively within the academic calendar. Proper time management ensures that all topics are covered before the final assessments.

The learning resources section provides a list of textbooks, reference materials, and teaching aids that support the delivery of the syllabus content. It ensures that teachers and students have access to the necessary tools for effective learning.

15. Explain five ways in which knowledge of curriculum theory is important in the curriculum development process.

Knowledge of curriculum theory guides decision-making in content selection and instructional design, ensuring that the curriculum meets the needs of learners and aligns with educational standards. Curriculum developers use theoretical frameworks to determine what should be taught and how it should be delivered.

It helps in aligning the curriculum with national education goals, ensuring that students acquire knowledge and skills relevant to their country's economic, social, and technological development. This alignment ensures that education contributes to national progress and prepares students for the workforce.

Curriculum theory supports innovation in teaching and learning, allowing educators to integrate modern instructional strategies, digital learning tools, and learner-centered approaches. Understanding different curriculum models enables the creation of engaging and effective learning experiences.

It enhances the adaptability of the curriculum, allowing it to be modified in response to societal, technological, and economic changes. A strong theoretical foundation helps curriculum developers make informed updates that keep education relevant and effective.

Knowledge of curriculum theory improves assessment methods, ensuring that evaluation techniques effectively measure student learning and competencies. Theories guide the development of formative and summative assessments, helping teachers track progress and provide meaningful feedback.

16. Appraise the formal curriculum by elaborating on its five limitations.

The lack of flexibility in formal curricula makes it difficult for teachers to adapt lessons to individual student needs. Since the curriculum follows a fixed structure and timeline, students who need additional support may struggle to keep up with the pace of learning.

The focus on standardized testing often prioritizes memorization over practical skills development. Many formal education systems emphasize exam performance, leading to rote learning rather than deep understanding and application of knowledge.

Formal curricula may not always reflect real-life challenges, making some subjects feel disconnected from practical experiences. For example, agricultural studies may focus more on theory than hands-on farming techniques, limiting students' ability to apply what they learn in real-world settings.

The high academic pressure associated with formal education can lead to stress and anxiety among students. Rigid assessment structures, heavy workloads, and competition for high grades may negatively affect students' mental well-being and motivation to learn.

Formal curricula limit teacher creativity, as educators must strictly follow predefined syllabi and teaching methods. This restricts their ability to experiment with innovative teaching techniques or modify lessons to suit the interests and learning styles of their students.