

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. Enumerate four things that should be considered by a teacher when using teaching and learning resources during the teaching and learning processes.

A teacher should consider the relevance of the resource to the lesson objectives to ensure that the material directly supports the topic being taught and enhances understanding.

The suitability of the resource for the learners' level is important to ensure that it matches their cognitive abilities and learning styles, making it easy for them to grasp the content.

The availability and accessibility of the resource should be assessed to ensure that it can be effectively used in the classroom without delays or logistical challenges.

A teacher should also consider the durability and reusability of the resource to determine whether it can be used multiple times and remain effective for future lessons.

2. Describe the following terms as used in the teaching and learning processes:

(a) Teaching Methods: These refer to the systematic ways in which a teacher delivers content to learners. Examples include lecture methods, demonstration methods, and discussion methods, each chosen based on the nature of the subject and student needs.

(b) Teaching Techniques: These are specific strategies within a teaching method that help enhance learning. For example, in a discussion method, techniques such as brainstorming, case studies, or debates can be used to make lessons more interactive.

(c) Teaching Approaches: These refer to the general philosophy or perspective that a teacher adopts when planning and executing a lesson. Examples include learner-centered approaches, teacher-centered approaches, and interactive approaches, which shape how lessons are conducted.

(d) Teaching Strategies: These are broader instructional plans that combine methods, techniques, and resources to ensure effective learning. For example, a teacher may use a problem-solving strategy, integrating discussions, experiments, and multimedia resources.

3. Elaborate two advantages and two disadvantages of a learner-centred approach during the teaching process.

Advantages:

A learner-centred approach encourages active participation, allowing students to engage in discussions, problem-solving, and hands-on activities that promote deeper understanding of concepts.

It enhances critical thinking and problem-solving skills by requiring learners to explore, analyze, and apply knowledge independently rather than passively receiving information.

Disadvantages:

It can be time-consuming, as students require more time to explore concepts, ask questions, and engage in activities compared to traditional teacher-led methods.

A learner-centred approach demands high preparation efforts from teachers, who must design interactive activities, create materials, and guide students through self-directed learning.

4. Briefly explain four characteristics of mandated curriculum.

A mandated curriculum is officially prescribed by educational authorities, meaning all schools must follow it as part of national education policies.

It is standardized across institutions, ensuring that all learners receive the same foundational knowledge regardless of school location or teaching environment.

A mandated curriculum includes assessment requirements, specifying how students will be evaluated through exams, practicals, and coursework.

It is subject to periodic review and updates, ensuring that educational content remains relevant and aligns with societal, technological, and economic developments.

5. Explain four ways of introducing a lesson.

Using real-life examples helps students connect new information with familiar experiences, making the lesson more relatable and engaging.

Asking thought-provoking questions stimulates curiosity and critical thinking, encouraging students to participate in discussions and think deeply about the topic.

Showing a short video or visual aid captures student interest and provides a foundation for understanding complex concepts before delving into theoretical explanations.

Reviewing previous knowledge helps in linking new content to what students have already learned, ensuring a smooth transition between topics.

6. Give two differences between formal curriculum and hidden curriculum.

A formal curriculum consists of officially planned and structured educational content outlined in syllabi and textbooks, whereas a hidden curriculum includes unintended lessons learned through social interactions and school culture.

A formal curriculum is assessed and graded through exams and coursework, while a hidden curriculum is informal and unmeasured, shaping student values, attitudes, and behavior.

7. Elaborate four reasons for having curriculum in Tanzania.

A curriculum ensures uniformity in education, making sure all students across the country receive the same foundational knowledge and skills.

It prepares students for future careers by equipping them with relevant skills in agriculture, science, technology, and entrepreneurship.

A curriculum promotes national development by aligning education with the country's economic, cultural, and technological needs.

It encourages moral and ethical development, incorporating subjects that teach values, citizenship, and social responsibility.

8. Briefly explain four merits of using team teaching during lesson presentation.

Team teaching allows for shared expertise, where teachers with different specializations can provide deeper insights into complex topics.

It improves student engagement, as multiple teachers bring diverse teaching styles and energy to the classroom, making lessons more dynamic.

Team teaching reduces workload for individual teachers, allowing for better preparation and delivery of lessons.

It enhances problem-solving and discussions, as multiple perspectives provide richer explanations and encourage student participation.

9. (a) Clarify the term "teaching."

Teaching is the process of facilitating learning, where a teacher imparts knowledge, skills, and values to students through structured instructional methods and strategies.

(b) Briefly describe three phases of a "teaching process."

Pre-active phase: This involves planning the lesson, setting objectives, preparing materials, and organizing activities for effective teaching.

Interactive phase: This is the actual teaching process where teachers deliver content, engage students, and facilitate learning through discussions, demonstrations, and activities.

Post-active phase: This involves assessing student understanding, providing feedback, and reflecting on lesson effectiveness to improve future teaching sessions.

10. Outline four values of using instructional media during teaching and learning process.

Instructional media enhance understanding, making abstract concepts clearer through visuals, models, and demonstrations.

They increase student engagement, making lessons more interactive and reducing boredom in the classroom.

Instructional media cater to different learning styles, helping visual, auditory, and kinesthetic learners grasp concepts effectively.

They improve knowledge retention, as students remember information better when presented through multimedia formats.

11. Curriculum changes are weapons to address prevailing problems in societies. Examine five factors which may influence curriculum changes.

Technological advancements: The introduction of new technologies in agriculture, medicine, and engineering requires updates in educational content.

Economic development needs: A country may revise its curriculum to align with emerging industries, ensuring students acquire marketable skills.

Government policies and reforms: Changes in leadership or education policies may lead to modifications in subject content and assessment methods.

Globalization and international trends: Exposure to global education standards may require integrating international best practices in the local curriculum.

Societal changes and challenges: Issues such as climate change, unemployment, and ethical concerns necessitate updates in the curriculum to prepare students for real-world challenges.

12. Analyse five challenges faced by teachers when using instructional media without making prior testing.

Technical failures may occur if electronic devices malfunction during the lesson.

Irrelevance to student needs may arise if the material does not align with the learners' abilities or syllabus requirements.

Inaccurate information can be presented if the teacher has not reviewed the media in advance.

Time-wasting occurs when teachers struggle to operate equipment they are unfamiliar with.

Distraction from learning happens if media elements are too entertaining without reinforcing the lesson content.

13. In five points, explain the significance of having well-stated learning objectives.

Guides lesson planning by helping teachers focus on key content.

Enhances assessment accuracy by ensuring evaluations align with expected outcomes.

Improves student motivation by setting clear learning targets.

Ensures curriculum consistency across different schools and teachers.

Facilitates differentiated instruction to accommodate various learning needs.

14. Elaborate six core functions of the Tanzania Institute of Education (TIE) in curriculum development.

The Tanzania Institute of Education is responsible for designing and developing national curricula for different education levels. This ensures that learning content is well-structured, relevant, and aligned with national development goals.

TIE provides professional support to teachers by offering instructional materials, guidelines, and training programs that enhance the effective implementation of the curriculum. Through this, teachers gain updated pedagogical skills and strategies for improved teaching outcomes.

The institute conducts research in education and curriculum development to identify gaps and recommend necessary changes that improve the quality of education. This research helps in keeping the curriculum relevant to societal needs and global trends.

It evaluates and approves textbooks and other learning materials to ensure they meet the required standards and align with the national curriculum. This prevents the use of inaccurate or misleading educational resources in schools.

TIE develops examination guidelines and assessment frameworks that help in evaluating student progress and ensuring that the curriculum objectives are being achieved effectively. These guidelines ensure that assessment methods are valid and reliable.

The institute provides advisory services to the government and other stakeholders in the education sector regarding curriculum matters. This ensures that education policies are well-informed and based on research and best practices.

15. Why is it necessary for student-teachers to perform teaching practice? Explain by giving five reasons.

Teaching practice provides student-teachers with hands-on experience in real classroom settings, allowing them to apply the theoretical knowledge they have acquired in college. This practical exposure helps in bridging the gap between theory and practice.

It enhances classroom management skills by allowing student-teachers to interact with learners, handle classroom discipline, and organize lesson activities effectively. Through this, they gain confidence in managing different classroom situations.

Teaching practice helps student-teachers develop lesson planning and delivery skills by requiring them to create lesson plans, use various teaching methods, and assess student understanding. This experience prepares them for future teaching roles.

It allows student-teachers to receive constructive feedback from experienced mentors and supervisors. This feedback helps them identify areas that need improvement and refine their teaching techniques before becoming full-time teachers.

Teaching practice builds professional confidence and communication skills by exposing student-teachers to real teaching environments where they must engage with students, colleagues, and school administrators. This prepares them for their future roles as educators.

16. Using five points, examine the challenges that a teacher may encounter when teaching without instructional media during teaching and learning.

The absence of instructional media makes it difficult to explain abstract concepts effectively. Without visual aids such as diagrams, charts, and videos, students may struggle to understand complex topics, leading to poor comprehension.

Teaching without instructional media reduces student engagement and participation. Without interactive tools such as models, projectors, or experiments, lessons become monotonous, making students lose interest in the subject.

It limits the ability to cater to different learning styles. Some students learn best through visual, auditory, or hands-on experiences, and the lack of instructional media means they may not receive the most effective method of instruction.

The lack of instructional media makes practical subjects like science and agriculture more theoretical, reducing hands-on learning opportunities. Without actual tools or demonstrations, students may graduate without the necessary skills for real-world applications.

Assessment and evaluation become less effective when instructional media are not used. Tools such as educational videos, interactive quizzes, and digital assessments help teachers measure student understanding in diverse ways. Without them, evaluation methods may become rigid and less comprehensive.