

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

764

CURRICULUM AND TEACHING

Time: 3 Hours

ANSWERS

Year: 2021

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **not** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

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SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. Explain four ways of creating conducive classroom climate.

One way is by **establishing clear classroom rules and expectations**. When students know what behavior is acceptable and the consequences of breaking rules, it creates a sense of order and fairness, reducing misunderstandings and conflicts.

Second, a teacher should **encourage positive teacher-student relationships**. By showing respect, being approachable, and addressing students' concerns, a teacher builds trust and makes learners feel valued and comfortable.

Third, it's important to **use engaging and inclusive teaching methods**. Varied approaches like group discussions, demonstrations, and practical activities accommodate different learning styles and keep students interested.

Fourth, **maintaining a safe and clean physical environment** contributes to a good classroom climate. Proper seating, lighting, ventilation, and organized learning materials create a space where students can focus and learn effectively.

2. Outline four causes of curriculum change.

The first cause is **social changes**. As societies evolve, changes in culture, values, and social needs require adjustments in what and how learners are taught.

Second, **technological advancements** influence curriculum change. New tools, digital resources, and scientific discoveries prompt updates in content and teaching approaches.

Third, **political decisions and government policies** can drive curriculum changes. New educational reforms, national development goals, or shifts in leadership often lead to revised curriculum content and objectives.

Fourth, **economic demands** play a role. As job markets change and new professions emerge, education systems adjust curricula to equip students with relevant skills for employment.

3. Give four functions of a lesson plan.

The first function is that it **guides the teacher in organizing lesson content and activities**. It ensures teaching follows a logical sequence, covering all intended points within the available time.

Second, a lesson plan **helps manage time effectively**. It allocates specific durations for different parts of the lesson, preventing unnecessary delays or rushed teaching.

Third, it **serves as a record for future reference**. Teachers can review past plans to track coverage and effectiveness or prepare for lesson improvements.

Fourth, a lesson plan **promotes objective-based teaching**. It aligns instructional activities with set learning objectives, ensuring that teaching remains focused and purposeful.

4. Specify the advantages of Block Teaching Practice (BTP).

One advantage is that it **provides trainee teachers with real classroom experience**. It allows them to apply theoretical knowledge in actual teaching situations, improving their practical skills.

Second, BTP **builds confidence in handling students and classroom management**. By interacting with learners regularly, trainees learn how to maintain discipline and engage students effectively.

Third, it offers **an opportunity for feedback and professional growth**. Supervisors observe lessons and provide constructive comments, helping trainees improve their teaching methods.

Fourth, BTP **fosters adaptability and problem-solving skills**. Trainee teachers learn to deal with unexpected classroom situations, adjusting their approaches to meet different student needs.

5. Provide the importance of subject textbook in four points.

First, a textbook **acts as a guide for both teachers and students**. It outlines topics, concepts, and exercises aligned with the curriculum, helping in lesson preparation and study.

Second, it **provides structured and organized content**. Textbooks present information in a logical sequence, making it easier for learners to follow and understand subjects.

Third, a textbook **serves as a reliable reference material**. Students and teachers can revisit textbook explanations, illustrations, and examples to clarify or reinforce learning.

Fourth, it **promotes independent learning**. With access to a textbook, students can study at their own pace, complete exercises, and prepare for assessments outside classroom sessions.

6. Describe four steps of Tyler's Curriculum Development Model.

The first step is **defining educational objectives**. Curriculum developers identify what students should know and be able to do after completing a learning program.

Second, **selecting learning experiences to achieve objectives**. Activities, content, and teaching methods are chosen based on their relevance to the set objectives.

Third, **organizing the learning experiences**. The selected content and activities are arranged in a logical order, moving from simple to complex and ensuring continuity and progression.

Fourth, **evaluating the curriculum and its outcomes**. This step assesses whether the set objectives are achieved through testing, observation, and feedback, guiding improvements.

7. Describe four characteristics of students with specific learning problems.

One characteristic is **difficulty in reading and writing skills**. These students struggle with spelling, sentence construction, and reading comprehension.

Second, they often show **poor memory retention**. They have trouble recalling information previously taught or instructions given.

Third, such students may exhibit **low academic performance despite having normal intelligence**. They might underperform in tests and assignments compared to their peers.

Fourth, **short attention span and distractibility** are common. Students with learning problems often lose focus quickly and are easily diverted from tasks.

8. Describe four reasons for having well-stated curriculum instructional objectives.

The first reason is that they **guide teachers in selecting appropriate content and teaching methods**. Clear objectives ensure lessons are aligned with desired learning outcomes.

Second, they **assist in assessing student performance**. Well-defined objectives help in designing evaluation tools that measure whether learning goals have been achieved.

Third, instructional objectives **promote consistency in teaching**. Teachers across different schools or classes can work towards the same outcomes, ensuring uniformity in education standards.

Fourth, they **motivate and focus students' learning efforts**. When learners understand what is expected of them, they can concentrate on achieving specific goals.

9. Identify four major criteria used by curriculum specialists in the selection of curriculum content.

One criterion is **validity**. The content must be relevant and aligned with the curriculum's educational objectives and the needs of learners and society.

Second, **significance** is considered. Content selected should be important for learners' intellectual and practical development, contributing to national development goals.

Third, **learnability** is essential. The content must be appropriate for the learners' age, ability, and previous knowledge to ensure it is understandable and manageable.

Fourth, **utility** is a factor. Curriculum specialists select content that equips students with knowledge and skills applicable to real-life situations and future careers.

10. State four uses of teachers' guide.

The first use is to **assist teachers in lesson preparation**. It provides guidelines, suggested teaching strategies, and summaries of content to cover.

Second, it **helps in selecting appropriate teaching aids and resources**. Teachers' guides recommend materials and activities to enhance learning.

Third, it **offers assessment tools and marking schemes**. The guide includes sample exercises and evaluation techniques for measuring student progress.

Fourth, it **ensures consistency in curriculum implementation**. By following the teachers' guide, instructors across different schools deliver similar content and learning experiences.

SECTION B (60 Marks)

Answer all questions from this section. Each question carries 15 marks.

11. Evaluate the importance of supplementary curriculum materials in five points.

First, **supplementary materials enrich teaching and learning experiences**. They provide additional explanations, illustrations, and examples that support the main curriculum content, making lessons clearer and more interesting.

Second, they **cater for diverse learning needs and abilities**. Different students learn at different paces and in different ways; supplementary materials like charts, videos, and workbooks give alternatives that help every learner understand better.

Third, these materials **promote independent learning**. When students have access to extra resources such as reference books or online materials, they can explore topics on their own, strengthening their research and study skills.

Fourth, **they keep teachers and students updated with current information**. Since textbooks may become outdated, supplementary materials like journals, newspapers, and educational websites introduce learners to the latest ideas and discoveries.

Fifth, **they support continuous revision and practice**. Through exercises, question banks, and revision booklets, students can reinforce what they've learned and prepare better for examinations.

12. Explain six possible consequences of teaching without a lesson plan.

First, **lessons may lack focus and direction**. Without a plan, the teacher might cover content haphazardly, leading to confusion and poor understanding among students.

Second, **important topics could be left out or poorly covered**. A lesson plan helps ensure that all required content is addressed within the allocated time.

Third, **time management becomes difficult**. Without planning, a teacher may spend too much time on minor issues or rush through important sections.

Fourth, **student engagement might decline**. Lesson plans often include activities and methods to keep students involved. Without them, the class may become dull and passive.

Fifth, **it becomes harder to evaluate student progress effectively**. A good lesson plan includes assessment strategies that help gauge learning outcomes, and without one, measuring understanding becomes unreliable.

Sixth, **the teacher's confidence and preparedness are affected**. Planning boosts a teacher's readiness and ability to handle unexpected challenges in the classroom. Without it, teaching becomes disorganized and stressful.

13. Elaborate four ways of teaching students with different special needs in the inclusive classroom.

One way is to **use differentiated instruction**. This means modifying teaching methods, content, and activities to suit the abilities of each learner, ensuring that both fast and slow learners are accommodated.

Second, a teacher should **provide appropriate learning materials and aids**. This includes using large print books for visually impaired students, audio resources for those with reading difficulties, and visual aids for hearing-impaired learners.

Third, **adapting the classroom environment is important**. Organizing seating arrangements, providing ramps for physically challenged students, and creating quiet spaces for learners with attention difficulties helps ensure accessibility and comfort.

Fourth, **offering individualized support where needed** is crucial. Teachers can give additional time, simplify instructions, or provide one-on-one assistance to students who require extra help, while also involving peers in supportive group work.

14. Elaborate five weaknesses of Teaching Practice Moderation.

First, **moderation exercises can be inconsistent**. Different assessors may have varied interpretations of evaluation criteria, leading to unfair scoring of trainee teachers.

Second, **there's often limited time for thorough observation**. Supervisors may spend very short periods in classrooms, making it difficult to fully assess a trainee's teaching abilities.

Third, **moderation focuses too much on documentation rather than practical teaching**. Sometimes emphasis is placed on lesson plans and schemes of work while overlooking the actual classroom delivery and student engagement.

Fourth, **moderation can cause unnecessary stress and anxiety for trainees**. The presence of a supervisor may intimidate trainee teachers, affecting their confidence and performance during the assessment.

Fifth, **feedback provided is sometimes too general or delayed**. Trainees might not receive specific, constructive, and timely feedback needed for improvement, limiting the overall benefit of the moderation exercise.

