

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

764

**CURRICULUM AND TEACHING**

**Time: 3 Hours**

**ANSWERS**

**Year: 2022**

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**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 **note** 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. (a) Identify the type of curriculum being implemented at Amana Training College

The type of curriculum being implemented at Amana Training College is a **non-formal curriculum**. This type of curriculum involves short-term, skill-based programs designed to meet specific needs outside the formal school system, typically focusing on practical and occupational skills.

### (b) Briefly explain three features of the curriculum you identified in part (a)

First, a non-formal curriculum is **flexible in content and duration**. It allows adjustments based on the learners' needs, community demands, or job market requirements, and its courses can last from a few weeks to months.

Secondly, this curriculum is **practical and skill-oriented**. Its focus is on equipping learners with hands-on, job-related skills such as tailoring, computer literacy, or secretarial duties, which can be applied immediately after completion.

Lastly, a non-formal curriculum often **targets specific groups** such as out-of-school youths, adults, or professionals seeking short-term training. It is designed to provide opportunities for continuing education and professional improvement.

### 2. Give the importance of curriculum evaluation at school level

Curriculum evaluation helps to **identify strengths and weaknesses in the teaching and learning process**. By assessing how well educational goals are being met, schools can improve teaching methods and learning outcomes.

It ensures that the curriculum **remains relevant and effective**. Through regular evaluation, schools can update course content to match current societal, technological, and market demands.

Curriculum evaluation also assists in **measuring student achievement**. It allows educators to see if students are acquiring the expected knowledge, skills, and attitudes outlined in the curriculum.

Lastly, it provides useful information for **policy makers and curriculum developers**. Evaluation reports guide decisions on necessary curriculum reforms, allocation of resources, and teacher training programs.

### 3. Give four differences between specific instructional objectives and general objectives

Specific instructional objectives are **narrow and precise**, stating exactly what the learner should achieve at the end of a lesson, while general objectives are **broad statements** outlining what the learner is expected to achieve by the end of a course or unit.

Specific instructional objectives are **measurable and observable**, making it easy for the teacher to assess whether students have achieved them. In contrast, general objectives are **less measurable** and serve as a guiding framework for the overall teaching process.



Another difference is that specific instructional objectives are **used for daily lesson planning**, guiding teachers on what to teach in each session. General objectives are **used for long-term planning**, like in schemes of work and curriculum outlines.

Lastly, specific instructional objectives often involve **action verbs like describe, explain, list, or calculate**, while general objectives use broader terms such as understand, appreciate, or value.

#### **4. Give the significance of curriculum in Tanzania**

The curriculum provides a **structured plan for education**. It outlines the knowledge, skills, values, and attitudes that learners should acquire at different education levels in Tanzania.

It helps in **promoting national unity and cultural identity**. The curriculum includes subjects and content that teach Tanzanian history, traditions, and national values, which strengthen unity and patriotism.

The curriculum also supports **economic development** by equipping learners with both academic knowledge and vocational skills needed for employment and entrepreneurship.

Lastly, it serves as a **guide for teachers and education administrators**. The curriculum standardizes what is taught in schools nationwide, ensuring consistency in education quality and content coverage.

#### **5. Show similarities between teaching and learning activities in competence based curriculum**

In a competence-based curriculum, both teaching and learning activities are **learner-centered**. The focus is on what the learner does rather than what the teacher delivers, encouraging active participation.

Both activities are **practical and performance-based**. Learners demonstrate knowledge through real tasks like projects, experiments, presentations, and role plays.

They also emphasize **problem-solving and critical thinking skills**. Learners are encouraged to analyze, make decisions, and solve real-life challenges during lessons.

Lastly, both activities promote **collaboration and interaction**. Group discussions, pair work, and cooperative learning are used to help learners exchange ideas and learn from one another.

#### **6. Give four advantages of introducing the lesson before presenting the new subject matter during the lesson development**

Introducing a lesson helps to **capture learners' attention** and make them mentally prepared for the new topic, creating a sense of curiosity and interest.

It enables the teacher to **link the new topic with learners' prior knowledge**, making it easier for students to relate new concepts to what they already know.

The introduction also **sets the tone and purpose of the lesson**. Learners understand what they are expected to learn and why it is important, giving them direction and motivation.

Lastly, it allows the teacher to **assess learners' readiness and background knowledge**. This helps in adjusting the lesson appropriately based on students' existing understanding.



**7. Briefly explain four aspects which should be considered in assessing the quality of supplementary curriculum materials used in the teaching and learning process**

One aspect is the **relevance of the material content to the syllabus objectives**. The materials should support and enhance what is outlined in the official curriculum.

Another aspect is the **accuracy and reliability of the information provided**. Materials must be factually correct, up to date, and free from errors or misleading content.

**Cultural appropriateness and inclusiveness** are also essential. Materials should reflect the learners' cultural backgrounds and avoid content that discriminates or excludes any group.

Lastly, the **presentation and clarity of the materials** should be considered. Good quality materials should be well-organized, visually appealing, and easy for learners to understand.

**8. Briefly explain the four strategies which will be used to accommodate a blind student in the class to participate in teaching and learning process**

One strategy is to **provide learning materials in braille format or audio recordings** so that the blind student can access the same content as other students.

The teacher should also use **verbal descriptions of visual materials** such as diagrams, pictures, and charts, explaining details clearly so the student can follow along.

**Allowing the use of assistive technology like screen readers or talking calculators** is another helpful strategy. These tools help blind students access written content and perform calculations independently.

Lastly, the teacher should **arrange for peer support and collaborative learning**. Assigning classmates to assist with reading notes, describing visual details, or guiding the blind student during group work enhances inclusion.

**9. Briefly elaborate crucial preparations they have to make before the application of project work as a teaching and learning technique**

The teacher must first **identify appropriate project topics** that are relevant to the syllabus and suitable for learners' age, ability, and resources available in the school.

Secondly, the teacher should **prepare the necessary materials and tools** required for the project. This ensures that learners have everything they need to complete the tasks effectively.

The teacher should also **plan time and allocate deadlines** for each phase of the project, ensuring that it fits well within the school timetable without affecting other learning activities.

Lastly, the teacher must **inform and guide learners on the project objectives, procedures, and expected outcomes**. Clear instructions and expectations help learners work independently and stay focused.



### 10. Give four significances of microteaching practice

Microteaching provides a **safe and controlled environment for trainee teachers** to practice teaching techniques and skills before facing a full classroom.

It allows for **immediate feedback and reflection**. Trainee teachers can observe their performance, receive suggestions from peers and instructors, and make improvements.

The practice focuses on **mastering specific teaching skills such as questioning techniques, classroom management, and lesson introduction**, enabling new teachers to build confidence.

Lastly, microteaching helps in **bridging the gap between theory and practical teaching**. It allows trainee teachers to apply theoretical knowledge in real teaching situations, improving their competence.

## SECTION B (60 Marks)

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

### 11. Explain five stages of curriculum development suggested by Ralph Tyler

The first stage is **defining educational objectives**. In this stage, curriculum planners identify the intended learning outcomes that students should achieve by the end of an instructional program. These objectives guide the selection of content, learning experiences, and assessment methods.

The second stage involves **selecting learning experiences**. After setting objectives, appropriate learning activities and experiences are chosen to help learners achieve the intended outcomes. These activities should be relevant, engaging, and appropriate to the learners' abilities and needs.

The third stage is **organizing learning experiences**. Here, selected activities are arranged in a logical sequence from simple to complex, or from known to unknown, to ensure that learning is continuous, progressive, and connected.

The fourth stage involves **implementing the curriculum**. This stage puts the planned objectives, learning experiences, and organization into practice in classrooms and schools. Teachers deliver lessons using appropriate teaching methods and materials.

The final stage is **evaluating the curriculum and learning outcomes**. This involves assessing whether the educational objectives have been achieved and identifying areas that may need improvement or adjustment in future curriculum revisions.

### 12. Explain five ways of creating safe and stimulating classroom environment for supporting learning activities



One way is by **maintaining a clean and organized classroom**. A tidy, well-arranged room reduces distractions, prevents accidents, and creates a comfortable atmosphere where learners can focus on their studies.

Another method is to **establish clear classroom rules and expectations**. When students understand what behavior is expected, it promotes order, respect, and cooperation, making the classroom a safe learning space for all.

**Displaying learners' work on walls and noticeboards** is another way to stimulate interest and encourage participation. It makes learners feel valued and proud of their achievements, motivating them to engage actively in class.

The teacher should also **use a variety of teaching and learning materials** such as charts, models, and multimedia resources. This makes lessons more interesting and caters to different learning styles, keeping students engaged.

Lastly, the teacher should **encourage positive teacher-student and student-student relationships**. Respectful, supportive interactions foster trust and confidence, making students feel emotionally secure and motivated to participate in learning activities.

### **13. Suggest strategies for addressing misconception about implementation of the curriculum in the society**

One strategy is to **conduct public awareness campaigns**. Schools and education authorities should educate parents and community members about the curriculum's purpose, content, and benefits through meetings, brochures, and media programs.

Another approach is to **organize regular workshops and seminars for teachers and community leaders**. These forums help clarify misunderstandings and provide up-to-date information about curriculum changes and teaching approaches.

**Involving community members in school decision-making and curriculum review meetings** is also helpful. This allows them to share their views, ask questions, and gain a better understanding of what is being taught and why.

The government should also **provide clear, accessible policy documents and guidelines** explaining curriculum goals, methods, and expected outcomes to the public, reducing confusion and misinformation.

Lastly, education authorities should **promote success stories and positive outcomes from the curriculum** through media coverage, public exhibitions, and student competitions to build confidence in the education system.



#### **14. Suggest five strategies to ensure that the group discussion technique is effective in teaching and learning process**

The first strategy is to **clearly define the discussion topic and objectives** before starting. Learners should know the purpose of the discussion and the key points to focus on, which keeps them on track.

Another strategy is to **organize learners into small, manageable groups**. Small groups encourage active participation, make it easier for each member to contribute, and reduce the chances of some learners being left out.

The teacher should also **assign clear roles within each group**, such as a leader, timekeeper, secretary, and presenter. This ensures that the discussion is orderly and that every learner has a responsibility.

**Providing guiding questions or discussion points** helps steer the conversation in the right direction. These questions should relate directly to the lesson objectives and encourage critical thinking.

Finally, the teacher should **monitor and support the groups as they work**. Moving around the classroom to listen, clarify misunderstandings, and encourage participation ensures that discussions remain productive and focused.