

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

764

**CURRICULUM AND TEACHING**

**Time: 3 Hours**

**ANSWERS**

**Year: 2023**

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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. Formulate four specific instructional objectives.
  - i. define the concept of curriculum,
  - ii. list importance of curriculum,
  - iii. mention types of curriculum,
  - iv. mention importance of curriculum,
  - v. within 40 minutes each student should be able to mention features of curriculum,
  - vi. mention types of curriculum, state the meaning of curriculum.
2. Orient the newly employed teachers about the process of curriculum change using four points.
  - i. consider educational policy of the country,
  - ii. philosophy of the country,
  - iii. learners need and needs of the society,
  - iv. psychology of learning and different ideologies.
3. Show the importance of lesson notes during teaching and learning process.
  - i. lesson notes help teachers to create and increase confidence during teaching and learning,
  - ii. it helps teachers to teach systematically,
  - iii. it acts as a bank of notes for the teachers and students,
  - iv. it helps teachers and learners for future use,
  - v. lesson notes can remind the teacher where the lesson was ended in the last session,
  - vi. lesson notes help the teacher to teach systematicall
  - vii. lesson notes can be used as the reference for both teachers and learners
4. Indicate the challenges that students are likely to face during teaching and learning process when a teacher ignore the reinforcement stage during the preparation of a lesson.
  - i. *the students will not see the uses of the teaching aid,*
  - ii. *the students will fail to relate the new knowledge and the environments they are living,*
  - iii. *the students will lose motivation of the study and the lesson will not be well understood.*
  - iv. *individual student experiences will not be determined,*
  - v. *cooperation among themselves will go down,*
  - vi. *students won't understand the lesson well*
  - vii. *the use of teaching aids will not be applied well in the class*

5. Show how chalkboard can be used during the process of teaching and learning.
  - (i) chalkboard is used to write a lesson summary for the learners to copy in their exercise,
  - (ii) to develop sketch maps and drawing to emphasize points,
  - (iii) to clarify difficult concepts and to record learners ideas and suggestions,
  - (iv) chalkboard is used for illustration, it is used to display teaching aids, it is used to write notes and it is used to write important vocabularies
  
6. Differentiate between block teaching practice assessment and teaching practice moderation.
  - i. Block teaching practice assessment help students teachers to interact with learners while block teaching practice moderation gives students teachers information on whether they competent enough in professional teaching.
  - ii. Provides students teachers with classroom experiences while moderation monitors the teaching process,
  - iii. Develop professional teachers while moderation ensures quality and standards,
  - iv. Block teaching practice assessment involves all students' teachers, while moderation involves few deselected students,
  - v. The students' teacher is assessed by one assessor while moderation student teacher is assessed by team of principles,
  - vi. It is used to show the performance of one student while moderation is used to generalize the performance of many students.
  
7. Analyze the indicators of a poorly prepared Micro Teaching Practice (MTP).
  - i. it can result to little or no training,
  - ii. does not provide learners with opportunities to practice oral communication,
  - iii. they will lack communication skills and they will face in adequate supervision of teachers,
  - iv. failure to have confidence due to poor preparation,
  - v. failure to organize and manage the classroom,
  - vi. failure to use the teaching and learning aids, and improper way of presenting the materials,
  - vii. lack of confidence, poor teaching and learning methodology,
  - viii. poor teaching and learning aids and problem of language
  
8. Explain the purpose of conducting Teaching Practice in Teachers' Training Colleges.
  - i. to expose students' teachers to real life classroom,
  - ii. to translate educational theories to practice,
  - iii. to enable them discover their weakness and strength,
  - iv. to familiarize with real school environments,
  - v. to prepare a teacher to be a qualified teacher,
  - vi. to provide skills and knowledge on how to undergo teaching,
  - vii. to improve problem solving skills and to bring confidence to the students' teachers
  
9. Elaborate the features of formal curriculum.
  - a. it impacts instructional through schooling,

- b. it prepares the child for their expected professions,
- c. it has syllabus,
- d. it uses timetable and it is well planned,
- e. have the special area to implement,
- f. it is provided under the guidance of curriculum,
- g. have professional personnel,
- h. have time limit of studying,
- i. formal curriculum is highly structured,
- j. formal curriculum have syllabus,
- k. formal curriculum has specific place and time for studying
- l. formal curriculum has
- m. learning objectives

10. Show how the process of reflective Teaching can be undertaken for the improvement of teaching and learning process.

- i. to think about previous by teaching practices,
- ii. to analyze how topic has been taught,
- iii. to analyze how teaching could be improved and to think about the proper way of teaching improvements,
- iv. it facilitates remembering of the subject matter to the learners,
- v. it helps the learners to interact during the lesson presentation,
- vi. it helps the teacher to ask questions relating to the real life
- vii. it helps to simplify assessment of understanding.

### **SECTION B (60 Marks)**

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

#### **11. Elaborate on the purpose of curriculum development in education.**

The first purpose of curriculum development is to clearly define the learning objectives and outcomes for learners at different stages of education. This helps to organize what should be taught and ensures that students gain relevant knowledge, skills, values, and attitudes required for personal growth and national development.

Another important purpose is to align the education system with national goals and cultural values. Through curriculum development, the content taught in schools can reflect the country's traditions, language, beliefs, and development plans, preserving cultural identity while preparing learners to contribute positively to society.

Curriculum development also ensures that education remains relevant in a constantly changing world. As technology, economies, and societies evolve, the curriculum must be reviewed and updated to include new knowledge, skills, and methods that respond to current challenges and future opportunities.

In addition, it helps to improve the quality of education by providing teachers with a clear structure of what to teach and how to teach it. A well-developed curriculum includes appropriate teaching methods, assessment techniques, and learning resources that promote effective learning and teaching.

Lastly, curriculum development promotes inclusivity by addressing the diverse needs of different learners. It makes education accessible to students with various abilities, learning styles, and backgrounds, ensuring that no learner is left behind and that every child has the opportunity to succeed in school.

## **12. Examine the challenges facing the curriculum implementation in Tanzania.**

One major challenge facing curriculum implementation in Tanzania is the shortage of qualified teachers. Many teachers have not received adequate training on how to implement the current competence-based curriculum, especially in rural areas. This affects their ability to deliver lessons effectively and meet learning objectives.

Another serious challenge is the lack of sufficient teaching and learning materials. Many schools, especially in remote regions, experience shortages of textbooks, laboratory equipment, and supplementary teaching aids. This makes it difficult for teachers to conduct practical and interactive lessons as required by the curriculum.

Overcrowded classrooms are also a significant problem in Tanzania. In many public schools, large numbers of students are forced into small classrooms, making it difficult for teachers to manage classes, give individual attention, and use learner-centered teaching methods effectively.

The poor state of school infrastructure further limits curriculum implementation. Many schools lack adequate classrooms, libraries, laboratories, and clean water facilities. This affects not only the delivery of lessons but also the general school environment, which is important for effective learning.

Another notable challenge is the language barrier. In Tanzania, the transition from Kiswahili in primary schools to English in secondary schools presents difficulties for both teachers and learners. Many students struggle to understand lessons in English, which affects their performance and participation.

Lastly, inadequate financial support from the government and other stakeholders limits the availability of resources needed for effective curriculum implementation. Without proper funding, it is difficult to improve infrastructure, train teachers, and provide learning materials, all of which are essential for successful curriculum delivery.

## **13. Describe the important aspects which can help teachers to use subject logbook in improving teaching and learning.**

One important aspect is the regular recording of lesson details in the logbook. Teachers should note the date, subject, topic covered, and teaching methods used for every lesson. This helps them track what has been taught and ensures that the syllabus is fully covered within the academic year.

Another valuable aspect is using the logbook to record observations about student progress and classroom experiences. By noting which topics students found difficult or which teaching strategies were most effective, teachers can adjust their future lessons to address specific challenges and improve learning outcomes.

The logbook also serves as a reflective tool for teachers. By reviewing their recorded lessons and student responses, teachers can assess their teaching practices, identify areas for improvement, and adopt new methods that promote active and inclusive learning in the classroom.

Additionally, the subject logbook can be used to coordinate with other teachers and school administrators. Head teachers and department heads can review logbooks to monitor syllabus coverage, advise on lesson planning, and provide feedback on teaching quality, which contributes to professional growth.

Finally, the logbook is a valuable resource for planning remedial and enrichment activities. By identifying students who struggled with certain topics or skills, teachers can organize extra lessons or targeted support to help learners catch up and achieve better academic performance.

#### **14. Explain the usefulness of supplementary curriculum materials in simplifying the process of teaching and learning.**

Supplementary curriculum materials are useful because they help to simplify difficult concepts by presenting them in different forms. For example, using charts, maps, models, and videos makes it easier for students to understand complex topics that would be difficult to grasp through textbook reading alone.

These materials also make learning more interesting and engaging for students. Instead of relying on lectures and note-taking, teachers can use songs, games, pictures, and short films to capture learners' attention and stimulate their curiosity about the subject matter.

Another important use of supplementary materials is that they support different learning styles. Some students learn better by seeing, others by hearing, and others by doing. Materials such as diagrams, recorded audio, and hands-on experiments help meet the needs of all learners in a classroom.

In addition, supplementary resources help to fill gaps where textbooks and main resources are insufficient. In schools with limited textbook supplies, these materials can be used to provide extra examples, exercises, and explanations, ensuring all students have access to adequate learning resources.

Lastly, supplementary materials encourage active and participatory learning. Resources like role plays, debates, experiments, and field trips promote interaction, teamwork, and critical thinking among learners, making lessons more effective and helping students to develop practical life skills alongside academic knowledge.