

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

764

CURRICULUM AND TEACHING

Time: 3 Hours

ANSWERS

Year: 2024

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 **four (4)** marks.

1. **Analyze four types of teaching practice that student teachers have to attend before their final examination.**

One type is micro-teaching practice, where student teachers conduct short, simplified lessons to a small group of peers or pupils. This helps them build confidence, master basic teaching skills like questioning, reinforcement, and class control before facing real classroom situations.

Another type is peer teaching, where student teachers teach one another while being observed by tutors. This exercise allows them to receive constructive feedback from both their fellow student teachers and supervisors, helping them improve lesson presentation skills.

There is also classroom teaching practice in partner schools, where student teachers are posted to real schools to conduct full lessons under the supervision of experienced teachers. This provides them with exposure to actual teaching environments, learner diversity, and classroom challenges.

Finally, block teaching practice involves an extended stay at a designated school, where student teachers take on teaching responsibilities over several weeks. It offers a complete experience in planning schemes of work, assessing learners, and participating in school activities beyond classroom teaching.

2. **Explain the importance of using lesson notes during the teaching and learning process.**

Lesson notes help teachers to stay organized and focused on the specific objectives to be achieved in a lesson. They act as a structured guide on what content to deliver, how to present it, and the timing of each activity.

They improve time management during the lesson. With clear notes, a teacher avoids spending too much time on one section while neglecting others, ensuring balanced lesson coverage.

Lesson notes assist in maintaining the logical sequence of concepts. This allows learners to build on prior knowledge smoothly and understand new information with ease.

They serve as a useful record for future reference. A teacher can review lesson notes when planning remedial classes or when preparing similar lessons for other groups in the future.

Finally, lesson notes enhance teacher confidence. Having a written guide minimizes anxiety and enables teachers to handle the class professionally, especially in unfamiliar topics.

3. **Clarify reasons for teachers to use specific instructional objectives during the teaching and learning process.**

Specific instructional objectives clearly state what learners are expected to achieve by the end of a lesson.

This guides both the teacher and learners on the focus and purpose of the lesson.

They help in selecting appropriate teaching and learning materials and methods. A clear objective ensures that resources and strategies chosen are directly linked to what is intended to be achieved.

Instructional objectives provide a basis for evaluating learner performance. Teachers can assess whether the intended learning outcomes have been achieved through exercises, discussions, or tests.

They keep the lesson content relevant and avoid unnecessary digressions. A well-stated objective prevents time wastage on unrelated topics by focusing classroom activities on the targeted outcomes.

Lastly, they promote learner motivation. When learners are aware of what they are expected to achieve, it increases their interest and involvement in the lesson.

4. Advise education stakeholders on the process to follow when planning for any curriculum development.

The first step is conducting a needs assessment to identify the educational, social, and economic needs of the community and determine the gaps in the current curriculum.

Next, stakeholders should develop clear aims and objectives based on the needs identified. These objectives should reflect national development goals and global educational trends.

After setting objectives, the curriculum content must be selected and organized logically. The content should be relevant, age-appropriate, and suitable for the learners' environment.

Then, appropriate teaching and learning methodologies should be proposed. These should align with modern pedagogical principles and available resources.

Lastly, a plan for curriculum implementation and evaluation should be created. This includes training teachers, producing materials, monitoring progress, and revising the curriculum based on feedback and assessment results.

5. State the limitations of the hidden curriculum in schools.

One limitation is that it can perpetuate social inequalities. Through subtle practices like favoritism or gender bias in classroom interactions, certain groups of learners might be disadvantaged or marginalized.

It may conflict with the formal curriculum. While the official curriculum promotes equality and inclusivity, the hidden curriculum can reinforce stereotypes and unequal power relations.

Another limitation is that it is difficult to control or measure. Since it operates informally through routines, teacher attitudes, and school culture, its influence often goes unnoticed.

It can negatively affect learners' attitudes and values. For example, if students frequently witness unfair treatment or discrimination, they may develop negative social behaviors or lose trust in authority.

Lastly, it sometimes contradicts intended educational goals. A school might promote creativity in theory while discouraging student autonomy through rigid rules and authoritarian leadership.

6. Describe ways in which curriculum is used to maintain the education system in any country.

Curriculum ensures continuity in education by standardizing what is taught in schools across the country. This provides uniform learning experiences for all learners regardless of region.

It guides teacher training and professional development programs. Curriculum content determines the areas in which teachers should be skilled, ensuring quality teaching.

The curriculum serves as a tool for promoting national identity, values, and culture. By integrating national history, languages, and cultural practices, it fosters unity and patriotism.

It also supports national development plans. Curricula include vocational, technical, and entrepreneurial skills to produce a workforce that meets the country's economic needs.

Finally, the curriculum provides a framework for assessment and certification, setting standards for learner progression and qualifications at different education levels.

7. Validate reasons for considering quality criteria while improvising teaching and learning materials.

Quality ensures that improvised materials effectively achieve the intended learning objectives. Poor-quality resources may confuse learners or fail to support the lesson content.

It ensures learner safety. Improvised teaching aids must be free from sharp objects, toxic materials, or anything that might harm learners during demonstrations.

Considering quality enhances learner motivation. Well-prepared, attractive, and functional resources capture learner interest and increase participation.

Quality criteria also promote inclusivity. Materials should be accessible and usable by all learners, including those with disabilities.

Lastly, good quality materials improve learning retention. Durable and clear resources aid learners in remembering and applying concepts for a long time.

8. Identify major categories of instructional media.

The first category is audio media, which includes tools like radios, audio recordings, and public address systems used to transmit sound-based educational content.

Another category is visual media, covering resources like charts, maps, chalkboards, posters, and models that rely on sight for delivering information.

The third category is audio-visual media, combining sound and visuals. Examples include television programs, films, and educational videos that cater to both senses.

Lastly, digital and interactive media involve computer programs, mobile applications, e-learning platforms, and internet resources that allow learners to interact with content.

9. Explain the qualities of a good teacher's guide.

A good teacher's guide should clearly state the instructional objectives for each topic or lesson, enabling teachers to plan effectively.

It should outline suitable teaching methods, suggesting diverse strategies for different learning activities and learner needs.

The guide must provide assessment tools and procedures, offering ideas for both formative and summative evaluations.

It should align with the national curriculum, ensuring that teachers deliver content consistent with educational standards.

Finally, a good teacher's guide includes additional teaching resources, such as suggested readings, teaching aids, and exercises to enrich the learning experience.

10. Describe things to consider for the effective use of group discussion strategy in the teaching and learning process.

The teacher should clearly define the objectives of the discussion to keep learners focused on the intended topic and outcomes.

It is important to select relevant and engaging topics that relate to learners' experiences and interests, encouraging active participation.

The size of discussion groups should be manageable, preferably between 5 to 8 members, to ensure every learner has the opportunity to contribute.

Lastly, the teacher should assign clear roles such as chairperson, secretary, and reporter within each group to organize discussions and ensure productive outcomes.

SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (15)** marks.

11. Suggest five things to consider when selecting appropriate content to be included in a curriculum.

The first thing to consider is the relevance of the content to the learners' immediate environment and future life. Curriculum content should address the social, economic, and cultural needs of the community to ensure learners acquire knowledge and skills useful for daily life and national development.

Another consideration is the age, ability, and learning level of the learners. The content selected should be appropriate to the cognitive, emotional, and physical development of the learners to enhance effective understanding and participation.

Alignment with national education objectives and policies is also essential. The curriculum content should reflect national goals such as promoting patriotism, unity, scientific advancement, and self-reliance, ensuring education contributes to broader societal priorities.

Availability of teaching and learning resources is another important factor. Content that requires facilities or resources unavailable in schools should either be adapted to suit the situation or excluded to avoid leaving learners disadvantaged.

Lastly, the content should be flexible and adaptable to changes in society, technology, and educational needs. This ensures that the curriculum remains dynamic, responding effectively to both local and global developments.

12. Use five points to validate the importance of using learner-centered methods in the teaching and learning process.

Learner-centered methods promote active participation. These approaches encourage learners to take responsibility for their own learning, enhancing understanding and retention of concepts through active involvement.

They cater to individual differences in the classroom. Through activities like group work and discussions, learners with different abilities, interests, and learning styles can participate meaningfully and learn at their own pace.

Learner-centered methods improve critical thinking and problem-solving skills. By involving learners in decision-making, analysis, and exploration of ideas, these methods prepare them for independent reasoning and real-life problem handling.

They foster learner motivation and interest. When learners are actively involved and feel their opinions and ideas matter, it creates a positive learning atmosphere that increases their enthusiasm for learning.

Finally, learner-centered approaches develop social and communication skills. Activities such as debates, presentations, and group discussions provide opportunities for learners to express themselves confidently and work collaboratively with others.

13. State five preliminary preparations that needed to be considered by student teachers before going for teaching practice.

Student teachers should first conduct a thorough review of their subject content to ensure they possess adequate knowledge and confidence in the topics they will teach during practice.

They need to prepare comprehensive schemes of work and lesson plans based on the syllabus of the assigned schools. This allows for structured and organized lesson delivery during the teaching practice.

Student teachers should familiarize themselves with the teaching aids and materials they might need. This involves selecting, preparing, or improvising resources to support their lessons effectively.

It is important to understand the administrative and professional expectations of the school where the teaching practice will take place. This includes dressing appropriately, following school rules, and observing classroom management practices.

Lastly, student teachers should psychologically prepare themselves for possible challenges like handling difficult learners or limited teaching resources and develop coping strategies to maintain professionalism and confidence.

14. Identify five authorities responsible for using the subject log book.

The subject teacher is primarily responsible for recording the topics taught, lesson progress, and challenges encountered in the subject log book, ensuring consistent documentation of instructional activities.

The head of department (HOD) regularly checks the subject log book to monitor coverage of the syllabus, evaluate teaching progress, and provide necessary support to teachers where needed.

School academic masters or mistresses use the subject log book to supervise teaching activities in various departments and ensure that lessons are conducted as planned and syllabus requirements are being met.

School inspectors from the government or education authorities occasionally inspect subject log books to assess the standard of teaching and curriculum implementation in schools.

Lastly, teacher trainees on teaching practice are required to use the subject log book to document their lesson coverage and receive feedback from supervising teachers and academic staff.