

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

763

**FOUNDATIONS OF EDUCATION**

**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. Identify the importance of formal education to individual person and the Nation.**

Formal education equips individuals with essential knowledge and skills required to function effectively in society. Through structured learning in schools and institutions, people gain literacy, numeracy, and problem-solving abilities that improve their chances for employment and personal growth.

At the national level, formal education contributes to economic development by producing skilled manpower for various sectors such as health, engineering, agriculture, and business. An educated population supports innovation and productivity, which are vital for national progress.

### **2. Explain two forms of transmission of knowledge and skills from one generation to another.**

One form is oral transmission, where knowledge, customs, and skills are passed through storytelling, songs, proverbs, and spoken instructions. Elders or experienced members of a community share their wisdom with younger generations in informal settings.

Another form is apprenticeship, where young people learn practical skills by working closely under the guidance of experts in trades like carpentry, blacksmithing, farming, or weaving. This hands-on experience ensures that skills are preserved and transferred accurately.

### **3. Examine two practices which could enhance teachers' competence in their teaching programmes by referring to African indigenous education.**

One practice is mentorship, where experienced teachers guide less experienced colleagues, similar to how elders mentored the youth in African indigenous education. This approach fosters knowledge-sharing, builds confidence, and sharpens teaching skills through practical demonstration.

Another practice is integrating community-based learning, where teachers use local resources and real-life experiences to connect classroom lessons to the learners' environment. This method promotes relevance and ensures that teachers deliver practical, relatable knowledge, improving their teaching competence.

### **4. Briefly explain how teaching and learning approaches in African indigenous education could be applied to promote learner-centered approaches in the current teaching and learning process.**

African indigenous education emphasized learning by doing, where learners actively participated in activities like farming, fishing, or storytelling. This hands-on approach can be applied today by involving students in practical projects, experiments, and role-plays to make learning interactive and meaningful.

It also relied on peer teaching and community involvement, where learning occurred in groups and knowledge was shared among peers. Modern classrooms can adopt group discussions, debates, and cooperative learning to foster participation and collaborative knowledge building.

**5. Suggest four measures, which could be used to address the problem of prevalence of social misconducts among the form two students.**

Providing regular guidance and counselling services in schools can help students cope with personal and social challenges, reducing the likelihood of misconduct.

Organizing life skills training programs equips students with conflict resolution, decision-making, and self-control abilities, enabling them to manage peer pressure and social situations responsibly.

Establishing clear school rules and enforcing them consistently ensures students understand acceptable behavior and the consequences of misconduct.

Involving parents and guardians in school discipline programs promotes a collaborative approach to managing student behavior both at home and school.

**6. Mention four contents of philosophical dimensions considered in establishing traditional knowledge.**

The belief in the interconnectedness of human beings, nature, and spiritual forces is a core philosophical dimension in traditional knowledge.

Respect for elders as custodians of wisdom and cultural practices forms a foundational principle in indigenous learning systems.

The emphasis on communal living and shared responsibilities reflects the value placed on social harmony and collective welfare.

A strong belief in oral traditions and the reliability of experiential knowledge over written records guides the transmission of traditional knowledge.

**7. Briefly describe the following educational management and administration concepts:**

(a) Educational materials refer to teaching and learning resources such as textbooks, charts, laboratory equipment, and audio-visual aids used to facilitate instruction and enhance student understanding.

(b) Essential consumables are educational resources that are used up and require regular replacement, such as chalk, pens, writing papers, exercise books, and laboratory chemicals.

(c) Essential non-consumables are durable educational items that are not quickly used up and can be employed repeatedly over a long period, such as desks, blackboards, computers, and projectors.

(d) Supervision involves the process of overseeing and guiding teaching and administrative activities within an educational institution to ensure that they meet expected standards and objectives.

**8. Make four recommendations following the findings that 90% of Form Two students performed below 20% in their terminal examinations.**

Organizing remedial teaching programs can address learning gaps by focusing on areas where students consistently perform poorly.

Teachers should review and improve teaching strategies, using interactive and learner-centered methods to enhance understanding and retention.

Increasing access to instructional materials like textbooks and reference books ensures students can study effectively both in and out of the classroom.

Regularly conducting formative assessments can help monitor student progress, identify weaknesses early, and adjust teaching accordingly.

**9. Validate the statement that; “Globalization had contributed to the improvement of education systems in various countries in the world with reference to the education system in Tanzania.”**

Globalization has enabled the exchange of educational ideas, resources, and technologies across borders. In Tanzania, schools and universities now access digital resources, online libraries, and e-learning platforms that broaden learning opportunities.

It has encouraged curriculum reforms that integrate global issues such as climate change, human rights, and ICT literacy, making education in Tanzania more relevant and competitive internationally.

Globalization has facilitated international academic partnerships and exchange programs. Tanzanian students and educators participate in conferences, workshops, and scholarships abroad, acquiring knowledge and experiences that improve local education quality.

Moreover, the availability of international examinations and qualifications like Cambridge and TOEFL in Tanzania provides learners with access to global educational standards and opportunities.

**10. Mention four functions of the Tanzania Commission for Universities (TCU) in facilitating education programs in Tanzania.**

TCU is responsible for accrediting and regulating universities and higher learning institutions in Tanzania to ensure they maintain required academic standards.

It coordinates the admission of students into higher education institutions through the Central Admission System (CAS), promoting fairness and efficiency in student placement.

The commission also supervises and monitors the quality of academic programs offered by universities, ensuring that they meet national development needs and international benchmarks.

Additionally, TCU provides policy advice to the government on higher education matters, contributing to the planning and development of the country's education system.

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

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

### **11. Explain five ways through which informal education transmits knowledge and skills to learners.**

One way informal education transmits knowledge is through storytelling. Elders, parents, and community members pass down moral lessons, history, and cultural practices through stories, making it easy for learners to absorb important life skills and values.

Another method is through observation and imitation. Learners watch how older members of the community perform daily tasks such as farming, fishing, cooking, or crafting and then practice by copying these actions, gradually acquiring practical skills.

Participation in social ceremonies like initiation rites, weddings, and community festivals provides learners with opportunities to learn cultural norms, customs, and traditions through active involvement and observation.

Peer learning also plays a significant role in informal education. Young people learn from one another during play, games, and group activities where they share ideas, experiences, and techniques.

Lastly, informal education is transmitted through work-related activities. As children and youth assist in household chores or community projects, they acquire practical knowledge and problem-solving skills necessary for personal and communal life.

### **12. Explain five reasons for making primary education compulsory during the Arusha Declaration.**

One reason was to promote equality in education access. By making primary education compulsory, the government aimed to ensure that all children, regardless of their social or economic background, had the opportunity to receive basic education.

It was also intended to produce a literate and skilled population. A basic education was viewed as essential for national development, equipping citizens with the knowledge and abilities to participate in social, political, and economic activities.

Compulsory education supported the goal of reducing ignorance and backwardness. The leadership believed that educating the masses would eliminate outdated beliefs and promote progressive attitudes aligned with national development goals.

Another reason was to foster national unity and identity. A universal education system was seen as a tool to instill shared values, patriotism, and loyalty to the country, thereby strengthening social cohesion.

Finally, the move aimed to address the shortage of skilled labor in the country. By ensuring that all children received a primary education, the government hoped to create a foundation for producing future professionals, artisans, and technicians.

### **13. Propose six classroom practices that should be considered in lesson preparation by reflecting elements of teaching as suggested by naturalists.**

Teachers should prioritize practical activities that involve learners interacting with real objects and natural environments. This helps students learn through experience, which naturalists believe is the most effective way to acquire knowledge.

Flexibility in lesson planning should be observed. Teachers ought to adjust lessons based on students' interests, pace, and needs, as naturalists emphasize learning guided by the learner's curiosity and experiences.

Opportunities for free exploration should be incorporated. Learners should be given time to investigate, experiment, and discover knowledge on their own or in groups, fostering independence and critical thinking.

Teachers should integrate storytelling and outdoor activities like nature walks and field trips, allowing students to learn directly from their surroundings and understand their environment practically.

Lessons should nurture the physical, emotional, and moral development of learners. Activities that encourage cooperation, compassion, and respect for nature should be embedded in lesson preparation.

Assessment methods should focus more on practical demonstrations, observations, and continuous evaluation of learners' growth rather than rigid written exams, reflecting naturalists' emphasis on holistic development.

#### **14. Justify the statement that “the school head teacher serves as an administrator as well as a member of the teaching staff.”**

As an administrator, the head teacher is responsible for overseeing the daily operations of the school. This includes managing staff, maintaining discipline, organizing resources, and ensuring that teaching and learning activities run smoothly.

The head teacher is also tasked with implementing educational policies and regulations set by the government or school board. They coordinate curriculum implementation, student admissions, financial management, and infrastructure development within the school.

At the same time, the head teacher functions as a member of the teaching staff. They are expected to actively participate in classroom instruction, teaching specific subjects, and guiding learners just like other teachers.

Their involvement in teaching enables them to stay connected with classroom realities, understand the challenges faced by both teachers and students, and offer informed solutions to improve the learning environment.

By combining administrative duties with teaching responsibilities, the head teacher sets an example for other staff members and demonstrates leadership by practice, fostering teamwork and commitment to the school's academic and administrative goals.