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

CURRICULUM AND TEACHING

764

Time: 3 Hours **Tuesday, 03rd May 2016 a.m.**

Instructions

1. This paper consists of sections A and B.
2. Answer **all** questions in 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 in this section.

1. Give four reasons for having teacher's guide during lesson preparation.
2. Outline four advantages of the learner-centred teaching and learning methods.
3. (a) List the three domains of learning.

   (b) Briefly explain why Specific Objective is called Performance Specific Objective.
4. State four merits of teaching practice moderation.
5. Give a brief account of each of the four types of curriculum evaluation.
6. Briefly explain why curriculum development is 'an endless' process.
7. (a) Provide the meaning of curriculum.

   (b) State three weaknesses of non-formal curriculum.
8. Briefly describe four components of lesson notes.
9. (a) Give a reason for conducting diagnosis of students with special needs.

   (b) Suggest two ways of creating favourable learning environment in a classroom.
10. Identify four varieties/versions of reflective teaching.

SECTION B (60 Marks)

Answer **four (4)** questions from this section.

11. In five points, explain the relationship between class control and learners' performance.
12. Using five points, explain why micro-teaching must be conducted during teacher training.
13. Giving five points, explain the role of teaching and learning resources in facilitating classroom teaching and learning.
14. Giving four points, explain the importance of curriculum in any education system.
15. Explain five aims of carrying out curriculum evaluation at school level.

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16. Describe five demerits of using group discussion as a teaching and learning method.

17. Elaborate five merits of making preparations before going to classroom for teaching.

18. Analyze five major sources of curriculum content.

- Philosophy of learning
- Psychology of learning
- Political ideology of the country,
- different policies set
- Nature of the subject matter

pes of evaluation (5)
- Placement
- Formative
- diagnostic
- summative

ifficult to evaluate. Q.1(7b)
arners wont sure with what
learn.
oes not prescribe the source
of knowledge.
nnot maintain standard.

If the chances for contribution are not
ll distributed few learners may dominate
Take longtime to accomplish if not well
controlled
members are not tolerant and ready to
with quarrel

14 - It suggest where and how the content should be tought and learnt
- Determines teaching and learning materials for different learners.
- It prepare students to succeed in the society by imparting skills
- Acts as catalyst of society development
- Raise the teacher on how to prepare T/L materials.
- Guides the process of T/L process in the sense that indicates the content to be learnt for different segments

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