

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2018**

764 CURRICULUM AND TEACHING

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The National Examinations Council of Tanzania has a great pleasure to issue this report on the analysis of candidates' responses for the Diploma in Secondary Education Examination (DSEE) 2018. DSEE is a summative evaluation with the importance of demonstrating the effectiveness of the educational system in general and the educational delivery system in particular. It is from statistics of examination results and the candidates' responses to the examination questions, which serve as indicators of what the educational system was able or unable to provide to the students in their two years of teacher education programme.

This Candidates' Items Response Analysis Report (CIRA) in Curriculum and Teaching subject has been prepared in order to provide feedback to tutors, parents, students, policy makers, school quality assurers and other education stakeholders, on the candidates' performance in this subject.

Generally, the report is intended to highlight the factors that enhanced the observed performance of the candidates. For those who scored high marks, these factors include knowledge on concepts related to the subject, ability to identify the requirement of the questions and competence on expressing ideas clearly by using English language. Only few of the candidates have scored low performance due to inability to use English language in presenting answers and to lesser extent, low mastery of content.

It is hoped that, the feedback provided will enable the educational administrators, tutors, school quality assurers, students and other key education stakeholders to identify proper measures to be taken in order to improve the teaching and learning in teachers colleges, and consequently improve the performance of prospective candidates in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from tutors, student teachers and the public in general, that aim at improving future reports.

Finally, the Council would like to thank all those who participated in processing and analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report on the analysis of candidates' performance aims at providing feedback about performance of the candidates who sat for the Diploma in Secondary Education Examination in May, 2018 in Curriculum and Teaching subject. The number of candidates who sat for the examination was 2,181, out of which 1,274 were using University of Dodoma (UDOM) curriculum and 907 were using the Tanzania Institute of Education (TIE) curriculum. The examination tested the candidates' competences in applying curriculum theories to classroom situation in solving educational problems; organize and manage classroom for effective teaching; create and innovating skills in the teaching and learning process; and evaluate curriculum materials.

Table of Candidates' performance in Curriculum and Teaching Examination

Candidates Type	Sat	Passed	Grades				
			Number of Candidates Passed & Percentage				
			A	B	C	D	F
All Candidates	2,181	2,179	92	563	1,291	233	1
		99.95	4.22	25.83	59.22	10.69	0.05
UDOM Curriculum	1,274	1,273	2	152	913	206	1
		99.92	0.16	11.93	71.66	16.17	0.08
TIE Curriculum	907	906	90	411	378	27	0
		100.00	9.93	45.36	41.72	2.98	0.00

As shown in the Table, all (100%) candidates under TIE curriculum passed the examination whereas 99.92% of the candidates under the UDOM curriculum passed with only one candidate (0.05%) failing. However, the results of one candidate were withheld due to a specific reason.

For the purpose of this report, analysis of the performance in individual examination questions and their corresponding topics was done based on the

candidates who sat for examination using TIE curriculum only. This is because the UDOM curriculum is in transition.

In the TIE curriculum, the Curriculum and Teaching paper consisted of two sections, namely A and B. Section A consisted of ten short answer questions of which the candidates were required to attempt all. Section B had six questions and the candidates were to answer only four questions. The weight of each question in section A was 4 marks while in section B it was 15 marks.

This report is presented into four sections, namely introduction, analysis of the candidates' performance in each question, followed by analysis of performance in each topic. It finally gives conclusion and recommendations followed by the summary performance of topics in the Appendix.

Throughout this report, the candidates' performance is categorized as *good*, *average* and *poor*. This performance grouping is based on the following percentage ranges: 70 – 100 = Good; 40 – 69 = Average; and 0 – 39 = Poor. The candidates' performance in each topic is summarized in the Appendix.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

This part analyses the performance of the candidates question wise and the corresponding topics. Statistics and extracts were used to justify the analysis made.

2.1 Question 1: Curriculum Theory

This question demanded candidates to give similarities between formal and non-formal curriculum. The question was attempted by all 907 candidates. The performance statistics show that the majority of candidates (42.7%) scored from 3 to 4 marks, 291 (32.1%) scored 2 to 2.5 marks and 229 (25.2%) scored from 0 to 1.5 marks. Figure 1 summarizes the candidates' performance trend.

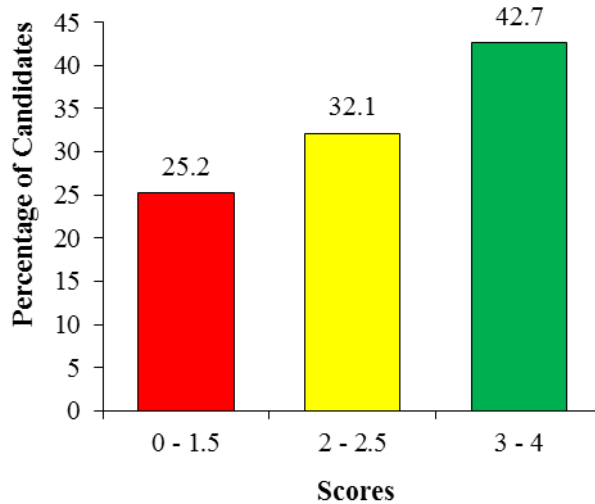


Figure 1: *Distribution of candidates' scores in question 1.*

The analyzed responses indicate that, the candidates who scored from 3 to 4 marks responded correctly by providing similarities between formal and non-formal curriculum as per the task of the question.

Some of the correct answers presented were: *both formal and informal curriculum aim at meeting social needs; provide knowledge, skills and attitudes to the learners; have provider and beneficiary; improve one's personality.* This indicates that, these candidates had content mastery on the concept asked.

The candidates falling into moderate performance (2 to 2.5 marks) managed to provide some relevant and irrelevant responses. For instance, incorrect points on similarities between formal and non-formal curriculum were written as: *both are the plans that students have under the guidance of school, both intend to produce the way a student can succeed in life.* Based on these responses, it appears that, those candidates had knowledge of what the question required, but failed to put it forward due to limited vocabulary of English language.

On the other hand, among the 25.2 percent of candidates who scored from 0 to 1.5, there were 52 candidates (5.7%) who scored a zero mark.

From the analysis, it was discovered that, some of the candidates whose score was zero mark gave wrong responses in stating similarities between formal and non-formal curriculum due to several challenges, particularly poor competence in both English language and content. Extract 1 is given as an example of poor response in this question.

Extract 1

1	Similarities between formal and non-formal Curriculum are
(i)	Both are used in teaching and learning process.
(ii)	Both can be evaluated through various evaluation procedures
(iii)	Both are used to guide the teaching and learning process.
(iv)	Both affected by the same challenges.

Extract 1 is an incorrect response in which a candidate wrote irrelevant points on similarities between formal and non-formal curriculum. The candidate had poor grammar in English language as well.

2.2 Question 2: Curriculum Materials

This question asked the candidates to provide two differences between teacher's guide and teacher's manual. The question was attempted by all 907 candidates. The candidates' scores in this question are summarized in Figure 2.

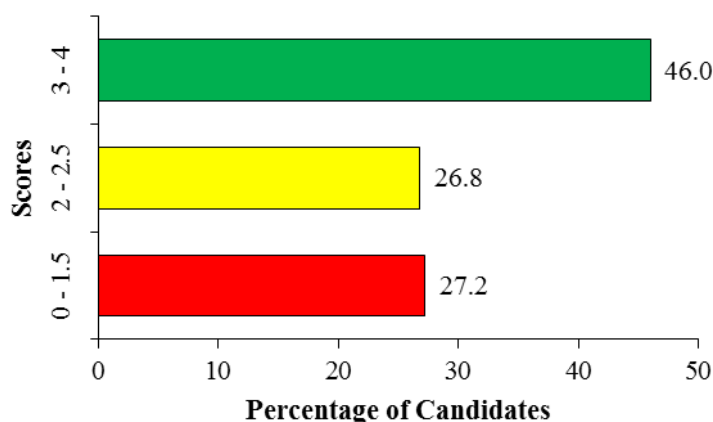


Figure 2: Distribution of candidates' scores in Question 2.

The data indicate that, 417 (46%) candidates scored from 3 to 4 marks. The candidates who belong to this group provided relevant answers though there were a few flaws to some of the answers. Those who got full marks gave correct answers like: *teacher's guide shows methodologies, strategies and techniques on how to teach certain topic, while teacher's manual shows steps to be followed by both teacher and students in doing certain activities*. Another candidate wrote correctly that: *teacher's guide is used by the teacher only while teacher's manual is used by both teacher and students*. An example of good responses is presented in Extract 2.

Extract 2

00.	Differences between teacher's guide and Teacher's Manual
/	Teacher's guide suggest specific teaching activities, Methodologies, strategies, tactics and teaching resources.
	which
	Teacher's Manual show the teacher how to go through the topic.

Extract 2 is an example of correct responses on the differences between teachers' guide and teachers' manual.

Furthermore 243 candidates, equivalent to 26.8 percent, attained a moderate score ranging from 2 to 2.5 marks. Some of these candidates managed to answer some points correctly while missing other points. An obvious example is from the candidate who wrote: *teachers' guide is controlled by teacher, while teacher's manual involves the teacher and student.*

On the other hand, of the 247 (27.2%) candidates who scored 0 to 1.5 marks, some of them had misconception between the concept asked with other various concepts. For instance, there were candidates who wrote the definition of the two documents without stating how they differ. Others just gave some irrelevant responses that did not match with the requirement of the question. Their answers indicate that, they possessed insufficient knowledge on the content of guide and manual as curriculum materials.

2.3 Question 3: Teaching Practice

The candidates were asked to name four types of Teaching Practice. Statistics show that, the question was attempted by all 907 candidates. The general performance in this question indicates that majority of the candidates performed well as shown in Figure 3.

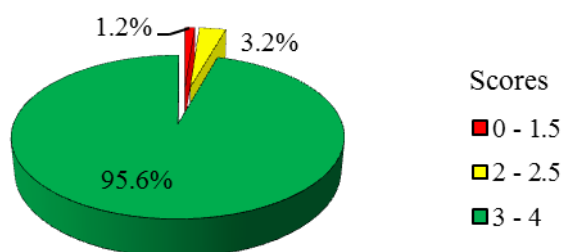
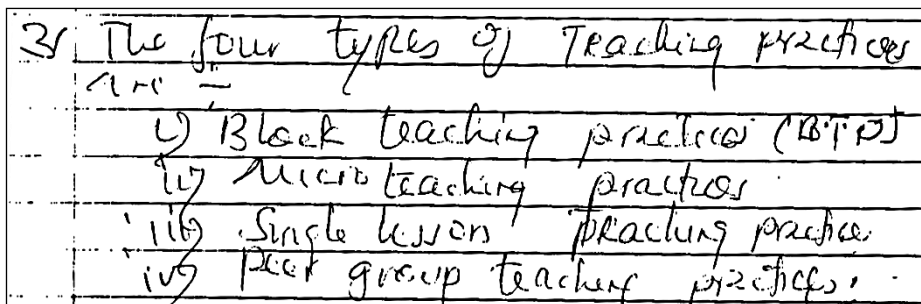


Figure 3: Distribution of candidates' scores in question 3.

It was revealed from the analysis of responses that 95.6 percent of the candidates scored from 3 to 4 marks. To a greater extent, these candidates managed to respond according to the demand of the question.

Those who scored all the 4 allotted marks correctly mentioned all types of Teaching Practices, i.e *Micro-Teaching Practice (MTP)*, *Peer Group Teaching Practice (PGTP)*, *Single Lesson Teaching Practice (SLTP)* and *Block Teaching Practice (BTP)*. By giving such correct responses, it implies that, the candidates had good background on the concept of Teaching Practice. Extract 3 shows an example of relevant responses.

Extract 3



Extract 3: A sample of correct responses given by candidates.

On the other hand, 2.8 percent of the candidates whose scores ranged from 2 to 2.5 marks supplied less than four asked types of Teaching Practice.

The last category had very few candidates (1.29%) whose scores were from 0 to 1.5 marks. One of these few candidates provided wrong answers by writing points basing on types of teaching methods. Example of the candidate who wrote about teaching methods instead of teaching practice wrote: *gallery work, group discussion, presentation and oral question*".

2.4 Question 4: Curriculum Materials

This question required the candidates to provide four reasons to justify the importance of classroom management and organization. All 907

candidates answered the question. The available data show that, the majority of them responded well on it as summarized in Figure 4.

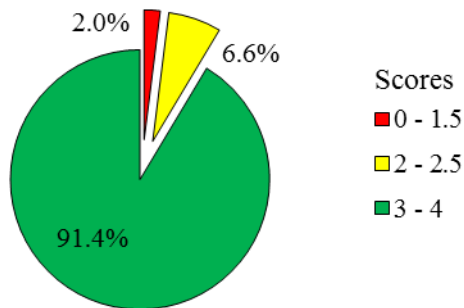


Figure 4: *Distribution of candidates' scores in question 4.*

The analyzed responses indicate that 91.4 percent, whose scores were from 3 to 4 provided the expected answers on the importance of classroom management and organization. The answers include: *“helps to know individual problem of students, helps to maintain discipline of students, helps to use time properly during teaching and learning process and helps the teacher to control the classroom”* Such responses imply that the candidates had good understanding about the examined content. Extract 4.1 presents an example of good responses.

Extract 4.1

4	(i) classroom management and organization enables teachers to know the individual problem of students
	(ii) Classroom organization and management helps teachers to maintain the discipline of student.
	(iii) Classroom organization helps to use or proper use of time to student during the learning activities.
	(iv) Classroom organization and management helps the teacher to control the classroom also help motivate them to increase performance.

Extract 4.1 is a sample of related responses on importance of classroom management and organization.

On the other hand, 60 (6.6%) candidates scored from 2 to 2.5 marks, implying that these candidates managed to respond correctly in some parts and incorrectly in others.

A few, (18) candidates equivalent to 2 percent who scored poorly from 0 to 1.5 marks failed to provide accurate responses. For instance, one of them stated that one of the importance of classroom management and organization is *to know number of students, help to know students who understand*. This suggests that the candidates lacked knowledge of content asked. Extract 4.2 illustrates an example of incorrect responses.

Extract 4.2

4	it Help to know the number of the student.
	it Help to the understanding of the learners.
	it Helps in simplest teaching process.
	it Help to know the student who are not understand.

Extract 4.2 is an example of incorrect responses in which the presented answers were not directly reflecting the task of the question. The candidate was expected to give the points like *to control the class, to maintain class discipline and enhance flow of communication*.

2.5 Question 5: Curriculum Materials

In this question, the candidates were required to describe four qualities of good teaching and learning aids. The question was answered by all 907 candidates. Based on the analyzed data, majority of the candidates performed well as illustrated in Figure 5.

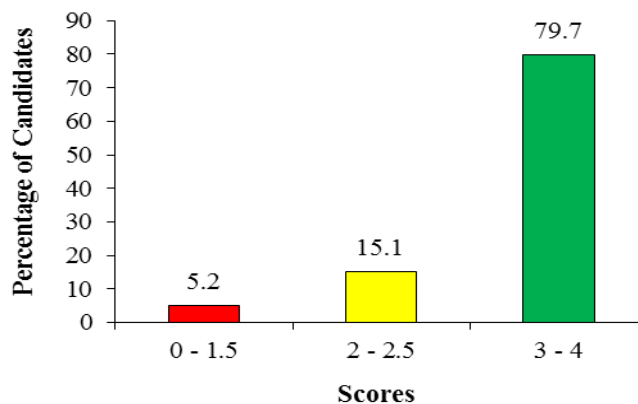


Figure 5: Distribution of candidates' scores in question 5.

As observed in Figure 5, more than three quarters (79.7%) of the candidates who answered this question scored from 3 to 4 marks. Results of their analyzed responses show that, some of these candidates were able to provide satisfactory responses as per task of the question. For example, one candidate noted that *good teaching aids must be large enough, must be relevant to the subject matter, and must be simple according to the level of the learners.....* Such an answer indicates that the candidates in this category were knowledgeable on the concept asked in the question. Extract 5.1 shows example of correct responses.

Extract 5.1

5.	The following are the qualities of good teaching and learning aids includes.
	- Teaching and learning aid must large enough so as every one in the classroom can be seen during teaching and learning
	- Must shape the interest and attitude of learners through show good visual of impression by using primary colour
	- Must be relevant to the subject materials or matter. Use aids which is related to the lesson
	Must be simple and understanding according to the level of learner, Don't use complex aids.

Extract 5.1 is an example of a correct response in which the candidate presented qualities of good teaching aids as per question requirement, despite slight grammatical errors.

The second group of candidates, 137 (15.1%) are the ones who attained a moderate score from 2 to 2.5 marks. With those scores it suggests that candidates were able to give complete and incomplete responses or gave

only two of four answers, consequently got partial marks. Example of the latter is shown by a candidate who wrote only two points: (i) *good teaching aids should relate with content to be taught*” (ii) *the teaching aid should be big enough to be seen by all students in the class*.

Another example provided by a candidate who failed to present clearly answers for the second and third points stated that *teaching aids should be creative to attract the learners*. This candidate intended to write that, teaching aids should be attractive so as to capture the attention of learners. The candidate failed to think that teaching aids cannot be creative; it is a teacher who should be creative in preparing teaching and learning aids that will attract learners. This suggests that poor proficiency of English language was a source of such unclear responses.

The last category comprises 47 or 5.2 percent of the candidates, who scored from 0 to 1.5 marks. Some of these candidates, especially the ones who obtained a 0 mark went against the question demands as one of them answered: *to prepare lesson notes, to use Teaching and Learning aids, to prepare lesson, and to use different techniques*. This candidate was not aware that, the written were the duties and responsibilities of a teacher. Such miscomputation could have been caused by limited knowledge of the concept of teaching and learning resources. Extract 5.2 is provided as an example of the poor response.

Extract 5.2

5	Qualities of Good teaching and learning aids is
	To prepare a notes, this because a good teacher must have a notes of teaching student. Good lesson notes it make qualities of Good teaching
	To use teaching aids and instructional material good teaching is process of teaching by using tools and different instructional materials like text book, black board. because this material it make student easy to understand.
	To prepare lesson plan, a good teacher must prepare lesson plan for every period. This show a quality of good teaching
	To use different technique or way of teaching quality of good teacher to use different technique in teaching process it make student easy to forget what is taught.

Extract 5.2 is a sample of the responses from a candidate who mentioned duties and responsibilities of the teacher instead of giving characteristics of a good teaching and learning aids.

2.6 Question 6: Curriculum Development

This question required the candidates to provide rationales for having curriculum models. Statistics show that, the question was attended by all 907 candidates. Variation of performance in this question is summarized in Figure 6.

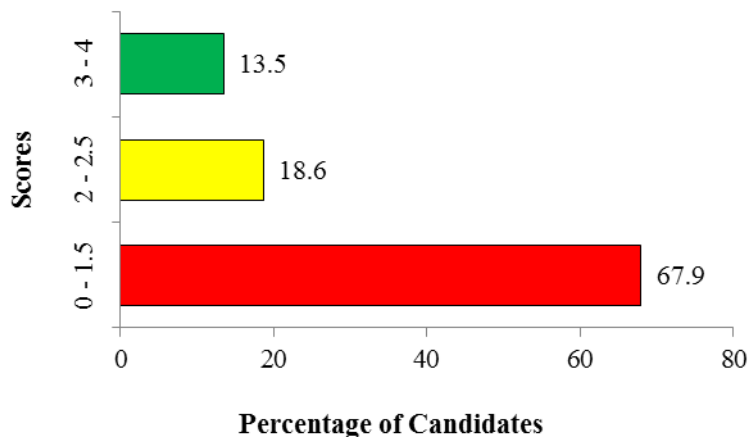


Figure 6: *Distribution of candidates' scores in question 6.*

The statistics in Figure 6 reveal that, majority of candidates (67.9%) failed to reach a minimum pass on the question by getting less than 2 marks. According to the responses from analyzed scripts, some candidates failed to provide intended response as expected, hence they gave various incorrect responses such as: *linear and cyclic has different in one step, interactive model develop from cyclic and linear model*. Another one wrote: *helps to show the interaction between one content to another; helps to solve educational problems*. In another example, one candidate wrote: *to simplify teaching and learning process and to increase the motivation of the learners*.

On the other hand, 169 (18.6%) achieved 2 to 2.5 marks as a result of presenting the responses which were not directly targeting the question demand. For instance, one candidate stated that: *curriculum models help learners and teachers to know the series of education and make evaluation*. Some other candidates stated that: *curriculum models help to know the problem of each part and to make evaluation e.g. Wheeler's model*. Such mismatch between the demand of the question and the expected answers might have been caused by either lack of knowledge in relation to concept asked, or failure to understand the demand of the question.

In the last category, only 13.5 percent of the candidates managed to achieve good scores ranging from 3 to 4 marks. This means that, some of the candidates in this category were able to respond according to the requirement of the question or did so with slight mistakes on their responses. For example, one candidate stated the rationale of having curriculum models as: *to guide curriculum activities, specifying relationship between various components of curriculum development process, to show all stages involved in the curriculum development process*. Such responses show mastery of the concept asked and good usage of English language to answer this question. Extract 6 provides an example of good responses.

Extract 6

6	① Curriculum models help to show the relationship among the component of curriculum development.
	② Curriculum models help the developer to direct the stage to follow when curriculum development constructed.

Extract 6 is an example of relevant responses in which a candidate gave importance of curriculum model in curriculum development, e.g showing relationship between components of curriculum development.

2.7 Question 7: Curriculum Development

In this question, the candidates were required to outline four steps followed in curriculum development. The question was attempted by all 907 candidates. The general performance was good as presented in Figure 7.

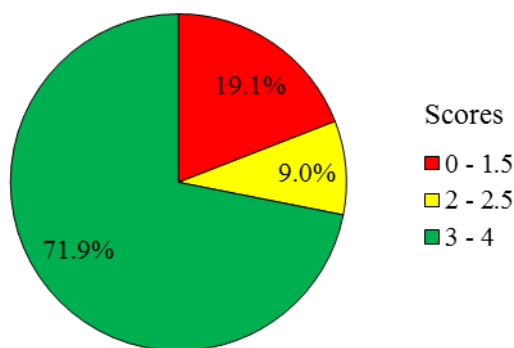


Figure 7: Distribution of candidates' scores in question 7.

It was observed through analysis of responses that, the majority of the candidates, 652 (71.9%), who scored 3 to 4 marks were able to provide appropriate responses. Some of the responses from the candidates who scored full marks were: *curriculum planning*, *curriculum designing*, *curriculum implementation* and *curriculum evaluation*. With such a response, it implies that the candidates had good background pertaining to the concept from which the question asked. Extract 7.1 shows an example of correct responses from one of the candidates.

Extract 7.1

7	Steps followed in curriculum development
	i/ Curriculum planning. This done by curriculum planner who suppose to learn by the student depend on age,
	ii/ Curriculum designing.
	- At this stage curriculum designer develop the content be learn by the student at each level and how can be assessed.
	iii/ Curriculum Implementation.
	- At design what their suppose to learn their must take it the school to practice it and learn by the teachers.

	IV/ Curriculum evaluation,
	- After making the implementation curriculum
	education institutions determine
	their successful and faulty of the
	program. If the program failed should
	be changed or make innovation.

Extract 7.1 is a sample of responses in which a candidate was able to give the steps of curriculum development which are: *planning, designing, implementation and evaluation*.

In addition to what was observed earlier, 9 percent of the candidates who answered the question attained an average scores ranging from 2 to 2.5 marks. Such performance suggests that this group was able to provide partially correct points in their responses.

In the last category, 173 candidates equivalent to 19.1 percent performed poorly by getting 0 to 1.5 marks. This group failed to presents the steps to be followed in developing a curriculum. For example, one candidate gave the points related to criteria for selection of the curriculum content instead of writing the steps in curriculum development. Example of the wrong responses given include: *learnability, good reality, accountability, reliability and social cultural criteria*. Such a candidate was not aware that those points were the criteria for selection of the content in curriculum development and not the steps.

The remarkable point in this analysis is that, 137 (79.2%) out of 173 candidates who performed poorly, got a zero mark. It is possible that the main reason for such a poor performance was due to lack of knowledge about the steps curriculum developers follow when formulating curriculum. Extract 7.2 shows an example of the poor responses.

Extract 7.2

7	Steps in curriculum development
	i) the design the details
	ii) The Analysis and mechanism
	iii) the pre-implementation
	iv) the Review and actual
	implementation of curriculum

Extract 7.2 is an example of incorrect answers, in which the candidate gave irrelevant points.

2.8 Question 8: Curriculum Development

In this question, the candidates were asked to mention four sources of curriculum content. The general performance was good since the majority of the candidates, 765 (84.3%) scored 3 and 4 with a 5.5 percent getting all the allotted marks. Also, 7.1 and 8.6 percent scored 2 to 2.5 and 0 - 1.5 marks respectively. The scores are summarized in Figure 8.

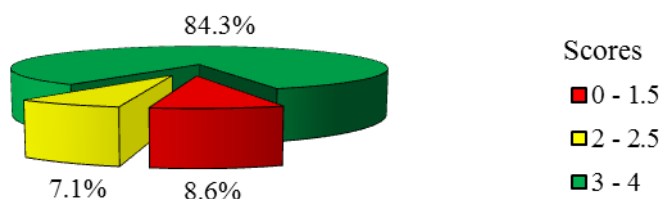


Figure 8: Distribution of candidates' scores in question 8.

The candidates who attained high scores were able to give correct answers on the sources of curriculum content like: *political, socio-economic influence, science and technology* as well as *the needs of society*. It is worth noted that, those with marks less than 2.5 had their responses having a few flaws that drew some marks. The correct

answers given indicate content mastery among the candidates falling in this category. Extract 8 denotes one of the correct answers from the candidates.

Extract 8

83/	political, social and economic influence. because each society have it's own economic dependence
82/	Learners, Also the content in the curriculum should much relate with the needs of the learner who is target to learn
77/	Science and technology, Also the content in the curriculum should much relate with the development of science and technology that is existed in the society as well as world wide.
94/	The needs of the society, because each society had it's growing economic activities for instance Atunse is depend much on cashew nut, so the content in the curriculum should relate with the need of that society

Extract 8 is an example of relevant answers in which the candidate was able to provide correct responses.

On the other hand, 78 candidates, equivalent to 8.6 percent of the candidates involved in this question got poor scores falling under 0 to 1.5 marks. This group of candidates includes 50 (5.5%) individuals with a zero mark.

Among the responses that did not reflect the requirement of the question was presented by the candidates who listed the curriculum materials, such as *syllabus, teachers guide, chock board and instruction media* instead of mentioning sources of curriculum content. Others gave irrelevant responses like the one who wrote: *the curriculum materials, curriculum implementation model*. Such deviation is attributed to the lack of knowledge in relation to the task of the question.

2.9 Question 9: Teaching and Learning

This question contained two parts (a) and (b). In part (a), the candidates were required to provide the meaning of ‘brainstorming’ while in part (b), they were required to differentiate the concept of teaching from learning. The question was attempted by all 907 candidates. The general performance was average since a good number, (57.9%) got the average scores i.e 2 to 2.5 marks. Data further indicate that, 32.7% scored high marks from 3 to 4, including 4.6% who got full marks. However, there were a few candidates (9.4%) who had scores from 0 to 1.5 marks. Distribution of scores is summarized in Figure 9.

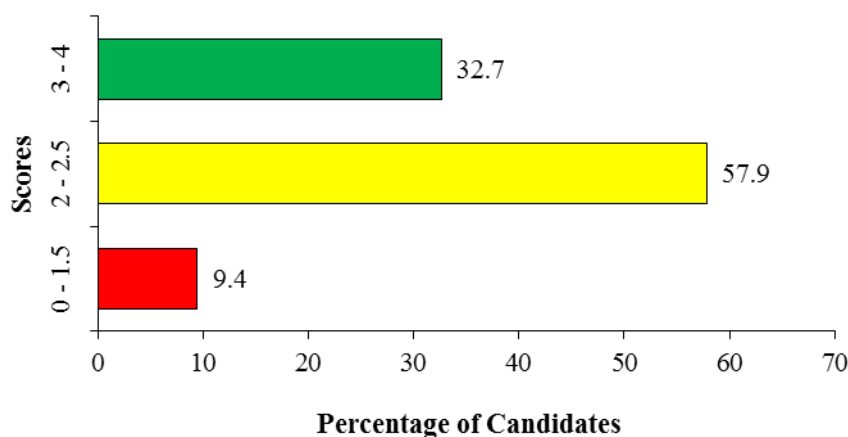


Figure 9: Distribution of candidates' scores in question 9.

Results from analysed responses have shown that, the moderate performance was due to the fact that most of the candidates failed in part (a) of the question. Some of them confused between definition of

brainstorming teaching and learning method with “question and answers” teaching and learning method; hence, some of them responded at the context of the questions and answers teaching method. One candidate for instance, gave this response: *brainstorming refers to the critical and organization of prior knowledge to link and find out the meaning of a new certain knowledge*. This implies that few candidates were competent in the area of the question asked.

The candidates who scored high marks were able to provide relevant responses including giving differences between teaching and learning. Extract 9 represents correct responses.

Extract 9

9b	Teaching: Refer to the process of facilitate learning to the students, and teacher act as a catalyst to the students. In teaching it need specific environment and motivation. while learning is the reborn relative permanent change of the behaviour as the result of experience. In learning there is no need of specific environment for learning it occur at any environment and there is no need of motivation.
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Extract 9 is part of relevant answers in which a candidate differentiated teaching from learning correctly in part (b).

2.10 Question 10: Planning for Teaching

In this question, the candidates were asked to identify four significances of teacher’s lesson plan. The available data reveal that, majority of the candidates managed to provide answers relating to demand of the question. Figure 10 shows candidates' scores.

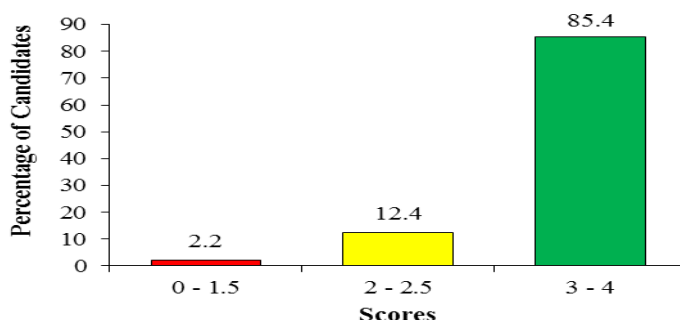


Figure 10: Distribution of candidates' scores in question 10.

As observed in Figure 10, majority of the candidates, 775 (85.6%) who answered the question scored from 3 to 4 marks. These candidates were able to give relevant response such as: *lesson plan helps the teacher to teach systematically by following procedures, helps a teacher to teach at pace or control speed of teaching, help a teacher to prepare lesson notes. Another candidate stated: lesson plan facilitates evaluation of usefulness of teaching and learning aids; and helps the teacher in evaluating learners' understands.* Such responses reveal that this group was knowledgeable on the concept asked. Extract 10 presents an example of the good responses.

Extract 10

10. Significances of teacher's lesson plan are.

- i) It helps the teacher to frame in a well manner a process of teaching and learning.
- ii) It helps to evaluate whether teaching methods used are successfully or not.
- iii) It helps a teacher to keep a record to what taught or covered.
- iv) Promotes the room for evaluating learner's achievement.

Extract 10 is an example of the correct responses from a candidate who was able to correctly identify the significances of teacher's lesson plan.

The 112 candidates, equivalent to 12.4 percent got mid scores ranging from 2 to 2.5 marks. An example of the responses given by candidates in this category is given from one candidate who wrote: *it helps to show the intended teaching and learning outcome, it help (sic) the teacher to manage time effectively.*

Furthermore, only 20 (2.2%) candidates scored from 0 to 1.5 marks including three candidates who scored a zero mark. One among the candidates who scored poorly stated that: *lesson plan helps to provide instruction to the teacher, help to maintain relationship and help to guide students.* From these responses, it is hereby suggested that such candidates had deficiencies in the content/concept asked.

2.11 Question 11: Planning for Teaching

The question contained two parts, (a) and (b). In part (a), the candidates were given five elements of lesson plan of which they were required to describe in brief. The elements were: *Competence, Main Objective, Specific Objectives, Main Topic, and Sub Topic*. In part (b), they were required to show all the vertical and horizontal headings of the lesson development part of a lesson plan. Although, this was optional question, it was opted by majority of the candidates 829 (91.4%). The candidates' scores are summarized in Figure 11.

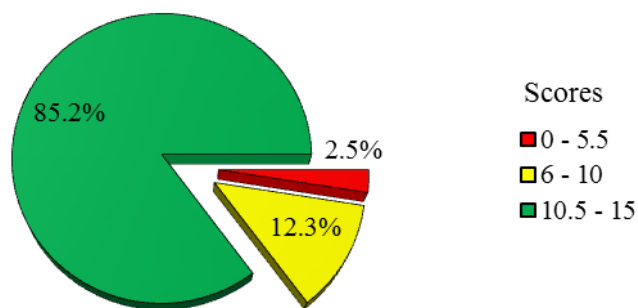


Figure 11: Distribution of candidates' scores in question 11.

The analysis shows that, most candidates (85.2%) achieved high marks ranging from 10.5 to 15 as a result of giving relevant responses in both parts (a) and (b). For example, in part (a) one candidate among those who scored full marks managed to describe correctly the required elements of lesson plan.

Other candidates responded well in part (b) by showing vertical and horizontal parts of the lesson development. The vertical columns shown contain stages of lesson such as: *introduction, new knowledge, reinforcement, reflection and consolidation*. By giving such responses, it means many candidates had wide knowledge on the subject matter. Extract 11 is a correct response from one of the candidates.

Extract 11

1/16	
(i)	Competence is the skills or knowledge which a student should be acquired after finishing to learn a particular topic for example a topic of agriculture the student should be able to apply the knowledge of agriculture in real life situation.
(ii)	Main objective is the objective which is based on the whole topic for example the topic of tourism the main objective is to enable the student to understand the importance of tourism.
(iii)	Specific objectives is the objective which based on a whole particular subtopic for example in history subject the sub-topic known as slave trade its specific objective is at the end of the period the student should be able to define the word slave trade mention ways of obtaining slaves and explain effect of slave trade in Africa.

(iv)	Main Topic is a major topic which a student required to learn at a particular subject and contain subtopic within the main topic. Example of the main Topic is the human population, climate rocks, mountain, Africa reaction, colonial economy and capitalison.

Extract 11 is a part of correct answer in which a candidate explained component parts of a lesson plan.

The analysis further showed that 12.3 percent scored average marks from 6 to 10. These candidates had either incomplete responses in terms of the number of points needed or they mixed correct and wrong responses. For instance, in part (a) some of them defined *competence as element of a lesson plan dealing with learner's experience*; instead of explaining it as intended learning outcome.

Of the 2.5 percent candidates whose marks were from 0 to 5.5 marks, some of them defined competence and main objective instead of describing elements of lesson plan in part (a). They also (some) confused between main objective and specific objective, others defined Main Objective in place of Specific Objectives and vice versa. Others wrote additional elements of the ones given, which are *reflection and aids/tool*.

Another candidate mentioned elements of vertical parts of lesson development wrongly by writing: *fluctuation, evaluation (student and teacher evaluation) and remarks*. The candidates who gave such wrong answers either did not understand the task of question or had no enough knowledge on the concept of lesson plan.

2.12 Question 12: Teaching and Learning

This question required the candidates to describe five situations in which demonstration teaching and learning method may not be effective. The question was selected by 664 out of 907(73.2%) candidates. The candidates' performance varied as illustrated in Figure 12.

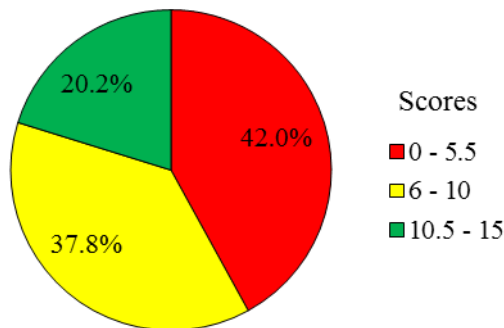


Figure 12: *Distribution of candidates' scores in question 12.*

The statistical figures indicate that 42 percent of 664 candidates who chose this question scored poorly from 0 to 5.5 marks. Most of the candidates in this group perceived the demonstration as a technique of using students as teaching and learning aids as they wrongly gave disadvantage of using students as teaching aids. Such a misconception could have been caused by lack of proper knowledge on demonstration as a teaching and learning method. Extract 12 is shown as an example.

Extract 12

12.	Demonstration is the teaching method which is used by the teacher by taking few students from the class or from the other class or for using them as a teaching aid or to facilitate knowledge to the student.
	The following are the situations in which demonstration may not be an effective teaching and learning method:-
	Students used for demonstration may cause disturbance in the class; This is because students may make noise when others are used for demonstration and also may make silent discussion about them to the students which may disturb the teaching and learning process.
	Reduce attention to the students; This may happen when the students taken for demonstration tend to make jokes them selves or to the students who are watching them, it tends to reduce attention in the class.
	Wastage of time to the students; This happens when the students for demonstration comes from the other class by which they tend to leave their periods (studies) and then being taken for the demonstration.
	Like it is a period of Geography at the same time the other class studies Mathematics

Extract 12 shows an example of incorrect response in which a candidate presented the disadvantages of using students in demonstration while the question was about factors that may render demonstration method ineffective.

Furthermore, 37.8 percent of the candidates who attempted this question got average scores from 6 to 10 marks. These candidates were partially correct in some of their responses. For example, one candidate

scored at that range as a result of writing: *during discussion, poor response from learners, failure of teaching aids*. Another candidate wrote: *when there is high population of learners, limiting time, when teaching theory, for disabled learners*. Such varying answers show that, the candidates were not accurate with their answers; a phenomenon which is likely to have been caused by lack of techniques of answering questions.

From the analysis of responses, the 20.2 percent of the candidates managed to provide correct answers, hence attained good scores ranging from 10.5 to 15 marks. These candidates wrote the correct answers like: *absence of attention in the class, presence of noise, use of complex language and poor arrangement of the classroom*.

2.13 Question 13: Teaching Practice

The candidates were required in this question, to elaborate the significances of Block Teaching Practice (BTP). The question was opted by almost all the candidates, 901 (99.3%) out of 907 candidates. Figure 13 presents candidates' performance trends of the question.

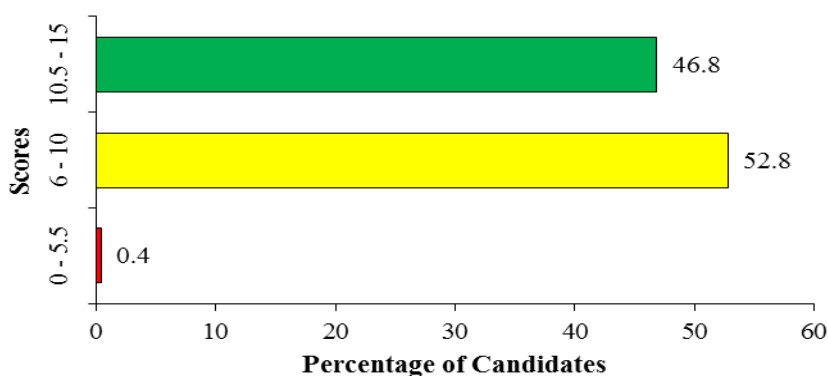


Figure 13: *Distribution of candidates' scores in question 13.*

The data in Figure 13 show that 46.8 percent of the candidates who answered the question, provided appropriate responses, thus scored from

10.5 to 15 marks. These candidates were able to explain the significances of Block Teaching Practice such as: *BTP enables the student teacher to integrate theory with practice, enhances socialization skills between students, teachers, experienced teachers, pupils and the community at large. It also helps in assessment and evaluation for both student's teachers and institution.* However, the marks varied depending on the quality of responses as there were a few grammatical errors and spelling errors to the best ones. Extract 13 provides an example of correct responses.

Extract 13

13.	Block Teaching Practice (B.T.P) is a teaching practice whereby student teacher goes to various schools to exercise teaching. It is usually done for a month or two months. Student teachers stay at their respective school areas during the practice period. Significances of Block Teaching Practice are elaborated as here under;
	Integrates theory with practice. It provide chance to student teachers to practice what they learn in classroom into real situation. Learning practically enhance more understanding and equip student teachers with teaching competences.
	Enhances socialization skills between the student teachers, experienced teachers, pupils and the community at large. While student teachers are at Block Teaching Practice they participate in various social issues such as sports and games with members of the community hence building friendship.
	Helps student teacher to manage financial income. Student teachers learn how to control their budget through out the time of practice. Financial discipline is very important in any profession.

	Helps in assessment and evaluation for both
	student teachers and institutions. Student teachers
	can determine how effectiveness they are in teaching
	and learning leading to improving areas of weakness.
	At institutional level it help in moderation during
	Block Teaching Practice by considering grades that
	student teachers obtained during assessment.

Extract 13 shows a sample of relevant answers in which a candidate was able to elaborate the significances of BTP, including self-assessment among student teachers on their teaching skills; and enhancing socialization skills.

The data further show that nearly half, (52.8%) of the candidates who opted for the question scored from 6 to 10 marks. This implies that some of them managed to respond correctly in some of their answers and incorrectly in other parts of the question, or they presented half the required points.

According to statistics, only 4 candidates (0.4%) performed poorly by scoring from 0 to 5.5 marks. Such candidates, specifically the ones who got zero mark, gave responses that did not reflect anything related to the concept of BTP.

2.14 Question 14: Curriculum Materials

This question had two parts, (a) and (b). In part (a), the candidates were required to provide meaning of subject syllabus while in part (b) they were required to describe seven (7) parts of the syllabus. Figure 14 indicates the candidates' scoring trend.

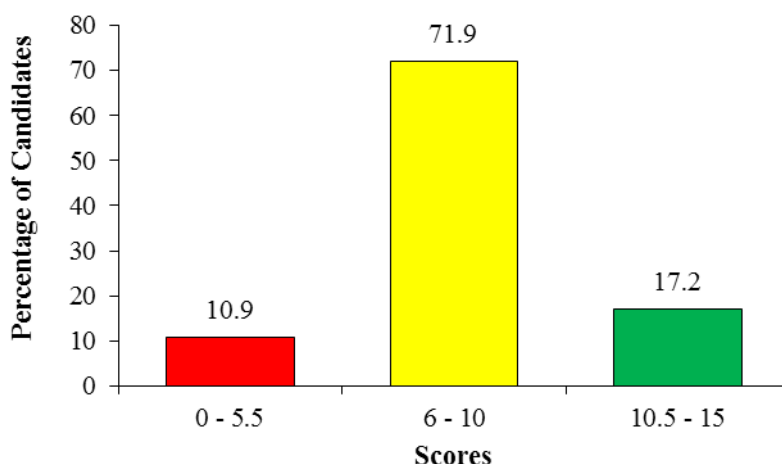


Figure 14: Distribution of candidates' scores in question 14.

The data reveal that 440 (71.9%) out of 612 candidates who chose this question scored moderately, that is, from 6 to 10 marks. Such a performance is a result of mixing correct points with irrelevant ones; or giving partial response that automatically attracted partial credit. Some of the observed correct and incorrect points in one of the candidates was observed in part (b) where the candidate described well some parts of syllabus which are: *competence, objective topic, sub-topic, teaching and learning resources*; but was unable to give clear description of the parts of the syllabus. The unclear explanation given led to score of half the marks instead of full allotted marks. In addition, the majority of candidates in this group omitted one part of syllabus which is teaching and learning strategies.

In another observation, 105 candidates, equivalent to 17.2 percent obtained scores from 10.5 to 15 marks depending on the quality of the responses against the explanation given. For example, some of them were able to elaborate correctly the components of the subject syllabus such as: *topic, sub-topic, instructional objectives, teaching and learning strategies, teaching and learning resources, assessment and estimated number of period*. Extract 14 presents a sample of good responses.

Extract 14

1 st	A subject syllabus is a book which show the list of topic and subtopic to be study in a certain subject at a given class. A subject syllabus also show specific objective and specific goals aimed to be attainable to the student after the course and at each subtopic. Also there is different syllabus which is according to the subject.
(B)	Syllabus had got different parts which made the complete of the specific course of specific class. The following were the parts of syllabus. Main Topic, This is the part of syllabus which show the topic to be covered by the student in a specific per-subject of a given class. Sub-topics This is the division of small parts under the main topic which formed the main topic. Subtopic have different concept and are have ed

12418	<p>Teaching and Learning aids, This is the part which show the kinds of teaching and Learning aids which should be applied by the teacher during teaching and learning process.</p> <p>Main objective, This refers to the expected behaviour pro or product expected to be obtained at the end of the course of a specific subject which will be attainable by the learner.</p> <p>Teaching and Learning Strategies, This refers to method that teacher applied during teaching and Learning process, The ways should be employed by Teacher during a classroom lesson period.</p> <p>Specific Objective, This is planned by the teacher at the lesson. This part indicate the specific objective targeted by the teacher on a certain lesson.</p> <p>Assessment, Refers to the part which show the evaluation of the student to the lesson or to what have been taught.</p> <p>subject syllabus are most important in teaching simply because it act as a guiding course without syllabus it is difficult to undergo the teaching programme in a good systematic way.</p>
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Extract 14 is a sample of relevant answers in which a candidate described correctly the parts of the syllabus. However, the responses given had few grammatical errors in some of the sentences.

The last group which contained 68 candidates, equivalent to 10.9 percent obtained a score of 0 to 5.5 marks due to various reasons. For example, in part (a) of the question, one candidate wrote: *scheme of work, lesson plan, textbooks* instead of giving the meaning of syllabus.

Such a candidate did not recognize that, those were the curricular materials and not the parts of the syllabus.

Likewise in part (b), one candidate gave wrong answers such as: *introduction, table of contents and conclusion* as parts of syllabus. Such responses show that the candidate was responding to the question by guessing.

2.15 Question 15: Curriculum Theory

The candidates were required in this question to explain five ways in which knowledge of curriculum theory is important in curriculum development process. This was the least opted question as it was chosen by only 210 (23.2%). The candidates' performance trend is summarized by Figure 15.

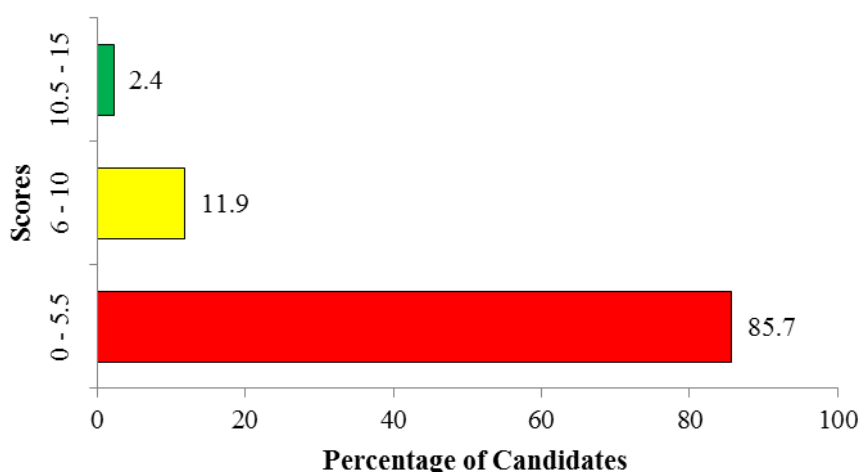


Figure 15: *Distribution of candidates' scores in question 15.*

The statistics indicate that, the performance in this question was poor. Since only 180 candidates, equivalent to 85.7 percent of the 210 candidates who chose it scored from 0 to 5.5 marks, including 39 candidates who got a zero mark. The observed weakness on these candidates was failure of candidates to identify the points where curriculum theory is related to curriculum development. As a result,

they wrote irrelevant answers like: *so as to determine the education that can be provided, to go with demand of the society, selecting of planning, and presence of contents*. Another candidate responded wrongly by writing: *learnability, emphasize on mechanism, goal validity, accountability, applicability*. Others mentioned sources of curriculum content, such as: *nature of the subject matter, the learner themselves, knowledge of curriculum theory etc*. The presented responses did not match with the question requirement, suggesting that, the candidates misunderstood the question due to either failure to understand the demands of the question or limited knowledge on the concept. Extract 15 demonstrates an example of wrong responses.

Extract 15

15.	Ways in which knowledge of Curriculum theory is important in development process.
	Theory is the fact, idea, Principle intended to explain a particular things or particular information. These fact, ideas and principle are used to provide a particular information about a particular thing.
	Curriculum theory are those ideas principle of explain the process of Curriculum planning, curriculum implementation and Curriculum evaluation.
	Knowledge of curriculum theory is important in curriculum development process because of the following reasons:
	It provide information about the source of curriculum. Curriculum theory provide us information about what are the source of curriculum knowledge and what are the source of development of curriculum. Those source of knowledge of curriculum development are the followings:

kind of knowledge and skill should be used, curriculum theory describes different aspects concerned with curriculum. Based on the presented responses, it appears that candidates had enough knowledge on what was asked. However, they lacked techniques of answering that could enable them link or tune their answers so as to fit exactly to the question requirements.

It was also observed that, only 5 candidates (2.4%) who opted for this question scored well and fell into 10.5 and 15 marks. Some of those candidates noted that knowledge of curriculum theory is useful in equipping curriculum developer with knowledge, skills on the components and strategies to be followed in formulating or amending the curriculum. Other candidates who responded correctly wrote: *...enables curriculum developers to describe and predict curriculum issues in operational way....enables the curriculum developers to synchronize relations among curriculum issues in curriculum development process, helps to deduce logically the specific and testable hypotheses for research in curriculum issues, helps to discover new and powerful generalization in curriculum evaluation.* Other correct responses were: *it enables the developer to develop and use appropriate curriculum model* and: *theory helps to categorize existing and new knowledge.*

2.16 Question 16: Curriculum Theory

In this question, the candidates were required to elaborate five limitations of formal curriculum. This question was selected by 823 out of 907 (90.7%) candidates. The general performance as indicated in Figure 16 shows that, the question was moderately performed.

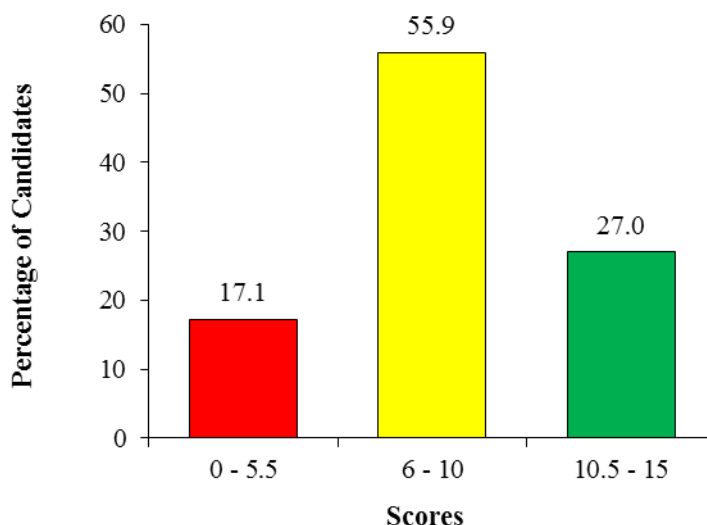


Figure 16: Distribution of candidates' performance in question 16.

The analyzed data denote that the majority of candidates 460 (55.9%) among 823 who opted for this question, achieved moderate scores falling into 6 to 10 marks. Some of the candidates failed to put forward five points in addressing the question demands. They instead posed indirect points such as: *it encourage creaming, difficult to conduct, involve discrimination*. Other candidates wrote: *based on promotion of grades, it is disciplined centered rather than child centered, confined in the certain boundary*. The notable point from the responses of these candidates is that they had knowledge about the concept asked. However, they were not able to tackle the question directly due to lack of question answering technique and deficiency of English language vocabularies.

The noticeable outcome in Figure 16 is that 222 candidates, equal to 27 percent of 823 total candidates who selected this question scored from 10.5 to 15 marks. These candidates managed to explain the limitations of formal curriculum, which are: *using long time in training, putting much emphasis of certificate and documentation awards rather than practical and skill attainment*. Other candidates wrote: *it consumes time, it is very expensive, it influences classes*

among the people especially people who are not educated they fell to use and follow the kind of curriculum as sources of classes. This shows that these candidates had content mastery on the question asked.

Moreover, 141 candidates equivalent, to 17.1 percent of 823 candidates who selected this question attained poor scores ranging from 0 to 5.5 marks. The candidates in this category wrote irrelevant answers like: *society needs, political ideologies and economic activities* instead of stating limitations of formal curriculum. Such candidates and the one whose responses are shown in Extract 16 failed to give the correct answers, such as “top-down approach, its emphasis on grades and employment” instead of writing “relevant skills and competence to the learners”. The analysis revealed that some of the candidates who provided poor responses were challenged by the content in question.

Extract 16

16	<p>Formal curriculum, refers to the kind of curriculum which is officially and used in school, college and universities. Formal curriculum is advanced one- which used in all places on following development- of technology. The following are the five limitations of formal curriculum which are:-</p> <p>Development of science and technology, - through science and technology to develop make- in many time formal curriculum to change for aim- of following the development of science and technology which in other time affect most people at different- school, where in every year or some year change.</p> <p>Political system, of a certain country in every leader came elected came with their- ideology so that make in some time formal curriculum to change according to the needs of- political ideology.</p>
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	Needs of the society, according to society—
	needs in some parts of curriculum will change accordi—
	ng to the environment and needs of the society—
	where in another time it lead to costbilly of -
	curriculum which is formal.

Extract 16 is an example of irrelevant responses in which a candidate explained the reasons for change of curriculum instead of explaining the limitations of formal curriculum.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the candidates' responses in different topics shows that the candidates performed well in all topics. Of all the topics, performance in *Teaching Practice* was the highest, (99.20%) followed by *Planning for Teaching* (97.65%), *Teaching and Learning Materials*, (85.60%) and *Teaching and Learning Approaches* (82.20%). The least performed topic was *Curriculum Development* with average scores of 68.13 percent. The good performance in all these topics could be associated with the candidates' mastery of the subject, a phenomenon that enabled them to answer most of the questions appropriately.

4.0 CONCLUSION

The candidates' general performance in Curriculum and Teaching subject was good. This is demonstrated by responses on demand of questions. Observation from the analysis has shown that a good performance was due to candidates' ability towards responding to questions from various topics or concepts of the subject. This suggests that candidates had good mastery of the contents asked in this examination.

The inappropriate responses observed in the category of candidates with average and the ones with poor scores were attributed to various reasons, including failure to understand question demands due to limited knowledge on the content, lack of question answering techniques and limited command of English language.

From the overall analysis results, it is apt to conclude that the candidates did well in this examination as illustrated through various statistics in both questions and topics, as well as the sampled extracts. However, a challenge of low proficiency in written English language emerged as an obstacle for candidates to communicate well their responses. As a result the quality of most responses, even the best ones in terms of content was affected by either grammatical error, spelling error or both.

5.0 RECOMMENDATIONS

Based on this analysis, it is hereby suggested that measures should be taken so as to improve the performance of the prospective candidates in Curriculum and Teaching subject as follows:

- 5.1 Teaching and learning should be directed at both mastery of content as guided in the subject syllabus; and competence building on the various concepts of the subject as general.
- 5.2 Tutors should guide students on how to tackle examination questions by giving them enough exercises, quizzes and drills. These should be well supervised and accompanied with subsequent feedback on their performance. In so doing, it will enable improvement in all course areas.
- 5.3 Use of English language should be emphasized in both during the classroom sessions and in out of class activities. This will help to improve student's communication skills in English language, eventually improve reading and writing skills. Having improved in those skills, the students will be able to answer examination questions proficiently.

APPENDIX

SUMMARY OF THE ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	The % of Candidates who Scored 40 Percent or Above	Average performance (%)	Remarks
1	Teaching Practice.	3	99.6	99.20	Good
		13	98.8		
2	Planning for Teaching.	10	97.8	97.65	Good
		11	97.5		
3	Teaching and Learning Materials.	5	94.8	85.60	Good
		14	89.1		
		2	72.8		
4	Teaching and Learning Approaches.	4	98.0	82.20	Good
		9	90.6		
		12	58.0		
5	Curriculum Development.	8	91.4	68.13	Good
		7	80.9		
		6	32.1		
6	Curriculum Theory.	16	82.9	57.33	Average
		1	74.8		
		15	14.3		

