

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2019**

764 CURRICULUM AND TEACHING

THE NATIONAL EXAMINATION COUNCIL OF TANZANIA



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FOREWORD

The National Examinations Council of Tanzania (NECTA) has a great pleasure to issue this report on the analysis of candidates' responses for the Diploma in Secondary Education Examination (DSEE) 2019. DSEE is a summative evaluation with the motive of demonstrating the effectiveness of the educational system in general and the educational delivery system in particular at Diploma level of education in Tanzania. The information found in the statistics of examination results and the nature of candidates' responses in this examination 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 (CIRA) in the Curriculum and Teaching subject has been prepared in order to provide feedback to tutors, policy makers, curriculum developers, educational administrators, school quality assurers and all other education stakeholders on the candidates' performance in the subject.

Generally, the report highlights the factors that affected the observed performance of the candidates. For those who scored high marks, these factors include knowledge on various concepts of the subject, competence on expressing ideas clearly, and use of English language effectively. For those who demonstrated poor performance, their responses were affected by low proficiency in using English language in writing their answers and poor mastery of the subject content.

It is hoped that the feedback provided will enable the stakeholders to identify relevant measures to be taken in order to improve the teaching and learning in teachers' colleges. It is also hoped that once measures are taken, the performance of prospective candidates in future examinations administered by the Council will be improved.

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The Diploma in Secondary Education Examination (DSEE) for the Curriculum and Teaching subject assesses the candidates' competences on how to apply curriculum theories to classroom situation in solving educational problems, organizing and managing classroom for effective teaching, creating and innovating skills in the teaching and learning process and evaluating curriculum materials.

This report analyses the candidates' performance in the subject, for the examination that was conducted in May 2019. Basically, the report presents statistics and descriptions concerning the performance of the candidates per question and by topics.

The examination was set into two different papers based on the types of candidates. There were those who studied the course using the curriculum/syllabus prepared by the University of Dodoma (UDOM) and those who studied it using the curriculum/syllabus prepared by the Tanzania Institute of Education (TIE). The number of candidates who sat for the examination was 7,272, out of whom 4,079 studied the course under the University of Dodoma (UDOM) curriculum while 3,223 studied it under the Tanzania Institute of Education (TIE) curriculum.

The general performance for each type of candidates is shown in the following Table.

Table of Candidates' performance in of Curriculum and Teaching Examination

Type of Candidates	Those who Sat	Those who Passed	Grades				
			Number of Candidates who Passed & their Percentages				
			A	B	C	D	F
All	7,272	7,244 (99.66%)	84 (1.16%)	1,906 (26.21%)	4,623 (63.57%)	631 (8.68%)	25 (0.34%)
UDOM Curriculum	4,079	4,059 (99.53%)	65 (1.59%)	1,210 (29.66%)	2,417 (59.25%)	367 (8.99%)	19 (0.47%)
TIE Curriculum	3,193	3,185 (99.81%)	19 (0.59%)	696 (21.79%)	2,206 (69.09%)	264 (8.27%)	6 (0.19%)

Referring to the data in the Table, 99.81% candidates under the TIE curriculum passed while only 0.19% failed the examination. Under the UDOM curriculum, 99.53% of the candidates passed whereas only 0.47% failed.

For the purpose of this report, detailed analysis of the performance in both questions and individual topics was done based on the candidates who sat for the examination using the TIE curriculum only. This is because the UDOM curriculum was short lived.

The Curriculum and Teaching paper consisted of two sections A and B. Section A consisted of ten short answer questions which were compulsory with a weight of 4 marks. Section B had six questions and the candidates were required to answer four. The weight of each question in this section was 15 marks.

This report has five sections namely introduction, analysis of the candidates' performance in each question and analysis of performance in each topic, conclusion and recommendations. The summary of performance for topics is attached as part of 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.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

This part analyses the performance of the candidates per question and corresponding topics. Statistics and extracts are used to justify the analysis made, questions 1 to 10 were expected to be attempted by all candidates. Questions 11 to 16 were optional and the percentages of candidates who opted them are specified in the report.

2.1 Question 1: Curriculum Theory

This question required the candidates to elaborate the relationship between formal curriculum and non-formal curriculum. The general performance as indicated in Figure 1 shows that the question was well performed.

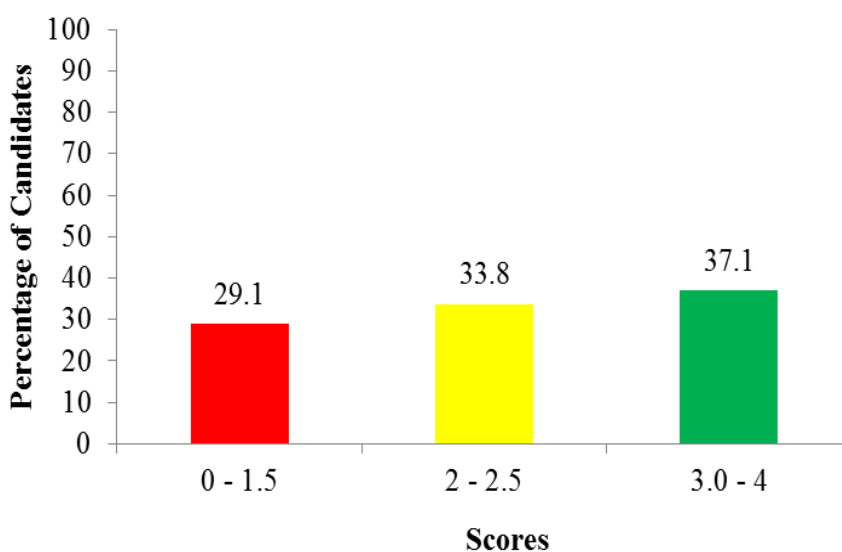


Figure 1: Distribution of candidates' scores in question 1

The candidates who scored from 3 to 4 marks were 37.1 per cent. These candidates were able to elaborate the relationship between formal curriculum and non-formal curriculum. Some of the relevant answers presented were: (i) *both aim at providing knowledge to learners*, (ii) *both are academic guidelines aiming at meeting socio-economic needs of learners* (iii) *both are structured though non-formal is not fully structured*. This indicates that these candidates had content mastery on the concept asked.

The candidates with the average performance at 2 to 2.5 marks provided both mixed relevant and irrelevant responses. Others gave fewer points than was required by the question. Some examples of irrelevant response came from one candidate who wrote: *both used in education, both used to provide knowledge*. Based on these responses, it appears that candidates had knowledge of what the question required, but were challenged by lack of language competence.

It was also observed that more than 29.1 per cent of the candidates got 0 to 1.5. Such candidates failed to make proper elaboration on the relationship between the two concepts asked. The analysis of their responses showed that they failed to make proper elaborations on the two concepts while others failed because they did not comprehend the demand of the question. For instance, some of them wrote the importance of formal curriculum and non-formal curriculum while others gave the differences between formal curriculum and non-formal curriculum. One of them wrote: *formal curriculum done inside the buildings while non-formal is provided any area*. Another example is given in extract 1.

①	Formal curriculum it is follow systematic syllabus, while non-formal curriculum it is not follow syllabus.
②	Formal curriculum it is take a long time to complete while non-formal curriculum it is not take short time to complete the study.

Extract 1: A response from a candidate who gave differences between formal and non-formal curriculum instead of showing their relationship.

2.2 Question 2: Teaching and Learning

This question required the candidates to explain the qualities of a good teacher. The general performance as indicated in figure 2 was good.

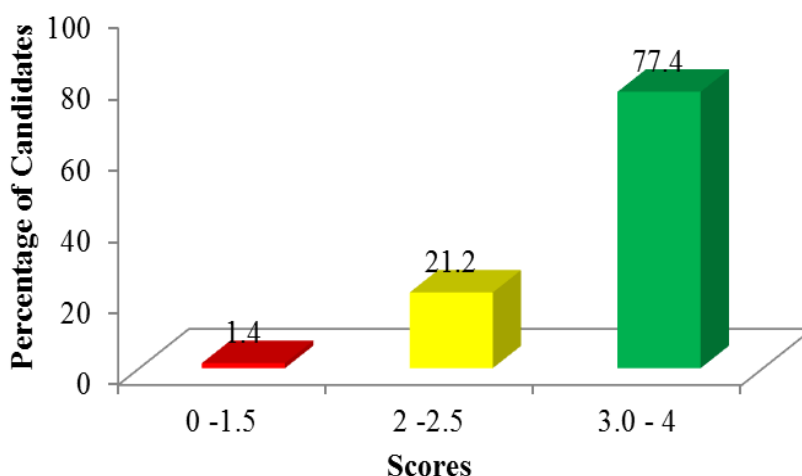


Figure 2: Distribution of candidates' scores in question 2

Analysis of candidates responses indicate that of the 77.4% candidates who scored from 3 to 4 marks, gave relevant answers reflecting the task of the question. One candidate gave the following response: (i) *has a good understanding of what pupils need to learn and their capabilities of learning*, (ii) *is able to organize and manage his/her class well*, (iii) *is able to reflect and evaluate his or her work and that of the students*, (iv) *flexibility in undertaking diverse issues*. Extract 2.1 is an example of good responses.

2.	<u>Qualities of a good teacher</u>
	(i) professionally and academically well prepared
	This makes a teacher to master the subject content and
	hence have an ability to correct learners misconceptions
	(ii) Able to apply variety of teaching methods
	This can make a teacher to know the behaviour of
	the learners and identify their learning difficulties
	(iii) Good communication skills
	These can enhance good cooperation with students
	and with other members of staff and hence build friendship
	(iv) Good classroom management and organization
	skills.

Extract 2.1 is a good response of a candidate who managed to explain well the qualities of a good teacher.

The 21.2% candidates who showed an average score from 2 to 2.5 marks, some of them managed to answer some points correctly while missing others. An example of such answers is from the candidate who wrote: (i) *the one with good language skills*, (ii) *role model*, (iii) *a good counsellor*, (iv) *a good teacher must also be the professional*. These responses seem to be partially correct and not well presented.

The 1.4% of candidates who showed poor performance, some of them faced a challenge of misconception between the concepts asked with several other concepts. For that reason, their responses could not match with the requirement of the question. An example is given in Extract 2.2a.

21	3/ It help the teacher to arrangement the Material. This is the qualities of good teachers that was help the teacher to arranged the material in the class and to help the learner to know the teacher.
	5ii/ It help the teacher to be systematic. This is the qualities of good teacher that help the teacher to be systematic in the during the teaching and learning in the class period time.
	5iii/ It help the teacher to be Evaluation. This is the qualities of good teacher that was help the teacher to be evaluation in the period of the class that was the qualities of the good teacher to go to do to be evaluation.
	10/ It help a teacher to be ability and Content. This is the qualities of good teacher that teacher should be ability and Content to the class period that help the teacher to be the Content in the class a teacher should be the ability and a teacher should be the Content.

Extract 2.2a: Sample of an irrelevant response in which the candidate gave advantages of having the attributes of a good teacher, instead of explaining those qualities.

materials provide common experience for a whole class, (iii) to provide learners with opportunity for independent study, (iv) enable learners to carry out self-study. By giving such correct responses, it suggests that the candidates had good understanding of the importance of storing and managing printed materials. Extract 3.1 is a sample of a good response.

3.17	For future use, the printed when stored can be used generation to generation
iv	For reference - printed media also can be used as the reference in different writings and expanding knowledge.
iv	To reduce cost of purchasing new materials.
iv	This is because other printed material needs money like books
iv	It simplify the teaching and learning process. This means material needed can be found at a time

Extract 3.1 is a correct response from a candidate who correctly explained the importance of storing and managing printed materials response

On the other hand, the 16.3% of candidates who attained an average score from 2 to 2.5 marks were able to answer only some of the points correctly.

The last category of candidates which is 7.0%, scored from 0 to 1.5 marks. These candidates seem to have low understanding of the subject matter. As a result, some of them wrote irrelevant answers such as: (i) to keep records of the students' learning, (ii) to assess the effectiveness of teaching and learning process, (iii) to enable teachers to evaluate their teaching method and (iv) to diagnose learner's misconception during learning. Another one thought the question was about the importance of using teaching and learning resources, hence the candidate wrote: (i) it is used to simplify the work or information, (ii) It helps to avoid language barriers, (iii) It saves time and (iv) it helps to avoid boredom. Such answers indicate that they possessed insufficient knowledge on the reasons for storing and managing printed materials.

In the same observation, one candidate gave answers based on the concepts of curriculum as shown in Extract 3.2.

3	(I) Curriculum Change
	(II) Curriculum Planning
	(III) Curriculum Content
	(IV) Curriculum Evaluation.

Extract 3.2: A response of a candidate who listed the concepts of curriculum instead of the importance of managing and storing teaching and learning materials.

2.4 Question 4: Teaching and Learning Materials

This question required the candidates to identify ways of acquiring teaching and learning resources. The statistics of the candidates' performance are shown in Figure 4.

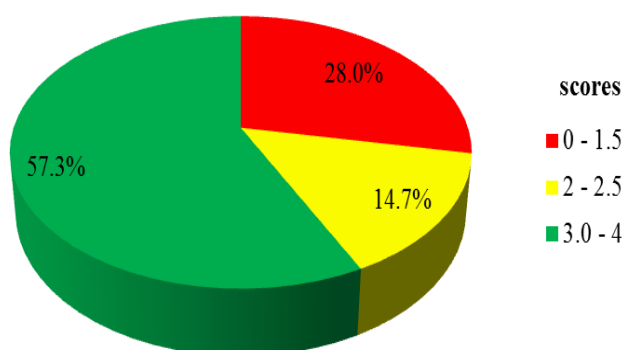


Figure 4: Distribution of candidates' scores in question 4

The analysed candidates' responses indicate that the 57.3% candidates who scored from 3 to 4 marks were able to identify ways for acquiring teaching and learning resources. Some of the presented answers included: (i) *producing or constructing the resources using local materials*, (ii) *collecting them from environments*, (iii) *asking learners to prepare them* (iv) *buying the commercially sold resources*. The candidates whose responses met the demand of the question were really good at the content assessed. Extract 4.1 presents a sample of a good response.

4.	Four ways of acquiring the teaching and learning resources.
	Teaching and learning resources: Are those Materials that support the clear and effective understanding of the lesson during the lesson period. Those resources can be acquired through the following ways:
	a. Collecting from the environments, such as hibiscus flower, and Monocotyledonae species.
	b. Buying, the teaching and learning resources can be acquired through purchasing from the Markets such, Models,
	c. Improvisation, this involve using the teaching and learning resources which acquire by improvising of the local Materials.
	d. Borrowing from other institutions, the teaching and learning resource acquired by borrowing from other friendly institution such as regional library, and personal library.

Extract 4.1: A response from the script of a candidate who correctly identified the ways of acquiring teaching and learning resources.

Further analysis of the candidates' responses revealed that the 14.7% candidates who got 2 to 2.5 marks could not write the expected responses perfectly. For example, one of the candidates wrote: *from syllabus and from environment*. This shows that the candidate was not aware that the question was about where to get the resources; and not from which document they are suggested.

The 28.0 per cent of the candidates whose scores range from 0 to 1.5 marks, their performances were mostly affected by misunderstanding of the demand of the question. Due to that factor, some of the candidates wrote on the advantages of teaching and learning resources whereas others thought the question was about the factors to consider when choosing teaching materials. As a result, the candidates wrote their answers on the basis of the latter. For instance, one candidate gave the following response: *considering the ability and level of learners,*

community attitudes. Another candidate gave the answer related to ways of acquiring knowledge by writing: (i) *Through training* (ii) *through observing*, (iii) *Through experience*, (iv) *through practical*. Yet another candidate answered the question in view of the methods of teaching and learning by writing: (i) *group discussion* (ii) *question and answer*, (iii) *Brainstorming* and (iv) *jigsaw method*. Moreover, another candidate thought the question was about the types of curriculum materials, hence the candidate ended up writing: (i) *scheme of work*, (ii) *lesson notes*, (iii) *lesson plan* and (iv) *syllabus*, all of which being curriculum materials. A further example is as shown in Extract 4.2.

4.	i/ Group discussion
	ii/ Active Involvement to the learners during teaching and learning process
	iii/ Provide strong motivation to the learners who perform well.
	iv/ Provide materials for teaching and learning

Extract 4.2: A sample of poor responses from the script of one candidate who wrote the advantages of teaching and learning resources instead of identifying the ways of acquiring the same.

2.5 Question 5: Teaching and Learning

In this question, the candidates were required to explain advantages and disadvantages of group teaching. The performance was generally good as shown in Figure 5.

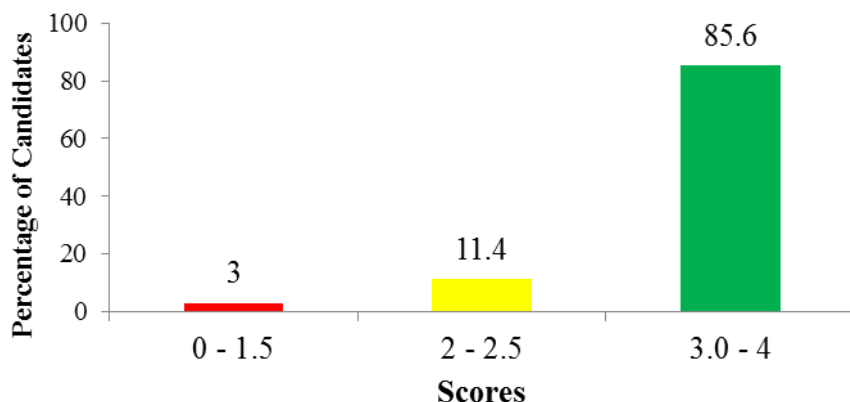


Figure 5: Distribution of candidates' scores in question 5

The analysis of responses showed that a group of candidates who scored from 3 to 4 marks were able to provide correct answers. like: (i) *to hide individual weakness of the teacher*, (ii) *to increase performance of the teacher in classroom* and (iii) *to improve relationship among learners*. Another one correctly wrote the disadvantages of group teaching as *time consuming and misconception among teachers* and it *encourages laziness among teachers*. Similar response is presented in Extract 5.1.

5.1	Advantages of group teaching .
i/	Encourage team working hence improve more experience to the participants .
ii/	Allow exchanging of ideas, knowledge from one individual to another hence it brings awareness of different concept .
	Dis-advantages of group teaching
i/	Most of people can dominate the class.
ii/	It consume time .

Extract 5.1 is a sample of a good response from the script of one of the candidate who managed to explain the advantages and disadvantages of group teaching.

Further analysis of responses from a group of candidates who got average scores of 2 to 2.5 marks revealed that they were able to give partial or incomplete responses and hence subsequent partial marks. An example of such responses is from one candidate who gave advantages by providing a response like: *it creates unit among them* and gave disadvantage as *it can create the occurrence of conflict*.

The last group of candidates which comprises the least performers with scores from 0 to 1.5 marks went against the demand of the question due to misconception or limited knowledge of the concept tested. On that basis, some of the candidates gave responses that relate to the context of students' group discussion instead of group teaching/team teaching. For example, one of them provided answers such as: (i) *....student teacher is able to choose any subject*; (ii) *student teacher may feel difficult to teach*. Another one wrote about advantages that *it does not need transport or accommodation to practice it*; and on disadvantages, *it is not systematically and it can lead to make noise in the classroom when the tutor is absent*. Extract 5.2 provides another example of similar responses.

5.	Advantages of group teaching
	(i) Student teacher get assistance from others in the class when teaching their class mate.
	(ii) Student teacher is able to choose any subject which he or she want to teach their fellow students teachers in the class.
	Disadvantages of group teaching.
	(i) Student teachers may feel difficult to teach their classmate.
	(ii) Student teacher may lost the time in making preparation for teaching.

Extract 5.2: A sample of responses from a candidate who gave the answer based on advantages and disadvantages of group discussion instead of group/ team teaching.

2.6 Question 6: Planning for Teaching

This question required the candidates to show the relationship between a lesson plan and lesson notes. The distribution of performance on this question is summarized in Figure 6.

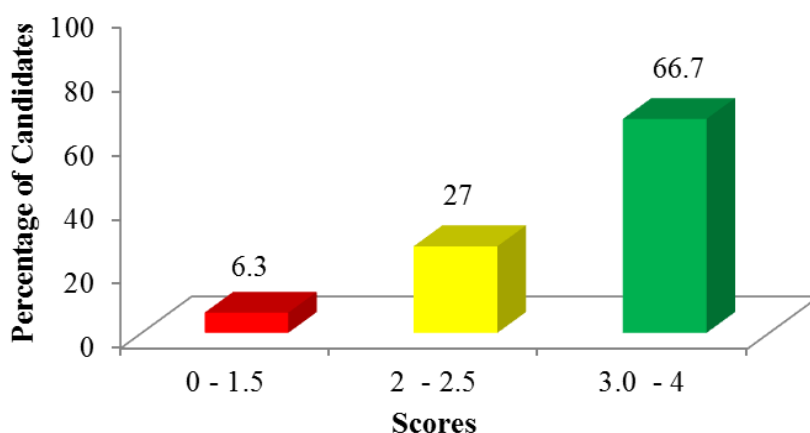


Figure 6: Distribution of candidates' scores in question 6

As indicated in Figure 6, two thirds (66.7%) of candidates had scores ranging from 3 to 4 marks. Observation from analysed scripts showed that some of the candidates in this group were able to show the relationship between a lesson plan and lesson notes. Some of the correct

responses provided included:(i) *both lesson plan and lesson notes are used in the lesson to guide the teaching and learning process*, (ii)*the plan for the lesson determines the amount of lesson notes to be prepared for use during teaching*,(iii) *a lesson becomes successful when both lesson plan and lesson notes are in place*. Extract 6.1 shows a sample of similar responses.

6	Relationship between lessonplan and lesson notes -
i/	Both are used at the same time during teaching and learning process.
ii/	Lesson notes are prepared by using a lesson plan by forming activities and strategies in teaching
iii/	Lesson plan are not applied without a lesson notes and lesson notes are not applied in teaching without lesson plan each one depend to another
iv/	Lesson plan their show activities - which are found in the lesson notes -

Extract 6.1 is a sample of responses from the candidate who provided the correct answers.

It was also observed that the 27.0% candidates who achieved 2 to 2.5 marks gave partial answers due to various reasons, including giving fewer points than required or unclear answers. An example of unclear answers was that given by one candidate who wrote: *both uses in classroom teaching, both prepared by professional teacher*.

The last group of candidates consisted of 6.3 per cent who scored from 0 to 1.5. In this category, some of the candidates were challenged by failure to understand the requirements of the question. As a result, some of them wrote the differences between lesson notes and lesson plan. An example of such responses came from one candidate who wrote: *lesson plan has references, but lesson notes lack, lesson plan has remark part while lesson notes lack it*. Apart from poor mastery of the concept, poor English grammar also affected the presentation of responses. Extract 6.2 provides an example of poor responses.

b.	(i) The lesson note prepared by regular (follow) the lesson plan.
	(ii) The lesson note is delivery by the class note under the lesson plan.
	(iii) The lesson notes evaluated by the evaluate the lesson plan.

Extract 6.2 is a sample of response from one candidate who used unclear language to show the relationship between the lesson plan and lesson notes

2.7 Question 7: Planning for Teaching

In this question, the candidates were required to describe the importance of reinforcement stage in the lesson development. The general performance was average as indicated in Figure 7.

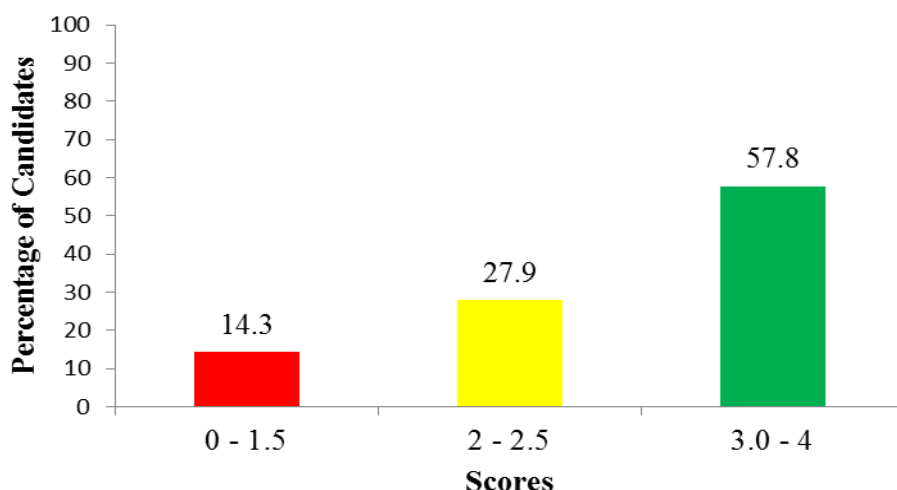


Figure 7: Distribution of candidates' scores in question 7

Analysis of the candidates' scripts showed that the 57.8 per cent candidates who scored 3 to 4 marks provided correct responses such as: (i) helps learners to have permanent memory due to repetition of activities, (ii) the teacher gets an opportunity to pre-evaluate the extent of knowledge acquired through oral questioning and also written exercises, (iii) reinforcement assesses the whole presentation process including teaching methods, materials and the assigned activities. These responses imply that the candidates had good background pertaining to

the concept from which the question was derived. Extract 7.1 shows an example of correct responses.

07.	I. It help to emphasise and to clear mis Conception about the new knowledge.
E	II. It help to determine the effectiveness and efficiency of methodologies and techniques used in new knowledge stage.
	III. It help us to use teaching aids in order to enhance the specific objectives
	IV. Help to determine to what extent the learners acquired objectives and to give them other important information.

7.1: A response from a candidate who, despite of the slight grammatical error he/she described well the importance of reinforcement stage in a lesson development.

In another group, 27.9% candidates who attained an average performance (2 to 2.5 marks) had partial knowledge of what was demanded, hence gave partial responses. Examples of these responses include: *helps to complement the lesson objectives, help to motivate learners.*

In the last group, some of the 14.4% candidates who performed poorly by getting 0 to 1.5 marks, failed to describe the importance of reinforcement stage in a lesson development. They were not aware of the concept of reinforcement in lesson development as they provided some incorrect responses like *create development to the learners, performance of the lesson.* Extract 7.2 is an example of poor responses.

7.	Reinforcement is anything that increases the probability of a demonstrated behaviour to re-occur.
i/	It help to reduce bad behaviour in school.
ii/	It lead to active participation of learners in the class.
iii/	It lead to high achievement to learners or high Performance.
iv/	It lead teaching and learning process to be more effective.

Extract 7.2 is a sample of response from the script of a candidate who based on advantages of using teaching resources while the question required to describe the importance of reinforcement stage in lesson development.

2.8 Question 8: Curriculum Theory

The question had two parts, (a) and (b). In part (a), candidates were required to define hidden curriculum and in part (b), to explain the importance of hidden curriculum in the school setting. The distribution of the candidates' scores is indicated in Figure 8.

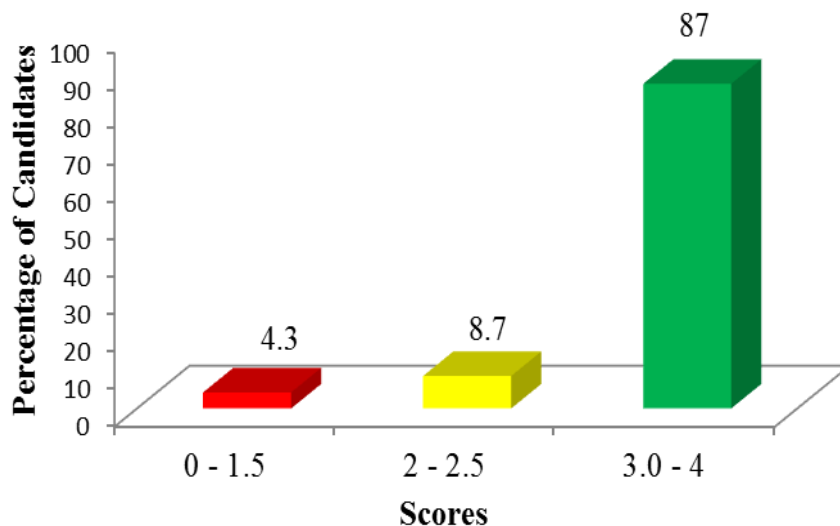


Figure 8: Distribution of candidates' scores in question 8

Data in Figure 8 show that the majority of the candidates, (87.0%) got marks ranging from 3 to 4 out of whom 1.7% got full marks. Analysis of responses indicated that these candidates managed to give the definition of the term hidden curriculum in part (a) by writing :....(i) is the unplanned sets of experiences aimed at improving social behavior. In part (b), some of them explained well the importance of hidden curriculum in the school setting by giving such answers as: (i) it provides knowledge to the learners on how to cope with the self-management and punctuality, (ii) it improves social interactions among the learners especially when they are in non-academic activities, (iii) improves social discipline, self-motivation as well as social interaction among the students. The correct answers given indicate content mastery among candidates in this category. Extract 8.1 denotes one of the correct answers from the script of a candidate.

2:	Q. Hidden curriculum: is the type of curriculum which is Unstructured, unplanned, unorganized and no specific place of acquiring it. This type is academically not prepared but educationally significance.
1b)	ANSWER.
	i) Hidden curriculum increase interaction among the people since this has no specific place of conducting it take place every where and its not under the guide of some one an individual develop for the ir own.
	ii) Help to change learners behaviour: As we know this obtained by interaction, adopting or immitating behaviour so this enable learners to change behaviour which is not acceptable by adopting acceptable behaviour
	iii) Help the learners to solve their own problem by role play Method: The way others does also some one do as they do.

Extract 8.1 is a sample of response from the script of a candidate who, despite minor grammatical errors, was able to define and explain the importance of hidden curriculum in the school setting.

In another category, 8.7 per cent of candidates who attained average scores from 2 to 2.5 gave either partially clear responses or incomplete

but correct points. For example, in part (b) one of the candidates wrote the importance of hidden curriculum in the school setting such as *it supports formal curriculum, it brings cooperation*.

However, 4.3% of candidates scored marks from 0 to 1.5 by giving responses not reflecting the requirement of the question, as the majority of them responded only to part (a) of the question, leaving part (b) unanswered. Extract 8.2 shows a sample of irrelevant responses.

2	(a) Hidden Curriculum is unplanned Curriculum and no structure.
	(b) (i) provide training
	(ii) Has a teacher and learners

Extract 8.2 is a sample of a response from the script of one candidate who could not define and explain the importance of hidden curriculum in the school setting

2.9 Question 9: Curriculum Theory

The question required the candidates to state the disadvantages of formal curriculum. The question was attempted by 3,193 (100%). The general performance as indicated in Figure 9 shows that the question was the best performed one.

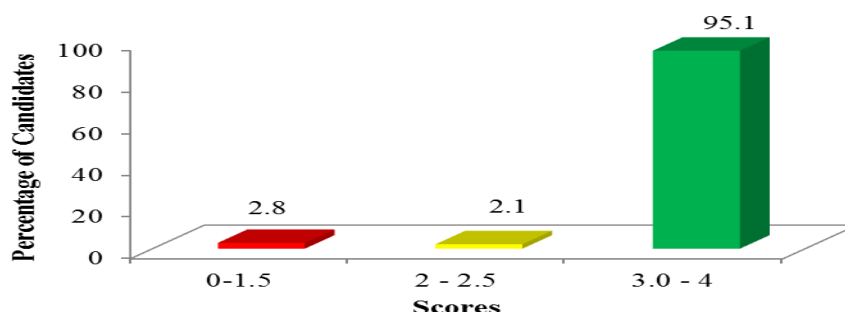


Figure 9: Distribution of candidates' scores in question 9

The 95.1% of candidates who performed well in this question were able to state the disadvantages of formal curriculum correctly by giving responses like: (i) *learners may be prepared mainly for wage employment*, (ii) *most often formal curricula are prescriptive*, (iii)

formal curriculum are less flexible and are often top down structured, (iv) encourages cramming of concepts rather than learning and practical application of knowledge and skills. This implies that those candidates were competent in the area of the question tested. Extract 9.1 shows a sample of good responses.

9.	Disadvantages of a formal curriculum
	(i) It prepares learners for wage employment
	(ii) It does not change over time
	(iii) It is time consuming
	(iv) It is costful

Extract 9.1 is a sample of a response from the script of the candidate who managed to state the disadvantages of formal curriculum.

The candidates who attained average scores from 2 to 2.5 marks were 2.1 per cent. Those candidates seem to have partially correct points in their responses. An example of some of their responses include: *long life learning, it's expensive, boredom to learners and wastage of time.*

Despite the good performance in this question, it was observed that 2.8 per cent of candidates scored from 0 to 1.5 marks as they failed to understand the question's task. Thus, some of them mentioned the characteristics of hidden curriculum such as: *(i) it is difficult to evaluate, (ii) it has no special building.* Others wrote features of formal curriculum like: *(i) it uses syllabus, it provides certificate, it provides standard educations, it provides evaluation for education.* Another candidate wrote: *It provide certificate, organized syllabus, provide education, it is systematic,* all of which being contrary to the demand of the question. Extract 9.2 shows an example of poor responses.

9.	Formal Curriculum is a type of curriculum which is structured and systematic and it contains what to be taught in the school.
(i)	It has no special building for learning.
(ii)	No certification award after finish level of education.
(iii)	Difficult to evaluate
(iv)	Difficult to learn because is semi-structured.

Extract 9.2: A sample of a response from the candidate who wrote disadvantages of informal curriculum instead of formal curriculum.

2.10 Question 10: Curriculum Theory

The candidates were asked to enumerate indicators of hidden curriculum to the learners. Figure 10 presents the summary of the distribution of the scores.

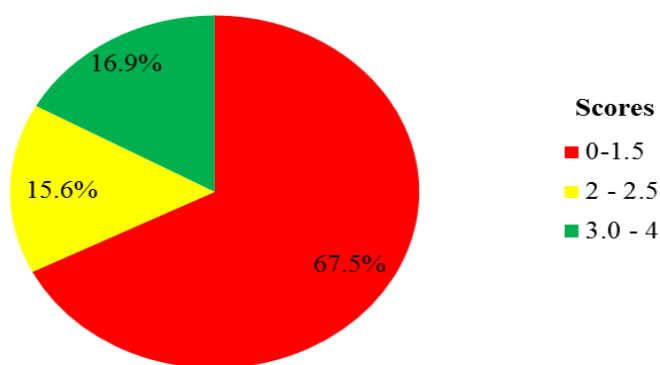


Figure 10: Distribution of candidates' scores in question 10

As presented in Figure 10, the majority of candidates (67.5%) got marks ranging from 0 to 1.5. Analysis of statistics showed that, of out of these candidates, 46.8% got a 0 mark. Those who showed average and good performance of 2 to 2.5 and 3 to 4 were only 15.6% and 16.9% respectively. This indicates that the general performance in this question was poor.

Analysis of responses revealed that some of the candidates who scored poorly (0 – 1.5 marks) failed to understand the demand of the question. As a result, they gave answers reflecting other aspects contrary to what was asked. For instance, one candidate was quoted to have written: (i) *it is conducted outside the classroom programme*, (ii) *it includes activities like sports and games*, (iii) *it is totally unstructured*, (iv) *it teaches about life skulls*. Others showed general lack of knowledge, as for instance, the candidate who wrote: (i) *children centered*, (ii) *it is unstructured*, (iii) *content is not specific*, (iv) *It gives for environment such as home*. Also, (i) *development of knowledge*, (ii) *it guide teaching and learning process*, (iii) *determine standard of education provided*. The candidate was not aware that those are the features of formal curriculum. Extract 10.1 gives an example of irrelevant responses.

10.	(i) Increasing of skilled people
	(ii) Increasement of employment to the youth example motor cycle drivers
	(iii) Decreases of street youth
	(iv) Increases of local business that is Wamachinga.

Extract 10.1 is a sample of a response from a candidate who gave responses not related to the task.

In another category, some of the candidates who scored from 2 to 2.5 marks gave correct responses. However, some of such responses were not clear; hence they lead to loss of some marks. An example of the responses given by candidates in this category is the candidate who wrote: (i) *special talent possessed by learners*, (ii) *the behavior of the learner*, (iii) *good performance in physical activities and disciplinary action to his/her fellow learners and teachers*.

Analysis of responses revealed further that the candidates who got scores ranging from 3 to 4 marks were able to give relevant response such as: (i) *obedience to authority* (ii) *neatness and students' behavior and mannerism*. Such responses revealed that candidates were

knowledgeable on the concept asked. Extract 10.2 presents an example of good responses.

10.	The following are indicators of hidden - Curriculum to the learners.
	(i) Punctuality
	(ii) Respect and love
	(iii) Obedience
	(iv) Discipline.

Extract 10.2 is a sample of response from the script of one candidate who managed to enumerate the indicators of hidden curriculum to the learners.

2.11 Question 11: Curriculum Development

The question required the candidates to assess the challenges facing the implementation of competence-based curriculum in O-level secondary schools in Tanzania. This question was opted by about half of the candidates (50.5%). The scores of the candidates are distributed as shown in Figure 11.

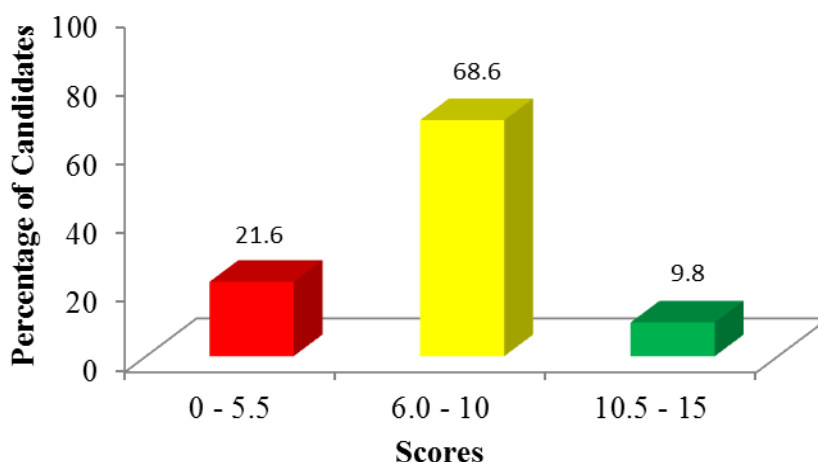


Figure 11: Distribution of candidates' scores in question 11

Based on the summary shown in Figure 11, the majority (68.6%) got marks from 6 to 10, implying an average performance. The ones who attained average performance with scores ranging from 10.5 to 15 marks are 9.8% candidates while 21.6% fell under the category of poor performance with scores ranging from 0 to 5.5 marks.

The analysis of responses from the candidates' scripts revealed that the ones in the first category were able to give the anticipated responses by identifying the challenges like: (i) *Overcrowded classes*, (ii) *limited chances of in-service training to teachers*, (iii) *teacher overload*, (iv) *poor involvement of teachers in curriculum innovation* and (v) *shortage of instructional facilities*. Similar responses are presented in Extract 11.1.

11.	In ordinary level secondary schools in Tanzania the implementation of competence-based curriculum is faced with several factors these includes;
	Shortage of competent teachers in different areas, for example for science subjects the number of competent teachers in science subjects is low compared to the numbers of arts subjects this led to many of students to be not interested in studying science subjects due to the low number of teachers who will be able to help them in the acquiring of relevant knowledge and skills
	Unreliable infrastructures like laboratory, library, computer laboratories. which will enable teachers and students to proper access of materials.

11.	<p>Unconducive environment such as crowded classes. Large number of students in the class also it is one of the reason that made teacher to fail in some extent in the provision of reliable education for example most of Tanzania ordinary level schools the total number of the learners in the class is above fifty (50) something which made difficult for the teacher to observe the learning difficulties facing his or her learners.</p> <p>Shortage of enough resources to facilitate teaching and learning for example, text books, computers, supplementary materials, laboratory chemicals which enable learner and teacher to share together so as to increase competence to learners and work for their own benefits</p> <p>Shortage of in-services programs and provision of human resources development. Shortage of different training to in services teachers also it is a great problem of implementing the Competent based curriculum because teachers should be given several training for the updating of their skills and knowledge in order to facilitate the learner with competent knowledge.</p>
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Extract 11.1: A sample of responses from the candidate who correctly identified the challenges facing the implementation of the competence-based curriculum in O-level secondary schools in Tanzania.

The analysis showed further that some of the candidates who scored average marks, that is, 6 to 10 marks provided partially correct responses. For instance, one candidate provided incorrect responses by showing that some of the challenges are: *poverty and illiteracy of the people, dropout of students*. Others gave correct responses but incomplete in terms of number of points required.

In the last category, some of the candidates who had scores ranging from 0 to 5.5 were faced mainly by lack of knowledge on the concept of “competence-based curriculum”. Others misunderstood the demand of the question, hence outlined the sources of curriculum such as, (i) *political ideology of the country*, (ii) *national philosophy about the country*, (iii) *nature of this society and science and technology*. Another candidate gave the responses as shown in Extract 11.2.

11	<p>curriculum - refers to the inter-related sets of learning^{experiences} and experiences in which the learner/student must follow under the guidance of the school.</p> <p>In Tanzania there are three (3) basic of curriculum types these are the following:</p> <ul style="list-style-type: none"> (i) Formal type (ii) Non - Formal (iii) Hidden/Null. <p>Formal curriculum - refers to the kind/type of curriculum in which its consists of preselected structure and syllabus.</p> <p>In this type of curriculum^{curriculum} the education provided is standard.</p> <p>Non - Formal - Is kind of curriculum in which its consist of moderate structure, content and the area of implementation.</p> <p>Hidden curriculum - sometimes called the Null type.</p> <p>In this type of curriculum it does consists of syllabus, structure and area of implementation.</p> <p>In this type of curriculum it based/deals with the daily routine activities with the society and it is student structured -</p>
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Extract 11.2 is a response from the candidate who described the types of curriculum instead of assessing the asked challenges as per requirement of the question.

2.12 Question 12: Curriculum Theory

This question required the candidates to state reasons why non-formal curriculum cannot maintain the standard of education in Tanzania. The question was opted by 72.0% of the candidates. Figure 12 shows the distribution of the grouped scores.

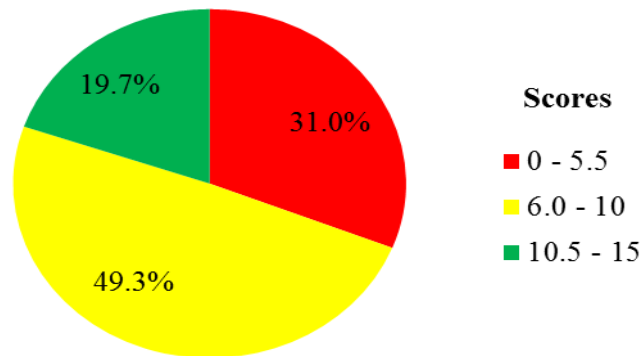


Figure 12: Distribution of candidates' scores in question 12

Figure 12 shows that the performance was average as about half (49.3%) of the candidates attained average scores ranging from 6 to 10 marks and 19.7 per cent scored from 10.5 to 15 marks. Those with poor performance, that is, below 6 marks were 31.0 per cent.

Analysis of responses from the candidates who performed higher revealed that most of them were able to give satisfactory arguments showing why non-formal curriculum cannot maintain the standard of education in the country. An example of correct responses from one of the candidates were such as: (i) *non-formal curriculum is less organized, that is, not systematic*, (ii) *it is not easily evaluated*, (iii) *sometimes there are no qualified teachers*, (iv) *learners depend on what they are doing rather than the syllabus*, (v) *there is no clear indicated grades showing that one have passed or failed*. A similar response from a candidate with knowledge on the concept asked is presented in Extract 12.1.

12	There is no organized syllabus. The standard of education can not maintain d since there is no objective goals intended to measure learners, hence qualification and quality of education can not be maintained.
	It is semi-structured. This means not completely, because it is not completely even the education provided will be uncompletely, that is why the education will be under average performance till it will be structured.
	It has no prescribed contents, the intended learning expectations are not well organized, things that make too difficult to measure the level and understanding ability of the learners that the standard could not assessed.
	Curriculum fall under unorganized institution. For the formal curriculum which lying on the special institution it is easy to maintain the standard of education, but non-formal it is difficult since there is no prescribed contents to the learners to learn.

Extract 12.1 An example of response from the script of the candidate who managed to state reasons why non-formal curriculum cannot maintain standard of education in Tanzania.

The analysis also shows that the candidates who got average scores (6 to 10 marks) wrote answers which were partially accurate. It was observed that some of the candidates were unable to either complete the answer with the required number of points or gave somewhat partially correct responses.

The last category involved the candidates whose marks ranged from 0 to 5.5. Some of these candidates either presented less number of points than the required or failed to give any correct point. Close analysis revealed that some of these candidates, especially those who got zero

lacked knowledge on the concept. They also had weakness in written English language as their responses had a lot of grammatical errors. An example of the latter is shown in Extract 12.2.

12.	<p>Non-formal curriculum is one of the types of curriculum which are moderate learning structure aimed to transmit knowledge, skills and attitude from one person to another. Non-formal curriculum was implemented out of formal structure.</p> <p>The non-formal curriculum maintain standard of education in Tanzania through different way like follows:</p> <p>Help those who do not attend school in formal system to get education. Through non-formal education all those missed the formal structure education can acquire knowledge as in Tanzania education system was introduced MEMUKWA as the program out of formal system for those missed education to get it.</p> <p>Non-formal education was not expensive. Through this fact all Tanzania people tends to be involve and reduce the number of illiterate which lead to improvement of Tanzania education system.</p> <p>Have no limited of time to be provide. Through this allow people in the society of Tanzania to be free.</p>
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Extract 12.2 is a sample of response from the script of a candidate who gave advantages of non-formal curriculum instead of giving reasons why non-formal curriculum cannot maintain the standard of education in Tanzania.

2.13 Question 13: Teaching Practice

In this question, the candidates were required to give reasons why student-teachers should be prepared before going for Block Teaching Practice (BTP). The question was opted by 92.7% of the candidates. The general performance of the candidates who showed good performance was about two thirds as shown in Figure 13.

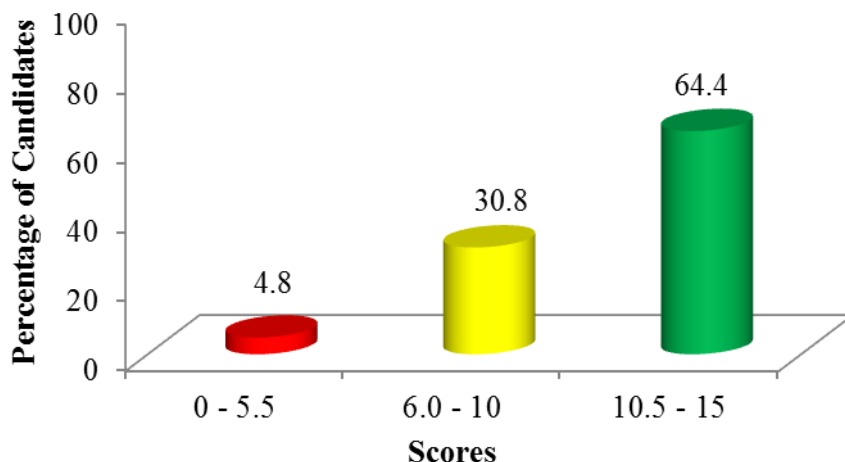


Figure 13: Distribution candidates' scores in question 13

Figure 13 shows that 64.4% got marks ranging from 10.5 to 15, 30.8% attained average scores from 6 to 10 marks. Only 4.8% performed poorly at a range of 0 to 5.5.

Analysis of responses from candidates' scripts shows that the candidates whose scores ranged from 10.5 to 15 marks were able to provide the correct reasons as per the demand of the question. One of the responses given by the candidate was: (i) *reminder on basic pedagogical aspects*, (ii) *getting important skills*, (iii) *reminding about adherence to good ethics* and (iv) *accommodate in group dynamics*. It is worth noting that variation of marks was due to the number of correct points in a response and their clarity. Also, there were few grammatical and spelling errors in some of the responses. Another example of a response in this category is given in Extract 13.1.

13	<p>Block Teaching Practice - This is the process where by student teacher get short period of time to practice the things which learned in theoretical. Through this (BTP) help student teacher to evaluate the curriculum implementation through practice.</p> <p>The following are important reasons for prepare students teacher before going to Block Teaching practice -</p> <p>Help them to gain confidence. This means that student teacher prepared before going to the BTP so that to practice or make rehearsal of what is going to practice.</p> <p>Help them to create well teaching aids. This mean that student teacher prepared before so that they can be creative/innovative in prepare different teaching materials.</p> <p>Help them to make rehearsal/repetition of what they studied. This means that student teacher they prepared before going to BTP so that to make repetition of things which they go to practice for eg constructing scheme of work, lesson plan and lesson notes.</p> <p>Help them to diagnosis themselves. This means students teacher get chance to determine their weakness and strength before going in teaching practice.</p>
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Extract 13.1 is an example of response from the script of one candidate who, despite grammatical errors, was able to state why student teachers should be prepared before going for (BTP).

The analysis of responses shows further that for the 30.9% of candidates obtained 6 to 10 marks, most of them either gave weak responses or incomplete ones. An example of the latter is in the script of the candidate who wrote: (i) to choose teaching and learning materials, (ii) to know historical background of the particular area.

The candidates in the last category which contained least candidates, (4.8%) who scored 5.5 marks and below, some of them gave responses

that did not reflect anything related to the task of the question. They mentioned responses based on the factors that need to be considered before student teachers are deployed to schools for BTP like: (i) *availability of accommodation*, (ii) *availability of school*, (iii) *availability of transport*, (iv) *availability of funds*. Extract 13.2 provides another example.

13	<p>Block teaching practice is the process whereby a future teacher who is still studying do an exercise of teaching in a certain school this can be for one month or two month. The students should be prepare before going for the block teaching for the following reasons:</p> <p><i>Availability of a school</i> to conduct a block teaching practice, should know where should do the exercise of teaching through this a student-teacher can be able to know which place she or he should go for teaching.</p> <p><i>Availability of accommodation</i>, but also before going for block teaching practice, should know the accommodation of the school is it available so that can be able to teach effectively the good environment help to get the required accommodation.</p> <p><i>Availability of funds</i>, that can support to get basic needs such as food, clothes and shelter due to the availability of funds a student-teacher can be able to be prepared for the block teaching practice because without funds a student-teacher can not prepared for block teaching.</p> <p><i>Availability of transport</i>, but also should consider if the transport is available to the place where a student-teacher is going to conduct his or her teaching practice because some,</p>
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Extract 13.2 is a sample of response from the script of one candidate who wrote about things to consider before allocating student teachers for BTP instead of giving the reasons why student teachers should be prepared before going for BTP.

2.14 Question 14: Teaching and Learning

In this question, candidates were required to justify the statement: “a teacher who is able to employ varieties of teaching methods and strategies and controlling classroom behaviour including the use of teaching and learning resources is regarded as an effective teacher”. The question was answered by 63.8% candidates. The general performance was average as shown in Figure 14.

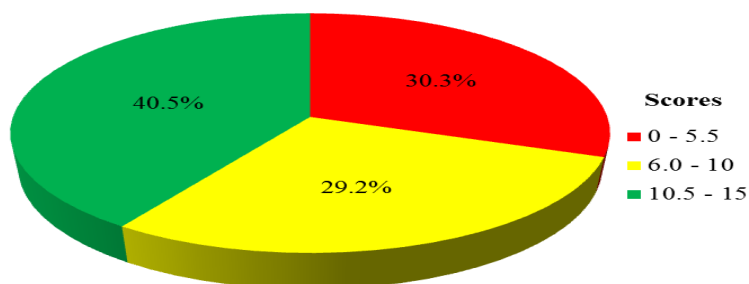


Figure 14: Distribution of candidates' scores in question 14

Analysis of candidates' responses shows that most of the 40.5% of candidates whose scores were from 10.5 to 15 marks were able to justify the given statement. Some of the given responses included: (i) *brings about the intended learning outcomes*, (ii) *determines the quality of learning to his/her students*, (iii) *provides motivation and being a role model to his/her students*, (iv) *knows how human being learn and how to create environment that facilitate learning*, (v) *demonstrates personality that fosters students learning*. Others gave good elaboration on issues of pedagogical skills, personality in language use and use of appropriate tactics of motivation. Extract 14.1 presents a sample of a good response.

14.	<p>An effective teacher is the one who follows all teacher code of conducts and all qualification and professionalism. The following are the arguments which support or justify the statement.</p> <p>Should be competent. A good and an effective teacher should be competent and well mastered of the subject content so as to deliver good content to his or her student. And ensure proper use of teaching and learning aids.</p> <p>Self commitment. Also an effective teacher should be committed so as to make sure that he or she follow all regulations and rules of being a good teacher. And also should have ability to do thing and plan for the specific time or night time and place.</p> <p>Ability to identify individual performance abilities. A good teacher should know or understand the difference abilities of his or her student so that to make sure that he or she supports those with low performance after knowing their capability difference.</p> <p>Should have good personality. A good and effective teacher should have good personality that can make him or her to be an example in the class, school and also in the society so that he or she can be socially accepted.</p>
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Extract 14.1: A sample of a response from the script of one of the candidates who managed to state features of an effective teacher correctly.

On the side of the 29.2 per cent of candidates who got average scores from 6 to 10 marks, some of them gave mixed (correct and incorrect) points while others wrote partial responses that subsequently attracted low scores.

The last group of candidates involves one third (30.3%) of candidates who obtained scores below 6 marks. According to the observation from analysed scripts, their low performance was due to various reasons including failure to locate the demand of the question. An example is from the answer of one candidate who gave advantages of teaching and learning resources instead of justifying how the given attributes of the effective teacher are true. Some of such irrelevant responses were: (i)...nature of content or subject, (ii) physical environment (iii) age of the learners, (iv) availability of resources, (v) objective of the lesson, (vi) class or group size. A response like this shows that the candidate was unaware that those points reflect things to consider on making choices of the teaching and learning resources but not attributes of an effective teacher. Other similar irrelevant responses are shown in Extract 14.2.

14.	<p>Teaching and learning resources; this are tools or aids which are used in teaching and learning process to promote understanding to the learner. Effective teacher is the teacher who is competent enough in teaching and learning process where by follows all things to consider in teaching and learning process including the use of Teaching and learning resources. The following are the importances of using teaching and learning resources in teaching process:-</p> <p>It promote active participation; through the use of teaching and learning resources or aids the learner can be active in learning since they can use their sense organ to observe and interpret different concepts according to the topic and the aid or resource prepared.</p> <p>It discourage rote learning; is the kind of learning without connecting the previous learning; the teacher who use teaching and learning resources can be able to connect the learning with the previous learning so as to promote understanding among learners.</p> <p>It saves time; The use of teaching and learning resources promote the time saver since the teacher cannot spend much time explaining the different ideas according to the topic taught but the learner can study themselves because the teaching aid is being clearly seen and reflects the learning outcome.</p>
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Extract 14.2: An example of a response from the candidate who wrote advantages of teaching and learning resources instead of describing the features of an effective teacher.

2.15 Question 15: Planning for Teaching

The question required the candidates to give reasons for a teacher to prepare a scheme of work. The question was opted for by 95.7% candidates. The performance is summarized in Figure 15.

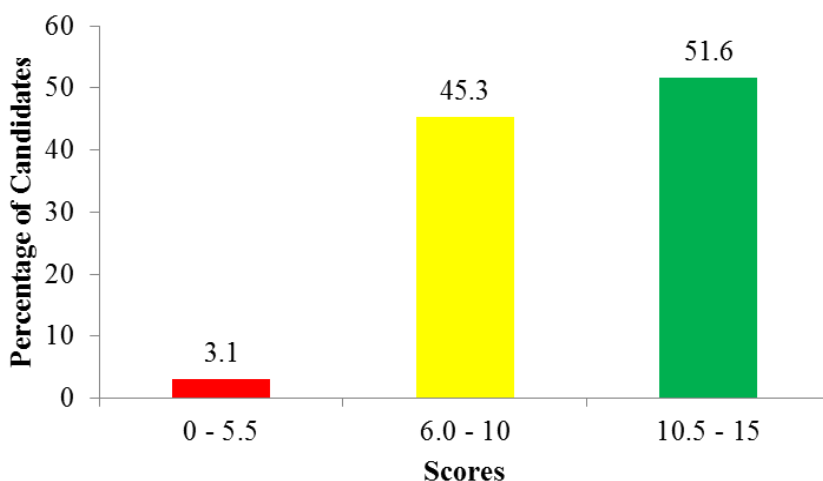


Figure 15: Distribution of candidates' score question 15

The analysis of candidates' answers revealed that the 51.6% candidates whose scores ranged from 10.5 and 15 marks were able to argue for the reasons why a teacher should prepare a scheme of work for implementation of the subject syllabus. The candidates who responded correctly gave such points as: *(i) makes teaching systematic, (ii) devices different methods of allocate time for teaching each section, (iii) new teacher can teach a particular subject in absence of the subject teacher.* Extract 15.1 demonstrates an example of similar responses.

15.	<p>Scheme of work is the plan prepared by the subject teacher on how to teach his or her subject in a week, month, a term or a year. The following are reasons for preparing a scheme of work.</p> <p>To teach the certain subject systematically from the simple topic to the complex one. By using the scheme of work the teacher follow the systematic arrangement of the topic so it implement the subject syllabus.</p> <p>To reach the specific objectives of the subject syllabus and to set the goals. The teacher should attain the objectives in the syllabus.</p> <p>To prepare good teaching and learning methods to be used in the classroom. The teacher should use the scheme of work to prepare teaching and learning methods as it is assigned in the subject syllabus.</p> <p>To prepare teaching and learning aids to be used in the classroom during teaching and learning process. This also implement the subject syllabus because the subject shows the aids to be used in teaching and learning process.</p> <p>It used for evaluation and teachers' assesment. The scheme of work used to assess the progress of the teacher and to asse evaluate and assess the students progress.</p> <p>Generally, the scheme of work is very important to teacher because help the teacher to prepare teaching and learning aids and to use different methods in teaching which suggested in the subject syllabus also help the teacher to prepare a lesson plan.</p>
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Extract 15.1 A response from the script of one candidate who explained correctly the importance of a scheme of work to a teacher, despite slight mistakes in English language.

Another category of candidates involved a group of candidates who scored averagely with scores ranging from 6 to 10 marks. They gave responses which were either not much clear or the ones that were incomplete (partial argument). Some examples of such responses include: *it help to plan in teaching process, it help to regulate speed in*

teaching, it evaluate effectiveness of the teacher. Based on the presented responses, it appears that those candidates had moderate knowledge on what was asked, and they lacked techniques of answering questions that could enable them link their answers so as to meet the question requirements.

On the last category, it was established that the 3.1% candidates who got scored from 0 to 5.5 marks had weaknesses in identifying the requirements of the question. As a result, some of them gave responses that did not relate to the requirements of the question. Other reasons included limited knowledge on the concept and low competence in English Language. One of the responses from the candidate who misunderstood the question was: (i) firstly, the syllabus can directly the scheme of work about the specific objective, (ii) Secondly, the syllabus directs the teacher on the on the concept that can be obtained to the learner according to level (iii) thirdly the syllabus show the time taken to of the specific topic (iv) directs about activities. (v) shows teaching aids....Such a candidate was not aware that those were the features of the syllabus, and not the reasons why a scheme of work is prepared. A similar response was given by a candidate who wrote: (i) syllabus directly the teacher the method of teaching, (ii) subject syllabus shows the learning goals or learning outcome, (iii) syllabus show the teaching and learning activities. Extract 15.2 provides another example of incorrect responses.

15	Scheme of work is the act of planned
	prepare by the teacher which show the topic
	and subtopic to be covered in specific year
	and month. Syllabus is the reference book which
	used to prepare a scheme of work. The syllabus
	Each subject has it's own syllabus. The impleme
	ntation of the subject's syllabus are used in
	preparation of scheme of work. By the
	following reason is

	Subject syllabus contain the important information which are most useful in Teaching and learning process. The important information which are found in syllabus are competence, objective, month work and reference. Another reason is
	Syllabus directly the teacher the method of teaching. Through syllabus teacher can be able to choose the methodology which is be suitable to his/her learner. Another reason is
	Subject syllabus show the learning goals or learning outcome. Through syllabus teacher can be able to identify at the end of the topic what the purpose the student should seek to attain or at the end of the topic what need achievement must required for a student.

Extract 15.2: A sample of a response from the script of one of the candidates who described the importance of the syllabus instead of giving reasons why a teacher should prepare a scheme of work.

2.16 Question 16: Teaching and Learning Materials

In this question, the candidates were required to analyse ways by which teachers and learners could maintain and take care of instructional resources in school settings. The question was selected by less than one fourth (24.6%) of the candidates. The distribution of scores is as indicated in Figure 16.

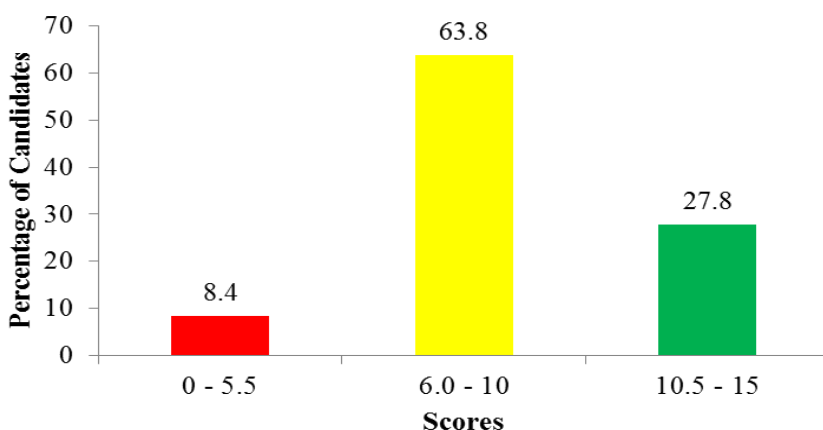


Figure 16: Distribution of candidates' performance in question 16

Figure 16 shows that the performance was good since about two thirds (63.8%) of the candidates who attempted the question got scores from 6

to 10 marks, and (27.8%) got higher scores ranging from 10.5 to 14 marks. None got all marks. Meanwhile, only 8.4% got marks below 6 including 0.3% who got zero.

The analysis of the candidates' responses revealed that those who scored from 10.5 and 14 marks were able to analyse ways by which instructional resources in school settings could be maintained and taken care of. Some of such correct responses were: (i) *electronic equipment should be kept in bags to protect them from dust*, (ii) *simple machine to be oiled all the time to protect them from rusting* (iii) *....cleaning them before storing*. Other similar responses were: (i) *teaching and learning resources should not be exposed to the sun and* (ii) *spray plant and animal materials with chemical to prevent them from pests*. Those correct responses provided by the candidates show that they had good content mastery about the question asked.

In the second group of candidates (63.8%) who achieved average scores from 6 to 10 marks some of them gave right responses in some aspects. Others failed to make their points clear. This might have been due to lack of techniques in answering questions and poor proficiency in English language vocabularies. Some of their responses included: (i) *skill of maintenance and care*, (ii) *instructional should be provided or strict law should be enacted*, (iii) *students and teachers should improvising instructional resources*.

Further analysis of the candidates' responses showed that for the 8.4% of the candidates who attained poor scores from 0 - 5.5 marks, some of them wrote irrelevant answers due to failure to understand the demands of the question. They gave responses like (i) *....text book, syllabus*, (ii) *supplementary material*, (iii) *teaching aids*, (iv) *population growth of the people*. In this category, some candidates showed to have limited knowledge on the concept asked while others got zero because they left the question unanswered. Extract 16.2 illustrates an example of incorrect responses.

16	<p>Syllabus, This is the books which have contain all the main topic, subtopic and teaching aids. It support the teacher to prepared the Scheme of work without Syllabus does not make the preparation of the Scheme of work which have support to teaching and learning.</p> <p>Supplementary material This is the printed material which have support to teacher to make the notes for teaching example of supplementary material which are book, New paper all have increase the knowledge to the people.</p> <p>Teaching aids This is the tools which used for teaching in the classroom have support to simplifying the learning and the students have understood well the lesson when have makes the diagrams of teaching it cause the students to remember.</p>
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Extract 14.2 A response from the candidate who failed to analyse ways by which teachers and learners could maintain and take care of instructional resources in the school setting

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the statistics of different topics shows that the candidates performed well in all the topics. The performance in the topic *Teaching Practice* was the highest (95.2 %), followed by *Planning for Teaching* (92.2 %), *Teaching and Learning* (88.4 %), and *Teaching and Learning Materials* (85.5%). The last two were *Curriculum Theory* and *Curriculum Development* whose percentages were and 74.1 and 73.7 respectively.

4.0 CONCLUSION

The report was about the analysis of candidates' performance on the subject. It used both statistical data on the candidates' scores and their question responses from their scripts. Based on the data so far analysed, and the sample responses accessed, it was generally observed that the performance was good. Based on the analysis, a good performance was due to candidates' ability to respond to questions from various topics/concepts, implying that they had good mastery of the content asked in the examination.

Despite the general good performance, the challenge of low proficiency in written English was somewhat observed to affect the performance of few candidates as they failed to make clear elaboration of their responses. Their

responses had some flaws due to either grammatical errors or spelling errors or both.

5.0 RECOMMENDATIONS

From the analysis of results in this report, it is recommended that some measures should be taken in order to improve the performance of the prospective candidates in the Curriculum and Teaching subject. The following are recommendations:

- 5.1 Efforts should be made to ensure that candidates master the content as guided in the subject syllabus.
- 5.2 Students should be trained on how well to tackle examination questions. This can be realized by giving them frequent exercises and quizzes. In short, tutors should make thorough supervision coupled with subsequent feedback on student teachers' performance.
- 5.3 Emphasis should be put on the teaching and learning of English language at secondary education level and communication skills at Diploma level, taking into consideration that English language is the language of instruction (LOI) at that level. This is recommended because poor performance in some questions was caused by poor mastery of English,
- 5.4 Tutors should continue to guide students in improving reading and writing skills. Having improved in those skills, the students will be able to answer examination questions competently.

APPENDIX

SUMMARY OF THE ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

S/N	Topic	Question Number	The % of Candidates who Scored 40 Per cent or Above	Average performance (%)	Remarks
1	Teaching Practice	13	95.2	95.2	Good
2	Planning for Teaching	6	93.7	92.1	Good
		7	85.7		
		15	96.9		
3	Teaching and Learning	2	98.6	88.4	Good
		5	97.0		
		14	69.7		
4	Teaching and Learning Materials	3	93.0	85.5	Good
		4	72.0		
		16	91.6		
5	Curriculum Theory	1	70.9	74.1	Good
		8	95.7		
		9	97.2		
		10	32.5		
6	Curriculum Development	11	78.4	73.7	Good
		12	69.0		

