



**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
THE NATIONAL EXAMINATION COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION  
(DSEE) 2020**

**764 CURRICULUM AND TEACHING**



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## **FOREWORD**

The National Examinations Council of Tanzania (NECTA) has a great pleasure to issue the report on the analysis of candidates' responses for the Diploma in Secondary Education Examination (DSEE) 2020. The 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 student-teachers in their two years of Diploma education programme. This report provides 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 performance of the candidates. For those who scored high marks, these factors included knowledge on various concepts of the subject, competence in expressing ideas clearly and the use of English language effectively. For those who demonstrated poor performance, their responses were affected by low proficiency in using English language in responding to questions and poor mastery of the subject content.

The National Examination council is of the view 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 Examination council 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 for the Curriculum and Teaching subject assesses the candidates' competences on how to apply curriculum theories to classroom situation. It assesses competences 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' responses in the curriculum and teaching examination that was conducted in 2020. Basically, the report presents statistics and descriptions concerning the performance of the candidates per question and by topics. The number of candidates who sat for this examination was 2,793. The overall performance of the candidates in year 2020 was slightly higher than 2019 by an increase of 0.3%. The general performance of the candidates is summarized in Table 1.

Year	Candidates		%	Grades				
	Sat	Passed		Number of Candidates				
				A	B	C	D	F
2019	7,269	7,244	99.66	84	1,906	4,623	631	25
2020	2,793	2,792	99.96	4	682	1,946	160	1

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 each. Section B had six questions and the candidates were required to answer only four question. The weight of each question in this section was 15 marks.

Throughout this report, the candidates' performance is categorized as *good*, *average* and *poor*. The performance in Section A which had the maximum of four marks in each question is considered to be good if the candidates' score is from 3 to 4 marks, 2 to 2.5 marks is average and 0 to 1.5 is deemed as weak performance. In Section B, good performance ranges from 10.5 to 15 marks, while from 6 to 10 marks is average and from 0 to 5.5 is weak performance. This performance grouping is based on the following percentage ranges: 70 – 100 = Good, 40 – 69 = Average and 0 – 39 = weak. These codes have been used to represent performance in graph, charts, and

tables whereby green represents good, yellow average and red indicates weak performance.

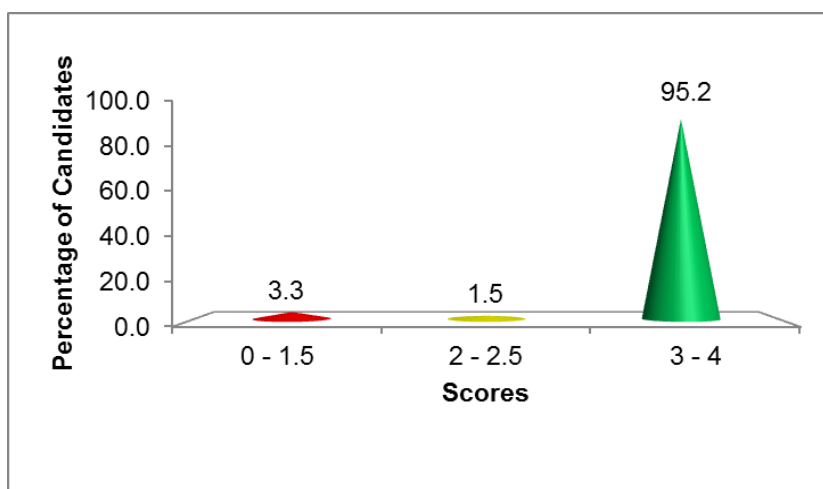
## 2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 SECTION A: OBJECTIVE TYPE OF QUESTIONS

This section had total weight of (10) questions of which the candidates were required to answer all. Each question carries four (4) marks making a total of forty (40) marks.

#### 2.1.1 Question 1: Teaching and Learning

The question required the candidates to enumerate things that should be considered by a teacher when using teaching and learning resources during the teaching and learning processes. Analysis of the question indicated that 2,659 (95.2%) candidates scored from 3 to 4 marks, 42 (1.5%) candidates scored from 2 to 2.5 and 92 (3.3%) candidates scored from 0 to 1.5 marks. Figure 1 indicates that the general performance in this question was good because 97 percent of candidates scores 40 percent and above as shown in Figure 1.



**Figure 1:** *The candidates' performance in question 1.*

Analysis of responses showed that 2,659 (95.2%) candidates who' scored from 3 to 4 marks were able to enumerate things that should be considered by a teacher when using teaching and learning resources during the teaching and

learning processes. This indicates that the candidate had mastery of content and understanding on the concept used in teaching and learning process. Some of the relevant answers presented by candidates are shown in Extract 1.1

1:	(i) A teacher should consider the age and the level of learners, as they can adapt with the teaching aid or resources.
	(ii) The relevance of the materials or resources with the subject matter.
	(iii) Avoid displaying the teaching resources for a long time.
	(iv) The nature of the subject matter.

Extract 1.1: A sample of a good response in question 1.

On other hand, 42 (1.5%) candidates who scored from 2 to 2.5 marks responded by writing both relevant and irrelevant answers. Examples of these responses are from a candidate who wrote: *the syllabus, the objective of the lesson* and relevant responses were: *the level ability of the learner, the availability of resource to the learner*. Based on these responses, it appears that candidates had partial knowledge of what the question required.

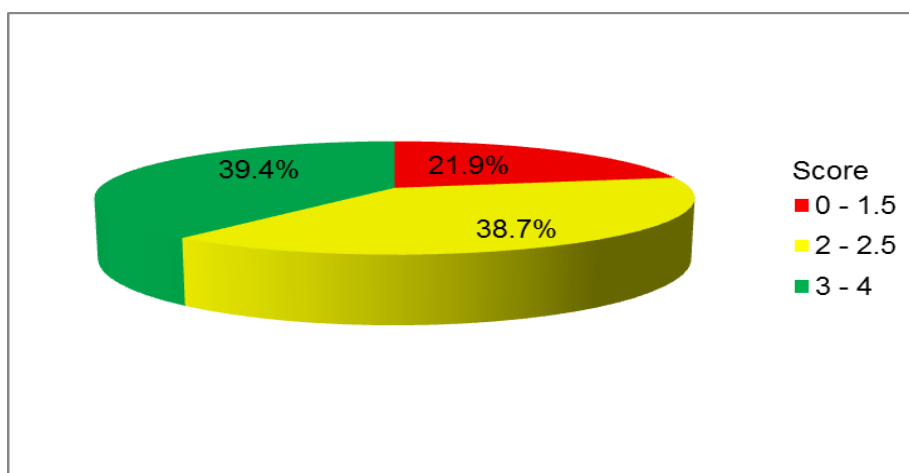
It was also observed that, 92 (3.3%) candidates who scored from 0 to 1.5 marks failed to make proper elaboration on the things that should be considered by a teacher when using teaching and learning resources. For instance, one candidate provided responses like: *good communication between teacher and student, the teacher should be confidence, to emphasis students to pay attention. Such a candidate was not aware that those were the advantages of using teaching and learning resources and not the things to put into consideration*. Extract 1.2 is an example of poor responses from one of the candidate.

i.	Active participation between the teacher and learners
ii	Teacher should provide feedback to the learner
iii	Teacher should present subject matter in logical sequence
iv	Teacher should use teaching Aid to present subject matter

Extract 1.2: A sample of irrelevant responses in question 1.

### 2.1.2 Question 2: Teaching and Learning

The question required the candidates to describe the terms; (a) teaching methods, (b) teaching technique, (c) teaching approaches and (d) teaching strategies. Analysis of the statistics indicated that 1,108 (39.4%) candidates had scores from 3 to 4 marks, 1,091 (38.7%) candidates scored from 2 to 2.5 marks and 616 (21.9%) candidates scored from 0 to 1.5 marks. Generally the performance in this question was good because many candidates (78.1%) scored from 2 to 4 as shown in Figure 2.



**Figure 2:** The candidates' performance in question 2.

The analysis of the candidates' responses revealed that 39.9 % of candidates who scored from 3 to 4 marks were able to provided correct definition of the terms. The responses it showed that the candidates mastered well the content tested. Extract 2.1 is an example of good responses from one of the candidates.

2. a) Teaching methods
- Is the systematic approach, means or ways adopted by teachers in order to present the lesson at the prepared class area. Example: participatory and non-participatory.
b) Teaching techniques.
- Is the device or plan adopted by the teachers to present the lesson.
c) Teaching approaches
- Is the means of teaching, planning and presenting the lesson to learners that can be teacher-centred approach or learner-centred approach.
d) Teaching strategies
- Is the comprehensive plan in all preparing lesson in or out the classroom use. Example, planning, selection of the content, selection of objectives and evaluating or assessment.

Extract 2.1: A sample of correct responses in question 2.

The responses in Extract 2.1 are correct amid some few grammatical errors.

Moreover, the analysis showed that, 38.7% candidates who scored from 2 to 2.5 marks were able to describe some terms correctly while missing others. An example of such answers is from the candidate who wrote: *teaching methods refers to the techniques and strategies of transferring the content from the teacher to the learners, teaching approaches is the way that a teacher use to convince a student to understand the lesson in the class and teaching strategies is the techniques which teachers apply in transferring knowledge to students.* These responses are both partially correct and not well presented.

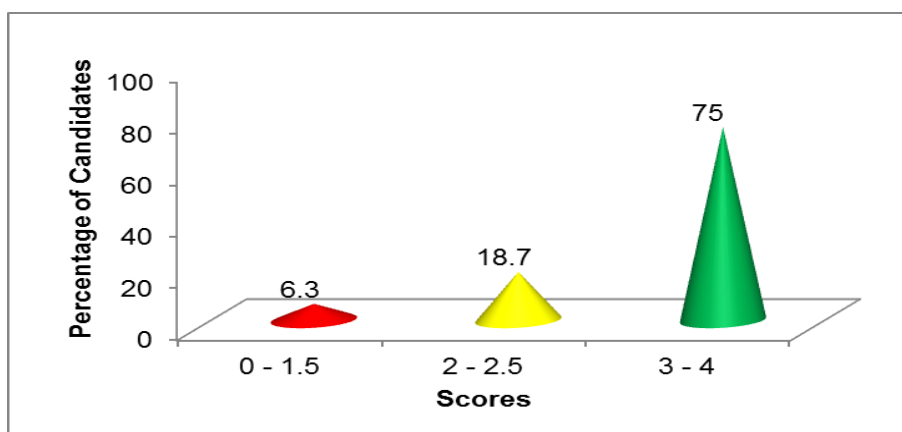
Further analysis indicated that the 21.9 % candidates who scored poorly from 0 to 1.5 described the concepts wrongly by giving irrelevant responses. Example of the responses drawn from one candidate were (a) *teaching methods is the styles used by the teacher during teaching process to ensure maximum understood* (b) *teaching techniques are tactics of teaching used by the teacher in teaching process* (c) *teaching strategy is the way of using different materials and teaching aids in the whole class*. This indicates that candidates lacked sufficient knowledge on the terms asked. Extract 2.2 is given as an example of such poor responses.

2.	a) Teaching method is the process of doing something Example Writing	
	b) Teaching Techniques is the device or plan of doing something for the purpose of accomplishing the certain goal	
	c) Teaching strategies is the device or plan adopted in the doing something Example the teacher in the class can decided to adopt the certain method to reach to their expected objective	

Extract 2.2: A sample of irrelevant responses in question 2.

### 2.1.3 Question 3: Teaching and Learning

The question required the candidates to elaborate two advantages and two disadvantages of a learner-centred approach during the teaching process. A total of 2,109 (75%) candidates scored from 3 to 4 marks, 526 (18.7%) candidates scored from 2 to 2.5 marks and 177 (6.3%) candidates scored from 0 to 1.5 marks. The general performance of candidates in this question was good since most of the candidates (93.7%) scored from 2 to 4 marks as shown in figure 3.



**Figure 3:** The candidates' performance in question 3.

Analysis of candidates' responses indicated that, the 75 percent of candidates who answered the question correctly were able to elaborate advantages and disadvantages of learner-centered approach. These responses imply that the candidates had sufficient knowledge and skills assessed. Extract 3.1 is an example of correct responses from one of the candidates.

Q3	Advantages of learner-centred approach:
	(i) It develop long term memory (Facilitate retention) due to involving actively of learner during teaching and learning.
	(ii) It enhance learning by doing where learner are involved in each stage of learning like in project work, group work.
	Disadvantages of learner centred approach:
	(i) It may consume a lot of time to cover small content area if it is not well organized
	(ii) It may lead to concept interference due high involvement of student in finding a solution.

Extract 3.1: A sample of good responses in question 3.

On the other hand, a total of 526 (18.7%) candidates who had an average performance were able to explain gave some of the points correctly. For example, in explaining points for advantages one candidate wrote: *to give knowledge to the students, to make students identify different sources of materials*. Some of incorrect points for disadvantages, given by the same candidate were: *it is costs, it consumes time when is established*.



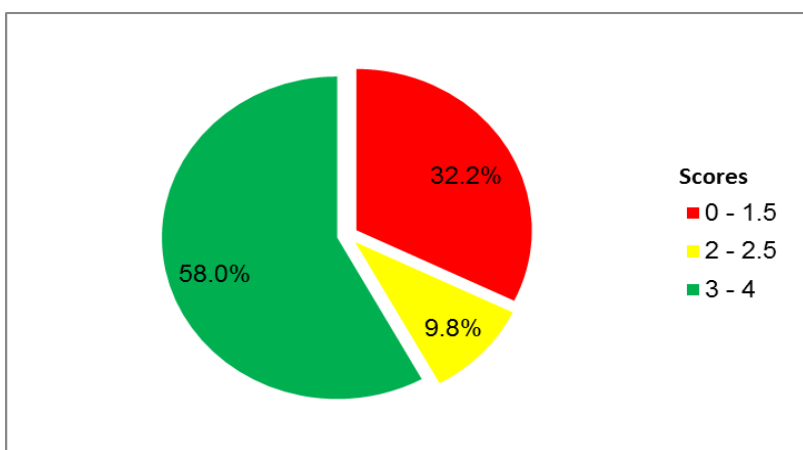
Further, the analysis showed that, 6.3 candidates who scored poorly gave irrelevant answers regarding advantages of learner centered approach such as; *uses short period of time approaching learning activities, involves all of learners with different ideals and news.* The irrelevant points on the disadvantages were: *it increase ability knowledge and skills and it consists more cramming of the information.* Such responses from the candidates indicated an insufficient knowledge on the subject matter. Extract 3.2 presents a sample of incorrect response.

3	Advantage of learner-centered approach .
✓	There is no shortage of resources .
✓	Good electricity supply and infrastructure .
	Disadvantage of learner-centred approach .
✓	Noise pollution because it located in town .
✓	High populations so it is expensive to get basic needs .

Extract 3.2: A sample of incorrect responses in question 3.

#### 2.1.4 Question 4: Curriculum Theory

The question required the candidates to explain characteristics of mandated curriculum. The analysis of the candidates performance indicated that 1,6310 (58%) candidates scored from 3 to 4 marks, 276(9.8%) candidates scored from 2 to 2.5 marks and 905 (32.2%) candidates scored from 0 to 1.5 marks. These data are shown in Figure 4. The analysis is clearly depicted in Figure 4.



**Figure 4:** The candidates' performance in question 4.

Analysis of the candidates' responses showed that, 58.0 % candidates who scored higher marks were able to give relevant responses, suggesting that they had adequate knowledge of the characteristics of mandated curriculum. The sample of relevant responses from one candidate is shown in Extract 4.1.

4	Four characteristics of mandated curriculum are as follows;
a.	It is characterized by having a prescribed content. It shows what the learners should learn.
b.	It is characterized by prescribed and organized syllabus. This acts a guidelines in facilitating teaching and learning process.
c.	It is characterized by determined time schedule. It takes place at an interval time.
d.	It takes place in a defined and structured formal institution such as college.

Extract 4.1: A sample of a correct response in question 4.

On the other hand, 9.8% of the candidates who scored from 2 to 2.5 marks failed to write correct responses as one of them wrote: *it characterized for assessing students*. This candidate and others with similar short responses lacked competence on the concept assessed and question and also had poor command of English language.

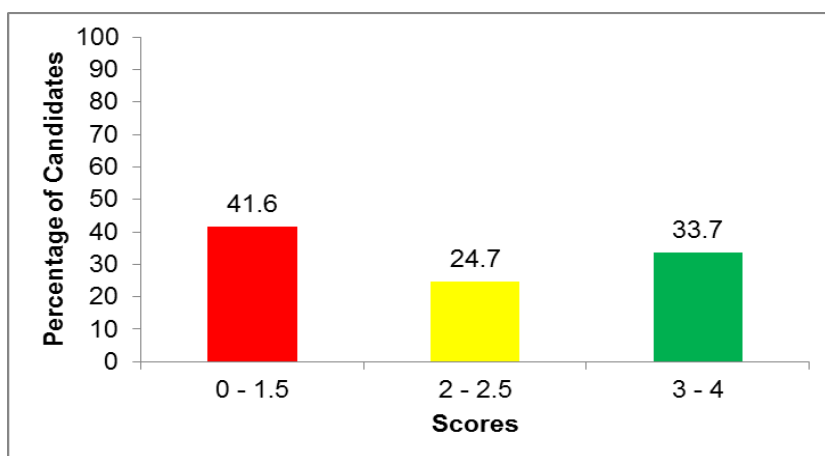
Further analysis showed that some of the 32.2% who were unable to give correct responses did not understand the demand of the question. Consequently, one candidate responded by writing: *it is dynamic, it is adoptive, its endless process, used for creativity*. Such candidate was not aware that those are the characteristics of informal curriculum; hence the responses were quite incorrect. A similar incorrect response is shown in Extract 4.2.

4.	It takes place outside the classroom; Mandated curriculum can take place outside the classroom these include other extra curriculum activity
	No award of certificate for completion of Mandated Curriculum has no award of certificate after the completion of course
	No specific syllabus of Mandated Curriculum has no specific syllabus
	It can be conducted at anytime & Mandated Curriculum can be conducted at anytime not like formal Curriculum

Extract 4.2: A sample of incorrect responses in question 4.

### 2.1.5 Question 5: Planning for Teaching

The question required the candidates to explain four ways of introducing a lesson. The analysis of the data indicates that, 950 (33.7%) candidates scored from 3 to 4 marks, 695 (24.7%) candidates scored from 2 to 2.5 marks and 1170 (41.6%) candidates scored from 0 to 1.5 marks. Generally the candidates' performance in this question was good because the majority passed it as shown in Figure 5.



**Figure 5:** The candidates' performance in question 5.

The analysis of candidates' responses showed that of the 41.6 % candidates whose scores ranged from 0 to 1.5 marks had limited knowledge of the concept tested and others failed to understand the demand of the question. Consequently, they gave responses that were not related to the concept of planning for teaching. For example, one candidate provided answers like *salutation, introduction, introduce sub topic, summary*. This candidate was not aware that the question was about the activities during the introduction of the lesson, not what to be introduced. Another candidate wrote incorrect responses as shown in Extract 5.1.

5	Ways of Introducing a lesson are follows below
(i)	Field trip, field trip is one among the way that can be used to introduce a lesson, students can be allowed to spend time outside the school to look on the areas / environment that related to their topic example visiting at mountain Kilimanjaro to look on deposition process
(ii)	Case studies, Also this is one among the way of introducing a lesson where by a teacher choose a certain region to introduce a certain topic example in agriculture, a teacher can choose Ruwama, to represent the other regions in Tanzania that cultivate maize at large scale.
(iii)	Role play, Also this is a way that a teacher can be used to introduce a lesson, a teacher can use role play before going to teach Drama, poems, so it simplifies teaching process.

	(iv) Group discussion, Also this can be a way in introducing a lesson
	a teacher tends to group his/her students and give them some hints
	to be discussed, at a lesson it simplifies understanding because

Extract 5.1: A sample incorrect response in question 5.

In extract 5.1, the candidate gave the responses in the context of methods of teaching.

On the other hand, the analysis showed that the 33.7 % of the candidates who got high scores were able to explain the ways of introducing a lesson. Some of the responses from such candidates are shown in Extract 5.2.

5	I. A lesson may be introduced by introducing a thing with is related with the lesson to be taught
	II. A lesson may be introduced by Asking different questions concerning the topic so that to see their prior knowledge
	III. A lesson may be introduced by Telling them a story concerning the topic to be taught
	IV. A lesson may be introduced by asking them to explain what they know about the topic what is going to be teaching.

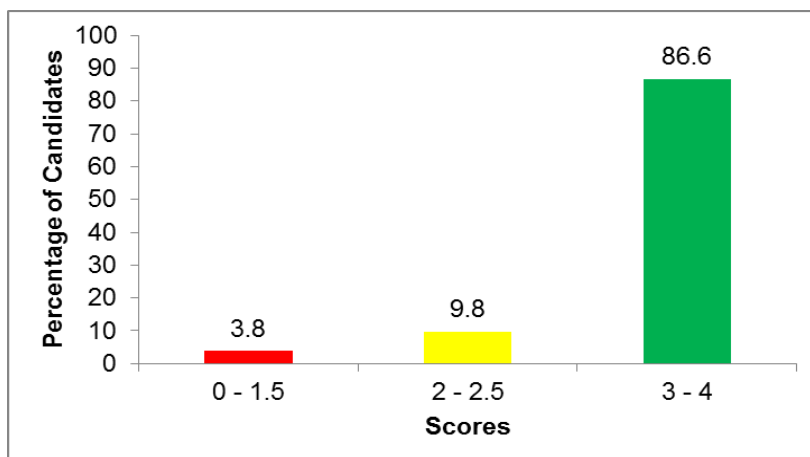
Extract 5.2: A sample of correct response in question 5.

Further analysis of candidate responses indicated that 24.7% of the candidates who scored from 2 to 2.5 marks gave partial or incomplete responses. An example of such responses from one candidate who provided incorrect response: *through brain storming and through question and the answers.*

### 2.1.6 Question 6: Curriculum Theory

The question required the candidates to give two differences between formal curriculum and hidden curriculum. Analysis of the data indicates that, 2,435

(86.6%) candidates scored from 3 to 4 marks, 276 (9.8%) candidates scored from 2 to 2.5 marks and 104 (3.8%) candidates scored from 0 to 1.5 marks. This implies an overall general performance of 96.4 %. Figure 6 gives a summary of the candidates' performance in this question.



**Figure 6:** The candidates' performance in question 6.

Analysis of the candidates' responses showed that 86.6% of the candidates who scored from 3 to 4 marks showed the differences between formal and hidden curriculum correctly. One of the correct responses provide by one candidates is depicted in Extract 6.1.

6. Differences of Formal curriculum and hidden curriculum.
1) Formal curriculum is the mandate curriculum which used in school and colleges in systematic manner while hidden curriculum is the kind of curriculum in which student implicitly learned through observation and imitate.
2) Formal curriculum used syllabus in order to implement while hidden curriculum use observational experience in order to implement for example dressing style, free time activities like sport and games.

Extract 6.1: A sample of correct responses of question 6.

Moreover, it was also observed that 9.8% of the candidates who scored from 2 to 2.5 marks gave partial answers, including giving fewer points than requirement of the question.

Further analysis indicated that those 104 (3.8%) candidates who performed poorly demonstrated inadequate knowledge of the subject matter, giving incorrect responses. Extract 6.2 provides an example of the irrelevant responses.

6.	formal curriculum	Hidden curriculum
i)	It well structured and arrangement.	i) It can not well structured and arrangement
ii)	Can not practical oriented and not flexibility.	ii) It is practical oriented and flexibility

Extract 6.2: A sample of incorrect response in question 6.

### 2.1.7 Question 7: Curriculum Theory

The question required the candidates to elaborate four reasons for having curriculum in Tanzania. Analysis of the candidates' performance indicated that 2,427 (86.3%) candidates scored from 3 to 4 marks, 253 (9.0%) candidates scored from 2 to 2.5 marks and 132 (4.7%) candidates scored from 0 to 1.5 marks. The candidates' performance in this question was good because the majority of the candidates (95.3%) scored from 2 to 4. The performance of the candidates is summarized in Figure 7.

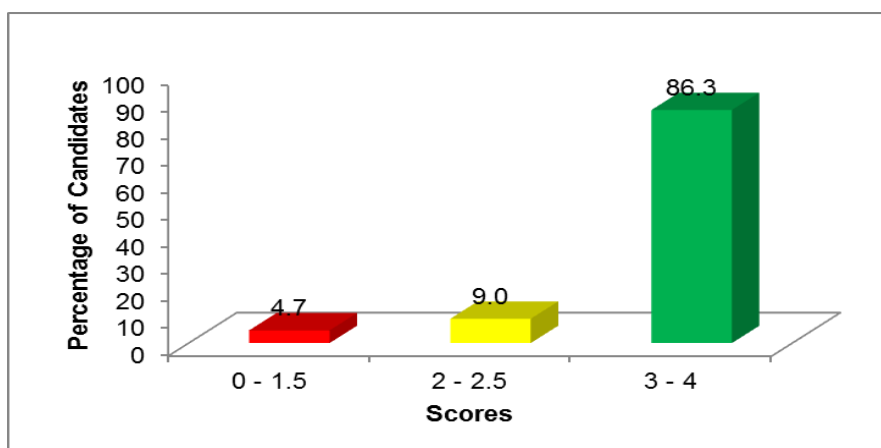


Figure 7: The candidates' performance in question 7.

Analysis of candidates' responses showed that the 86.3 per cent of scored who scored from 3 to 4 marks had adequate knowledge on the reasons of having curriculum in Tanzania. This knowledge enabled them to provided correct responses. Extract 7.1 is shown as an example.

7.	(i) It helps to have the same structure of teaching and learning. - Through Curriculum all student in Tanzania learnt the same content to their subject matter.
	(ii) It determined the education which to taught and learnt in our Country. - The Curriculum are one of the learning materials which determined the education to provided to the learner or students.
	(iii) It determined the type of Certificate which can be awarded to the certain group. - The curriculum determined the types of Certificate which can be brought to a certain group students or learners after the course completed.
	(iv) It is major component which used to inheritance culture, knowledge and skills in our society. - The Curriculum is one of the major component in education which shows that can be done inside and outside of the school and in the society.

Extract 7.1: A sample of a correct response in question 7.

The content of the extract is correct, though there are slight grammatical errors.

Further analysis indicated that, 90 % of the candidates who showed moderate performance provided few correct points. Example of these responses includes: *determining learning difficulties, to make evaluation about learning and to promote certificate*. The candidate showed misconception between the roles of curriculum and that of assessment.

On the other hand the analysis showed that, of the 132 (4.7%) of the candidates who scored low marks did not understand the requirement of the question as one of them gave the responses referring to advantages of having a lesson plan. Such a candidate wrote: *it gives confidence to the teachers that are sure of what they teach, it enable the students and teachers in*



cooperation during teaching and learning and guide teacher. Another example of incorrect responses is given in Extract 7.2.

7.	is science and technology, due to science and technology they have curriculum.
	is/ Change of political through changed of political ideology need antiseptic curriculum.
	is/ Research result, due to research result was and changing curriculum
	is/ Social Issues, According to social issues was learning the curriculum

Extract 7.2: A sample incorrect response in question 7.

In this response, the candidate wrote about the sources or reasons for curriculum change instead of explaining the importance of curriculum.

### 2.1.8 Question 8: Teaching and Learning

The question required the candidates to explain four merits of using team teaching during lesson presentation. Analysis of the candidates' performance indicated that 2,458 (87.4%) candidates scored from 3 to 4 marks, 256 (9.1%) candidates scored from 2 to 2.5 marks and 98 (3.5%) candidates scored from 0 to 1.5 marks. The general performance of candidates in this question was good because 96.5% of the candidates scored from 2 to 4 marks. The statistics are shown in Figure 8.

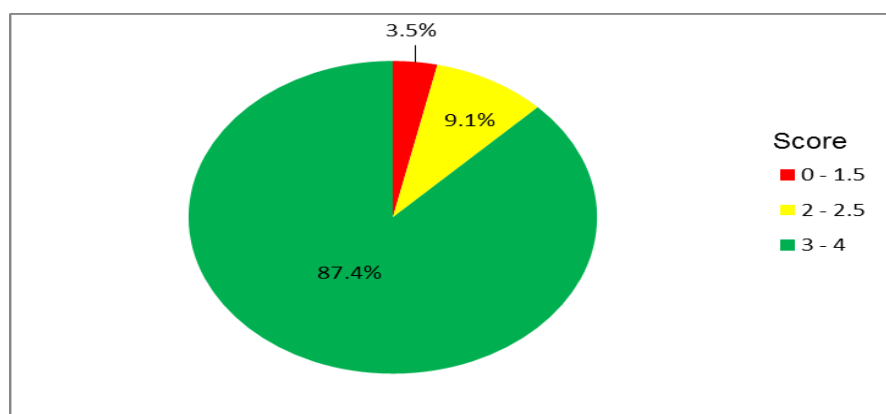


Figure 8: The candidates' performance in question 8.

Analysis of the candidates' responses showed that the 2458 (87.4%) of the candidates who scored from 3 to 4 had adequate knowledge on the content assessed, hence gave relevant responses. An example of such correct responses is given in Extract 8.1.

8.	The following is the merits of using team teaching during lesson presentation.
	(i). It help to increase knowledge.
	(ii). It help to
	- This is due to gain different ideas from the other.
	(iii). It help to increase confidence
	- This is occur for presenter, because have of introducing a lesson to the majority of other.
	(iv). It help to increase cooperation
	- Because in team teaching many teacher will cooperate or join to gether in order to solve different task.
	(v). It help to increase creat creativity.
	- This is due to get new concept from other which can help to creat new thing.

Extract 8.1: A sample of correct response in question 8.

The facts given in the candidate's response are correct amid few grammatical errors.

Moreover, the 256(9.1%) candidates who showed average performance gave partial or unclear responses. For example, one candidate wrote *it led to imparting knowledge to know unknown things is incorrect and helps in transferring information.*

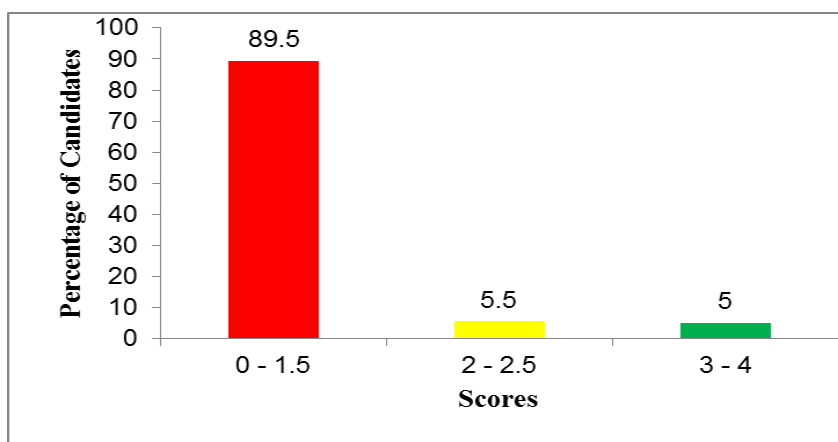
Further analysis indicated that 98 (3.5 per cent candidates who scored low marks showed insufficient knowledge of the subject matter as one of them wrote: *it enhance deep thinking, make presentation more interactive and interesting ,promotes laziness and ability to understand skills.* Another example of incorrect responses is shown in Extract 8.2.

8.	It consume time
	(i) Poor organisation of Content
	(ii) It encourage laziness
	(iii) Inability to understand knowledge

Extract 8.2: A sample of incorrect response in question 8.

### 2.1.9 Question 9: Teaching and Learning

The question had two parts, (a) and (b). Part (a) required the candidates to clarify the term teaching and (b), to describe three phases of a teaching process. Candidates' performance analysis in this question indicated that, 2,517 (89.5%) of candidates scored from 0 to 1.5 marks, 155 (5.5%) candidates scored from 2 to 2.5 marks and on 141 (5%) candidates scored from 3 to 4 marks. This implies a general poor performance because (89.5 %) scored below 40 percent as shown in Figure 9.



**Figure 9:** The candidates' performances in question 9.

The analysis of candidates' responses indicated that, most of the candidates who scored from scored 0 to 1.5 marks were challenged by the term *teaching* and phrase "phases of a teaching process". For instance, some candidates mentioned the methods of teaching instead of phases of teaching process. Others wrote about *cognitive skills*, *psychomotor skill* and *teaching approach*. Extract 9.1 is an example of candidates' response to the question 9.

Q9.	@ Teaching
	- Is the process of facilitating the learner
	(b) (i) Question and answer
	(ii) Group discussion
	(iii) Brainstorming

Extract 9.1: A sample of an incorrect response in question 9.

On the other hand, 5.5 per cent candidates who scored from 2 to 2.5 marks gave partial or incomplete or responses which lacked clarity. An example of incorrect responses include *before teaching, during teaching and after teaching*.

Further analysis indicated that 5.0 candidates who had higher scores were able to describe the term teaching correctly in part (a). In part (b), they described three phases of a teaching process correctly. This implies that these candidates were competent enough to describe the concept of teaching. Extract 9. 2 is an example of correct responses from one of the candidates.

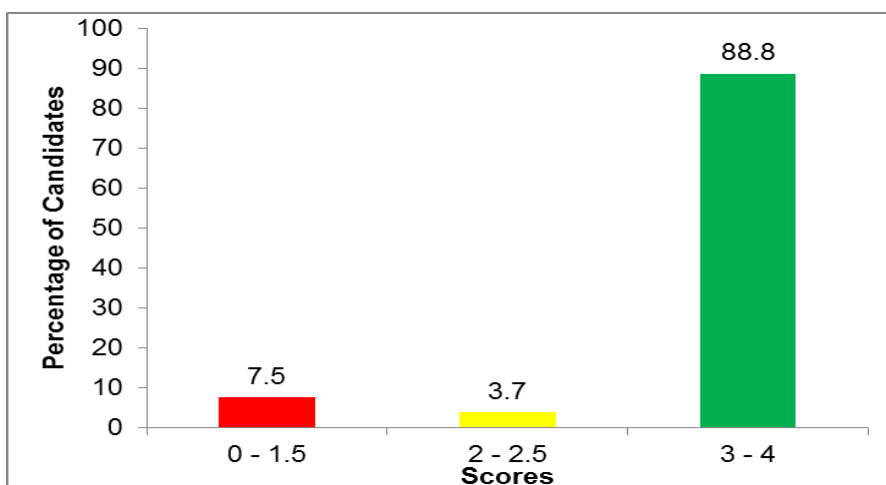
9.	@ Teaching
	Is the process of helping an individual to understand a certain things by giving him or he clarifications.
	(b) Three phases of a "teaching process"
	i/ planning
	A teacher should plan the lesson and teaching methods.
	ii/ Implementing
	After planning then he/she can implement the prepared things about the lesson.
	iii/ Evaluation
	Teacher should evaluate the lesson by assessing the students achievements

Extract 9.2: A sample of a correct response in question 9.

#### 2.1.10 Question 10: Curriculum Materials

The question required the candidate to outline four values of using instructional media during teaching and learning process.

Students' performance analysis indicates that, 2,497 (88.8%) candidates scored from 3 to 4 marks, 104 (3.7%) candidates scored from 2 to 2.5 marks and 211 (7.5%) candidates scored from 0 to 1.5 marks. This suggests the general performance in this question was good. Figure 10 shows the summary of performance data.



**Figure 10:** The candidates' performance in question 10.

Analysis of candidates' responses revealed that 2497 (88.8 %) candidates who scored from 3 to 4 marks were able to give relevant responses, suggesting that they were knowledgeable about the value of instruction media and its application in teaching process. Extract 10.1 is an example of good responses from one of the candidate.

10.	i) It simplify Teaching and Learning Process through the use of Teaching aids.
	ii) It capture the learner's attention during Teaching and Learning process.
	iii) It creates Learners interest in Learning a particular subject during Teaching and Learning process.
	iv) It enhances the understanding of the Learners during teaching and Learning Process.

Extract 10.1: A sample of correct response in question 10.

Also, 104 (3.7 %) candidates who scored from 2 to 2.5 marks, some mentioned few points while others candidates responses did not meet the demand of the question. Examples of such responses were: *the source of confidence to teacher* (correct) and *it raise the students' interests to the lessons is* (incorrect).

Further analysis indicated that, 7.5 per cent candidates who scored from 0 to 1.5 marks, some of them lacked knowledge on the values of instructional media hence manage to write few correct response. Others failed to understand the demand of the question, referring to the characteristics of teaching aid, instead of values of using instructional media. The candidate wrote *it should be in front of the class in order to everyone to see, should be tested by teacher before entering the classroom, should not leave instruction media for long time and should be a large and neat*. Extract 10.2 is another example of irrelevant responses.

10.	i) should be large and seen
	ii) should be relate to the subject matter
	iii) should be relate to the level of the learner
	iv) should be attractive

Extract 10.2: A sample of incorrect response in question 10.

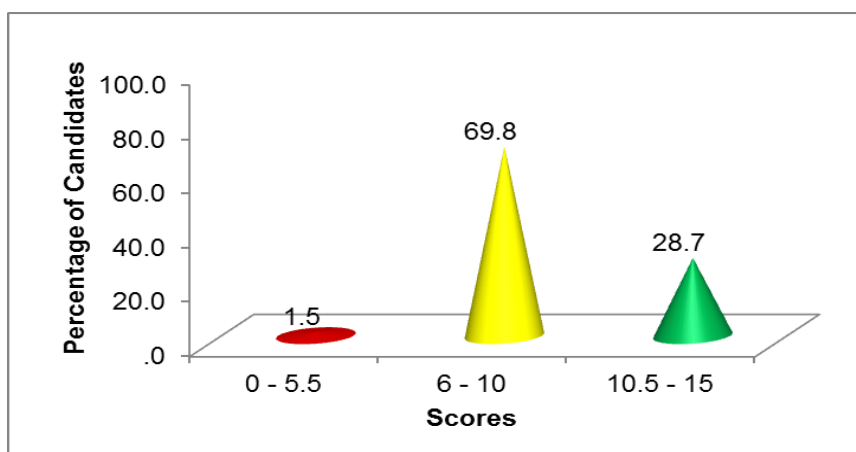
In Extract 10.2, the candidate wrote about the characteristics of teaching aids instead of giving the advantages.

## 2.2 SECTION B: OPTIONAL SUBJECTIVE QUESTIONS

This section had a total of six questions from which the candidates were required to answer four questions (4). Each question carries fifteen (15) marks, making a total of sixty (60) marks.

### 2.2.1 Question 11: Curriculum Development

The question required the candidates to examine five factors which may influence curriculum changes. The candidates' performance analysis showed that, 1,963 (69.8%) of the candidates scored from 6 to 10 marks, 807 (28.7%) candidates scored from 10.5 to 14 marks, and 42 (1.5%) candidates scored from 0 to 5.5. The general performance of this question was good because many candidates (98.5%) were able to respond to the question as anticipated. Figure 11 shows the data in summary form.



**Figure 11:** The candidates' performance in question 11.

The analysis of the candidates' responses also revealed that, 807 (28.0%) candidates who scored from 10.5 to 14 marks were able to examine factors influencing curriculum changes; hence the candidates showed a good understanding of the concept of curriculum change. Extract 11.1 shows a sample of correct responses.

11	Curriculum is what is taught in school or college. Curriculum can be divided into formal, informal and hidden. Curriculum change refers to the situation or process where curriculum can be changed. The following are factors which may influence curriculum change.
	Need of society: Curriculum can change according to the need of society. Curriculum developers look what society need or want so that they can design curriculum which can match with the need of society.
	National policy: Also curriculum can change depend on the policy of the country. Curriculum change can due to the policy of the Nation in proportion to the year. Example when policy of the nation is education for all, then curriculum should appropriate to that policy.
	Need of the learner: Also curriculum can change according to the what learners or students want in school. Curriculum developer can look what learner want in school so that they design curriculum which can match to all students or design curriculum which can help also student.

11	<p>Nature of the learner &amp; Nature of the learner is both faster or fast learner and slow learner. Visual learner &amp; talent. Nature of the learner can influence curriculum to change because educationist or curriculum designer should design curriculum which power all learner.</p> <p>Education stakeholders &amp; Education stakeholder also influence curriculum change or make curriculum to change because curriculum depend much on education users or education stakeholder such as teachers.</p> <p>Conclusion of curriculum designer should design curriculum which appropriate to the learner and which meet the need of majority.</p>
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Extract 11.1: A Sample of correct response in question 11.

The responses in Extract 11.1 are correct amid some few grammatical errors.

Further analysis showed that, 1,963 (69.8%) candidates whose performance was average provided partial elaborations of points. For instance, one candidate wrote: *through to presence of user system, time factor, and innovation factor.*

On the other hand, the 1.5 per cent candidates who scored from 0 to 5.5 had shallow knowledge on factors which may influence curriculum change, hence gave irrelevant points. Others misunderstood the demand of the question, hence they outlined the points instead of explaining them. For example, one candidate provided answers like *availability of new text books, the influence of religion groups, nature of the subject matter, age of the learner and content of the subject.* An example of a candidate who did not respond as the question required Extract 11.2 is an example of incorrect responses.



11.	<p>Curriculum, Refers to all the element that is written with the instruction that to be done within the school or all activities done by schools. Curriculum have three type which are formal curriculum, Non-formal curriculum and and hidden curriculum. Curriculum changes are weapons to address prevailing problems in the societies. The following are the factors which may influence curriculum changes.</p> <p>Eruption of diseases, This is among of the factor that can make the curriculum changes, due to the fact that when the certain diseases erupt example pandemic diseases like COVID virus This cause the closing of schools hence this will be the change of curriculum.</p> <p>Political conflict, This is due to the fact that when the political parties have conflict will lead to insecurity of citizen that will lead them to stay home without do anything hence the change of curriculum will occur.</p> <p>Poor Government support, This is due to the fact that when the government fail to provide different materials and provision of teacher in different schools that will lead to the change of curriculum.</p> <p>Poor transport and communication. This is where by when the ways that should be used for people to transport so that to reach in different schools so that to see what they faced especially in curriculum matters.</p> <p>Lack of expert teacher or teachers in general, As it is known teacher are among of the curriculum needs so when they miss in a certain area that will make the change of curriculum.</p> <p>Generally, The factors which may influence curriculum changes may lead to underdevelopment of society or the country in general because the country to improve, there needed good and good government support and peace within society.</p>
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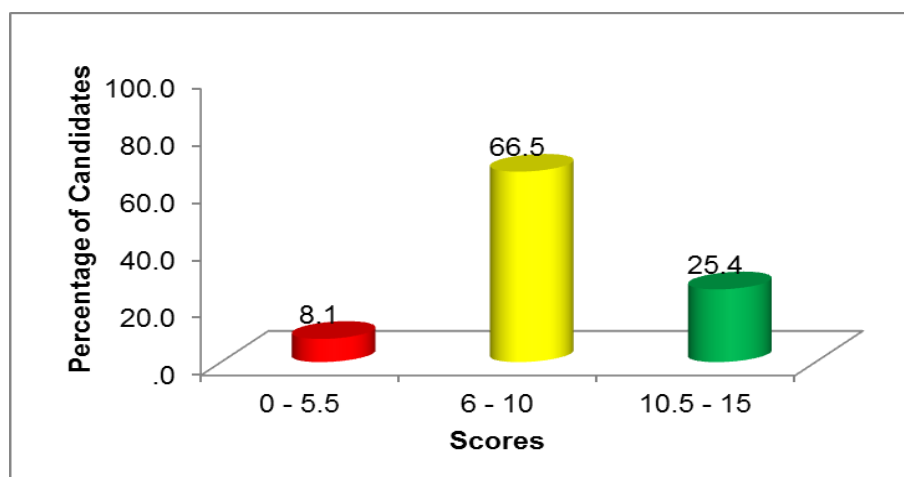
Extract 11.2: A sample of incorrect response in question 11.

In Extract 11.2 the candidate directed the responses to the factors that may affect the school timetable or postponement of teaching activities in schools, instead of factors which may influence curriculum changes.

### 2.2.2 Question 12: Curriculum Materials

The question required the candidates to analyze five challenges faced by teachers when using instructional media without making prior testing.

Analysis of the candidates' performance showed that 1,870 (66.5%) candidates scored from 6 to 10 marks, 714 (25.4%) candidates scored from 10.5 to 15 marks and other 228 (8.1%) candidates scored from 0 to 5.5 marks. Based on these data, the general performance was good as 92.0 % of all candidates were able to attempt the question as a summarized in Figure 12.



**Figure 12:** *The candidates' performance in question 12.*

Analysis showed that 714 (25.4%) candidates who scored from 10.5 to 14 marks were able to analyze five challenges faced by teachers when using instructional media without making prior testing. These candidates provided clear introduction, clear elaboration of their points and good conclusion. Extract 12.1 is a sample of correct responses.

12	<p><b>Instructional media</b> - Are the devices or facilities that are used to impart the knowledge and skills to learners in teaching and learning activities. These include textual and non-textual materials such as books, audio, audio-visual (video), pictures, charts, models, projectors and computer.</p> <p>The following are the challenges that face teachers when using instructional media without prior testing.</p> <p>Lead to time consuming, when the instructional media is not tested the teacher will start to use it while not sure whether it may function/work or not. When the media is out of his/her knowledge, cause time consuming in the teaching and learning process.</p> <p>Poor management of the classroom, the learners in the class will not be able to follow the instructions from the teacher because they have noticed that the teacher can not operate the media that wish to use in lesson delivery eg Computer and projector.</p> <p>Poor organization of the content of the lesson. If the lesson required the instructional media and teacher fail to use because of the defect in the particular media the content will be disorganized and this lead to poor competent of the teacher in the class.</p> <p>Lead to lack of confidence and relevance of teaching and learning activities. The teacher will not be able to be confident before the students and students will loose trust to the teacher because will think on the failure of teacher to operate the media rather than concentrating on the present lesson and another to come.</p> <p>The assessment and evaluation will not be reliable and valid to the students as well as the teacher since the objectives of the lesson will be insufficient and short. For good assessment and evaluation the teacher should make repetition for the particular subject topic to increase the performance.</p> <p>The action of teacher to use the instructional media is not acceptable because students become bored and loss of memory and interest is easy. It is very important for the prior testing of instructional media so that the safety and security of student is maintained.</p>
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Extract 12.1: A sample of a correct response in question 12.

Further analysis showed that, 1,870 (66.5%) candidates who scored from 6 to 10 marks failed to provide all the five points correctly. Others gave insufficient elaborations in their points and failed to provide relevant examples. Also, there were candidates who mixed relevant and irrelevant points.

On the other hand, 228 (8.1%) candidates who scored from 1 to 5.5 marks some misinterpreted the question hence provided incorrect responses. The responses from these candidates were characterized by unclear elaboration of the points and poor English language proficiency. Such wrong responses includes: *sometimes it will cause danger in the classroom, it will not relate with specific objective and lead confusion*. Another sample of incorrect responses is as shown in Extract 12.2.

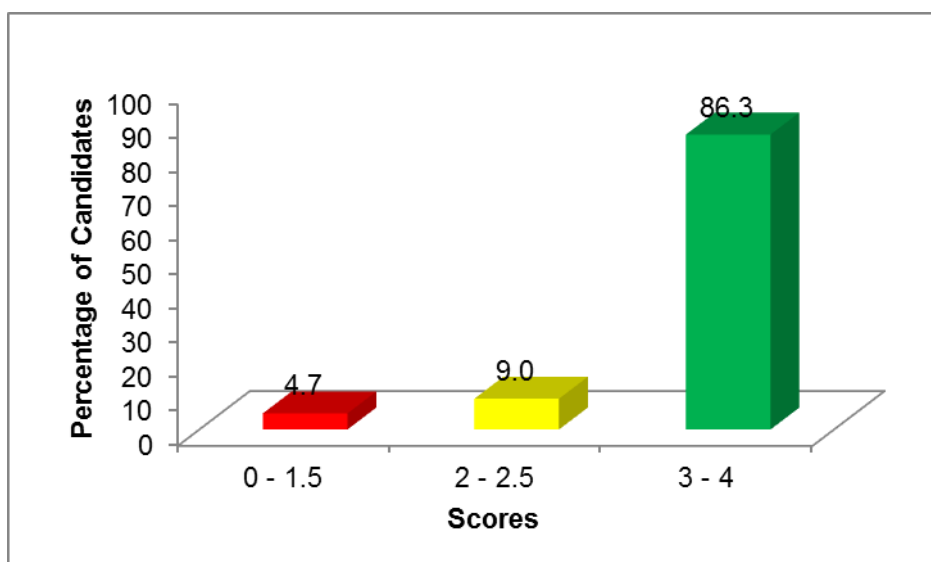
12.	<p>Instructional media are those real things or their substitute that used to facilitate learning during teaching process. The followings are challenges faced by teacher when using instructional media without making prior testing:</p> <p>If it is video record or audio, it may cause miss playing of unwanted contents. This situation may lead loss of concentration of students and tension of learner example if it is borrowed media you may play the voice of people who are family with students and make students dull.</p> <p>It may cause short in the class room, if it is electric media and have some leakage leakage or damage when connected wrongly to the electric socket may lead to electric short and cause fearing to the students.</p> <p>Immediate damage, for the teaching aid used in class room must be tested their strongness before being used in the class room. It may be asherred to the teacher when you want to teach by using teaching aid. Then when you set in front of the class the aid immediate collapse or fall down.</p>
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Extract 12.2: A sample of incorrect response in question 12.

### 2.2.3 Question 13: Curriculum Development

The question required the candidates to explain the significance of having well stated learning objectives.

The analysis of the candidates' performance in this question showed that, 1,797 (63.9%) candidates scored from 6 to 10 marks, 560 (19.9%) candidates scored from 10.5 to 14 marks and 456 (16.2%) candidates scored from 0 to 5.5 marks. The summary of candidates' performance is depicted in Figure 13.



**Figure 13:** *The candidates' performance in question 13.*

The analysis of candidates' responses showed that 1,797 (63.9%) candidates who scored from 6 to 10 marks had inadequate knowledge on the content. Some of them mixed relevant and irrelevant points in their essay. Also, others gave correct points but failed to give relevant explanations.

Moreover, the 19.9 per cent candidates who scored from 10.5 to 14 marks had adequate knowledge of the topic and clear understanding of the question. Extract 13.1 illustrates a sample of relevant responses.

13.	<p>Learning objectives, This is the behavior that expected to be achieved by a learner within a lesson. Learning objective in teaching process must be stated well so as to bring effectiveness to the learners and teachers plan. A well stated learning objective is very important because helps to the following :-</p> <p>First, selecting appropriate teaching and learning Materials. This is because the learning objective is the one that determine the content to be covered by the learners. so it is easy for the teacher to select a suitable teaching materials and relevance to, so as to facilitate the effectiveness of stated objective.</p> <p>Also a well stated objectives helps in selection of appropriate teaching and learning Methodologies. due to the nature of the content stated it is easy for the teacher to select a suitable method that are relevant to the content and familiar to the students and environment surrounding, which may bring effectiveness to the stated objective.</p> <p>Likewise learning objective helps in determining suitable teaching and learning aids, having a well stated objectives facilitate teachers to seek the suitable teaching aids that can help him or her in simplifying teaching and learning process so as to impart the new behavior to the learners, according to the environment surrounding.</p> <p>Moreover a well stated objective helps teachers to determine learners activities by stating learning objective guide teacher to analyse or to formulate various activities such as questioning and quizzes that can enable learners to participate fully in learning as well as rec full understanding the expected behavior.</p> <p>Also learning objective guiding a teacher in making assessment of the lesson. During teaching and after teaching and learning activities learning objective helps much a teacher to assess the lesson in various aspects. For example; method used if suitable, the teaching aids used as well as the effectiveness of the behavior expected to the learner.</p> <p>lastly learning objectives helps to determine the behavior expected to be achieved by the learners within the period. guide in showing to what extent level the learner needed to achieve in the behavior awarded.</p>
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Extract 13.1: A sample of a correct response in question 13.

Further analysis showed that 16.2 per cent candidates who scored from 0 to 5.5 marks some failed to understand the requirement of the question, hence provided irrelevant responses like: *it helps teacher to reflect person work, it helps to save as basis for and function to the students, it help to be measurable, it helps the learner to have specific time and it helps to be specific in what to learn.* Other candidates gave incorrect responses as shown in Extract 13.2.

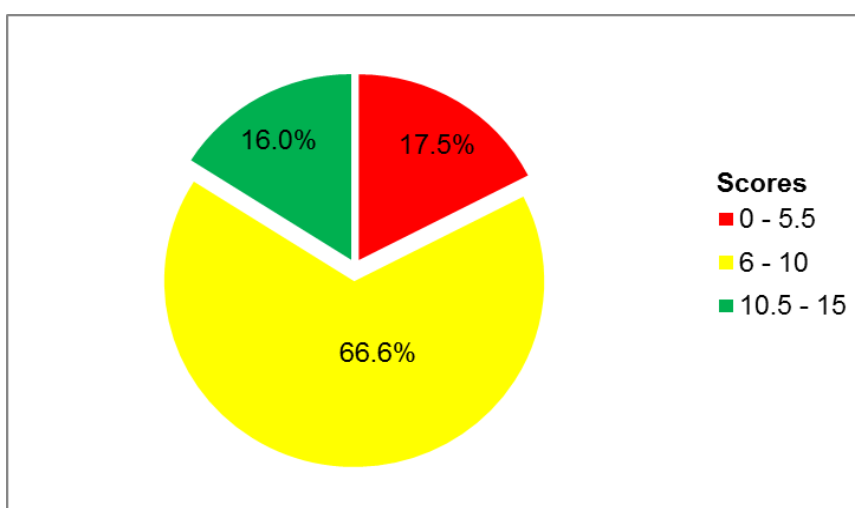
B	<p>Learning objectives, refers to the aims in which a learner expect and want to get for his or her benefits. The following are the significance of having well stated learning objectives:-</p> <p>Easy to get concerned issue/ In any situation where a person have objective to learn different things which he or she want can be obtained easily due to have objectives in learning something.</p> <p>It help to get experience, this is very important to have learning objectives as why people can get experienced for the subject matter which he or she want to study in a given area or society.</p> <p>It help in Socialization, this is the situation whereby people interact in the group of the society, this help many people to learn proper morals concerned to their community and the nation.</p> <p>It help to solve problem, when people are engaged in learning objectives it will be easy to solve the problem or obstacles which facing the society.</p> <p>It help to get creativity, the people should be involve in learning objectives so as to get good creativity which can help them in their development and national development at large.</p>
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Extract 13.2: A samples of incorrect responses in question13.

#### 2.2.4 Question 14: Curriculum Development

This question required the candidates to elaborate six core functions of the Tanzania Institute of Education (TIE) in curriculum development.

Analysis of candidates' response indicated that 1,873 (66.6%) candidates scored from 6 to 10 marks, 492 (17.5%) candidates scored from 0 to 5.5 marks and 450 (16.0%) candidates scored from 10.5 to 13 marks. The general performance of candidates in this question was good 82.6 % of the candidates because were able to respond to the question as required. Figure 14 shows a summary of candidate performance.



**Figure 14:** *The candidates' performance in question 14.*

The analysis showed that, the 450 (16.0%) of the candidates who scored from 10.5 to 15 marks had adequate knowledge which enabled them to understand the core functions of the Tanzania Institute of education (TIE) in curriculum development. The candidates were able to provide correct responses. Extract 14.1 is a sample of correct responses.



14/ Tanzania Institute of Education (TIE) was established under the government. The purpose of establishing Tanzania Institute of Education was to deal with the Evaluation of Effectiveness of Teaching and Learning progress also review the curriculum according to needs of the society. Therefore Tanzania Institute of Education was an agent of education which perform the following functions which are

Preparing teaching and learning resources Tanzania Institute of Education have given the function to prepare the teaching and learning resources such as text book, teacher guide, teacher manual, which can be used in all level of education so Tanzania Institute of Education play role as possible to meet with the need of the society.

Disseminate Teaching and Learning resources not only that to prepare teaching and learning resources but also have the function to make sure that those prepared books are disseminated in different schools of Tanzania. Therefore Tanzania Institute make sure that all schools get books according to the need.

Provide pre service and in service training to teachers on how to implement curriculum in schools by giving teaching and learning resources and training so as to make sure that in any circumstance the educational goals in Tanzania should be achieved by providing service to both in service teacher and in service teacher by giving the resources also in another important way, to advise the authority which are responsible for Education in Tanzania which is Ministry of Education and Vocational Training. These type of Tanzania Institute of Education should cooperate with the authority responsible to provide education where by it gives views, opinions and suggestions on what should be done in order to achieve the educational goals also its another function.

Generally Although Tanzania Institute of Education (TIE) perform various function such as develop curriculum but failed to prepare curriculum that will enable learner to be skilled and not for wage employment there fore follow up should be made on this so as to achieve educational goals.

Extract 14.1: A sample of correct response in question 14.

Further analysis of responses showed that, 1873 (66.6 %) candidates who scored from 6 to 10 marks in this question elaborated few points concerning the functions of the Tanzania Institute of Education (TIE) in curriculum development. Nevertheless, these candidates had some weaknesses in their responses including shallow explanations of points, fewer points than required as well as poor English language proficiency.

Moreover, the 492 (17.5%) candidates who scored less than 6 marks, some of them provided irrelevant responses such as: *to select the student performance and content in education program, motivate the students and teacher, to report the outcomes of the students if it is weak or strong, to provide education about curriculum and to increase knowledge to the learner.* Extract 14.2 shows the incorrect response from one of the candidates.

14.	<p>Tanzania Institute of Education, is the types of institution that involves to perform different activities in Tanzania. The following are the functions of Institution of Education as follows:</p> <ul style="list-style-type: none"> <li>To provide Employment opportunity; This means the Tanzania Institute in Tanzania is responsible to Employment opportunities to the worker, like doctors, teacher, engineering.</li> <li>To control salaries of workers; This means the Tanzania Institution in Tanzania it used to control salaries of workers in Tanzania.</li> <li>To control regulation of workers; This means (TIE) is responsible to control the rule and regulation of workers, these are the function of Tanzania Institution Education.</li> <li>To control administration of Education and management; This means the institution of Tanzania is used to control all administration that conducted to the Education and management, these are the functions of Tanzania Institution in curriculum development.</li> <li>To develop curriculum theories; This means the Tanzania Institution normally it developed the curriculum concerning Education and different changes in the system of Education.</li> </ul> <p>Generally the Tanzania Institute of Education can make change and control system of Education or for curriculum development.</p>
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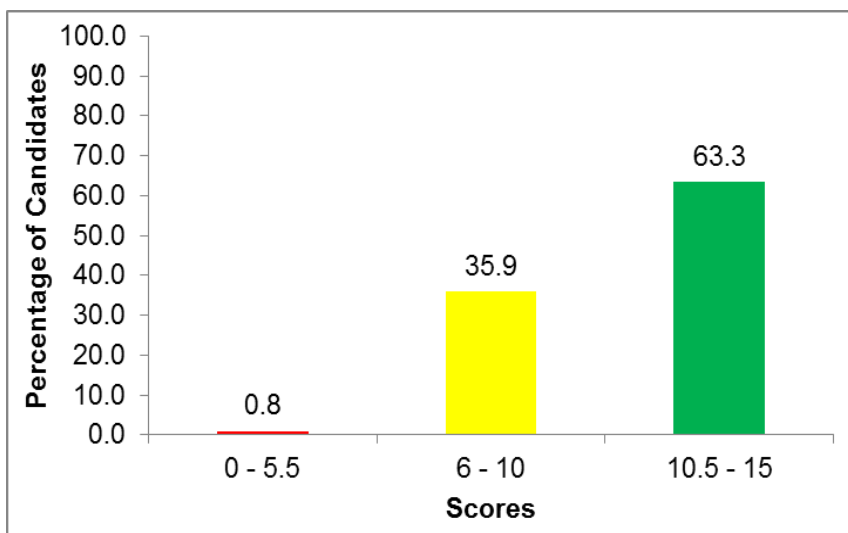
Extract 14.2: A sample of a correct response in question 14.

### 2.2.5 Question 15: Teaching Practice

This question required the candidates to explain the necessity for students teachers to perform teaching practice.

Analysis of the candidates' performance showed that 1,880 (63.3%) candidates scored from 10.5 to 15 marks, 1,010 (35.9%) candidates scored

from 6 to 10 marks and 23 (0.8%) candidates scored from 0 to 5.5 marks. The general performance of candidates in this question was good since the majority of the candidates (99.2%) were able to respond to the question appropriate as shown in Figure 15.



**Figure 15:** *The candidates' performance in question 15.*

The analysis of candidates' responses revealed that 63.3 candidates who gave correct responses were able to illustrate five reasons for students' teachers to carry out teaching practice. In general, their responses were based on the advantages obtained through the teaching practice. Example of main points given by candidates is as follows:

- (i) *TP Makes student teachers become aware of their strengths, limitations, and lack of experience and thus are ready to take advice from the experienced tutors,*
- (ii) *Offers the student teacher opportunities to try out practically the skills and techniques learned during theoretical lessons and so, perfect the skills and techniques.*
- (iii) *It provides trainees with practical experience in schools which will reveal problems of discipline and control that will enable them to be creative in developing appropriate techniques of dealing with teaching.*

- (iv) *Enable student teachers to discover their potential and abilities and bring these to the classroom situations where they may be rehearsed and perfected.*
- (v) *Helps to develop confidence as the student-teachers acquire useful techniques, experience and success in teaching, and develop sound teacher-pupil relationship. Confidence is developed after the student teacher has learned the school environment, thus can handle various situations.* Extract 15.1 shows an example of relevant response from script of a candidate.

15	<p>Teaching practice is the process where by future teacher &amp; student-teacher doing an exercise of teaching so as to become a qualified teacher. Example of teaching practice, Block teaching practice, Micro-teaching practice, Single-lesson teaching practice, and Peer group teaching practice.</p> <p>The following are the reason for student-teacher to perform teaching practice:-</p> <ul style="list-style-type: none"> <li>Help student-teacher to extend self-knowledge. Through teaching practice help student teacher to expand their knowledge through teaching in different level of learner, enable learner to know their level in teaching whether is competent or not.</li> <li>Help student-teacher to integrate theory and practical. Through teaching practice enable students teacher to integrate theory practical in teaching so as to be competent enough and become a qualified teacher.</li> <li>Provide prompt feedback. Through teaching practice help to students teacher to know what they know and what was not know in their subject of teaching. Help to measure the effectiveness of teaching and learning.</li> <li>Help to expose student teacher in a real situation of work. Through teaching practice help give opportunities student teacher to expose in a real situation of work. This enable future teacher to know or understand how to teach, how to prepare teaching and learning materials according to the level of learner and help to understand the reality of work.</li> <li>Help students teacher to gain confidence. Teaching practice help students to gain confidence before gain to teach in the class, also given in the class enable them to teach more efficiently and effectively because is already prepared well.</li> <li>To give student-teacher ample time to practice teaching. Through teaching practice help to provide opportunities to practice teaching so as to become a qualified teacher.</li> <li>To create cooperation between experienced teacher and students teacher. Through teaching practice enable to develop cooperation and collaboration between experienced teacher and students teachers.</li> </ul> <p>In short, teaching practice is very important to student teacher because it give opportunities to practice teaching, expose to a real situation of work.</p>
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Extract 15.1: A sample of correct response in question 15.

Further analysis showed that 1,010 (35.9%) candidates who scored from 6 to 10 marks had a number of challenges which affected their scores. Such challenges included the inability to explain the required points, failure to provide a thorough elaboration of the points, repetition of similar points and poor English Language proficiency.

On the other hand, the analysis revealed that 23 (0.8%) candidates who scored from 0 to 5.5 marks had insufficient knowledge on the importance of teaching practice among the student teachers while others misunderstood the question. Examples of incorrect responses given are: *it helps to create reinforcement, it helps to build encouragement motivation in teaching activities, it helps to simplify and encourage creativity in teaching and learning process, improving efficient of the student teacher in walking as a teacher and it helps how to prepare the scheme of work and lesson plan.* An example which is based on the misunderstanding of the demand of the question is shown in Extract 15.2

15	<p>Why is it necessary for student teachers to perform teaching practice? Explain by giving five points</p> <p><b>Teaching practice:</b> Is the process of a teacher / student's teacher to perform teaching process and it can be conducted at schools or within the college. The following are the factors that make a student teacher to perform teaching practice. The first point is.</p> <p><b>Presence of good teaching materials used:</b> If there are good teaching materials a student's teacher will perform well the process of teaching because he/she can teach in systematic way and the learner can understand the lesson also it will help a student's teachers to use a polite language and not only presence of good teaching materials used another point is</p> <p><b>Due to good participatory methods used:</b> If a student's teacher use a good participatory methods like Group discussion, Question and answer, Jigsaw, and Group work a learner can understand the lesson and also it will be easy to a teacher to teach and to perform well teaching practice not only that another point is</p> <p><b>Good preparation especially in lesson plan:</b> If a student's teacher has prepared well a lesson plan he/she can perform well the teaching practice because a lesson plan can direct you what you can start your lesson and how you can finishing up and This also can create confidence to a teacher</p>
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	<p><u>Good user of Teaching Aids:</u> When a student teacher use go very well the teaching aid that he/she prepared to teaching / to use in the class during teaching process that she can perform well because teaching aids is the thing that make a teacher to be confidence and to pay attention with what he/she is teaching not only that another point is</p> <p><u>Fully of confidence:</u> Any teacher not only students teacher when there is confidence a teacher can perform well the teaching practice confidence comes after good preparation of teacher and also when a teacher have a confidence he/she learners can understand the lesson as a teacher and students teacher should have a fully confidence</p> <p><u>To sum up:</u> A student teacher are the one who follow the instruction of teaching rather than the teachers who has at work as a teacher you have to maintain a good cv and records so as to become good and quality teacher with achiv.</p>
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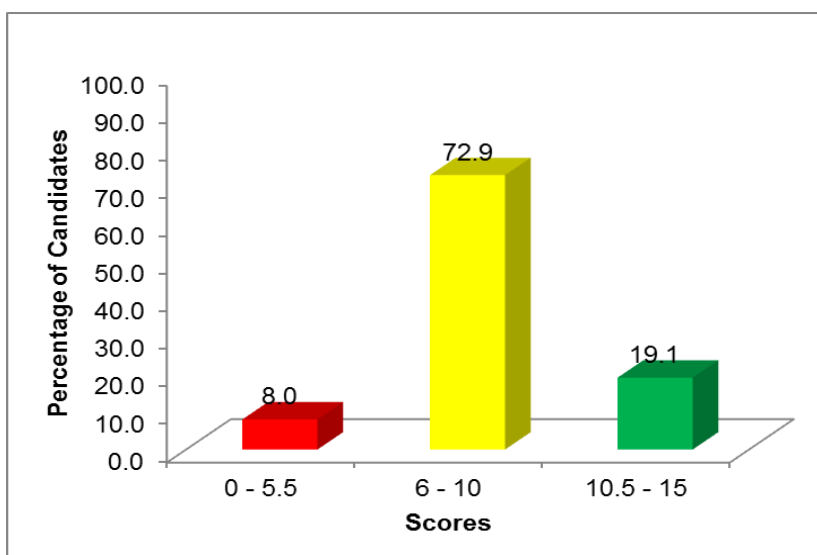
Extract 15.2: A sample of incorrect responses in question 15.

## 2.2.6 Question 16: Teaching and Learning

This required the candidates to examine the challenges that a teacher may encounter when teaching without instructional media during teaching and learning process.

Data analysis on the candidates' performance shows that 2,050 (72.9%) candidates scored from 6 to 10 marks, 537 (19.1%) candidates scored from 10.5 to 14 marks and 225 (0.8%) candidates scored from 0 to 5.5 marks. Thus, the general performance of candidates in this question was good since a total of 2597 (92.0%) candidates scored from 6 to 14 marks. Figure 16 shows a summary of performance data.





**Figure 16:** *The candidates' performance in question 16.*

The analysis of responses revealed that the 2,050 (72.9%) candidates who obtained average performance had some weaknesses in their responses. Such weakness include partial explanations of correct points, writing fewer points than required as well as lack of clarity of points due poor English language.

On the other hand, 537 (19.1%) candidates who gave correct responses demonstrated adequate knowledge of the topic and understanding of the question. This enabled them to provide correct responses as per demand of the question. They gave correct responses thus: (i) *it will be difficult for students to remember important information.* (ii) *Loss of students' attention,* (iii) *a lot of time will be required to make a good number of students to understand the taught concept,* (iv) *The teacher will be unable to solve language barrier problems that sometime occur from wrong pronunciation of some words;* (v) *Failure to clarify the relationship between material objects and concepts when relationships are presented visually, i.e. students will miss expose learners to real objects by relating material objects and concepts presented visually hence resulting in complexities and difficult in understanding the concepts* Extract 16.1 is a sample of good responses from the candidates.

16.	<p>Using five points, to examine the challenges that a teacher may encounter when teaching without instructional media during <sup>teaching</sup> and learning.</p> <p>Instructional media are those media used to facilitate teaching and learning process such as computer, radio, camera, projector and other media. There are following are the challenges that a teacher may encounter when teaching without using instructional media during teaching and learning process which are:</p> <p>a teacher may use a lot of time to teach due to this if a teacher teaching the lesson without using a instructional media during teaching and learning process it may lead to use a lot of time to teach a student to understand the lesson so due to this it lead mis-understand between teacher and student so it is important a teacher to using instructional media to help a student to understand a lesson.</p> <p>Teacher may lose confidence. Also another challenges which may encounter teacher during teaching and learning is to lose confidence due to poor preparation of material and lead a student to don't understand what teachers teaching about.</p> <p>It is bored also another challenge faced teaching without instructional media is lead to bored a student, student are tired to listening during teaching and lead most a student to don't understand what teachers teaching about so teacher need to be understand better student to use instructional media.</p> <p>Teacher may not reach specific objectives, also another challenges where teachers face during teaching and learning process is a teacher may fail to reach the specific objectives due to poor preparation and bad organization of material it lead to fail.</p> <p>If lead lack of attention to the students, also another challenges which face by a teacher if don't teach without using instructional media is student attention during teaching and learning process so it lead a student to bored and fail to understand the lesson.</p> <p>there are five Apart from these challenges of instructional media, a teacher should prepare his or herself before enter in the class, a teacher should prepare teaching Aids Early, also a teacher should organize the material before entered in the class in order to teach effectively.</p>
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Extract 16.1: sample of correct response in question 16.

Further analysis showed that, 225 (0.8%) candidates who scored from 0 to 5.5 marks some of them gave irrelevant answers because they failed to

understand the demands of the question. For example, one candidate wrote: *time consuming, low level of understanding, it used higher energy to teach and demonstration teaching methods and techniques, used more power to train the students and loss or reduction motivation of the teacher.* This candidate thought the question was about disadvantages of using instructional media. Extract 16:2 is an example of incorrect responses.

16.	<p>Instructional media are ways of instructions or how to perform learning and teaching activities during class sessions. The following below are challenges that a teacher may encounter when teaching without instructional media during teaching and learning.</p> <p><b>Misunderstanding to the learners.</b> The learners may fail to understand what you intended to teach simply because materials which you are using may not vary with the learners' precept. You as a teacher have failed to attain the instructional media.</p> <p><b>Teaching out of context.</b> A teacher may teach out of context simply he/she might see himself that he knows everything and when entering the class enters with lack of materials and not well prepared by the end he teaches out of context.</p> <p><b>Unorganized teaching and learning materials.</b> Without following the instructional media it may occur a teacher, together with unorganized materials like having different teaching aids with the planned lesson, or teaching while the environment is not conducive to the learners.</p> <p><b>Failure to the students.</b> A teacher can cause failure by the students not following the instructions because he has taught with shallow notes, poor strategies and techniques hence lead to the failure of students.</p> <p><b>Being unappreciated.</b> A learner can be cheap of the teacher, and you as a teacher may come to face the class unprepared, the learners talk back you with questions, you find yourself not being confident and goes out of the class unlikely if you come well prepared.</p> <p><b>All in all it is important for a teacher to follow the instructional media so as to help you to have confidence, knowledge, skills, strategies techniques of what you are going to</b></p>
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Extract 16.2: A sample of incorrect responses in question 16.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of the candidates' performance in this subject for DSEE 2020 comprised of six topics. Data analysis showed that candidates had good performance in five topics. Those topics are: *Teaching practice* which had the highest performance (99.1%), followed by *Curriculum Materials* (92.2%), *Curriculum Development* (88.3%), *Curriculum Theory* (86.6%) and *Teaching and Learning* (77.9%). Good performance in these topics was due to candidates' good knowledge of the subject matters, capability to understand the requirements of the questions.

The topic of *Planning for teaching* was performed averagely by 58.4 per cent. The candidates' average performance in this topic was primarily caused by candidates' inadequate knowledge and misinterpretation of the demand of the question in some of the questions. The summary of candidates' performance in questions and topics are shown in Appendix.

### 4.0 CONCLUSION

The statistics data analysis for each question showed that the candidates overall performance in Curriculum and Teaching subject for Diploma in Secondary Examination (DSEE) in 2020 was generally good. The good performance is illustrated by the candidates' ability to respond to questions from various topics, implying that they had good mastery of the content assessed in the examination.

Despite the general good performance, the challenge of low proficiency in written English language was observed to affect the quality of responses of some of the candidates because they failed to make clear elaboration of their responses. Some of the candidates' response had grammatical and spelling errors.

### 5.0 RECOMMENDATIONS

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

- (a) Students should be trained on how well to tackle examination questions. This can be attained by giving them frequent exercises, tests, examinations, quizzes and project work.

- (b) Emphasis should be put on the teaching and learning English language at secondary education level and communication skills at Diploma level. This is recommended because poor performance in some questions was caused by poor mastery of English language.
- (c) 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 question adequately.
- (d) Students teachers should be allowed to hold their own discussions among themselves in solving different questions. This is expected to strengthen understanding of complex issues among themselves.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN CURRICULUM  
AND TEACHING SUBJECT**

S/N	Topic	Question Number	Performance in each question (%)	Average performance per topic (%)	Remarks
1	Teaching Practice	15	99.1	99.1	Good
2	Curriculum Materials	10	92.5	92.2	Good
		12	91.9		
3	Curriculum Development	11	98.5	88.3	Good
		13	83.8		
		14	82.6		
4	Curriculum Theory	4	67.8	86.6	Good
		6	96.4		
		7	95.6		
5	Teaching and Learning	1	97	77.9	Good
		2	78.1		
		3	93.7		
		8	96.5		
		9	10.5		
		16	92		
6	Planning for Teaching	05	58.4	58.4	Average

