



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE DIPLOMA IN SECONDARY
EDUCATION EXAMINATION (DSEE) 2021**

CURRICULUM AND TEACHING



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764 CURRICULUM AND TEACHING

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Item Response Analysis (CIRA) on the Diploma in Secondary Education Examination (DSEE) for the Curriculum and Teaching subject. This report has been prepared to provide a feedback to student teachers, tutors, parents, guardians, policy makers and the public in general on the candidates' performance and the challenges that they encountered in attempting examination questions.

The DSEE was a summative evaluation that measures the effectiveness of teaching and learning process at the end of the course. The candidates' response to the examination question is an indicator of what the student teachers' were able to achieve in their learning process for the two years. The content covered in this examination was developed from the Curriculum and Teaching syllabus for Diploma in Secondary Education.

This report highlights possible reasons behind the candidates' responses in Curriculum and Teaching examination. It points out the factors that made the candidates to score high and low marks to some of the questions. The analysis showed that candidates with higher scores were able to understand the demands of the questions, had sufficient knowledge of the subject matter and possessed proficiency in the English Language. Besides, the factors which made the candidate score low marks include; failure to understand the demand of the question, lack of knowledge of the concepts related to the subject, and inability to follow examination regulations.

The feedback provided in this report will enable educational administrators, college principals, tutors, student-teachers and other stakeholders to devise proper measures with a view to improving the candidates' performance in future examinations administered by the Council.

Lastly, the Council would like to appreciate the contribution made by the examination officers, examiners and printers for preparing this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

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

The report presents candidates' responses in the Curriculum and Teaching Examination that was conducted in May 2021. It presents statistics and descriptions about the performance of the candidates per question and by topics. A total of 2,097 sat for the examination. The overall performance of the candidates in 2021 has dropped by 0.01 per cent when compared to that 2020. The general performance of the candidates has been summarized in the following Table.

Candidates' performance per grade for 2020 and 2021 in Curriculum and Teaching Examination

Year	Candidates		% of Candidates Passed	Grades				
				% of Candidates				
	Sat	Passed		A	B	C	D	F
2020	2,793	2,792	99.96	0.14	24.4	69.7	5.7	0.0
2021	2,097	2,072	99.95	3.9	49.6	43.6	1.7	0.0

Despite the minimal drop of performance in 2021, the data in the Table depicts that, there is an increase in number of candidates who passed with grades A and B in 2021 compared to 2020.

The Curriculum and Teaching paper consisted of two sections A and B. Section A consisted of 10 short answer questions which were compulsory. Each question weighed 4 marks, making a total of 40 marks in this section. Section B had 6 questions and the candidates were required to answer four questions. Each question weighed 15 marks, making a total of 60 marks in this section.

Throughout this report, the candidates' performance was categorised as *good*, *average* and *weak*. The performance in each question in Section A is considered to be "good" if the candidates' scored from 3 to 4 marks, "average"

if the candidates scored from 2 to 2.5 marks and “weak” if the candidates scored from 0 to 1.5 marks. In Section B, good performance ranges from 10.5 to 15 marks, average from 6 to 10 marks while weak performance range from 0 to 5.5 marks. The performance in the entire paper was based on the following percentage ranges: 70 – 100 Good, 40 – 69 Average and 0 – 39 Fail. Furthermore, the colours have been used to represent performance in figures whereby green, yellow and red represents good, average and weak respectively.

2.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH QUESTION

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section had ten (10) objective questions which were compulsory. The candidates were required to answer all questions. Each question carries four (4) marks, giving a total of forty (40) marks.

2.1.1 Question 1: Teaching and Learning

The question required the candidates to explain four ways of creating conducive classroom climate. This question was attempted by 2,097 (100%) candidates. The performance of candidates in this question was good since most of candidates (97.1%) scored from 2 to 4 marks as shown in Figure 1.

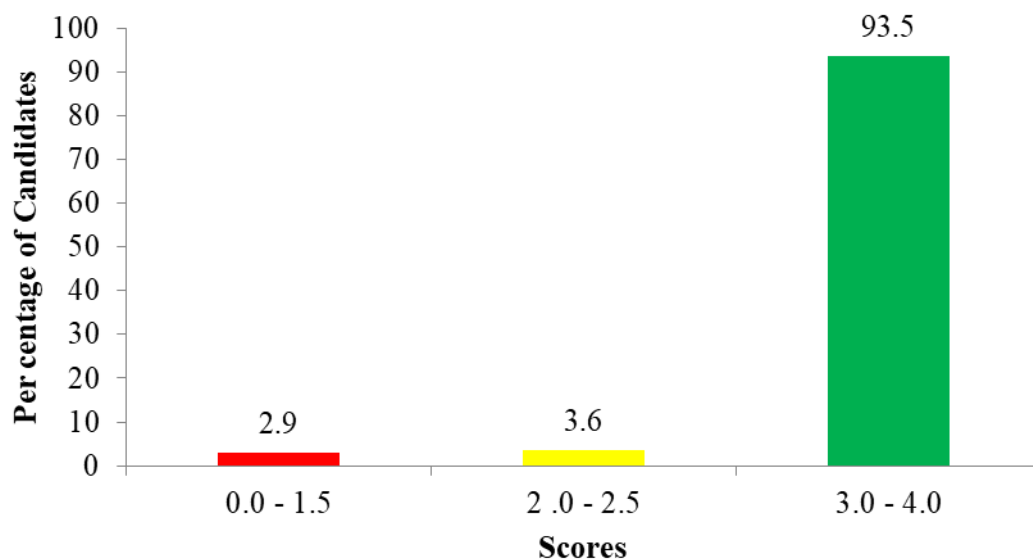


Figure 1: The candidates' performance on question 1

The performance in Figure 1 indicates that, the candidates (93.5%) scored from 3 to 4 marks which was good performance. These candidates had adequate knowledge of the subject matter and understood the demands of the question hence provided relevant answers. They were able to explain four ways of creating a conducive classroom environment which are: *being well organized and enthusiastic, being welcoming and respectful to students, maintain dignity and act as good example of what he/she likes students to admire*. Extract 1.1 is a sample of response from one of the candidates' in this category.

1.	Ways of creating a conducive classroom climate.
(i)	Proper arrangement of learner; in order to create a conducive classroom climate a teacher should make sure there are good arrangement of learner with their table and chair.
(ii)	To ensure cleanliness of the class; Also a teacher should ensure classroom clean everyday so as to remove dirty and dust.
(iii)	To ensure there are enough ventilation; For conducive classroom climate they should ensure enough ventilation and light so as to be conducive to the learner.
(iv)	Environmental factor; The site of class there should not have business for example noise which around school compound.

Extract 1.1: A sample of a correct response to question 1

Similarly, 3.6% of the candidates who scored from 2 to 2.5 marks showed inadequate knowledge of the subject matter as some provided both correct and incorrect points. The variation of the candidates' marks depended on the degree of relevancy and clarity of their points. For example, one candidate wrote: *proper classroom arrangement, punishment and practice, positive relationship with the students in the class* where two points out of the three given were correct. The correct points were: *proper classroom arrangement and positive relationship with the students in the class*. Another candidate wrote: *provide raw materials, incentives to the learners, respect learners and well organized* where two points out of four given were correct. The correct points were: *respect learners and well organized*.

Further analysis showed that, the few candidates (2.9%) who scored from 0 to 1.5 marks failed to understand the requirements of the question while others showed poor English language proficiency hence giving incorrect responses. For example, one candidate gave responses like: *the place where there is noise, it should the health services, the place where there is availability of getting the teacher* where out of the four given, there were no correct points. Another candidate wrote: *the place where there is the availability of getting the basic needs, giving rewards, respecting others and no punishment* there were no correct point. The candidates were supposed to provide correct responses which were: *being well organized and enthusiastic, being welcoming and respectful to students maintain dignity and act as good example*. Extract 1. 2 illustrates a sample of one of the candidates' response in this category.

1	
i/	Consider number of learner.
ii/	Consider the age of the learner.
iii/	Consider ability of the learner.
iv/	Consider interest of the learner.

Extract 1.2: A sample of incorrect responses to question 1

In Extract 1.2, the candidate provided ways to consider when selecting teaching methods for proper teaching and learning instead of explaining ways of creating a conducive classroom climate as per question requirements.

2.1.2 Question 2: Curriculum Development

The question required the candidates to outline four causes of curriculum change. This question was attempted by 2,096 (99.9%) candidates. The performance of candidates in this question was good since many of them (98.3%) scored from 2 to 4 marks as shown in Figure 2.

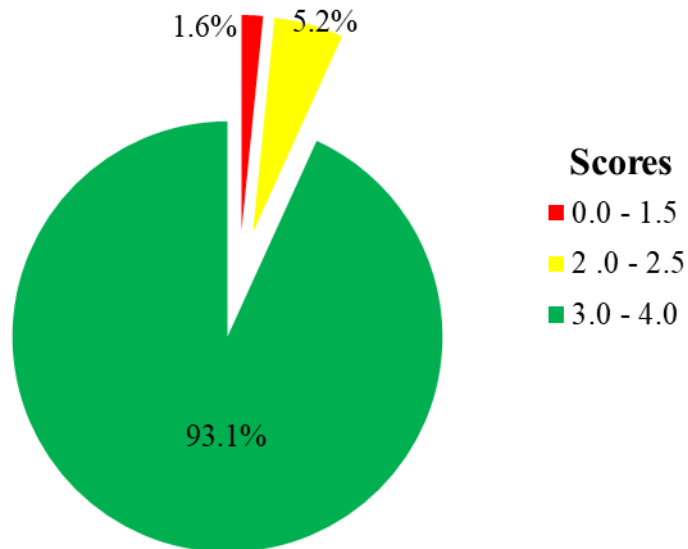


Figure 2: The candidates' performance on question 2

The data in Figure 2 indicates that, the candidates (93.1%) had good performance as they are scores range from 3 to 4 marks. These candidates were able to outline four causes of curriculum change. They had sufficient knowledge of the subject matter, good writing skills and proficiency in the English Language. Furthermore, they understood the demands of the question hence provided correct responses, which were; *change in science and technology, change in philosophical and ideological of the country, influence of the pressure groups and failure of the existing one*. Extract 2.1 is a sample of responses from one of the candidates' in this category.

2.	Causes of Curriculum Change.
	i. Needs of The Society.
	ii. The national policy
	iii. Political Ideology.
	iv. Changes in Science and Technology.

Extract 2.1: A sample of a correct response to question 2

It was also observed that 5.2% of the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge since their responses were slightly correct. Such responses reflected partial knowledge of the candidates on the subject matter as well as poor English Language proficiency. For example,

one candidate wrote: *the needs of the society change itself, political affiliation, and change of the phenomena* where two points out of five given, were correct. The correct points were: *the needs of the society and political affiliation*. Another candidate wrote: *change in demand, society needs, science and technology and students enquiry* where two points out of four given, were correct. The correct points were: *society needs and science and technology*.

Further analysis showed that, the few candidates (1.6%) who scored from 0 to 1.5 marks most of them failed to understand the requirements of the question hence provided irrelevant responses. For example, one candidate wrote: *new curriculum designs, new curriculum content*, where out of the given, there were no correct point. Another candidate wrote: *curriculum development, it leads changes in curriculum system and it lead curriculum to be implementation or innovation* which were not correct points. The correct responses for this question were: *change in science and technology, change in philosophical and ideological of the country, influence of the pressure groups and failure of the existing one*. Extract 2. 2 illustrates irrelevant responses from one of the candidates.

02.	i/ Curriculum Change itself
	ii/ Curriculum Change by the user system
	iii/ Curriculum Change by institute & education
	iv/ Curriculum Change for time

Extract 2.2: A sample of incorrect responses to question 2

In Extract 2.2, the candidate did not understand the requirements of the question and had insufficient knowledge of the subject matter hence they provided incorrect responses.

2.1.3 Question 3: Planning for Teaching

The question required the candidates to give four functions of a lesson plan. This question was attempted by 2,097 (100%) candidates. The performance in this question was good as most of candidates (99.5%) scored from 2 to 4 marks as shown in Figure 3.

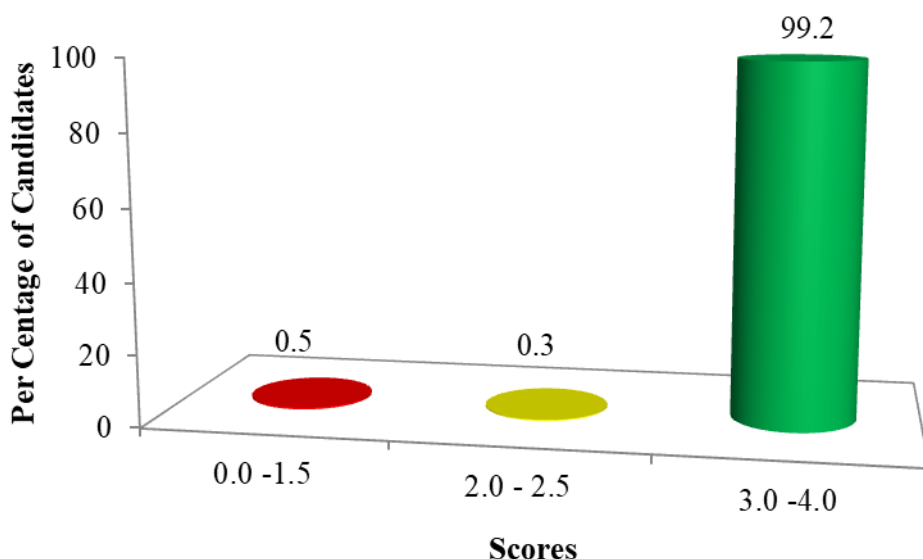


Figure 3: The candidates' performance on question 3

The analysis of data from Figure 3 shows that, most of candidates (99.2%) scored from 3 to 4 which was good performance. This question had the highest good performance compared to other questions. The candidates showed adequate knowledge of the subject matter as they provided relevant functions of a lesson plan; which were: *to enable the teacher to teach in logical and proper sequence, to enable the teacher to regulate teaching speed, to enable the teacher to prepare appropriate teaching materials and it is used as important record for administration reference*. Extract 3.1 is a response from one of the candidates who managed to answer this question correctly.

3	four function of lesson plan.
	(a) It help a teacher to reach objective of the lesson.
	(b) It help a teacher to teach the lesson systematically.
	(c) It help a teacher to have a confidence during the lesson.
	(d) It help a teacher to teach more effective during the lesson.

Extract 3.1: A sample of a correct response to question 3

Conversely, 0.3% of those who scored from 2 to 2.5 marks demonstrated moderate knowledge of the function of a lesson plan. For example, one candidate wrote: *used to promote performance of students, help teacher teach*

systematically, to cover the syllabus on time and used to reduce speed where two points were correct out of the four given. The correct points were: *help teacher teach systematically and used to reduce speed*. Another candidate wrote: *help to teach in order, help to confidence, help to know students and help to practice teaching* where one point out of four given was correct. The correct point was *help to teach in order*.

Further analysis showed that most of the 0.5% of the candidates who scored from 0 to 1.5 marks, lacked the knowledge of the subject matter and failed to understand the demands of the question hence provided irrelevant responses. For example, one candidate wrote: *to understand learners, to cope with them, to increase budget and to run series* where there was no correct point out of the four given. Another candidate wrote: *help to prepare teaching aid, maintain time, teaching practice and help to monitor dodgers'* where one point out of the four given was correct. The correct point was *maintain time*. The candidates were supposed to give correct responses such as: *enables the teacher to teach in logical and proper sequence, enables the teacher to regulate teaching speed, enables a teacher to prepare appropriate teaching materials and it is used as important record for administration reference*. Extract 3.2 is a sample of responses from one of the candidates' in this category.

3.	i) To develop a lesson.
	ii) To make teachers evaluation.
	iii) To make students evaluation.
	iv) To give remark on the tough lesson.

Extract 3.2: A sample of incorrect responses to question 3

In extract 3.2 the candidate wrote responses related to the evaluation process instead of writing functions of a lesson plan.

2.1.4 Question 4: Teaching and Learning

The question required the candidates to specify the advantages of Block Teaching Practice (BTP). This question was attempted by 2,097 (100%) candidates. The general performance of the candidates in this question was good since many candidates (99.4%) scored from 2 to 4 marks as shown in Figure 4.

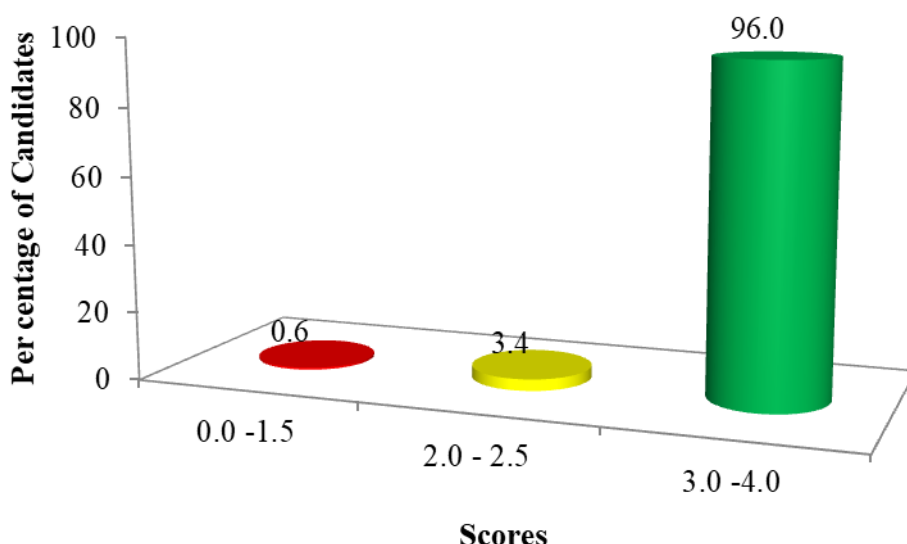


Figure 4: The candidates' performance on question 4

Figure 4 indicates that, the candidates (96.0%) had good performance as they are scores range from 3 to 4 marks. These candidates understood the question and provided correct responses. They were able to specify the advantages of Block Teaching Practice (BTP) such as: *to help students teachers extend self-knowledge, to boost the morale and confidence of students' teachers, to encourage collaboration between students' teachers and the experienced teachers*. Extract 4.1 represent a sample of a relevant response from one of the candidates.

4.	Four (4) Advantage of BTP
	(i) It help a student teacher to teach in real life situations.
	(ii) It help student teacher on how to budgeting money during field-
	(iii) It help student teacher to encourage the Co-operation with experienced teachers
	(iv) It help student teacher to be Competent in teaching and preparation of Scheme of work, lesson plan, and lesson notes and teaching aid-

Extract 4.1: A sample of a correct response to question 4

The analysis indicated that, the candidates (3.4%) who scored from 2 to 2.5 marks had partial knowledge of the subject matter as they wrote both relevant

and irrelevant responses hence failed to score full marks. For example, one candidate wrote: *it exposes students' teachers to the society, it allows students to avoid punishment from tutors, it builds conflicts to student teachers, it help them how to plan for day to day budgetary* where two points out of four given, were correct. The correct points were: *it exposes students' teachers to the society and it help them how to plan for day to day budgetary*. Another candidate wrote: *to meet with experienced teachers, to get money, to know new environment and to practice teaching* where two points out four given, were correct. The correct points were; *to practice teaching and to meet with experienced teachers*.

Further analysis showed that, the candidates (0.6%) who scored from 0 to 1.5 marks had little knowledge of some points but lacked clear knowledge of Block Teaching Practice (BTP). Consequently, some candidates provided irrelevant responses. For example, one candidate wrote: *escaping from college regulations and getting money* where there was no correct point out of two given. Another candidate wrote: *to get more money, to find new friends, to refresh mind and to be free from college activities* where there was no correct point out of four given. The candidates were supposed to provide correct responses such as: *to help students teachers extend self-knowledge, to boost the morale and confidence of students' teachers, to encourage collaboration between students' teachers and the experienced teachers*. Extract 4.2 is a sample of the response from one of the candidates' in this category.

4.	(i) It helps student teacher to create confident during teaching.
	(ii) It helps student teacher to see like a future teacher during the process of teaching and learning.
	(iii) It helps student teacher to know the importance of using scheme of work and lesson plan during the process of teaching and learning.
	(iv) It helps student teacher to expand our knowledge and skills because teaching can be continue system during it (BTP).

Extract 4.2: A sample of incorrect responses to question 4

In Extract 4.2, the candidate specified the advantages of Block Teaching Practice but lacked clear knowledge of the question. Also they had poor organization skills of the work.

2.1.5 Question 5: Curriculum Materials

The question demanded the candidates to provide the importance of subject textbook in four points. This question was attempted by 2,097 (100%) candidates. In general, the performance of the candidates in this question was good since many candidates (98.6%) scored from 2 to 4 marks as shown in Figure 5.

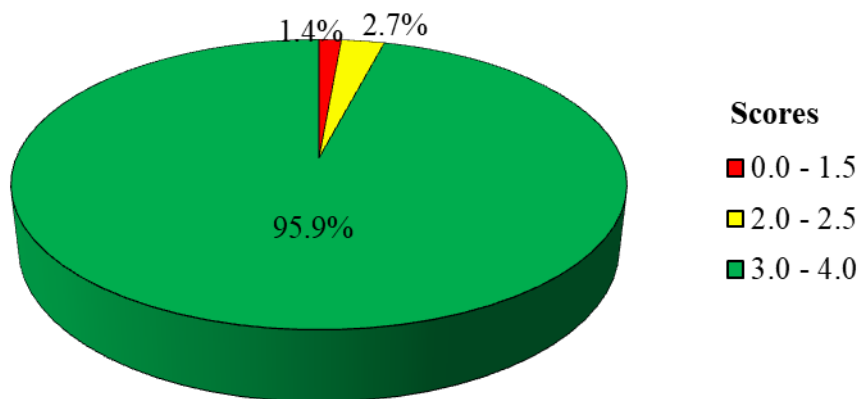


Figure 5: *The candidates' performance on question 5*

The analysis shows that, the candidates (95.9%) scored from 3 to 4 marks which was good performance. These candidates adhered to the demands of the question and demonstrated adequate knowledge of curriculum materials by providing correct responses. They were able to show the importance of subject textbook in four points which were: *it contains the approved content by the respective authorities, provides some classroom and outdoor activities, it is used by students to solve the given activities by teachers*. Extract 5.1 is a sample of response from one of the candidates' in this category.

5	① The subject textbook is important since.
	① It contains the important materials of the subject.
	② It shows the learning activities to be conducted by the learner.
	③ They avoid biasness simply because a book can contain only the materials of the subject.
	④ They are used in making reference by both teachers and learners.

Extract 5.1: A sample of correct responses to question 5

Besides, some of the 2.7% the candidates who scored from 2 to 2.5 marks had problem in writing skills, English Language proficiency and organization skills. The candidates' marks in this category differed due to variations in the correctness of their responses. For instance, one candidate wrote: *it helps the learner to get the movie, it helps learners to get notes, it motivates the learners to store, and it helps the learners to get different learning activities* where two points out of four given were correct. The correct points were: *it helps learners to get notes and it helps the learners to get different learning activities*. Another candidate wrote: *it help students to study, it helps independence of learners, helps students in getting more knowledge* where two points out of four given were correct. The correct points were: *it help students to study and helps students in getting more knowledge*.

Also, some of the 1.4% of the candidates who scored from 0 to 1.5 marks had little knowledge on the concept tested and others did not understand the demand of the question. For example, one candidate wrote: *it suggests learning activities for farmers, it suggests teaching activities for learners, it enhances production and it promotes culture of the tribes* where there was no correct point out of four given. Another candidate wrote: *it provides learning activities, it gives confidence, it gives examples and it shows pictures and diagrams* where there was no correct point out of four given. The candidates were supposed to write the correct responses such as: *it contains the approved content by the respective authorities, provides some classroom and outdoor activities, it is used by students to solve the given activities by teachers*. Extract 5.2 is sample of the response from one of the candidates'.

5	is it help the assessor, head of department and head of the school to make evaluation. Because it show the date the topic/subtopic start and when ended.
ii	Help to maintain/regulate the speed of the teacher
iii	On the transferring of the subject teacher is easy another teacher to teach such subject because is easy to understand where the transferred teacher ended.
iv	It used to maintain uniformity.

Extract 5.2: A sample of incorrect response to question 5

In Extract 5.2, the candidate wrote the importance of the scheme of work and lesson plan instead of giving importance of subject textbook.

2.1.6 Question 6: Curriculum Development

The question required the candidates to describe four steps of Tyler's Curriculum Development Model. Statistics shows that the question was attempted by 2,097 (100%) candidates. Performance in this question was average since candidates (62.0%) scored from 2 to 4 marks as shown in Figure 6.

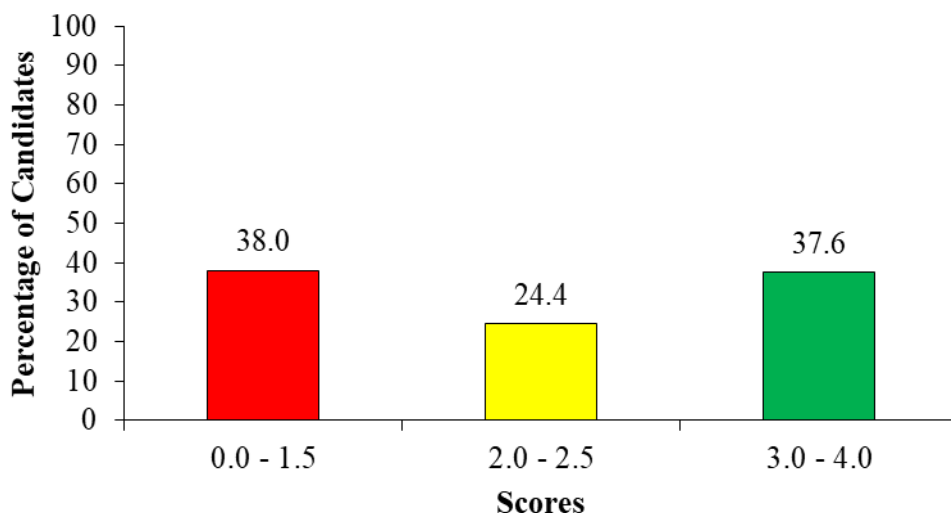


Figure 6: The candidates' performance on question 6

Figure 6 shows that, the candidates (38.0%) had poor performance as they are scores range from scored from 0 to 1.5 marks. These candidates lacked knowledge of the subject matter and failed to understand the needs of the

question hence provided the steps of Wheeler’s curriculum Model instead of Tyler Curriculum Model. For examples, one candidate wrote: *situational analysis/diagnosing of needs, formulation of ideas and selection of content and organization of content* where there was no correct point out of three points given. Another candidate identified points like: *discussion, explaining the methods of curriculum content, explaining the content to be employed in a particular model and organization and conclusion* and there was no correct point out of the four points given. The candidates were supposed to give the correct responses such as: *specific objectives, learning experiences, organization of learning experiences and evaluation of learning experiences*. Extract 6.1 is a sample of response from one of the candidates in this category.

6	is content.
	i2 specific objectives.
	i3 cyclo way

Extract 6.1: A sample of incorrect responses to question 6

In Extract 6.1, the candidate provided steps of Wheeler’s Curriculum Development Model instead of Tyler’s Curriculum Development Model.

Likewise, the candidates (24.4%) who scored from 2 to 2.5 marks demonstrated moderate knowledge as their responses were partly correct. Such responses reflected partial knowledge of the candidates on the subject matter. For example, the candidates wrote: *objectives/goals, learning indicators, teaching and learning materials and learning experiences* where two points out of four given were correct. The correct points were; *objectives/goals and learning experiences*. Another candidate wrote: *specific objectives, selection of the learning experiences, and organization of learning experiences and content* where two points out of the four given were correct. The correct points were: *selection of the learning experiences, organization of learning experiences*.

Similarly, the candidates (37.6%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter. They were able to describe the four steps of Tyler’s Curriculum Development Model which were; *specific objectives, learning experiences, organization of learning experiences and evaluation of*

learning experiences. Extract 6.2 is a sample of response from one of the candidates’.

6. Steps of Tyler's curriculum development model.
i) <u>Specific objectives</u> : This are the specific aims or plan that Tyler propose in the development of curriculum where the depend of the specific objectives of learning.
ii) <u>Selection of Learning experience</u> : This means that the Tyler's model explain the curriculum development by selecting by learning experience.
iii) <u>Organization of Learning experience</u> : This means that the Tyler's model explain the curriculum development by organizing the learning experience in the teaching and learning process.
iv) <u>Evaluation</u> : Is the process of evaluating learning experience that are done by are learner and teacher in order to make good system of curriculum change.
<div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">SPECIFIC OBJECTIVE</div> ↓ <div style="border: 1px solid black; padding: 2px; display: inline-block;">SELECTION OF LEARNING EXPERIENCE</div> ↓ <div style="border: 1px solid black; padding: 2px; display: inline-block;">ORGANIZATION OF LEARNING EXPERIENCE</div> ↓ <div style="border: 1px solid black; padding: 2px; display: inline-block;">EVALUATION.</div> </div>

Extract 6.2: A sample of correct responses to question 6

2.1.7 Question 7: Teaching and Learning

The question required the candidates to describe four characteristics of students with specific learning problems. This question was attempted by 2,097 (100%) candidates. In general, the performance of the candidates in this question was average since the candidates (62.3%) scored from 2 to 4 marks as shown in Figure 7.

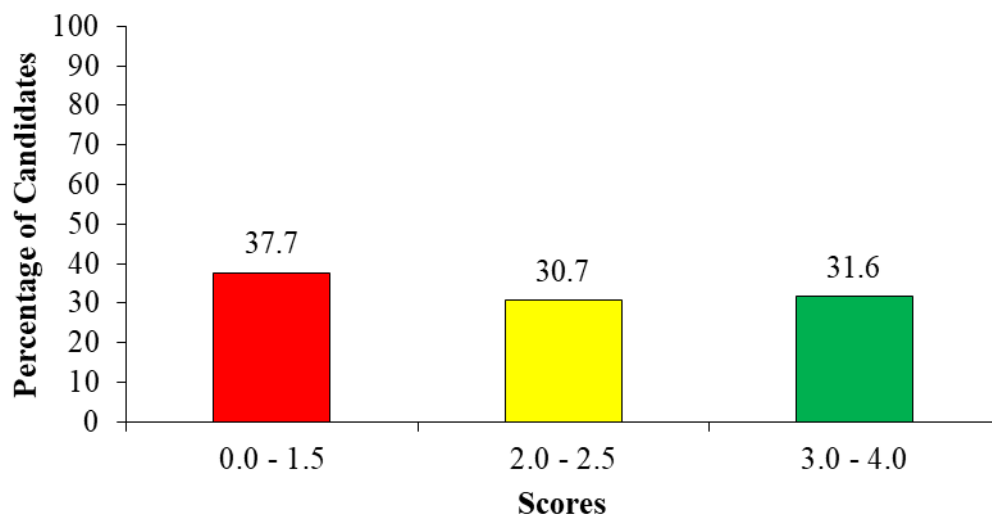


Figure 7: The candidates' performance on question 7

Figure 7 shows, the candidates (37.7%) scored from 0 to 1.5 marks which was poor performance. These candidates failed to meet the demands of the question due to insufficient knowledge of the subject matter. Some candidates mentioned the impacts of students with disabilities instead of describing characteristics of students with specific learning problems. For example, one candidate wrote: *they fail in examinations, they can't organize discussion, they can't write properly and they can't state* there were no correct points out of the four given. Another candidate wrote: *they need assistance, they are always dirty, they are crowing, they feel shy* there were no correct point out of four given. The candidates were supposed to provide correct responses which are: *some students have difficulties in motor coordination activities, others have verbal expression problem, others have spelling problem and others lack social skills*. Extract 7.1 is a sample of response from one of the candidates'.

07(i)	Should be affected by the mother language
(ii)	Must undergo sexual-related challenges
(iii)	Must be engage in other business which keep him or her busy.
(iv)	Must be less interest duties.

Extract 7.1: A sample of incorrect responses to question 7

In Extract 7.1 the candidate identified the impacts of students with learning disabilities instead of describing characteristics of students with specific learning problems.

Furthermore, the candidates (30.7%) who scored from 2 to 2.5 marks had partial knowledge on the question requirements as they provided both relevant and irrelevant responses, insufficient descriptions and low English Language proficiency; as such they failed to score full marks. For example, one candidate wrote: *they have got the low marks in the examination, they have language poor, they have writing poor and they have verbal expression problem, they have social skills*, where two points out of five given were correct. The correct points were: *they have verbal expression problem and they have social skills problem*. Another candidate wrote: *they experience with serious problems, they lack social interactions and they need special assistance* where two points out of four given were correct. The correct points were: *they lack social interactions and they need special assistance*.

On the other hand, the candidates (31.6%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter and understood the demands of the question since they provided relevant answers. They were able to describe four characteristics of students with specific learning problems which are: *some students have difficulties in motor coordination activities, others have verbal expression problem, others have spelling problem and others lack social skills*. Extract 7.2 illustrates a sample of response from one of the candidates’.

7.	① They lack communication skills (language use)
	② They lack socialization skills with others
	③ They lack day-to-day running skills
	④ Mental function/ability are slow they fail to connect, interpret information easily

Extract 7.2: A sample of correct responses to question 7

2.1.8 Question 8: Curriculum Development

The question required the candidates to describe four reasons for having well stated curriculum instructional objectives. This question was attempted by 2,097 (100%) candidates. The performance of the candidates in this question

was good since many candidates (76.4%) scored from 2 to 4 marks as shown in Figure 8.

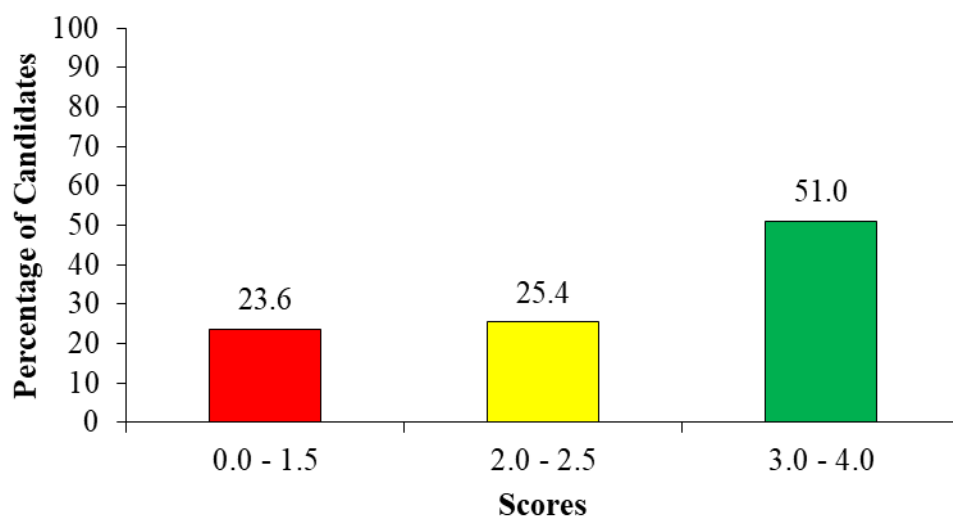


Figure 8: The candidates' performance on question 8

Figure 8 shows that, the candidates (51.0%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter and showed a clear understanding of the question; hence provided correct responses. Also, they were able to describe reasons for having well stated curriculum instructional objectives which are: *to help a teacher in selecting appropriate content, to help a teacher in selecting teaching methods, to help a teacher in attracting learners' attention and to regulate teachers' instructional behaviors*. Extract 8.1 is a sample of the response from one of the candidates in this category.

8.	(i) Well stated curriculum instructional objectives help teacher to be systematic in teaching and learning certain content.
	(ii) Help teacher to be confident when teaching the lesson.
	(iii) It help to hold attention for the learners when teacher teaching certain content.
	(iv) Help teacher to prep prepare various method for teaching.

Extract 8.1: A sample of correct response to question 8

Moreover, the candidates (25.4%) who scored from 2 to 2.5 marks provided partially correct responses. For example, one candidate wrote: *it helps to move learners during studying, it helps the teacher to get materials, it helps to assist teacher during learning processes and it serve time when students observe an object* where two points out of the four given were correct. The correct points were: *it helps the teacher to get material and it helps to assist teacher during learning processes*. Another candidate wrote: *it helps when making evaluation, it helps a teacher to search for good method, it enable teacher to manage time and it enable teacher to achieve intended objectives* where two points out of the four given were correct. The correct points given were: *it enable teacher to achieve intended objectives and it helps a teacher to search for good method*.

On other hand, the candidates (23.6%) who scored from 0 to 1.5 marks had little knowledge of the concept tested and others did not understand the requirements of the question. For example, one candidates wrote: *used to measure the measurable terms, used to determine the time, used to attain each students and it is realistic* there were no correct point out of four given. Another candidate wrote: *help to determine clear student evaluation, it is specific means no misinterpretation during teaching, it is realistic means and it will enable a teacher to manage time* there were no correct points out of the four given. The candidates were supposed to provided correct responses such as: *they help teacher in selecting appropriate content, they help teacher in selecting teaching methods, they help a teacher to attract learners' attention and they regulate teachers' instructional behaviors*. Extract 8.2 is an example of responses from one of the candidates'.

08	(i) It helps to teach specific topic in Learners
	(ii) It helps to know the time
	(iii) It helps to measure the Content
	(iv) it helps the learner to be realistic

Extract 8.2: A sample of incorrect response to question 8

In Extract 8.2, the candidate wrote points related to the importance of Teachers' guide and Text books instead of describing the reasons for having well stated curriculum instructional objectives.

2.1.9 Question 9: Curriculum Development

The question required the candidates to identify four major criteria used by curriculum specialists in the selection of curriculum content. The question was attempted by 2,097 (100%) candidates. The performance of the candidates in this question was good as most of candidates (74.4%) scored from 2 to 4 marks as shown in Figure 9.

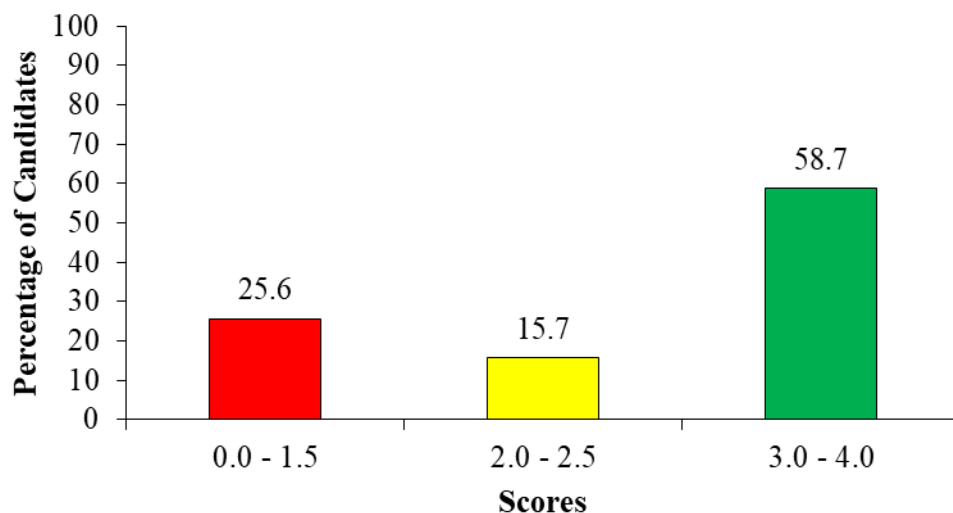


Figure 9: *The candidates' performance on question 9*

Figure 9 shows that, the candidates (58.7%) who scored from 3 to 4 marks had adequate knowledge and understanding of the demands of the question hence they provided relevant answers which were: *deciding whether the topic is relevant to the society, learnability, goal validity and emphasis on mechanism*. Extract 9.1 is a sample of the response from one of the candidates in this category.

Q.	Four major Criteria used by curriculum specialists in the selection of Curriculum Content.
Ans.	Curriculum content refer to the particular facts, ideas, skills and principles that should be included during curriculum content.
(i)	It should be learnerability. Means that the language used should be simple and understandable.
(ii)	Emphasize and mechanisms should involves reasoning like why, when in order to make the curriculum use to become more improved in knowledge through reasoning.
(iii)	Validity. Validity is the criteria used by curriculum specialists in the selection of curriculum content. The Curriculum Content must be valid in extent to measure what is supposed to be measured.
(iv)	Applicability. Another Criteria of selecting curriculum content is that should be applicable to the life surrounding student should use it to relates with their societies. you live.

Extract 9.1: A sample of correct responses to question 9

Also the analysis showed that, the candidates (15.7%) who scored from 2 to 2.5 marks demonstrated unsatisfactory knowledge by providing relevant and irrelevant responses. For example, one candidate provided the response like: *nature of the learners and their levels, learnability, nature of the subject matter and needs of the society* where two points out of the four given were correct. The correct points given were: *learnability, and needs of the society*. Another candidate wrote: *needs of the society, consider the level of learners, consider the objective and consider the time* where two points out of four given were correct. The correct points given were: *needs of the society and consider the objective*.

Further analysis showed that, the candidates (25.6%) who scored from 0 to 1.5 marks some of them failed to understand the needs of the question, others

provided points related to the indicators of learning hence giving irrelevant responses. For instance, one candidate wrote: *the method used the specific objectives, the material used, and the level of the learners* there was no correct point out of three given. Another candidate wrote: *the content should consider level of learners, the content should relate to the subject, the content should be relevant, and it must be clear stated* there were no correct points out of four given. The candidates were supposed to provided correct responses such as: *deciding whether the topic is relevant to the society, learnability, goal validity and emphasis on mechanism*. Extract 9.2 is a sample of response from one of the candidates in this category.

9.	four major criteria used by curriculum specialist in the selection of curriculum content.
	(i) It must have behaviour change.
	(ii) It must have a condition.
	(iii) It must have a degree of performance, relevance.
	(iv) It must be evaluated.

Extract 9.2: A sample of incorrect responses to question 9

In Extract 9.2, the candidate wrote points related to the indicators of learning instead of identifying the major criteria used by curriculum specialists in the selection of curriculum content.

2.1.10 Question 10: Curriculum Materials

The question required the candidates to state four uses of teachers' guide. The question was attempted by 2,096 (99.9%) candidates. The performance of the candidates in this question was good since many candidates (94.2%) scored from 2 to 4 marks as shown in Figure 10.

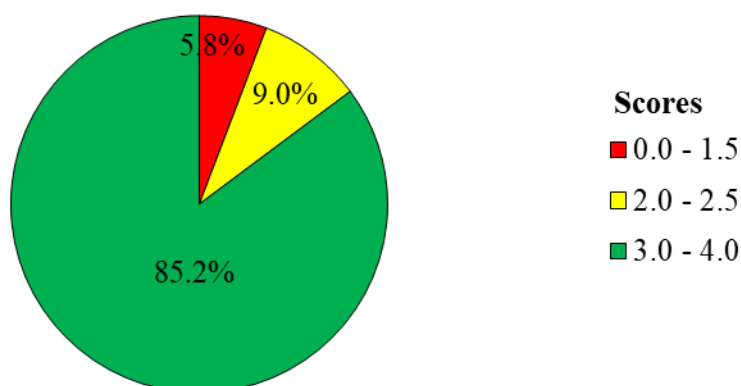


Figure 10: The candidates' performance on question 10

Figure 10 shows that, the candidates (85.2%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter and clear understanding of the of Teachers' guide. The candidates were able to give correct responses which were: *to suggest teaching and learning materials, to suggest teaching and learning aids, to suggest teaching methodology and to enable the teacher to follow the sequence of content with students' book and to provide procedures for assessing students*. Extract 10.1 is a sample of the response from one of the candidates in this category.

10	i) It help teacher to select the method of teach ing.
	ii) It provide number of activity to be done by the learner.
	iii) It guide teachers compitence to be used in teaching process
	iv) It guide and direct teacher Materials to be Used in the teaching process according to the level of the learners.

Extract 10.1: A sample of correct responses to question 10

Similarly, the candidates (9.0%) who scored from 2 to 2.5 marks showed little knowledge of the topic of Curriculum Materials and a clear understanding of

the uses of teachers' guide. The candidates provided one to two correct points out of four, others provided unclear responses. For example, one candidate wrote: *it helps a teacher to select appropriate teaching technique, to relating topics of one subject to another subject, it helps a teacher in selecting activities to give the learners and it helps a teacher in making scheme of work* where two points out of the four given were correct. The correct points were: *it helps a teacher to select appropriate teaching technique and it helps a teacher in selecting activities to give the learners*. Another candidate wrote: *it help teachers to make evaluation, to provide learning, to provide answers and to give teaching methods* where two correct points out of four given were correct. The correct points were: *to provide answers and to give teaching methods*.

Further analysis indicated that, the candidates (5.8%) who scored from 0 to 1.5 marks lacked knowledge about the uses of teachers' guide. Others failed to understand the requirements of the question by providing the uses of text book instead of teachers' guide. For example, one candidate wrote: *it contains the approved content, provide outdoor activities and it helps to prepare respective subject* where one point out of three given was correct. The correct point was: *it helps to prepare respective the subject*. Another candidate wrote: *used as reference, used as teaching material, and used for evaluation* where one point out of three given were correct. The correct point was: *used as reference*. The candidates were supposed to give correct responses such as: *to suggest teaching and learning materials, to suggest teaching and learning aids, to suggest teaching methodology and to enable the teacher to follow the sequence of content with students' book and to provide procedures for assessing students*. Extract 10.2 is a sample of irrelevant responses from one of the candidates.

AD	uses of Teacher guide
i/	Used for reference
ii	preparing teaching activities
iii	Draw attention of teacher
iv	It show teaching and learning strategies

Extract 10.2: A sample of incorrect responses to question 10

In Extract 10.2, the candidate wrote points relating to the uses of text book instead of the uses of teachers' guide.

2.2 SECTION B: ESSAY QUESTIONS

This section had six (6) questions. The candidates were required to answer four (4) questions. Each question weighed fifteen (15) marks, making a total of sixty (60) marks in this section.

2.2.1 Question 11: Curriculum Materials

The question required the candidates to evaluate the importance of supplementary curriculum materials in five points. This question was attempted by 1,949 (92.9%) candidates. According to analysis the performance of was good since as many as 96.7% of the candidates scored from 6 to 14.5 marks as shown in Figure 11.

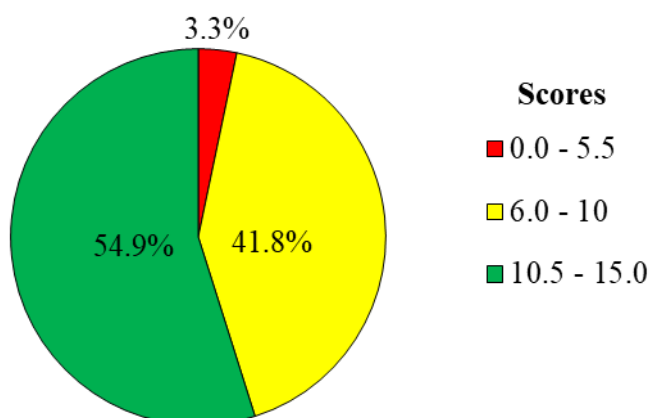


Figure 11: The candidates' performance on question 11

Figure 11 shows that, the candidates (54.9%) who scored from 10.5 to 14.5 marks exhausted the points by providing a good introduction correctly, evaluated the importance of supplementary curriculum materials and provided a relevant conclusion. The correct responses were: *to promote self-directed learning, to improve learning behaviors, to encourage learners to learn and to improve how to search relevant materials*. Extract 11.1 is a sample of response from one of the candidates' in this category.

11. Supplementary curriculum materials : Are the list of written materials which are designed to support the teacher in teaching and learning processes as they add the required knowledge and information relevant to teaching and learning contexts. They include various written materials such as books, magazines and journals as well as pamphlets where the teachers and students search for materials related to teaching-learning practices. There are various importance of supplementary curriculum materials as shown below:-

They help widen the knowledge of the teachers and students. ^{Supp} By the aid of supplementary materials teachers and students can read so as to expand their knowledge and understanding about a certain concept.

They help the teacher in preparing lesson notices. Also the supplementary curriculum materials can be used by the teacher to prepare the lesson notice on the desired lesson or topic which is to be taught in classroom.

They provide the clarifications of difficult concepts. Also by the aid of supplementary curriculum materials the clarification of difficult concepts can be simplified; Thus they provide further explanations on the concepts which may be on the textbooks and other related rele

11.	nce materials
	They helps to develops reading skills for the individual students. Also the supplementary materials helps students to be exposed with variety sources of reading at the expense of relying on their textbooks only; In so doing they are likely to develops reading habbits which inturn may helps to develop reading skills.
	They promotes independent and self-learning to students. Also supplementary curriculum materials helps the teacher to reduce his/her loads as it is replaced by directing students to read or study from the given supplementary materials to understand the designed concepts.
	Therefore for effective teaching and learning to be appropriately achieved the processes of teaching and learning should not rely only on the textbooks, instead is should involve the combination of textbooks and supplementary materials relevant to teaching and learning.

Extract 11.1: A sample of correct responses to question 11

Moreover, some of the 41.8% of the candidates who scored from 6 to 10 marks provided few correct responses while others gave incorrect explanation. Others did not adhere to essay writing rules as they mentioned points without an introduction or conclusion. For instance, one candidate wrote: *used to increase knowledge, to create employment opportunity, to promote self-*

directed learning, to explore materials, used to solve different difficulties where three points out of five were correct. The correct points are: *used to increase knowledge, used to solve different difficulties and promote self-directed learning*. Another candidate wrote: *improve process of learning, help student to make evaluate, help leaners to get more information, help teachers to provide feedback to the learners and help teacher to know teaching methodology* where two points out of the five were correct. The correct points given were: *help leaners to get more information, improve process of learning*.

Similarly, some of the 3.3% of the candidates who scored from 0 to 5.5 marks provided irrelevant responses due to insufficient knowledge of the subject matter while others misconceived the requirements of the question by listing the importance of the lesson plan instead of evaluating the importance of supplementary curriculum materials. For example, one candidate wrote: *they help to save time of teaching, they help to attain instructional objectives, they create confidence, they lead teaching and learning to be systematically and make teacher more competent* where two points out of the five given were correct. The correct points were: *make teacher more competent and they create confidence* another candidate wrote: *help to make evaluation, to improve discussion, to encourage guests and to improve library* there were no correct point out of four given. The candidates were supposed to give the correct responses which are: *to promote self-directed learning, to arouse and improve learning behaviors, to consolidate students what they have learned, to encourage learners to learn and work together and to improve how to search relevant materials*. Extract 11.2 illustrates a sample of one of the candidates' response in this category.

11	<p><u>Supplementary Curriculum material</u>, are those curriculum materials which is used in facilitating the whole process of teaching and learning. For example Syllabus, lesson plan, Scheme of work, lesson notes and logbook.</p> <p>The following are importance of the Supplementary curriculum materials</p> <p>It help the teacher to select a good method of teaching. Curriculum materials contain strategies and methods which may be used in a whole process of teaching and learning according to the level of the learner in a particular subject and which is determining the cognitive level of the learners.</p> <p>It help teacher to teach in a sequence or systematically. The presence of Supplementary curriculum materials enhance effective teaching and learning because it guide teachers steps to follow in order to achieve the learning outcome which was planned to be achieved.</p> <p>It help teacher to manage and organize class. Also curriculum materials help teacher conduct the teaching and learning process for instance the availability of lesson plan and lesson notes it enhance the effective teaching and learning because it help teacher to teach systematically and also it help teachers not to go out of track and to manage time.</p>
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11	It help teachers to make evaluation
	The availability of Supplementary curriculum materials enable a teacher to make evaluation concerning the whole process of teaching and learning if the intended learning outcome is reached or not to measure the understanding of the learner individually.
	It helps teachers in setting the examination. Also Supplementary curriculum materials enable a teacher to set the date of examination in order to measure the achievement of learners in a certain topics or subject matter also teacher can measure the progress of teaching if the concept is understood by students or not.
	Therefore Supplementary curriculum materials are very important in facilitating the whole process of teaching and learning within school or classroom.

Extract 11.2: A sample of incorrect responses to question 11

In Extract 11.2, the candidate failed to understand the demand of the question hence wrote points related to the importance of the lesson plan instead of writing the importance of supplementary curriculum materials.

2.2.2 Question 12: Planning for Teaching

The question required the candidates to explain six possible consequences of teaching without a lesson plan. This question was attempted by 2,018 (96.2%) candidates. In general, the performance of the candidates in this question was

good since as many as 99.9% of the candidates scored from 6 to 14 marks as shown in Figure 12.

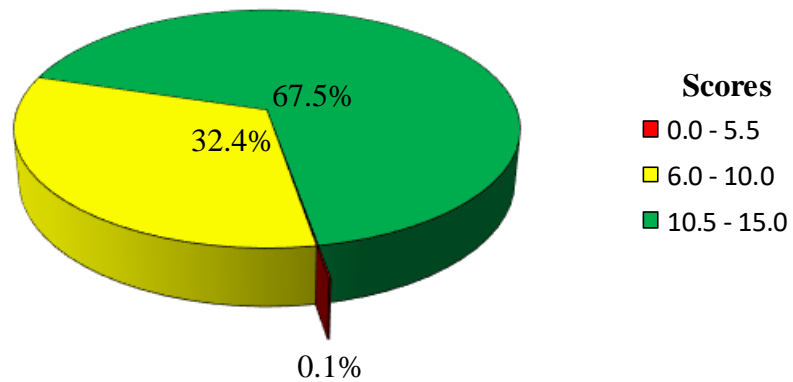


Figure 12: *The candidates' performance on question 12*

Figure 12 shows that, the candidates (67.5%) who scored from 10.5 to 14 marks were able to explain six possible consequences of teaching without a lesson plan which are: *it may lead to failure in explaining the important concepts, it may results in teaching irrelevant materials hence boring, it may lead to disorder ideas hence causing misunderstanding, it may lead to low confidence of the teacher in the lesson and it may lead to the use of inappropriate pace and transitions of a lesson activities*. Extract 12.1 illustrates a sample of one of the candidates' response in this category.

12.	<p>Lesson plan is the short plan of action prepared by a teacher which show all stages to be followed while teaching. Lesson plan is prepared when a teacher want to teach. You can prepare lesson plan forty minutes (40 min) if your period is single and eighty minutes (80 min) for double period. The following are the explanation of consequences of teaching without a lesson plan as follows:</p> <p>Failure to achieve intended goal, when a teacher teach without lesson plan, it will be difficult to achieve the intended goal of his or her teaching. This is due to that lesson plan has clear spelled out goal that a teacher want a their students to achieve.</p> <p>Failure to manage time, Lesson plan is for forty minutes or eighty minutes so when a teacher go to teach without lesson plan fail to manage the time because may be have large content or small content where by time end before reaching the goal.</p> <p>Lose confident, as we know that teacher should have a confident so as to teach well so when he/she, entering the class without a lesson plan sometimes it can loose confidence because he/she can either forget what want to teach so if forget he/she must lose a confidence.</p> <p>Fail to teach systematically, when a teacher teach without a lesson plan can fail to teach systematically because he/she lack plan that direct or guide him/her while</p>
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12	<p>teaching. Sometimes may interchange the stage of lesson development instead of starting with introduction a teacher can start with new knowledge because have ade at loose confidence.</p> <p>Fail to evaluate his/her teaching this is because lesson plan have a part known as assessment here a teacher should indicate how can evaluate his/her lesson so when he/she teach without lesson plan can fail to evaluate both his work and that of student.</p> <p>Fail to manage and organize the class also and this is possible consequences of teaching without lesson plan here the teacher fail to manage and organize the class because teacher are confused itself. And also fail to arouse interest and motivation of the learner.</p> <p>Generally: I can say that teachers are not allowed to teach without plan because lesson plan act as a framework of the whole process of implementing instruction in the class so a teacher need to prepare lesson plan before going in the class.</p>
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Extract 12.1: A sample of correct response to question 12

Further analysis showed that, some of the 32.4% of the candidates who scored from 6 to 10 marks provided partial elaboration of the points while others had no introduction and relevant examples hence failed to score full marks. For example, one candidate wrote responses such as: *poor systematic arrangement, it is difficult to determine the number of students, lack of confidence, failure to meet instructional objectives and lead to low confidence* where three points out of the five given were correct. The correct points were: *lack of confidence, it is difficult to determine the number of students and lead to low confidence*. Another candidate wrote: *difficult to mistakes, encourage*

repetition, encourage use of irrelevant materials, difficult in conclusion and difficult to teach systematically where three points out of five given were correct. The correct points were: *encourage repetition, encourage use of irrelevant materials and difficult to teach systematically*.

Additionally, the candidates (0.1%) who scored from 0 to 5.5 marks lacked proper knowledge of the consequences of teaching without a lesson plan. Some candidates provided unclear elaboration of the points and others had low English Language proficiency. Others provided points related to types of teaching techniques instead of explaining possible consequences of teaching without a lesson plan. For example, one candidate wrote: *decrease knowledge and skills, decrease cooperation to the learners* there were no correct point out of two points given. Another candidate wrote: *through by using teaching aids, through by using teaching techniques, poor connection of ideas, through to make evaluation, failure to know stages, through by using time management and through to determine the challenge and weakness of learners* where two points out of the seven given were correct. The correct points are: *failure to know stages* and *poor connection of ideas*. The candidates were supposed to provide correct responses such as: *it may lead to failure in explaining the important concepts, it may results in teaching irrelevant materials hence boring, it may lead to disorder ideas hence causing misunderstanding, it may lead to low confidence of the teacher in the lesson and it may lead to the use of inappropriate pace and transitions of a lesson activities*. Extract 12.2 is a sample of response from one of the candidates' in this category.

12	6 possible Consequences of teaching without a lesson plan.
	Study visit: in this consequence the teacher can teach student without lesson plan due to the environment, teacher can teach student by giving out lecture or instruction without using lesson.
	Guest speaker (invited guest) This person can teach without lesson plan because he/she might not be a teacher professionally and students can learn from what he/she teach and understand
	Study tour: student can learn and taught during the study tour and the teacher can teach without lesson plan due to the circumstance.
	Lesson plan can not be applicable and used when student learn in their discussion groups, the teacher can visit them and guide the discussion without lesson plan.
	the lesson plan is not applicable in practical scientific practical such as chemistry or Biology practical the teacher can teach without using lesson plan.
	Lastly teaching can be conducted without lesson in case there is abnormal condition such as natural disaster occurrence whereby teacher and student teach student out of the classroom example during the COVID 19 whereby teachers conducted teaching on line.
	In short lesson is very important guide line of the teacher in the classroom but sometime it can not be applied.

Extract 12.2: A sample of incorrect responses to question 12

In Extract 12.2, the candidate wrote the types of teaching techniques instead of explain possible consequences of teaching without a lesson plan.

2.2.3 Question 13: Teaching and Learning

The question required the candidates to elaborate four ways of teaching students with different special needs in the inclusive classroom. This question

was attempted by 1,018 (48.5%) candidates. In general, the performance in this question was good since as many as 89.9% of the candidates scored from 6 to 13.5 marks, as shown in Figure 13.

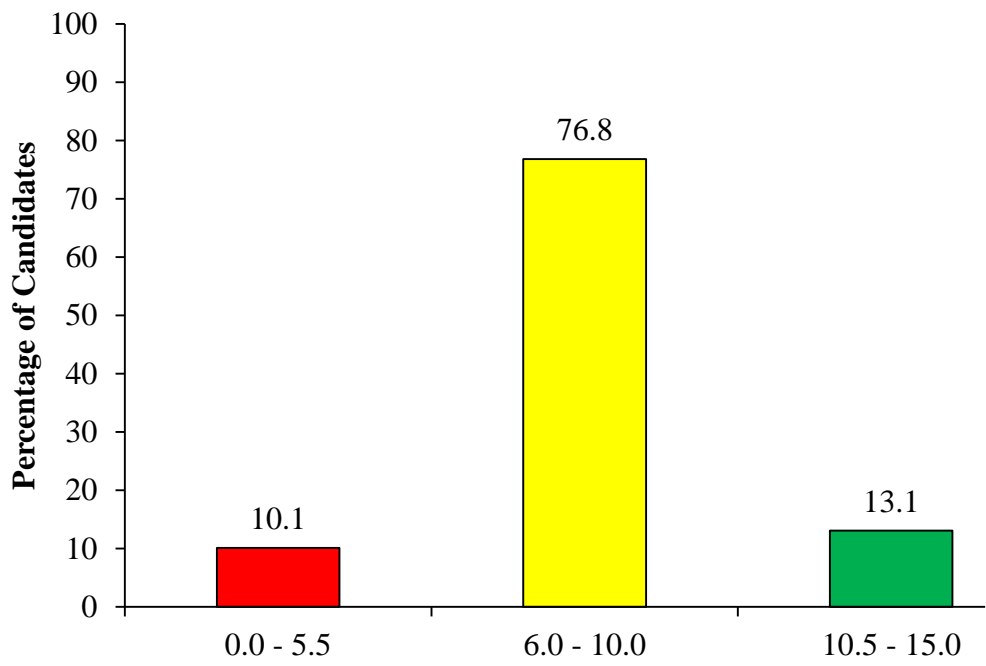


Figure 13: *The candidates' performance on question 13*

The Figure 13 indicates that, the candidates (13.1%) had good performance as they are score range from 10.5 to 13.5 marks. These candidates had enough knowledge on the topic of teaching and learning particularly in inclusive classroom. They also understood the demand of the question and had good essay writing skills. Such capabilities enabled them to elaborate four ways of teaching students with different special needs in the inclusive classroom which are: *making available education services/needs, use of strategies and techniques that enable them to modify type of instruction, application of various teaching aids, invitation of guest speaker and providing training to teachers concerning issues of special needs education*. Extract 13.1 illustrates a sample of relevant response from one of the candidates.

13. Students with special needs are those students that have different disorders that include the deaf, blind and those who lack the ability to walk, thus they need special care from the teacher during teaching and learning processes due to their disorders. There are different ways that can be used by the teacher during teaching and learning processes in the classroom period as follows.

By insisting them to sit in front especially those who have the problems of eyesight, due to the fact that a teacher uses this method to help them during learning processes since they are not able to see especially those with low sight.

By using different teaching signs, that will facilitate them to understand the content provided by the teacher hence they can grasp the knowledge in the classroom this is special for those who can not hear properly this method will help to acquire the knowledge.

Proper use of enough voice, due to the fact that in the class a teacher is supposed to use audible voice that will make the student with special need to hear the provided contents by the teacher this is special for those who can not hear well so by doing so we can help them so that they can understand what is intended to be delivered to them hence accelerate good performance to them.

Proper selection of teaching aid, due to fact that the proper selection of a good and well teaching aid that can be used to people (students) with special need that seems to be attractive, large in size that could make them to remember even if they can not hear by doing so we can help them in such way.

By giving them first priority during teaching and learning processes. due to fact that a teacher should give the first priority student with special need during the teaching and learning processes that will make them to feel good as other students with no special need this will help them to concentrate in the class.

Proper class management, due to fact that once the class is well arranged in case of desk a teacher can pass through those learners with special need to check out what their doing that could facilitate the performance of them.

By Conclusion there are so many method that a teacher can use to teach students with different special needs in the inclusive classroom like insisting them to sit in front, the use of audible voice, by giving them first priority in the classroom period, so teachers could consider the above ways during teaching process.

Extract 13.1: A sample of correct responses to question 13

Moreover, some of the 76.8% of the candidates who scored from 6 to 10 marks responded by writing both correct and incorrect points while others presented fewer points in their explanations hence failed to score full marks. Most of the candidates under this category had low English Language proficiency and poor organization of essay writing skills. For instance, one candidate gave responses such as: *much sport from you teachers and fellow, giving them first priority, through conducting smoothly environment, present of important services* where two points out the four given were correct. The correct points are: *giving them first priority and present of important services*. Another candidate wrote: *the teacher must improve the use of teaching aid, a teacher must be determine the problem of the learner in the class, teacher help the learner to involve well during the period, different work in the class* where two points out of four given were correct. The correct points are: *the teacher must improve the use of teaching aid and teacher help the learner to involve well during the period*.

Also, the candidates' (10.1%) who scored from 0 to 5.5 marks had insufficient knowledge on the subject matter while some candidates mentioned types of teaching methods and types of teaching practice instead of elaborating ways of teaching students with different special needs in the inclusive classroom. For example, one candidate wrote: *single lesson practice, peer group teaching practice, micro teaching practice and block teaching practice* there were no correct points out of four given. Another candidate wrote: *group discussion, gallery walk, jig-saw, asking and answering question* there were no correct points out of the three given. The candidates were supposed to write correct points such as: *making available education services/needs, use of strategies and techniques that enable them to modify type of instruction, application of various teaching aids, invitation of guest speaker and providing training to teachers concerning issues of special needs education*. Extract 13.2 is a sample of response from one of the candidates' in this category.

3.	<p>Inclusive classroom is the class which contain students with special needs and those who are not have not special needs. Special need, it is a very big problem for many schools in Tanzania due to the increase of the students who have many disability. For example Visual impairment and hearing problem. The following are the ways in which a teacher should use when teaching in the inclusive classroom, these are -</p> <p>Brain storming, This is the method of asking different oral question for the learner and the learner can interact by that questions for responding to question. So in the inclusive classroom a teacher must apply this way in order to make effective Understanding.</p> <p>Group discussion, Another way is to use group discussion which it will help the students who have special problem like hearing problem to determine them well and to allocate them to the group in order to share their ideas with their fellow.</p> <p>Questioning, Another way is to use questions to ask by facing them and can respond well. Through that respond it will make effective Understanding.</p> <p>Role Play, This is another way which can help a teacher to be understandable in the class of inclusive classroom.</p> <p>Therefore, A teacher is a creator has an ability to change a lot of methodology when teaching and learning in the inclusive classroom, and also teacher is flexible receive changes any time.</p>
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Extract 13.2: A sample of incorrect responses to question 13

In Extract13.2, the candidate wrote teaching methods instead of elaborating ways of teaching students with different special needs in the inclusive classroom.

2.2.4 Question 14: Teaching Practice

The question demanded the candidates to elaborate five weaknesses of Teaching Practice Moderation. The question was attempted by 1,185 (56.5%) candidates. Generally, performance in this question was good since as many as 80.3% of the candidates scored from 6 to 14 marks as shown in Figure 14.

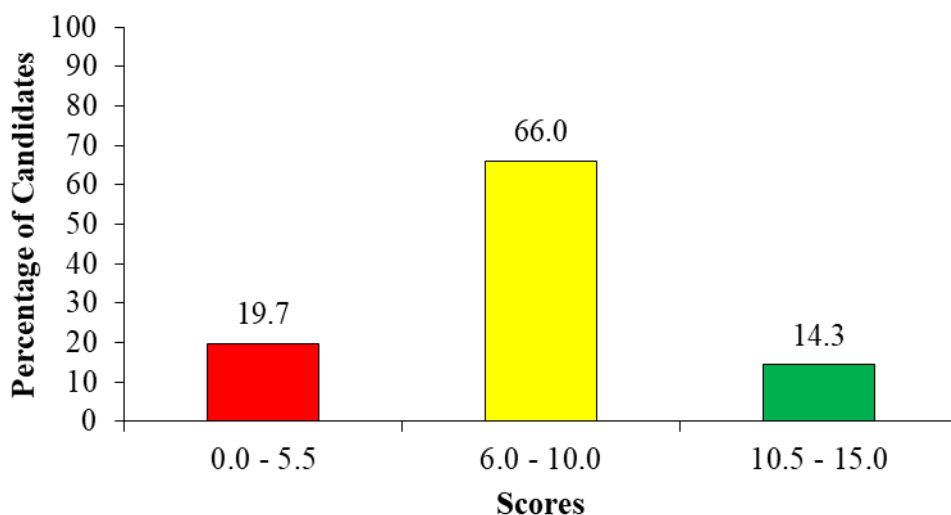


Figure 14: The candidates' performance on question 14

Analysis from figure 14 shows that, the candidates (14.3%) had good performance as they are scores range from 10.5 to 14 marks. These candidates had sufficient knowledge of the topic of teaching practice particularly on teaching practice moderation. They also understood the demand of the question by providing correct points, such capabilities enabled them to elaborate five weaknesses of Teaching Practice Moderation, such as: *it is not possible to moderate all students, there can be biasness among moderators, the moderated students can likely get low marks than others, it does not involve tutors who are classroom practitioners and it is very expensive.* Extract 14.1 illustrates a sample of the response from one of the candidates' in this category.

14 Teaching practice moderation is a situation where the assessor out of the college come and assess the student teacher during the Block teaching practice (BTP) and awards them point or score as they know. So teaching practice moderation has some of the weaknesses as follows below.

It is biasness. This is due to the fact that students with low performance can not be selected to conduct teaching practice moderation. This makes some student teachers to feel inferior due to the selection process for example, selecting one student teacher from ten student teachers.

The criteria for selecting practicing teaching moderation is also a problem. This is because it involves a number of students in given college, so it is very difficult for student teachers to be selected as teaching practice moderators.

Students who are in remote areas are or not selected. Due to remoteness or far away area some of the student teachers who are far away from the moderators can not be selected. For example

	those who are in the areas where road system are not well constructed.	
	Successed or failure of one student teacher can either make other student teachers to score high marks or low marks. This is according to what he or she does during teaching practice. For example at the beginning, student's teacher had A's in their first assessment then after being assessed he or she gets B's. This can cause all the student teachers to score the same marks and disadvantage to others.	
	It needs high preparation. Teaching practice moderation needs much preparation in order to be successful. This is because it needs preparation of student teachers and assessors to assess those student teachers there due to this needs much preparation and also it consumes a lot of time.	
	All in all teaching practice moderation is very important because it enable student teachers to be sure that they are competent enough in the professional of teaching.	

Extract 14.1: A sample of correct responses to question 14

Furthermore, some of the 66.0% of the candidates who scored from 6 to 10 marks mixed up correct and incorrect responses while some provided fewer

point hence gate average performance. One candidate wrote: *student teachers are manipulated, it is freedom to involve practice moderation, every moderator has power, poor evaluation, lose the confidence* where two points out of the five given were correct. The correct points are: *every moderator has power and poor evaluation*. Another candidate wrote: *it is difficult to make friendship, no tutors are involved, it needs preparation and it is powerful* where two points out of four given were correct. The correct points given are: *it needs preparation and no tutors are involved*.

Likewise, the candidates (19.7%) who scored from 0 to 5.5 marks demonstrated little understanding of the tested question. Some candidates listed the disadvantages of block teaching practice instead of weaknesses of teaching practice moderation. For instance, one candidate wrote: *it needs more preparation, needs capital, problem of transport* where one point out of the three given was correct. The correct point was: *it needs more preparation*. Another candidate wrote: *lack of enough moderators, Remoteness of the area, accommodation, wrong location of the school* where one point out of four given was correct. The correct point was: *lack of enough moderators*. The candidates were supposed to provide correct responses which were: *it is not possible to moderate all students, there can be biasness among moderators, the moderated students can likely get low marks than others, it does not involve tutors who are classroom practitioners and it is very expensive*. Extract 14.2 shows a sample of the response from one of the candidates' in this category.

14	Teaching practice moderation this is
	trial given to some of the teachers during the
	teaching practice to measure their ability in
	teaching process. This done by select different
	subject. It include a teacher and student
	with groups of different leader who comes

11/4 for the purpose of assessing them. It is there for determine ability of teacher training in certain subjects. The following are the weakness of teaching practice moderation:

Time interval - sometime the interval of time and the topic can not correlate because the assessor may use less time to assess the teacher-training. Therefore the time may be low due to high number of teacher required to be assessed.

Shame and anxiety; Sometime the teacher training can faced by the problem of shame and anxiety which can lead into poor performance which caused by presence of many leaders during teaching.

Wrong uses of Teaching aids; the teaching aid required to be used effectively at the stage required to be used. But the teacher can use it in place where it does not right to use - then it used for long time without leave it.

Wrong uses of teaching methodology; Sometime the method of teaching must consider the nature of the class. If the class has large number of students it become difficult to use group discussion. we can use questions and answer methods.

Poor preparation for teaching; Also this can be weakness which occurred during teaching. This can done due to an availability of enough material and others.

Therefore moderation for teaching practice are very important to teacher because it rise the marks which performed by many.

Extract 14.2: A sample of incorrect responses to question 14

In Extract14.2, the candidate failed to understand the demand of the question hence wrote disadvantages of block teaching practice instead of elaborating the weaknesses of teaching practice moderation.

2.2.5 Question 15: Planning for Teaching

The question demanded the candidates to describe six components of the scheme of work. This question was attempted by 1,909 (91.0%) candidates. The performance of the candidates in this question was good since as many as 96.0% of the candidates scored from 6 to 15 marks as shown in Figure 15.

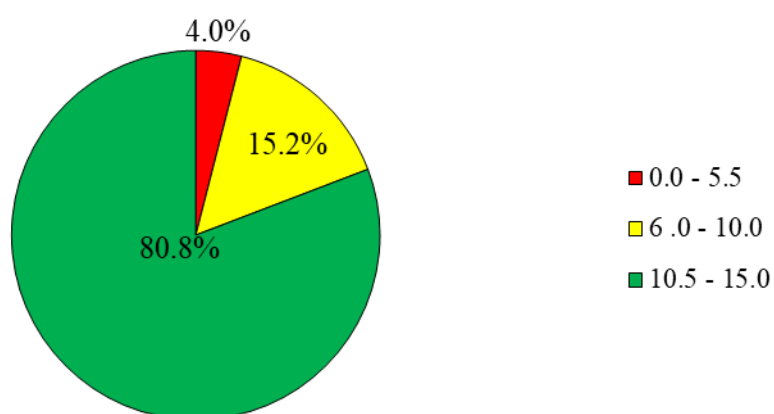


Figure 15: *The candidates' performance on question 15*

Figure 15 shows that, the candidates (80.8%) scored from 10.5 to 15 marks which was good performance. These candidates had good understanding on the concept tested, good writing essay skills as well as good organization of the response. The candidates were able to describe six components of the scheme of work which are: *number of periods, teaching activities, learning activities, reference books, assessment, competence, main topics and objectives*. Extract 15.1 illustrate a sample of the response from one of the candidates' in this category.

15: Scheme of work - Is the long plan - prepared by a teacher for a week, month or year to simplifying the process of teaching and learning. Thus the scheme of work - it specifies the subject to be guided according to the Syllabus of the subject. Thus the following are the components of scheme of work:

Competence. This is the component of scheme of work which used to show the ability of the learner to applying the concept learned to the real-life situation in the environment. Through competence it measure the understanding of the learner in the subject matter. Example: Student should have ability to apply the concept of Archimedes principle to the real-life situation.

Teaching activities. This is the component of the scheme of work which used to show the activities of the teacher during teaching and learning process. Example, A teacher guide the student to demonstrate, to make a group discussion, and also apply the concept taught in real-life situation.

Learning activities. This is the part of scheme of work which used to show the activities done by the student

15	<p>during teaching and learning process. Example demonstrate, doing an experiment, Relate the concept provided to the real life situation, and also to listen the demonstration provided and activities done by a teacher in a classroom.</p> <p>Assessment tools. This is the part of the scheme of work which used to show the tools which used by a teacher to determine the achievement of his/her learner in the class. This is done in order to make the assessment attained to the learner. Examples, Question and answer, Test, Examination, Group discussion, monthly tests, Weekly test.</p> <p>Periods. This is the component of the scheme of work which used to show the distribution of the section in the scheme of work. Through the period the teacher can provide a good direction on how to choose method of teaching. Example, Within a week topic of Friction must have two eight (8) period to be taught in form three class.</p> <p>Remarks. This is the component in the scheme of work which used to show the content of a teacher in a given sub-topic, or topic which has been covered. Example, the remarks</p>
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Extract 15.1: A sample of correct responses to question 15

On the another note, the candidates (15.2%) who scored from 6 to 10 marks showed partial knowledge of describing the components of the scheme of work. Some of them provided few points while others were confused by the term components and parts of the scheme of work hence mixed correct and incorrect points which lead to their average marks. For example, one candidate wrote: *school calendar, date and year, week, reference and main body* where two points out of the five given were correct. The correct points were: *week and reference*. Another candidate wrote: *name of a teacher, subject, remarks and pictures* where one point out of four was correct. The correct point was: *remarks*. Another candidate wrote: *remarks, name of the teacher, competence, assessment, introduction, conclusion and competence* where three points; *remarks, competence and assessment* were correct.

Furthermore, the candidates (4.0%) who scored from 0 to 5.5 marks had shown weakness in providing responses, including inability to give explanations, misconception between parts of scheme of work and components of scheme of work, failure to provide a clear elaboration of the points and low English Language proficiency. For example, one candidate provided incorrect points such as: *main topic, general objectives, and specific objectives*. Another candidate wrote: *references, name of a teacher, class and subject name* where out of the given points, one point which is *reference* was correct. The candidates were supposed to provide correct responses, which were: *number of periods, teaching activities, learning activities, reference books, assessment, competence, main topics and objectives*. Extract 15.2 is a sample of response from one of the candidates in this category.

15	<p>Scheme of work is the teaching process and- System of teaching that a teacher prepares to show what to teach, to whom and when that lesson will take place. It may show what will be taught for a year, or six months. The following are the components of a Scheme of work</p> <p>Name of ministry, this is the component within a scheme of work which introduces about the higher institution that control and govern that institution of- education which participants are found.</p> <p>Name of a teacher, also scheme of work- must show the name of a teacher who is a general controller and coordinator of teaching and learning programs for students because is the one who knows about what to be taught at a particular time</p> <p>Subject name, also scheme of work should show the name of the subject because each scheme is for specific subject and also can help to facili- tate learning when a new teacher will be given</p>
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15	that particular class will know where to start.
	The name of a school, also the scheme of work should show the name of a school so as to understand the way teaching and learning process takes place and differs from one school to another.
	The particular class, also the class should be shown in a scheme of work so as to understand that scheme is specific for which class and to get understand about how teaching and learning differ from one class to another.
	Teaching and learning stages, also these are stages shown in the scheme of work which shows the elaboration about topics, subtopic, period, time teaching and learning, teacher activities and learning activities and other stages which facilitates teaching and learning.
	These five components of scheme of work are essential things which help to understand about the way teaching and learning takes place in schools and colleges.

Extract 15.2: A sample of incorrect responses to question 15.

In Extract 15.2, the candidate failed to understand the demand of the question hence described parts of scheme of work instead of describing the components of the scheme of work.

2.2.6 Question 16: Curriculum Theory

The question required the candidates to explain five literacy problems likely to face the citizens of a nation whose education system lacks a sound curriculum. This question was attempted by 292 (13.9%) candidates out of 2,097. In general, the performance of the candidates in this question was good since 69.5% of the candidates scored from 6 to 13.5 marks as shown in Figure 16.

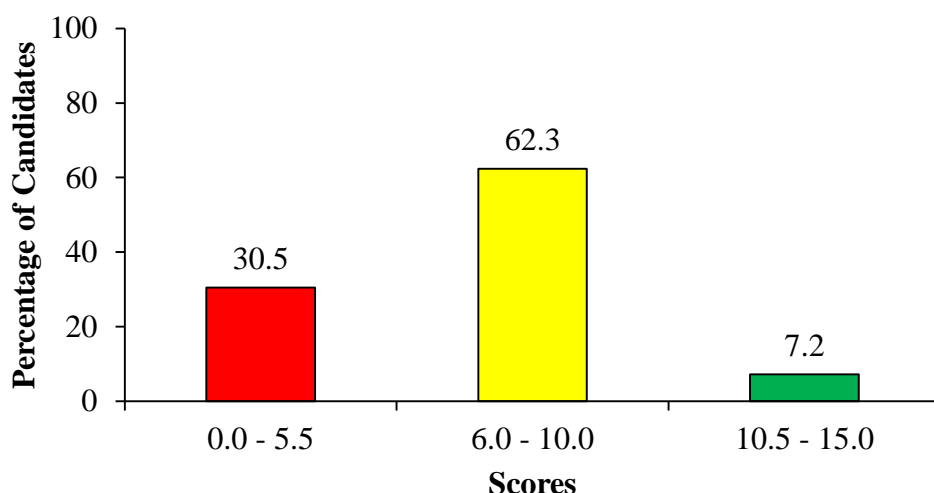


Figure 16: *The candidates' performance on question 16*

Analysis of data in figure 16 shows that, the candidates (7.2%) scored from 10.5 to 13.5 marks which was good performance. These candidates managed to explain five literacy problems likely face the citizens of a nation whose education system lacks a sound curriculum hence were able to provide relevant introduction and conclusion as well as the main body with correct explanations. The correct responses given were: *the government will not get development for it will lack competent human resource, the learners will not get appropriate learning materials because of poor preparation, the teaching and learning process will not be organized as a result of having no defined teaching guidelines, the learners will fail to meet some social needs and the content to be covered will not be achieved and the target population will not get the intended content*. Extract 16.1 is a sample of response from one of the candidates in this category.

16	<p>Curriculum, is the all experience that are provided to the learners either inside the class or outside the class or in the society, There are three types of curriculum such that, Formal Curriculum, is the types of curriculum that is structure and can be implemented at special building like schools; Non formal curriculum are the curriculum that is implemented out and inside of the school but not less structure and has no specific time, Hidden curriculum is the non academic but educational significant for example, relationship of the student interaction, sports and games, Curriculum is very important in controlling and maintaining quality education, Since curriculum show the framework on provision of education</p> <p>The following are the problem to the people on getting education if they lack sound curriculum:</p> <p>Fluctuation of learning experience and contents, hence this may lead to the acquisition of poor education or inheritance of unrequired education to the people, or production of professional people that are not well trained on the specific content or knowledge, therefore the government should work on stabilizing curriculum</p>
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16	<p>It may lead to the loose required knowledge and may lead to the lack of specialist in different sector for example doctors, teachers and other specialist that are trained well with under the specific curriculum</p> <p>It may lead to the loss of quality education, that can be used on the competition on employment for other countries, since other countries if they provide specific and required education when the compete in the labour market can no win and fail to attain employment</p> <p>It may lead to the lack of innovation and creativities since the education that is provided is not specific due to change and lack of sound curriculum to follow hence may lead to the economic demand and lower the technological change and development</p> <p>It may lead to the discrimination of the level and of different qualifications, if the curriculum is poor and is not specific to the learners people may gain acquire the different knowledge on the same professional or sectors, that is bad in any country Therefore the curriculum should be specific and strong</p>
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16	Generally if the curriculum is stable and sound may influence of provision of quality education to the people and the nation may get specialist and people with good professional that can influence development of the nation
	It may lead to the drop out of the education system since the curriculum is not suitable to maintain the required education
	It may lead to the loose of gifted and talented children since the curriculum is not supportive to them and to promote their ability. Thus the government should put more effort on making the sound curriculum since it is very important to the national development

Extract 16.1: A sample of correct responses to question 16

On a separate note, the candidates (62.3%) who scored from 6 to 10 marks showed moderate knowledge of the topic of Curriculum Theory particularly on the effects of any nation that lack a sound curriculum, hence scoring an average marks. For example, one candidate wrote: *it leads to the under development in the society, it increase number of jobless and education provided does not adhere the society* where one point out of the given points was: *it leads to the under development in the society*. Another candidate wrote: *to provide unemployment, to increase poverty, the government not to improve development, the students not to pass well* where the point the government not to improve development was the only correct point out of the given.

Furthermore, the candidates (30.5%) who scored from 0 to 5.5 marks provided irrelevant answers as they failed to explain literacy problems likely to face the citizens of a nation whose education system lacks a sound curriculum. The candidates failed to correctly answer this question due to insufficient knowledge of the tested item. For example, one candidate wrote incorrect answers such as: *poor infrastructure, poor government policy, shortage of materials*. Another candidate wrote: *lack of competent, education provided to citizen is without syllabus, the education provided in any time and any place and the education provided is not systematic*. The candidates were supposed to provide correct points which are: *the government will not get development for it will lack competent human resource, the learners will not get appropriate learning materials because of poor preparation, the teaching and learning process will not be organized as a result of having no defined teaching guidelines, the learners will fail to meet some social needs and the content to be covered will not be achieved and the target population will not get the intended content*. Extract 16.2 is a sample of response from one of the candidates' in this category.

16	<p>Curriculum, is the planned or unplanned which can be done inside or outside of the class, there are types of curriculum which are formal curriculum, non formal and hidden curriculum. The following are the literacy problem likely face the citizen of a nation whose education system lacks a sound curriculum.</p> <p>poor governance, the curriculum lacks a sound curriculum because due to lack governance that can support the plan e activities to develop that can cause the literacy problem that face in the citizen of a nation.</p> <p>low level of science and technology the curriculum should be literacy due to the low science that can face the citizen to lack sound in curriculum bea use due to the activities facing in the nation.</p> <p>poor government support, the governme nt should be poor to support the citizen of the nation that affect the literacy of education system because in the nation a citizen need support from the government that help the curriculum in to see in the nation</p> <p>Poor cultural practices, there can affect the system to lack found of curriculum because due to the poor believe in the society how then leader that can affect the citizen of nation to face the</p>
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16. problem	
poor infrastructure, these can cause	
the education lacks a sound curriculum	
due to the infrastructure like communication	
and transport that can face issues	
to the literacy in the education system.	
in general, these are the problems	
which face the citizens of a nation	
whose education system lacks a sound	
curriculum. These problems are poverty and	
other problems.	

Extract 16.2: A sample of incorrect responses to question 16

In Extract 16.2, the candidate failed to understand the requirements of the question, so they explained the effects of illiteracy instead of literacy problems likely face the citizens of a nation whose education system lacks a sound curriculum.

3.0 ANALYSIS OF CANDIDATES PERFORMANCE PER TOPIC

The Curriculum and Teaching examination questions were set from 6 topics. The analysis of the candidates' performance in each topic shows that, the candidates had good performance in five topics, namely *Planning for Teaching* (98.4%), *Curriculum Materials* (96.5%), *Teaching and Learning* (87.2%), *Teaching Practice* (80.2%), *Curriculum Development* (77.2%). Good performance in these topics was due to candidates' good knowledge on the subject matter, understanding the needs of the questions, English Language proficiency as well as essay writing skills. However, the topic of *Curriculum Theory* had an average performance of 69.5%. This was due to the candidates' inadequate knowledge as well as low English Language proficiency. The summary of candidates' performance in questions and topics are shown in the appendix.

4.0 CONCLUSION

The analysis in each topic shows that the candidates' overall performance in all topics was good as 69.6 per cent of the candidates had an average score and good marks. The good performance was due to the candidates' ability to correctly respond to questions from various topics, implying that they had good mastery of the content assessed in the examination.

Besides, the National Examination Council of Tanzania expects that, this analytical report of candidates' responses will help student teachers and tutors to create awareness on the areas that need improvement in attempting examinations questions and ultimately to improve the subject performance. The strength and weakness of the candidates' responses should be considered as a learning area for both student teachers and tutors in their teaching and learning practices.

RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, the following are recommended;

- (a) Student teachers should be trained in how to tackle examination questions through giving them frequent exercises, tests, examinations, quizzes and project works accompanied by immediate feedback to enhance assessment for learning.

- (b) Colleges have to take measures to improve student-teachers' proficiency in the English Language particularly in sentences and grammar by insisting that Tutors and Student Teachers to use English Language as a means of communication during the teaching and learning process as well as in other activities outside the classroom.
- (c) Tutors should insist on the use of various assessment and teaching strategies suggested in the syllabus such as student portfolio, discussions, debate, role-play for critical analysis and case study in teaching the topic of *Planning for Teaching* whose performance was average for two consecutive years.
- (d) Tutors should use a variety of references and supplementary materials such as journal, articles and reflective essays in order to maintain high performance attained in most of the topics as well as strengthen the knowledge on topic with average performance.

**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	Planning for Teaching	3	99.4	98.4	Good
		12	99.9		
		15	96		
2	Curriculum Materials	5	98.6	96.5	Good
		10	94.2		
		11	96.7		
3	Teaching and Learning	1	97.2	87.2	Good
		4	99.4		
		7	62.3		
		13	89.9		
4	Teaching Practice	14	80.2	80.2	Good
5	Curriculum Development	2	98.3	77.2	Good
		6	62		
		8	76.3		
		9	74.5		
6	Curriculum Theory	16	69.5	69.6	Average

