



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) 2022

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 Item Response Analysis Report on the Diploma in Secondary Education Examination (DSEE) for the Curriculum and Teaching subject for the year 2022. The report provides feedback to student teachers, tutors, parents, policy makers and the public in general on the performance of candidates and the extent to which the instructional goals and objectives were achieved.

The examination is a summative evaluation which marks the end of the Diploma studies in Education. The examination results can thus be used as a measure of the effectiveness of the education system particularly the delivering of the Curriculum and Teaching subject. Basically, the candidates' responses to examination items can be used as one of the indicators of what the education system was able or unable to offer students in their Diploma in Secondary Education studies.

In this report, factors which enabled the candidates to answer the questions correctly or incorrectly have been analysed. The analysis showed that candidates with higher scores were able to understand the demands of the questions, had sufficient knowledge on the subject matter and possessed proficiency communication skills in the English language. The weaknesses which were observed in the responses of candidates who performed poorly include inadequate knowledge and skills of the subject matter, poor English proficiency and misinterpretation of examination items.

The feedback provided is expected to enable education administrators, tutors and continuing student teachers to identify proper measures to take in order to improve performance in the future examinations administered by the Council.

Finally, the Council is grateful to all stakeholders who contributed to the preparation of this report.



Athumani S. Amasi
EXECUTIVE SECRETARY

1.0 INTRODUCTION

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

The report presents the candidates' responses in the Curriculum and Teaching Examination that was conducted in May 2022. Basically, the report presents statistics and descriptions concerning the performance of the candidates per question and by topics. A total of 4,423 candidates sat for the examination. The overall performance of the candidates in the year 2022 has decreased by 2.48 per cent when compared to that of 2021. The general performance of the candidates is summarized in Table 1.

Table 1: Candidates' Performance in Grades for the Year 2021 and 2022 in the Curriculum and Teaching Examination

Year	Candidates		% of Candi dates Passe d	Grades				
				% of Candidates				
	Sat	Passed		A	B	C	D	F
2021	2,072	2,072	99.95	3.91	49.62	43.60	1.72	0.00
2022	4,423	4,253	97.43	0.00	2.38	51.66	42.12	2.53

Despite the small decrease of the performance in 2022, the data in Table 1 depicts that there is an increase in the number of candidates who sat for the Examination in 2022 compared to 2021. Most of the candidates passed with grades C and D in 2022 compared to 2021.

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 4 questions and the candidates were required to answer all of them. Each question weighed 15 marks, making a total of 60 marks in this section.

In short answer items, the performance is regarded as *Weak* if the scores range from 0 to 1.5 marks, *Average* if the scores range from 2 to 2.5 marks, and *Good* if the scores range from 3 to 4 marks. For essay items, the performance is regarded as *Weak* if the scores range from 0 to 5.5 marks, *Average* if the scores range from 6 to 10 marks and *Good* if the scores range from 10.5 to 15 marks. The performance in topics was based on the following percentage ranges: 70 – 100 Good, 40 – 69 Average and 0 – 39 Fail. Furthermore, three colour namely green, yellow and red have been used in figures, charts and appendices to represent good, average and weak performance respectively.

2.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH QUESTION

2.1 SECTION A: SHORT ANSWER QUESTIONS

This section had ten (10) compulsory objective questions. 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: Curriculum Theory

The question was asked as follows;

The Amana Training College is a college that offers short courses whose period of study ranges from 3 to 6 months.

- (a) Identify the type of curriculum being implemented at Amana Training College.
- (b) Briefly explain three features of the curriculum you identified in part (a).

The question required the candidates to identify the non-formal curriculum in part (a) and to briefly explain three features of non-formal curriculum in part (b). This question was attempted by 4,423 (100%) candidates. The performance of candidates in this question was average since 2395 (54.1%) candidates scored from 2 to 4 marks as shown in Figure 1.

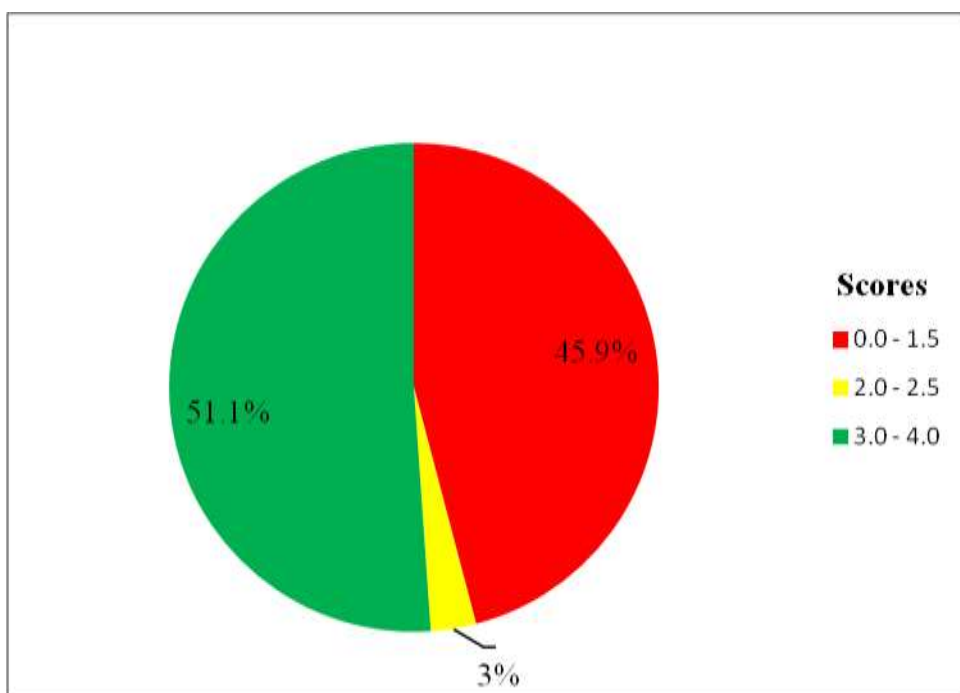


Figure 1: *The candidates' performance on question 1*

Figure 1 shows that, 51.1% of the candidates had good performance as they scored from 3 to 4 marks. This indicates that they had adequate knowledge of the subject matter (Types of Curricula) and understood the demand of the question hence provided relevant answers. The candidates were able to identify the type of curriculum implemented at Amana Training College and they explain the features of that curriculum correctly. In part (a) of this question the candidate identified *non-formal curriculum* and briefly explained the correct features in part (b) such as *Does not have any syllabus which contain official content to be taught, no specific time can be used in training, it has less structured and planned and it is semi structure as the training ranges from three to six month*. Extract 1.1 illustrates a sample of responses from candidates in this category.

1	@ Non formal curriculum
	(ii) Has no syllabus
	(iii) Does not follow the time table / has no specific time table.
	(iv) Can be conducted outside or inside the class.

Extract 1.1: Candidate's correct response to question 1.

On other hand, some of the candidates (45.9%) who scored from 0 to 1.5 marks, some failed to understand the requirements of the question while others lacked of knowledge of the subject matter (Types of Curriculum). Most of the candidates (4.2%) who scored 0 marks failed to understand the demands of the question as they identified the formal curriculum instead of non-formal curriculum in part (a). In part (b), they briefly explained the features of a formal curriculum instead of features of a non-formal curriculum as follows: *it is conducted in a special building, it is structured according to the syllabus and time table, it is awarded certificate after finishing the study, it has specific structure, it has specific content, it is well planned, it has specific place to be conducted.*

Other candidates who scored 0 marks in part (a) identified the type of curriculum as hidden curriculum instead of non-formal curriculum and in part (b) they briefly explained the features of Hidden curriculum instead of non-formal curriculum. Furthermore, others mentioned the types of curriculum as *formal curriculum, non-formal curriculum, hidden curriculum* instead of concept tested. Some of the candidates who scored 1 to 1.5 marks identified correctly the type of curriculum in part (a) as non-formal curriculum but failed to explain its features in part (b); they briefly explained the features of a formal curriculum instead of non-formal

curriculum. Other candidates who scored 1 to 1.5 in parts (a) failed to identify the correct type of curriculum and in part (b) they provided one or two slightly correct points. Extract 1.2 illustrates a sample of responses of candidates in this category.

1	
a.	Decentralized Curriculum
b i	it guides the process of teaching and learning in only one institution hence has own implementation.
ii	it does not maintain uniformity because it is used only in a specific institution.
iii	it is not prepared under the policy of education under the ministry of education hence prepared under the influence of a certain institution.

Extract 1.2: A Candidate's incorrect response to question 1.

Extract 1.2 shows that the candidate lacked knowledge of the types of curriculum and thus identified a wrong type of curriculum in part (a) and provided incorrect features of non-formal curriculum in part (b) which did not relate to the types of curriculum.

Further analysis shows that 3.0% of the candidates who scored averagely from 2 to 2.5 marks had partial knowledge of the tested concept. The candidates in this group correctly identified the type of curriculum as non-formal curriculum in part (a) but some of them mixed correct and incorrect points while others briefly explained weak points in part (b).

2.1.2 Question 2: Curriculum Development

The question required the candidates to give the importance of curriculum evaluation at school level. The question was attempted by 4,423 (100%) candidates. The performance of candidates in this question was good since most of candidates (81.9%) scored from 2 to 4 marks as shown in Figure 2.

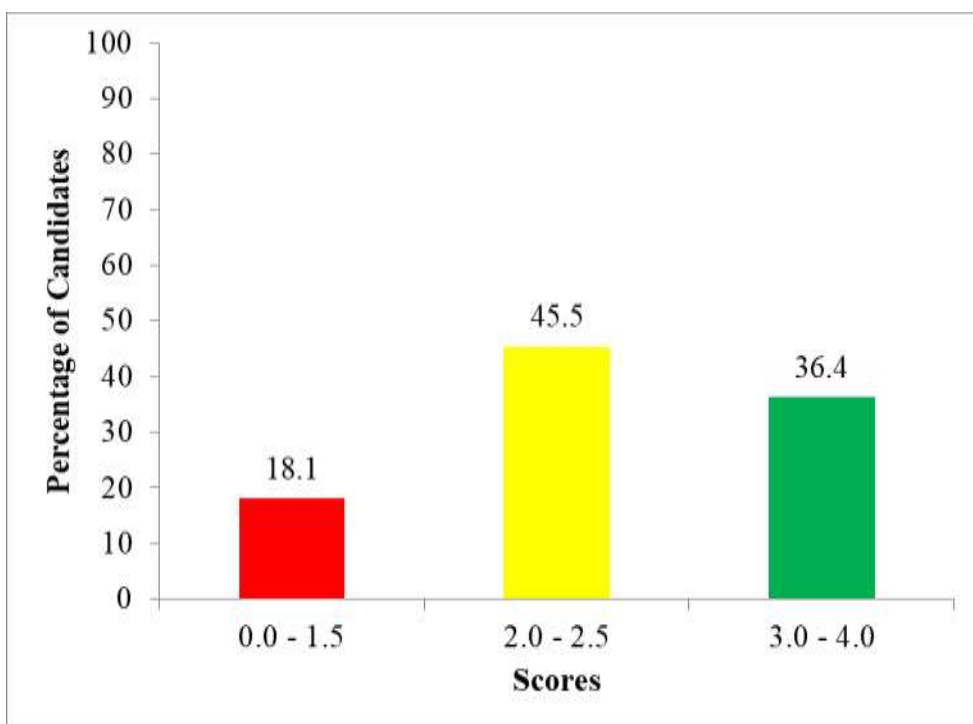


Figure 2: *The candidates' performance on question 2*

Figure 2 shows that 45.5% of the candidates scored average marks (2 to 2.5) in this question. These candidates had partial knowledge of the importance of curriculum evaluation at school level. Some of them mixed correct and incorrect responses and others provided unclear explanations. Others repeated some points and ended up scoring an average marks. For example, one candidate provided responses like *it enables teacher to solve problem, it enables teachers to know effectiveness of teaching the subject, it enables to identify students' abilities, it helps teachers to achieve goals*. The first point was incorrect while other three points were correct but not clear: Other candidates provided points of importance of curriculum evaluation in general instead focusing on the importance of curriculum evaluation at school level. For example, one of the candidates in this question answered that: *Curriculum evaluation helps curriculum planners and developers to know if intended objectives have obtained or not, it help to determine the effectiveness of teaching and learning at school level, it help to improve standard of education at school, it helps to promote students to another level of education*. The first and fourth points were incorrect while the other two were correct.

Further analysis indicates that 36.4% of the candidates who scored from 3 to 4 marks were able to elaborate the importance of curriculum evaluation at school level. These candidates had sufficient knowledge of the subject matter and were proficient in English. Furthermore, they understood the demand of the question and thus provided correct responses which were: *to keep record of a school, used to motivate learners, help to report learners progress, helps in promotion of learners from one grade to another, helps in assessing teaching and learning process*. Extract 5.1 illustrates a sample responses of the candidates in this category.

2	The importance of evaluation at the school level are:-
	(i) It brings feedbacks on the effectiveness of teaching and Learning process
	(ii) It helps to motivate students and enhance students competition.
	(iii) For placements of students
	(iv) To determine the Learning difficulties and suggests the means to tackle them.

Extract 2.1: A Candidate's correct response to question 2.

On other hand, 18.1% of the candidates' had poor performance as they scored 0 to 1.5 marks. Most of candidates who scored 0 marks failed to understand the demands of question; they elaborated the importance of curriculum instead of importance of curriculum evaluation at school level. They provided points such as: *curriculum helps to teach systematically, curriculum helps learners to be sure of specific subject matter to be learned, curriculum help teacher to teach what to teach at specific time, curriculum helps to prepare teaching and learning material, it helps to choose teaching and learning strategies, in order to get specific objectives of lesson to be covered, it help to show content to be taught, in order to have same curriculum , curriculum helps learners to be succeed in the society, curriculum guides teaching and learning activities*. Other

candidates who scored 0 marks provided response which relate to factors which contribute curriculum change instead of elaborating the importance of curriculum evaluation. Such points included; *due to the change of science and technology, according to the change of National policy, in order to develop our education sector, so as to provide competent people in the country, Weakness of specific content and Environmental factors.* Others mentioned the types of curriculum evaluation instead of elaborating the importance of curriculum evaluation at school level. Thus they gave points such as *Summative evaluation, formative evaluation, placement evaluation and diagnostic evaluation.* The candidates who scored 1 to 1.5 marks provided one to two slightly correct responses while others provided unclear points. This shows that the candidates in this category also lacked knowledge of the concept of curriculum evaluation. Extract 2.2 illustrates a sample of responses of the candidates in this category.

2	
i.	Environmental factor
ii.	Claring more concept.
iii.	Language problems.
iv.	More expensive

Extract 2.2: A Candidate's incorrect response to question 2.

Extract 2.2 shows that the candidates provided incorrect responses on the importance of curriculum evaluation at school level. The responses provided by the candidate do not relate to the concept tested and to the requirements of the question.

2.1.3 Question 3: Curriculum Development

The question required the candidates to give four differences between specific instructional objectives and general objectives. This question was attempted by 4,423 (100%) candidates. The performance of candidates in

this question was poor since 69.3% of the candidates scored from 0 to 1.5 marks as shown in Figure 3.

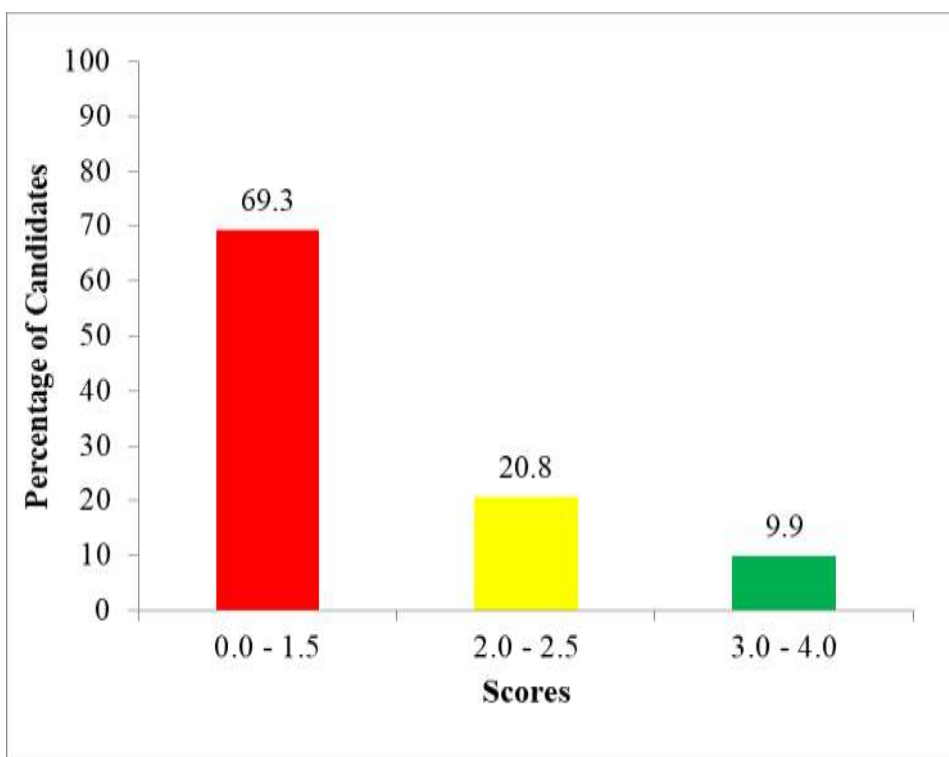


Figure 3: The candidates' performance on question 3

Figure 3 shows that 69.3% of the candidates scored poorly from 0 to 1.5 marks. Moreover, the analysis of the candidates' performance indicated that, 23.5% of the candidates who scored 0 marks in this question lacked knowledge of the concept of specific instructional objectives and general instructional objectives and thus failed to give correct points on the difference between the two concepts. They provided responses which do not relate to the concept. For example, one of the candidates provided the following responses on the difference between specific instructional objectives and general objectives: *Specific instructional objectives include specific aim while general objectives include general aim, specific instructional objectives are prepared by specific time while instructional objectives are prepared whole time, specific instructional objectives can change any time while general objective cannot change any time.* Another candidate in this category answered that *specific instructional objectives involve individual learners while general objectives involve two or more people, specific instructional objectives are performance shown by the*

individual in the class while general instructional objectives are performance shown by group of learners in the class. Another candidate provided the points which relate to the quality of good specific instructional objectives instead of giving points on the difference between specific instructional objectives and general objectives as included the points like; *specific, measurable, applicable and time bound*. The candidates who scored 1 to 1.5 marks provided one to two slightly correct points. Extract 3.1 present a sample of response from one of the candidates in this category.

3	the following are points which will be included during presentation which are
	i) Time, means within a given time every students should acquire knowledge
	ii) Nature of the students, This will direct a student teacher to know the ways or strategies to be used during presentation
	iii) Materials, This A student-teacher should consider the material used if are relevant to a learners
	iv) Specific of objective (systematic).

Extract 3.1: A Candidate's incorrect response to question 3.

Extract 3.1 shows that, the candidate provided incorrect responses about difference between specific instructional objectives and general objectives. In the first point, the candidate tried to state instructional objectives while other three points are irrelevant with mixed ideas.

Moreover, 20.8% of the candidates scored averagely from 2 to 2.5 marks. Some of these candidates provided few correct points (two or three) out of four required points. Others provided all four points but they were not clear. Others provided all four points but only two of them were correct. This shows that these candidates had partial knowledge of the concept tested.

On the other hand, 9.9% of the candidates who had good performance of 3 to 4 marks had good mastery of the subject matter and they understood the demands of the question. These candidates provided all four correct points on the differences between specific instructional objectives and general objectives. Their points were presented clearly and were supported by clear explanations. The example of correct responses from these candidates were: *Specific instructional objectives is achieved within short period of time while general objectives is attained within long period of time, specific instructional objectives is attained within specific lesson while general objectives is attained after covering the topic, specific instructional objectives help teacher to determine the kind of behavior one wants to change among students while general objectives help a teacher to think on general knowledge a student is required to achieve, specific instructional objectives emphasize on the learners' activities while general objectives ensure that specific lesson goals are consistent, specific instructional objectives can be accomplished after covering a subtopic while general objectives can be covered after covering the whole topics etc.* The example of the candidate's correct responses in this question is shown in Extract 3.2.

Specific Instructional Objectives	General Instructional Objectives
-It is for specific lesson or sub topic.	-It is for whole class or topic
-Involves verbs such as explain, name, mention.	-Involves verbs such as To know, To understand.
-It is for each student in the class	-It is for all students in the class
-It change in each lesson, as they differ in content matter and skill involved.	-It change in each topic or each class, as they are located generally in each class.

Extract 3.2 A Candidate's correct response to question 3.

2.1.4 Question 4: Curriculum Development

The question required the candidates to give the significance of curriculum in Tanzania. The question was attempted by all 4,423 (100%) candidates. The general performance of the candidates in this question was good since 93.9% of the candidates scored from 2 to 4 marks as shown in Figure 4.

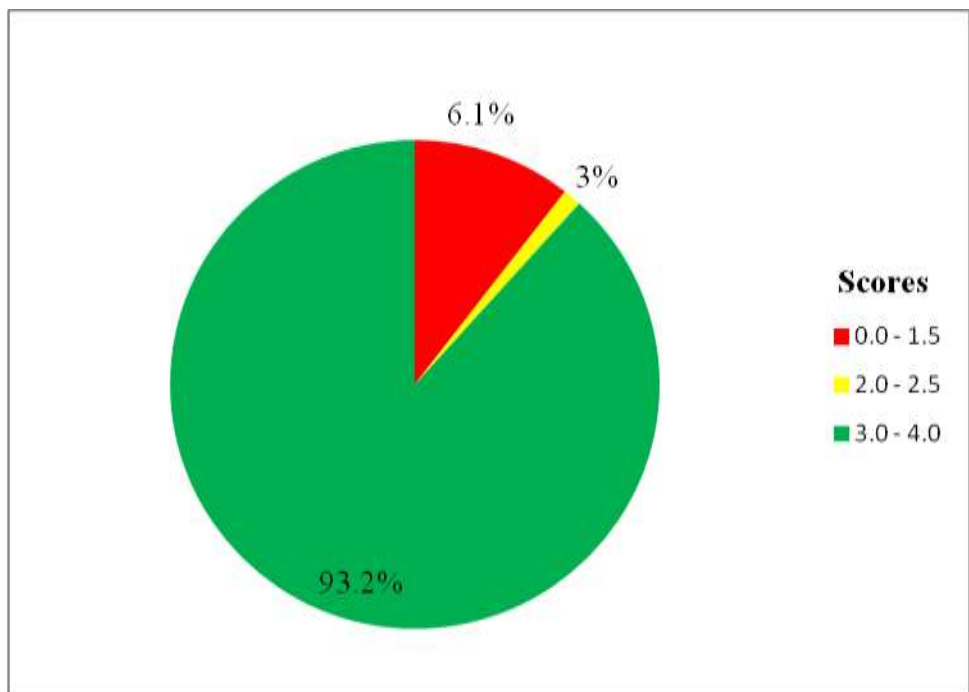


Figure 4: *The candidates' performance on question 4*

Figure 4 shows that the candidates (93.2%) who scored from 3 to 4 marks understood the question and provided valuable responses on the significance of curriculum in Tanzania. Their points were supported with clear explanations. This shows that these candidates had adequate knowledge of the concept of significance of curriculum and they understood the demands of the question. The examples of correct responses from these candidates were *It helps to determine teaching and learning materials to be used in teaching and learning, it helps to guide standard of education to be provided, it guides content to be taught, it guide teaching and learning process, it acts as catalyst in society development, it helps in selection of teaching and learning methods, helps to achieve education goals of a Nation*. Extract 4.1 proves the correctness of responses from the candidates in this question.

4	a) It help the learner to ^{be} succeed on the society
	b) It help to determine the type of certification provided to different group of learner
	c) It help to maintain standard of education
	d) It help to determine type of curriculum provided to different group of learner

Extract 4.1: A Candidate's correct response to question 4.

Further analysis of data shows that few candidates (6.1%) scored poorly from 0 to 1.5 marks. Most of the candidates who scored 0 marks in this group did not understand the demand of the question. Some of these candidates demonstrated how to deliver speech instead of giving the significance of curriculum in Tanzania. For example, one of the candidates responded to the question as follows: *Title of the subject, Introduction about what you're going to speak or present, main body, in this stage your supposed to explain the importance of curriculum, conclusion of the speech.* Another candidate responded as follows: *objectives of the speech, confidence when delivering the speech, you should be confident, face the student or audience when delivering the speech, deliver the speech on logical manner in order to be understandable.* These responses show that the candidates misinterpreted the question. Other candidates who scored 0 marks provided irrelevant responses on the significance of curriculum in Tanzania. The candidates who scored 1 to 1.5 marks provided few points which were slightly correct. Extract 4.2 illustrates the responses 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 at (B.T.P).

Extract 4.2: A Candidate's incorrect response to question 4.

In Extract 4.2 the candidates provided explanations which contained mixed incorrect ideas which were also not related to the concept of significance of curriculum.

Moreover, data analysis shows that few candidates (0.7%) scored average marks as their scores ranged from 2 to 2.5 marks. These candidates had partial understanding of the significance of curriculum in Tanzania. Most of these candidates were able to provide two correct points while other points were incorrect. Others identified all four points but they were partially correct while others had identified weak points. For example, one of the candidates with average performance responded as follows: *Curriculum help to determine the National policy, Curriculum help to direct what learners should be learned, curriculum help to guide teaching and learning process and curriculum is applied to all people inside and outside the country.* The first and fourth points were incorrect while the rest were correct. Some of the candidates in this group understood partially the requirement of the question as they provided some responses on how to present a speech on significance of curriculum. For example, one of the candidates responded as follows: *I give introduction on curriculum in my speech, I will explain types of curriculum and define each curriculum, I give importance of curriculum as it guides teaching and learning process, it guides the selection of teaching and learning materials.* The first and the second points were incorrect as the candidate misinterpreted the question

by showing how to deliver the speech instead of giving the significance of curriculum in Tanzania.

2.1.5 Question 5: Curriculum Development

The question required the candidates to show similarities between teaching and learning activities in competence based curriculum. This question was attempted by 4,423 (100%) candidates. In general, the performance of the candidates in this question was good since many candidates (93.2%) scored from 2 to 4 marks as shown in Figure 5.

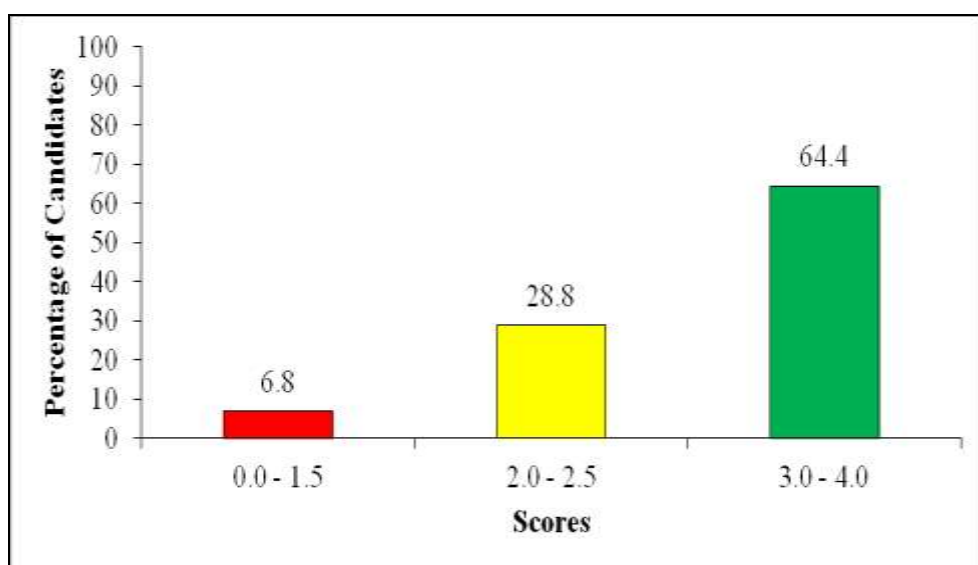


Figure 5: *The candidates' performance on question 5*

Figure 5 shows that most of the candidates (64.3%) scored high marks ranging from 3 to 4 marks. These candidates understood the demand of the question and had adequate knowledge and skills on similarities between teaching and learning activities in competence based curriculum. Moreover, these candidates were able to provide correct answers in clear English language. The example of correct responses from these candidates were as follows: *In both, teaching and learning activities take place at the same time in the classroom, both involve the interaction between the students and the teacher, in both, teaching and learning activities are assessed during lesson development, in both, teaching and learning activities are used to change the learner's behavior as a result of experience.* Extract 5.1 illustrates the correctness of response in this question.

5	i) Both takes place in the process of Teaching and learning
	ii) They both involves interaction between teachers and students in operation.
	iii) They are both showing activities that each side will have to play, when a teacher does this it shows the students in other sides do what.
	iv) They both encourage or supports the provision and acquisition of knowledge and skills that is intended.

Extract 5.1: A Candidate's incorrect response to question 5.

In addition, 28.8% of the candidates had average performance (2 to 2.5 marks). Some of them mixed up correct and incorrect responses. Others outlined all four similarities of teaching and learning activities in competence based curriculum but their answer were partially correct. For example, the following responses were provided by one of the candidates who had average performance: *Both are shown in lesson development, both are shown in syllabus, both are shown in scheme of work, both takes place in the same time, both takes place in the classroom.* These responses were partially correct compared to the marking scheme. Other candidates showed similarities as follows: *Both involves teachers and students, both are intended to achieve teaching and learning goals, both use participatory method, both are stages of lesson development, both insist practical work, both follow curriculum needs, both aims to achieve curriculum objectives, both involve the use of teaching and learning materials, both involves the use of teaching and learning aids.* All these points provided by these candidates in this group were partially correct which led them to scoring of average marks. This shows that the candidates had partial knowledge on the tested concept.

Furthermore, few candidates (6.8%) had poor performance (0 to 1.5) marks. Most of the candidates (4.2%) who scored 0 marks did not understand the demands of the question, they showed differences between

teaching and learning activities instead of similarities between teaching and learning activities in competence based curriculum. For example, one candidate responded that *teaching activities is the transfer of knowledge from one person to another while the learning is the process of receiving knowledge, teaching and learning activities are all issues done by teachers' while learning activities are issues done by students, in teaching and learning activities teachers give guidelines to the students while in learning activities students respond to the guidelines provided by the teaches.* Another candidate who scored 0 marks responded that *teaching activities involve difference method of learning while learning activities indicate how can use those methods in performing different task, in teaching activities teachers guide student to perform different activities while in learning activities student respond to perform the activities given by teachers.*

Few candidates who scored 0 marks lacked knowledge on the tested concept since they provided irrelevant responses to. These candidates provided the responses such as; *both intended to simplify teaching and learning process, both intended to increase skills and measure the understanding of the students, method of teaching and learning is similar like group discussion, they similar with what is they taught in the lesson, they similar in content and objectives or topic.* Some of the responses provided by these candidates contain sentence with grammatical errors which shows that the candidates in this group also lacked English proficiency. The candidates who scored 1 to 1.5 marks provided very slightly correct responses while others provided one or two partially correct responses as illustrated in. Extract 5.2.

5	The similarities are -
i)	Teaching activities is going to direct the learner to perform a certain task in which way.
ii)	Teaching activities is a way to pass through so as to provide some information about a certain content.
iii)	Learning activities this is a product of instruction gained from a teacher activities.
iv)	Learning activities is controlled by teaching activities provided.

Extract 5.2: A Candidate's incorrect responses to question 5.

In Extract 5.2 the candidate tried to elaborate the concepts of teaching and learning activities instead of showing similarities between teaching and learning activities in competence based curriculum.

2.1.6 Question 6: Planning for Teaching

The question required the candidates to give four advantages of introducing the lesson before presenting the new subject matter during the lesson development. The question was attempted by 4,423 (100%) candidates. The performance of the candidates in this question was average since 1803 (40.8%) candidates scored from 2 to 4 marks as shown in Figure 6.

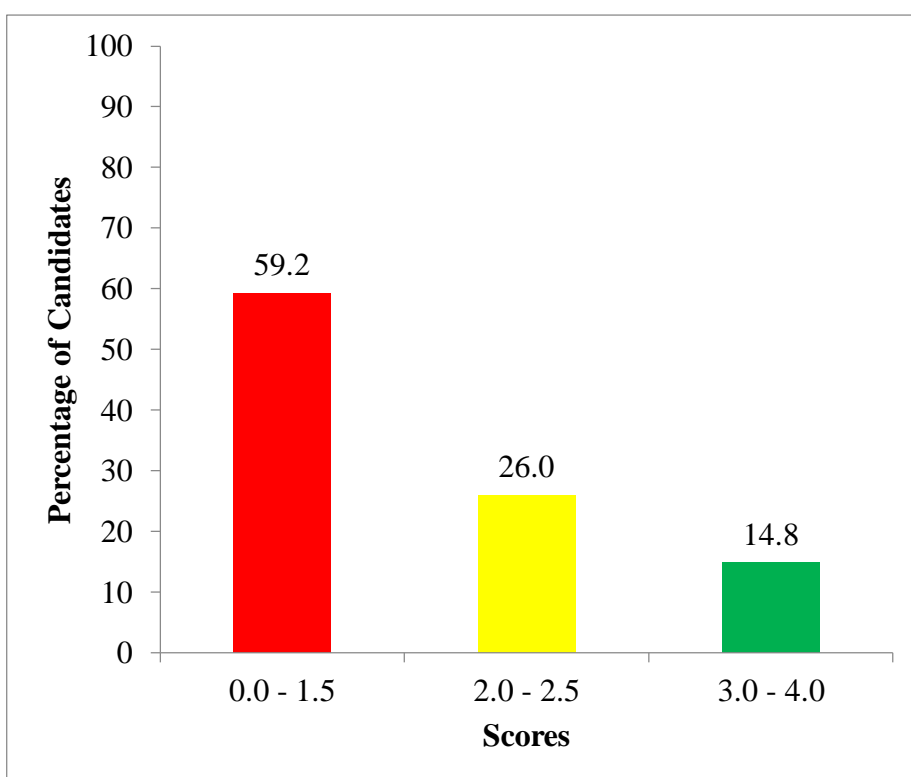


Figure 6: *The candidates' performance on question 6*

Figure 6 shows that 59.2% of the candidates scored from 0 to 1.5 marks. These candidates lacked knowledge of the subject matter and did not understand the requirements of the question. Further analysis shows that most of candidates who score 0 marks lacked knowledge of the concept of lesson plan as they failed to give the importance of introducing the lesson before presenting a new subject matter. These candidates provided a

variety of responses with mixed of ideas. Some of the candidates in this group provided the component of lesson plan instead of giving the importance of introducing a lesson before presenting a new subject matter. They provided responses such as: *writing necessary information on the chalkboard, introduction of the subject to the class, new knowledge, reinforcement, reflection, there must be title, introduction part, aim, main body, conclusion*. Other candidates explained how to introduce a lesson instead of responding to the concept tested and giving answer such as *by asking question, introducing the lesson by using songs, introducing the lesson by telling the stories, introducing the lesson by using the drama, conceptualization of the new knowledge*. Others provided incorrect responses which contain a mixture of ideas such as; *date, sub topic, general objection, to determine nature of the subject, to determine the age of the learners, to determine the size of the class, to determine the availability of teaching and learning materials, to prepare the lesson plan, to prepare the scheme of work, to prepare the lesson notes, to prepare the method or technique of which can be used in the lesson, student must learn from simple to complex, to know the specific objectives, to know the class to be taught and to know the nature of teaching subject*. All these points were incorrect in relation to the requirements of the question. The candidates (25.2%) who scored 1 to 1.5 marks provided one or two correct points. Extract 6.1 provides an example of the irrelevant responses from one of the candidates.

6	i) lesson topic: In the preparation of the lesson plan, you need to identify the lesson topic which you are going to teaching the students.
	ii) procedure: Also you should be prepare the procedure that can help you to direct when teaching and learning process are takes places.
	iii) Time management: Also in the preparation of the lesson plan, you need to identify the time management in order to save the time.
	iv) practice: Also you need to practice the lesson due of follow the procedure and inside the time management.

Extract 6.1: A Candidate's incorrect responses to question 6.

Extract 6.1 shows that, the candidates explained the idea which relate to the things to consider during preparation of lesson plan instead of explaining the importance of introducing a lesson before presenting a new subject matter.

Moreover, the analysis shows that 26.0% of the candidates with average performance (2 to 2.5 marks) partially understood the question and had partial understanding of the knowledge of lesson plan. Most of these candidates provided two correct points while other two points were incorrect. Others provided all four points but partially correct as a result, they scored average marks. For example, one of the candidate in this group gave the responses as follows: *To know the student whether they remember the previous lesson, to make attention to the learner to capture attention, to help to make the evaluation to the teacher whether the student understood the lesson or not, to identify the difficulty area to the learner concern previous part of the topic.* These points were partially correct and they contain some grammatical errors. This shows that the candidates also lack English proficiency which hinder them to provide clear correct points.

On the other hand, the candidates (14.8%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter. They were able to give importance of introducing a lesson before presenting a new subject matter. The candidates (1.6%) who scored full (4) marks gave all four correct points like; *to enable the student to understand what teacher is going to teach, to prepare readiness of learner before introducing the new subject matter, to link previous lesson with new lesson, to motivate the student to the new lesson, to know the level of understanding of the learners to the new subject matter, to help the teacher to get confidence of teaching new subject matter.* These points were supported with clear explanations which shows that these candidates had good mastery of the English language as illustrated in Extract 6.2.

6	2/ It helps a student to recall things which was learned previously
	2/ It help a teacher to make diagnostic assesment on the pre knowledge of their student about the content introduced
	2/ It helps to draw attention of the student
	2/ It helps to give the direction to the student about the new content.

Extract 6.1: Candidate's correct responses to Question 6.

2.1.7 Question 7: Teaching and Learning Materials

The question required the candidates to briefly explain four aspects which should be considered in assessing the quality of supplementary curriculum materials used in the teaching and learning process. This question was attempted by 4,423 (100%) candidates. In general, the performance of the candidates in this question was poor since many candidates 3,975 (89.9%) scored from 0 to 1.5 marks as shown in Figure 7.

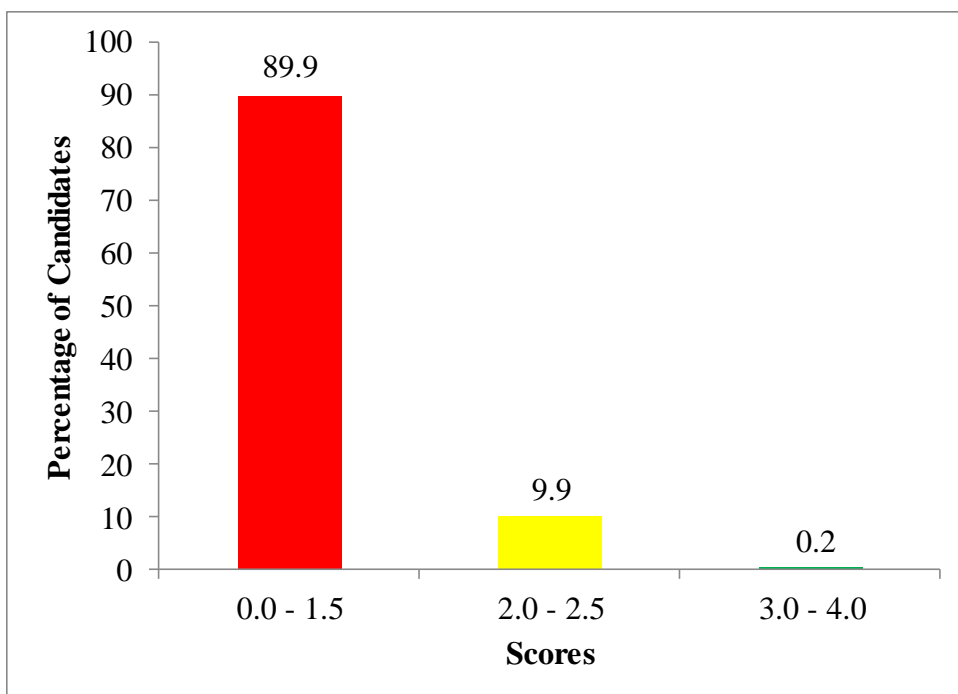


Figure 7: *The candidates' performance on question 7*

The analysis shows that (89.9%) of the candidate who scored from 0 to 1.5 marks were not able to meet the demand of the question due to insufficient knowledge of the subject matter. Most of the candidates (23.9%) who scored 0 marks did not understand the question as they explained the importance of supplementary curriculum materials instead of assessing the qualities of good supplementary curriculum materials. They gave explanations such as points like: *curriculum materials facilitate teaching and learning activities, helps to provide more information in the subject matter hence promotes easy understanding, helps in preparation of lesson notes, scheme of work and lesson plan, helps in preparation of teaching and learning aids, helps in selection of teaching and learning methods, helps to motivates learners, helps to increase confidence of the teacher.* Other candidates who misunderstood the question explained the types of assessment instead of the concept tested by giving such types as *summative assessment, diagnostic assessment, formative assessment and placement assessment.* Other provided groups of supplementary curriculum materials including; *text books, reference books, teacher's guide and syllabuses.* Other candidates who scored 0 marks lacked knowledge of the concept of supplementary curriculum materials as they explained incorrect points

which did not relate to the concept tested. For example, some of the candidates provided the responses such as: *see if it is validity, see if it is reliable, see it is relevance, see if it is applicable, specific objectives, selection of leaning experience, organization of learning materials, evaluation, presentation of supplementary curriculum materials, assessment tools and course content*. These points were not clearly explained, so it was difficult to understand the response given by these candidates. The candidates who scored 1 to 1.5 marks provided one or two correct points due the lack of knowledge on the subject matter. Extract 7.1 is an example of incorrect responses from one of the candidates.

7	is syllabus; this is the written document in which the teacher guide self in the process of teaching process.
ii)	Text books; this is the curriculum materials where a teacher used as material in the process of teaching and learning. process.
iii)	Teachers guide; this is supplementary curriculum materials where only teacher used during the teaching process.
iv)	Teaching Aids/resources; this is another materials of teaching where the teacher are demonstrating practically in order student to be aware.

Extract 7.1: A Candidate's incorrect responses to question 7.

Extract 7.1 shows that, the candidate provided the groups of supplementary curriculum materials instead of explaining the qualities of supplementary curriculum materials.

Furthermore, the candidates 440 (9.9%) who had average performance (2 to 2.5 marks) demonstrated some weaknesses in their responses. Some of them mixed-up correct and incorrect answers and others provided two responses out of four. Similarly, others provided all the four required points but they were partially correct. Others repeated some points in their responses. For example, one of the candidates explained the points as: *relevance of*

supplementary curriculum materials with subject matter, the type of language use in the supplementary curriculum materials must be clear or simple, the publication of the materials must be current, the aim of supplementary curriculum materials must be the same as the subject matter. From those points one can see that, the second point was partially correct while the fourth point was a repetition of the first point.

On the other hand, few candidates (0.2%) who had good performance (3 marks) understood the demand of the question and had adequate knowledge of the qualities of supplementary curriculum materials. These candidates managed to explain some points but with some minor mistakes since no candidates scored full (4) marks. These candidates provided the correct responses such as; *to make sure that the supplementary curriculum materials are relevant to the level of learners, the content of the supplementary curriculum materials should be well organized, the supplementary curriculum materials should be relevant to the level of learners, supplementary curriculum materials should contain exercises, quiz, different question to motivate student to learn the concept, the supplementary curriculum materials should add knowledge to the learners.* Extract 7.2 illustrates a sample of correct responses from one of the candidates.

7	Should be related to the subject Matter; When we the supplementary Curriculum Material Used should be relate to the subject Matter.
	Should be provide knowledge to the learner; When we the supplementary Materials in the process of teaching and learning should be provide knowledge to the learners.
	Should be related and nature of the Learners; That's supplementary Material should related and nature of the learners.
	Should have the specific objective; Important aspect that will consider when assessing quality of supplementary Material it should have the specific objectives.

Extract 7.2: A Candidate's correct responses to question 7.

2.1.8 Question 8: Teaching and Learning Approaches

The question required the candidates to briefly explain the four strategies which will be used to accommodate a blind student in the class to participate in teaching and learning process. The question was attempted by

4,423 (100%) candidates. The performance of the candidates in this question was average since 2,983 (67.4%) candidates scored from 2 to 4 marks as shown in Figure 8.

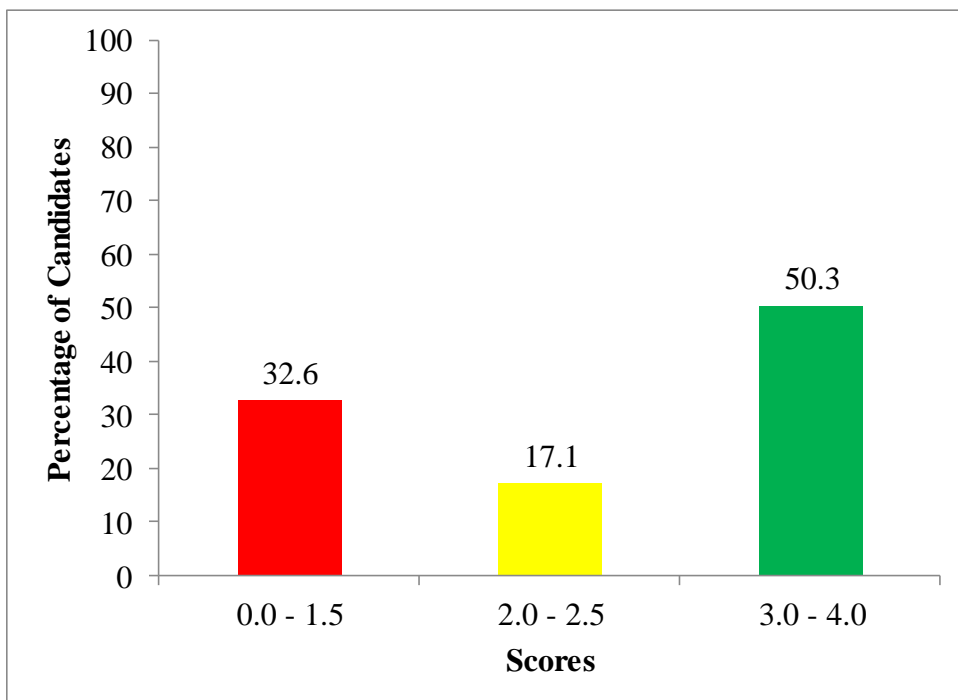


Figure 8: The candidates' performance on question 8

Figure 8 indicates that, the candidates (50.3%) who had good performance (3 to 4 marks) were able to provide correct responses. This indicates that the candidates had adequate knowledge of the strategies which will be used to accommodate a blind student in the class to participate in teaching and learning. These candidates also understood the requirement of the question and thus scored high marks. The candidates (27.0%) who scored full (4) marks provided correct responses such as *use instructional media which produce voice, proper sitting arrangement by allowing them to sit in front of other students when in the class, by giving them extra time to accomplish their exercise or work, involving them in presentation to present their views or ideas, use of audio teaching and learning aids. If given hand out, they should be in form of braille*. Extract 8.1 illustrates a sample of the correct responses from one of the candidates.

8	(i) Through the use of Audio media like radio and any instructional voice for teaching in the particular class.
	(ii) Through the use of braille machine printed products; This will help blind people to learn by touching.
	(iii) Through giving them priorities to sit in front so as to hear well voice in stead of looking.
	(iv) To use/introduce to them learning aids which bring sense of touching hence they are an able to see.

Extract 8.1: A Candidate's correct responses to question 8.

Moreover, the candidates (32.6%) with poor performance (0 to 1.5) lacked competence in subject matter which is strategies of accommodating blind students in the classroom to participate in the teaching and learning process. These candidates also had poor communication skills in English as they provided weak points with unclear explanations. The candidates (17.6%) who scored 0 marks provided the responses which did not relate to the concept in the question such as; *use of role play, identifying letter, question and answer, by using storytelling, provide group discussion, teaching by using nonverbal communication, use of more teaching aids, use of brainstorm, case study, debate, ability of the learner, nature of the topic, physical environment, availability of teaching methodology*. Extract 8.2 is a candidates' response in this category.

8	
	(i) Smnd Use of small group discussion during teaching
	(ii) Using of gardly work during teachig
	(iii) Using of case study during teaching
	(iv) Using of Jigsaw during teaching

Extract 8.2: A Candidate's incorrect responses to question 8.

In extract 8.2 the candidate outlined the points which relate to the technique that can be used during the teaching and learning process instead of briefly explaining the four strategies which will be used to accommodate blind students in the class to participate in teaching and learning.

Further analysis shows that, 18.2% of the candidates had average performance (2 to 2.5 marks). Some mixed correct and incorrect responses. Yet others listed all four points but they were partially correct. Some of the candidates listed less than required (4) points which were required. It is due to these reasons that they got an average score.

2.1.9 Question 9: Teaching and Learning Approaches

The question required the candidate to briefly elaborate crucial preparations they have to make before the application project work as teaching and learning technique. The question was attempted by 4,423 (100%) candidates. The performance of the candidates in this question was average since (41.0%) of the candidates scored from 2 to 4 marks as shown in Figure 9.

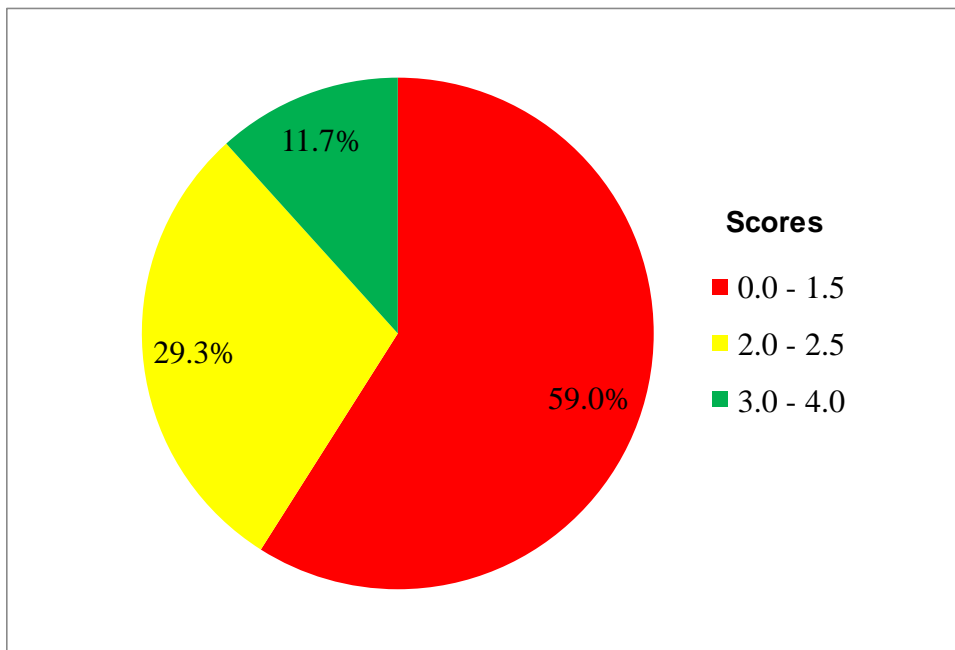


Figure 9: *The candidates' performance on question 9*

According to the data in Figure 9, 59.0% of the candidates had poor performance (0 to 1.5 marks). Most of these candidates did not understand the demands of the question while some lacked competence in the concepts

of project work as a teaching and learning technique. Most of the candidates who scored 0 marks did not understand the question as they elaborated other concepts contrary to the concept tested. Some of them briefly elaborated the preparation before teaching and learning instead of preparation needed before using project work as teaching and learning technique. They thus give answers such as *to prepare scheme of work, lesson plan, teaching aid, lesson notes*. Others elaborated the preparation for using a projector as a teaching and learning aid instead of the concept tested. They are answers included *to prepare class to put projector, to test the source of power, to connect projector to the computer, to test the projector*. Others elaborated the factors to consider in the selection of teaching and learning technique instead of the concept tested, listing such points as *nature of the learners, size of the class, nature of the subject matter, availability of teaching and learning materials*. Others attempted to elaborate the stages of conducting a project instead of crucial preparations for project work as a teaching and learning technique. They are answers included *head of the project, analysis of data, collection of data, summary and conclusion*. Other candidates who scored 0 marks lacked knowledge of the tested concept as they elaborated the points which do not relate to the concept tested, including; *placement evaluation, formative evaluation, diagnostic evaluation, summative evaluation, group discussion, gallery work, question and answer technique and jig saw technique*. The candidates who scored 1 to 1.5 marks elaborated one or two slightly correct points. Extract 9.1 illustrates a response from one of the candidates in this category.

9	4 Crucial preparation.
	i/ Must have a project work.
	ii/ should be test before going on the class
	iii/ should be master the Use of project work.
	iv/ Should have experience of the Use of projector work.

Extract 9.1: A Candidate's incorrect responses to question 9.

Also the analysis shows that, the candidates (29.3%) who scored from 2 to 2.5 marks demonstrated poor knowledge of the project work as a teaching and learning technique. Moreover, most of them elaborated all four points but they were partially correct while few of them mixed correct and incorrect points. The example of partially correct points elaborated by these candidates included: *ensure the availability of money, ensure the availability of materials, prepare the topic to be investigated*. One of the candidates elaborated the points as; *to identify purpose of project, to prepare group for interaction, to select place for studying the project and observing and writing the project*. Out of these points, the first and the fourth were correct while the other two points were incorrect caused the candidates to score average marks.

On other hand, candidates (11.7%) had good performance as they scored 3 to 4 marks. These candidates had sufficient knowledge of the concept of preparation before applying a project work technique and had understood the demands of the question. The points elaborated by these candidates were clear which also shows that the candidates had good mastery of English language proficiency. The clarity and correctness of their responses determined the marks they scored. They thus scored full (4) marks because they gave correct and clear points. Example of correct responses from these candidates included *to prepare the students in groups, Select the area where project can be conducted, visit or pre-visit the place selected for project, write a later for seeking permission of doing project in that area, seek permission from head of School, organization of students in groups and to prepare the guideline to follow in conducting the project*. Extract 9.2 is an example of the correct responses from one of the candidates.

9	(i) Identify and define the case study; there should be a clear defined area where the project work will be held for example revergeti National Park.
	(ii) Select the method to be used in data collection; there should be clear selection of the methods such as observation, questionnaire and interview.
	(iii) Identify the challenges / problems which may be encountered during the project for example language problem, cost and Unsupportive weather.
	(iv) Prepare the essential components in project work such as pen, notebook and other needed components.

Extract 9.2: A Candidate's correct responses to question 9.

2.1.10 Question 10: Teaching Practice

The question required the candidates to give four significances of micro-teaching practice. The question was attempted by all 4,423 (100%) candidates. The performance of the candidates in this question was good since many candidates (80.9%) scored from 2 to 4 marks as shown in Figure 10.

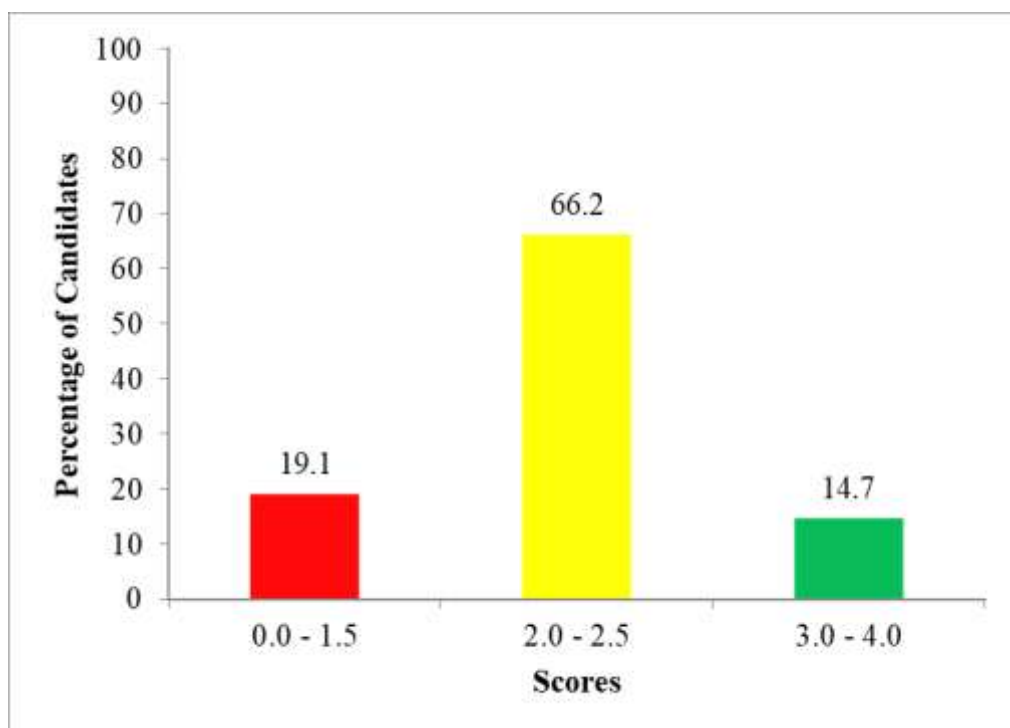


Figure 10: *The candidates' performance on question 10*

Figure 10 shows that 66.2% of the candidates had average performance as they scored from 2 to 2.5 marks. Some candidates' mixed correct and incorrect points while others provided all four points but they were partially correct. For example, one of the candidates who mixed correct and incorrect points answered that *micro teaching practice helps students-teachers to create confidence within field, the student teachers can acquire experience from experienced, it can help teacher to adopt new environment, the student's teacher can get good relationship from society*. From these points the second and third points were partially correct while the fourth point was totally incorrect. Other candidate gave the responses such as; *it helps to develop experience, ability and competence, it helps to create confidence, it helps in correcting errors of an individual student teachers, it helps to improve*. The first and the third points were partially correct while fourth point was incomplete as a result, the candidate scored average marks. This shows that, these candidates had insufficient knowledge on the concept of significance of micro-teaching practice.

Moreover, the analysis also depicts that 19.1% of the candidates had low marks (0 to 1.5 marks). Some of these candidates misunderstood the demands of the question and others lacked knowledge of the significance of micro-teaching practice. Most of the candidates (5.5%) who scored 0 marks did not

understand the question. Some of them provided the responses on how to make a presentation on micro-teaching practice instead of giving the significance of micro-teaching practice. They thus answered that *I will present what is micro-teaching, I will present on the significance of micro-teaching, I will present on advantages of micro-teaching practice, I will present on limitation of micro-teaching practice, I will present on disadvantages of microteaching practice, I will present on effects of micro-teaching practice.*

Others who misunderstood the question gave the advantages of micro-teaching practice instead of significance of micro-teaching practice such as; *it is costless, it saves time, it is easy to conduct, it is simple and fast to understand the teaching experience.* Other candidates who scored 0 marks due to lack of knowledge on the tested concept provided the incorrect points which did not relate to the concept tested with significant grammatical errors. For example, one of the candidate answered that; *it brings attention to the learners to the classroom, it enables student to be in interest forward subject, it facilitated high understand of the concept presented, it saves time.* All these points were incorrect and contain some grammatical errors which suggest that the candidates also lacked proficiency in English. The candidates (12.4%) who scored 1 to 1.5 marks in this question provided few slightly correct responses. Extract 10.1 illustrates a sample of responses of a candidate from this category.

10	i/ Teaching and learning materials that associated with - the subject matter
	ii/ Teaching and learning resources that include text book and Syllabus
	iii/ Lesson notes; that Compare the Summary about what your going to teach talk about
	iv/ Consideration of audience and Selection of good - teaching Methods depending to the number of people.

Extract 10.1: A Candidate's incorrect responses to question 10.

Extract 10.1 shows that the candidate provided the responses which relate to the preparation for conducting micro-teaching practice instead of significance of micro-teaching practice.

On the other hand, the candidates (14.7%) who scored from 3 to 4 marks had sufficient knowledge of the subject matter and clear understanding of the significance of micro-teaching practice. The clarity of their responses determine their scores thus those who scored 4 marks provided better responses than other who scored 3 and 3.5 marks. Their responses were clearly stated, which also suggests that the candidates had good mastery of the English language. Some of the correct responses provided by these candidates included: *increase confidence of student-teachers, the student teachers increase knowledge on how to use lesson plan and lesson notes, it helps student-teachers to know how to manage class by making good arrangement, it add knowledge to the student teachers how to use chalkboard. It helps to improve communication skills by practicing the use of proper language, it helps student teachers to practice theories of teaching and learning learned in class. It helps student teachers to know strength and weaknesses he/she have, It helps student teacher to know proper use of teaching aid.* All these responses were correct and adhered to the requirements of the question. Extract 10.1 Extract 10.1 illustrates a sample responses of candidates from this category.

10	(i). It develop communication skills particularly speaking skills
	ii). It provide a student teacher with confidence
	iii). It provide a student teacher with teaching technique to adopt in the field of teaching
	iv). It help a student teacher to acquire some skills for teaching for example how to use chalk board.

Extract 10.2: A Candidate's correct responses to question 10.

2.2 SECTION B: ESSAY QUESTIONS

This section comprised four (4) essay questions, candidates were required to attempt all four (4) questions. Each question had a weight of 15 marks making a total of 60 marks.

2.2.1 Question 11: Curriculum Theory

The question required the candidates to explain five stages of curriculum development suggested by Ralph Tyler. This question was attempted by all 4,423 (100%) candidates. The performance of the candidates in this question

was average since 67.5% of the candidates scored from 6 to 15 marks as shown in Figure 11.

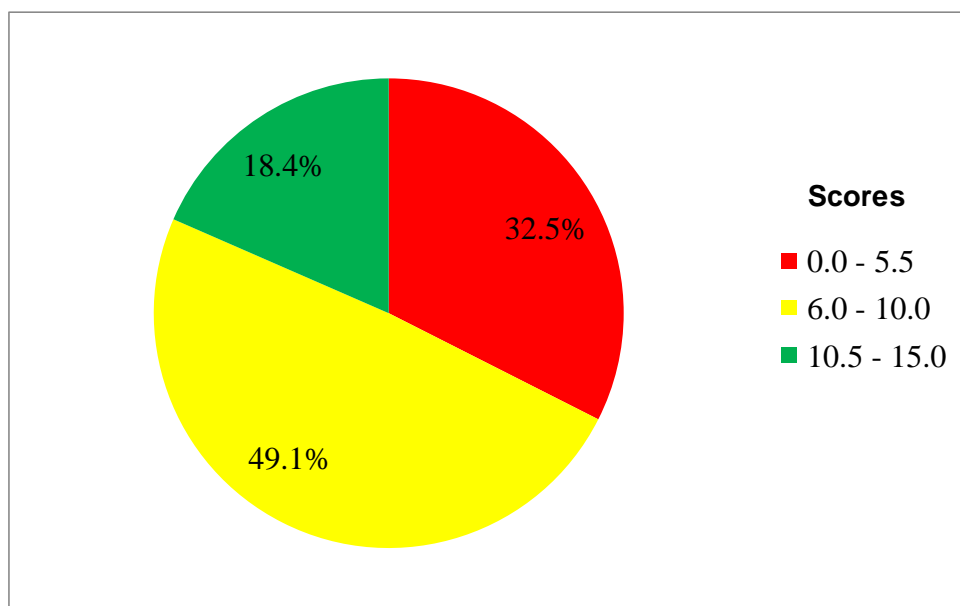


Figure 11: *The candidates' performance on question 11*

Figure 11 shows that, 49.1% of the candidates scored from 6 to 10 marks. Some of these candidates provided all five stages but they were not fully explained and thus not clear. Others presented incorrect points which did not relate to the stages of curriculum development as suggested by Ralph Tyler. Some candidates failed to provide the relevant introduction and conclusion. All these reasons contributed to the candidates to score average marks. For example, one of the candidates explained as follows: (a) ***Specific objectives***; according to Ralph Tayer he suggested in our curriculum development must have the specific objectives in order to see that learners achieve the understanding knowledge and topic a well taught and understand by the learners. (b) ***Selection of learning experience***; helps to develop curriculum if a learner a taught the topic which relevant to their environment also the one who taught must have experience in that topic, ***Organization of learning experiences***; to have organize learning experience so as to be competent on what taught and providing to the learner, ***Evaluation***; Ralph Tyler suggested that the after process of curriculum development should make an evaluation of what is conducted so as to know where to improve and there is weakness. The observation from the above points shows that the candidate gave incomplete explanations with some grammatical errors in the

sentences. This shows that the candidates in this group had partial knowledge of stages of curriculum development as suggested by Ralph Tayler.

Moreover, 32.5% of the candidates had poor performance as their scores ranged from 0 to 5.5 marks. In this category 3.7% of the candidates who scored 0 marks lacked knowledge as they explained the points which do not relate to the stages of curriculum development suggested by Ralph Tayler. For example, one of the candidates explained as follows: *Implementation of curriculum only takes place at school setting, colleges: also implementation curriculum also takes place in education institution like colleges, universities; also implementation curriculum also takes place in education institution like universities, different book publishers; also implementation of curriculum can be done by book publishers.* Other candidate included incorrect points which did not relate to the concept such as; *Diagnosis of learning experience, formulation of learning experience, selection of learning organization, selection of content experience, selection of organization experience.* Other candidates who scored 0 marks explained the stages of curriculum development which were not in good order from first stage to the last. For example, one of the candidates started from the last stage i.e. evaluation instead of setting objectives, and the second stage as organization of learning experience instead of selection of learning experience. The candidates who scored 1 to 5.5 provided very few correct points and others failed to give relevant introductions and conclusions. Extract 11.1: illustrates a sample response of candidates from this category.

11	Stages suggested by the Tyler.
	i. > Aims
	ii. > Goals
	iii. > Objectives
	iv. > Analysis
	v. > Measurement

Extract 11.1: A Candidate's incorrect response to Question 11.

Extract 11.1 shows that the candidate outlined the points which did not relate to the concept of stages of curriculum development as suggested by Ralph Tyler. The candidates also failed to adhere to the requirement of the question by outlining instead of explaining in essay form.

On the other hand, (18.4%) of the candidates had good performance (10.5 to 15 marks). These candidates managed to explain the stages of curriculum development as suggested by Ralph Tyler. The candidates in this category presented essays with clear introduction, correct points supported by relevant explanation as well as relevant conclusions. The clarity of their points contributed to their scores; those who scored 15 marks clearly and correctly explained the stages according to the demand of the question. These candidates provided the stages and explained them correctly as follows: *setting objectives, selection of learning experience, selection of content, organization of learning experience, evaluation*. Extract 11.2 illustrates a sample of one of the candidates' responses in this category.

Curriculum development model refer to the conceptual frame work or patterns expressed diagrammatically or in words upon which curriculum development process will be undertaken. In curriculum development model there are three types namely; Linear curriculum model, cyclic curriculum model and interactive curriculum model, and each curriculum model has been advocates by various educators like Ralph Tyler, Hilda Taba, Wheeler and ~~ker~~ Kerr. Ralph Tyler advocates Linear curriculum model. The following are the stages suggested by Ralph Tyler in curriculum development model.

Selecting objectives; This step or stage is the first in developing curriculum. He suggested that if want to prepare the curriculum first of all you need to select which objectives should intend or need to be achieved in the system of education. So you have to define the objectives or purpose of the curriculum.

Selecting learning experience; Also the second step will be selection of learning experience, it means that in which curriculum learning experience we need to use in order to attain the curriculum achievement or objectives effectively, so here the curriculum developers should determine or select the learning experience in which ~~best~~ ~~should~~ can be used to obtain objectives or purpose.

Selection of content or subject matter; This is the third step proposed by Ralph Tyler in curriculum development model, after selecting the learning experience, also we need to select the content or subject matter what should be included in the curriculum, ~~also~~ so curriculum developers should ~~to~~ select the content which will going to appear in the curriculum.

Organization of learning experience; The fourth step is organization of learning experience. We have been identified and selecting the learning experience, so here we need to to organized well and systematically all three learning experience

11 Cont.	which have been suggested by the curriculum developers.
	Evaluation; The last step is evaluation; here the curriculum developers should look or evaluate if the learning experience which have been suggest if reflect the or if bring results which is good according to their perspectives. So the curriculum developers they see if the learning objectives or purpose has been attained.
	Therefore; Ralph Tyler was advocate for linear curriculum development model; so while Cyrilte curriculum model was advocate by Wheeler and the last interactive curriculum model was advocates by Keer, so all curriculum the models explain how the curriculum development process should be done.

Extract 11.2: A Candidate's correct responses to question 11.

2.2.2 Question 12: Teaching Practice

The question required the candidates to explain five ways of creating safe and stimulating classroom environment for supporting learning activities. This question was attempted by 4,423 (100%) candidates. In general, the performance of the candidates in this question was good since 3,383 (76.5%) scored from 6 to 15 marks as shown in Figure 12.

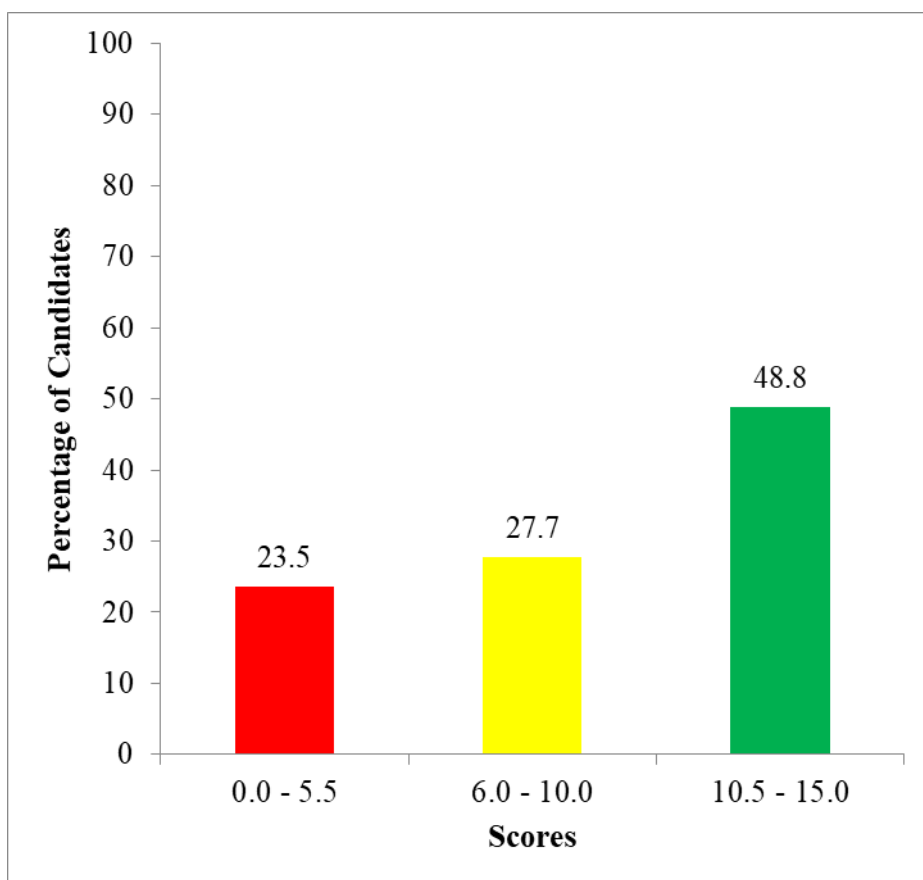


Figure 12: *The candidates' performance on question 12*

Figure 12 indicates that, 48.8% of the candidates had good performance as their scores ranged from 10.5 to 15 marks. These candidates managed to show ways of creating a safe and stimulating classroom environment for supporting learning activities. These candidates also adhered to the demand of the question by giving the required answers. They also met the standards of essay questions. The introduction and conclusion given were relevant to the question. The clarity of their points determine their scores, thus those who scored 15 marks provided better response than others. Some of the correct responses explained by the candidates in this group were as follows: *Through application of interactive teaching and learning methods, through good arrangement of facilities in the classroom, motivation of students during teaching and learning process, good communication between teacher and students, good organization of learning materials, use of reinforcement both negative use positive, use of proper teaching aids.* Extract 12.1 illustrates a sample of the candidates' correct responses in this question.

Classroom: is the complex learning environment where by a teacher and student interacts with their knowledge and skills as well as where teaching and learning process are expected to take place. In order learning to occur in a safe environment a teacher needs to create the environment that will support safe teaching and learning process.

The following are the ways in which the safe and stimulating classroom environment can be created. Proper management and organizational of the class, the teacher should ensure that the classroom is well organized before teaching and learning process for example sitting plan should be well organized and ensure the class is attentively and ready for learning so as to reduce disturbance during teaching and learning.

Organization of teaching and learning materials, the teacher before begin to teaching he or she must make sure that the materials to be used are well organized in order to maintain the concentration of student during learning process, if a teacher go to teach without being arranged in manner the material to be used this will disturb the concentration and attention of the class, so to reduce the disturbance and less concentration of student during learning the materials should be prepared in creative form and be well organized.

Establishing classroom rules and regula

12 Cont.	<p>tion, as a teacher should formulate the guidelines in the classroom rules that will create peaceful and safe environment for learning and this should be progressive and well implemented effectively, for example those regulation and rules can be punishing those who are making noise and continue with non-academic matter while the teacher teaching in the classroom, this will make student to behave in the class because safe environment are created.</p> <p>Proper selection and use of teaching methods, the method being used for teaching should be carried out in a way that will not bring disturbance or allow other student to engage in non academic matter, in that fact the teacher should supervise and use proper of being a selected method for example, if using group discussion, or question and answer should be carried out in safety term to the extent that every student contribute and participate so that no body can disturb.</p> <p>The teacher should be consistency when dealing with student behaviour in the classroom, the teacher should be systematic when dealing with behaviour such as motivating those who done best and punishing or warning those who bring the disturbance during teaching and learning process. in this fact the student will respect and behave well in class.</p> <p>In a nutshell, creating safe environment for teaching and learning is very essential</p>
12 Cont.	<p>as it help student to spend their time doing academic activities and leave no room to waste time</p>

Extract 12.1: A Candidate's correct responses to question 12.

Moreover, 27.7% of the candidates had average performance as their scores ranged from 6 to 10 marks. These candidates mixed correct and incorrect points. Others provided two to three correct points out of five while others provided all five points but they were partially correct. Others failed to provide relevant introduction and conclusions. All these factors caused the candidates in this group to score average marks. For example, one of the candidate provided the following answers; *by providing the routine or schedule of cleaning the class by group, to choose the leaders which manage and organize the fellow student to clean the class, to provide the sitting style. provide punishment, provide reward during teaching and learning.* The first, second and third points above were incorrect while the fourth and fifth were correct. The analysis from the candidate's responses shows that these candidates had partial understanding of the concept of ways of creating safe and stimulating classroom environment for supporting learning activities.

On the other hand, few candidates (0.1%) who scored from 0 to 5.5 marks lacked knowledge of the ways in which the safe and stimulating classroom environment will be created for supporting learning activities. Others had poor English proficiency while others failed to understand the question. Some of the candidates who scored 0 marks explained the benefits of having safe and stimulating classroom environment for learning instead of how the safe and stimulating classroom environment will be created to support learning activities. They responded as follows: *increase thinking capacity, gaining of new knowledge, increase of performance of students, it motivates students, create teaching and learning meaningful, attract attention of the learners, create interest of the learners, create creativity among learners, create participation among learners, attract learner's attention.* Others who scored 0 marks explained the teaching and learning techniques such as; *group discussion, think pair and share, question and answer, role-play and brainstorming.* Some of these who scored 0 marks provided incorrect points as well as irrelevant introduction and conclusion. The candidates who scored 4 to 5.5 marks provided two to three slightly correct points out of the five required points. Extract 12.2 illustrates a sample of responses from one of the candidates in this category.

12	
	<u>ANSWER.</u>
	It is clearly that the ways of the safe and stimulating classroom environment will be created for supporting learning activities by the following points.
	It facilitates the learning and teaching process.
	It provide motivation to the learners.
	It encourage on the improvement of education.
	It make competition on the learners to performed well through there environment safely.
	It generates the wealthy condition on facilitating learning activities.
	It provide the good confidences to the others.
	It facilitates the learning and teaching process.
	It provide motivation to the learners.
	It encouraged on the improvement of education.
	It make competition on the learners to performed well through there environment safely.
	It generates the wealthy condition on facilitating learning activities.

Extract 12.2: A Candidate's incorrect responses to question 12.

Extract 12.2 shows that, the candidate failed to explain ways of creating safe and stimulating classroom environment for supporting learning activities, by giving incorrect responses which did not relate to the concept asked in the question.

2.2.3 Question 13: Curriculum Theory

The question required the candidate to suggest strategies for addressing misconception about implementation of the curriculum in the society. This question was attempted by 4,423 (100%) candidates. In general, the performance of the candidates in this question was poor since (91.2%) scored from 0 to 5.5 marks as shown in Figure 13.

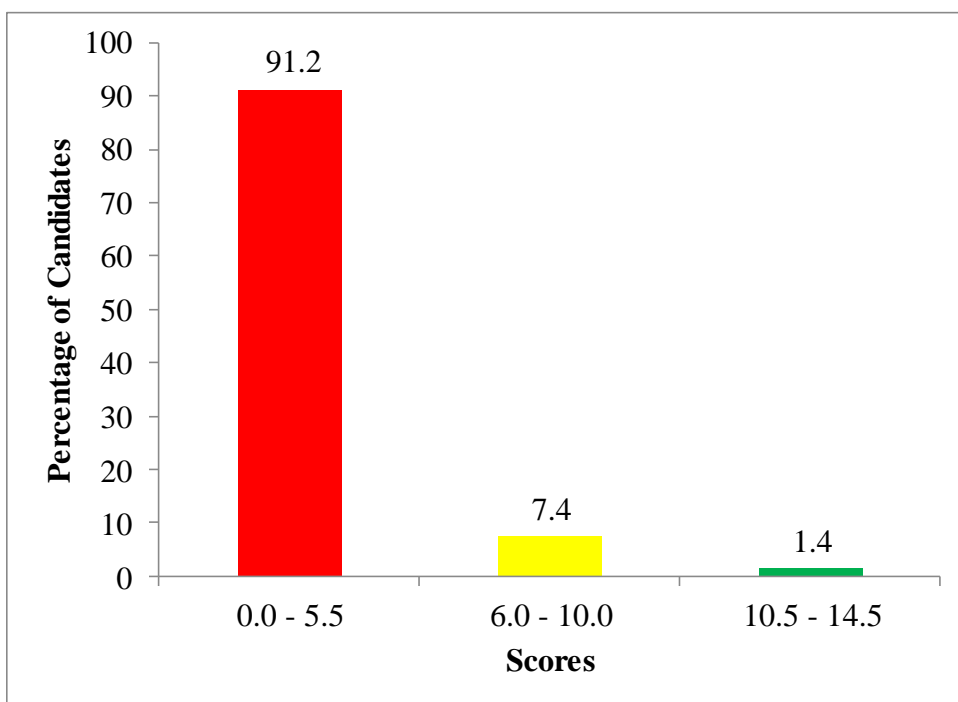


Figure 13: *The candidates' performance on question 13*

As shown in Figure 13, the candidates (91.2%) who scored 0 to 5.5 marks had poor performance. Most of these candidates lacked knowledge of the concept tested while few of them misunderstood the question. Some of the candidates who lacked knowledge of the concept tested provided responses like *language is the formal curriculum, basic needs like food, shelter and clothes, time bound, curriculum had structured, curriculum had good objectives*. Other candidates provided the importance of curriculum instead of suggesting strategies of addressing misconception about implementation of the curriculum. They answered that *it helps learners and people in the society to inherit present knowledge, it improve economic system, it helps to solve social problems, it helps in selection of teaching and learning materials, helps to get professionals, helps the society to adopt to new*

situation, helps the new generation to inherit the present knowledge, helps to get variety of the expert in the society, it suggests where and how content should be taught and learnt, it help to determine type of education should be provided, it determine type of certification should be given to the people, it guides teaching and learning process. Others provided responses related to the factors which contribute to successful curriculum implementation instead of concept tested. They listed such factors as; *Support from the government, competent teachers, adequate teaching and learning materials and cultural knowledge.* Others who misunderstood the question provided responses which relate to factors for contribute curriculum change and the stages to be followed during curriculum development. instead of concept tested. Extract 13.1 illustrates the responses from one of the candidates' in this category.

Implementation of curriculum refers to the process of making changes to the curriculum by accepting and have the same ideology on the changes given. All members of the society where the schools are found collaborate together with students and teachers and head of schools plus curriculum developers to accept the changes.

The following are the strategies to address the problem for those who only believe that curriculum implementation takes place only in school setting.

Learners/students will fail to meet their interests, this means that community members who misconcept the implementation will make their beloved students (children) to not meet what students need.

There will be failure of objectives of both the society and the school, they will fail to achieve their goals, this means students will fail to perform well in the studies and hence failure in the school objectives.

There will be no unity and organization between school and the society, the collaboration will be little since the society has refused to work together with the school setting to implement curriculum.

13 Cont.	
	Teachers will fail to teach properly with appropriate teaching methods to the learners, since the curriculum is not implemented and accepted by both sides, thus this will make teaching difficult.
	It will lead to the failure of teaching and learning process, the teaching and learning activities will fail, the teaching materials won't be available but also learning will be difficult for the learners in schools. Therefore, teaching and learning process will fail.
	Generally, with out both sides that is society members and school setting organising and implement curriculum education system in that society too will never succeed until they sit down together to implement the curriculum that is very important in education system.

Extract 13.1: A Candidate's incorrect responses to question 13.

Extract 13.1 shows that, the candidate explained the points which relate to the impacts of not having curriculum in a country instead of suggesting strategies for addressing misconception about implementation of the curriculum in the society.

Moreover, 7.4% of the candidates who scored from 6 to 10 marks had the following weaknesses in their responses: They mixed correct and incorrect points, they provided fewer points, they provided all five points but they were partially correct and they repeated of some points. For example, one of the candidates who scored 6 marks suggested the points answered that; *education should be given to the society concerning curriculum process in general, support of conducive environment, participation of society in different school activities, good cooperation between school and around society, through involving the society in school decision making of some issues*. From those points the first and second points were incorrect while the rest were partially correct. This candidate also provided a partially relevant introduction and conclusion. Other candidate who scored 8 marks provided points like *formation of school board which will include society, involve society in school meeting, involve society in utilization of school resources, to call for school meeting at the end of the term, inform society on education given to their children's*. From the above points, the third point was incorrect, while other four points were partially correct.

On other hand, few candidates (1.4%) had good performance as their scores ranged from 10.5 to 14.5 marks. These candidates were able to suggest correct strategies to address misconception of society about curriculum implementation. The points given were clearly explained. In addition, these candidates provided relevant introductions and conclusions. The points given by these candidates included: *establishment of friendship society sport and game which involve community, inviting the villages to the events like graduation, call for meeting which involve members of the society, to ensure that there is representative of members of the society in the school board, to give education to the society that there also part of curriculum implementation. giving feedback to the society on curriculum implementation and provision of seminars concerning curriculum to the society*. This indicate that, these candidates had sufficient knowledge of the concept tested and understood the question. Extract 13.1 illustrates the responses from one of the candidates in this category.

Curriculum implementation; refers to the process which involves the process of putting the developed curriculum into action. Curriculum can be carried out inside or outside the school as opposed to the belief that it is carried out in school premises only. The following are the strategies which helps to address such problem:-

Establishment of friendly sports and games matches with the local community; by doing so the society will come to know that there is a curriculum which is carried outside the school called hidden curriculum which acts as a side effect of education as the society will know/notice the difference between the villagers and the students in way they speak, walk and argue.

Inviting the villagers to events such as - graduation day; this strategy is essential to show the society that even outside the school curriculum can still be implemented as they will notice how the learners are socializing with one another and with the community members.

Calling for meetings/general meetings; members of the society can be invited to a meeting in a school so that they can be informed of the changes in curriculum and therefore they can share their view on how they feel toward the changes so that they are not left behind during implementation.

13 Cont.	
	Ensuring that there is a representative of the members of the society in the school board; this will enable the society to be informed of the processes that are carried out in the school setting and therefore they will be in position to be a part of the curriculum implemented by the school.
	Providing education to the members of the society; the society should be be informed that the society is also responsible for the implementation of informal curriculum which begins at home as beliefs, norms, customs and values are taught from home and not in school settings only. A well nurtured child is well mannered and disciplined which enable him/her to become active, positive, smart, punctual and well organized.
	Therefore; curriculum implementation doesn't take place in school settings only some is implemented daily at home as learners interact with family and other members of the society.

Extract 13.2: A Candidate's correct responses to Question 13.

2.2.4 Question 14: Teaching and Learning Approaches

The question required the candidates to suggest five strategies to insure that the group discussion technique is effective in teaching and learning process. The question was attempted by 4,423 (100%) candidates. Generally, the performance of the candidates in this question was average since (61.0%) of the candidates scored from 6 to 14.5 marks as shown in Figure 14.

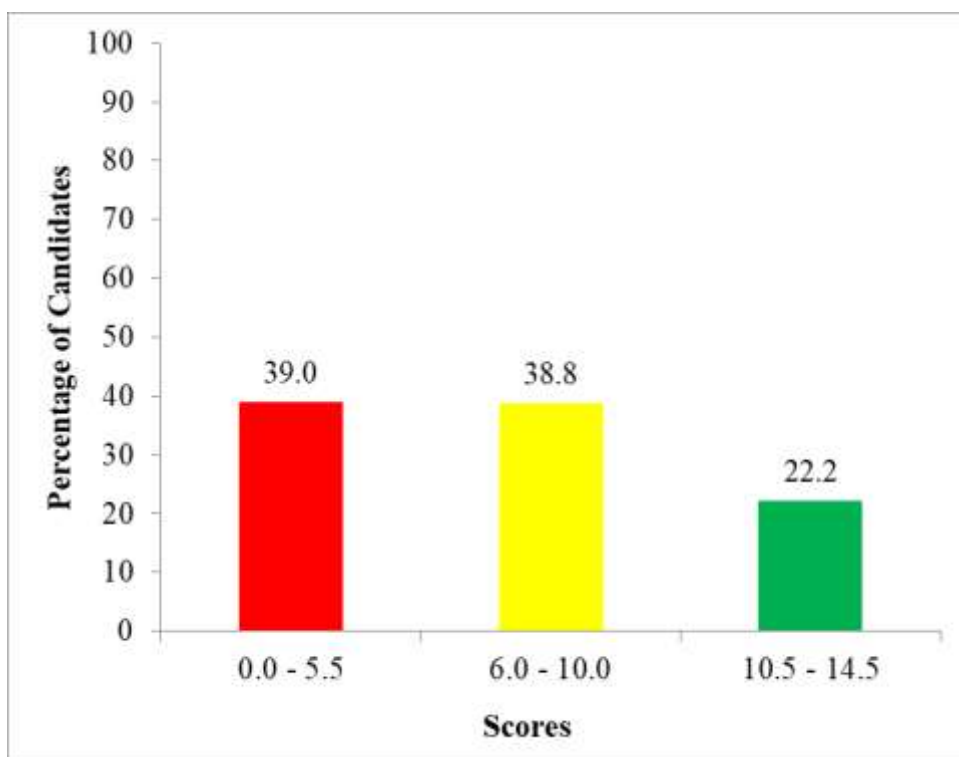


Figure 14: *The candidates' performance on question 14*

Figure 14 shows that 39.0% of the candidates had poor performance as their scores ranged from 0 to 5.5. Most of the candidates who scored 0 marks misunderstood the question hence provided the responses which fit to other concepts. Some of them provided the benefits of using group discussion instead of strategies for making group discussion effective in teaching and learning process. They answered that *it helps to increase the interaction among students, it helps in sharing of ideas, it helps to improve communication skills like speaking, helps to increase confidence among learners, motivate learners to learn*. Others explained other techniques of teaching and learning instead of the concept tested. Their answer included *gallery work, case study, demonstration, brainstorming, lecture method, field work, question and answer, role play, project work*. Some of the candidates explained the disadvantages of a group discussion technique instead of the concept tested. They listed them as *time consuming, difficult to evaluate individual ability, some student may be less participants, it involves a lot of question*. Other candidates, who scored 0 marks provided responses which did not relate to the concept tested such as; *promote project to the learners, use of block teaching practice, use of pictorial*

diagrams and *good selection of teaching aid*. Some of the candidates who scored 1 to 5.5 provided introduction and conclusion which were partially correct while others provided very few (one or two) slightly correct points. Extract 14.1 illustrates a sample of responses from one of the candidates in this category.

Group discussions is the method used to in teaching and learning process in promoting learning. The following are the strategies to be used for effective use of technique of group discussion.

It ensure memorization when a teacher guide the student to group discussion it help for them to keep and have a long memory or ~~perpetr~~ permanent memory because they share different ideas from different sources.

It create deep understanding to the learners; Where by when a teacher use effective the method of group discussion it help to the students to create deep understanding to them because they generalize ideas of each at the group.

It enhance a good performance; The use of group discussion in teaching and learning process it led to the good performance in Education issues because they shares with they fellow and also come up in class presented by a teacher this led to them deep understanding when they understand will led to good performance.

14 Cont.	If help in problems solving, Through group discussion this led to the solving different problems by themselves in teaching and learning process.
	If Create a link between a teacher and the learners when they can't solve any problem in teaching and learning they can be created a relationship between themselves.

Extract 14.1: A Candidate's incorrect responses to question 14.

Extract 14.1 shows that the candidates provided the responses related to the benefits of using group discussion instead of strategies for ensuring that group discussions are effective in the teaching and learning process.

Furthermore, 38.8% the candidates who scored from 6 to 10 had various weaknesses in their responses. They mixed correct and incorrect responses, which others provided fewer points than required. Other weaknesses included correct points and unclear explanations. There were also cases of irrelevant introductions and conclusions as well as repetition of points. All these weaknesses contributed to the scoring average marks. Example of partially correct points given by a candidate were *prepare the topic and question to be discussed by each group, allow students to discuss question, allow students to prepare their work after discussion, to create group to the discussion and to motivate students during discussion.*

On other hand, 22.2% of the candidates who had good performance (10.5 to 14.5) were able to suggest correct responses on strategies for ensuring the effectiveness of group discussion in the teaching and learning process. These candidates also explained the points correctly and they provided relevant introductions and conclusions. This shows that the candidates had sufficient knowledge of the subject matter and understood the question. The clarity and correctness of their responses contributed to their scores, thus those who scored 14.5 provided the better responses than others who scored 10.5 to 13.5 marks. Examples of correct responses given by these candidates included; *discussion must be given a time limit, to make sure that every student participates in discussion, create the group with different*

student mental ability, guide the student to choose leaders of groups, prepare the task or assignment for each group to perform and teacher should encourage a friendly atmosphere in the group discussion. Extract 14.2 shows an example of responses from one of the candidates in this group.

Group discussion technique: This is the technique or device used by an instructor or teacher in performing the work of teaching. It is the participatory method where the student in groups of more than two people discuss on the subject content provided by the teacher to be demonstrated. The following are strategies to be used by the teacher so as group discussion technique to brought the effective teaching and learning process at any time:-

Create the group of people who have different level of understanding; for example mixing of the student who perform poor with the student who perform well in the subject this will help in the teaching and learning process because they will be no difficult or problem of conflict among the people who have same level of understanding hence the one who perform well will share his or her ideas to others and hence effective teaching and learning process by using group discussion.

Choosing the leaders in each group; for example the group consist of five ~~work~~ people and the teacher have provide the work and choose the leader. The leader in each group will control the discussion and hence to result to attain of goal. The student with their leader they will discuss and the teacher will get feedback from the group leader on how each member participate in group discussion hence through this group discussion method will be lead to effective teaching and learning process.

14 Cont.

The teacher to prepare the question and student to discuss them by considering the nature of student. For example the teacher use group discussion method and prepare the question which are very complex and the student they are under age, this can cause to uneffective use of group discussion hence the student teacher should use question which are relevant to learners age and ability in order the group discussion to be effective in teaching and learning process.

To have the time schedule used for discussion and presentation; for example the student they have question to discuss then the teacher should tell the student on what time they will present, hence the student will be aware and do their responsibility so as to make the good presentation of things which they have discussed.

To make conclusion and clarification after the presentation of student discussion; for example the student they have discussed about importance of using group discussion the teacher have a chance to correct the area where the student present wrong so that the group discussion method to be effective.

Conclusively; Group discussion method of teaching and learning can be sensitive when the teacher forget to consider the strategies for making good group discussion technique. But they are some of things which can lead to effective hindrance of group discussion technique which is the peer domination in teaching and learning discussion, if the time is not enough for the student to discuss.

Extract 14.2: A Candidate's correct responses to question 14.

3.0 ANALYSIS OF CANDIDATES PERFORMANCE PER TOPIC

The Curriculum and Teaching examination question were set from 6 topics. The analysis of candidates' performance in each topic shows that, the candidates had good performance in two topics namely: *Teaching Practice* (76.5%) and *Curriculum Development* (74.9%), The topic with average performance were *Planning for Teaching* (60.9%), *Teaching and Learning Approaches* (56.5%) and *Curriculum Theory* (43.5%). The topic of *Teaching and Learning Materials* had poor performance (10.1%). The summary of candidates' performance in questions and topics are shown in the Appendix A.

4.0 CONCLUSION

Statistical data analysis for each question shows that the candidates' overall performance in the Curriculum and Teaching Subject was average as 53.7% of the candidates scored 40 marks and above. The analysis shows that the candidates' good performance was contributed by their ability to understand the demands of the questions and sufficient knowledge of the subject matter in relation to curriculum objectives for Diploma in Secondary Education Examination (DSEE). However, candidates with poor performance demonstrated lack of these abilities. The major reasons for poor performance were misinterpretation of questions and lack of knowledge of the assessed concepts. It was also revealed that candidates who performed poorly lacked essay writing skills and had poor English proficiency.

5.0 RECOMMENDATIONS

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

- (a) Students teachers should be trained on how to tackle examination questions especially competence based question by giving them frequent exercises, tests, examinations, quizzes and project works accompanied by immediate feedback to enhance assessment for learning.
- (b) Colleges should take measures to improve student teacher's proficiency in English. This can be achieved by encouraging Tutors and student teachers to use English as a means of communication

during the teaching and learning process as well as in other activities outside the classroom.

- (c) Tutors should make use of various assessment and teaching strategies suggested in the syllabus such as student portfolios, essays, quizzes, test, timed tests, examinations, group discussions, debates, role-plays, Brainstorming, discovery/problem solving, jigsaw and think pair share. Other strategies include simulations, case studies, guest speakers, value clarification, field work, question and answers, projects, futures wheel, experimentation, concept mapping, songs, lectures, gallery walk, buzz, story-telling, games/drama, chalkboard notes and talks. These can specially be employed in teaching the topics which were averagely performed including *Planning for Teaching, Teaching and Learning Approaches, and Curriculum Theory*.
- (d) Tutors should use teaching and learning strategies such as think pare and share, library search, gallery work, plenary discussion to improve the performance in the topic of *Teaching and Learning Materials* which was poorly performed.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN THE
CURRICULUM AND TEACHING SUBJECT (DSEE) 2022**

S/N	Topic	Question Number	Performance in each Question(%)	Average Performance per Topic (%)	Remarks
1	Teaching Practice	12	76.5	76.5	Good
2	Curriculum Development	2	81.9	74.9	Good
		3	30.7		
		4	93.9		
		5	93.2		
3	Planning for teaching	6	40.8	60.9	Average
		10	80.9		
5	Teaching and Learning Approaches	8	67.4	56.5	Average
		9	41.0		
		14	61.10		
4	Curriculum Theory	1	54.1	43.5	Average
		11	67.5		
		13	8.8		
6	Teaching and learning materials	7	10.1	10.1	Poor
Total				53.7	Average

