



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) 2023**

**CURRICULUM AND TEACHING**



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**764 CURRICULUM AND TEACHING**

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## TABLE OF CONTENTS

FOREWORD .....	iv
1.0 INTRODUCTION .....	1
2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION .....	2
2.1 SECTION A: SHORT ANSWER QUESTIONS.....	2
2.1.1 Question 1: Curriculum Theory .....	2
2.1.2 Question 2: Curriculum Development .....	5
2.1.3 Question 3: Planning for Teaching .....	7
2.1.4 Question 4: Planning for Teaching .....	10
2.1.5 Question 5: Teaching and Learning Materials.....	13
2.1.6 Question 6: Teaching Practice .....	16
2.1.7 Question 7: Teaching Practice .....	19
2.1.8 Question 8: Teaching Practice .....	22
2.1.9 Question 9: Curriculum Theory .....	24
2.1.10 Question 10: Teaching and Learning Approaches.....	27
2.2 SECTION B: ESSAY QUESTIONS .....	30
2.2.1 Question 11: Curriculum Development .....	30
2.2.2 Question 12: Teaching and Learning Approaches.....	35
2.2.3 Question 13: Planning for Teaching .....	41
2.2.4 Question 14: Teaching and Learning Materials.....	46
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC .....	51
4.0 CONCLUSION .....	51
5.0 RECOMMENDATIONS.....	52
Appendix A .....	53

## FOREWORD

The report on Candidates' Item Response Analysis (CIRA) for 2023 is a summative evaluation of the Diploma in Secondary Education Examination (DSEE), for the Curriculum and Teaching subject. The aim of this report is to provide feedback to different stakeholders such as student teachers, tutors, parents, policy makers and the public in general on the candidates' performance and the extent to which the instructional objectives were met.

Principally, the candidates' responses to the examination questions indicated what the education system was able/unable to offer to the Diploma in Education course. The report therefore, evaluates the effectiveness of the education system in general and education delivery in particular.

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. On the other hand, the weaknesses which were observed in the responses of candidates who performed poorly include inadequate knowledge and skills on the subject matter, poor English Language 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 National Examinations Council of Tanzania.

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



Dr. Said A. Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

The 2023 Diploma in Secondary Education Examination in the Curriculum and Teaching subject covered the 2009 syllabus and adhered to 2022 examination format. The examination paper consisted of two sections, A and B with a total of fourteen (14) questions. 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 where the candidates were required to answer all the questions. Each question weighed 15 marks making a total of 60 marks in this section.

In short answer items, the performance was 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 was 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 to 100 Good, 40 to 69 Average and 0 to 39 Weak. Furthermore, three colours namely; green, yellow and red have been used in figures and appendices to represent good, average and weak performance respectively.

The report provides the analysis on the performance of the candidates in each question by showing what the candidates were required to do as well as the strength and weakness of their responses in the Curriculum and Teaching examination that was conducted in May, 2023. Basically, the report presents statistics and descriptions concerning the performance of the candidates per question and by topics. A total of 1,906 candidates sat for the examination. The overall performance of the candidates in the year 2023 increased by 2.41 percent when compared to that of 2022. The general performance of the candidates is summarized in Table 1.

**Table 1: Candidates’ performance in grades for the year 2022 and 2023 in the Curriculum and Teaching Examination**

Year	Candidates		% of Candi dates Passed	Grades				
	Sat	Passed		% of Candidates				
				A	B	C	D	F
2022	4,423	4,253	97.43	0.00	2.38	51.66	42.12	2.53
2023	1906	1,867	99.84	0.00	1.76	72.67	5.40	0.16

Despite the small increase of the performance in 2023, the data in Table 1 shows that there is decrease in the number of candidates who sat for the examination in 2023 compared to 2022. Data reveals that; Most of the candidates passed with grades C.

## **2.0 ANALYSIS OF CANDIDATES’ PERFORMANCE IN EACH QUESTION**

### **2.1 SECTION A: SHORT ANSWER QUESTIONS**

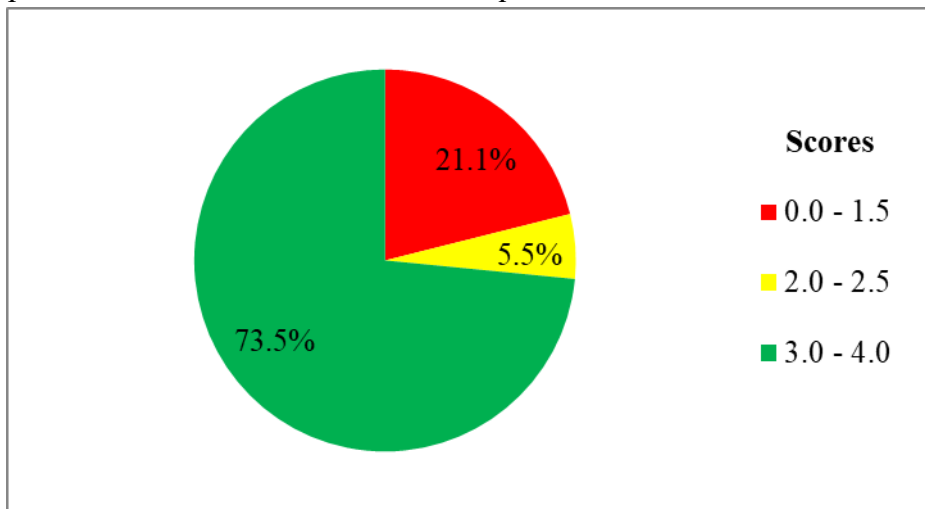
This section had ten (10) questions. The candidates were required to answer all questions. Each question carries four (4) marks, making a total of forty (40) marks.

#### **2.1.1 Question 1: Curriculum Theory**

The question required the candidates to formulate four specific instructional objectives. This question was attempted by 1,906 (100%) candidates. The general performance of candidates in this question was good since 1,504 (79 %) scored from 2 to 4 marks.

Data analysis shows that, 1,400 (73.5%) candidates scored from 3 to 4 marks, 104 (5.5%) candidates scored from 2 to 2.5 marks and 402

(21.1%) candidates scored from 0 to 1.5 marks. Figure 1 illustrates the performance of the candidates in this question.



**Figure 1:** Candidates' performance on question 1

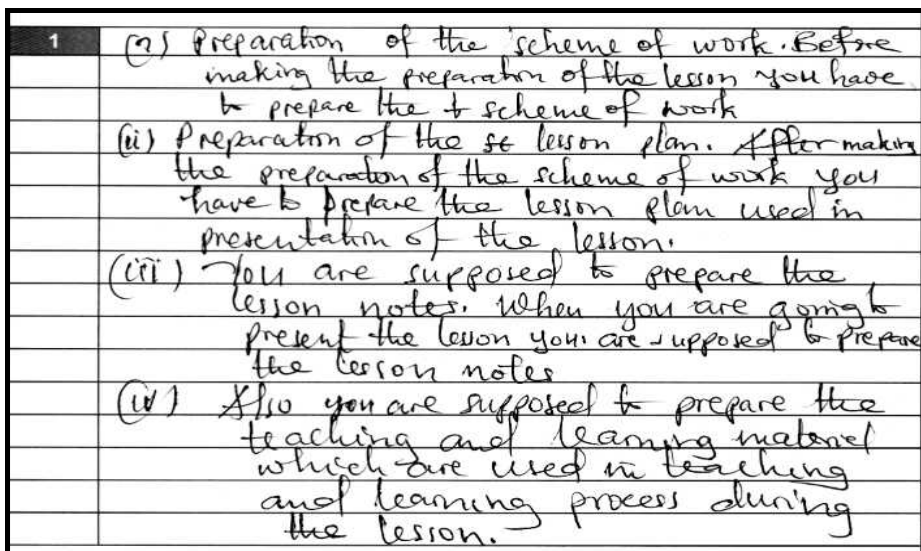
Further analysis shows that, 1,400 (73.5 %) of the candidates who scored from 3 to 4 marks had adequate knowledge on the topic of Curriculum Theory and understood the demand of the question, hence provided relevant answers. The candidates in this group were able to formulate four specific instructional objectives. For example, one of the candidates wrote: *define the concept of curriculum, list importance of curriculum, mention types of curriculum, mention importance of curriculum, within 40 minutes each student should be able to mention features of curriculum, mention types of curriculum, state the meaning of curriculum.* Extract 1.1 illustrates a sample of correct responses in this question.

1	D) By the end of 40 minutes of a lesson each student should be able to give the meaning of Curriculum correctly
	ii) By the end of 40 minutes of a lesson each student should be able to mention atleast five importances of Curriculum correctly .
	iii) By the end of 40 minutes of a lesson each student should be able to mention the types of Curriculum correctly .
	iv) By the end of 40 minutes of a lesson each student should be able to give two characteristics of the type of Curriculum mentioned in (ii) above correctly .

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



On the other hand, 402 (21.1%) of the candidates who scored from 0 to 1.5 marks failed to understand the demand of the question due to insufficient knowledge in the topic of Curriculum Theory. Some of them mentioned stages to consider during the preparation of the lesson plan instead of formulating specific instructional objectives. For example, one of the candidates wrote: *preliminary data, introduction, presentation, and evaluation*. Others mentioned points related to stages of lesson development instead of formulating specific instructional objectives. Such points include: *competence, specific objectives, new knowledge and reinforcement*. Extract 1.2 is a sample of incorrect response in this question.



**Extract 1.2:** Candidate's incorrect response to question 1

Extract 1.2 shows the candidate who mentioned factors to consider during the preparation of the lesson instead of how to formulating specific instructional objectives.

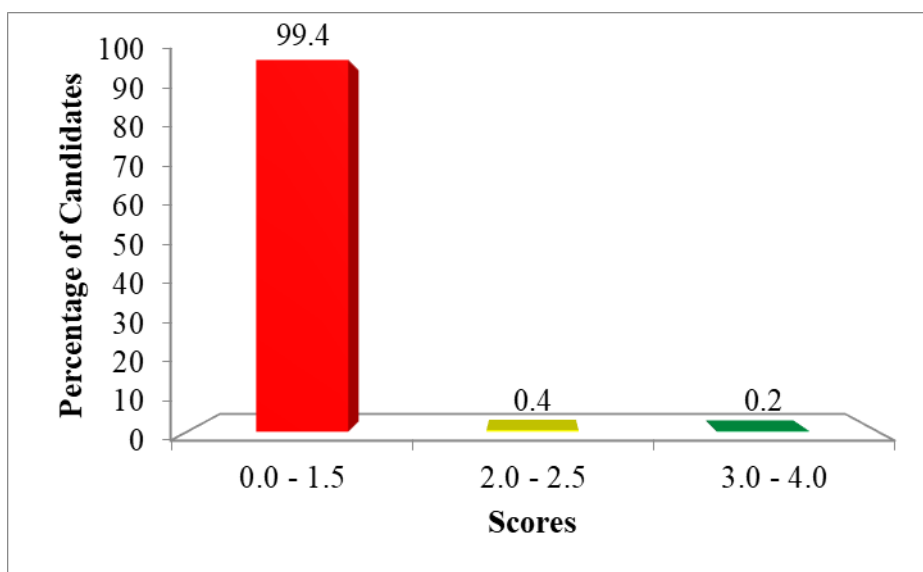
In addition to that, 104 (5.5%) of the candidates who scored from 2 to 2.5 marks had partial understanding on how to formulate specific instructional objectives. Most of them provided few points which were characterized by poor English grammar. For example, they gave responses such as: *within 40 minutes' student should be able to define the term curriculum, within 40 minutes' student should write importance of curriculum, brainstorming about the meaning of curriculum as*

*introductory part, introduction about the meaning of curriculum, reinforcement about types of curriculum and consolidation about importance of curriculum.*

### 2.1.2 Question 2: Curriculum Development

The question required the candidates to orient the newly employed teachers about the process of curriculum change using four points. The question was attempted by 1,906 (100%) candidates. The general performance of candidates in this question was poor since most of candidates 1,894 (99.4%) scored from 0 to 1.5 marks.

Data analysis showed that, 4 (0.2%) candidates scored from 3 to 4 marks, 8 (0.4%) candidates scored from 2 to 2.5 marks and 1,894 (99.4%) candidates scored from 0 to 1.5 marks. Figure 2 illustrate the performance of the candidates in this question.



**Figure 2:** *Candidates' performance on question 2*

Further analysis showed that, 1,894 (99.4%) of the candidates who scored from 0 to 1.5 marks had insufficient knowledge on the topic of curriculum development. Most of them failed to understand the demand of the question. Some candidates wrote factors required to be considered during the lesson preparation instead of the issues to be considered in the process of curriculum change. For example, one candidate wrote:

consider objectives, choosing content to be taught, choosing teaching method to be used, and evaluation of the program/ curriculum to see if the objectives are attained. Others provided responses relating to the solution for the challenges in the implementation of education. For example, one candidate wrote: *improvement of physical facilities such as buildings, improvements of available materials, improvements of salaries and improvements of qualified education in school, to tell them the reasons for curriculum change, to tell them the importance of curriculum change, to tell them areas that needs curriculum change and to direct them how to cope with the changes.* Extract 2.1 is a sample of incorrect responses for question 2.

2	Curriculum development process has the following stage
	i) Curriculum Planning
	This involves deciding on what to be taught, how and why according to the existing curriculum requirements and the resources available.
	ii) Curriculum Developing
	Here the curriculum developers sit and write down the curriculum
	iii) Curriculum Implementation
	Refers to putting a into action what have been developed by the curriculum developers.
	iv) Curriculum Evaluation
	Involves and evaluating to what extent the educational Programme implemented have been achieved.

**Extract 2.1:** Candidate's incorrect response to question 2

Extract 2.1 shows the candidate who provided stages of curriculum development process instead of issues to be considered in the process of curriculum change.

Moreover, data analysis shows that; 8 (0.4%) of the candidates who scored from 2 to 2.5 marks had partial knowledge about the process of curriculum change. They mixed correct and incorrect points with unclear explanations. Likewise, others repeated some points. Example of such responses include: *involves the need of the society, the needs of the learners, involves the level of the learners and involves the national*

policy, curriculum change so as to meet the present needs of the society, curriculum change considering the government ideology and expectation, curriculum change due to advancement of science and technology, curriculum change to meet the environment and challenge faced by the learners. Hence the candidate scored average performance.

On the other hand, 4 (0.2%) of the candidates who scored from 3 to 4 marks had sufficient knowledge on the topic of the curriculum development, they demonstrated good capability in clarifying correct responses using English language. Some of the correct responses from the candidates includes: *consider educational policy of the country, philosophy of the country, learners need and needs of the society, psychology of learning and different ideologies*. Extract 2.2 Is a sample of responses of the candidates in this category.

2	The Curriculum change affected by several factors which are:
	i) Need of the society - Curriculum changed according to the need of society at that time for example need for industrial revolution.
	ii) Advancement of science and technology: because innovation of new technology makes the curriculum change. for example use of ICT device in teaching, power, and online learning.
	iii) philosophical factors - the wide knowledge we exercise is come from philosopher. people who think critically.
	iv) Cultural factors - for example globalization cause the culture to change. so the education (curriculum) should be provide according to the culture need.

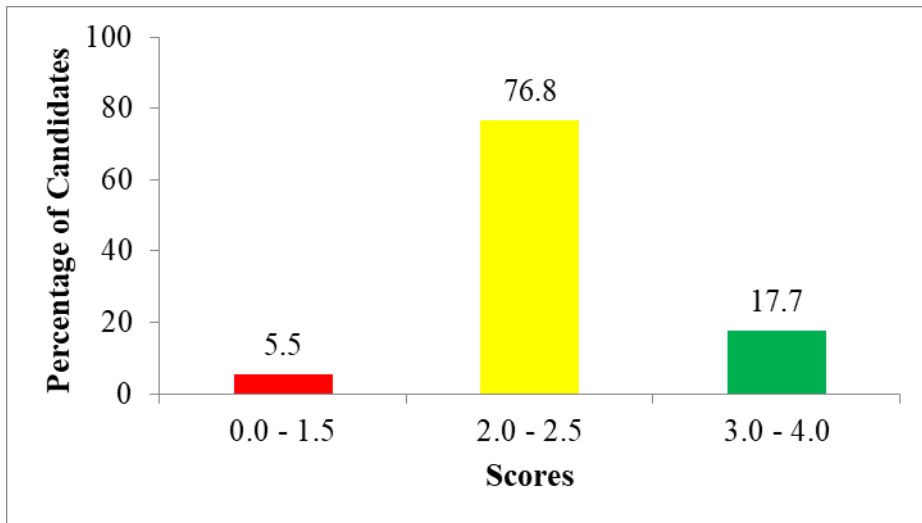
Extract 2.2: Candidate's correct response to question 2

### 2.1.3 Question 3: Planning for Teaching

The question required the candidates to show the importance of lesson notes during teaching and learning process. This question was attempted by 1,906 (100%) candidates. The general performance of candidates in this question was good since 1,802 (94.5%) of the candidates scored from 2 to 4 marks.

Data analysis shows that, 338 (17.7%) candidates scored from 3 to 4 marks, 1,464 (76.8%) candidates scored from 2 to 2.5 marks and 104

(5.5%) candidates scored from 0 to 1.5 marks. Figure 3 illustrates the performance of the candidates in this question.



**Figure 3:** Candidates' performance on question 3

Further analysis shows that, 1,464 (76.8%) of the candidates who scored from 2 to 2.5 marks had partial knowledge about the importance of lesson notes during teaching and learning process. Candidates mixed correct and incorrect points while others provided few points than required. For example, one candidate wrote: *lesson notes enable teacher to manage time for coverage of his /her topic, it helps teacher to cover a specific goal to his/her topic, it facilitates teacher in preparing and selecting teaching methods and it enable teacher to guide in following syllabus and teach systematically, lesson notes provide deep understanding to the students, it helps learners to make generalization in learning and it simplify the teaching process.* Such responses made them to score average marks.

On the other hand, 338 (17.7%) of the candidates whose scores ranged from 3 to 4 marks had good mastery of the topic of planning for teaching. They provided relevant points about the importance of using lesson notes during teaching and learning process and their responses were supported by clear explanation. For example, one candidate provided the points as follow: *lesson notes help teachers to create and increase confidence during teaching and learning, it helps teachers to teach systematically, it acts as a bank of notes for the teachers and*

students, it helps teachers and learners for future use, lesson notes can remind the teacher where the lesson was ended in the last session, lesson notes help the teacher to teach systematically and lesson notes can be used as the reference for both teachers and learners. Extract 3.1 is a sample of candidate's responses for question 3.

	The following are the importance of lesson notes during teaching and learning process:
	(i) It remind the teacher the steps to be followed when teaching the lesson because the lesson note its arranged accordingly.
	(ii) It is used by the student for future reference: The notes prepared by the teacher is used by the student for future during their learning.
	(iii) It help the teach to teach effectively and efficiently because the notes is prepared through different sources to accomplish good notes.
	(iv) It help the teacher to be enough competent and confident this is because of good preparation about the lesson notes.

**Extract 3.1** Candidate's correct response to question 3

Moreover, 104 (5.5%) of the candidates whose scores ranged from 0 to 1.5. marks lacked knowledge on the topic of Planning for Teaching thus they gave incorrect points. Most of candidates in this category provided disadvantages of using lesson notes instead of showing the importance of lesson notes during teaching and learning process. For example, one candidate wrote: *lesson notes do not make the students in creativity thinking, it does not develop knowledge and skills experience of teaching and learning and it does not make confidence of learning process.* Other candidate mentioned points relating to the disadvantages of teaching without preparation instead of showing the importance of lesson notes during teaching and learning process. Examples of such points include: *failure to proper use of teaching aids, failure to make evaluation during teaching process, failure to make more clarification of the points and failure to make proper reinforcement of the lesson.* Furthermore, other candidates provided irrelevant points that were featured by poor English grammar. Such points include: *the teacher should have taught the poor content, loss of confidence, leads to the poor understanding and it leads*

to time consuming. Extract 3.2 is a sample of incorrect responses in this question.

3	<p>is it make less confidence during teaching.          This means that during teaching when there are no lesson notes some time may lead to loose confidence.</p> <p>ii) poor time management. When the teacher teach with no lesson notes its easy to use time effective because some time may fail to give direction</p> <p>iii) Fail to organize the materials or specify Objective that used during teaching and learning process</p> <p>iv) Fail to know what the methods that used during teaching and learning process</p>
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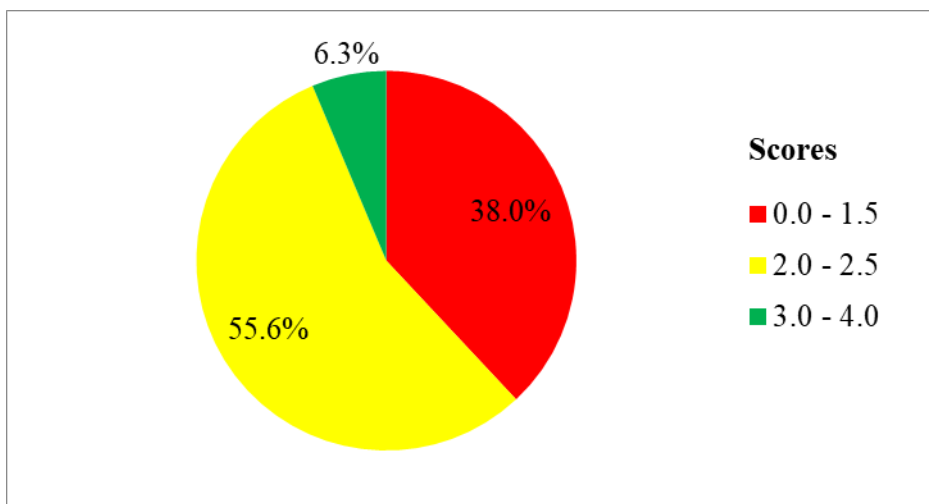
**Extract 3.2:** Candidate's incorrect response to question 3.

Extract 3.2 shows the candidate who provided the impacts of teaching without lesson plan instead of providing the importance of using lesson notes during teaching and learning process.

#### 2.1.4 Question 4: Planning for Teaching

The question required the candidates to indicate the challenges that students are likely to face during teaching and learning process when a teacher ignore the reinforcement stage during the preparation of a lesson. The question was attempted by 1,906 (100%) candidates. The general performance by the candidates on this question was good since 1,181 (61.9%) of the candidates scored from 2 to 4 marks.

Data analysis shows that, 121 (6.3%) candidates scored from 3 to 4 marks, 1,060 (55.6%) candidates scored from 2 to 2.5 marks and 725 (38.0%) candidates scored from 0 to 1.5 marks. Figure 4 illustrate the performance of the candidates in this question.



**Figure 4:** Candidates' performance on question 4

Further analysis shows that, 1,060 (55.6%) of the candidates who scored from 2 to 2.5 marks had partial understanding on the topic of Planning for Teaching as they were able to identify the challenges that students are likely to face during teaching and learning process when a teacher ignores the reinforcement stage during the preparation of a lesson. Most of the candidates provided few points, others mixed correct and incorrect points. Example of such points includes: *students may not understand the lesson taught, students can lose interest because they won't see teaching aid, poor organization of materials to the students and misconception of students to the lesson taught by the teacher, students get partial knowledge of the lesson presented, students fail to relate well such situation or lesson learnt, students when given task can lead to perform poorly and students fail to understand the lesson.* However, their scores varied due to capability of the candidates to present the responses.

In addition to that, 725 (38.0%) of the candidates who scored from 0 to 1.5 marks did not understand the demand of the question as they lacked knowledge on the topic of Planning for Teaching. The candidates provided points relating to the impacts of teaching without preparation instead of indicating the challenges that students are likely to face during teaching and learning process when a teacher ignores the reinforcement stage during the preparation of a lesson. For example, one candidate responded that: *it loses confidence during teaching and learning, it can lead the students fail to maintain time, the students do not teach*



systematically and the students failure to understanding well. Others candidates provided responses related to the disadvantages of teaching without using teaching aids. Such as: *the existence of poor remembering among the learners during teaching process, the existence of poor motivation among the learners during teaching, the existence of big gap between fast and slow learners during teaching and the existence of poor method of teaching.* Likewise, others provided un related points to the subject matter such as: *reinforcement may result to confuse students, reinforcement lead to wastage of time, reinforcement lead to discrimination, reinforcement lead to cost when preparing teaching aid students will ask themselves questions with no answers, students will understand partially, failure to attempts questions and it will take a long time for the students to understand the lesson.* Extract 4.1 is a sample of incorrect responses in this question.

4	Challenge facing lesson teaching and learning.
(i)	poor method of teaching and learning. Some non-participatory method become the challenge faced teaching and learning.
(ii)	poor preparation of teachers - which make uninteresting lesson and leading to have low note
(iii)	poor environment teaching and learning - environment doesn't supply teaching and learning hence make learner bored.
(iv)	poor management and organization of classroom. - become challenge that faced student to get opportunity of learning subject matters.

**Extract 4.1:** Candidate's incorrect response to question 4

Extract 4.1 shows the candidate who provided the factors affecting the achievements of the lesson objectives instead of the challenges students are likely to face during teaching and learning when a teacher ignores the reinforcement stage during the preparation of a lesson.

Moreover, 121 (6.3%) of the candidates scored from 3 to 4 marks understood the question is requirements. These candidates, provided relevant responses about the challenges that students are likely to face

during teaching and learning process when a teacher ignore the reinforcement stage during the preparation of a lesson. These candidates had adequate knowledge on the topic of Planning for Teaching. For example, they wrote the following responses: *the students will not see the uses of the teaching aid, the students will fail to relate the new knowledge and the environments they are living, the students will lose motivation of the study and the lesson will not be well understood.* Others points were: *individual student experiences will not be determined, cooperation among themselves will go down, students won't understand the lesson well and the use of teaching aids will not be applied well in the class.* Extract 4.2 is a sample of correct responses from the candidates in this question.

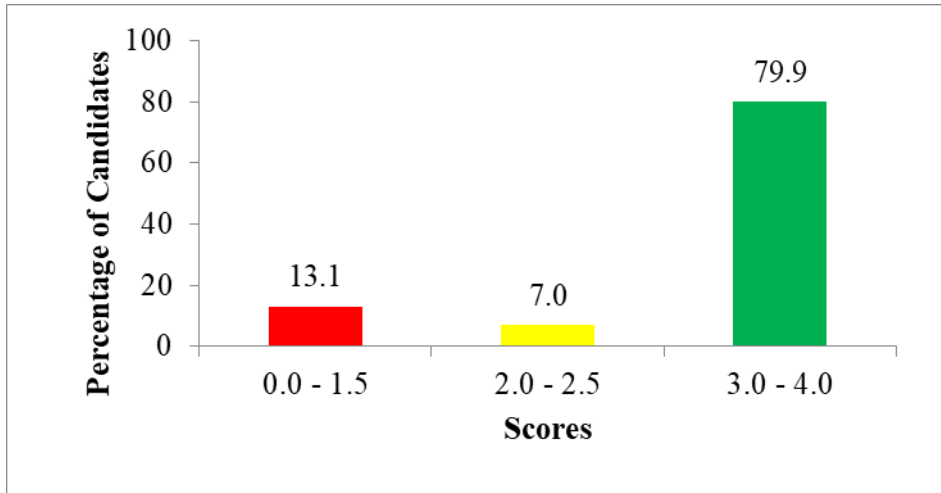
	Challenges of teaching and learning process when a teacher ignore reinforcement stage.
	i) The teacher fail to reflect the student understanding on the new content if it's well-understood or not.
	ii) The teacher fail to make evaluation of the lesson and finally difficult to reach the conclusion of the lesson.
	iii) The teacher will fail to relate the subject matter real daily life situation hence affect the process of teaching and learning.
	iv) The teacher and student get off track and consume time more time in teaching.

**Extract 4.2:** Candidate's correct response to question 4

### 2.1.5 Question 5: Teaching and Learning Materials

This question required the candidates to show how chalkboard can be used during the process of teaching and learning. The question was attempted by 1,906 (100%) candidates. The general performance of candidates in this question was good since 1,657 (86.9%) candidates scored from 2 to 4 marks.

Data analysis shows that, 1,523 (79.9%) candidates scored from 3 to 4 marks, 134 (7.0%) candidates scored from 2 to 2.5 marks and 249 (13.1%) candidates scored from 0 to 1.5 marks. Figure 5 illustrate the performance of the candidates in this question.



**Figure 5:** *Candidates' performance on question 5*

Further analysis revealed out that, 1,523 (79.9%) candidates who scored from 3 to 4 marks understood the demand of the question on the topic of teaching and learning materials. This demonstrate clearly that, they had skills on how the chalkboard can be used during the process of teaching and learning. These candidates provided correct answers which were featured by clear explanation of the points. For example, one candidate responded that: *chalkboard is used to write a lesson summary for the learners to copy in their exercise, to develop sketch maps and drawing to emphasize points, to clarify difficult concepts and to record leaners ideas and suggestions, chalkboard is used for illustration, it is used to display teaching aids, it is used to write notes and it is used to write important vocabularies.* Extract 5.1 Is a sample of correct response to this question.

5	(i) It is used to summarize the information. Chalkboard are used to summarize information through the writing of important ideas and concepts.
	(ii) It is used to show illustration, graphs and information.
	(iii) It is used for drawing and writing notes in the blackboard. Chalkboards are used to write and draw pictures in the boards.
	(iv) It is used by students and teachers to present the information. Both teachers and students use chalkboard to present the information.

**Extract 5.1:** Candidate's correct response to question 5.

Furthermore, 249 (13.1%) of the candidates who achieved scores ranging from 0 to 1.5 marks lacked knowledge on the topic of Teaching and Learning Materials hence failed to understand the requirements of the question. Some of them provided the advantages of using teaching aids instead of the uses of chalkboard in the process of teaching and learning. Such incorrect responses of the candidates include: *it helps to motivate learners in the teaching and learning, it holds attention to the students during teaching and learning, it enhances understanding as well as giving permanent memory and it facilitate well teaching and learning*. Others candidates provided responses related to the advantages of chalkboard instead of showing how chalkboard can be used during the process of teaching and learning, such as: *chalkboard is cheap in its uses, it is available more, does not needs experts to use like computer and it is large enough in size*. Extract 5.2. illustrates the sample of an incorrect response on this question.

5	- Divide a chalk board in equal size it can be in three or more than three it depend to the highness of a chalkbord.
	- Write a subject, <sup>name</sup> <del>the</del> Topic at the center of the chalkboard
	- Write the students view / answer on the left side of the chalk board
	- <del>write</del> Write the subtopic and correct answer to the right side of the chalk board.

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

Extract 5.2 shows the candidate who provided guidelines and regulations of the chalkboard use instead of addressing the actual utilization of the chalkboard as a tool in the teaching and learning process.

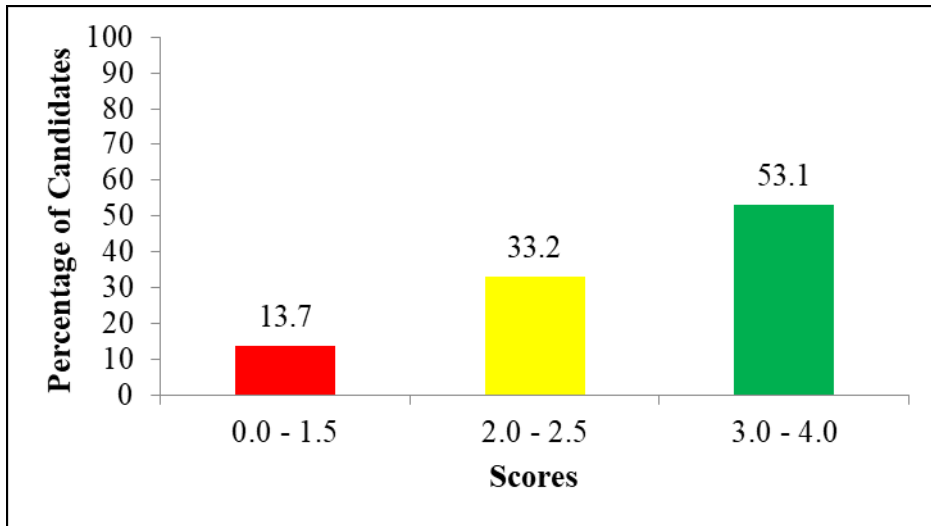
In addition to that, 134 (7.0%) of the candidates who scored from 2 to 2.5 marks had insufficient knowledge and some of them mixed correct and incorrect responses which lacked clarity while others provided fewer points contrary to the demand of the question. The following were some of the responses they provided: *chalkboard is used for separation of partitioning of the board in accordance to the size, used to write the materials according to the lesson, used to read the materials, used to display maps during teaching and subject of the lesson and can be used as a teaching aid of a teacher.* Their limited knowledge on the topic of teaching and learning contributed to them to score average marks.

### 2.1.6 Question 6: Teaching Practice

This question required the candidates to differentiate between block teaching practice assessment and teaching practice moderation. The question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was good since 1,644 (86.3%) candidates scored from 2 to 4 marks.

Data analysis revealed that, 1,012 (53.1%) candidates scored from 3 to 4 marks, 632 (33.2%) candidates scored from 2 to 2.5 marks and 262

(13.7%) candidates scored from 0 to 1.5 marks. Figure 6 illustrate the performance of the candidates in this question.



**Figure 6:** *Candidates' performance on question 6*

Further analysis shows that, 1,012 (53.1%) of the candidates who scored from 3 to 4 had sufficient knowledge on the topic of Teaching Practice as they managed to give a clear difference between block teaching practice assessment and teaching practice moderation. The candidates provided all the four correct points as per question requirements. Correct responses were: *block teaching practice assessment help students teachers to interact with leaners while block teaching practice moderation gives students teachers information on whether they competent enough in professional teaching, provides students teachers with classroom experiences while moderation monitors the teaching process, develop professional teachers while moderation ensures quality and standards, block teaching practice assessment involves all students' teachers, while moderation involves few deselected students, the students' teacher is assessed by one assessor while moderation student teacher is assessed by team of principles, it is used to show the performance of one student while moderation is used to generalize the performance of many students.* Extract 6.1. illustrates a sample of the correct response for question 6.

6	Block Teaching Practice Assessment	Block teaching Practice moderation
	(i) Only one assessor is available to assess the student teacher at a time	(i) There is more than one assessors assessing one student teacher at the same time.
	(ii) It is carried out to every student teacher	(ii) It is Carried out to a sample of student teachers.
	(iii) The marks scored by the student teacher is not used in moderating other students teacher marks	(iii) The marks scored by the student teacher is used for moderating other student teachers marks.
	(iv) Assessment is done three times to the student teacher	(iv) Moderation is done only once to the student teacher

**Extract 6.1:** Candidate's correct responses to question 6

Moreover, the analysis indicates that 632 (33.2%) of the candidates who scored from 2 to 2.5 marks had partial understanding on the topic of Teaching Practice. Most of candidates mixed correct and incorrect points while others provided all the four points but lacked adequate clarification which was characterized by poor English Language proficiency as a result they scored average marks. For example, one candidate provided the following responses: *block teaching practice contains students' teachers and assessors while moderation contains students' teachers and all principles of college, is the process of students' teachers face the real situation while moderation all principles face all students' teachers at the school, it shows all stages of lesson plan while moderation all principles follow stage in the lesson plan.*

On the other hand, 262 (13.7%) of the candidates whose scores ranged from 0 to 1.5 marks lacked knowledge of the subject matter and did not understand the requirements of the question. Most of the candidates failed to show the differences between block teaching practice assessment and teaching practice moderation. Some of them provided points relating to the differences between block teaching practice and micro teaching practice. For example, one candidate responded that: *block teaching practice can be conducted in sixty days while micro teaching practice can be conducted within a college only, block teaching practice is very expensive while micro teaching practice is not expensive, block teaching practice conducted out of the college while micro teaching practice conducted within a college, block teaching*

practice help to know the real situation while micro teaching practice not show real situation. In addition, others provided the advantages of assessment which was contrary to the needs of the question. Examples of such responses includes: *block teaching practice moderation consider the performance of students while block teaching practice assessment do not consider the performance of the student occur for each student, block teaching practice moderation consider the administration exercise at large while the block teaching practice assessment depend on the need of the school, block teaching practice moderation involves general observation, conclusion and professional accommodation while (BTPA) do not involve it and (BTPM) consider college statistics while (BTPA) consider the school for practice.* Extract 6.2 is an example of the incorrect responses in this question.

6	(i) Availability of conducive environment In the moderation school must be to a good area or environment for moderation
	(ii) Availability of material resources For example books are to that the material available in order to simplify teaching and learning process
	(iii) Availability of transportation There are a good transport in order the assessor to transport
	(iv) Availability of good physical infrastructure like build of school.

**Extract 6.2:** Candidate's incorrect response to question 6

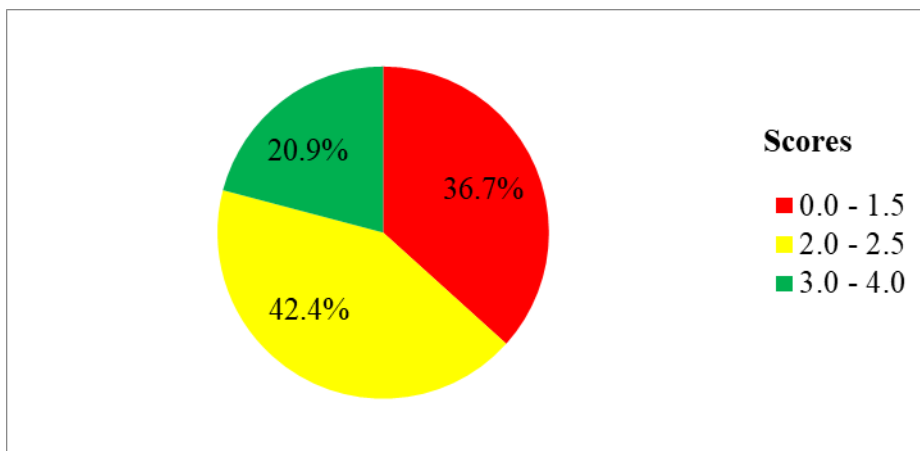
Extract 6.2 shows the candidate who provided key issues to consider when preparing for Block Teaching Practice (BTP) instead of providing the differences between block teaching practice assessment and teaching practice moderation.

### 2.1.7 Question 7: Teaching Practice

The question required the candidates to analyze the indicators of a poorly prepared Micro Teaching Practice (MTP). This question was attempted by 1,906 (100%) candidates. The general performance in this question was good since 1,207 (63.3%) candidates scored from 2 to 4 marks.



Data analysis revealed that, 398 (20.9%) candidates scored from 3 to 4 marks, 809 (42.4%) candidates scored from 2 to 2.5 marks and 699 (36.7%) candidates scored from 0 to 1.5 marks. Figure 7 illustrate the performance of the candidates in this question.



**Figure 7:** Candidates' performance on question 7

A deeper analysis in this question shows that, 809 (42.4%) candidates who scored from 2 to 2.5 marks lacked adequate knowledge on the topic of Teaching Practice. The candidates demonstrated weaknesses in their responses and some of them mixed correct and incorrect answers while others provided fewer responses out of the required points. Others repeated some of the points. For example, one candidate provided these answers: *misinterpretation of some information, poor participation of tutors and students' teachers, mixing up of some points in the class and misuse use of time, poor time management, lack of confidence, failure to deliver the content intended and failure to manage the class.*

Furthermore, 699 (36.7%) of the candidate who scored from 0 to 1.5 marks failed to understand the demand of the question due to insufficient knowledge on the topic of teaching practice as some of them provided the advantages of the micro teaching practice instead of analyzing the indicators of a poorly prepared micro teaching practice. For example, one candidate wrote: *micro teaching practice does not consume time, micro teaching practice does not involve high cost, micro teaching practice does not require real environments.* Other candidates

mentioned issues that need to be considered during the preparation of the lesson, thus wrote points such as: *preparation of the scheme of work, lack of the preparation of the teaching aids, lack of moderation to students' teachers, does not provide fund to students' teachers.* Moreover, other candidates provided points relating to the challenges that might affect the school in implementing the curriculum objectives instead of analyzing the indicators of a poorly prepared micro teaching practice. Such responses include: *if there is a large number of the students in the class, if there is small number of tutors in the colleges, if there is no enough number of materials and if there is no enough time.* Extract 7.1 is a sample of incorrect response to this question.

7	(i) Lack of fund for conducting Micro teaching Practice. (MTP)
	(ii) Lack of Transport and information system.
	(iii) Lack of Curriculum materials to be used in (MTP)
	(iv) Lack of accomodation to student teachers

**Extract 7.1:** Candidate's incorrect responses to question 7

Extract 7.1 shows the candidate who provided factors affecting the preparation of Block Teaching Practice (BTP) instead of analyzing the indicators of a poorly prepared micro teaching practice.

Data analysis also revealed that, 398 (20.9%) of the candidates who scored from 3 to 4 marks managed to understand the demand of the question due to adequate knowledge on the topic of teaching practice. For example, one candidate argued that: *it can result to little or no training, does not provide learners with opportunities to practice oral communication, they will lack communication skills and they will face in adequate supervision of teachers, failure to have confidence due to poor preparation, failure to organize and manage the classroom, failure to use the teaching and learning aids, and improper way of presenting the materials, lack of confidence, poor teaching and learning methodology, poor teaching and learning aids and problem of language.* Extract 7.2 illustrates a sample of correct response to this question.

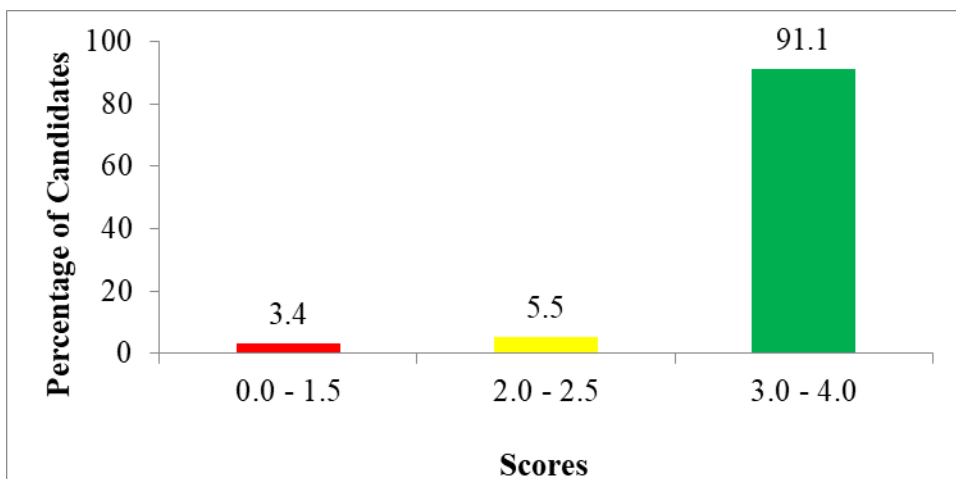
7	The indicators of poor prepared Micro Teaching practice are:
i)	The use of poor teaching and learning strategies or methods.
ii)	The use of poor teaching and learning aids or resources.
iii)	Poor questioning skills to the learner
iv)	Lack of confidence in teaching. For example if you have prepared well you will have confidence but if you have poor preparation you will lack confidence during teaching process.

**Extract 7.2:** Candidate's correct responses to question 7

### 2.1.8 Question 8: Teaching Practice

The question required the candidates to explain the purpose of conducting Teaching Practice in Teachers' Training Colleges. The question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was good since 1,841 (96.6%) candidates scored from 2 to 4 marks.

Data analysis showed that, 1,737 (91.1%) candidates scored from 3 to 4 marks, 104 (5.5%) candidates scored from 2 to 2.5 marks and 65 (3.4%) candidates scored from 0 to 1.5 marks. Figure 8 illustrate the performance of the candidates in this question.



**Figure 8:** Candidates' performance on question 8

Further analysis indicated that, 1,737 (91.1%) of the candidates who scored from 3 to 4 marks had adequate knowledge about the purpose of conducting teaching practice in teachers training colleges. Thus, they provided relevant responses as can be exemplified by one of the candidate who wrote: *to expose students' teachers to real life classroom, to translate educational theories to practice, to enable them discover their weakness and strength, to familiarize with real school environments, to prepare a teacher to be a qualified teacher, to provide skills and knowledge on how to undergo teaching, to improve problem solving skills and to bring confidence to the students' teachers.* Extract 8.1 illustrates a sample of the correct response to question 8.

8	purpose of conducting teaching practice in teachers training
	(i) To helps student teacher to gain confidence of teaching
	(ii) To helps student teacher to apply the methods of teaching practically.
	(iii) To helps student to interact and cooperate with experienced teacher.
	(iv) To helps student teacher to obtain the experience of teaching.

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

More analysis shows, 104 (5.5%) of the candidates who scored from 2 to 2.5 marks had moderate knowledge on the concept of Teaching Practice; hence they mixed correct and incorrect points. Some listed all four points but lacked clarity elaboration of the points; while others listed less than the required points; hence their scores was scored average. For example, one of the candidates responded: *to prepare advanced teacher, discourage fear among the teachers, promote the well mastering of teaching skills and help to the mastering of the classroom, to increase knowledge, to increase confidence, to increase cooperation between teachers and to increase creativity of the teacher.*

Furthermore, 65 (3.4%) of the candidates who scored from 0 to 1.5 marks had limited knowledge about the purpose of conducting teaching practice

in teachers training colleges. Some of them provided responses related to the factors that one needed to be considered during preparation of block teaching practice (BTP) instead of advantages for conducting teaching practice. For example, one candidate wrote: *availability of different schools and accommodation, availability of teaching and learning resources, enough numbers of assessors and provisional of the enough money for both students' teachers and tutors*. Others candidates provided responses relating to types of teaching practice instead of explaining the purpose of conducting teaching practice in teachers training colleges. Such responses include: *single lesson teaching practice, micro teaching practice, peer group teaching practice and block teaching practice*. Extract 8.2 illustrates a sample of such incorrect response to this question.

8	(i) To solve <del>proba</del> problem of Lack of funds.
	(ii) To solve problem of transport, poor infrastructure
	(iii) To solve the lack of accomodation.
	(iv) To save time

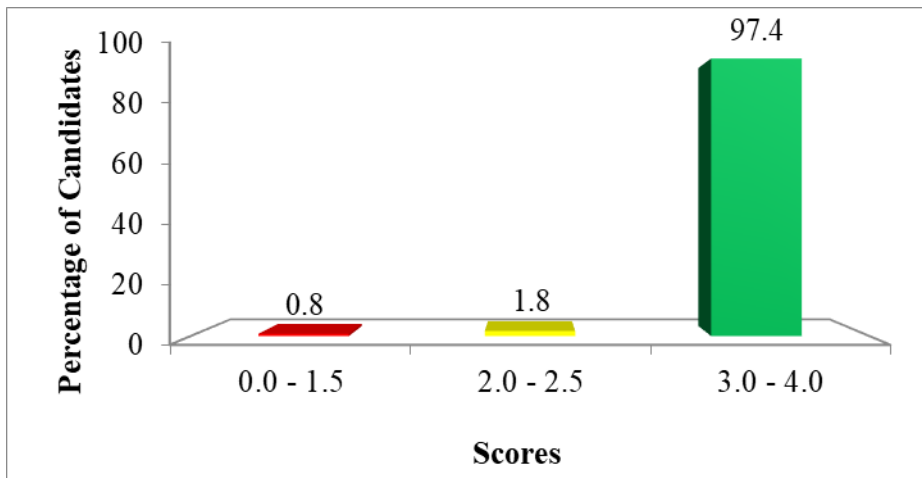
**Extract 8.2:** A Candidate's incorrect responses to question 8.

Extract 8.2 is an example of the candidate who provided advantages of micro teaching practice instead of explaining the purpose of conducting teaching practice in teachers training colleges.

### 2.1.9 Question 9: Curriculum Theory

This question required the candidate to elaborate the features of formal curriculum. The question was attempted by 1,906 (100%) candidates and the general performance of candidates in this question was good since 1,891 (99.2%) of them scored from 2 to 4 marks.

Data analysis showed that, 1,857 (97.4%) candidates scored from 3 to 4 marks, 34 (1.8%) candidates scored from 2 to 2.5 marks and 15 (0.8%) candidates scored from 0 to 1.5 marks. Figure 9 illustrates the performance of the candidates in this question.



**Figure 9:** Candidates' performance on question 9

The analysis shows factors that, 1,857 (97.4%) of the candidates who scored from 3 to 4 marks understood the requirements of the question and demonstrated good mastery on the topic of curriculum theory. The candidates provided relevant features of formal curriculum. Example of such responses were as follows: *it impacts instructional through schooling, it prepares the child for their expected professions, it has syllabus, it uses timetable and it is well planned, have the special area to implement, it is provided under the guidance of curriculum, have professional personnel, have time limit of studying, formal curriculum is highly structured, formal curriculum have syllabus, formal curriculum has specific place and time for studying and formal curriculum has learning objectives.* Extract 9.1 is an example of the correct responses to this question.

9	
	i. Formal curriculum it has specific syllabus help during teaching and learning process
	ii. Formal curriculum it is mandated structured compare with other which is semi-structured and hidden which is totally unstructured.
	iii. Formal curriculum it is provided at a specific building or area while other type of curriculum has no special building to be conducted
	iv. Formal curriculum it has specific time to be conducted while other type has no specific time, it is given anytime.

**Extract 9.1:** Candidate's correct responses to question 9

Furthermore, 34 (1.8%) candidates scored between 2 and 2.5 marks demonstrated a limited knowledge about the features of formal curriculum. Some of the candidates provided all four points but they were partially elaborated while others mixed correct and incorrect points. The following are examples of the responses given: *it is conducted in school, it is simple to change or make changes, it is cheap means cannot take more money and it is used or applied anywhere*. Others provided fewer points out of the required points. Examples of such responses include: *formal curriculum is provided in the specific area, formal curriculum is structured and formal curriculum is provided by stake holders*.

Further analysis shows that, 15 (0.8%) of the candidates who scored from 0 to 1.5 marks failed to understand the demands of the question due to lack of knowledge about the features of formal curriculum in the topic of Curriculum Theory. Some of them provided responses related to the disadvantages of formal curriculum instead of features of formal curriculum. For example, one candidate responded that: *formal curriculum limits learners what to learn, encourage more theory than practical, limits the place to take not and has limited time to be implemented*. Additionally, some candidates provided responses focused on differences between formal curriculum and hidden curriculum. Such

responses include: *formal curriculum is mandatory curriculum in which all affairs are conducted formally while hidden curriculum is that taught implicitly rather than explicitly*. On the other hand, other candidates provided responses which were not related to the subject matter of the question. Such responses were: *curriculum it is changed, curriculum is the evaluated, curriculum are flexibility and curriculum are the measurable*. Extract 9.2 is a sample of incorrect response in question 9.

9	
	i/. It applied outside the classroom, example sports and games.
	ii/. It has short time.
	iii/. It does not have content.
	iv/. It does not have the time table.

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

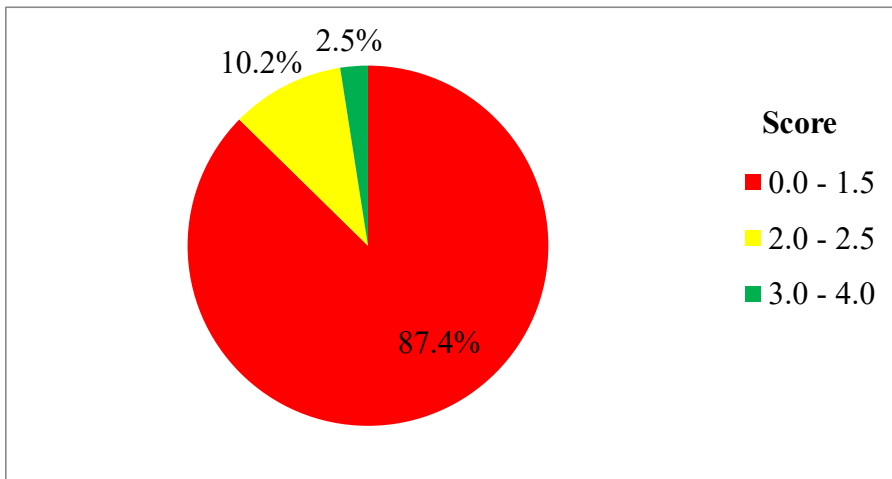
Extract 9.2: shows the candidate who provided responses relating to the features of hidden curriculum instead of features of formal curriculum.

### 2.1.10 Question 10: Teaching and Learning Approaches

This question required the candidates to show how the process of reflective Teaching can be undertaken for the improvement of teaching and learning process. The question was attempted by 1,906 (100%) candidates. The general performance of candidates in this question was poor since 1,665 (87.4%) scored from 0 to 1.5 marks.

Data analysis showed that, 47 (2.5%) candidates scored from 3 to 4 marks, 194 (10.2%) candidates scored from 2 to 2.5 marks and 1,665 (87.4%) candidates scored from 0 to 1.5 marks. Figure 10 illustrates the performance of the candidates in this question.





**Figure 10:** *Candidates' performance on question 10*

The analysis reveals that, 1,665 (87.4%) of the candidates whose scores ranged from 0 to 1.5 marks misunderstood the demands of the question on the topic of teaching and learning approaches due to lack of knowledge on how the process of reflective teaching can be undertaken for the improvement of teaching and learning process. Some of them provided responses relating to factors that motivate effective teaching and learning instead of providing responses relating to how the process of reflective teaching can be undertaken for the improvement of teaching and learning process. For example, one candidate responded that: *through creating learning environments which can support teaching and learning process, through selecting of appropriate teaching and learning techniques, through using teaching and learning aid and through learner centered approach.* Others provided responses relating to advantages of teaching aids, one candidate wrote: *it helps students to understand well the lesson, it helps students to develop long term memory, it helps students to improve good relationship between teachers and it improve students' performance.* Extract 10.1 is a sample of the incorrect response in this question.

10	(i) Through demonstration, a teacher should demonstrate what he or she intend to teach and give students to practice.
	(ii) Through role play, also by assigning different role to the learners to reflect certain characteristics
	(iii) Through gallery walk, also the teacher should prepare enough supportive learning materials to help learners to conduct gallery walk.
	(iv) Assigning different projects to the learners to perform.

**Extract 10.1:** Candidate's incorrect responses to question 10

Extract 10.1 shows the candidate who provided responses relating to the teaching methods instead of showing how the process of reflective teaching can be undertaken for the improvement of teaching and learning process.

On the other hand, 194 (10.2%) of the candidates whose scores ranged from 2 to 2.5 marks had inadequate knowledge on the topic of Teaching and Learning Approaches. Never the less some candidates' mixed correct and incorrect points while others provided all four points although were partially elaborated. For example, one of the candidates provided responses such as: *reflective teaching motivates the classroom, it makes classroom to be interactive, it makes to provide classroom to be creative and reflective teaching provide long term memory*. Another candidate wrote: *the use of reflective situation and environments can promote active teaching and learning, the encouragement of local materials can make the long-term memory for learners, due to the various interaction with societies learners motivated and promote good learning and the use of the different techniques of assessment and evaluation students can value and interested*.

On the other hand, 47 (2.5%) of the candidates who scored from 3 to 4 marks had sufficient knowledge on the topic of Teaching and Learning Approaches. In other words, they understood how the process of reflective teaching can be undertaken for the improvement of teaching and learning process. The clarity of their responses were demonstrated by their capability to organize correct points which were supported by relevant examples. Moreover, the candidates also showed mastery in using English language to

organize and present the responses. For example, one of the candidate wrote: *to think about previous by teaching practices, to analyze how topic has been taught, to analyze how teaching could be improved and to think about the proper way of teaching improvements, it facilitates remembering of the subject matter to the learners, it helps the learners to interact during the lesson presentation, it helps the teacher to ask questions relating to the real life and it helps to simplify assessment of understanding.* Extract 10.2 illustrates a sample of correct response in this question.

10	i) Allowing student to give their ideas about the concept related to the specific objective
	ii) Allowing learner to participate more effectively during teaching and learning process
	iii) Involve learner to design teaching and learning aids as well as technique
	iv) Involve learner to relate what have been taught to their real life situation and environment.

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

## 2.2 SECTION B: ESSAY QUESTIONS

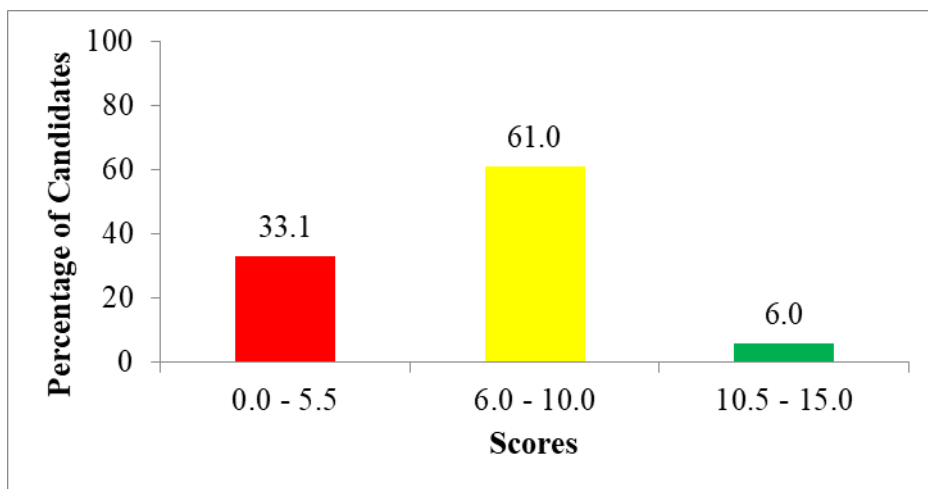
This section comprised four (4) essay questions. Candidates were required to attempt all four (4) questions. Each question had a weight of 15 marks making a total of 60 marks.

### 2.2.1 Question 11: Curriculum Development

The question required the candidates to elaborate on the purpose of curriculum development in education. This question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was good since 1,276 (67%) of the candidates scored from 6 to 15 marks.

Data analysis shows that, 114 (6.0%) candidates scored from 3 to 4 marks, 1162 (61.0%) candidates scored from 2 to 2.5 marks and 630

(33.1%) candidates scored from 0 to 1.5 marks. Figure 11 illustrates the performance of the candidates in this question.



**Figure 11:** *Candidates' performance on question 11*

The data analysis revealed that, 1,162 (61.0%) of the candidates who scored from 6 to 10 marks had partial knowledge on the topic of curriculum development and their responses had several weaknesses. However, some provided all the five purpose of curriculum development in education but lacked clear explanations of the points. Therefore, the scores in this category varied depending on each strength of the candidate's explanations of relevant points. For example, one candidate wrote: *it helps to change the education system, to allow the entering of new system of education, the needs of the nation and policy of the country, to fulfil the needs of the learners.*

In addition, 630 (33.1%) of the candidates whose scores ranged from 0 to 5.5 marks failed to write correct explanations and also provided irrelevant introduction and conclusion. The candidates lacked knowledge on the topic of curriculum development. Some of them provided responses relating to factors to be considered during the process of curriculum change instead of writing the purpose of curriculum development in education. For example, one candidate wrote: *to determine the effectiveness of the curriculum used, to determine if education provided have strength, to determine the educational challenges, to determine the teachers' activities, to ensure teachers progress are ensured.* Others provided points relating to the importance

of educational assessment instead of purpose of curriculum development in education. An example of such responses include: *helps to make judgement decision, can help to give certificates to learners, increase reliability and accountability, enables to achieve the intended goals and its used for streaming.* Extract 11.1: illustrates a sample response of candidates is this question.

11	<p>Curriculum development refers to the planning, designing, implementing and evaluating the curriculum in the process of teaching and learning. Also there are some teachers who are not aware on the purpose for curriculum development in education. The following are the purpose of the curriculum development in education are:-</p> <p>The level of science and technology also the curriculum developed in education due to the level of science and technology. For example in education sector now developed by using the modern tools like computers, projectors in order to simplify the process of teaching and learning process. Also the curriculum developed because there is advanced science and technology.</p> <p>The need of the learners; also the curriculum developed because the learner's need. also if there is no learner in curriculum should not be developed. For example the learners need the curriculum of education change so the curriculum developed because there is presence of learners who using that the curriculum. Also this is the purpose for curriculum developed in education system.</p> <p>Availability of teaching and learning materials; also the curriculum developed in education because there is available of materials which can used to facilitate the process of teaching and learning. For example textbooks, teaching aids like projectors, computers all these can be used in the process of</p>
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11 Cont.	teaching and learning.
	Availability of financial ; So the Curriculum developed in education due to the financial availability. For example when he or she want to conduct research or Block teaching practice there is need of Money (Capital) which can help them to make the budget during the field in order to develop the Curriculum in Tanzania's Country.
	presence of qualified teachers ; also the Curriculum development in education because there is experier, professional teachers which help them to develop in education matters. So the Curricul um developed in education because there is qualified teachers who facilitate more to the teaching and learning to take place in educational matters.
	Generally ; Through the Curriculum development in education the following are the challenger which should face the Curriculum should not be developed are poor government support in terms of aids and loans, poor Infrastructure system and poor social services.

**Extract 11.1:** Candidate's incorrect response to question 11

Extract 11.1 shows the candidate who provided challenges facing implementation of education instead of providing the purpose of curriculum development in education.

On the other hand, 114 (6.0%) of the candidates whose scores ranged from 10.5 to 15 marks provided correct responses on the purpose of curriculum development in education. They managed to present their responses featured by clear introduction, elaborated correct points which were supported by relevant explanation and conclusion. The clarity of their points contributed to their scores. Some of the responses provided by the candidates were: *enable transferring of the new knowledge, enable society to adopt to the new situation, promote society to get new knowledge, to guide curriculum developers and teachers, and helps to determine the students achievements, it helps in the improvement of the*

teaching and learning process, it helps in maintaining the discipline of the learners, it helps to give the society new knowledge of learning, it helps in the expansion of the knowledge. Extract 11.2 is a sample of one of the candidate response in this question.

11	<p>Curriculum development is The process of changing curriculum which involve curriculum planning, implementation and evaluation. The process of curriculum development have many importances and the followings are some purpose of curriculum development.</p> <p>To extend knowledge to the society; when there are some new things which have occurred in the world the society need to know them in deep so as as they can be aware, hence we need to develop the curriculum so as to include these new things and the society to get some knowledge. for example the presence of covid 19 tend to be included in curriculum so as the society to be aware on it</p> <p>To transmit the present knowledge to the futer generation; also there are some knowledge which they need to be used by the future generation, for that knowledge to not be ignored <del>we</del> we need to include them when we develop the curriculum hence the future generation can use them.</p> <p>Enable the society to adop to new situations and challenges; also now days there are somany challenges which face the society, so we need to develop the curriculum so as the society to be aware on these challenges and adapt them, for example nowdays we have so many diseases so we need the society to adapt them through developing the curriculum</p> <p>To direct teaching and learning; the process of teaching and learning it can be directed by</p>
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11 Cont.	using curriculum, where to teach and how, hence when we need to make some improvement in teaching and learning we need to develop our curriculum
	Enable the teachers and curriculum planners to prepare effect instructional objectives ; also the process of developing curriculum enable the teachers to make good instructional objectives which will facilitate the process of teaching and learning to the students
	Generally the process of curriculum development it is more important since it enable the society to meet it's goals, even though the curriculum development process is very dynamic due to different factors like science and technology.

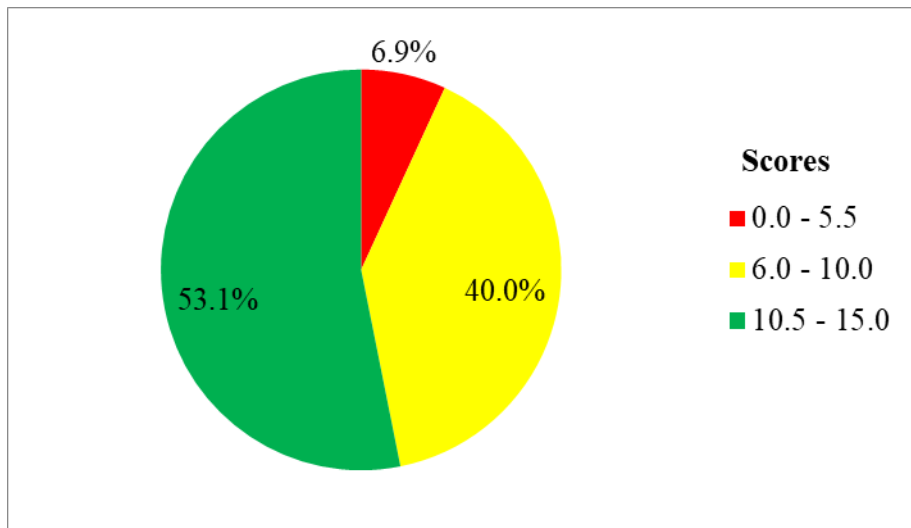
**Extract 11.2:** Candidate's correct responses to question 11.

### 2.2.2 Question 12: Teaching and Learning Approaches

The question required the candidates to examine the challenges facing the curriculum implementation in Tanzania. This question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was good since 1,775 (93.1%) scored from 6 to 15 marks.

Data analysis showed that, 1,013 (53.1%) candidates scored from 3 to 4 marks, 762 (40.0%) candidates scored from 2 to 2.5 marks and 131 (6.9%) candidates scored from 0 to 1.5 marks. Figure 12 illustrate the performance of the candidates in this question.





**Figure 12:** *Candidates' performance on question 12*

The data analysis indicates that, 1,013 (53.1%) of the candidates whose scores ranged from 10.5 to 15 marks had ability to show the challenges which facing the curriculum implementation in Tanzania. They understood the demand of the question by giving the required answers as well as writing relevant introduction and conclusion. The clarity of their points determined their scores. Some of the responses provided includes: *the advancement of science and technology, few number of teachers specifically in rural areas, insufficient teaching and learning materials, in adequate fund, poor infrastructures, environments, social cultural beliefs, lack of adequate teaching materials, environmental issues, gender issues, eruption of diseases and introduction of new educational policy, few number of teachers specifically in rural areas, insufficient teaching and learning materials, in adequate fund, poor infrastructures, environments, social cultural beliefs, lack of adequate teaching and learning resources, poor infrastructure, low level of science and technology, overcrowded of stunts in the class and un employment to the graduates at different level.* Extract 12.1 is a sample of the correct response in this question.

12 Cont.

Curriculum implementation is the process of putting prepared curriculum into practices. Curriculum implementation should be provide knowledge and skills to the peoples. Example schools and social the education can be implemented. The following are the problems or challenges facing curriculum implementation in Tanzania such as:-

In services and pre-services training of the teachers, There is no training of the teachers which can cause the students to feel this due to the teacher are not competence some part of teaching. Due to the absence of in-services training can cause fail to students.

Socio-economic condition of the learners, Also it difficult to implement the curriculum because some of students live in a long distance from the school up to home. Can cause this students to low the interest of studying. Due to this it difficult to implement curriculum.

Poor management and organization of the schools, Due to this difficult to implement curriculum. The head of the schools did not organized and managed together their staff members in order to implement curriculum for teaching their

12 Cont.	<p>students in systematic way. So as to implement the curriculum effectively. Also most of student are poorly life. due to this can low their interests.</p> <p>Shortage of teaching and Learning resources, Due to the curriculum implementation it difficult to implement due to the shortage of teaching and Learning process such as textbook, chalks, and syllabus. This is so difficult to implement curriculum in our schools.</p> <p>Poor infrastructure, Through this can be difficult in implement curriculum at the better because of poor infrastructure such as laboratories, library and building or classroom. Due to this it difficult to implement the curriculum.</p> <p>Generally, curriculum implementation is important in expand knowledge and skills. The government should be improve infrastructure and provide the teaching and Learning materials which support teachers during in teaching and Learning process.</p>
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**Extract 12.1:** Candidate's responses to question 12

Data analysis also revealed that, 762 (40.0%) of the candidates who scored from 6 to 10 marks had moderate knowledge on the topic of Teaching and Learning Approaches. Candidates mixed correct and incorrect points while others provided fewer correct points out of the required five points. Although others provided all the five points, they were featured by partial explanations. Others failed to provide a relevant introduction and conclusion. For example, some of the responses provided were as follows: *shortage of teachers in rural schools, shortage of teaching resources, low level of science and technology and poor teaching technique, lack of supportive curriculum materials, poor science and technology, social ideology, poor curriculum planning and*

*poverty*. The variation of the scores were determined by the ability of each candidate to provide relevant points on the topic.

On the other hand, 131 (6.9%) of the candidates who scored from 0 to 5.5 marks lacked knowledge on the topic of Teaching and Learning Approaches as most of them failed to examine challenges facing the curriculum implementation in Tanzania. Their incorrect points were featured by poor organization due to incompetence in English language proficiency, some of the candidates wrote points relating to the stages involved in the process of curriculum implementation instead of the challenges facing the curriculum implementation in Tanzania. For example, one of the candidates wrote: *definition of the term curriculum, curriculum design, decision making, consider the attainment of the objectives and consider the sustainability of syllabus*. Others provided factors to consider during curriculum change, such points include: *needs of the society, philosophy of the country, different ideologies, the policy of the country, the external exposure*. Moreover, some candidates provided fewer correct points out of the five required points. Such points include: *poor economic policy, poor fund, presence of few curriculum materials*. Extract 12.2 Is a sample of the incorrect response in this question.

Curriculum implementation: Refers to receiving of curriculum planning and curriculum improvement that done by planners of curriculum in order to do what they have planned and follow it as instructed; from the top set structure. The following are the challenges of curriculum implementation that face Tanzania.

It is top down structure: It make difficult for implementers to express and solve the problems hence generation of mistakes is being conducted until once the curriculum change takes place otherwise there is no area to ask apart from to follow it.

The implementers has no chance to contribute It very bias since nothing you can contribute during curriculum <sup>implementation</sup> but only planners. And implementers are found at down position hence no right to contribute anything.

It has no chance for making choice. An implementers should follow the curriculum as it is with no any chance to choose that what I can do so the uniformity at the whole country is very required so no one can be allowed to choose the content. the same content is being taught at whole schools in the country.

It take long time to receive changes: Once implementers identify that there is a problem on curriculum it take high and more time to receive changes because even planners are at top position hence it should be in protocol from the small position to high position protocol for changes.

12 Cont.	Some content lack application in real life situation.
	These occur where implementers do not know where they can apply the specific knowledge hence they must read or study it due to curriculum instruction.
	Generally: during curriculum development even the member of down structure (implementers) should be involved during planning and improving the curriculum in order to solve the unnecessary problems:

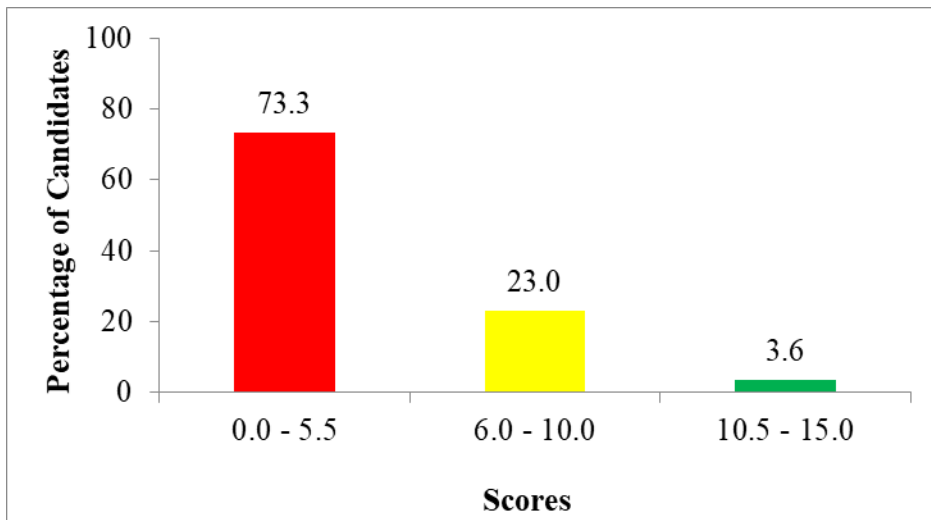
**Extract 12.2:** Candidate's incorrect responses to question 12

Extract 12.2 shows the candidate who provided responses related to the disadvantages of formal curriculum instead of the challenges facing the curriculum implementation in Tanzania.

### 2.2.3 Question 13: Planning for Teaching

This question required the candidate to describe the important aspects which can help teachers to use subject logbook in improving teaching and learning. This question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was poor since 1,398 (73.3%) scored from 0 to 5.5 marks.

Data analysis shows that, 69 (3.6%) candidates scored from 3 to 4 marks, 439 (23.0%) candidates scored from 2 to 2.5 marks and 1,398 (73.3%) candidates scored from 0 to 1.5 marks. Figure 13 illustrate the performance of the candidates in this question.



**Figure 13:** *Candidates' performance on question 13*

The data analysis shows that, 1,398 (73.3%) of the candidates who scored from 0 to 5.5 marks lacked knowledge about the important aspects that can help teachers to use subject logbook in improving teaching and learning. Some of them stated the advantages of lesson plan instead of the important aspects which can help teachers to use subject logbook in improving teaching and learning. For example, one candidate argued that: *it helps to teach systematically, it helps to know the total number of the students, it simplifies evaluation process, it helps to understand the topic to be taught, and it helps to indicate how motivation to learners*. Other candidates provided responses related to the importance of subject logbook instead of the important aspects which can help teachers to use subject logbook in improving teaching and learning. Such responses include: *subject logbook give information on where the teacher ended, helps a new teacher to understand over where to start in absence of the previous teacher, helps the head of school to note the coverage of the subject, helps the inspectors to know the coverage of teaching process, helps to evaluate the speed of the teacher*. Extract 13.1 illustrates the incorrect response in this question.

13	<p>Subject logbook is the book which indicate the progress of teaching and learning process. The are various important aspect which will help teachers to effectively use the subject logbook to improve teaching and learning</p> <p>Nature of the topic and subtopic to be covered: the logbook should indicate the topic and subtopic and the content covered in given period of time in order to determine howfar you have succeeded to achieve the specific objectives</p> <p>Date of starting and date of finishing help to determine the speed the date of starting the topic or subtopic the date of starting and date of finishing should be maximum is the range is short between the date of starting and finishing the teacher should reduce the speed and when the range is too long the teacher should increase the speed.</p> <p>signature of Teacher's subject the teacher should indicate that the topic or subtopic is well achieved so as to ensure effectiveness of the coverage of specific content</p> <p>signature of Teacher of department help to give the comment of the teaching and learning speed which can help to give back the comment to change the <del>perce</del> speed and teach well the students</p> <p>signature of head of school the signature of head of school also help to give feedback to the teacher which can be appreciation on great done job or comment to regulate the speed either to increase or decrease of teaching</p>
13 Cont.	<p>and learning process.</p> <p>conclusively subject logbook help the teacher to make self evaluation which can lead to improve teaching and learning.</p>

Extract 13.1: Candidate's incorrect responses to question 13



Extract 13.1 shows the candidate who provided the components of the subject logbook instead of the important aspects that can help teachers to use subject logbook to improve teaching and learning.

In addition, data analysis suggested that, 439 (23.0%) candidates of the candidates who scored from 6 to 10 marks had partial knowledge on the topic of Planning for teaching. Some of the candidates mixed correct and incorrect points while others provided fewer points. Furthermore, others provided all five points but their points were partially elaborated. For example, some candidates provided points such as: *fulfil the department objectives, show cooperation from the academic office, influence the national goals and contribution from the parents, avoiding laziness, the teacher should fill logbook after every session, all details should be written correctly.*

On the other hand, 69 (3.6%) of the candidates whose scores ranged from 10.5 to 15 marks had adequate knowledge and skills of the topic of Planning for teaching. They explained the important aspects that can help teachers to use subject logbook in improving teaching and learning correctly. Candidate also provided relevant points with the support of correct examples. In addition, these candidates provided relevant introduction and conclusion. For example, one candidate wrote: *knowledge of the teacher on logbook, knowledge of the teacher to develop logbook, ability of the teacher to use the logbook, ability of the teacher to prepare logbook, on time recording, willingness to use feedback from the authority, logbook should be filled soon after the lesson, it should be checked, should be stored properly, should be used by the other teacher, consider the nature of the learners, consider methods and strategies, consider number of students.* Extract 13.2 illustrates the correct response in this question.

Subject logbook is a document which is prepared by a subject teacher so as to record and keep all informations about covered topics in the classroom. It enables to remember topics that have been covered and even to regulate his or her speed in regarding to the scheme of work. Not only that but also depends on the ability and Commitment of the subject teacher to use it as a teaching and learning tool.

Five important aspects which will help a the teachers to effectively use the subject logbook to improve teaching and learning are described below:-

**Commitment in teaching and learning process:**  
It is one of the aspect that will help teacher to use it effectively because you will be able to work harder so as to accomplish that you have decided to reach in your commitment. Otherwise the improvement in teaching and learning will be just like a dream.

**Being competent in both academic and pedagogical skills.** Since a subject is very Knowledge able teacher in those parts, he or she can be able to teach effectively and succeed to keeps his or her records in the subject logbook so that other topics can be taught in a Systematic way.

**Following time indicated to complete topic in the Syllabus.** This is because subject logbook depends on the Scheme of work, but also scheme of work depend <sup>the</sup> time syllabus. In the syllabus indicated budgeted to use so that teacher can fill the logbook.

**Length of topics.** In this aspects is very important to consider because topics are differed in covering. Some of them they consume a lot of time to complete it.

Suggestions provided by the head of school. In the subject logbook there is a space for headmaster or headmistress to sign and give recommendation about that subject concerned. This will help a teacher to make some improvement.

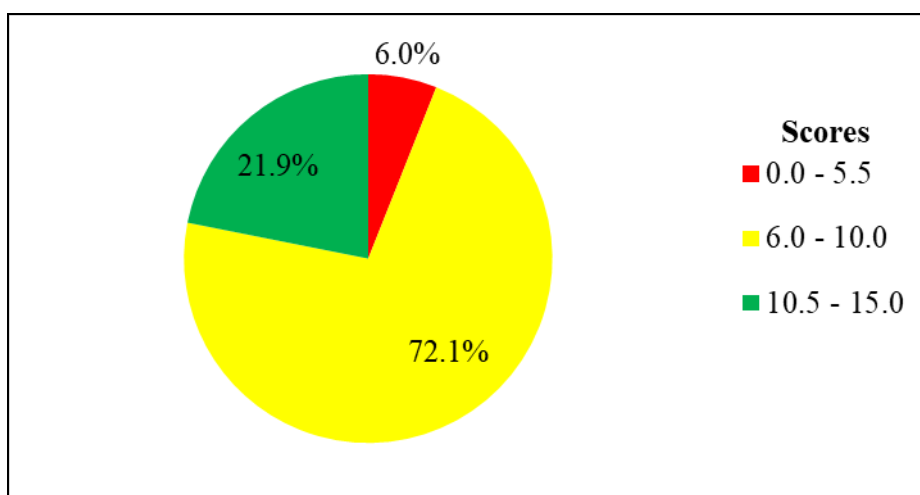
Generally, Subject logbook will not be helpful to teacher when ignoring its us

**Extract 13.2:** Candidate's correct responses to question 13

#### 2.2.4 Question 14: Teaching and Learning Materials

This question required the candidate to explain the usefulness of supplementary curriculum materials in simplifying the process of teaching and learning. The question was attempted by 1,906 (100%) candidates. The general performance of the candidates in this question was fairly good since 1,791 (94%) of the candidates scored from 6 to 15 marks.

Data analysis shows that, 417 (21.9%) candidates scored from 3 to 4 marks, 1,374 (72.1%) candidates scored from 2 to 2.5 marks and 115 (6.0%) candidates scored from 0 to 1.5 marks. Figure 14 illustrate the performance of the candidates in this question.



**Figure 14:** Candidates' performance on question 14

The analysis showed further that, 1,374 (72.1%) of the candidates whose scores ranged from 6 to 10 marks revealed to poses partial knowledge on the topic of teaching and learning materials, hence provided irrelevant introduction and conclusion as well repeating some points. Their responses had diverse weaknesses. Some mixed correct and incorrect points while others provided fewer points than required and others wrote unclear explanations. For example, one candidate wrote: *helps to supply knowledge and skills, help to unite and coordinate the content, helps in additional knowledge, build curiosity among learners.*

On the other hand, data analysis suggests that 417 (21.9%) of the candidates whose scores ranged from 10.5 to 15 marks had adequate knowledge on the topic teaching and learning materials. Candidates explained clearly the usefulness of supplementary curriculum materials in simplifying the process of teaching and learning. Moreover, they provided relevant introduction and conclusion which suggest that the candidates had sufficient knowledge of the subject matter and understood the demand of the question. Never the less, the clarity and correctness of their responses varied from one candidate to another. For example, one candidate wrote: *save valuable time of the teacher, motivate learners to study hard, have additional knowledge rather than those found textbook, provide necessary knowledge for a particular topic, can be used by learners of all levels, it is used to develop knowledge, it is used to develop competences, it is used to increase confidence, it increases interests of the learner, simplifies the process of teaching and learning, increases the interest of the learners.* Extract 14.1 is a sample of a candidates' correct response in this question.

Supplementary Curriculum materials;  
 refers to the materials that is used by -  
 both teachers and students in order to -  
 facilitate the teaching and learning process.

The importance on the use of supplementary  
 materials has been explain below;

Supplementary materials help to -  
 improve the teaching and learning process;  
 presence of that materials makes learning to -  
 be simple because students set choices -  
 of private study by using that materials -  
 after learning sub-topics by teacher, by doing -  
 so, student become competent.

Supplementary Material motivates -  
 the learners; learner tends take material  
 of because supplementary materials contain  
 story, like puzzle, songs and plays hence  
 all of this motivates the learners.

Supplementary materials makes -  
 teacher to get references of some contents;  
 some concepts are not present in teacher  
 guide book so, if use the materials it -  
 help to get reference and comparison of  
 concepts.

Supplementary Materials Increase  
 Competence to the learners. Learner become  
 competent because of the supplementary -  
 materials because student learning effectively  
 on that materials and get more reference of  
 concepts.

14 Cont.	
	Supplementary materials build confidence to both students and teacher, confidence becomes because of organization of contents from various sources so, one going to the classroom will be competent.
	However, under no suggestions supplementary materials are important because both students and teacher use it in order to acquire more knowledge and skills and hence become competent.

**Extract 14.1:** Candidate's correct responses to question 14

Further analysis indicates that, 115 (6.0%) of the candidates who scored from 0 to 5.5 marks misunderstood the question's requirements. Some of the candidates provided irrelevant responses while others had adequate knowledge on the topic of Curriculum Development. Some candidates gave mentioned fewer points relating to types of teaching materials instead of the usefulness of supplementary curriculum materials in simplifying the process of teaching and learning. For example, one candidate wrote: *the use of syllabus, the use of teacher guide, the use of teacher manual, the use of scheme of work and the use of lesson plan*. Moreover, others provided responses relating to the importance of the teacher's guide. For example, one candidate wrote: *to guide the teacher what is to be taught, to guide the learners what to learn, to determine the teaching method to be used, to indicate the means of assessment and evaluation, to indicate the teaching materials to be used*. Extract 14.2 is a sample of responses from one of the candidates in this question.

Supplementary curriculum materials are those materials which are used for teaching the students out of text books. Examples of supplementary materials are newspapers, pamphlets and magazines. The following are the usefulness of supplementary in simplifying the process of teaching and learning.

Pamphlets, used to add some of materials or contents that was not explained in required books for teaching.

Newspapers: This is help in process of learning because the people can learn the newspapers and can get the certain information about something a teacher need to teach student for example the effect of mining to the environment.

Magazines help to provide necessary information. This is due to the fact that in magazines the journalist can write the detail of certain issues example the importance of forest conservation, so this can be used by the teacher when teaching student by providing these magazines to the student for their self studying.

Media This can be used for providing details by listening what is being discussed on radio or television, which can be used as the supplementary material for assist in addition of the print to the material that you have, this will help student to get knowledge well.

14 Cont.	
	<p>That material use simple language and sometime local language in written. This using of simple language and local language help to simplify the teaching and learning process, because the student will understand the things that you go to narrate or teach them because when they relate with their material and their environment is related.</p> <p>In general, The government should make sure that the supplementary material are obtained to the schools, This will assist the teacher to use different reference for helping to improve understanding and thinking capacity of students.</p>

**Extract 14.2:** Candidate's incorrect responses to question 14

Extract 14.2 shows that the candidate provided examples of printed media (materials) instead of providing the usefulness of supplementary curriculum materials in simplifying the process of teaching and learning.

### 3.0 ANALYSIS OF CANDIDATES PERFORMANCE PER TOPIC

The analysis of candidates' performance in each topic in the Curriculum and Teaching examination shows that, the candidates had good performance in three topics namely: *Teaching and Learning Materials* (90.4%), *Curriculum Theory* (89.0%) and *Teaching Practice* (82.0%). The topics with average performance was *Planning for Teaching* (61.0%) and *Teaching and Learning Approaches* (52.8%). The topic of *Curriculum Development* had weak performance (33.8%). The summary of candidates' performance in questions and topics are shown in Appendix A.

### 4.0 CONCLUSION

The general performance of the candidates in the Curriculum and Teaching Subject examination in 2023 was good since 99.8% of the candidates passed. The analysis shows that the candidates good performance was contributed by their ability to understand the demand of the question, sufficient knowledge of the subject matter, essay writing skills and English language proficiency. However, the candidates



performed poorly on the topic of *Curriculum Development* due to candidates' little knowledge on the concepts tested, failure to identify the demand of the respective questions, inability to follow the instructions, poor essay writing skills and poor mastery of English language.

## **5.0 RECOMMENDATIONS**

Based on the analysis of the candidates' performance in this subject, the following are recommended:

- (a) Tutors should advise student teachers to use library, surfing materials from internet and other sources. This will help them to obtain variety of learning sources, materials and reference books of Curriculum and Teaching so as to develop knowledge and skills on the subject matter. The emphasis should be put on the topic of *Curriculum Development* which had lower performance when compared to other topics.
- (b) Tutors should promote various programmes like debates that can help student teachers to improve proficiency in English Language as a means of communication during teaching and learning process; hence be able to properly attempt examination questions.
- (c) Tutors should provide frequent exercises, tests, examinations, quizzes and project work as well as provision of immediate feedback as a way of capacitating student teachers on proper ways of approaching examination questions.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN THE CURRICULUM AND TEACHING SUBJECT (DSEE) 2023**

S/N	Topic	Question Number	Performance in each Question (%)	Average Performance per Topic (%)	Remarks
1	Teaching and Learning Materials	5	86.9	90.4	Good
		14	94		
2	Curriculum Theory	1	79	89.0	Good
		9	99.2		
3	Teaching Practice	6	86.3	82.0	Good
		7	63.3		
		8	96.6		
4	Planning for Teaching	3	94.5	61.0	Average
		4	61.9		
		13	26.6		
5	Teaching and Learning Approaches	10	12.7	52.8	Average
		12	93.1		
6	Curriculum Development	2	0.6	33.8	Weak
		11	67		
<b>Total</b>				<b>63.2</b>	<b>Average</b>

