

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

724

COMMUNICATION SKILLS

Time: 3 Hours

ANSWERS

Year: 2022

Instructions.

1. This paper consists of sections A and B with a total of **Fourteen (14)** questions.
2. Answer **all** questions from section A and **four (4)** questions from section B.
3. Section A carries **forty (40)** marks and section B Carries **sixty (60)** marks.
4. Cellular phones are **note** allowed in the examination room.
5. Write your **examination Number** on every page of your answer booklet(s).

maktaba.tetea.org



SECTION A (40 Marks)

Answer all questions from this section. Each question carries 4 marks.

1. State four categories of media channels which are suitable in the teaching and learning process

The first category is **visual media**, which includes charts, diagrams, photographs, maps, and models.

These help learners understand content through images and illustrations.

The second is **audio media**, which involves the use of radios, audio recordings, and podcasts. This category is suitable for listening activities, language learning, and auditory demonstrations.

The third category is **audio-visual media**, which combines sound and images, such as videos, films, and educational television programs. It's effective for demonstrating processes and storytelling.

Lastly, **print media** includes textbooks, newspapers, magazines, and handouts. It is one of the most traditional and widely used categories for reading, referencing, and assignments.

2. List four features of extensive reading

Extensive reading involves reading **large quantities of material** for general understanding rather than detailed analysis.

It is usually **self-selected by the learner**, meaning students pick what interests them, fostering enjoyment and motivation.

The texts used are **relatively easy and suitable for the reader's level**, allowing them to read without constant dictionary use or teacher support.

Lastly, the main goal of extensive reading is to **build reading fluency, vocabulary, and general comprehension skills** over time.

3. Write brief notes on the uses of each of the following punctuation marks

(a) A **semi-colon (;)** is used to separate two closely related independent clauses that could stand as sentences but are more effective when joined.

(b) A **colon (:)** introduces a list, explanation, quotation, or emphasis, usually following an independent clause.

(c) A **slash (/)** is used to show alternatives (e.g. and/or), indicate fractions (e.g. $\frac{1}{2}$), or separate lines in poetry quoted within text.

(d) A **dash (—)** is used to insert an additional idea, explanation, or emphasis within a sentence, often creating a pause or shift in tone.

4. Give four main parts of the teaching and learning process report that they would consider when writing such a report

The first part is the **introduction**, which states the purpose of the report, the context of teaching and learning activities, and the period covered.

The second is the **description of teaching and learning activities**, detailing the subjects taught, methods used, media employed, and participation of students.

The third part is the **analysis of strengths and challenges encountered**, discussing what worked well, difficulties faced, and factors affecting performance.

The final part is the **recommendations and conclusion**, where suggestions for improvement and a summary of findings are presented.

5. Briefly explain the strategies that must be considered in making an effective communication by giving five points

The first strategy is to **use clear and simple language** that matches the audience's level of understanding to avoid confusion.

Secondly, it's important to **maintain good eye contact and body language** to enhance the message's effectiveness and build trust.

The third strategy involves **actively listening to feedback** to confirm that the message has been understood correctly and to adjust where necessary.

Another consideration is to **use appropriate communication channels** depending on the nature of the message — whether written, verbal, or visual.

Lastly, **organizing the message logically and sequentially** ensures the information flows smoothly and is easily followed by the receiver.

6. Explain briefly the reasons for teachers to conduct discussion during oral presentation so as to facilitate teaching and learning

Discussion encourages **active learner participation**, making students feel involved and engaged in the learning process.

It helps **clarify difficult points** from the oral presentation, as students can ask for explanations and share their understanding.

Discussions provide an opportunity for **peer learning**, where students exchange ideas and learn from each other's perspectives.

Lastly, it allows teachers to **assess students' comprehension and critical thinking** through the quality of their contributions and responses.

7. Select four suitable techniques they would use to read the newspapers quickly so as to get the required results

The first technique is **skimming**, where one reads rapidly through the headlines and subheadings to get the general idea of the content.

The second is **scanning**, which involves looking through the text specifically to locate the examination results or a particular name or school.

A third technique is **reading the summary sections** or highlights, which often present key information like top-performing schools and pass rates.

Lastly, they could use **reading indexes or tables** provided in the newspaper to quickly access organized data about the examination results.

8. Outline four merits of subjective test items

Subjective test items like essays allow students to **demonstrate depth of understanding and reasoning ability** beyond memorization.

They test **writing, organizing, and presenting ideas logically**, which are important academic and communication skills.

Such items encourage **creative thinking and originality**, as students are required to present personal interpretations and arguments.

Lastly, subjective tests offer the opportunity for students to **express complex ideas** that cannot easily be captured through objective questions.

9. Identify four skills that could help them to write good notes

The first skill is **listening attentively** during lectures to capture the most important points and ideas being discussed.

Secondly, **summarizing information concisely** is crucial, so students avoid writing everything and focus on key facts.

The third skill is **using abbreviations and symbols** to save time and space while still retaining the intended meaning of the notes.

Lastly, **organizing notes systematically**, using headings, bullet points, and numbering, makes the notes clear and easy to review later.

10. Identify the word formation process used to form each word and provide the morphological differences

The word "**blackboard**" is formed through **compounding**, where two separate words (black + board) are combined to form a new word with a single meaning — a surface to write on with chalk.

The word "**bye bye**" is formed through **reduplication**, where a word or part of a word is repeated to create a new term often used for emphasis or informal speech, especially in greetings or farewells.

Morphological difference: In *compounding*, two independent words merge into one with combined meaning. In *reduplication*, a word is repeated fully or partially to convey emphasis or particular effect without combining different words.

SECTION B (60 Marks)

Answer all questions from this section. Each question carries 15 marks.

11. Analyse six uses of the definite article ‘the,’ by providing two examples of sentences for each point

The first use of ‘**the**’ is when referring to **something already mentioned or known to the speaker and listener**.

Examples:

- I saw a dog in the street. The dog was very friendly.
- He bought a book. I read the book yesterday.

Secondly, ‘**the**’ is used when there is **only one of its kind** in a situation or the world.

Examples:

- The sun rises in the east.
- The president will address the nation tonight.

Thirdly, it is used when referring to **a specific group or category as a whole**.

Examples:

- The rich should help the poor.
- The youth are the future of the country.

Fourth, ‘**the**’ is used with **superlatives and ordinal numbers**.

Examples:

- She is the tallest girl in the class.

- He was the first to arrive.

Fifth, it's applied when referring to **specific geographical features** like rivers, oceans, seas, and mountain ranges.

Examples:

- The Nile is the longest river in Africa.
- We sailed across the Indian Ocean.

Lastly, **'the'** is used before **names of certain institutions or famous buildings**.

Examples:

- I visited the National Museum last week.
- The Parliament passed a new law yesterday.

12. Support the assertion that, “an informal letter is more social than a formal letter.”

An informal letter is considered more social because it allows the writer to use **friendly and casual language**, unlike a formal letter which requires strict, official language. Informal letters are typically written to friends, family, or close acquaintances, where personal feelings and emotions are freely expressed.

In an informal letter, the writer can include **jokes, personal stories, or casual remarks**, reflecting a relaxed tone. This makes it suitable for building or maintaining social relationships, unlike formal letters, which are purpose-driven and impersonal.

Additionally, the structure of an informal letter is **flexible**, and it may contain greetings like “Hi,” “Dear friend,” or closings like “Yours lovingly,” which are more intimate and social in nature. In contrast, formal letters follow a fixed, business-like format.

Lastly, informal letters often include **questions about personal life, health, or plans**, which encourage personal connection and strengthen social bonds between the writer and the receiver, something formal letters avoid due to their professional nature.

13. Explain six steps which the secretary should have followed when taking notes in the meeting

The first step is for the secretary to **prepare in advance** by reviewing the meeting agenda and gathering necessary materials like notebooks, pens, or a laptop.

Secondly, during the meeting, she should **listen attentively** to speakers and discussions, identifying the main points, decisions made, and action items to note them down accurately.

The third step is to **record key facts and figures**, avoiding writing everything verbatim but capturing essential details like dates, deadlines, and responsibilities.

Fourth, the secretary should **organize notes under clear headings or subheadings** according to the agenda items to ensure the notes remain clear and easy to reference later.

Fifth, after the meeting, she should **review and complete the notes immediately**, filling in any gaps while the information is still fresh in her memory.

Lastly, she should **compile the notes into an official meeting report or minutes**, ensuring clarity, accuracy, and completeness before submitting them to the appropriate office or filing them for future use.

14. Argue in favour of the statement by focusing on the types of nonverbal communication used by actors

Actors use **facial expressions** as an effective nonverbal communication tool to convey emotions such as happiness, sadness, anger, or surprise without uttering words. For example, a smile can express joy while a frown shows displeasure.

They also rely on **gestures**, like waving, pointing, or raising a fist, to communicate specific messages or emphasize actions. These gestures add meaning to the spoken or unspoken content in a performance.

Body posture and movement are important too, as the way an actor stands, sits, or moves across the stage can reflect a character's attitude, confidence, or emotional state, making their message clearer to the audience.

Eye contact is another powerful form of nonverbal communication. Actors use it to build a connection with the audience or other characters on stage, showing honesty, fear, authority, or affection.

Paralinguistic cues such as tone of voice, pitch, and pace, although spoken, fall under nonverbal communication as they express emotions and attitudes beyond the literal meaning of words.

Lastly, **proxemics** the use of space is important. The distance between actors on stage or between an actor and the audience can imply intimacy, authority, or conflict, helping to visually communicate relationships and intentions without words.