

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

724

COMMUNINCATION SKILLS

Time: 3 Hours

ANSWERS

Year: 2024

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).

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SECTION A (40 Marks)

Answer **All** questions from this section. Each question carries **four (4)** marks.

1. Explain briefly the purpose of the following parts of Curriculum Vitae:

- (a) Skills
(b) Work experience (c) Address (d) References.

(a) *Skills: A list of relevant skills, e.g., English fluency and computer skills. These complement qualifications.*

(b) *Work experience: The job title and names of previous employers. These help to inform decisions about the job qualifications and knowledge of the CV owner.*

(c) *Address: Physical and electronic contact details. All physical addresses, telephone numbers, and email addresses are used for contact or to simplify communication and*

(d) *References: A list of selected people who know the CV owner and can provide recommendations. The CV writer should select people who understand him/her well, excluding their parents.*

2. Provide interpretations of the following abbreviations:

- (a) c.f,
(b) i.e,
(c) etc (d) e.g.

(a) c.f stands for the word **mean that**. (b)

i.e stands for the word **that is**.

(c) Etc stands for the word **other**

(d) e.g stands for the word **example**

3. Demonstrate the application of scanning skills in searching for job opportunities announced in newspapers. This question tested the ability to apply these skills effectively.

Identify possible angles in which the information may be presented, generate themes and guiding questions for the search, identify specific information being searched, understand the graphic form of the information presented, and look for contextual clues related to the search.

4. Briefly explain four objectives of speaking before an audience.

to inform the audience about a subject matter at hand, to educate the audience about a given phenomenon, to persuade the listeners on a given topic, and to entertain the audience.

5. Outline four important information to be included in the students' annual reports.

Title of the report, including the date (month, day, and year), name of the school, and purpose of the report. name of the student, class/grade of the student, student's performance in tests/examinations, student's position in the class, student's general behavior, school opening date and school fees due.

6. Briefly analyse four extensive reading techniques Jane could use to achieve her dream. This assessed their ability to analyse such techniques.

free choice of books based on personal preference, choosing easy and simple books, reading voluntarily, emphasising fast reading to cover more books, and dedicating ample time to reading.

7. (a) Define the term *compounding* in the context of word formation processes; (b) Identify the respective types of compounding in the words: (i) typewriter (ii) internet explorer (iii) sister-in-law.

(a) Compounding is the process of forming new words by combining the bases of the other word.

(b) *types of compounding* are

- (i) solid compound
- (ii) open compound
- (iii) hyphenated compound

8. Briefly explain four factors teachers must consider when choosing media channels for the teaching and learning process.

the content of the message the type

of students being addressed

the size of the class the accessibility of media, physical environment, and affordability of media.

9. Read the given extract and, in four points, briefly analyse its shortcomings.

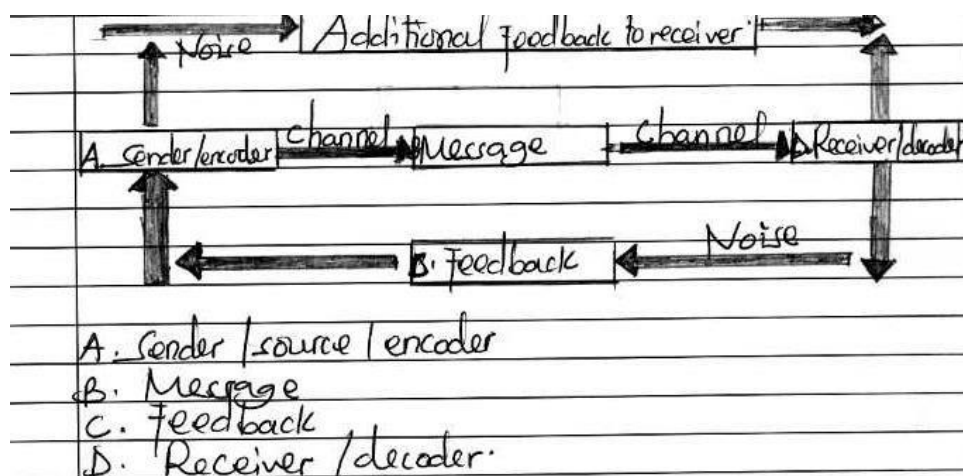
(i) The extract has no title. Thus one is hard to know what the extract is all about.

(ii) The extract has not follow the logical sequency of arrangement of paragraphs. Instead, they are mixed up.

(iii) The statements and sentences are not well punctuated and this destroy a true meaning of the extract because one read like a song.

(iv) The writting skills are not observed e.g. Capitalization of common nouns e.g. etc and the beginning of the paragraph e.g. second paragraph.

10. draw and label a diagram representing an effective communication model.



SECTION B (60 Marks)

Answer all questions from this question. Each question carries **fifteen (14)** marks.

11. Analyse six areas in which types of letters are related.

Firstly, types of letters are related by their purpose. All letters, whether formal, informal, or business, aim to convey a message from a sender to a receiver in written form. Their intention might differ, but they all serve to communicate information, feelings, or instructions.

Secondly, letters are connected by their structure. Most letters, regardless of type, follow a similar framework that includes a heading, salutation, body, conclusion, and signature. This organized presentation helps the reader understand the message systematically.

Thirdly, types of letters are related through their language use. Although the tone may vary from formal to casual, they all rely on appropriate language suited to the context, audience, and purpose of communication.

Fourthly, letters are related by their role in establishing and maintaining relationships. Whether in personal, professional, or official capacities, letters act as a bridge in human interaction and relationshipbuilding.

Fifthly, types of letters are connected through the use of common writing conventions such as grammar, spelling, punctuation, and coherence. These elements ensure that messages are clear and understandable.

Lastly, all types of letters can serve as official or legal records. Formal letters, business letters, and even personal letters in specific situations can act as evidence or references in official and legal matters.

12. Justify the truth of the contention that, in a classroom setting, teachers prepare strategies for effective questioning to assess students' understanding.

In a classroom setting, teachers indeed prepare questioning strategies because questioning serves as a direct tool to evaluate the level of comprehension among learners. Firstly, well-prepared questions help teachers to test the recall ability of students on what has been taught, ensuring that learners remember important points.

Secondly, questioning encourages critical thinking. By preparing open-ended and probing questions, teachers can assess the students' ability to reason, analyze, and provide explanations beyond memorized facts.

Thirdly, questioning strategies enable teachers to identify areas of difficulty. When students respond to questions, teachers can gauge which topics are well understood and which require re-teaching or clarification.

Fourthly, questions enhance classroom interaction. By asking both individual and group-based questions, teachers promote engagement and active participation, which is essential for meaningful learning.

Fifthly, well-structured questions provide immediate feedback to both students and teachers. Students discover their level of knowledge, while teachers assess the effectiveness of their teaching methods.

Lastly, questioning supports classroom discipline and attention. Knowing they might be asked questions keeps students alert and attentive, ensuring continuous involvement in the lesson.

13. Write an essay on the purpose of studying Communication Skills in a Diploma course.

Communication is a vital human activity that enables the transfer of information, ideas, and emotions. In the context of a diploma course, studying communication skills serves several important purposes that support academic, professional, and social success.

Firstly, communication skills improve academic performance. Students learn how to express their ideas clearly in assignments, presentations, and examinations. Good communication allows students to ask for clarification and share opinions confidently, which enhances participation in class discussions.

Secondly, the study of communication skills equips students with abilities necessary for the professional world. Diploma graduates often interact with supervisors, colleagues, clients, and the public. Effective communication ensures clear instructions, accurate reporting, and polite responses, which are essential for workplace success.

Thirdly, communication skills support personal development. The ability to listen actively, speak confidently, and write correctly strengthens a student's personality and self-esteem. It helps in building relationships, resolving conflicts, and presenting oneself positively in society.

Fourthly, studying communication skills prepares students for leadership and teamwork. Leaders need to inspire and direct others through effective speaking and listening. Similarly, teamwork depends on good communication for idea sharing, cooperation, and mutual understanding.

Fifthly, communication skills help in managing technological communication platforms such as emails, video conferences, and social media. As modern workplaces increasingly depend on digital tools, students need proper training in both oral and written electronic communication.

Lastly, effective communication skills contribute to lifelong learning. Through reading, questioning, and interacting with others, students continue gaining new knowledge and skills beyond their formal education.

In conclusion, studying communication skills in a diploma course is essential as it promotes academic achievement, professional effectiveness, personal growth, leadership capability, digital communication competence, and continuous learning.