

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

722

EDUCATION

Time: 3 Hour.

ANSWERS

Year: 2012

Instructions

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions only.
3. Each question carries **twenty (20)** marks.
4. All communication devices and any unauthorised materials are **not** allowed in the examination room
5. Write your **Examination Number** on every page of your answer booklet(s)

maktaba.tetea.org



1. (a) What is meant by “classroom communication”?

Classroom communication refers to the exchange of information, ideas, and feedback between teachers and learners during the teaching and learning process. It includes verbal, non-verbal, and written forms and is essential for delivering content, managing the class, and promoting understanding.

(b) State four characteristics of effective communication in a technical classroom.

It is clear and concise, avoiding unnecessary jargon.

It is interactive, encouraging learner participation and feedback.

It is purposeful, focused on achieving specific learning goals.

It is supported by appropriate non-verbal cues such as gestures and visual aids.

(c) Describe three barriers to effective classroom communication and suggest one solution for each.

Language differences: Use simple and familiar terms, and provide visual support.

Noise or distractions: Minimize background noise and maintain classroom control.

Lack of engagement: Use active learning strategies like questioning and demonstrations.

(d) Explain the role of non-verbal communication during practical demonstrations.

Non-verbal communication such as hand movements, eye contact, and body orientation helps guide learners’ attention, clarify instructions, and reinforce the steps of a practical task without interrupting the process verbally.

2. (a) Define the term “instructional planning.”

Instructional planning is the organized process of preparing the content, methods, materials, and assessments that will be used to guide teaching and learning activities. It ensures that lessons are purposeful and aligned with educational objectives.

(b) Mention four reasons why instructional planning is important for technical teachers.

It helps in managing time and resources effectively.

It ensures that lessons are aligned with curriculum goals.

It provides a clear structure for lesson delivery.

It allows the teacher to anticipate and address learning challenges.

(c) Describe the difference between long-term and short-term instructional planning.

Long-term planning outlines what will be taught over a term or semester, covering multiple topics.

Short-term planning focuses on daily or weekly lesson plans with specific objectives and activities.

(d) State three consequences of poor instructional planning in a vocational classroom.

Incomplete coverage of syllabus content.

Disorganized and ineffective teaching delivery.

Reduced learner performance and engagement due to unclear objectives.

3. (a) Explain the concept of “competence-based assessment” (CBA).

Competence-based assessment is a method of evaluating learners by determining whether they can demonstrate specific skills, knowledge, and attitudes in line with occupational standards. It focuses on what learners can do in real or simulated work situations.

(b) Identify four tools commonly used in CBA.

Checklists for observing specific tasks.

Rating scales for assessing quality and accuracy.

Practical test assignments.

Portfolios with evidence of learner performance over time.

(c) Outline three advantages of using CBA in assessing practical skills.

It ensures learners are assessed against clearly defined standards.

It provides evidence of actual performance rather than theory only.

It promotes mastery learning by allowing learners to improve and re-demonstrate skills.

(d) Briefly explain how feedback is integrated into CBA.

Feedback is given immediately after performance, highlighting strengths and areas for improvement. It helps learners understand what to correct and how to improve before final certification.

4. (a) What is the meaning of “individualized instruction”?

Individualized instruction is a teaching approach where learning content, pace, and support are tailored to the specific needs and abilities of each learner, allowing them to progress at their own rate.

(b) State three benefits of individualized instruction in a technical class.

It allows learners to focus on their weaknesses.

It enhances motivation by respecting learner pace and style.

It supports learners with special needs or prior learning gaps.

(c) Mention three limitations of individualized instruction.

It requires more planning and resources.

It can be difficult to manage in large classes.

It may reduce peer interaction and collaborative learning opportunities.

(d) Suggest two strategies a teacher can use to implement individualized instruction effectively.

Use learning stations or modular activities that learners can complete independently.

Incorporate personalized feedback and support through one-on-one sessions.

5. (a) What is meant by the term “lesson monitoring”?

Lesson monitoring is the process by which school administrators or heads of departments observe and evaluate lesson delivery to ensure it meets instructional standards and curriculum expectations.

(b) Give four reasons why lesson monitoring is important in Technical Education.

It helps maintain teaching quality and consistency.

It identifies areas for teacher support and professional development.

It ensures effective coverage of syllabus content.

It promotes accountability in instructional practices.

(c) Mention three tools used by heads of departments or tutors to monitor teaching.

Classroom observation forms.

Lesson plan reviews.

Student feedback or performance reports.

(d) Explain two challenges teachers may face during lesson monitoring and provide possible solutions.

Challenge: Anxiety or nervousness during observation.

Solution: Provide advance notice and support rather than surprise visits.

Challenge: Limited feedback after monitoring.

Solution: Encourage post-observation discussions for constructive feedback.

6. (a) Define “learning objective.”

A learning objective is a specific, measurable statement that describes what a student is expected to achieve by the end of a lesson or instructional period, often expressed in terms of observable behavior.

(b) Differentiate between general objectives and specific objectives in lesson planning.

General objectives describe broad learning goals for a topic or unit.

Specific objectives focus on precise, measurable outcomes that learners are expected to achieve during a particular lesson.

(c) Write three specific objectives for a lesson on basic circuit wiring.

By the end of the lesson, the learner should be able to:

(i) Identify basic components used in electrical circuits.

- (ii) Draw a simple circuit diagram using correct symbols.
- (iii) Assemble and test a working circuit using a battery, switch, and bulb.

(d) Give four reasons why clearly stated objectives are important for effective teaching.

They guide lesson planning and content selection.

They help measure learner progress.

They clarify expectations for both teachers and students.

They focus instruction on achieving desired outcomes.

7. (a) What is meant by “learning outcome”?

A learning outcome is a clear statement of what a learner is expected to know, understand, or be able to do at the end of a lesson, module, or course. It reflects the results of learning.

(b) State four features of a good learning outcome in Technical Education.

It is specific and measurable.

It is action-oriented, using observable verbs.

It aligns with occupational standards.

It reflects achievable goals for the level of learners.

(c) Give three differences between learning outcomes and learning activities.

Learning outcomes describe what learners should achieve; learning activities describe what they will do during the lesson.

Outcomes are assessment-driven; activities are instruction-driven.

Outcomes are end goals; activities are steps toward achieving those goals.

(d) Explain how learning outcomes influence the choice of teaching methods.

They determine the most suitable strategies to help learners achieve the desired result. For example, if the outcome requires skill performance, demonstration and practice will be preferred over lecture.