

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

722

**EDUCATION**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2014**

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**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)

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**1. (a) Define the term “curriculum evaluation.”**

Curriculum evaluation is the systematic process of assessing the effectiveness, relevance, and efficiency of a curriculum in achieving its intended objectives. It involves collecting data about how the curriculum is implemented, how learners perform, and whether the content remains aligned with current industry or educational needs.

**(b) Outline four purposes of curriculum evaluation in Technical Education.**

To determine whether the learning outcomes and objectives are being achieved as planned.

To identify areas within the curriculum that require revision or improvement.

To assess the effectiveness of teaching strategies and learning resources used.

To ensure that the curriculum remains aligned with labor market demands and technological advancements.

**(c) Identify three sources of information a teacher can use when evaluating a curriculum.**

Student performance records and assessment results.

Feedback from learners and fellow instructors.

Observation and reflection during lesson delivery.

**(d) Explain three challenges that may be faced during curriculum evaluation.**

Lack of time or resources to conduct thorough evaluations.

Insufficient training or knowledge on how to evaluate curriculum systematically.

Resistance to change from teachers or institutions, even when the curriculum needs revision.

**2. (a) What is meant by the term “instructional material”?**

Instructional material refers to the tools, resources, and content used by a teacher to support and enhance the teaching and learning process. These materials can be physical or digital and help convey concepts and skills more effectively.

**(b) Mention four categories of instructional materials used in technical training.**

Printed materials such as textbooks and manuals.

Visual aids like diagrams, posters, and charts.

Audio-visual materials such as videos and simulations.

Practical tools and equipment used in demonstrations or workshops.

**(c) State four factors a teacher should consider when selecting instructional materials.**

Relevance to the lesson objectives and content.

Availability and accessibility of the materials.

Suitability to learners' level and learning styles.

Safety, accuracy, and appropriateness for practical use.

**(d) Explain two consequences of using inappropriate instructional materials during practical lessons.**

They may lead to misunderstanding of concepts or incorrect skill development.

They can pose safety risks, especially when learners use the wrong tools or procedures in workshops.

**3. (a) Explain the concept of “learner motivation” in Technical Education.**

Learner motivation refers to the internal drive or external influence that encourages students to engage actively and persistently in learning activities. In technical education, motivation is crucial for developing both theoretical understanding and practical competence.

**(b) State three types of motivation and give one example for each.**

Intrinsic motivation: A student works hard out of personal interest in the subject.

Extrinsic motivation: A learner is motivated by rewards like good grades or certificates.

Achievement motivation: A student is driven to outperform peers or reach a personal goal.

**(c) Describe four ways a teacher can sustain learners' motivation during long practical sessions.**

Provide regular and constructive feedback to reinforce progress.

Set achievable goals and recognize accomplishments.

Incorporate variety and challenge to maintain interest.

Use real-life examples and tasks that relate to students' future careers.

**4. (a) What is meant by “learning style”?**

Learning style refers to the preferred way an individual processes and understands new information. It can influence how effectively a learner absorbs and retains content.

**(b) State and explain three common learning styles among vocational students.**

Visual learners prefer to see information through diagrams, charts, or demonstrations.

Auditory learners understand better when content is explained verbally.

Kinesthetic learners learn best through hands-on practice and movement.

**(c) Suggest three strategies a teacher can use to accommodate diverse learning styles in the classroom.**

Use a combination of visual aids, verbal explanations, and hands-on activities.

Allow students to work in groups that match their preferred style.

Provide multiple ways to complete assignments, such as oral, written, or practical tasks.

**(d) Explain the importance of understanding students' learning styles in planning instruction.**

It helps the teacher design lessons that reach all learners effectively.

It increases student engagement and improves retention of content.

It supports a more inclusive and learner-centered classroom environment.

**5. (a) Define the term “competency standard.”**

A competency standard is a defined statement that outlines the specific knowledge, skills, and attitudes required for effective performance in a particular job or occupational role.

**(b) Mention three components that make up a competency standard in CBET.**

The performance criteria that describe what must be done.

The conditions under which performance occurs.

The required knowledge and understanding to support the task.

**(c) State four reasons why competency standards are important in vocational training.**

They ensure training aligns with job market needs and expectations.

They provide clear benchmarks for assessment and certification.

They guide curriculum design and instructional planning.

They promote consistency in skill development across institutions.

**(d) Describe how competency standards influence assessment methods.**

They require performance-based assessments where learners demonstrate skills in real or simulated job situations.

They lead to the use of tools like checklists and rubrics based on observable behaviors and outcomes.

They ensure assessments are criterion-referenced, focusing on individual competence rather than comparisons.

**6. (a) What is lesson delivery in the context of teaching?**

Lesson delivery refers to the actual implementation of planned instructional activities. It involves how the teacher communicates content, interacts with learners, manages classroom flow, and achieves the set objectives.

**(b) Give four indicators of effective lesson delivery in a technical classroom.**

Clear communication of concepts and instructions.

Active learner participation and engagement.

Use of relevant teaching aids and demonstrations.

Achievement of the lesson's specific learning objectives.

**(c) Identify three problems that may affect smooth lesson delivery and provide possible solutions.**

Problem: Lack of teaching aids.

Solution: Use improvised or alternative materials.

Problem: Learner distractions or low motivation.

Solution: Apply engaging methods and provide clear expectations.

Problem: Poor time management.

Solution: Prepare a detailed lesson plan with time allocations.

**(d) Explain the role of questioning techniques in effective lesson delivery.**

They stimulate learner thinking and participation.

They help assess understanding and guide instruction.

They encourage interaction and immediate feedback.

**7. (a) Define the term “occupational analysis.”**

Occupational analysis is the process of studying a job role to identify the key tasks, required skills, knowledge, tools, and conditions under which the job is performed. It helps inform curriculum development and training design.

**(b) Outline four steps involved in conducting occupational analysis.**

Identify and define the occupation.

Collect data through observation, interviews, or surveys.

Break down tasks and identify required competencies.

Document findings to support curriculum or training program development.

**(c) Describe three uses of occupational analysis in curriculum development.**

It helps design training content that reflects actual job demands.

It ensures alignment between training outcomes and industry expectations.

It supports the development of assessment tools based on real job performance.

**(d) Give two limitations of occupational analysis in technical education.**

It can be time-consuming and resource-intensive.

If not regularly updated, it may result in outdated training programs.