

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

761

**EDUCATIONAL PSYCHOLOGY, GUIDANCE AND
COUNSELLING**

Time: 3 Hour.

Monday, 11st February 2008 a.m

Instructions

1. This paper consists of sections A, B and C.
2. Answer **all** questions in sections A, **two (2)** questions from section B and **two (2)** questions from section C.
3. Section A and B carries 40 marks each and section C carries 20 marks.
4. Cellular phones are **not** 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 in this section.

1. List three developmental stages of human beings during pre-natal development.
2. Write one merit and one demerit of a continuous schedule of reinforcement.
3. Define the term Psychology.
4. Differentiate a modern teacher from a traditional teacher based on teaching methods.
5. Give four reasons why psychology is categorized as a science.
6. Where is the Cerebellum located in the brain, and what is its major function?
7. Outline four branches of Psychology.
8. Explain briefly the causes of learning disabilities in Tanzanian students.
9. What is the meaning of the term memory?
10. Mention four functions of ego as the controlling component of personality.

SECTION B (40 Marks)

Answer **two (2)** questions from this section.

11. (a) What is “labelling” as used in “Diversity of Learning”?

(b) Discuss two advantages and two disadvantages of labelling in a school situation in Tanzania.
12. Explain the contribution of the behaviourist school of thought to education in Tanzanian classrooms.
13. Analyze important events that take place during the three parts of a counselling session.
14. Discuss four strategies that a teacher can use to improve the memory of learners in a Tanzanian classroom setting.

SECTION C (20 Marks)

Answer **two (2)** questions from this section.

15. Explain how educational psychology can help address the challenges of large class sizes in Tanzanian secondary schools.
16. Discuss the role of motivation in enhancing academic performance among Tanzanian secondary school students, providing four practical examples.
17. Explain four ways a teacher can use social learning theory to promote positive behaviour among students in a Tanzanian classroom.
18. Discuss the importance of gender equity in the teaching and learning process in Tanzanian schools, providing four practical recommendations.