THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

DIPLOMA IN SECONDARY EDUCATION EXAMINATION

761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNCELLING

Time: 3 Hours **ANSWERS** **Year: 2021**

Instructions

1. This paper consists of section A and B.

2. Answer all questions in section A, and four questions from section B.

SECTION A (40 Marks)

Answer all questions in this section.

1. Elaborate the following psychological terms:

(a) At risk children: At-risk children face potential harm, like poverty, needing support, enhancing educational outcomes and teaching effectiveness through targeted science interventions and learning strategies.

(b) Disability children: Children with disabilities, like visual impairments, require accommodations, improving teaching precision and stability through inclusive science education and learning tools in classrooms.

(c) Exceptional children: Exceptional children, like gifted or disabled, need specialized support, boosting teaching quality and stability through tailored science learning and educational progress.

(d) Special education: Special education provides tailored instruction, like therapy, for science needs, enhancing teaching effectiveness and stability through adaptive learning and educational outcomes for diverse students.

2. Describe four intellectual capabilities of a concrete operational child

Logical Thinking: One capability is logical thinking, solving problems. Children use science reasoning, enhancing teaching effectiveness and educational outcomes through structured learning and instruction.

Conservation: They understand conservation, like volume, recognizing science properties, improving teaching precision and stability through concrete examples and educational strategies in classrooms.

Classification: Classification organizes items, like groups, supporting science categorization, boosting teaching quality and stability through systematic learning and educational progress.

Reversibility: Reversibility allows undoing actions, like math, aiding science problem-solving, enhancing teaching impact and stability through flexible education and learning tools for children.

3. Briefly explain the four stages of a counselling session

Assessment: One stage is assessment, identifying needs. Evaluating science issues, like stress, enhances teaching effectiveness and educational outcomes through targeted support and learning strategies.

Planning: Planning sets goals, outlining solutions. Developing science strategies improves teaching precision and stability through structured guidance and educational progress in sessions.

Intervention: Intervention implements actions, like therapy. Applying science techniques boosts teaching quality and stability through effective support and learning outcomes for clients.

Evaluation: Evaluation reviews progress, assessing results. Checking science outcomes ensures teaching reliability and stability through feedback and educational advancement in counselling.

4. What are the four causes of intellectual disability?

Genetic Factors: One cause is genetics, like Down syndrome, impairing science cognition, necessitating teaching adaptations for educational outcomes and stability through specialized learning and support.

Prenatal Issues: Prenatal problems, like infections, affect development, requiring science interventions, enhancing teaching precision and stability through early education and learning strategies.

Perinatal Complications: Birth complications, like oxygen deprivation, cause disability, needing science support, improving teaching quality and stability through targeted learning and educational progress.

Environmental Factors: Environmental issues, like malnutrition, impact intellect, demanding science education, boosting teaching effectiveness and stability through resource provision and learning tools.

5. Differentiate semantic memory from episodic memory by using four points

Content: Semantic memory stores facts, like science definitions, enhancing teaching precision and stability through knowledge retention and educational outcomes in learning. Episodic memory holds events, like personal experiences, improving teaching quality and stability through context-based education and strategies.

Context: Semantic memory lacks personal context, focusing on science concepts, boosting teaching effectiveness and stability through universal learning and instruction tools. Episodic memory includes context, like time, enhancing teaching impact and stability through specific memory and educational progress.

Recall: Semantic memory recalls general knowledge, like science terms, supporting teaching reliability and stability through accurate learning and educational outcomes. Episodic memory recalls specific episodes, like events, improving teaching precision and stability through detailed education and strategies.

Purpose: Semantic memory aids learning, like science facts, enhancing teaching quality and stability through academic focus and educational progress. Episodic memory supports personal growth, like memories, boosting teaching effectiveness and stability through experiential learning and outcomes.

6. Identify four elements of which the learning theories are interested in

Motivation: One element is motivation, driving effort. Science theories explore engagement, enhancing teaching effectiveness and educational outcomes through inspired learning and strategies in classrooms.

Cognition: Cognition, like thinking, is key, focusing on science processes, improving teaching precision and stability through intellectual development and educational progress in learning.

Behavior: Behavior, like responses, is studied, examining science actions, boosting teaching quality and stability through observable outcomes and educational strategies in instruction.

Environment: Environment influences learning, like settings, analyzing science contexts, enhancing teaching impact and stability through contextual education and learning tools for students.

7. Why Psychology qualifies to be a science? Briefly explain by giving four points

Empirical Methods: One reason is empirical methods, using observation. Psychology tests science hypotheses, enhancing teaching precision and stability through data-driven learning and educational outcomes.

Theories and Models: It develops theories, like behaviorism, explaining science processes, improving teaching quality and stability through structured knowledge and educational strategies in classrooms.

Measurement: Psychology measures variables, like intelligence, assessing science traits, boosting teaching effectiveness and stability through quantifiable learning and educational progress.

Predictability: It predicts outcomes, like behavior, using science principles, enhancing teaching impact and stability through reliable education and learning tools for students.

8. Briefly explain four effectiveness of studying personality psychology for prospective teachers in Tanzania

Understanding Students: One effectiveness is understanding students, tailoring approaches. Studying science traits improves teaching precision and stability through personalized learning and educational outcomes in classrooms.

Classroom Management: It enhances management, addressing behaviors. Science knowledge aids discipline, boosting teaching quality and stability through effective strategies and educational progress.

Motivation Strategies: Personality study informs motivation, engaging learners. Science insights inspire effort, enhancing teaching effectiveness and stability through targeted education and learning tools.

Professional Growth: It fosters growth, deepening insight. Science training prepares teachers, improving teaching impact and stability through competent instruction and educational outcomes.

9. Give four characteristics of a pre-operational child as stipulated by Jean Piaget's Cognitive learning theory

Egocentrism: One characteristic is egocentrism, focusing on self. Children assume science perspectives are universal, challenging teaching precision and stability, requiring adapted learning and educational strategies.

Animism: Animism attributes life to objects, like toys, believing science items think, improving teaching quality and stability through concrete examples and educational progress in classrooms.

Centration: Centration focuses on one aspect, like color, ignoring science others, enhancing teaching effectiveness and stability through specific guidance and learning tools for children.

Irreversibility: Irreversibility struggles with undoing actions, like tasks, limiting science logic, boosting teaching impact and stability through structured education and learning outcomes for pre-operational stages.

10. Briefly explain four ways that can be used by teachers to reinforce students' academic achievement

Positive Reinforcement: One way is positive reinforcement, rewarding effort. Praising science progress boosts motivation, enhancing teaching effectiveness and educational outcomes through encouragement and learning.

Feedback: Providing feedback, like critiques, guides improvement. Science comments clarify errors, improving teaching precision and stability through targeted education and learning strategies in classrooms.

Goal Setting: Setting goals, like targets, directs focus. Science objectives motivate students, boosting teaching quality and stability through structured learning and educational progress.

Active Learning: Encouraging active learning, like discussions, engages students. Science activities enhance participation, enhancing teaching impact and stability through interactive education and learning tools.

SECTION B (60 Marks)

Answer four (4) questions from this section.

11. With examples, explain seven components of a good school guidance and counselling programme

Assessment: One component is assessment, identifying needs. Evaluating science stress, like surveys, enhances teaching effectiveness and educational outcomes through targeted support and learning strategies, e.g., identifying anxious students.

Planning: Planning sets goals, outlining solutions. Developing science strategies, like career paths, improves teaching precision and stability through structured guidance and educational progress, e.g., creating action plans for students.

Intervention: Intervention implements actions, like therapy. Applying science techniques, like mentoring, boosts teaching quality and stability through effective support and learning outcomes, e.g., counseling for peer issues.

Evaluation: Evaluation reviews progress, assessing results. Checking science outcomes, like improved grades, ensures teaching reliability and stability through feedback and educational advancement, e.g., tracking student progress.

Referral: Referral connects to resources, like specialists. Linking science needs, like therapists, enhances teaching impact and stability through professional support and educational strategies, e.g., referring for mental health.

Follow-Up: Follow-up monitors outcomes, ensuring continuity. Tracking science progress, like attendance, improves teaching precision and stability through sustained support and learning tools, e.g., checking post-counseling adjustments.

Confidentiality: Confidentiality protects privacy, building trust. Maintaining science records securely boosts teaching quality and stability through ethical practices and educational progress, e.g., safeguarding student disclosures.

12. Explain in details the six guidelines for effective punishment

Clarity: One guideline is clarity, ensuring understanding. Clear science rules, like no disruptions, enhance teaching effectiveness and stability through transparent expectations and educational outcomes in classrooms.

Consistency: Consistency applies rules uniformly, reducing bias. Fair science consequences, like detentions, improve teaching precision and stability through equitable enforcement and learning strategies.

Proportionality: Proportionality matches punishment to offense, ensuring fairness. Science penalties, like warnings for minor issues, boost teaching quality and stability through balanced responses and educational progress.

Timeliness: Timely action ensures relevance, maintaining order. Quick science responses, like immediate timeouts, enhance teaching impact and stability through prompt correction and learning tools.

Purpose: Punishment has purpose, teaching lessons. Science goals, like behavior improvement, support teaching reliability and stability through constructive outcomes and educational strategies in classrooms.

Respect: Respectful approaches preserve dignity, building trust. Polite science interactions, like calm discussions, improve teaching precision and stability through positive education and learning outcomes.

13. Explain three challenges experienced by adolescents and propose three best ways of overcoming them

Peer Pressure: One challenge is peer pressure, influencing behavior. Science conformity risks poor choices, challenging teaching precision and stability, requiring guidance for educational outcomes and learning strategies, e.g., risky behaviors.

Solution – Education: Educating on decision-making builds resilience. Science workshops empower students, enhancing teaching effectiveness and stability through informed learning and educational progress in classrooms.

Identity Issues: Identity confusion, like role uncertainty, affects development. Science self-doubt hinders focus, impacting teaching quality and stability, necessitating support for educational outcomes and learning tools, e.g., career doubts.

Solution – Counseling: Counseling clarifies identity, supporting growth. Science sessions boost confidence, improving teaching precision and stability through tailored education and learning strategies.

Academic Stress: Academic pressure, like exams, causes stress. Science overload reduces performance, challenging teaching impact and stability, requiring strategies for educational outcomes and learning progress, e.g., test anxiety.

Solution – Time Management: Teaching time management reduces stress. Science skills enhance focus, boosting teaching quality and stability through organized learning and educational strategies in classrooms.

14. Suggest six ways that may be employed by teachers to accommodate students with visual impairment in the teaching and learning process

Braille Materials: One way is Braille materials, providing text. Science books in Braille aid reading, enhancing teaching effectiveness and stability through accessible learning and educational outcomes for students.

Audio Descriptions: Audio descriptions narrate content, like lectures. Science recordings clarify visuals, improving teaching precision and stability through inclusive education and learning strategies in classrooms.

Large Print: Large print materials, like handouts, assist reading. Science documents are readable, boosting teaching quality and stability through clear resources and educational progress for students.

Assistive Technology: Tools, like screen readers, support access. Science software enables navigation, enhancing teaching impact and stability through technological learning and educational outcomes in instruction.

Verbal Instructions: Verbal instructions clarify tasks, ensuring understanding. Science guidance replaces visuals, improving teaching reliability and stability through oral education and learning tools for students.

Peer Support: Peer support, like guides, aids participation. Science partners assist, boosting teaching precision and stability through collaborative learning and educational strategies in classrooms.

SECTION C (20 Marks)

Answer two (2) questions from this section.

15. Explain six applications of Vygotsky's social constructivism theory of learning in the teaching and learning process

Scaffolded Learning: One application is scaffolded learning, providing support. Teachers guide science tasks, enhancing teaching effectiveness and educational outcomes through structured assistance and learning strategies in classrooms.

Collaborative Learning: Collaborative learning fosters teamwork, like groups. Science discussions improve understanding, boosting teaching quality and stability through interactive education and learning tools for students.

Zone of Proximal Development (ZPD): ZPD targets potential, bridging gaps. Teachers assess science abilities, enhancing teaching precision and stability through tailored learning and educational progress in instruction.

Peer Interaction: Peer interaction builds knowledge, like debates. Science exchanges deepen insights, improving teaching impact and stability through social learning and educational outcomes in classrooms.

Cultural Tools: Using cultural tools, like language, enriches learning. Science contexts enhance comprehension, boosting teaching reliability and stability through relevant education and learning strategies for students.

Teacher Guidance: Teacher guidance models skills, like demonstrations. Science instruction clarifies concepts, enhancing teaching effectiveness and stability through expert support and educational progress in learning.

16. Assess two women practical needs and four women strategic needs as effective ways of empowering and enhancing women's psychological and social wellbeing

Practical Needs:

Access to Resources: One need is access to resources, like income. Providing science support, like jobs, enhances stability, improving teaching effectiveness and educational outcomes through empowered learning and strategies.

Health Services: Health access, like care, supports well-being. Science programs improve health, boosting teaching quality and stability through enhanced education and learning tools for individuals.

Strategic Needs:

Education Access: Education access, like training, builds skills. Science programs empower growth, enhancing teaching precision and stability through informed learning and educational progress in classrooms.

Leadership Opportunities: Leadership roles, like positions, foster influence. Science initiatives develop confidence, improving teaching impact and stability through empowered education and learning strategies for individuals.

Legal Rights: Legal protection, like equality laws, ensures fairness. Science policies reduce discrimination, boosting teaching reliability and stability through equitable learning and educational outcomes in communities.

Social Support: Social networks, like groups, build community. Science connections enhance well-being, enhancing teaching quality and stability through supportive education and learning tools for individuals.