

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
GRADE A TEACHER CERTIFICATE EXAMINATION
624 COMMUNICATION SKILLS

Time: 3 Hours

ANSWERS

Year: 2021

Instructions

1. This paper consists of section A and B.
2. Answer all questions.

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1. What are the factors that should be considered when choosing the medium of communication? Give four points.

One factor is the audience's accessibility, ensuring the medium, like email, is one they can easily use to receive the message.

Another factor is the message's urgency, choosing a faster medium, such as a phone call, for time-sensitive communication like a meeting reminder.

The complexity of the message is also key; detailed information, like a project plan, may require a written medium like a report for clarity.

Lastly, cost and availability should be considered, opting for affordable and accessible options, such as text messages, when resources are limited.

2. (a) What is a Curriculum Vitae?

(b) Briefly analyse the following types of Curriculum Vitae:

(i) Chronological Curriculum Vitae.

(ii) Functional Curriculum Vitae.

(iii) Hybrid Curriculum Vitae.

(a) What is a Curriculum Vitae?

A Curriculum Vitae (CV) is a detailed document summarizing an individual's academic background, work experience, skills, and achievements, used primarily for job applications or academic opportunities.

(b) Briefly analyse the following types of Curriculum Vitae:

(i) Chronological Curriculum Vitae:

A chronological CV lists work experience and education in reverse chronological order, starting with the most recent, such as detailing a teaching position from 2023 to 2024, emphasizing career progression.

(ii) Functional Curriculum Vitae:

A functional CV focuses on skills and accomplishments rather than a timeline, highlighting abilities like classroom management or research skills, ideal for career changers with varied experiences.

(iii) Hybrid Curriculum Vitae:

A hybrid CV combines elements of both chronological and functional formats, showcasing skills like communication upfront while also listing recent teaching roles, balancing experience and expertise.

3. Giving one example for each, analyse two uses of the following punctuation marks:

(a) Capital letter.

(b) Apostrophe.

(c) Full stop.

(d) Comma.

(a) Capital letter:

One use is to begin a sentence, such as “Biology is fascinating,” ensuring proper sentence structure. Another use is for proper nouns, like “Tanzania,” identifying specific names or places.

(b) Apostrophe:

An apostrophe shows possession, as in “The teacher’s book,” indicating ownership. It also forms contractions, like “It’s raining,” combining “it” and “is” for brevity.

(c) Full stop:

A full stop ends a declarative sentence, such as “The experiment concluded.” It also separates abbreviations, like “Dr. Smith,” marking the shortened form.

(d) Comma:

A comma separates items in a list, as in “We need pens, paper, and books,” for clarity. It also sets off introductory phrases, like “After the lesson, we rested,” marking the transition.

4. You have been given a task of writing an academic work, what references would you cite for a scholarly work? Give four points.

I would cite peer-reviewed journal articles, such as a study on climate change from Nature, ensuring credible and validated research.

Books by recognized authors, like “Campbell Biology” by Reece, would provide foundational knowledge for academic grounding.

Conference papers, such as those from an education summit, offer recent insights into teaching methods.

Lastly, reputable online databases, like JSTOR, provide access to scholarly articles on topics like genetics for authoritative references.

5. What are the important techniques to be considered when skimming a text? Give four points.

One technique is reading the title and headings, such as “Ecosystem Dynamics,” to identify the main focus of the text.

Another is scanning the first and last sentences of paragraphs, which often summarize key ideas, like the role of decomposers.

Focusing on bold or italicized words, like “biodiversity,” highlights important concepts quickly.

Lastly, reviewing summaries or conclusions, if available, provides a quick overview of the text’s main points, such as the impact of deforestation.

6. Briefly describe four stages that are involved in surveying a book.

The first stage is examining the cover and title, such as “Introduction to Biology,” to understand the book’s subject and scope.

The second stage is reading the table of contents, identifying chapters like “Cell Structure,” to grasp the book’s organization.

The third stage involves skimming the preface or introduction, which outlines the author’s purpose, such as teaching biology basics.

The fourth stage is checking the index, looking for key terms like “photosynthesis,” to assess the book’s coverage of specific topics.

7. Why is it important to take notes during lecture or seminar presentation? Give four reasons.

Taking notes helps retain information, capturing key points like the stages of mitosis for later review.

It enhances understanding, as summarizing concepts like osmosis during the lecture reinforces comprehension.

Notes serve as a study resource, providing a reference for topics like genetics during exam preparation.

They keep you engaged, encouraging active listening to details on respiration, preventing distractions during the session.

8. (a) Briefly explain the word “context” in relation to communication process.

(b) Communication in any organization can have specific patterns that operate within such organization. Briefly explain three of the patterns giving one example for each.

(a) Briefly explain the word “context” in relation to communication process:

Context in communication refers to the circumstances, environment, or background in which a message is delivered, such as a classroom setting where a teacher explains photosynthesis, influencing how the message is interpreted.

(b) Communication in any organization can have specific patterns that operate within such organization. Briefly explain three of the patterns giving one example for each:

One pattern is downward communication, where information flows from superiors to subordinates, such as a principal announcing a new biology curriculum to teachers.

Another is upward communication, where subordinates report to superiors, like a teacher submitting student performance data on ecology to the head of the department.

A third pattern is horizontal communication, involving peers at the same level, such as two biology teachers discussing lesson plans on genetics.

9. Effective communication has several characteristics. Briefly describe four characteristics that indicate an effective communication in the classroom.

One characteristic is clarity, ensuring the teacher explains cell division in simple terms, avoiding confusion for students.

Another is engagement, using interactive methods like questioning on respiration, keeping students attentive and involved.

Feedback is key, where students' responses to a photosynthesis quiz allow the teacher to gauge understanding.

Lastly, adaptability, adjusting explanations on genetics based on student reactions, ensures the communication meets diverse learning needs.

10. What are the objectives of giving Oral presentation? Provide four objectives.

One objective is to inform, delivering facts on topics like ecosystems to educate the audience effectively.

Another is to persuade, convincing listeners to support a cause, such as advocating for conservation during a presentation.

It also aims to engage, using visuals on cell structure to capture the audience's interest and foster participation.

Lastly, it seeks to inspire, motivating students through a talk on biology careers to pursue their aspirations.

11. "In order to be an Effective note taker, one must have techniques of note taking." Justify this statement by using five techniques needed for effective note taking.

One technique is the Cornell method, dividing the page into cues, notes, and summary sections, such as summarizing respiration steps, to organize information.

Another is using bullet points, listing key ideas like "enzymes in digestion" for quick reference during review.

Highlighting main ideas, such as underlining "photosynthesis equation," helps focus on critical concepts.

Using abbreviations, like "ATP" for adenosine triphosphate, speeds up note-taking during a fast-paced lecture.

Lastly, reviewing notes shortly after, such as clarifying genetics terms, ensures accuracy and retention.

12. Why do we assess learners during the teaching and learning process? Explain by giving five reasons.

Assessment identifies student progress, ensuring they understand concepts like cell division before advancing.

It provides feedback, allowing teachers to adjust lessons on photosynthesis based on quiz results.

Assessment motivates learners, encouraging effort in topics like respiration through visible improvement.

It diagnoses weaknesses, highlighting areas like genetics where students need extra support.

Lastly, it ensures curriculum goals are met, verifying that ecology lessons align with educational standards.

13. What features would you consider important in writing a good report? Elaborate five features.

One feature is a clear structure, with sections like introduction, methodology, and conclusion, ensuring a logical flow, such as in a biology lab report.

Another is accuracy, providing correct data, like experimental results on osmosis, to maintain credibility.

Conciseness is key, avoiding unnecessary details, focusing on key findings like plant growth rates.

The use of visuals, such as graphs on enzyme activity, enhances understanding and presentation.

Finally, proper referencing, citing sources like a journal on ecology, ensures academic integrity.

14. Essay types can be described through their features. By using five points, describe features of a narrative essay.

A narrative essay tells a story, such as a student's experience during a biology field trip, engaging the reader with a clear plot.

It uses descriptive language, detailing sights like a forest ecosystem, to create vivid imagery.

The essay follows a chronological order, narrating events from arrival to departure, ensuring a logical sequence.

It includes characters, like the teacher and students, adding depth to the storytelling.

A narrative essay often conveys a lesson, such as the importance of biodiversity, reflecting on the experience.

15. As a Head teacher, you expect to have a staff meeting at your school. Explain five things to consider in creating an effective agenda before the meeting.

One consideration is defining the meeting's purpose, such as discussing biology curriculum updates, to focus the agenda.

Another is listing key topics, like teaching strategies or lab resources, ensuring all critical issues are covered.

Allocating time for each item, such as 15 minutes for assessment methods, keeps the meeting on schedule.

Including participants' roles, assigning a teacher to present on genetics, clarifies responsibilities.

Finally, sharing the agenda in advance, via email, allows staff to prepare, enhancing meeting productivity.

16. Barriers to effective listening during oral presentation may be caused by many factors. Evaluate five factors.

One factor is background noise, such as chatter during a presentation on respiration, distracting the audience from listening.

Another is lack of interest, where students disengage from a topic like taxonomy if it feels irrelevant, reducing focus.

Prejudices or biases, such as dismissing a speaker's views on evolution, hinder open-minded listening.

Fatigue or discomfort, like sitting in a hot room during an ecology talk, impairs concentration.

Lastly, multitasking, such as texting while a photosynthesis lecture is ongoing, divides attention, lowering comprehension.