



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
THE NATIONAL EXAMINATION COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT
FOR DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2020**

750 EDUCATION MEDIA AND TECHNOLOGY



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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this Item Response Analysis Report for the 2020 Diploma in Secondary Education Examination (DSEE) of the Educational Media and Technology subject. The report provides feedback to students, tutors, parents, policy makers and the public in general on the performance of candidates and the extent to which the instructional goals and objectives were achieved.

The examination is a summative evaluation which marks the end of the two years of Diploma in Secondary Education. The examination results can thus be used as a measure of the effectiveness of the education system in general and particularly the Educational Media and Technology subject. Basically, the candidates' responses to examination items can be used as one of the indicators of what the education system was either able or unable to offer students in their two years of the Diploma in Secondary Education studies.

In this report, factors which enabled the candidates to answer the questions correctly or incorrectly have been analysed. The analysis showed that candidates with higher scores provided appropriate responses; were able to understand demands of questions; had sufficient knowledge of the subject matter and possessed sufficient communication skills. However, the weaknesses which were observed in the responses of candidates who performed poorly include inadequate knowledge and skills of the subject matter, poor communication skills in English language and misinterpretation of examination items.

The feedback provided is expected to enable education administrators, tutors and continuing student teachers to identify proper measures to take in order to improve performance in the future examinations administered by the Council.

Finally, the Council is grateful to all stakeholders who provided valuable contributions during the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the Diploma in Secondary Education Examination (DSEE) 2020 in Educational Media and Technology subject. The paper was based on the 2009 Tanzania Institute of Education (TIE) syllabus. The general performance in the examination is categorised into five grade ranges. The performance is regarded as fail (F) if the scores range from 0 to 39 marks, satisfactory (D) if the scores range from 40 to 54 marks and Good (C) if the scores range from 55 to 69 marks. The performance is Very good (B) if the scores range from 70 to 79 marks and Excellent (A) if the scores range from 80 to 100. A total of 2,240 candidates sat for the DSEE 2020 in Educational Media and Technology subject of which 2,220 (99.1%) of the candidates passed while 2 candidates (0.1%) failed as shown in Table 1.

Candidates sat	Candidates Passed		Candidates Failed		Grades				
	No	%	No	%	A	B	C	D	F
2,240	2,220	99.11	2	0.1	0	90	1,642	488	2

Table 1: The performance of the candidates sat for the Educational Media and Technology subject.

Table 1 shows that none of the candidates were able to pass with grade A. A total of 90 (4.0%) candidates passed with grade B, while most of the candidates 1,642 (74.0%) passed with grade C, whereas 488 (22.0%) passed with grade D. The candidates who failed (grade F) were 2 (0.1%). Generally, performance in this subject was good as 2,220 (99.1%) of the candidates sat for the examination passed with grade C to D.

The examination consisted of two sections, A and B with a total of sixteen (16) questions. Section A had ten (10) short answer questions. Each question carried four (4) marks; making a total of 40 marks. Section B had six (6) essay questions, from which the candidates were required to attempt any four (4) questions. Each question carried 15 marks making a total of 60 marks. The candidates were required to attempt a total of 14 questions in the entire paper.

In this report, the analysis of each question is based on the category of the question. In short answer items, the performance is regarded as *Weak* if the scores

range from 0 to 1.5 marks, *Average* if the scores range from 2 to 2.5 marks, and *Good* if the scores range from 3 to 4 marks. For essay items, the performance is regarded as *Weak* if the scores range from 0 to 5.5 marks, *Average* if the scores range from 6 to 10 marks and *Good* if the scores range from 10.5 to 15 marks.

Samples of candidates' answers were attached to illustrate their responses and appendix has been used to show the analysis of performance in each topic. Three colour codes have been used in figures and appendix where by green, yellow and red represent good, average and weak performance respectively.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Short Answer Questions

2.1.1 Question 1: Types of Educational Media and Technology

This question required candidates to briefly explain four distinguishing features of traditional and modern educational media.

The question was attempted by 2,240 (100%) candidates, whereas 1,049 (46.8%) candidates scored from 3 to 4 marks, 794 (35.4%) candidates scored from 2 to 2.5 marks, and 397 (17.7%) candidates scored from 0 to 1.5 marks. Generally, the performance in this question was good as 1,843 (82.3%) candidates scored from 2 to 4 marks. Figure 1 summarises the candidates' performance in this question.

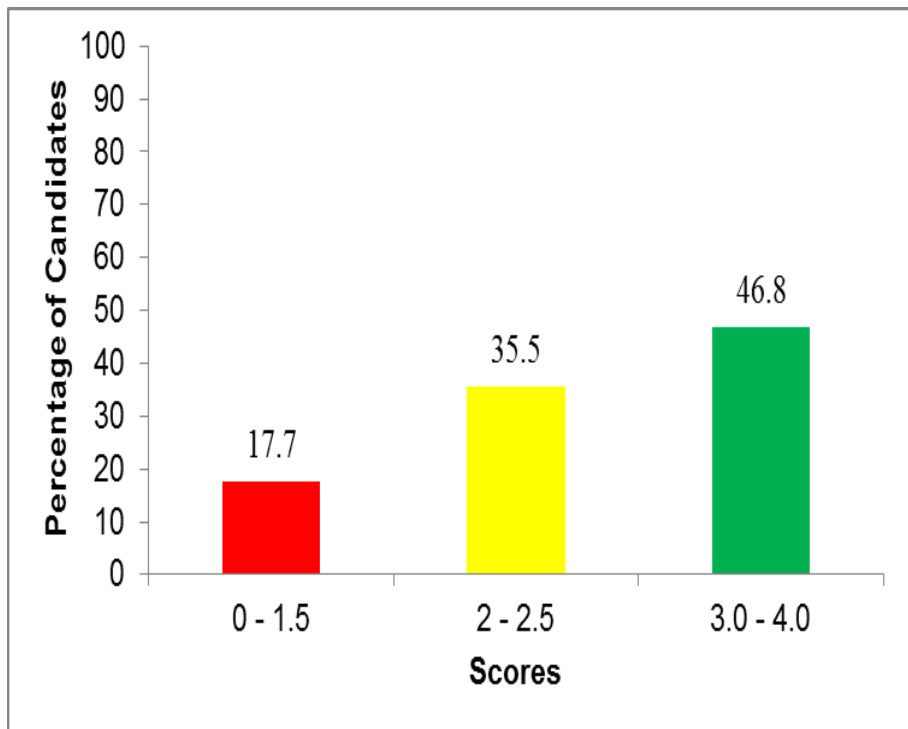


Figure 1: The Candidates' Performance in question 1.

Data analysis in question 1 shows that 1,049 (46.8%) candidates who had good performance understood the demands of the question and had enough knowledge on the features of traditional and modern educational media and technology. The candidates were able to provide the correct responses. Further analysis shows that the candidates who scored full marks, managed to briefly explain all four distinguishing features of traditional and modern educational media correctly as demanded by the question. Extract 1.1 is a sample of the correct responses from one of the candidates.

1:	Traditional media	Modern media
i	are non-sophisticated media which used to facilitate teaching and learning exam	are those sophisticated media which used to facilitate teaching and learning project
	ple Chalk board	Examples computer, Projectors and Television
ii	It does not need electricity to use it	It need electricity power to use it
iii	It does not need high knowledge to use it	It need high knowledge to use it
iv	It is easily to afford	It is very expensive to afford it

Extract 1.1: A sample of a candidates' good response for Question 1.

Moreover, the analysis shows that 794 (35.4%) candidates with average performance partially explained distinguishing features of traditional and modern educational media. Some of the candidates in this category mixed-up the correct and incorrect features as they mentioned two correct and other two incorrect features. For example one of the candidates with average score in this question mixed correct and incorrect answers as follows; *traditional educational media are less expensive while modern educational media are very expensive, traditional educational media are easy to use while modern educational media need more experts to use* and other incorrect were as follows; *traditional educational is of low motivation to learners while modern educational is of high motivation to learners, traditional educational media are destructed by organism while modern educational media does not destructed by organism*. Other candidates differentiated only two features out of four as required by the question.

On the other hand, 397 (17.72%) candidates with weak performance provided irrelevant responses which did not meet the requirements of the question. Moreover, 54 (2.4%) candidates who scored a 0 mark lacked knowledge on the concept of features of traditional and modern educational media. Others failed to understand the demand of the question. Some candidates provided categories of educational media and technology such as; *visual media, audio media, audio-visual media, Felt and tested media* instead of distinguishing features. Others

described the terms traditional and modern based on social life experience as; *traditional is locally way used by forefathers to share information, eg language and storytelling, for entertainment, to socialize, identify the culture of a certain community while modern is the way used know days to share information.* Another candidate explained comparison instead of distinguishing features of traditional and modern educational media and technology like *both are used in expanding knowledge and skills, both are catalyst for learning process.* Extract 1.2 is a sample of incorrect responses in this question.

1. Traditional Media is the used for family while Mode rn is used to the sience
Traditione Media has two categories while Modern are categories in one types.
Traditional used in community issues while Moder n media used to simplify thing or work.
Traditional Are not deals with computer program while Modern they used computer

Extract 1.2: sample of candidates' incorrect response in Question 1.

Extract 1.2 shows that, a candidate gave the points which did not relate to any concept which seem to be a guess answers.

2.1.2 Question 2: Categories of Educational Media and Technology

In this question the candidates were required to outlines four challenges of using printed media in the teaching and learning process. The question was attempted by 2,240 (100%) candidates of which, 1,590 (71.0%) candidates scored from 3 to 4 marks. Moreover, 487 (21.0%) candidates scored from 2 to 2.5 marks and 163 (7.3%) candidates scored from 0 to 1.5 marks. In general the candidates' performance was good as (92.7%) of the candidates scored from 2 to 4 marks. Figure 2 summarises the candidates' performance in Question 2.

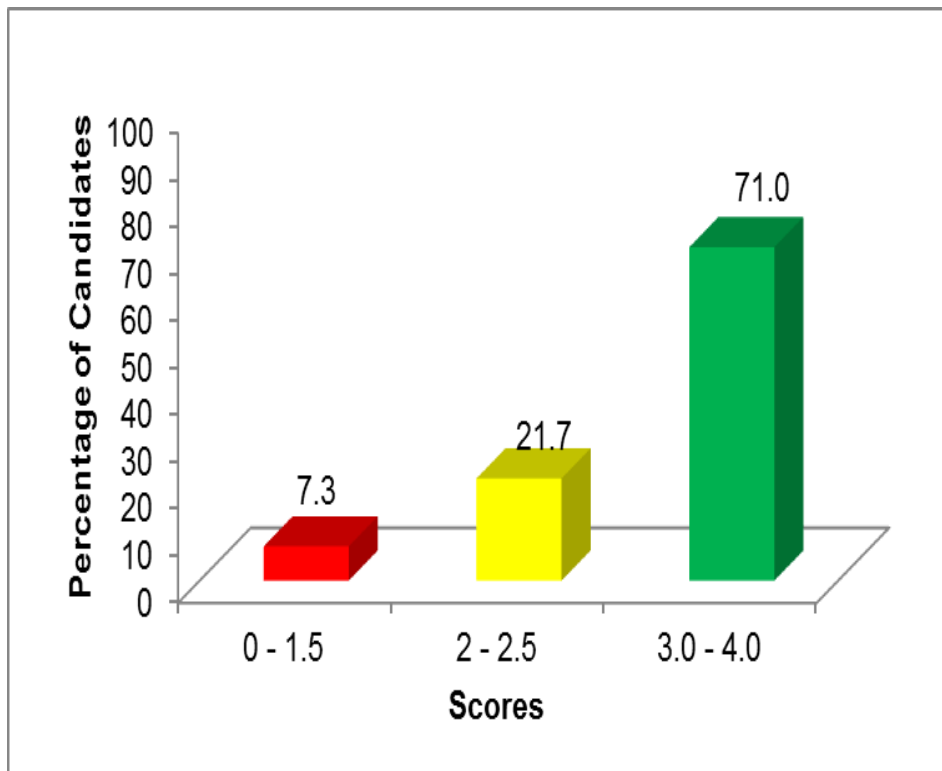


Figure 2: *The Candidates Performance in Question 2.*

The analysis of candidates' performance in Question 2 shows that 1,590 (71.0%) candidates who had good performance were able to outline challenges of using printed media in teaching and learning process. The candidates in this category were able to provide all four points correctly as required. For example, some candidates in this category described the challenges of using printed media in teaching and learning process as follows: *they are very expensive because they need to be printed example text books, they can be easily destructed example when it burns and get water, they are not flexible that is they are not easy to change, edit something, it consumes time in the class.* This suggests that the candidates in this category had adequate knowledge and were aware of requirements of the question. Extract 2.1 is a sample of correct responses from one of the candidates.

Q.	(i) Student can use outdated materials
	such as books and other re articles
	(ii) Not Suitable for visual impairment
	learners or Students
	(iii) Does not motivate Students because
	not all Students interesting to
	learn.
	(iv) It increasing learning capacity
	to the student.

Extract 2.1: A sample of candidates' correct responses in Question 2.

Further analysis shows that 487 (21.0%) candidates, who had average performance, were able to respond to the question partially. Some of them provided either partial correct response that means they outlined the points which were not clear. Others provided two correct points out of four. Others mixed up correct with incorrect points. Other candidates also failed to outline relevant points due to lack of communication skills in the English Language. For example candidates outlined the challenges of using printed media as; *cost to afford that printed media* the word *afford* instead of *afford* is not correct, *The printed media they are unchngeble* word *unchangeable* may mean inflexible.

On other hand 163 (7.3%) candidates who had poor performance lacked knowledge on the concept of printed media. For example, a candidate described incorrectly the features of printed media in teaching and learning process as; *it is in form of writing only, spread information in small area, easy to be detected*, these responses were guess answers. Few candidates in this category misinterpreted the question. Another candidate provided problems facing school to acquire educational media and technology instead of challenges of using printed media in teaching and learning process as; *lack of knowledge, shortage of enough money, Lack of experts, poor infrastructure*. Some of candidates outlined factors to be considered during selection and preparation of teaching and learning instead of challenges of using printed educational media in teaching and learning process as shown in Extract 2.1.

02.	Four (4) challenges of using printed media in teaching and learning.
	(i) Environment of the classroom
	(ii) Characteristics of the learner (cognitive ability of the learners)
	(iii) Time availability
	(iv) Cost.

Extract 2.2: A sample of candidates' incorrect responses in question 2.

Extract 2.2 shows that, a candidate outlined factors to be considered when selecting and preparing educational media instead of challenges of using printed media in the teaching and learning process.

2.1.3 Question 3: Production of Traditional and Modern Educational Media and Technology

In this question, candidates were required to explain in four points how educational institutions can save money of buying instructional media. The question was attempted by 2,240 (100%) candidates. The general performance of candidates was average as 923 (41.2%) candidates scored from 2 to 4 marks. Further analysis shows that, 1317 (58.8%) candidates scored from 0 to 1.5 marks. On the other hand 458 (20.4%) candidates scored from 2 to 2.5 marks; while 465 (21.8%) candidates scored from 3 to 4 marks; Figure 3 summarises the performance of candidates in Question 3.

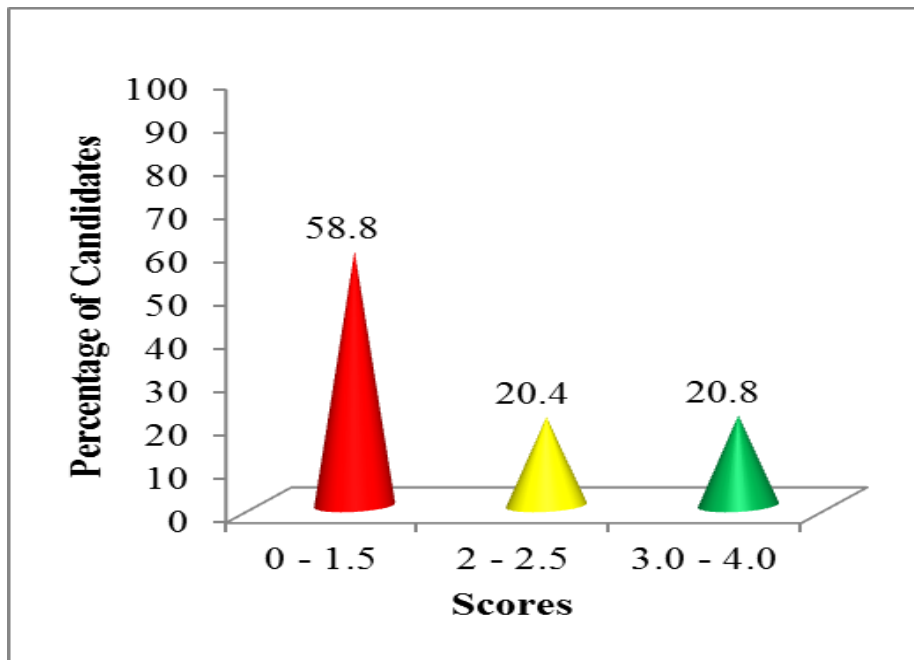


Figure 3: *The Candidates' Performance in Question 3.*

Data analysis shows that, 1,317 (58.8%) candidates who had poor performance in this question failed to understand the demands of the question and had poor knowledge on the concept of instructional media. For Example, some of the candidates explained the means in which institutions can obtain and save money for buying instructional media instead of how educational institutions can save money for buying instructional media as they wrote; *through reducing consumption, through saving in banks, through collecting from to different institutions, through telephones, through personal computer, from fees obtained from students example contribution fees, from non-government organisation NGOS, Obtained from the government, from project developed in institutions, through collecting tariffs, through establishing economic activities like agriculture, from the entrepreneurs around the institution, through donors and grants.* For example, one candidate with zero mark responded the question as, institutions can save money through; *institution account number, through NMB bank, through CRDB bank, through NBC bank.* This response shows that candidate's misinterpreted the question. Correct responses according to the demand of question were; *By encouraging teachers to use recyclable materials in their teaching activities, By*

encouraging teachers to improvise and construct instructional media from locally available materials, By buying relatively cheap recycled teaching materials from organizations that produce them, By discouraging careless use of available teaching materials. Other candidates with zero mark went further and provided functions of instructional media instead of explaining how educational institutions can save money of buying instructional media as follows; in order to facilitate easily teaching and learning process, in order to make creativity to both teachers and learners, to help teachers to solve language barrier when using instructional media, in order to make understandable lesson thus motivate leaners, to enhance active participation and to develop long memory. Extract 3.1 is the sample of the responses from the candidate who failed to understand the demand of the question.

3	⑥ Through Facilitate learning and teaching process because instructional media is the material which used in teaching and learning.
	④ Through enhance active participation to the learner, they buy instructional media like computer in order to make student to be active in the class.
	④ Through developing long memory to the learner, instructional media like computer and television help to develop long memory to the learner during learning because the learner can learn through hearing and seen.
	④ Through make the learner to be creative. Also education institution save money to buy instructional media in order to make learner to be creative.

Extract 3.1: A sample of candidates' incorrect responses in Question 3.

Extract 3.1 shows that, a candidate explained the concept which relate to function of educational media and technology instead of explaining

how educational institutions can save money for buying instructional media.

Further analysis shows that 458 (20.4%) candidates who had average performance explained the correct and incorrect responses. For example, one of the candidate's responses was: *through improvisation, through the use of internet, through storing instructional media, through creative teachers*. Other candidates provided just two partially correct and one incorrect point like *by improvisation, by recycling, by photocopying the instructional media* instead of four responses as demanded by the question. The analysis indicated that those candidates who scored averagely had partial knowledge and skills on the tested concepts.

Moreover 465 (20.8%) candidates with good performance managed to provide three or all four correct responses. The analysis shows that the candidates had adequate knowledge and skills about the instructional media as they presented their answer in an organised manner. The candidates were able to provide correct responses of how educational institutions can save money for buying instructional media as shown in Extract 3.1.

3.9/	Can save money through Recycling
i/	Can save money through Improvisation
ii/	Can save money through Care and maintainance of Instructional media
iv/	Can save money through storing Instruction media

Extract 3.2: A sample of candidates' correct responses in Question 3.

2.1.4 Question 4: Types of Educational Media and Technology

In this question, candidates were required to identify four strategies for effective use of a chalkboard. Analysis shows that, the question was attempted by 2,240 (100%) candidates of whom 884 (39.5%) candidates scored from 3 to 4 marks. 605 (27.0%) candidates scored from 2 to 2.5 marks, and 751 (33.5%) candidates scored from 0 to 1.5 marks. In general, the candidates' performance was good as 1489

(66.5%) candidates scored from 2 to 4 marks. Figure 4 summarises the performance of candidates in Question 3.

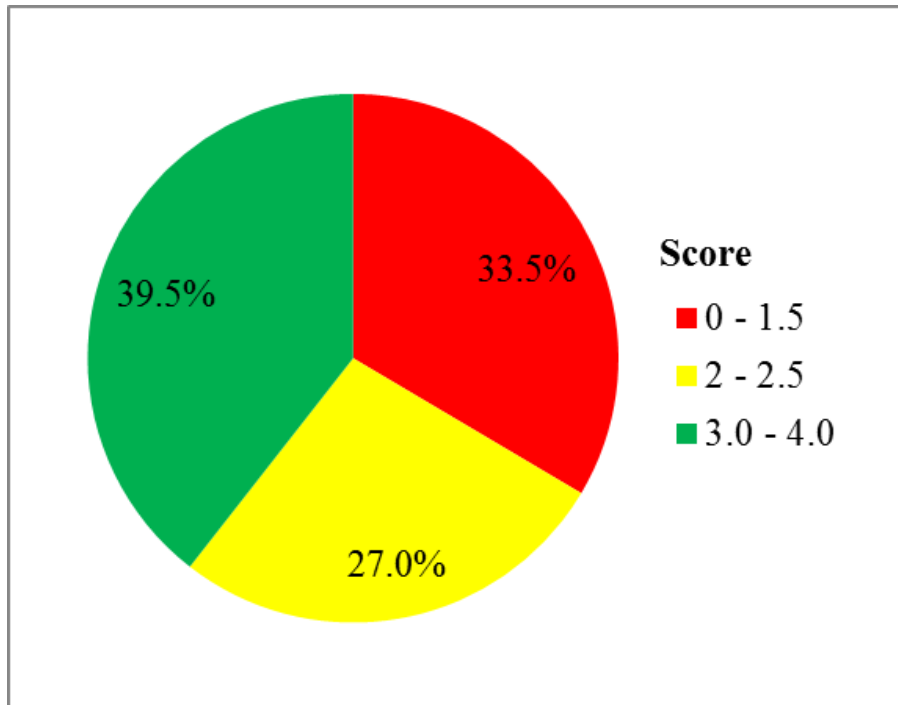


Figure 4: *The Candidates' Performance in Question 4.*

Further analysis shows that, 1,489 (66.4%) candidates who had good performance understood the demands of the question and had enough knowledge and skills on effective uses of chalkboard. These candidates provided correct responses such as; *do not write irrelevant materials on the chalkboard, clean the chalkboard after use, write in summary on the board, erase all unnecessary materials on the chalkboard and write the important information on the chalkboard*. For example, one candidate who scored full marks provided the correct responses as shown in Extract 4.1.

4. i) It simplify the process of teaching and learning.
ii) Increase efficiency of teacher in using chalk board.
iii) It help to increase competence during using it.
iv) Time management.

Extract 4.1: A sample of candidates' correct responses in question 4.

Analysis shows that 605 (27.0%) candidates who had average performance mixed correct and incorrect responses indicating that they had partial knowledge and skills on the uses of chalkboard during teaching and learning. Among the candidates in this category were able to give two correct responses while other responses were incorrect or partially correct. Other candidates provided two to three points out of the four required points. The candidates in this group mixed incorrect responses like *must be seen well from the back, show the main part by different colour to the essential, to avoid using water to clean the blackboard*. For instance, the response of one candidate with average score was; *write the important information on the chalkboard, rub the chalkboard after use, Use bold for essential information*. In the given response, the first two were correct while the last one was incorrect.

The analysis also showed that 751 (33.5%) candidates with poor performance misinterpreted the question and provided answers contrary to the demand of the question. Among these candidates, there were those who outlined the advantages of chalkboard instead of effective use of chalkboard as; *for clarification of concept, for presentation of students tasks, for writing notes, for making rough, to introduce the lesson, to present skeleton of the lesson, to draw diagrams, writing exercise and examinations, for writing date topic subtopic and hints,*

When writing you should start at the left hand side. It simplify teaching and learning process, Other candidates provided qualities of a good teaching and learning media instead identifying the proper use of chalkboard as; *should be appropriate to the level of learners, should be large and tangible, should be visible to all learners, should be challenging and interesting.* Other candidates lacked knowledge on the proper use of the chalkboards as provided responses which do not relate to any concept like; *it helps to improve handwriting skills, easy in application in expressing the lesson; it provides chance for correction on the misconception of the sentence.* Extract 4.2 is a sample of incorrect responses from one of the candidates in this category.

4. i)	It simplify the process of teaching and learning.
ii)	Increase efficiency of teacher in using chalk board.
iii)	It help to increase competence during using it.
iv)	Time management.

Extract 4.2: A sample of candidates' incorrect response in question 4.

Extract 4.2 shows that, a candidate identified the first point which fit on concept of function of educational media and technology while others three are incorrect points which did not relate to any concept.

2.1.5 Question 5: Categories of Educational Media and Technology

In this question, candidates were required to briefly describe the terms as they are used in educational media and technology; (a) Printed media (b) Non-printed media (c) Projected Media (c) Real objects. The question was attempted by 2,240 (100%) candidates. The data analysis shows that 1413 (63.1%) candidates scored from 3 to 4 marks, 669 (29.9%) candidates scored from 2 to 2.5 marks, and few 158 (7.0%)

candidates scored from 0 to 1.5 marks. Therefore, the performance was good since 2,082 (92.9%) candidates scored from 2 to 4. Figure 5 summarizes the performance of the candidates in question 5.

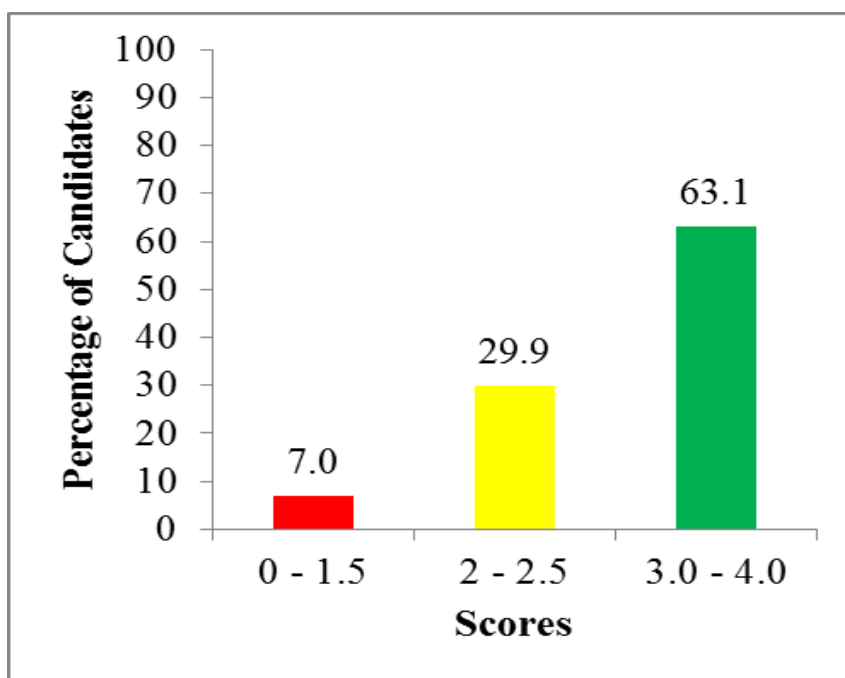
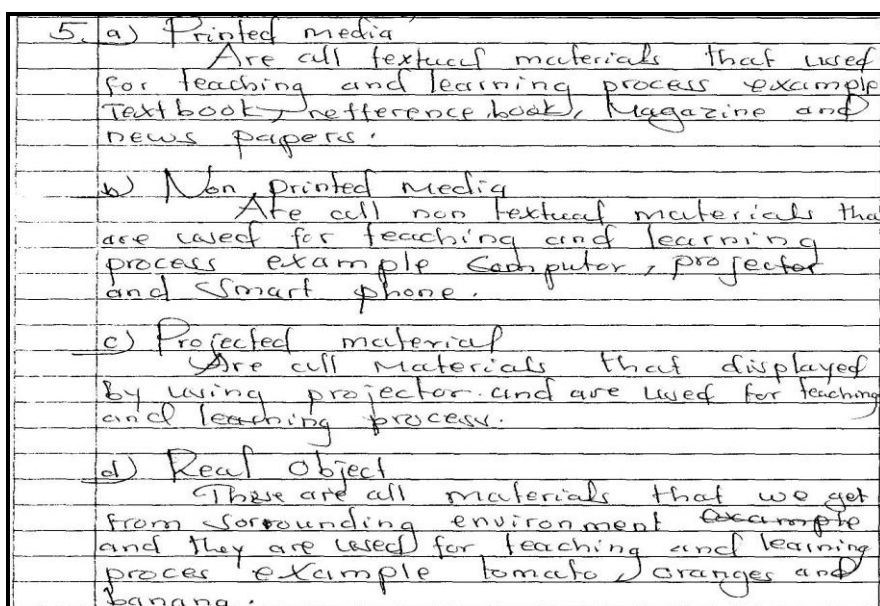


Figure 5: *The Candidates' Performance in Question 5.*

The analysis reveals that, 1,413 (63.1%) candidates who had good performance were able to briefly describe the terms correctly as demanded by the question implying that, they had adequate knowledge of the terms. Further analysis indicated that, these candidates were able to provide correct responses due to good mastery of the tested concepts, and good mastery of the English language. For example, the responses of candidate with good performance were; (a) *Printed media refers to the media which are in written form, example books.* (b) *Non printed media refers to the media which are not in written form example models.* (c) *Projected refers to the audio visual media which produces sound and picture when projected and this required the use of projector and computer.* d) *Real objects; refers to the real things to be used in instructions.* Extract 5.1 is a sample of correct response in this question.



Extract 5.1: A sample of candidates' correct responses in Question 5.

On the other hand, the 669 (29.9%) candidates with average performance had partial mastery of the subject matter of the terms *Printed media*, *Non-printed media*, *Projected Media*, *Real objects*. Most of these candidates were able to describe some of the terms correctly and other wrongly while others described all four terms but partially correct. Few candidates in this category answered two to three terms out of four thus scored average marks. For example, one of the candidates with average performance provided correct responses but described just three terms out of the four terms as demanded by the question. His/her responses are: (a) *Printed media are media which are in form of written used in teaching and learning process. for example, textbooks, charts, dictionaries.* (b) *Non printed media are media that are not in written form, for example, models, video etc.* (d) *Real objects are media used in teaching and learning that are not characterized on printed and non-printed media.* These responses implied that the candidates had partial knowledge on the tested concept.

Moreover, 158 (7.0%) candidates scored 0 to 1.5 with poor performance failed to respond correctly to the question, most of them lacked knowledge of the terms; *Printed media*, *Non-printed media*, *Projected Media*, *Real objects* as they failed to describe them, other

candidate's answered only one term out of four terms while others answered all four terms but their description were incorrect. Some of them mixed concepts or produced other ideas to describe the terms. Example of incorrect responses of candidate who provided guessed ideas were: (a) Printed media are media which can being visual and seen example video, audio due the sense of organ (b) Non printed media these are media which are being used in writing example charts, graphs which are used in teaching and learning (c) Projected Media: This is used to simplify the teaching and learning process by memorising the knowledge to the learners. (d) Real objects: This is the traditional ways used to teacher learners' example realia as well as models. These responses revealed that this candidate had completely no knowledge on the tested concept thus even examples given does not relate to the term described. Extract 5.2 is a sample of incorrect responses from a candidate.

5	a) Printed media : The media used to simplify teaching and learning activities
	b) Non-printed material : Are all media which does not need any costs and used for simplifying the program of teaching and learning process for example of non-printed is graphs, charts
	c) Projected : This is used to simplify the teaching and learning process by memorizing the knowledge to the learners due to the use of pictures and videos.
	d) Real objects : This is the traditional way used to teacher learners example the use of specimens, sets realia as well as models which helps to keep the students' long memory and enhances the learners' creativity.

Extract 5.2: A sample of candidates' incorrect responses in Question 5.

Extract 5.2 shows that, a candidate described the terms incorrectly by guessing.

2.1.6 Question 6: Characteristics of Educational Media and Technology

This question required candidates to identify four qualities of an attractive constructed media. The question was attempted by 2,240 (100%) candidates. Data analysis shows that, 279 (12.5%) candidates scored from 3 to 4 marks, 1,282 (57.2%) candidates scored from 2 to 2.5 marks and 679 (30.3%) candidates scored from 0 to 1.5 marks. Generally, the performance of candidates was good since 1,561 (69.7%) candidates scored from 2 to 4 marks. Figure 6 summarises the candidates' performance in this question.

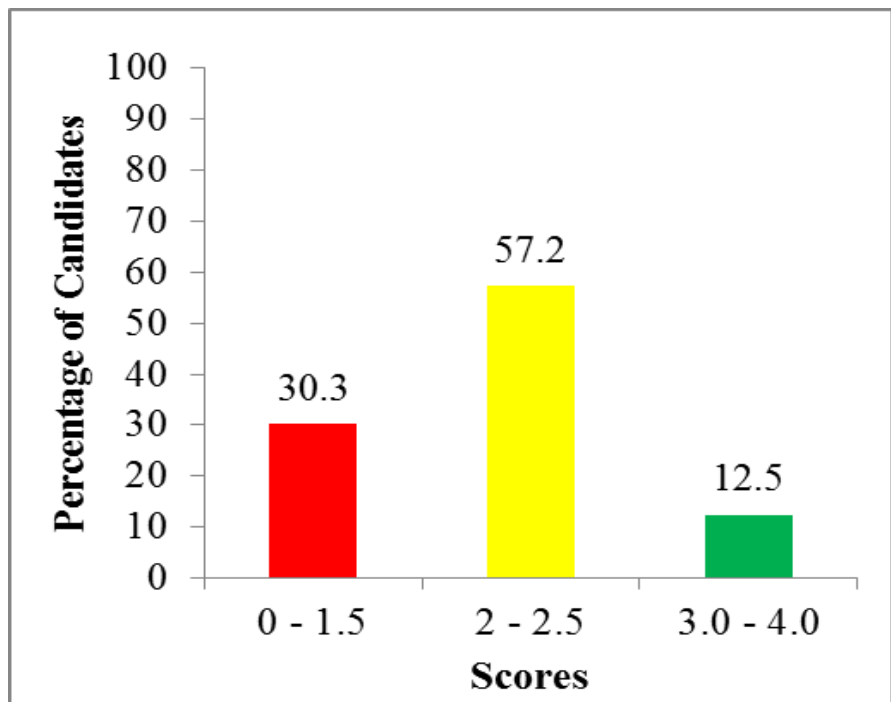


Figure 6: The Candidates' Performance in question 6.

Data analysis shows that 279 (12.5%) candidates' who had good performance understood the demand of the question and had adequate knowledge and skills on qualities of attractive constructed media. For example, one candidate's responses were; *it should be clear seen or visible to students, it should involve more than one sense organ, it should be portable, it should engage learners into higher order thinking*. Extract 6.1 is a sample of a correct response from one of the candidates.

Ob:	Qualities of an attractive constructed media are:
(i)	Should be well designed with a proportion use of colours on images.
(ii)	Should be large enough to be seen well.
(iii)	Should be durable in the manner that it can stay for a long time maintaining its stability nature.
(iv)	Should be relevant to the level of the learners and relevant to the subject matter.

Extract 6.1: A sample of candidates' correct responses in Question 6.

However, 1,282 (57.2%) candidates who had average performance mixed up correct and incorrect responses. The analysis also indicated that some of the candidates were able to give two correct responses and other two partially correct responses. Other identified all four qualities of an attractive constructed media but partially correct. For example, responses of one candidate who scored average marks were: *it should be seen clearly, it should be motivated, it should relate to the content; it should be used for a proper time*. These points are partially correct. Furthermore, 679 (30.3%) who had poor performance provided one correct and other three incorrect responses. Moreover, other 90 (4.0%) candidates who scored a 0 mark failed to understand demands of the question. For example some of the candidates identified the functions of educational media instead of qualities of attractive constructed media as demanded by the question as follows; *it motivates learners, it raises learners' interest, it enhance active participation, simplify teaching and learning process*. Other candidates who scored a 0 mark mentioned characteristics of modern media instead of qualities of an attractive constructed media such as; *it is highly quality and not local, made by an expertise, it is more efficiency, it is expensive*. Other candidates provided irrelevant points like; *prepare raw materials, prepare productive manure, drawing, to collect all materials which user used to construct effective, Rhythm, Proportional, Balance and improvised*. These show that the candidates lacked knowledge on qualities of attractive constructed media in teaching and learning and others misinterpreted the question. Extract 6.2 is a sample of incorrect response in this question

6	a Rhythm
	b Proportional
	c Balance
	d Improvised

Extract 6.2: A sample of candidates' incorrect responses in Question 6.

Extract 6.2 shows that, a candidate identified mixture of incorrect ideas in first three points while the fourth one relate to the concept of improvisation instead of tested concept.

2.1.7 Question 7: Principles of Teaching and Learning in Educational Media and Technology

In this question, candidates were required to describe four qualities of an audio script written for students learning. Data show that, the question was attempted by 2,240 (100%) candidates, of whom 617 (27.5 %) candidates scored from 3 to 4 marks, 628 (281%) candidates scored from 2 to 2.5 marks and 995 (44.4%) candidates scored from 0 to 1.5 marks. The general performance was average since 1,245 (55.6%) candidates scored from 2 to 4 marks. Figure 7 summarises the performance of the candidates in this question.

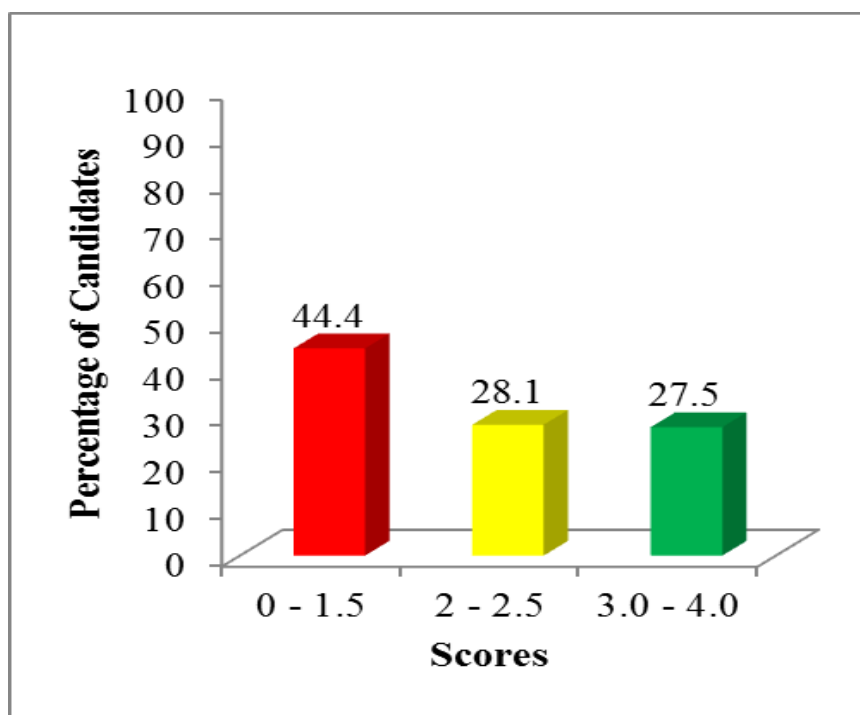


Figure 7: *The Candidates' Performance in Question 7*

Data analysis on the candidate's performance shows that 617 (27.5%) candidates with good performance understood the demand of the question and had adequate knowledge and skills on qualities of an audio script written for students' learning. Moreover, 156 (7.0%) candidates who scored full marks (4 marks) managed to describe all four qualities of an audio script as required by the question. Example of such responses were; *should use simple and precise language that can be understood by learners, should be well organized so as to compose logical meaning, it must be relevant to the concept to be learned, should not be very long.* Another candidate who scored full marks provided the following responses; *should be written in simple language, should consider the nature of the learners, should be correlated with the content, should be written and arranged in logical manner.* The analysis noted that these candidates had good mastery of subject matter on the sound recording. Extract 7.1 is a sample of good responses in the category of good performance.

07	(i)	should be heard seen clearly; to be seen by the one who recording
	(ii)	should be arranged well in sequence to give the chance to the one reading it to record in proper sequential form.
	(iii)	audio script written should be relevance with level of learner and subject matter
	(iv)	should be written in a simple language.

Extract 7.1: A sample of the candidates' correct response in Question 7.

Moreover, 628 (281%) candidates who had average performance had several weaknesses in their responses. Some of them mixed-up correct and incorrect answers, and others provided only two responses out of four. Others provided all four required points but partially correct while other just outlined all four correct points without description as question demanded thus scored average marks. For example one candidate with average marks mixed-up correct and incorrect responses as follows; *must have clear information, must have enough sound, must be clean in order to avoid scrunches, must be written in clear language*. Correct responses were; *must have clear information, must be written in clear language* and incorrect responses were; *must have enough sound, must be clean in order to avoid scrunches*. Another candidate who falls under this this category wrote two correct and two incorrect responses as; *should be well organized, should be audible, should use simple language, should have clear pronunciation*. Correct responses were; *should well organize, should use simple language*. Incorrect responses were; *should be audible, should have clear pronunciation*. These responses imply that the candidate had partial knowledge on the tested concepts.

On the other hand, data analysis revealed that, the candidates who performed poorly misinterpreted the question and hence provided incorrect answers. Most of the candidates in this category failed to understand the demands of the question as they provided the qualities of

audio sound instead of qualities of audio script written for students learning as demanded by the question. Others lacked knowledge on the audio script as they provided guess answers do which not relate to any concept. The majority wrote the following incorrect responses based on audio sound; *should have clear sound and clear instruction, should be clean to avoid scratches, should be heard well, should have high volume, must be well pronounced, should be well audible, should be possible to control the pitch*. Extract 7.2 is a sample of candidate responses from this category.

7	(i) Ethic consideration.
	(ii) Motivate learner.
	(iii) Increasing through the active participation
	(iv) Building learner interest.

Extract 7.2: A sample of candidates' incorrect responses in Question 7.

Extract 7.2 shows that, a candidate outline the first point which did not relate to any concept and other three points relate to the concept of function of educational media and technology instead of qualities of an audio script written for students learning.

2.1.8 Question 8: Educational Media and Technology and Environment

In this question the candidates were required to list four benefits of conserving school environment during preparation of educational media. The question was attempted by 2,240 (100%) candidates out of which, 582 (26.0%) candidates scored from 3 to 4 marks. Moreover 677 (30.2%) candidates scored from 2 to 2.5 marks, while, 981 (43.8%) candidates scored from 0 to 1.5 marks. The general performance was average since 1,259 (56.2%) candidates scored from 2 to 4 marks. Figure 8 summarises the candidates' performance in Question 8.

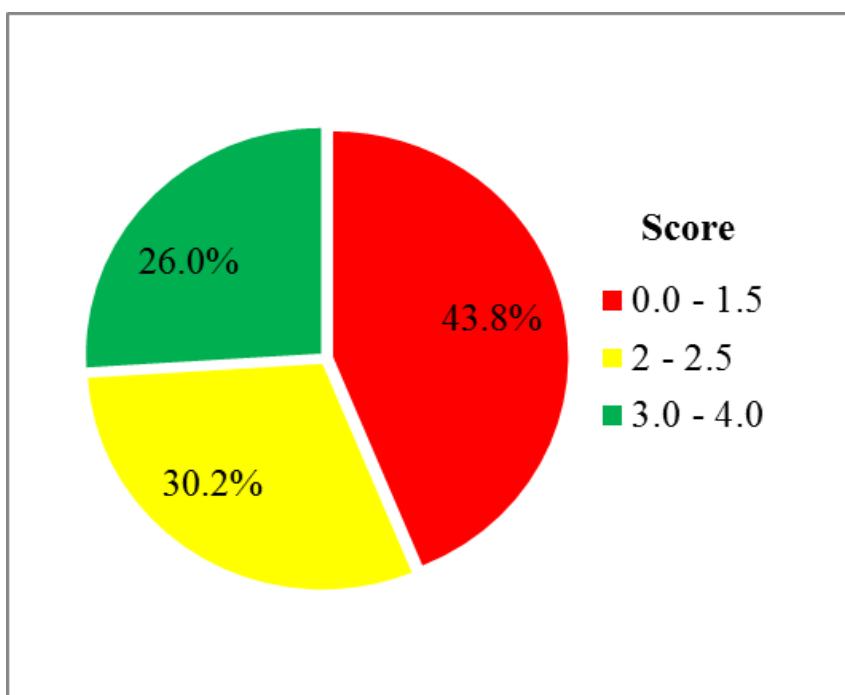


Figure 8: *The candidates' performance in question 8.*

The analysis of data indicated that, the 582 (26.0%) candidates with good performance had adequate knowledge on benefits of conserving school environment during preparation of educational media. These candidates also understood the requirement of the question thus scored high marks. For example, one candidate with full 4 marks was able to list all four correct responses as follows: *to prevent environment pollution, it helps to protect natural resources of school, to ensure safety and cleanliness, it help to reduce unnecessary accident and other dangerous situation that my harm and threat human.* The candidates response also relate directly to marking scheme. Extract 8.1 is a sample of responses in the category of good performance.

8.	(i) It helps to make environment safe.
	(ii) It makes environment attractive.
	(iii) It helps to reduce or prevent eruption of disease caused by dirty environment.
	(iv) It helps to make school environment clean and conducive for teaching and learning process.

Extract 8.1: A sample of candidates' correct responses in Question 8.

Further analysis shows that, 677 (30.2%) candidates with average performance, some listed correct and incorrect responses; others listed all four points but partially correct, others were not able to list all four points as they list less number of required points. All these led the candidates to score averagely. For instance, one candidate responses were; *it helps to preserve natural resources, it makes school environment to be attractive with good impression, it will improve learning process, it will support learners to learn better*. The correct points were; *it helps to preserve natural resources, it makes school environment to be attractive with good impression* and incorrect were *it will improve learning process, it will support learners to learn better*. The observation from analysis shows that, these candidates who scored averagely had partial knowledge and skills on the benefit of conserving school environment during preparation of educational media.

Lastly the analysis also depicts that, 981 (43.8%) candidates scored poorly. Some of these candidates misunderstood the demands of the Question and others lacked knowledge on benefits of conserving school environment during preparation of educational media. Some of the candidates who misunderstood demands of the question in this group listed functions of educational media and technology in teaching and learning instead of benefits of conserving school environment during preparation of educational media. Others listed some general benefit of conserving environment instead of concentrating on benefits of conserving school environment during preparation of educational media as follows; *it reduce soil erosion, to increase soil fertility, it prevent*

land degradation, it save energy, it save natural resources. Others candidates listed incorrect guess responses like; *to provide raw materials for the construction of educational media, reduce cost for buying raw materials, it help to get raw material for preparation of media; helps to maintain the educational media and technology, help in doing work effectively, help media to stay for a long time, enhance proper health.* Extract 8.2 is a sample of candidate's response to substantiate the above observation.

8.	i/ It help to get raw materials for preparation of media.
	ii/ It help to simply teaching and learning process. through getting raw material for construction of media.
	iii/ It help to the motivation of the Learner due to the media or constructed through environment.
	iv/ It help to maintain retention of the Learners due to cooperation of constructing media both teacher and student to the environment.

Extract 8.2: A sample of candidates' incorrect response in Question 8.

Extract 8.2 shows that, a candidate outline the first point which relate the concept stages of constructing teaching aid and other three points relate to the concept of function of educational media and technology instead of benefits of conserving school environment during preparation of educational media.

2.1.9 Question 9: Care and Maintenance of Educational Media and Technology

In this question, candidates were required to briefly explain four ways of doing cleanliness in educational media and technology. The question was attempted by 2,240 (100%) candidates out of whom 958 (42.8%)

candidates scored from 3 to 4 marks, 451 (20.1%) candidates scored from 2 to 2.5 marks and remaining 831 (37.1%) candidates scored from 0 to 1.5 marks. The general performance was good since 1,409 (62.9%) candidates scored from 2 to 4 marks. Figure 9 summarises the performance of the candidates in question 9.

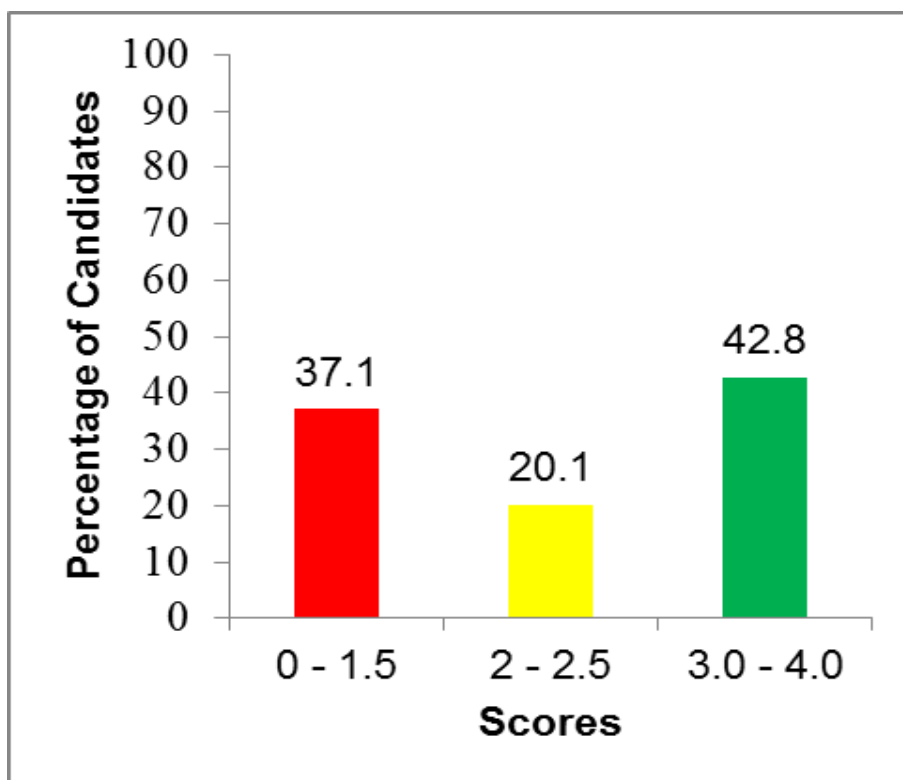


Figure 9: The candidates' performance in Question 9.

According to data analysis, the 958 (42.8%) candidate who had good performance understood the demand of the question and had adequate knowledge and skills on the assessed concept. The candidates briefly explained ways of doing cleanliness in educational media and technology correctly. In addition the points provided were clear and match with the required responses according the marking guide. The sample of correct responses from these candidates were as follows; *washing; that involves the use of water and soap to clean teaching aids like plastics and glass, blowing; involves the use of air to clean learning materials, rubbing, spraying , chemical cleanness*. Extract 9.1 is a sample of correct responses from a candidate in this category.

9.	i. water cleanliness, this involves the use of water and soap where by education media is cleaned by using water and soap.
	ii. Dust cleanliness, this involves the use of duster or clothes to clean education media for example models.
	iii. Blower, this is used to clean CD.
	iv. oil cleanliness, here oil is used to clean education media in order to remove rust especially to the media which are made up of iron.

Extract 9.1: A sample of candidates' correct response in Question 9.

Further analysis shows that the 451 (20.1%) candidates who had average performance in this question had partial knowledge and skills on ways of doing cleanliness in educational media. These candidates some briefly explained two correct and other two incorrect points. Others gave all four correct points but with partial explanation. Other candidates just list the ways of cleaning educational media without brief explanations as required by the question. All these reasons led the candidates under this category scored average marks.

On the other hand, analysis depicts that 831 (37.1%) candidate who had poor performance lacked competence in the concepts assessed. Few of them failed to understand the demand of the question. For example candidate explained the ways of keeping or storing educational media instead of how to clean them as follows; *by putting media into the cupboard, by laminating the written educational media*. Another candidate with 0 mark provided ideas related to principles of teaching and learning in educational media and technology he/she wrote; *by recycling, by improvisation, by designing, by construction*. Others candidates explained guess incorrect points such as; *collecting materials from the environment, sorting, cleanliness, processing, constructing*. Extract 9.2 is a sample of incorrect responses from a candidate who scored a 0 mark.

9.	i/Through removing from one table to another
	ii/Through high concentration to the media
	iii/Through introduction of education about the media
	iv/Through following the roles of education media and technology
	v/Through movement of the media.

Extract 9.2: A sample of candidates' incorrect responses in Question 9.

Extract 9.2 shows that, a candidate outlined the incorrect points which did not relate to any concept in educational media and technology subject.

2.1.10 Question 10: Production of Traditional and Modern Educational Media and Technology

In this question, candidates were required to outline four advantages of storing information in a flash disk. Data analysis shows that all 2,240 (100%) candidates attempted this question, out of which 357 (15.9%) candidates scored from 3 to 4 marks, 570 (25.5%) candidates scored from 2 to 2.5 marks, and the rest 1,313 (58.6%) candidates scored from 0 to 1.5 marks. In general the performance was average as 927 (41.4%) candidates scored from 2 to 4 marks. Figure 10 summarises the candidate performance in Question 10.

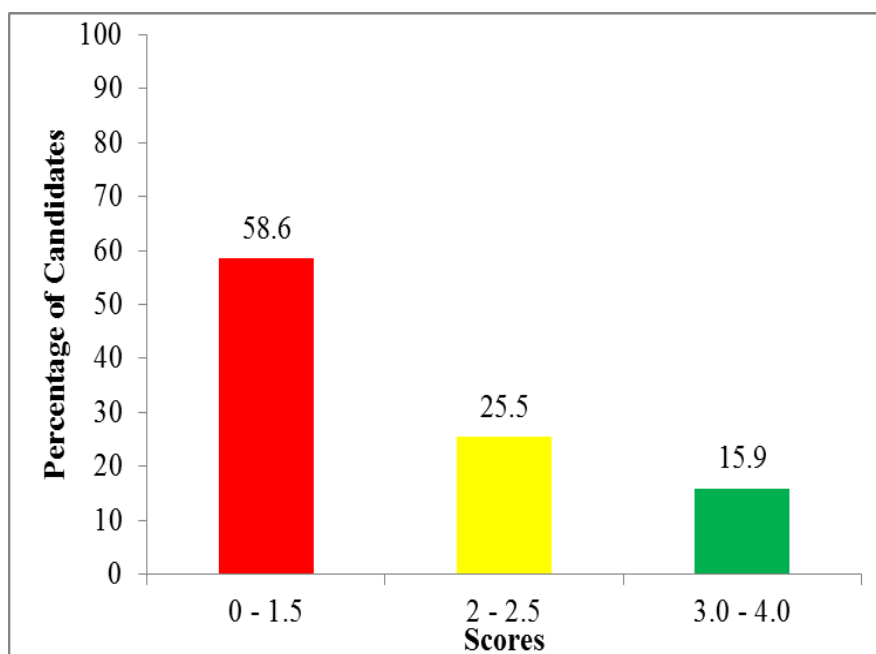


Figure 10: The candidates' performance in Question 10.

The 357 (15.9%) candidates with good performance were knowledgeable about advantages of storing information in a flash disk, as they were able to meet the demand of the question. In addition these candidates support their points with correct explanation. For example one candidate who scored highest mark in this question managed to provide correct answers like: *easy editing of the information and remove unnecessary materials before using it, easy to transfer information from one device or place to another without error, easy to handle and secure the information by creating password and user names, easy to add and update the information also to share the information worldwide through the internet and electronic devices like computer.* Another candidate with high score wrote; *the information can be kept/ stored for long time if it will not be destroyed by virus, flash disk allows easy transfer of information to the another computer, the information can be used everywhere and in any computer since the disc is portable and flexible to use, it is easy to store flash disk hence the information will not lost easily.* Most of these candidates explained their points in clear English language which enable them to wrote good arguments. Extract 10.1 is a sample of correct responses from one of the candidates who performed well in this question.

10	(i) It stay for long time for future use at school.
	(ii) Flash disk is portable from one point to another
	(iii) It saves cost of preparing another information since it's well stored in the flash disk.
	(iv) The information stored in the flash disk it can be edited according to the needs of the learners.

Extract 10.1: A sample of candidates' correct responses in Question 10.

In addition, candidates who had average performance partially explained the advantages of storing information in a flash disk. These candidates were able to provide some correct responses and other ambiguous incorrect responses. For instance, one candidate with average performance wrote; *information to be used for the future, to have a quick reference about a certain stored information, to be used for administrative activities, it helps to make decision concern about the information stored.* In these responses two of them were correct i.e. *information to be used for the future, to have a quick reference about a certain stored information* while the other two responses were incorrect. Some of the points provided by these candidates in this category were difficult even to understand what the candidate intended to communicate in his or her incorrect answers. Generally analysis shows that, these candidates had partial knowledge and skills on advantages of storing information in a flash disk.

On other hand, the analysis of candidates' responses shows that, 1,313 (58.6%) candidates with poor performance were not aware of the advantages of storing information in a flash disk. These candidates outlined the guess answers which were incorrect. Analysis also shows that these candidates lacked communication skill in English language. The responses from these candidates were; *easily remember, we store in order to prevent coming contact with viruses, it is easy usable, it bring motivation trough teaching process, easy to catch information, it reduce*

time of cost. Other candidates who scored low mark also gave irrelevant answers on the advantages of storing information in a flash disk, for example a candidate outlined the uses of flash disk in general instead of outlining the use of flash disk in teaching and learning process, the candidate outlined as follows; *it helps to enhance remembering to the people, it provides a way of entertainment to the people through listening music to flash disk, it improves thinking capacity among the people.* Another candidate explained incorrectly as follows; *it keeps memory, not easy to be biased, it avoids liars.* These responses proved that, the candidate in this group lacked knowledge and skills on the advantages of storing information in a flash disk. Extract 10.2 is a sample of poor response in this question.

10.	i) It help in getting feedback
	ii) It help to Improve Teaching and learning Materials or resources
	iii) It help to Simplify Communization
	iv) It help in Motivation the learner during teaching and learning process.

Extract 10.2: A sample of candidates' incorrect responses in Question 10.

Extract 10.2 shows that, a candidate outline the points which relate to the concept of function of educational media and technology instead of advantages of storing information in a flash disk.

2.2 SECTION B: Essay Questions

2.2.1 Question 11: Principles of Teaching and Learning in Educational Media and Technology

In this question candidates were required to account for reasons of improvising teaching aids in the teaching and learning process. This question was attempted by 2,179 (97.3%) candidates. The performance of candidates in this question was good as 1887 (86.6%) candidates scored from 6 to 12 marks. Further analysis shows that, 74 (3.4%) candidates scored from 10.5 to 12 marks, 1,813 (83.2) candidates scores

from 6 to 10 marks and 292 (13.4%) candidates scored from 0 to 5.5 marks. Figure 11 summarises the candidates' performance in Question 11.

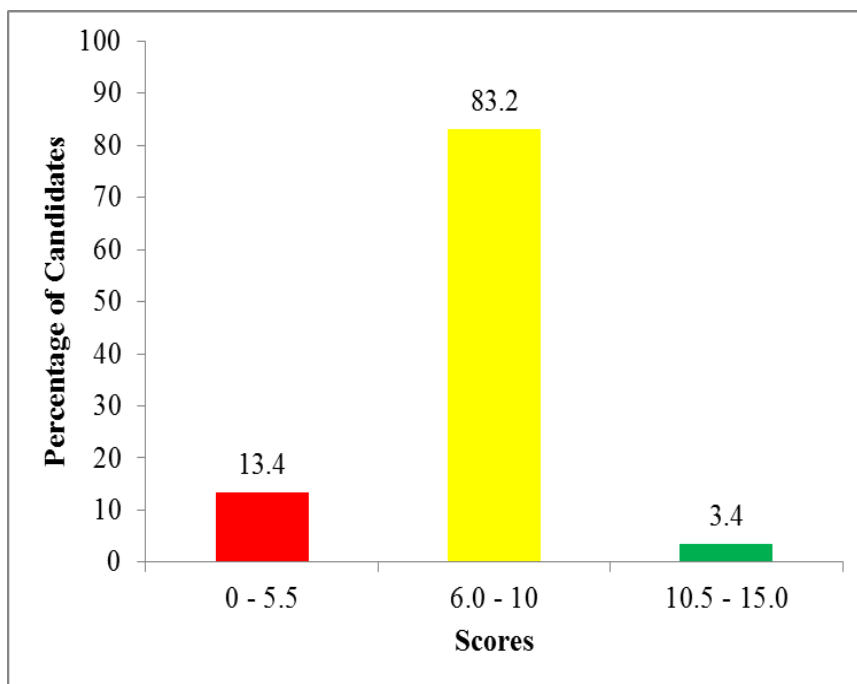


Figure 11: The candidates' performance in Question 11.

Analysis shows that few candidates 74 (3.4%) scored with good performance in this question. These candidates understood the question and had sufficient knowledge on the reasons of improvising teaching aids in the teaching and learning process. They presented well organized essays with clear introduction, points supported by factual details and as well as good conclusions. The variation in their performances was determined by clarity of their responses and the ability to provide relevant explanation to support their answers. In this question no candidate scored full marks, the highest marks from the candidate scores was 12 out 15. An Example of correct responses from these candidates is as follows: *it makes utilization of local materials, it involves learners in creating teaching aids, increase creativity and innovation among teachers and learners ensure understanding among learners, it save cost and money.* Extract 11:1 shows a sample of responses from one of the candidates in this category.

11 Improvisation refers to the act of using local environment by the teacher and learners to prepare teaching and learning material or aids. While Teaching aids refers to all materials used in teaching and learning process to facilitate the understanding of language and written words. The following are the reasons of improvising teaching aids in the teaching and learning process.

To ensure availability of teaching and learning materials that is through the act of using the local materials including boxes, plastics as well as paper. It make easy teacher to facilitate teaching and learning thus is among the reason of improvising teaching aids in the teaching and learning process.

It reduce cost that is there are some of materials especially purchased materials are very expensive thus it make many people fail to have those materials needed to be used during teaching and learning process. So in order to avoid high cost it is better to improvise teaching and learning aids from the local environment.

To conserve environment furthermore the act of using Materials from the local environment that is the use disposable materials like water and soda bottles, boxes as well as

11	<p>glass and metal materials also papers in steady of dumping them to the environment surrounding.</p> <p>To enhance creativity more over the act of using the waste product and disposed materials like bottles, plastic as well as papers and boxes it help to enhance creativity to the people when using the local materials in improvising teaching and learning aids.</p> <p>To save time also the major reasons of improvising teaching aids in teaching and learning process it help to save time is instead of going to buy those materials needed for teaching and learning process through improvisation of teaching aids it help him or her to save time.</p> <p>Generally improvisation of teaching aids it help in facilitation of the person in the classroom, It help to draw attention of the learner once the teaching aids improvised is more attractive also it help to solve language problem to the learners and learners will be motivated to the lesson prepared.</p>
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Extract 11.1: A sample of candidates' correct responses in Question 11.

Likewise, analysis shows that candidates the 1,813 (83.2%) candidates who had average performance, some mixed-up correct and incorrect points in their explanations. Others were able to account all five reasons for improvising teaching aids in the teaching and learning but surported

with irrelevant explanation. Also other candidates provided less number of points out of five required by the question while most of them these candidates explained weak points as follows; *to simplify teaching process, to promote confidence to the teacher, to attract interest of the learner, to motivate the learners, to make attention to the learners*. Such responses show that these candidates had partial knowledge on reasons of improvising teaching aids in the teaching and learning process.

On the other hand, 292 (13.4%) candidates who scored poorly lacked competence in subject matter and had poor communication skills in English language as they provided unclear explanation. Some of the candidates explained the functions of teaching aids in teaching and learning process instead of accounting for reasons of improvising teaching aids as follows: *in order to solve language barriers, to make permanent memory, increase creativity and curiosity, in order to pay attention to the learners, increase motivation for the learning, it improve critical thinking to the learner, learners to enjoy the lesson, it may help to create long term memory to the learners* One candidate with low score wrote weak points without enough explanation such as: *to bring new style of presentation, to rescue unexpected situation, to arouse learner's interest, to make students be attentiveness, to motivate learners*. The data analysis shows that apart from providing weak points, these candidates also provided irrelevant introductions and conclusions. Extract 11.2 shows a sample of candidate's response in this category.

11	<p>Impersonation; Is the process of using local materials to present the real object used by the teacher during the class, teachers they use local materials or object to present the real one in order to make the understanding of the student and to be competent to the subject given, due to that there are causes or reasons of impersonation as follows:</p> <p>To identify the item to be impersonated; Is the process of teacher using the real object needed to impersonated with a local materials due to that teacher choose the item needed and put the procedure to make it or to impersonate it from real object or item to the local one due to that can help teacher to improve teaching aids in the teaching and learning process.</p> <p>To understand basic principles according in its working; Is that also teacher should understand the basic principle to apply in its work for example to know whether the item needs which materials to be collected and made it when teacher know that it may will be easy to handle to create the item used as a teaching aid in the classroom.</p> <p>Design and draw a rough sketch of an item; Also teacher should draw the item needed to be impersonated on a rough of paper and also to sketch it whether its a map, beaker, house or any thing due to that teacher should know how to make it due to draw it and sketch it through a rough of paper.</p> <p>Have the list of material needed; Is that also teacher should make the list needed to make impersonation because when he/she sketch and draw on a rough of paper need to have a paper, sheet, mark pen, glue, and more in order to make your impersonation to be relevant to the learner and also to allow learner to have the attention imitation or imitation to the learner.</p>
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11	<p>Destruct the item according to the given procedure; The teacher should destruct the item according to the given procedure need for example helche create the physical material and need to show students how to switch the light and off it so helche should create three wires red wire, white and black wire which can relate to them to know things needed due to that can help the teaching aids to be improvised.</p> <p>Generally into improvisation there are importance of improvisation, it create learners ability in critical thinking. It create retention to the people, they form image according to the teaching and given to the lesson. It make them easy to get information.</p>
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Extract 11.2: A sample of candidates' incorrect response in Question 11.

Extract 11.2 shows that, the candidate provided the points which related the idea of stages to be followed when constructing teaching and learning aid instead of accounting for the reasons of improvising teaching aids in the process teaching and learning.

2.2.2 Question 12: Types of Educational Media and Technology

In this question, candidates were required; to show how technological change in Tanzania has transformed teaching and learning process in Secondary schools. The question was attempted by 843 (37.6%) candidates out of which, 100 (11.9%) candidates scored from 10.5 to 12.5 marks, 652 (77.3%) candidates scored from 6 to 10 marks; and 91 (10.8%) candidates scored from 0 to 5.5 marks. According to data, the general performance was good as 752 (89.2%) of the candidates attempted this question scored from 6 to 15 marks. Figure 12 summarises the candidates' performance in Question 12

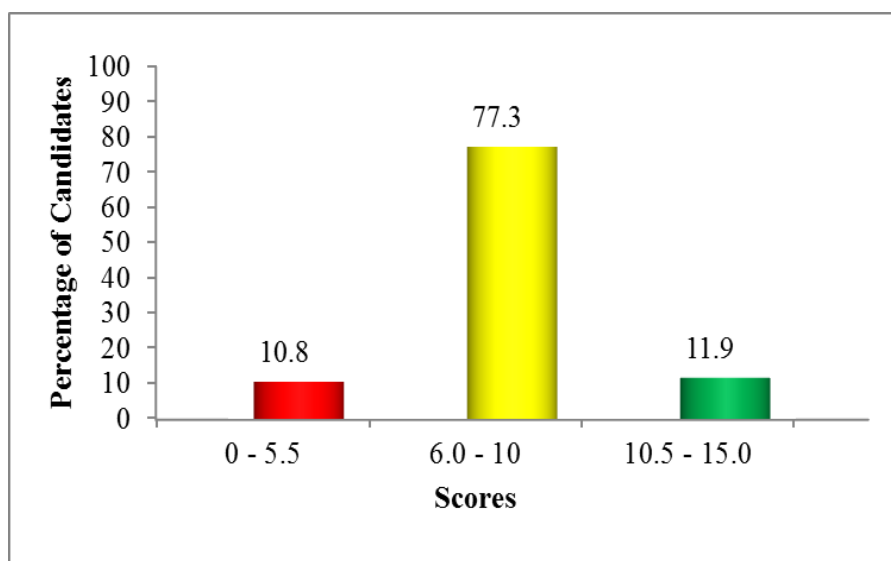


Figure 12: The candidates' performance in Question 12.

The analysis shows that, 100 (11.8%) candidates scored with good performance. In spite that no candidate passed with full marks (15), these candidates managed to show how technological change in Tanzania has transformed teaching and learning process in Secondary Schools. According to the question demand candidates is required to show the use of modern media in teaching and learning like the use of computer, Television, Projector, Phone, Radio, camera, Tape recorder, Bulletin board and Flip sheet etc. The candidates in this question presented essays with clear introduction, correct points supported by relevant explanation as well as relevant conclusions. Example of the candidates correct responses were: *it simplifies the process of teaching and learning using computer, television, and projector etc, it simplified communication process learning using phones, online learning using radio, television etc, it saves time in teaching and learning process for example using projectors, access of learning materials for both teachers and learners*; For example one candidate with high score responses were; *through the use of computer, through online learning, through radio, through use of magazines, journals, etc. through designing of teaching and learning aids using computer*. Such correct responses implied that these candidates had enough knowledge and skills on subject matter and they understood the question. Extract 12:1 is a sample of a candidate's response to illustrate this analysis.

12.	<p>Technology is the application of science that governed people to perform different task at a short period of time. This is influenced by the globalization that makes the world as a global village. The following are the reasons on how technological change in Tanzania has transformed teaching and learning process in Secondary schools.</p> <p>Through the application of computer's, Technological changes in Tanzania is brought to accelerate the increase number of computer users, this is the device that helps to simplify things to the people it done a hard task for a short period of time. Foreexample the teacher use the computer as a supportive material instrument in teaching and learning process.</p> <p>The application of projected aids, this is the device that is used to enlarge the image of the size materials that prepared by the teacher. This is the modern media that appeared due to the influence of science and technology. Foreexample during the classroom the students they enjoy much the lesson when teacher is teaching by using the projector.</p> <p>Through the increasing number of smartphones, Through smartphone teacher have the ability to share different ideas with other teachers by downloading different materials through the internet and whatsapp or facebook pages in order to facilitate the effective learning in the classroom.</p> <p>Through using speaker's and microphone during the teaching and learning process in order to accumulate the voice for the whole class. For example, this happen during for the schools that have a large number of students in the classroom sessions.</p> <p>Through using the television as the teaching aid, this lead to the transferring of the knowledge from what the teacher has taught to what the student is observing. Foreexample the television helps the student to create a longterm memory in their mind according to what they have seen in the television.</p> <p>All in all the technological change in Tanzania helps to speed up the educational system in our country because the students they understand well, hence it facilitate the good performance for the students to their studies.</p>
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Extract 12.1: A sample of candidates' correct responses in Question 12.

Furthermore, analysis shows that 652 (77.3%) candidates with average performance. Most of these candidates provided the weak points which are not direct according to the marking guide. For example the candidates gave the weak points like; *simplifying teaching and learning, it save time of for preparation of teaching and learning, It crate motivation to the learners, It increase performance of the secondary school, Reduce the cost of buying books for students*. Those points are correct but weak, the candidates were required to show how modern media improve teaching and learning process. Some mixed correct and incorrect points in their explanations. It was also noted that some of the candidates in this category provided less number of points than the required and some of the explanation and examples were not relevant to the points. This shows that the candidates had partial understanding on the concept tested.

Further analysis shows that, the candidates who scored poorly most of them made repetition in their points on the use of computer in teaching and learning and forget use of other modern media like projector, Television, Radio broadcasting, Tape recorder, Camera, Phone etc. For example candidates made a repetition in explaining points as follows; *through record by using computer, trough preparing materials for teaching by using computer, Though entertainment e.g., teacher can show game by using computer, Through searching materials by using computer, Through keeping library books by using computer*. All these points fall under one point that is use of computer, this lead them to score low marks. Other candidates in this category also provided incorrect responses which were not related to requirements of the question, this indicate that they misunderstood the question, some of them describe transformation based on global change like; privatization, globalization. For example, one candidate provided the following unrelated responses *as. Develop new curriculum, political stability, poor infrastructure, insufficient of teaching and learning materials, lack of salary*, these responses implied that the candidate confused the term transform as political and economic changes. Another response of a candidate who misunderstood the question wrote; *utilization of the resources, provision of science teachers to the different secondary schools, provision of house for the teachers, improvement of social services like electricity and water supply, eradication of poor beliefs in some society*. These candidates explained the impact of technological

change economically, politically and socially and not in teaching and learning process. The responses imply that the candidates lacked knowledge on tested concepts and failed to understand demand of the question. Extract 12.2 is a sample candidate's responses.

12.	<p>Technology :- Is the application of scientific knowledge of doing some thing. For example Computer, Radio, Television etc. Technological change in Tanzania has transformed teaching and learning process through the following ways.</p> <p>Through cut from magazine :- This is because cut from magazine it led to the change of technology in Tanzania in teaching and learning in secondary schools.</p> <p>Through poster design :- The designing of poster it led to the better transformed teaching and learning process in secondary schools.</p> <p>Through T-shirt design :- Also through T-shirt design it transformed teaching and learning process in secondary schools in Tanzania.</p> <p>Through book covers :- The process of designing book covers to put out side the book it led to the transformed teaching and learning process in secondary school in Tanzania.</p> <p>Through optimal half supporting time :- This is another way which led to the transformed teaching and learning process in secondary schools in Tanzania.</p> <p>Therefore through this way the technological change in Tanzania has transformed teaching and learning process in secondary schools.</p>
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Extract 12.2: A sample of candidates' incorrect responses in Question 12.

Extract 12.2 shows that a candidate identified incorrect responses which did not relate to any concept which seems to be guessing answer.

2.2.3 Question 13 Categories of Educational Media and Technology

In this question, candidates were required to give four elements which a teacher has to consider when evaluating a reference book appropriate for teaching and learning.

The question was attempted by 1,096 (48.9%) of the candidates and their performance was as follows: 115 (10.5%) candidates scored from 10.5 to 12 marks, 898 (81.9%) candidates scored from 6 to 10 marks and 83 (7.6%) candidates scored from 1 to 5.5 marks. According to these data, the general performance was good since 1,013 (92.4) of the candidates scored from 6 to 12 marks. Figure 13 summarises the candidates' performance in Question 13.

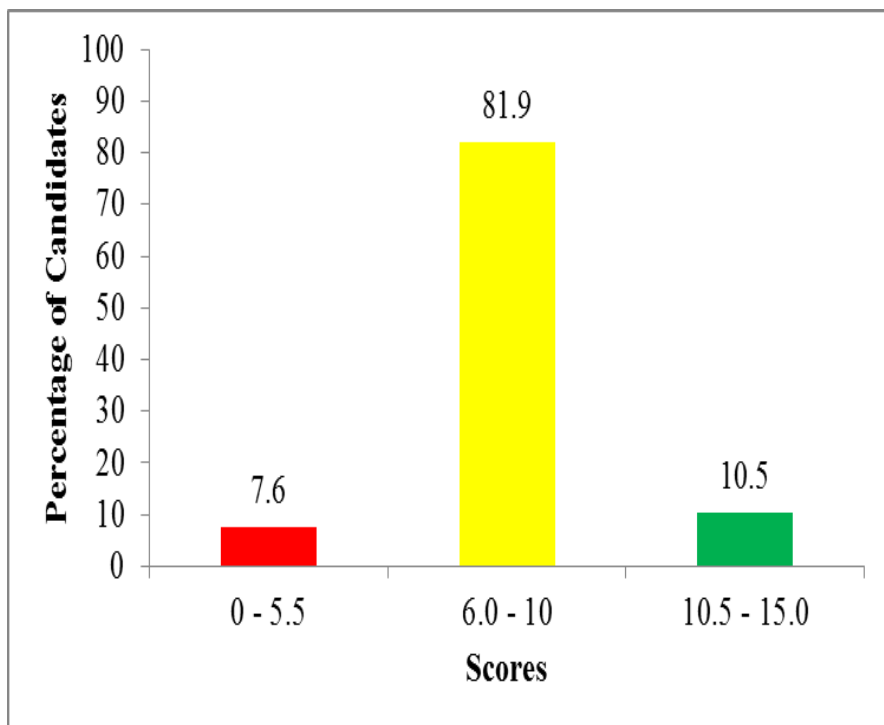


Figure 13: The candidates' performance in Question 13.

Further analysis indicated that the candidates who scored with good performance managed to provide correct introduction and clearly explained elements that a teacher has to consider when evaluating reference book appropriate for teaching and learning as required by the question. These candidates gave the correct elements as follows; *organisation of the materials, content coverage, the author of the book, language used, quality of outer cover, level of the learners*. For instance, one candidate with high score wrote; *the language used, relevance to the level of the learners, different illustration and activities should be clear, good arrangement of the content, Should relate to the content according to syllabus*. These shows that the candidates understand the question and had sufficient knowledge on the concept tested as shown in Extract 13:1.

13.

Reference book: This is the books which can be used for making more referring about a certain information for the aim of acquiring more information. And this reference book can be textual or non textual material. So reference book they are used for more extracting a certain information about something.

Therefore the following elements which a teacher has to consider when evaluating a reference books appropriate for teaching and learning as follows:

A teacher should consider about the content: It means that before a teacher decide to use a certain books as a reference for teaching and learning he/she should evaluate about the content that is within the books. It means that the content that is within the reference book should relate with the specific class. If is form one the content should reflect form one and if is form two the content should reflect form two. So through looking this teacher should allow the reference to be used in teaching and learning process.

A teacher should consider about the arrangement of topic and sub-topic. It means that a teacher before he/she decide to use a certain books as a reference he/she should observe or look about the sequencing or arrangement of ideas that should start from simple to complex. So through looking this if the book has, it should be allowed to be used in teaching and learning.

A teacher should consider about language used. It means a book so as to be good it should use a language according to level of class. It means should use simple language which can help students to understand to whom the read. So also teacher should consider language used.

Also students task and well illustration should be considered. It means that a good reference or a good book should have a good illustration or diagram. So through looking this will help the students and teacher to gain more knowledge and skills. For example if a geography book have no any diagram that book are not be supported to be used as a reference because geography is all about diagrams. So a teacher before he/she suggest a reference book to be used for teaching and learning well diagram and illustration should be considered.

Therefore generally above are the factors that should be considered by a teacher when he suggest reference books to be used in teaching and learning. Therefore the following are the importance of considering the reference books to be used such as it will create or enhance more understanding to students, it will avoid students to acquire unnecessary information as well as it will lead increasing of students performance.

Extract 13.1: A sample of candidates' correct response in Question 13.

Likewise, the analysis shows that 898 (81.9%) of candidates with average performance, some gave required points but failed to provide relevant explanation. The candidate gave correct points while explanation was incorrect. Others made repetition of points thus scored average marks, for example candidate gave points with repetition like; *consider level of the learner, consider age of the learners*, this is a same point. Another candidate made repetition of points as follows; *consider the content of the subject, consider the syllabus of the subject*, this two are same point. These candidates some provided irrelevant introduction and conclusion due partial knowledge.

Furthermore, the analysis shows that 83 (7.6%) candidates scored poorly. Observation from analysis of the candidate's scripts depicts that these candidates had poor mastery of the subject matter (reference books) as supplementary material in teaching and learning. These candidates also gave guess points. Other points were repeated twice and thrice. Others gave one to two points out five required points. For example the candidates gave incorrect points like *consider the time, consider size of the class, should be prepared by the expert, development of the learners* looking on these responses most of them are guess points. Some candidates confused the term elements as used in designing teaching and learning aids instead of elements to be considered when evaluating reference book. Another candidate under this category gave incorrect points as; *Introduction, main body, summary, conclusion*. Extract 13.2 is a sample response from a candidate script in this category.

13 Reference books are the books that contain different informations or different materials that are used in teaching and learning process in such a way that they can be used in teaching and learning process to different areas. The following are the elements which a teacher has to consider when evaluating a reference book for teaching.

Form, In evaluating reference and reference book we must consider the value of the book in order to be able to use it effectively or appropriately in teaching and learning process so we must consider the form of books that we are evaluating in such a way that it may be used in teaching and learning process that are effectively in teaching.

Value, We must also consider the value of the book that we are evaluating in teaching and learning process in such a way that they must be able to manage different kinds of materials with their value in such a way that they must be able to manage and implement different kinds of materials that were used in teaching and learning process.

Space A teacher also must be able to consider the space of the book that are used in teaching and learning process in such a way that they can be used in different considerations that were provided and maintained in teaching and learning process. A teacher must be able to consider the space of the book that were provided to select or to evaluate in order to be used in teaching.

13	<p>shape, A teacher also must be able to consider the shape of the book that are used or that are making evaluation on such kind of book in teaching and learning process insuch away they must provided different kind of books that were provided in teaching and learning process because we must be able to evaluate a kind of book that were must making their evaluated but they are not-much for future use.</p> <p>Line, Also a teacher consider the-line in the book that must have the big written information that are size and they provided to managed and Making media teaching and learning insuch away a teacher must be able to use different kind of media that are used in teaching and learning process so a teacher must consider</p> <p>Generally in teaching and learning-different media can be used either printed media like computer, overhead projector, printer or Modern media like sign, song, dancing, painting and story telling the all of those must be used in teaching and learning process.</p>
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Extract 13.2: A sample of candidates' incorrect responses in Question 13.

Extract 13.2 shows that, a candidate gave incorrect responses which seems to be guess answer which did not fit to the tested concept.

2.2.4 Question 14: Function of Educational Media Technology

In this question, candidates were required to assess how educational media maintain retention of the learners in the learned concept. This question was attempted by 1,569 (70.0%) candidates. Further analysis shows that, 87 (5.54%) candidates scored from 10.5 to 14.5 marks, 998 (63.6%) candidates scored from 6 to 10 marks and 484 (30.9%) candidate's scored from 0 to 5.5 marks. The general performance can be classified as good because 1,085 (69.2%) candidates scored from 6 to 14.5 marks. Figure 14 summarises the candidates' performance in Question 14.

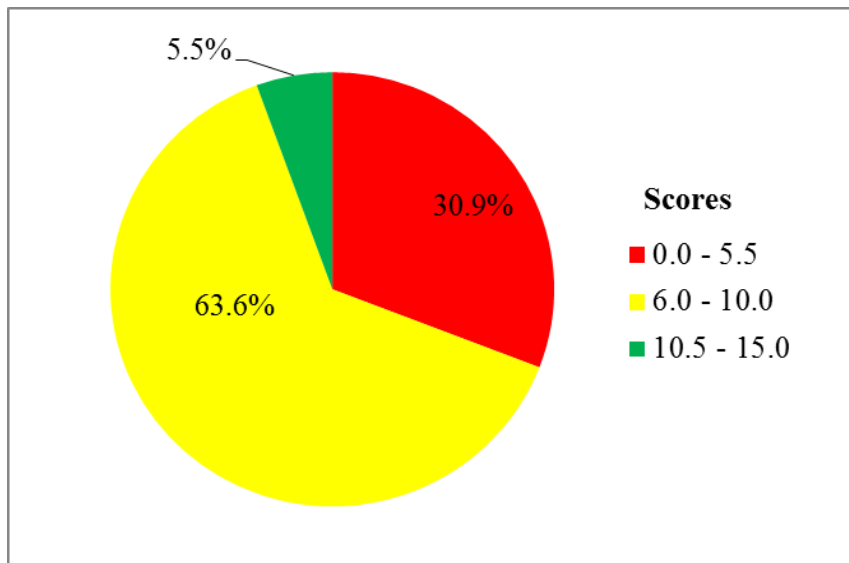


Figure 14: The candidates' performance in question 14.

Further analysis shows that, the 87 (5.54%) candidates who had good performance meet the requirement of the question. These candidates provided correct responses on how educational media maintain retention of learned concept. The explanation of those correct responses were clear, they also used correct examples to support their points. This led them to score high marks. The candidates in this group also provided relevant introduction and conclusion. The correctness of their responses however differed; those who scored 14.5 marks were more

conversant with the concepts than the others. They provided correct points such as: *it encourages active participation, it develops interest to learners, it draws the attention of the learners in learning content, it encourages reasoning skills and improve thinking capacity of the learners, it encourages cooperation and learning by doing or practice. it motivate learners, encourage the use of more than one sense organ.* Extract 14.1 shows a sample of correct responses from one of the candidates in this category.

14

Retention: Is a process. ability of remembering (recalling) something, The whole process of retention must start with receiving idea (understanding) in order to enhance retention in teaching and learning it is advised to use educational media, The educational media these are materials (real things) that can be used in process of teaching and learning. Here down is are points that shows how educational media maintain retention of The learners in The learned content:

Using of media enhance active participation: In a learning environment active participation is 'very important', and educational media simplified this process, when student participated fully in a process of teaching and learning process of asking, question, answering question increase the retention of The learned content.

Enhances use of sense organs: Example: when you using multimedia involve audio, visual and audio visual, through this the retention will increase, because it help even The student with learning impairments Example: A deaf can see but can not hear. If media is used they can watch video and understand content well hence it increases retention.

It enhances The creativity outside of The class: Example: using of real things like insects and flowers that are found around the school and home, it increase creativity, means student will involve in doing practical activities outside of the class, and sometimes when they see The aids materials they remember about The taught content Example: Using of egg, beans, maize in nutrition.

14	<p>Mediarises The interest of the learners:</p> <p>Example: When your tired listening a teacher you can use a computer application to play video explaining the certain content and start to learn again with confidence and new desire.</p> <p>Involving student during media preparation and designing : There in teaching media and learning media, a student should prepare The media that can be used in teaching and learning process, so the process of involving student in preparing the media will increase the memory and knowledge of the student, at the same time will increase the creativity.</p> <p>All in all : Teaching and Learning process aim to change The individual according by using education as a tool, and what measures a student- it is not what a student have learned but it is ^{is} what are student remember.</p>
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Extract 14.1: A sample of candidates' correct responses in Question 14.

Furthermore, the 998 (63.6%) candidates who scored average marks were able to give the required number of points but provided unclear explanations to justify their arguments. They also repeated some of the points which denied them to score high scores. Others mixed up correct and incorrect points. For example, one candidate in this category who

mixed-up correct and incorrect points gave the following responses: *by rising student interest to learn, by encourage practice in the learned concept*, other incorrect points like: *encourage the use of mnemonics*. Most candidates with average score in this question provided correct points like; *motivate students, arouse interest, help learner to be creative, use of more than one sensory organ, use of attractive media*, but failed to provide clear explanation on how the above points contributed to the retention of the learned concepts. Analysis revealed that this candidate had partial knowledge on how educational media maintain retention of the learners in the learned concept.

Further analysis shows that 484 (30.9%) candidates had poor performance. The analysis shows that, these candidates lacked knowledge on the examined concept. Observation from analysis shows that, majority of these candidates provided the function of education media and technology and failed to explain how those function helped to maintain retention of the learners in the learned concept. Some of the candidates provided incorrect responses as follows: *it emphasize electronic learning, it show hearing techniques that can be used by learners, are used to store learning materials. Through choosing a good methods and techniques, through given notes, through given test and examination, through question and answer, don't use diagrams if real things are present*. Others failed to understand the demand of the question as they provided the qualities of a good educational media instead of how educational media maintain retention as follows; *should be relevant to the topic, local materials should use in construction, should be simple, should solve language barriers, appropriate to the age of learners, relevant to the content*. For example one candidate gave the ways in which teaching can be retainable to learners as instead of how educational media maintain retention of the learners in the learned as; *using teaching and learning aids, teaching and learning methods, teaching and learning strategies, instructional media, improvisation*, Extract 14.2 is a sample of a candidate's response in this category.

14	<p>Educational Media are the Media that facilitate or used to simplify teaching and learning. Retention is the process of remembering / applying what have been learned in school context and be applied to an out of school context.</p> <p>Through Learners prior Knowledge through what the learner try to remember. On Consideration of the Experience of he / she has hence Maintain retention.</p> <p>Through Retrieval and practice when the learner Make to retrieval to be able to get the Concept from long memory to working Memory hence Maintain retention.</p> <p>Recalling / Experience of the learner through Experience Means It is how a learner store information of what learned earlier early and tend to provide information according to the Experience.</p> <p>Applying out of School Context Through Applying out of School Context this may show how Educational Media Maintain Retention in Learning Context.</p> <p>Improved Performance Through Retention the Outcome is Improving in performance because the student's Remember Through their Memory.</p> <p>Therefore Educational Media Maintain Retention on the Learner through the Explained Above Factors.</p>
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Extract 14.2: A sample of candidates' incorrect responses in Question 14.

Extract 14.2 shows that, a candidate gave incorrect responses which seem to be guess answer which did not relate the concept.

2.2.5 Question 15: Characteristics of Educational Media and Technology

In this question were required to describe five factors to be considered when selecting and preparing teaching and learning media. The question was attempted by 2,215 (98.9%) candidates. However, this question was the most highly performed since 2,201 (99.4%) candidates were able to score from 6 to 15 marks; Further analysis shows that 1,710 (77.2%) candidates scored from 10.5 to 15 marks, 491 (22.2%) candidates scored from 6 to 10 marks and few 14 (0.6%) candidates scored from 1 to 5.5 marks. Figure 15 summarises the candidates' performance in Question 15.

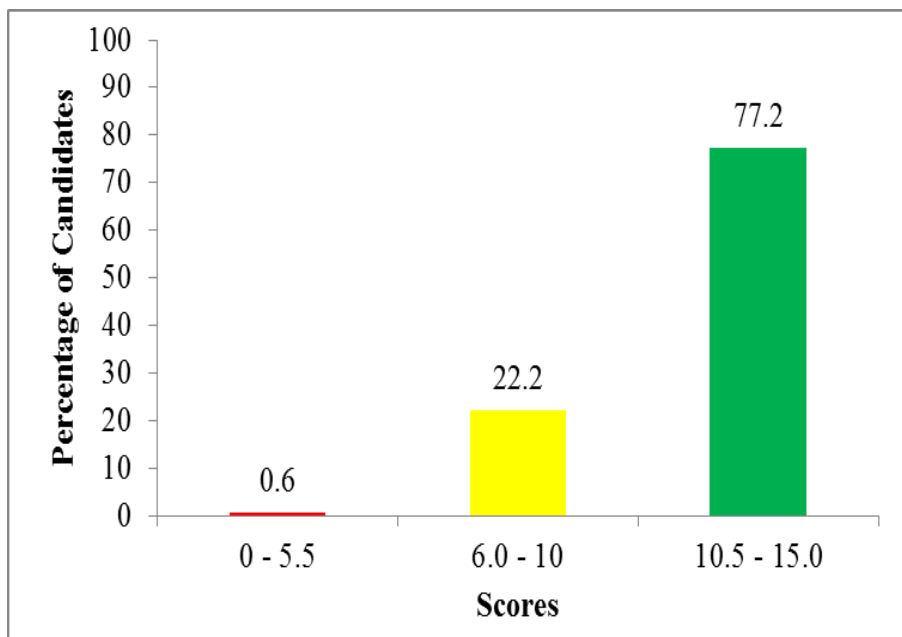


Figure 15: The candidates' performance in Question 15.

Analysis shows that, the 1,710 (77.2%) candidates with good performance had sufficient knowledge on factors to be considered when selecting and preparing teaching and learning media. These candidates managed to provide relevant introduction and clearly described points as the question demanded. Some of the correct responses of candidates in this category were: *it should be relevant to the level of the learners, it should be relevant to content, it should consider cost of media, it should consider language used, availability of materials to be used in construction, time for preparation, size of class, physical environment*

of the class. These candidates also wrote relevant conclusions. In addition the candidates had understood the demand of the question. Moreover, most of these candidates had good communication skills in English language as they explain their points clearly. Extract 15:1 is a candidate's response in this category.

15.	<p>media is anything used to communicate information. Teaching and learning media are means of communication which are used to deliver information in teaching and learning process.</p> <p>teaching and learning media are categorized in Printed media, non-printed media, liquid media and gaseous media.</p> <p>The following are factors to be considered when selecting and preparing teaching and learning media:</p> <p>Nature of the subject matter; some content needs special media in order to be well understood and comprehended by learners. Not all media can fit the need of content to be learned. Example literature needs real situation to expose the meaning of a certain context like story telling, songs as well as documentaries.</p> <p>level and age of the learners. Teaching and learning media simplify ability to comprehend concept when it is relevant to level and age of learners. Matured learners can interpret the information provided by means of written documents and graphics compare to young children.</p> <p>Objectives of the lesson; Training media must successfully fit the requirements of the lesson in order to reach the intended objectives of the lesson. Example student need to have ability distinguish spoken literature from written literature a teacher must use audio media and printed media.</p>
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15	<p>Flexibility and durability of teaching and learning media. Selection of teaching and learning media should consider the flexibility. This means material used can be changed at any time during teaching and learning process. Also should bring learning environment friendly. to learn Example bad smell and dust is not durable to learning environment.</p> <p>Availability of resources: A teacher must conduct a simple research on the availability of resources that can be used in preparation of a certain media to be used in teaching and learning process. Example, Audio-visual media needs access to power, television as well as storage and camera (digital).</p> <p>Therefore teaching and learning media must be in a sense that all students must be free to learn in the presence of a particular media in teaching and learning process.</p>
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Extract 15.1: A sample of candidates' correct responses in Question 15.

Moreover shows that 491 (22.2%) candidates with average performance had some weaknesses in their responses that led them to score average marks. Most of these candidates provided the correct points but their explanation was not clear, among them their others who repeat to write the points in explanation. For example, candidate explains the point as follows; *Number of the student within the class; this means that before*

preparing a media you have to consider the number of students within class. It was revealed that these candidates had partial knowledge on the factors to be considered when selecting and preparing teaching and learning media. Few candidates mixed correct and incorrect responses and others provided less number of points than the demand of question. Further analysis shows that, these candidates had partial skills in essay writing, and therefore they were able to correctly identify the required points but failed to describe their points in detail as the question required. Others even failed to provide conclusion. All these weaknesses contributed to the candidates scoring average marks.

Few candidates 14 (0.6%) with poor performance in this question lacked knowledge on the examined concept. These candidates failed to describe the factors to be considered when selecting and preparing teaching and learning media. The candidates also some of them had poor communication skills in English language as they described points with some poor sentences and grammatical error. Others provided repetitive points like; *level of the learners* and *age of the learners*, as a different point, *size the class* and *number of students* as different points, *relevant to the content* and *relevant to subject matter* are same. These candidates were not able to provide correct introduction and conclusion; even the examples given were not supportive to the points. Extract 15.2: represent the responses of candidates in this category.

15	<p>Teaching and learning is the continuous transfer of people from one place to another. This are the factor to be considered when selecting and preparing teaching and learning are.</p> <p>Confidence. This are the teaching and learning material when the factor to be considered when selecting and preparing goals and confidence when the selecting to prepare the confidence that the fact was the teaching and learning considered then selecting prepare the confidence.</p> <p>It must be knowledge skills. This are the factor to be considered when selecting and preparing teaching and learning media the knowledge skill this are the confidence of history teacher are the knowledge content.</p> <p>Ability of learner or level of learner. This one factor to be considered with when selecting and preparing teacher and learning media the ability of the learner when teacher was the selecting of the learner then can be the learner level this are competence when the class.</p> <p>It must be mastering of the content. This are the factors to be consider to be considered when select skill this are the factor when influencing the generally that the education media and technology education media that the obedience in the family.</p> <p>It must be material. This are the learner shall be the learner was the consider that the taught when the learning achieves achievement are consider the influencing the activities then can be learned in the skilled.</p> <p>Generally: This factor to be considered when selecting and preparing teacher and learning media in Islam when are selected in teaching is very important of the preparing and teaching and learning.</p>
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Extract 15.2: A sample of candidates' incorrect responses in question 15.

Extract 15.2 shows that a candidate described the responses which seem to be guess answer which could not fit to the concept. The candidates also provided unclear description as he/she used poor English Language which is difficult to understand what the candidate is intended to communicate in those incorrect responses.

2.2.6 Question 16: Types of Educational Media and Technology

In this question, the candidates were required to explain five impact of poor organisation in using radio broadcast for teaching and learning. This question was attempted by 1,052 (47.0%) candidates. The performance of candidates in this question was follows: 7 (0.67%) candidates scored from 10.5 to 12 marks, 979 (93.1%) candidates scored from 6 to 10 marks and 66 (6.3%) candidates scored from 0 to 5.5 marks. Generally the performance was good as 986 (93.7%) candidates scored from 6 to 12 marks.

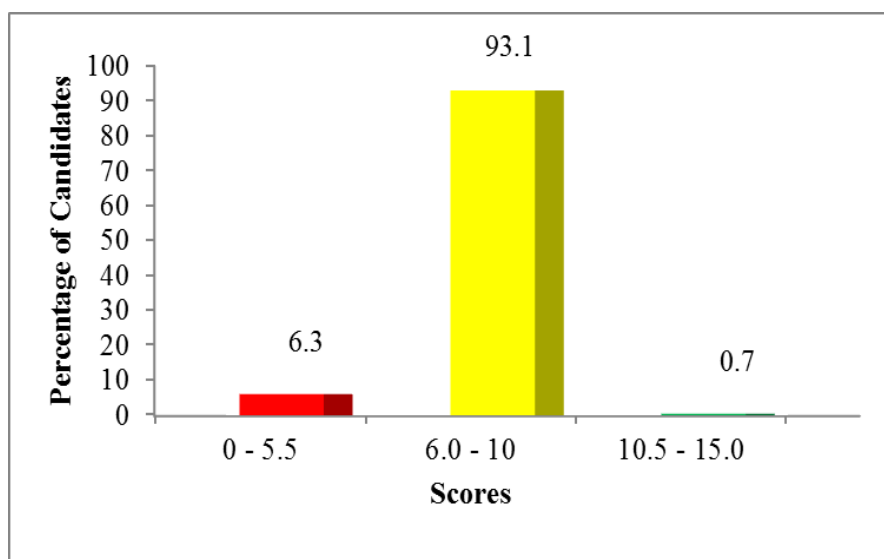


Figure 16: The candidates' performance in Question 16.

From the analysis of candidates' responses, the few 7 (0.67%) candidates with good performance had good understanding of the question. They were also knowledgeable on uses of radio broadcast as were able to explain impact of poor organisation in using radio broadcast for teaching and learning. They presented organized essays, with relevant introduction, required number of points as well as relevant

conclusions. The variation in the candidates' performances in this category was determined by the clarity of their responses and the ability to provide sufficient explanation. For example, the candidates provided the following correct points as; *loose of concentration to learners, misunderstanding of the concept, inactive participation of the learners, Time consuming, Failure to meet intended objectives, it do not motivate learners. Learners lose concentration*; Extract 16.1 is a sample of a candidate's responses in this category.

16.	<p>Radio Broadcast. This is the media used in teaching and learning through the use of recorded sound or voice for Organization in learning radio broadcast for teaching and learning may accelerate to the following impacts.</p> <p>Discourage student understanding. This means the use of voice or sound which is recorded in poor Organization leads the students to fail in understanding the learned subject matter which lead to discourage teaching and learning process. Example the use of radio voice or sound which does not relate with what students learn leads difficulties for students to understand the lesson.</p> <p>Discourage active participation. This involves failure of students to participate effectively in teaching and learning process failure of students in participating caused by failure in understanding the media used in teaching and learning process. So the poor Organization of radio broadcast discourage active participation to the students.</p> <p>Time consuming in media using. This means the use of time in order to set the media in order to be used effectively in teaching and learning. Time used in organization of media is ready of saving time. So poor Organization of radio broadcast makes time consuming in using of media during teaching and learning.</p> <p>Undermine critical thinking. Due to the poor Organization of media used in teaching and learning leads difficulties to the students to think critically on what they learn. So poor Organization of radio broadcast leads difficulties for students to be critical think critically hence poor acquiring of knowledge to the students.</p> <p>Therefore, through poor Organization of radio broadcast may leads failure of students to capture the lesson, hence shortage of learning interest, so there should be effective Organization of teaching and learning media.</p>
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Extract 16.1: A sample of candidates' correct responses in Question 16.

Analysis also revealed that the majority 979 (93.1%) candidates who scored average marks in this question had partial competence on the concept of radio broadcasting for teaching and learning. Some were able to give correct impacts with insufficient explanation. Moreover, others mixed up correct and incorrect points in their explanations, and others provided less number of points as require. These points were correct but lacked relevant or clear explanation thus the candidate scored average marks. One candidate with average marks mixed correct and incorrect points as follows; *language barrier, lack of confidence* which are incorrect and *poor motivation, lack of active participation, poor retention failure to capture interest of the learners*, which are correct. The candidates in this group also provided weak points which led them to score the average marks.

Lastly, 66 (6.3%) who scored poorly lacked competence in the subject matter (radio broadcasting), and insufficient ability to explain their points in English language. Further analysis revealed that, some of the candidates failed to understand demand of the question as they explained factors hinder radio broadcast for teaching and learning instead of impact of poor organisation in using radio broadcast for teaching and learning. One candidate, for example, responded by citing such factors as: *absence of network, time limited, and presence of viruses and difficult to store information*. Extract 16.2 is a sample of responses from one of the candidates in this category.

16	Teaching: This refers to the process of imparting knowledge to the learners
	Learning: This refers to the process of sharing knowledge between teacher and learner or students. The impact of poor organization are:
	There is no learner-centred/centered due to poor organization in using radio broadcast for teaching and learning the learner will not concentrate on the lesson.
	It does not cater the individuals due to its focus only on one skills which is listening skills this will lead to poor organization of the learners
	Broadcast of a radio for teaching and learning it is for specific time which lead to some learners/students to miss the lesson hence organization.
	No noting of the point: This is due to poor organization in using radio broadcast for teaching and learning process
	No specific teacher during presentation of the lesson which will lead to learners despite the lesson during teaching and learning process.
	Last all above are points/impact of poor organization in using radio broadcast for teaching and learning.

Extract 16.2: A sample of candidates' incorrect responses Question 16.

Extract 16.2 shows that, a candidate gave the points which did not relate to any concept which seem to be a guess answers.

3.0 PERFORMANCE OF CANDIDATES IN EACH TOPIC

The Educational Media and Technology examination items were set from 8 topics as follows: *Principles of Teaching and learning Educational Media and Technology*, *Types of Educational Media and Technology*, *Categories of Educational Media and Technology*, *Functions of Educational Media and Technology*, *Characteristics of Educational Media and Technology*, *Production of Traditional and Modern Educational Media and Technology*, *Care and Maintenance of Educational Media & Technology* and *Educational Media and Technology and Environment*.

The analysis of candidates' performance in each topic shows that, candidates had good performance in six topics out of the eight assessed topics. The candidates' performance was good in the following topics; *Categories of Educational Media and Technology* (93.7%), *Characteristics of Educational Media and Technology* (84.5%), *Types of Educational Media and Technology* (82.9%), *Principles of Teaching and Learning in Educational Media Technology* (71.1%), *Function of Educational Media and Technology* (69.2%), *Care and Maintenance of Educational Media and Technology* (62.9%). The performance was average in three topics, namely *Educational Media and Technology and Environment* (56.2%) and *Production of Traditional and Modern Educational Media and Technology* (41.3%). An appendix is attached for further illustration.

4.0 CONCLUSION

Statistical data analysis for each question shows that the candidates' overall performance in Educational Media and Technology subject was good. The analysis shows that the candidates' good performance was caused by the ability of candidates to meet various criteria, terms and condition of examination and the candidates' academic ability to understand the demand of the questions. The candidates had sufficient knowledge on the subject matter in relation to curriculum objectives for Diploma in Secondary Education Examination (DSEE). However, candidates with poor performance revealed lack of these factors. The major reasons for poor performance were misinterpretation of questions which led to candidates' provision of irrelevant answers contrary to the demands of the questions and lack of knowledge in assessed concepts. It was also revealed that candidates who performed poorly lacked essay writing skills and had insufficient English language communication skills.

5.0 RECOMMENDATIONS

- (a) Observation on analysis of students' responses shows that, most of the candidates who performed average and poor failed to show the difference in their short and essay items responses as they respond on essay the same as short answer responses, while essay items need detail elaborations. The tutor has to direct student teacher how to respond in short answer and in essay items.
- (b) The candidates who performed poorly show lack of knowledge and skills on content assessed. Colleges should equip resources' rooms for students and tutors to practice and prepare aids for teaching and learning. This will help student teachers to know various education media and how to use them in the classroom lessons.
- (c) Analysis shows some of the candidates failed due to misinterpretation of the questions which led to provide incorrect answers. Tutors should guide student teachers on how to approach examination questions especially on the key words used in examination e.g. examine, explain, analyse, identify, elaborate, outline, etc and how to respond on competence based questions.
- (d) Tutors have to take measures to improve Student-teachers communication skills in English Language particularly on sentences and grammar in order to provide meaningful concepts in examination.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN
EDUCATIONAL MEDIA AND TECHNOLOGY SUBJECT**

S/N .	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Categories of Educational Media and Technology	2	92.72	93.7	Good
		5	92.95		
		13	92.43		
2.	Characteristics of Educational Media and Technology	15	99.37	84.5	Good
		6	69.69		
3.	Types of Educational Media and Technology	16	93.73	82.92	Good
		12	89.21		
		1	82.28		
		4	66.47		
4.	Principles of Teaching and Learning in Educational Media Technology	11	86.60	71.09	Good
		7	55.58		
5.	Function of Educational Media and Technology	14	69.15	69.15	Average
6.	Care and Maintenance of Educational Media and Technology	9	62.90	62.90	Average
7.	Educational Media and Technology and Environment	8	56.21	56.2	Average
8.	Production of Traditional and Modern Educational Media and Technology	3	41.21	41.3	Average
		10	41.38		

