

MODULE FIVE: EXAMINATION SYSTEM IN TANZANIA

Module coverage

- ❖ Historical perspectives
- ❖ Types of examinations in Tanzania
- ❖ Methods of establishing standards
- ❖ The structure and Format of examinations in Tanzania
- ❖ Recurrent issues and complaints about examinations


Historical Perspectives


- Historically, examinations in Tanzania trace their origin to the British colonial examinations. Omari (2012) notes that the examination system in Tanzania was part and parcel of the colonial structure
- The examinations were a reflection of what was going in the education system in England and in the commonwealth countries
- The examination were the same in all British colonies including Tanzania and were administered centrally in England or in designated countries.



Historical Perspectives

- ▶ Has its origin from the British colonial examinations.
- ▶ It was part and parcel of the colonial structure (Omari, 2012)
- ▶ The examination were the same in all British colonies
- ▶ Administered centrally in England or in designated countries

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- ▶ Exams were mainly for **selection** – very few were selected for further education and training
 - ▶ Very competitive
 - ▶ Very strict selection process - (norm- referenced rather than criterion referenced)
 - ▶ Due to limited opportunities the selection was arbitrary as many gifted students were left out.



Types of Examinations During the Colonial Period


1. British School Entry Test

- ▶ Were tests in verbal and visual form used by missionaries before the advance level of formal education) to select few kids who showed advanced level of development in terms of visible cleverness and high level of activity to join Bush school.
- ▶ Bush school were designated for kids to learn the rudiments of reading, writing, number skills and religion or the catechism
- ▶ Children would stay for two years before joining primary school



2. Primary School Entry Test

- ▶ It was meant to find out a child who was ready to join a one room primary school
- ▶ It was through observation (physical appearance + touch the ear) and verbal interviews
- ▶ Most early primary schools had up to class II only but children could stay in primary school and for several years as there was no where to go next.



3. Standard Three Entry Examinations

- ▶ For entry in grade three
- ▶ They will go through grade three and four in the same schools or be taken to other schools that was offering those two sets of grades.
- ▶ All examinations below class III were mostly localized, set and administered by the schools or neighbouring schools



4. The Standard Four Examinations

- ▶ Was the most formal and important examinations
- ▶ Had a national character and was administered at district level with mediation from all powerful Regional education Offices
- ▶ It was a written exam supplemented with interviews.
- ▶ Selected students were to go through grade IV to VII
- ▶ The standard four examination continued until 1964.
- ▶ From 1964 primary education was made 8 years and then 7 years in 1968.



5.The Territorial Standard VII Examination

- It was the most important examination in one's life as it:
- Determined who got a white collar job and who did not
- Determined who could access most training facilities, such as teaching, nursing and police
- It was a written exam supplemented with interviews for those showing promise of being selected



6. The Territorial Standard X Examination

- ▶ It was the most important examination
- ▶ It was intended to filter, control and select very few bright to join the white schools, such as Tabora boys




7. The Cambridge Overseas School Certificate (Ordinary Level)

- It was intended for British colonies and mandated territories
- Every student had to sit for all subjects, including English, Literature, Mathematics, Biology, chemistry, Physics, History, Geography and Civics
- To get a General certificate of education, one had to pass English




8. The Candidate High School Certificate (A-Level)

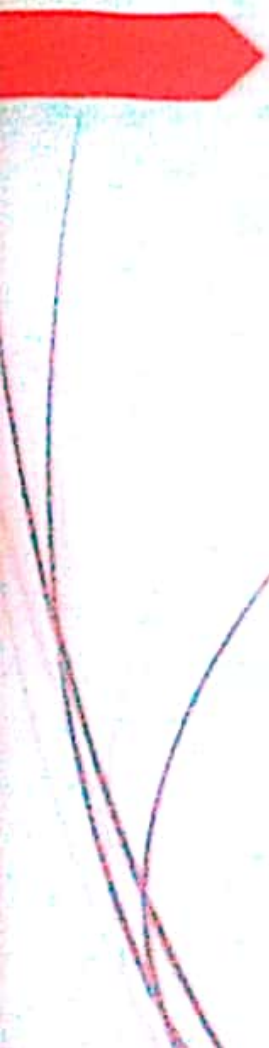
- Africans started to offer this examination in 1960 and was the only way to get to the university education either at Makerere University or in the Commonwealth including England.
- Those who did not pass this examination could take Diploma programmes, such as in teaching and agriculture




Examination system after independence

- ▶ Soon after independence 1961, the need to reform the examination system and the education in system Tanzania emerged so as:
 - ▶ To remove the segregation between Africans, Indians and European schools and
 - ▶ To provide quality and relevant examinations
- ▶ Thus, the 1962 Education Act was established to this effect
- ▶ By 1967, the East African Legislative Assembly (EALA) by Act of parliament created the east African examination Council with the head office in Nairobi, Kenya in order to conduct academic and technical examinations in the three East African countries

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- ▶ While the EALA was expected to cut relations with the Cambridge, in some partner states, some syllables such as for mathematics and English were still formulated, moderated and marked by Cambridge Examination Syndicate
 - ▶ Following the formulation of Education for Self reliance paper policy in 1967, Tanzania became more skeptical about the desirability of this supra national examination body.

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- ▶ Tanzania decided to pull completely out of east African Examination council in 1971.
 - ▶ Then the curriculum and examinations section of the Ministry of Education was responsible for all examinations
 - ▶ The National Examinations council of Tanzania (NECTA) was then established by law in 1973.the regional arrangement and established its own local structure for national examinations



Functions of NECTA

- i. To formulate examinations policies which are consistent with national policies
- ii. Assume responsibility for examinations in Tanzania, and to make provisions for centres and places for examinations
- iii. Receive from other persons and bodies materials relating to examination policies and consider and review examination policies as circumstances will require

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- IV. Cooperate with other persons and bodies in the orderly development of examinations
 - V. Conduct examinations and award certificates, diploma and other awards



TYPES OF EXAMINATIONS AND OBJECTIVES

1. Standard Four National Assessment (SFNA)

- It is an assessment exam

2. Primary School Leaving Examination (PSLE)

- It is a selection exam (to join form one for government schools)
- Objectives include: - to assess learners understandings of the basic skills and abilities in reading, writing and arithmetic and the extent to which they can use such skills in solving pertinent problems in life
- Identify learners with capacity to continue with secondary education and other training institutions



3. Form Two National Assessment (FTNA)

- It is mainly for curriculum assessment

4. Qualifying Test (QT)

- It is a qualifying test
- For candidates intend to sit for CSEE
- Focus on testing knowledge and skills equivalent to NFNA exam



5. Certificate of Secondary Education Examination (CSEE)

- It is an achievement test
- Offered to candidates who have completed 4 yrs of sec education and those who passed FTNA exam or QT
- Also to repeaters of the same exam who registered themselves as private candidates
- **Objectives:-** assess students' skills and knowledge achieved in different subjects at secondary school.
- To weigh the extent to which the student can use the skills gained




6. Advance Certificate of Secondary Education Examination (ACSEE)

- It is an achievement exam
- For candidates who have completed 2 years of advanced secondary education and have three credits at CSEE
- **Objectives:-** to assess learners' knowledge and ability to pursue with further education such as diploma and degree courses
- To examine the extent to which learners can use skills gained to meet the social, political, economic and technological challenge for individual and the national development at large.

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7. Grade A Teachers Certificate Examination (GATCE)
 8. Grade A Teacher Special Course Certificate in Special Needs Education Examination (GATSCCE -SNE)
 9. Diploma in Technical Education (DTE)
 10. Diploma in Secondary Education Examination (DSEE)

Pass standards for CSEE and ACSEE

Grade	Pass mark	Description
A	75 - 100	Excellent
B+	60 - 74	Very good
B	50 - 59	Good
C	40 - 49	Average
D	30 - 39	satisfactory
E	20 - 29	Unsatisfactory
F	0 - 19	Fail

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- ▶ Grade D C, B, B+ and A in any subject is a pass
 - ▶ A, B+, B and C is a credit and principal pass for CSEE and ACSEE respectively.



Continuous Assessment (CA)

- ▶ Education for self-reliance policy necessitated the combination of continuous assessment (CA) and final national examination (FE) score for grading a student
- ▶ The practice is 30:70 (30 CA; 70 FE)
- ▶ Starting 2014 for CSEE and 2015 for ACSEE CA scores are distributed as follows

CA contribution for CSEE

	Type of examination	contribution
1	FTNA	10
2	First term - Form three	05
3	Second term – form three	
4	Form four Mock exam	10
5	Project	05
	Total	30

CA contribution for ACSEE

	Type of examination	Contribution
1	Form five first and second term	15
2	Form six mock	10
3	Project	05
	Total	30

- In cases where the candidate did not do project work mock exam for form four and six will contribute 15 points instead of 10
- Formula for scoring:

$$\text{CFM} = \partial 1 * \text{FEcm} + \partial 2 * \text{CAcm}$$

Whereby:

CFM = Candidate's Final Mark

$\partial 1$ = ratio score for FE

$\partial 2$ = ratio score for CA

FEcm = candidate's FE mark

CAcm = Candidate's CA mark

Example: take this score for candidate X in Geography who score 13 FE and has the following CA

	Classroom assessments			Project
Form II	Form III term 1	Form III term 2	Form IV mock	
89	92	93	95	68

Solution:

a) contribution for form two exam in CA is $(15/30) \times 89 = 45.5$

b) Contribution for form III & IV in CA is $(92 + 93 + 95)/3 = 93.3$

then $(10/30) \times 93.3 = 31.1$

c) Project contribution in CA is $5/30 \times 68 = 11.3$

d) Total CA is $45.5 + 31.1 + 11.3 = 87.9$

e) Final score with the ration of 30:70 will be

$$CFM = a_1 * FE_{cm} + a_2 * CA_{cm}$$

$$CFM = 70/100 \times 13 + 30/100 \times 87.9$$

$$CFM = 35$$