

**AN ANALYSIS OF TEACHER PREPARED EXAMINATION QUESTIONS IN HISTORY AND GOVERNMENT ALONG BLOOMS TAXONOMY ON THE COGNITIVE DOMAIN: A CASE STUDY OF SECONDARY SCHOOLS IN BURETI DISTRICT.**



**BY**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTERS OF PHILOSOPHY IN EDUCATION-HISTORY EDUCATION: DEPARTMENT OF CURRICULUM INSTRUCTION AND EDUCATIONAL MEDIA.**

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## ABSTRACT

History and Government occupies an important position in the secondary school curriculum, it contributes to overall achievement of National goals of education. History is essential in every society because of its ability to transmit concepts such as nationalism, democracy and civilization that enlighten members of a given society and thus enable them to play an effective role in its development. The study sought to achieve the following objectives: establish the level of questions tested in the classroom and assessment tests, establish the validity of questions during the instructional process and assessment tests, to describe the type of responses provided by learners and to describe learners' quantity responses during classroom instruction. The study which was carried out in Bureti District was guided by Bloom's Taxonomy along the cognitive domain. The study utilized the descriptive design of research. It involved collecting data in order to answer questions concerning the current status of the subject under study. Data was collected using interviews, observation and document analysis in selected schools in the district. Pre-test was carried out through pilot study to ensure reliability of the instruments. Simple random and purposive sampling techniques were employed. Descriptive data statistics were used which included mode, mean, median and percentages. It was hoped that the findings would be useful in improving the evaluation process in History and Government both in classroom instruction and in assessment tests. The findings would also act as a guide to policy and curriculum developers in evaluation process in History and Government. The research findings indicated that History and Government teacher prepared questions in Continuous Assessment Tests and during instruction do not largely relate to Bloom's Taxonomy along the cognitive domain. History and Government teachers should therefore balance the setting of questions by setting questions that cut across the six levels of Bloom's Taxonomy along the cognitive domain