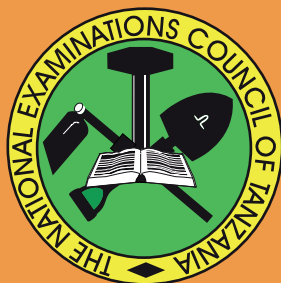


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2018**

712 HISTORY

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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712 HISTORY

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this book on the Examiners' Report on the Performance of Candidates in Diploma in Secondary Education Examination (DSEE) 2018 on History. This report provides feedback to Student-teachers, Tutors, Parents, Policy makers and the public in general on the performance of candidates.

The Diploma in Secondary Education Examination marks the end of two years of Diploma in Secondary Education. It is a summative evaluation which among other things shows the effectiveness of the education system in general and education delivery in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the student-teachers in their two years of Diploma in Secondary Education.

The analysis presented in this report is intended to contribute towards understanding of some of the factors that determined candidates' performance in this subject. The feedback provided will enable the educational administrators, college managers, tutors and student-teachers to identify proper measures to be taken in order to improve candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from tutors, student-teachers and the public in general that can be used to improve future examiners' reports.

Finally, the Council would like to thank all the Examination Officers, Examiners and all who participated in 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) 2018 in History subject. The examination assessed competences according to the 2009 syllabus.

The paper consisted of sixteen questions which were distributed in three sections, namely A, B and C. Section A consisted of ten compulsory short answer questions while, sections B and C consisted of three essay type questions each. The candidates had to choose two questions from each section. Candidates were required to attempt a total of fourteen questions. The performance in Section A which had maximum of four marks in each question is considered to be good if the candidates score from 3.0 to 4.0 marks, 2.0 to 2.5 marks is average performance and 0.0 to 1.5 is poor performance. In Sections B and C, good performance ranges from 10.5 to 15.0 marks, 6.0 to 10.0 marks is average, and 0.0 to 5.5 is poor performance. This performance is represented in the figures and appendix; green colour represents good performance, yellow colour represents average and poor is represented by red colour.

The performance in each topic is ranked as poor, average or good if the percentage of the candidates who scored 40 percent or above of the total marks allocated to the question lies in the range of 0 – 39, 40 – 69, and 70 – 100, respectively. The report is intended to give feedback to the educational stakeholders on the performance of the candidates on each question by indicating question requirements, as well as the strengths and weakness in the candidates' responses. Some sample extract of answers from some of the candidates are provided for each question.

A total of 418 candidates sat for History paper in 2018, out of which 398 candidates (95.22%) passed, while 20 candidates (4.78%) failed. The general performance in this paper is good because 398 candidates (95.22%) out of 418 candidates scored 40 percent and above. It is expected that this report will enable tutors and student-teachers to improve the teaching and learning process in History subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A

2.1.1 Question 1

This question was set from the topic “Pre-colonial African States”. It required the candidates to state four motives which forced Portuguese to develop interests with East African Coast during the 15th century. The question was attempted by all candidates who sat for the examination. The analysis indicates that a total of 324 candidates (77.5%) scored poorly from 0.0 to 1.5 marks, 76 candidates (18.2%) had an average score from 2.0 to 2.5 marks, and the remaining 18 candidates (4.3%) had good score from 3.0 to 4.0 marks. The general performance in this question was poor. Figure 1 summarises the performance in question 1.

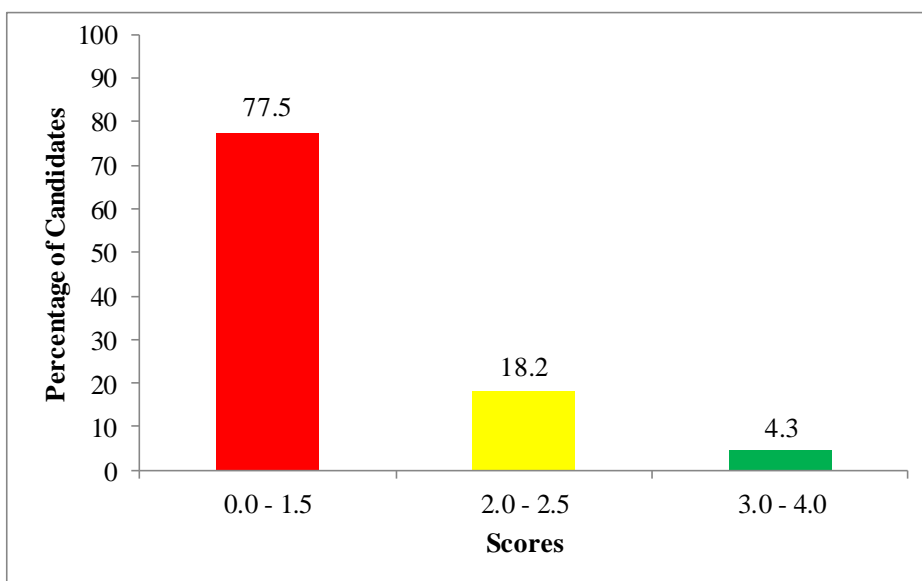


Figure 1 indicates the percentage of the candidates' score in question 1.

The poor performance in this question was caused by failure of the candidates to understand the requirement of the question, thus providing irrelevant answers. For example, one of the candidates provided colonial motives in East Africa during the last quarter of 19th century, instead of the

Portuguese motives during 15th century. A number of candidates mentioned *searching for areas for investment of capital, searching for market, and searching for cheap labour*. In other extremes, one candidate stated *agriculture motives, fishing motives and keeping livestock* which were incorrect responses. Extract 1.1 shows a sample of the candidates' poor response in this question.

Extract 1.1

1	The Motives which forced the portuguese to develop interests with East African Coast during the 15 th century are
	(i) searching area for investment
	(ii) searching for raw materials
	(iii) searching for cheap labour
	(iv) searching area for market of Manufacture goods.

Extract 1.1 shows the response of the candidate who stated colonial motives in East Africa, instead of Portuguese motives in East African Coast.

On the other hand, 76 candidates (22.5%) had average score from 2.0 to 2.5 marks because of their failure to understand the demands of the question correctly and inadequate knowledge about motives for Portuguese intrusion in East African coast during the 15th century. Those candidates failed to distinguish between motives which forced Portuguese to develop interests with East African coast during the 15th century and the motives of the Dutch settlement at the Cape of Good Hope in South Africa during 17th century. Some of those candidates mixed-up the two motives in this question. For example, one of the candidates stated points like *Portuguese wanted to control trade, the presence of good climatic condition, presence of good harbour and fresh water* as some of the motives which forced Portuguese to develop interests with East African coast which were correct answers, but mixed with incorrect point of *distributing fruits to other European ships along the coast* which were the motives for the Dutch settlement at the Cape of Good Hope in South Africa during the 17th century. Extract 1.2 shows a response of one of the candidates with average score in this question.

Extract 1.2

1 st	(i) The Portugueses wanted to control the trade routes in East Africa coast
	(ii) The presence of good climatic condition
	(iii) To distribute fruits for other European shipped along the coast.
	(iv) The presence of good harbor and fresh water.

Extract 1.2 shows a response of the one of the candidates who mixed-up the motives of Portuguese in East African Coast during the 15th century with those of Dutch settlement at the Cape of Good Hope in South Africa during 17th century.

On the other hand, the analysis shows that, the candidates who scored 3.0 to 4.0 marks had enough knowledge and good mastery of the topic. This enabled the candidates to understand the requirements of the question, hence provided relevant answers such as:

The coast was to serve as a restocking point for the Portuguese ships heading to Far East, they wanted to share and control the trade which was carried out by the Arabs, Persians and Indians, the east African coast had good natural harbor that provided inlets for safe ship anchorage and they wanted to control the coast so as to levy tax the coastal merchants for the king of Portugal.

2.1.2 Question 2

This question was set from the topic “Principles of Teaching and Learning History”. The candidates were required to mention four rules of cooperative learning. This question was answered by all the candidates who sat for the examination. The general performance was poor because 396 candidates (94.7%) scored from 0.0 to 1.5 marks, 19 candidates (4.6%) scored on average from 2.0 to 2.5 marks, and only 03 candidates (0.7%) scored 3.0 to 4.0 marks, which was good performance.

The candidates who scored 0.0 to 1.5 marks in this question failed to understand the demands of the question, hence ended up providing wrong answers. The analysis indicates that some candidates mentioned rules of effective teaching and learning, instead of rules of cooperative learning. For example, one candidate mentioned *unity, obedient, discipline and respects*. Another candidate mentioned *to respect and follow the curriculum, to follow the teaching and learning regulations, to entertain the students, and to motivate the learners through both positive and negative motivation*. Extract 2 is an example of the response from the candidate who responded poorly in this question.

Extract 2

2	Four rules of cooperative learning
	① should allow interaction between the teacher and the learner
	② The use of teaching aids
	③ involve the use of examples
	④ The teacher and student are the source of knowledge.

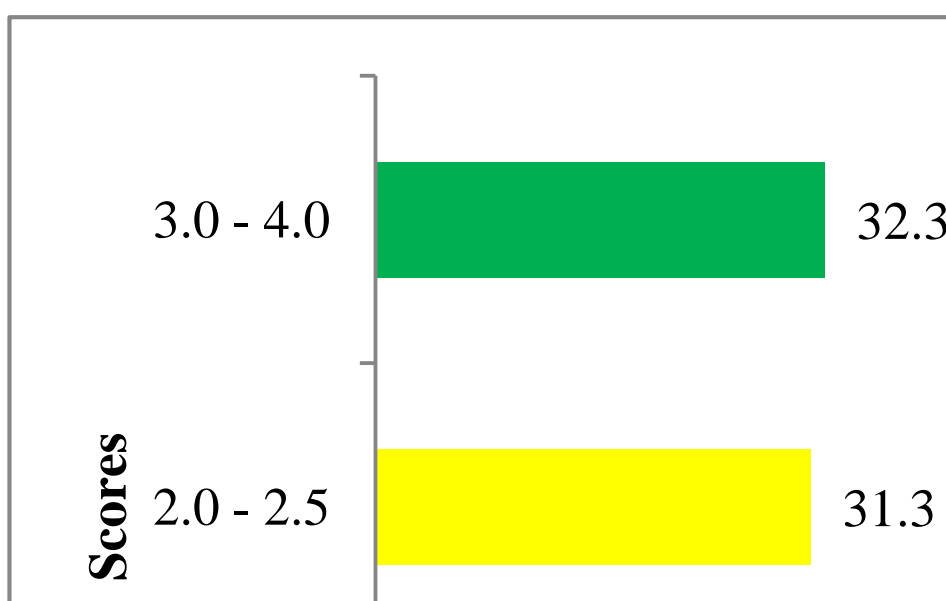
Extract 2 shows a sample of a response from one of the candidates who mentioned the rules that promote effective teaching and learning, instead of the rules of cooperative learning.

The candidates who had an average score of 2.0 to 2.5 marks in this question were those who understood the requirements of the question, but they could not exhaust all the four points required.

On the other hand, the candidates who had good score portrayed enough knowledge and good mastery of the topic. This enabled the candidates to understand the requirements of the question, hence provided relevant answers. Most of these candidates were able to mention rules of cooperative learning like *students should work together or in groups in the learning activities provided, respect ideas and views of every member in a group, equal chance of expressing ideas for every student in a group, and assuming every student have some knowledge and no one knows nothing*.

2.1.3 Question 3

This question was set from the topic “Establishment of Colonialism”. In this question the candidates were required to identify four reasons which made some African societies to collaborate with colonialists. The question was answered by all 418 candidates who sat for the examination. The general performance was average because most of the candidates 152 (36.4%) had poor score from 0.0 to 1.5, 131 candidates (31.3%) had average score from 2.0 to 2.5 marks and 135 candidates (32.3%) scored 3.0 to 4.0 marks which was good performance. Figure 2 summarises the performance of candidates in this question.



The figure 2 summarises the candidates general performance in question 3.

The analysis of the candidates’ responses indicates that the poor performance in this question was probably due to the failure of the candidates to understand the demands of the question. Furthermore, the candidates had insufficient knowledge in the topic, thus, they were unable to respond to the question correctly. Some of the candidates identified the techniques of establishment of colonialism in Africa, instead of the reasons that made some African societies to collaborate with colonialists. For example, one the candidate identified *bogus treaties, diplomacy, militarism*

and *conquest*. Extract 3.1 shows an example of a poor response in this question.

The extract 3.1

3.	i. Signing of bogus treaty
	ii. Diplomacy
	iii. Militarism
	iv. Conquest

Extract 3.1 is a sample of a candidate who identified techniques of establishing colonialism, instead of the reasons which made some African societies to collaborate with colonialists.

Candidates who answered this question and scored average marks from 2.0 to 2.5, they either provided insufficient points, instead of the required four points, or mixed both relevant and irrelevant points in responding to the question. For example, one of the candidates identified *poor weapons*, *need of rewards from Europeans*, *hatred among African themselves* and *ignorance*. Another candidate pointed out *need of colonial support such as weapons and clothes*, *just for prestige*, *strong opposition from colonialists* and *influence from puppet leaders*. Similarly, the point of *strong opposition from colonialists* was incorrect in this case because that was the reason for the failure of African societies in their resistances against imposition of colonial rule, and not the reason for the African societies to collaborate with the colonialists. Extract 3.2 shows an example of the candidate's response with an average performance in this question.

Extract 3.2

33	Poor weapons
ii	Need of weapons from Europeans
ii	Hostility among African themselves.
iv	Ignorance.

Extract 3.2 shows a sample of the response from a candidate who mixed relevant and irrelevant responses, hence scored averagely.

Generally, the candidates whose performance was good in this question had enough knowledge and good mastery of the subject matter. This enabled the candidates to understand the requirements of the question, hence provided relevant answers. A number of candidates listed *weak weapons and military techniques, existence of hostility among African societies, the strength of the colonizing power, weak economic base of African societies and the desire to learn the military technicalities from Europeans* which were correct answers.

2.1.4 Question 4

This question was composed from the topic “Preparation for Teaching and Learning History”. The candidates were required to list down four important things to be considered by a teacher before preparing a History lesson plan. The question was answered by all 418 candidates who sat for this examination and the general performance of the question was good. The analysis shows that 203 candidates (48.6%) had good score from 3.0 to 4.0 marks, 122 candidates (29.2%) scored 2.0 to 2.5 marks which was average performance, and 93 candidates (22.2%) had poor score from 0.0 to 1.5 marks. Figure 3 summarises the general performance in this question.

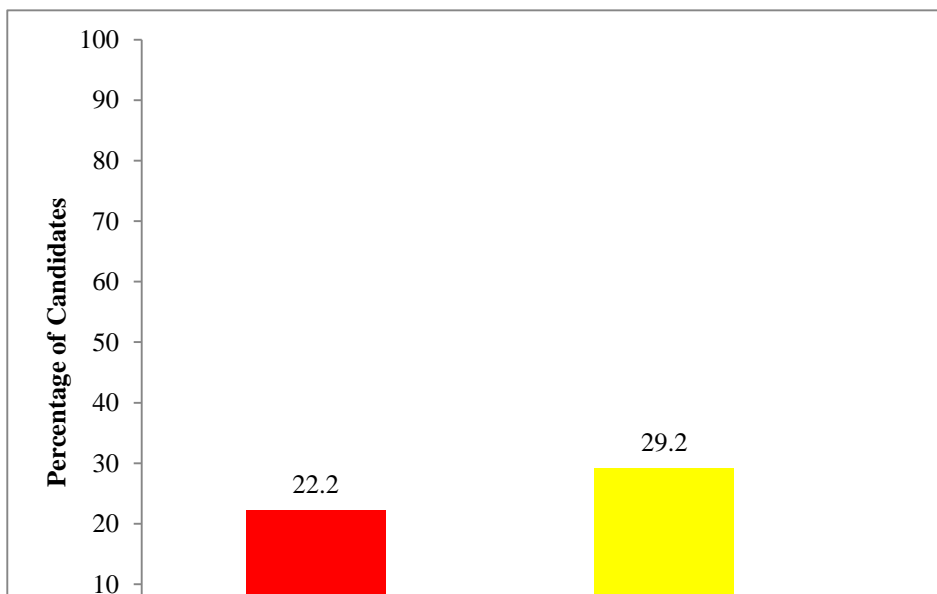


Figure 3 summarises the candidates' general performance in question 4.

The analysis shows that the candidates with good score in this question had enough knowledge and good mastery of the topic. It indicates further that these candidates understood the requirement of the question, hence provided relevant answers. A number of candidates listed *analysis of History syllabus, class time table, teacher's guide, number of student registered and relevant teaching and learning materials*. Extract 4.1 shows a sample of a response from one of the candidates with a good score in this question.

Extract 4.1

2f	Important things to considered by a teacher before preparing a History lesson plans.	
	i/ Availability of Scheme of Work	
	ii/ Availability of History syllabus.	
	iii/ Availability of History text book	
	iv/ Availability of History teacher's guide book.	

Extract 4.1 shows a sample of a response from one the candidates who was able to list down four important things to be considered by a teacher before preparing a History lesson plan.

However, 29.2% of the candidates had average score from 2.0 to 2.5 marks in this question. This suggests that some candidates failed to identify some of the important things to be considered by a teacher before preparing a History lesson plan, while some others repeated the points.

On the other hand, the candidates with poor performance from 0.0 to 1.5 marks failed to understand the requirement of the question, hence provided irrelevant answers. Some of the candidates listed components of the lesson plan such as *preliminary information*, *subject information*, and *teacher and student evaluation*, while some other candidates listed preliminary information of the lesson plan like *competence*, *main objectives*, *specific objectives* and *general objectives*. Extract 4.2 shows a sample of a response from one of the candidates with poor score in this question.

Extract 4.2

2f1	To list down four important things to be considered by a teacher before preparing the a History lesson-plan.	
	(i) Competence.	
	(ii) Main objective	
	(iii) specific objective	
	(iv) General objective	

Extract 4.2 shows a sample of a candidate response who listed preliminary information of the lesson plan instead of the important things in preparing a lesson plan.

2.1.5 Question 5

This question was set from the topic “Nationalism and Struggle for Independence”. The question required the candidates to give four reasons that made the United States of America to advocate for the decolonization of African countries soon after the Second World War. A total of 418 candidates attempted this question and the general performance was average. This analysis shows that, 185 candidates (44.3%) had good score from 3.0 to 4.0 marks, 145 candidates (34.7%) had poor score from 0.0 to 1.5 marks, and 88 candidates (21%) scored 2.0 to 2.5 marks, which was average performance, as presented in figure 4.

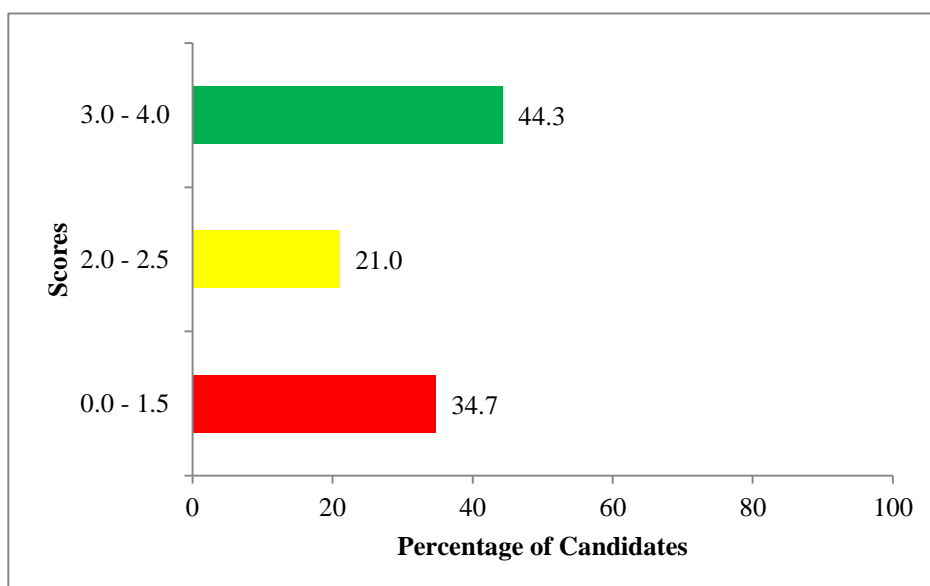


Figure 4 summarises the percentages of the candidates' performance in question 5.

The analysis indicates that a number of candidates scored from 3.0 to 4.0 marks since they had enough knowledge. Therefore, this enabled the candidates who had enough knowledge of the topic to correctly respond to this question without any difficulty. A number of candidates were able to give out points like;

the need to get areas for investment of capital, to get areas for exploitation of African resources easily, to get areas to establish

military bases and spreading capitalism ideology in Africa and counter check the USSR socialism and communism.

Extract 5.1 shows a response from one of the candidate with good score in this question.

Extract 5.1

5	(a) In order to get raw material in African countries easy.	
	(b) In order to establish military base for instance in Kenya.	
	(c) In order to introduce Neo - colonialism in Africa Nation.	
	(d) In order to invest the U.S.A surplus Capital in African countries.	

Extract 5.1 illustrates candidate's good response of the question showing reasons that made the United States of America to advocate for the decolonization of African countries soon after the Second World War.

The analysis indicates further that some candidates who performed averagely (from 2.0 to 2.5 marks) repeated some points, while some candidates provided few correct points.

However, 145 candidates (34.7%) scored poorly from 0.0 to 1.5 marks. These were the candidates who lacked clear knowledge on the topic or failed to understand the demands of the question. Most of these candidates identified the factors for the emergence of the USA as a leading capitalist power in the world by providing reasons like *marshal plan*, *open door policy* and *the Second World War were not fought in the USA soil*. Other candidates mentioned the ways used by the USA to support decolonisation in Africa including *provision of moral support* and *material support*, instead of the reasons for the USA to support the decolonization of African countries soon after the Second World War. Extract 5.2 shows a sample of candidate's response that deviated from the question demand.

Extract 5.2

5.	The united states of America advocated for the decolonization of Africa countries through the following reasons:-
	→ Wanted to provide moral and material support to Africans
	→ It wanted to provide peace and security among Africans.
	→ Wanted to emphasize on hard working among the people to fight against poverty
	→ Wanted to remove all forms of exploitation and oppression to Africans.

Extract 5.2 shows a sample of a response from one of the candidates who failed to explain the reasons that made the USA to advocate for African decolonization.

2.1.6 Question 6

This question was set from the topic “Preparations for Teaching and Learning History”. In this question the candidates were required to outline four ways which can be applied by History teacher to help his/her students prepare their own lesson notes. This question was attempted by all 418 candidates who sat for the examination and the general performance was poor. The analysis indicates that 343 candidates (82.1%) scored from 0.0 to 1.5 marks, 57 candidates (13.6%) score from 2.0 to 2.5 marks was average performance, and only 18 candidates (4.3%) scored 3.0 to 4.0 marks which was good performance. Figure 5 summarises the candidates’ performance in this question.

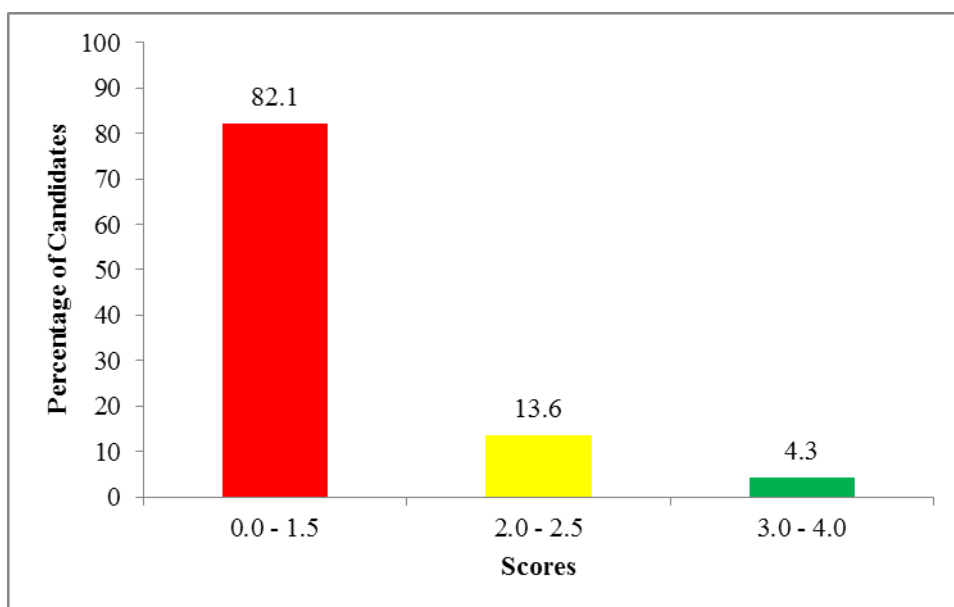


Figure 5 shows the summary of performance in question 6.

According to the analysis of the candidates' responses, poor performance is associated with the failure of the candidates to understand and follow the requirement of the question resulting into the provision of wrong and irrelevant answers. Some candidates identified ways that can be applied by a History teacher to promote effective teaching and learning of History subject such as *observing students attention if they are together with the teacher, maintain discipline and providing organised explanations to them*. Others outlined points related to the important materials used in the preparation of lesson notes like *selection of content, syllabus content, teacher manual and text books*. Some candidates mentioned irrelevant answers which were not related to the question requirements. Extracts 6.1 shows a sample of a response from one of the candidates who outlined incorrect points

Extracts 6.1

6:	(P) Teacher should teach skills of note making
	(i) Teacher should teach the use of Abbreviation to students
	(ii) Teacher should teach the use of diagram in note making
	(iv) Teacher should teach the use of numbering.

Extracts 6.1 shows the response of a candidate who mentioned incorrect answers.

On the other hand, the analysis suggests that candidates with average performance from 2.0 to 2.5 marks had adequate knowledge of the topic and understood the demands of the question. It was also evidenced that some of the candidates performed averagely because they mentioned fewer points than the required correct four points, hence could not score full marks. Some other candidates repeated similar points. For example, one candidate outlined *tells students to read books* and another point mentioned *to read textbooks*. These two are the same points.

The analysis shows that only 18 candidates (4.3%) had good score in this question. This indicates that very few candidates had clear knowledge on the topic and understanding the demands of the question. They correctly outlined ways which can be applied by a History teacher to help his/her students prepare their own lesson notes like *providing questions to answer in a form of notes, guide to jot down summaries on what teacher is teaching and guide and organise to discuss in small groups and write down notes for presentations*. Extract 6.2 shows a response from one of the candidates with a good score in this question.

Extract 6.2

6	(i) Giving them question to discuss
	(ii) provision of text books among the students
	(iii) Through writing notes by the teacher to the student
	.
	(iv) Through giving them some guidance to make notes.

Extract 6.2 shows a sample of a response from one of the candidates who provided ways which can be applied by a History teacher to help his/her students prepare their own lesson notes.

2.1.7 Question 7

This question was set from the topic “Political and Economic Development since Independence”. The candidates were required to identify four economic problems which faced post-colonial government of Tanganyika soon after independence. The question was attempted by 418 candidates and the general performance was average. The analysis shows that 85 candidates (20.3%) scored from 3.0 to 4.0 marks, which was a good performance, 124 candidates (29.7%) had average score from 2.0 to 2.5 marks, and 209 candidates (50%) scored 0.0 to 1.5 marks, which was poor performance, as presented in figure 6.

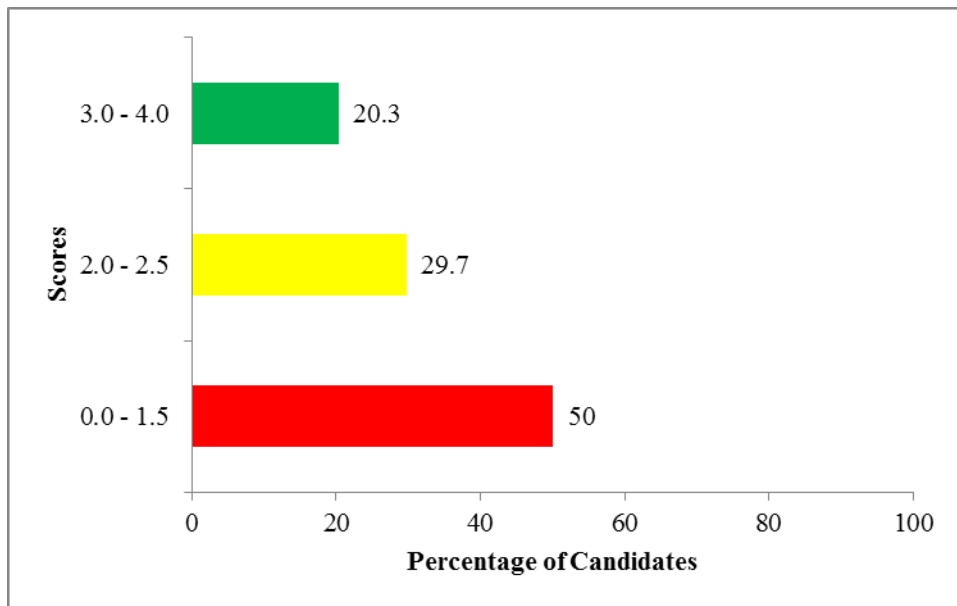


Figure 6 shows the general percentage of scores of candidates in question 7.

The candidates with good score from 3.0 to 4.0 marks proved to have adequate knowledge and clear understanding of the demand of the question. These candidates were able to identify economic problems which faced post-colonial government of Tanganyika soon after independence, that include *dependent economy*, *poor infrastructures*, *poor industrial base*, *weak private sector* and *rural under-development*. Other candidates identified problems such as *poor infrastructures*, *poor agriculture* and *low science and technologies* which were all correct responses for this question. Extract 7.1 shows a sample of a good response from one of the candidates in this question.

Extract 7.1

7.	Economic problem which faced by the
	Post-colonial government of Tanganyika
	soon After independence.
i)	Dependent economy
ii)	Poor infrastructure system like road.
iii)	Poor Agricultural system
iv)	Low development of science and technology
	especial industrial sectors.

Extract 7.1 shows a response of one of the candidates who identified four economic problems which faced post-colonial government of Tanganyika soon after independence.

On the other hand, candidates with average score from 2.0 to 2.5 marks were those who mentioned few correct points and repeated the points that have similar meaning. For example, one candidate pointed out the first economic problem as *low capital* and another point as *lack of capital*. These are not distinct points in this question.

On top of that, the candidates who performed poorly from 0.0 to 1.5 marks failed to understand the question, thus describing non-economic problems which faced post-colonial government of Tanganyika, instead of economic problems. For example, a candidate mentioned *boundary conflicts like that of Tanzania and Uganda leading to Kagera war*. Another candidate identified *inadequate social services and corruption*. Additionally, one of the candidate mentioned problems that led to the economic crisis in Tanzania during 1980's like *fall of tea price, regionalism, fall of oil price and embezzlement of public fund*. Not only that but also some other candidate mentioned problems that faced agriculture in Tanzania like *shortage of enough crop production, lack of market, shortage of capital to farmers and poor crops price*. All these responses were irrelevant. Extract 7.2 is a response from one of the candidate who performed poorly in this question.

Extract 7.2

7. (i)	Shortage of enough crops production
(ii)	Lack of market
(iii)	Shortage of capital to farmers
(iv)	Poor crop price.

Extract 7.2 is a sample of a response from one of a candidate who identified problems that faced agriculture in Tanzania, instead of economic problems which faced post-colonial government of Tanganyika soon after independence.

2.1.8 Question 8

This question was set from the topic “Teaching and Learning Subject Content”. The question required a candidate to enumerate four factors which should be considered by a History teacher when applying question and answers strategy in teaching. The question was attempted by all 418 candidates who sat for the examination and the general performance was poor. The analysis suggests that 305 candidates (73%) scored from 0.0 to 1.5 marks, 79 candidates (18.9%) scored 2.0 to 2.5 marks and 34 candidates (8.1%) scored 3.0 to 4.0 marks. Figure 7 summarises this performance.

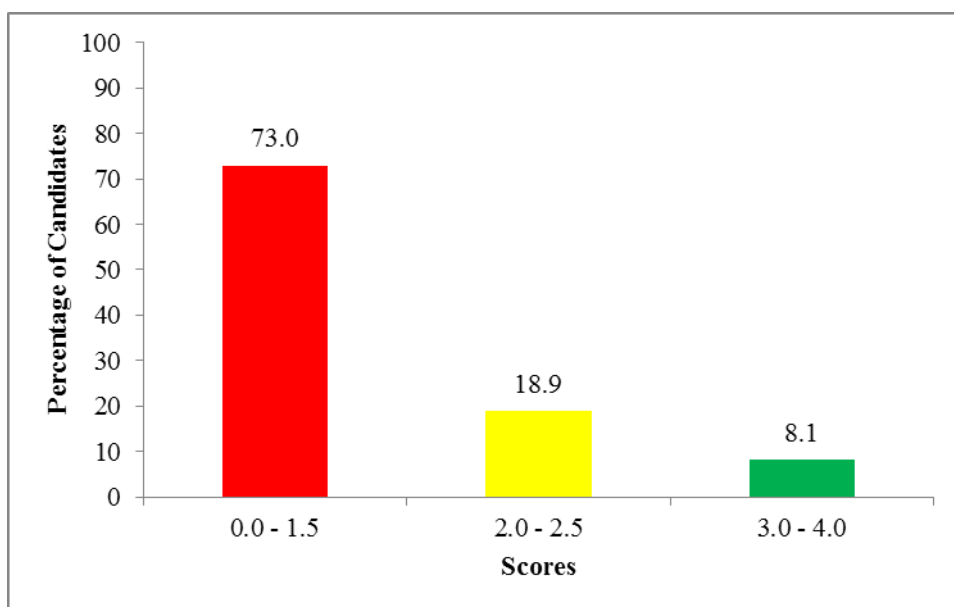


Figure 7 summarises the candidates' performance in question 8.

The candidates who had poor score from 0.0 to 1.5 marks in this question were those who had inadequate knowledge of the topic and interpreted the question differently, contrary to the question requirements, hence providing irrelevant responses. For example, one candidate confused criteria for the selection of appropriate teaching and learning strategies like the *nature of the content, time available, age of the learners* and *physical environment*, with factors which should be considered by a History teacher when applying question and answers strategy in teaching. Extract 8.1 shows a sample of candidate's response with poor score in this question.

Extract 8.1

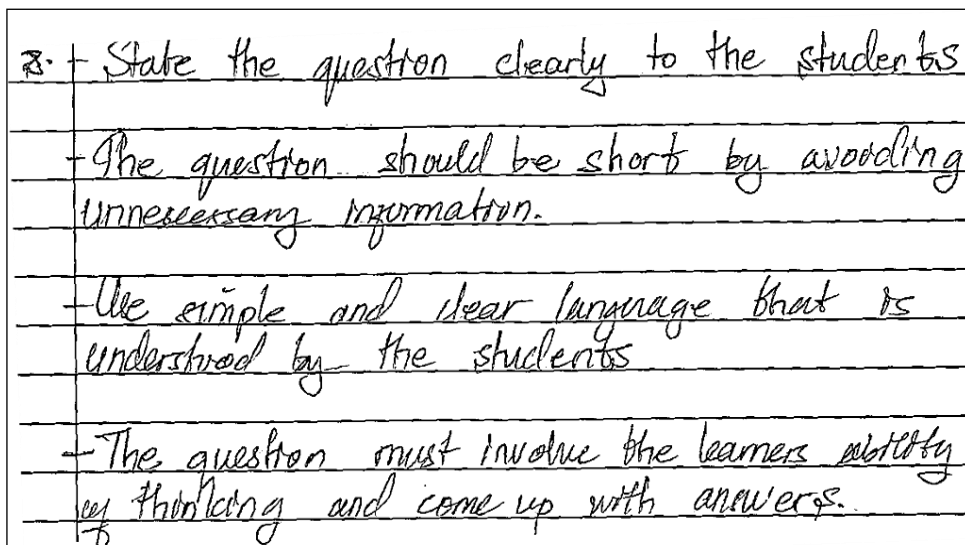
i)	level of the learners
ii)	Age of the learners
iii)	Conducive environment

Extract 8.1 shows a sample of a response from the candidate who wrote the criteria for the selection of appropriate teaching and learning strategies, instead of the factors which should be considered by a history teacher when applying question and answers strategy in teaching.

The analysis entails that the candidates with average performance had adequate knowledge of the topic and understood the demands of the question, but outlined fewer points than the required four points. Some other candidates made repetition of the points, thus scoring lower marks.

Furthermore, 34 candidates (8.1%) with good score from 3.0 to 4.0 marks proved to have clear understanding of the question and had enough knowledge of the topic. These candidates were able to correctly enumerate factors which should be considered by a History teacher when applying question and answer strategy in teaching which include *using simple and fluent language, questions should be asked patiently and gently, should be related to the content learned, should be within the student understanding and abilities and should have specific answers*. Extract 8.2 shows a sample of a good response from one of the candidates.

Extract 8.2



Extract 8.2 shows a sample of a response from one of the candidates who wrote four factors which should be considered by a History teacher when applying question and answers strategy in teaching.

2.1.9 Question 9

This question was taken from the topic “Political and Economic Development since Independence”. The question required the candidates to mention four leadership codes of conducts as outlined in the Arusha Declaration of 1967. The question was attempted by all 418 candidates and the general performance was poor. The analysis indicates that 407 candidates (97.4%) had poor score from 0.0 to 1.5 marks, 7 candidates (1.7%) had good score from 3.0 to 4.0 marks, and only 04 candidates (0.9%) had average score from 2.0 to 2.5 marks.

A number of the candidates (97.4%) scored poor marks because they were not able to understand the demands of the question thus providing irrelevant answers. For example, one candidate mentioned names of African leaders that seemed to have good codes of leadership conduct such as *Nyerere*, *Kwame Nkrumah* and *Kenyatta*. Another candidate mentioned good looking personalities like *dressing styles*, *speaking styles*, *walking styles* and *good eating styles*, issues which are not connected to the question. Another one mentioned founder of TANU and leadership like

TANU leadership, association leadership and workers leadership. Extract 9.1 shows a sample of candidates' poor response in this question.

Extract 9.1

9		
i	Mwaka mu nyere	
ii	TANU leadership	
iii	Association leadership	
iv	workers leadership.	

Extract 9.1 shows a sample of a candidate response who mentioned founder of TANU and leadership which were not correct answers.

Only 07 candidates (1.7%) had good score in this question. They provided correct answers like *leaders or civil servant was not allowed to receive more than one salary, to own private property, to own rental house and hold directorship in the private companies*. Those candidates with good scores proved to have adequate knowledge and clear understanding of the demand of the question. Extract 9.2 is a sample of a good response from one of the candidates.

Extract 9.2

9.	Leadership Code & Conduct According to Arusha Declaration	
	late 1976.	
	① Any government civil servant helche is not	
	allowed to have more than one salaries.	
	② Any government civil servant helche is not	
	allowed to have the house for renting.	
	③ Any government civil servant helche is	
	not allowed to engage in political matters	
	④ Any government servant helche is not	
	being allowed to be a business man.	

Extract 9.2 shows a sample of a response from one of the candidates who mentioned four leadership codes of conducts as outlined in the Arusha declaration of 1967.

However, candidates with an average score in this question failed to provide four points as required by the question. For example, some candidates enumerated two factors, instead of the required four factors, while others provided relevant and irrelevant points in their responses, thus unable to score full marks.

2.1.10 Question 10

This question was set from the topic “Preparations for Teaching and Learning History”. The question instructed the candidates to outline four things which can be considered when preparing a History marking scheme. The question was attempted by all 418 candidates who sat for the examination, and the general performance was average. In this question, 42 candidates (10%) scored from 3.0 to 4.0 marks, which was a good performance, 141 candidates (33.8%) scored 2.0 to 2.5 marks which was average and 235 candidates (56.2%) scored 0.0 to 1.5 marks, which was poor. Figure 8 illustrates this performance.

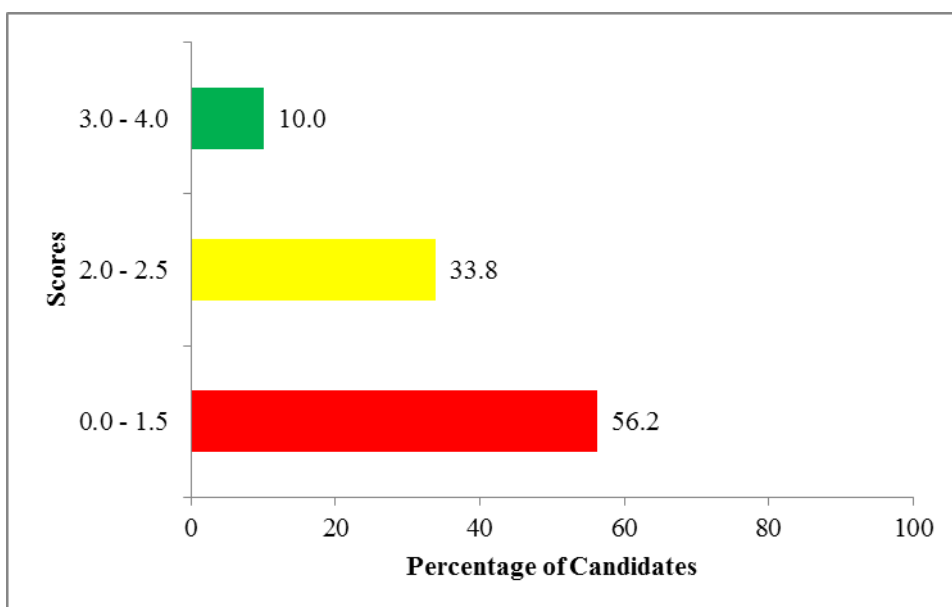


Figure 8 indicates the percentage of the candidates' scores in question 10.

According to the analysis, candidates' poor score in this question can be associated with the candidates' inability to understand the demand of the question, thus providing irrelevant answers. For example, one candidate mentioned History textual materials which can be used by a teacher for teaching such as *history textbook*, *teacher guide*, *number of question* and *teacher manual*. Another candidate mentioned *syllabus*, *school time table*, *teaching and learning materials* and *teaching strategies*. These responses suggest that the candidates' in this category could not distinguish teaching materials and teaching strategies. Extract 10 is a sample of a poor response from one of the candidates.

Extract 10

10	(i) school time table which show the student class period & the lesson number per week.
	(ii) Syllabus which guide the teacher what to start and up to the ending
	(iii) Teaching and learning material strategies
	(iv) Teaching and which elaborated to being used in syllabus

Extract 10 shows a sample of response from the candidate response who failed to distinguish between teaching materials and teaching strategies, hence putting them together as the things to be considered when preparing a History marking scheme.

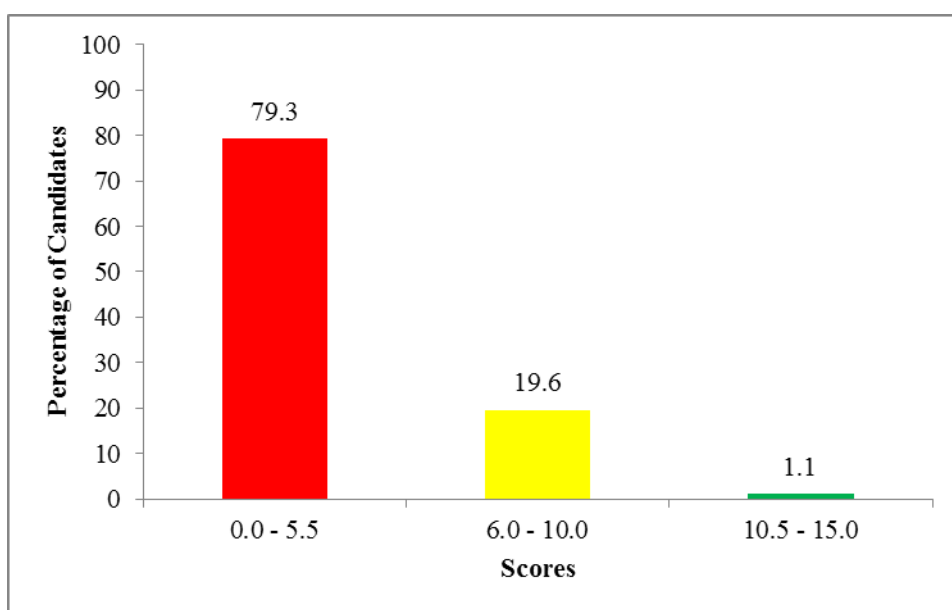
On the other hand, 141 candidates (33.8%) with average score showed understanding of the topic and the question, but they failed to provide all the four points. These candidates were able to identify some of the points, but also made repetition of points. For example, one candidate mentioned *question paper, number of marks, different reference books and consider important materials*. In this case, different reference books and important materials are considered a single point in this question.

On top of that, candidates' good performance in this question is due to the candidates' abilities to outline correct points which can be considered by a teacher when preparing a History marking scheme such as *consider the level of difficult in each question, allocation of marks should consider the demand of the question, consider nature of each test item and careful look on the demand of the question*. Those candidates proved to have adequate knowledge and clear understanding of the demand of the question.

2.2 SECTION B

2.2.1 Question 11

This question was set from the topic “The Colonial Economy in Africa”. The question had 15 marks and it required the candidates to explain by giving six points how change in colonial agriculture affected the colonies after 1945. The question was attempted by 92 candidates (22%) out of 418 candidates who sat for this examination. The general performance was poor as 73 candidates (79.3%) scored from 0.0 to 5.5 marks, 18 candidates (19.6%) had average score from 6.0 to 10 marks, and only one candidate (1.1%) had a good score from 10.5 to 15 marks. Figure 9 summarises the candidates’ performance in this question.



The figure 9 shows the percentages of the candidates’ performance in question 11.

The candidates who had poor score lacked clear knowledge about the topic, hence unable to attempt the question correctly. Some of the candidates explained the characteristics of colonial agriculture in Africa like *land alienation, forced labours, taxation and low wages*, instead of explaining how changes in agriculture affected the colonies after 1945. Other candidates explained changes that took place in colonial agriculture in Africa after 1945 like *introduction of marketing boards, introduction of*

peasants' associations and increase of settlers' autonomy instead of the ways through which such changes affected the colonies. Extract 11 shows an example of a candidate response who failed to answer this question correctly.

Extract 11

11.	Change in colonial agriculture is Agrarian revolution. Agrarian revolution is the revolution which lead to the high production of agriculture for demands of industry in Europe. This took place after IIWW in 1945. Change in colonial agriculture affected the colonies after 1945 because European were in more need of several things in Africa which lead to the change of or affect Africa. They were need of :-
	Raw material. Colonialist were after raw material for the industries in Europe which lead to affect Africa due to more exploitation of resources.
	Area for Investment. After the high production from Agriculture and produce goods in industry they seek for an area for investment. And there ^{was} was no another place it was Africa.

	Cheap labour. They serve for cheap
	labour to work for their plantation in
	Europe. Example labour needed in sugar
	plantation in morituous so this lead
	to affect Africa.
	Area for market. European
	need area where they can sell their pro
	duct after high production from their
	industries which where high supported
	by Agriculture plantation. so they sell
	their product Africa.
	slave to their Industries and planta
	tion in Europe. European or colonialist need
	much slave to their plantation in America
	and Europe. Also slave in industries in Europe
	needed. This lead to affect colonies which
	are African countries were under European power
	Increase more exploitation to African.
	Change in Agriculture increase more exploitation to
	Africa. Africa were forced to pay tax land allianste
	d and forced labour to regain tax from Iww
	and increase production.
	All in all African were producing
	for what they consuming and consuming for
	what they produce.

Extract 11 shows a sample of a response from one of the candidates who explained reasons for colonization in Africa, instead of how the change of colonial agriculture affected the colonies after 1945.

A candidate with a good score demonstrated enough knowledge of the topic and had clear understanding of the demands of the question, thus providing correct answers. That candidate managed to organise well the introduction of the question by giving the meaning of colonial agriculture and the phase of agriculture that experienced changes, in the main body he/she explained how the change in colonial agriculture affected the colonies after 1945 by giving points like *increased production, improved*

infrastructure, expansion of peasant farming, intensification of expansion, increased famine and hunger and flow of many European settlers in Africa.

On the other hand, the analysis of the candidates' responses shows that 18 candidates (19.6%) with average performance had clear knowledge of the topic but could not identify all the points required. These candidates were also unable to provide relevant introduction and conclusion. The analysis suggests that some of the candidates could just provide three points correctly, and missed one point, hence unable to score full marks.

2.2.2 Question 12

The question was set from the topic "Political and Economic Development since independence". The question required the candidates to propose six measures which should be taken to eradicate poverty in Tanzania. The question was attempted by 410 candidates (98.1%), and the general performance was good because 232 candidates (56.6%) scored from 10.5 to 15 marks, which was a good score, while the remaining 178 candidates (43.4%) scored from 6.0 to 10.0 marks, which was average performance. The analysis indicates that there were no candidates who performed poorly in this question. Figure 10 summarises this performance.

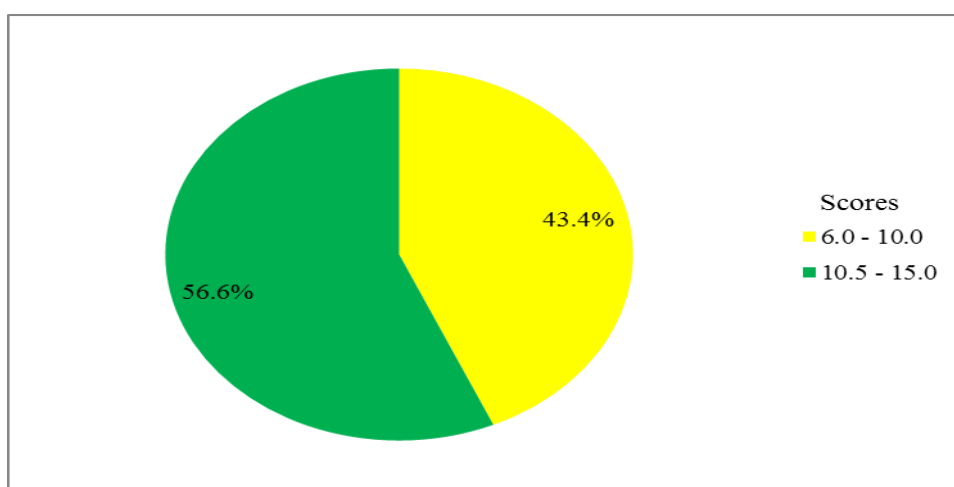


Figure 10 shows the performance of candidates in question 12.

Good performance of 232 candidates (56.6%) in this question may be associated with the nature of the question. It has been noted that the content

of the question is also taught in other subject such as Development Studies; therefore, it was easy for the candidates to transfer knowledge. Majority of the candidates were able to provide good introduction and clearly showed the measures which can be taken to eradicate poverty in Tanzania such as; *mechanization in agriculture, investment in technological development, stop corruption, effective utilization of resources, emphasize on basic industries and promoting entrepreneurship education*. Extract 12 is a sample of a response from one of the candidates who was able to provide a good response.

Extract 12

12	<p>poverty refers to the situation where the the people fail to get basic needs such as food, shelter and clothes at personal or individual level while at National level is the situation where the nation fails to provide the basic social needs to its people. The ways of eradicating poverty are so many but are faced with a lot of challenges. The following are measures to eradicate poverty in Tanzania as how we know Tanzania as the most poverty corrupt or developing country such way are as follows:</p> <p>Implementation of policy and planning which are being formulated by the government. There are various planning and policy which are better for the success of development but the problems remain on the implementation of such planning which are still remaining only on the paper. This will enable the government to eradicate the poverty in the country.</p> <p>Eradication of poverty, poverty corruption are still major problems facing the country where by it is practiced in different sectors where it becomes difficult for the government to implement their planing and failure of the budget of various sectors, for example various ministry in the government in the last previous year found to to undergo a corruption something encourage poverty in the country.</p> <p>Improvement of transport and communication. This will enable the smooth transportation of raw material and commodities from one place to another as well as the movement of people from one area to another will encourage the transfer of technology from one place to another or person to another person also efficient transport and communication enable to connect between agriculture and industries.</p>
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12	<p>The changes of education system in Tanzania, The provision of education system in Tanzania now prepare the people to be employed on the government or private sector and did not prepare the student to be employ employed him or herself, so in order to make the development of the nation. Education system should change and must prepare the student to be employed him self to be independent.</p> <p>Improvement of agriculture sector and ensuring the market of those produced raw material, This will be succeeded by encouraging the farmers to apply modern the technology in production which went hand to hand with the industrial policy accompanied with the support from the government.</p> <p>The encouragement of local investors to invest in various economic sector and the government should give them the support in order to ensure the production commodities within the countries.</p> <p>Lastly the measures of eradication of poverty in Tanzania should be attacked by the unity of all people in the nation that is individual level and the government, and it must be the introduction of good implemented policy.</p>
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Extract 12 is a sample of the response from the candidate who proposed correct measures which can be taken to eradicate poverty in Tanzania.

However, candidates with average score from 6.0 to 10.0 marks in this question had some weaknesses in their responses such as lack of both clarity and comprehensiveness in their explanations.

2.2.3 Question 13

This question was set from the topic “Neo-Colonialism and the Question of Underdevelopment in Third World Countries”. The question required the candidate to examine six ways through which economic Neo colonialism operates in Africa. The question was attempted by 333 (79.7%) out of 418 candidates, and the general performance was average because 194 candidates (58.3%) scored from 6.0 to 10.0 marks. The analysis shows that 65 candidates (19.2%) had a good score from 10.5 to 15 marks, and 75 candidates (22.5%) scored 0.0 to 5.5 marks, which was poor performance. Figure 11 shows the summary of performance in this question.

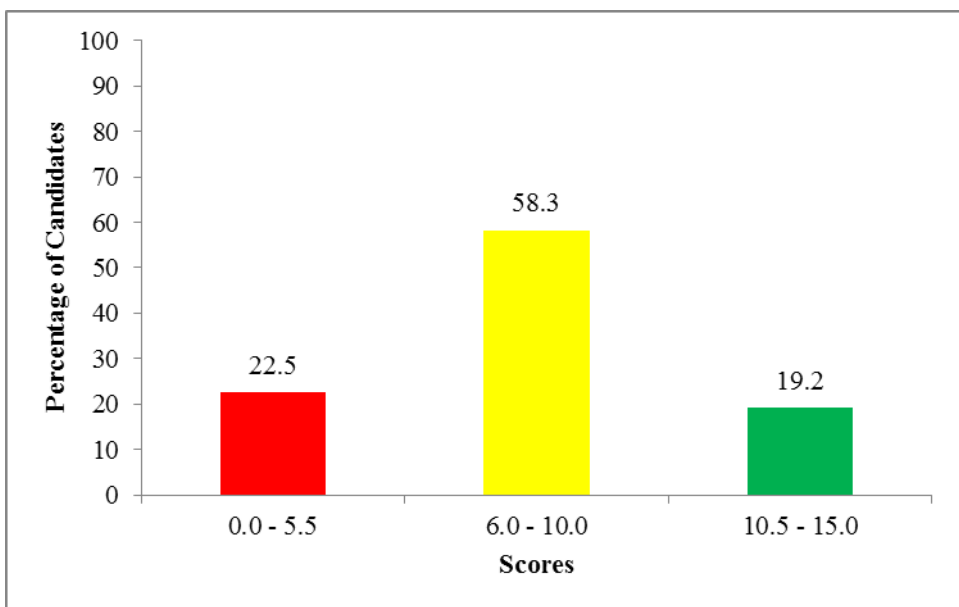


Figure 11 indicates the percentage of the candidates' performance in question 13.

The analysis shows that the candidates whose score ranges from 6.0 to 10.0 marks had a number of challenges which affected their scores. Such challenges include inability to explain the required points, failure to provide thorough elaborations of the points, and the repetition of similar points.

On the other hand, candidates who had poor score from 0.0 to 5.5 marks in this question were those who failed to understand the requirements of the question, hence supplying irrelevant answers. For example, one of the candidates explained non-economic ways through which Neo-colonialism operates. They provided points like *presence of puppet leaders, multiparty, globalization and mass media*. Some of the candidates failed to differentiate Neo-colonialism from Colonialism. Some of these candidates explained the impact of colonialism, instead of examining six ways through which economic Neo-colonialism operates in Africa. Another candidate examined forms of Neo-colonialism in general by pointing out *economic form, political form, ideological form, military form, cultural form and technological form*. Extract 13.1 shows a response from one of the candidates with a poor performance in this question.

Extract 13.1

13	<p>Neo-colonialism is the situation where by powerfully nations dominate the weaker nations. Social, politically and economically. The following are the ways in which economic Neo-colonialism operates in Africa.</p> <p>External domination of the African goods were by the African countries were dominated by the colonialists.</p> <p>Also poor infrastructure such as the roads, railways were damaged and so the colonialists dominated or operate through the taking of the raw materials and transport them to their countries.</p> <p>Technological base and so the Africans had poor technology and so the colonialists dominated the African technology.</p> <p>Also the Africans were not political stable. They had political instability were by after the colonialists saw that they became aware and so</p>
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13	they use the chance too.
	presence of corruption among the
	Africans where by most of the African
	leaders were corrupt and they had
	only one way to use which is
	corruption and also non use of resources.
	Economic dependence; Most of the
	Africans were economically dependent
	they depended on the foreign
	aid from the colonialists and hence
	they were colonized.
	TO sum up The whites or the
	Europeans got the chance to dominate
	the Africans because of poor
	utilization of the resources among
	the Africans themselves.

Extract 13.1 shows a sample of the response from the candidate who failed to differentiate Neo-colonialism from colonialism, thus providing the impact of Colonialism.

The analysis of candidates' responses indicates that candidates with good performance were those who had clear knowledge of the topic and correct understanding of the question. For example, in the introduction, one of the candidates was able to provide clear meaning of Neo-colonialism and the period it started to operate in Africa and in the main body the candidate examined six ways through which economic neo-colonialism operate in Africa. The candidates mentioned ways such as *economic policies like the SAP, through trade policies like free trade and liberalization, the industrial policies, foreign investments and loans, debts and grants from capitalist countries*. Moreover, in the conclusion part, general summary of the impact of economic neo colonialism was clearly given. Extract 13.2 shows part of the candidate's good response in this question.

Extract 13.2

13	Neo-colonialism - This is the situation - where by a country is independent but still- controlled by Europeans economically, politically and socially as whole. Neo Colonialism can- also be termed as flag independence where by- people are independent but still colonized. Neo- colonialism have operated in different ways that economically, politically, ideologically, military etc. But the following are ways in which- economic neo neo-colonialism operate in Africa. Through the provision of loans and grants- This is among of the way neo-colonialism - operate in Africa. This is because through provi- ding loans and grants they pretending that they aimed at helping them to improve their- economy but it is not true because it made- African countries to continue depend to them, - where by the loans that given have to be- paid with higher profit and led the African- countries into debt crisis that is how neo-colo- nialism operate in Africa.
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Extract 13.2 is a sample of a candidate's response showing the ways through which economic neo colonialism operates in Africa.

2.3 SECTION C

2.3.1 Question 14

This question was based on the topic “Preparation for Teaching and Learning History”. It demanded the candidates to elaborate six important things which can be used by a History teacher to make the students understand the lesson effectively. The question was attempted by 406 (97.1%) of 418 the candidates who sat for the examination and the general performance was average. The analysis shows that 211 candidates (54.5%) had average score from 6.0 to 10.0 marks, 167 candidates (41.1%) had poor score from 0.0 to 5.5 marks, and 18 candidates (4.4%) had a good score from 10.5 to 15 marks. Figure 12 summarises the performance in this question.

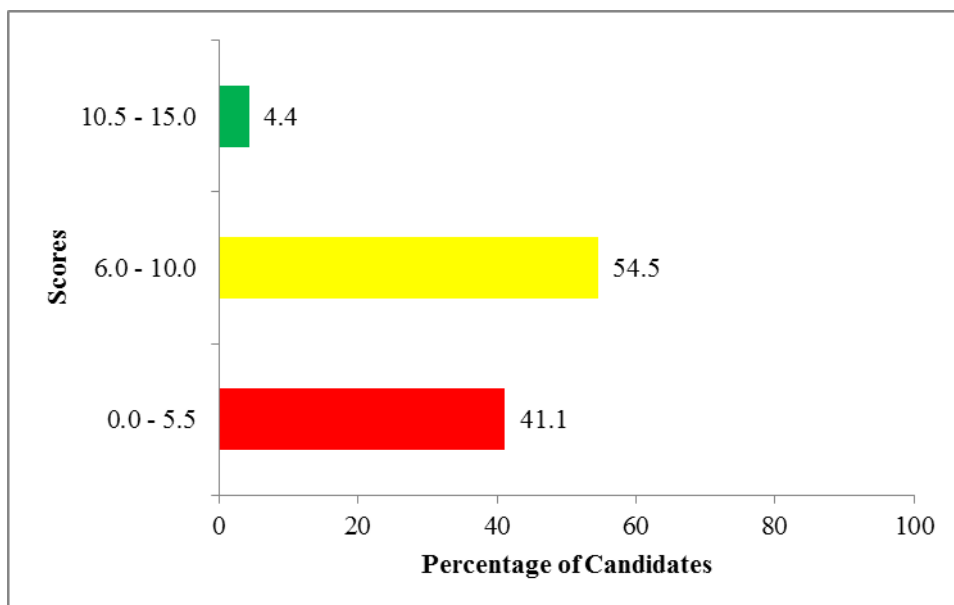


Figure 12 shows the percentage of the candidates' performance in question 14.

The candidates who had average score from 6.0 to 10.0 marks in this question were those who had clear knowledge of the topic and understood the demands of the question. These candidates were able to elaborate important things which can be used by a History teacher to make the lesson effectively understood. However, these candidates had some weaknesses,

particularly in the introduction part of their responses. Many candidates in this category failed to provide a clear meaning of effective teaching. In the main body, some of them failed to provide in-depth explanations of the points; others elaborated few points.

On the other hand, the candidates with poor score were those who failed to understand the question, hence provided irrelevant answers. For example, one candidate elaborated materials which can help History teacher to teach effectively such as *syllabus, textbook, teacher guide, teacher manual and supplementary materials*. Apart from that, on the introduction part, that candidate provided irrelevant introduction by giving the meaning of a lesson plan as showed in Extract 14.1.

Extract 14.1

14	<p>Lesson Plan is the short planning which prepared by the subject teacher on how to teach a certain period. The lesson plan guide the subject teacher the teaching and learning activities during teaching and learning process. The following down are the importance thing, which can be used by a history teacher to make the lesson effectively understood, that are:-</p> <p>Existence of syllabus; the history teacher during preparation of lesson plan must have a syllabus. Because in syllabus show detail how the topic distributed and how^{area} can be covered.</p> <p>Existence of Scheme of work; is preparation of the lesson teacher guided by scheme of work where and how must prepare the lesson by follow the guided important things.</p> <p>Also existence of lesson plan; the lesson plan is the short planning which direct the subject teacher on how must teach accordingly to the nature of subject and the learner.</p> <p>Also must have a teacher guide; the teacher in order to identify the method and strategies the teacher must use teacher guide to identify the strategies before to teach.</p> <p>Existence of student book; that is the special book which used by both student and teacher. The teacher use student book to prepare lesson notes before teaching and learning process take place.</p> <p>Existence of teacher manual; is the book which contains the answers of question from the student book. Also that</p>
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14	book used by both student and subject teacher. So the teacher when preparing the lesson can design to design some questions asked to student, and easily the manual book for answers.
	Thus, in lesson preparation the teacher must have many teaching materials. But importance thing is pre-preparation of lesson is help teacher to teach effectively. But all is due to use different material to prepare the single lesson.

Extract 14.1 demonstrates the response from the candidate who elaborated materials which can help history teacher to teach effectively instead of important things which can be used by a History teacher to make the lesson effectively understood.

Candidates with good score in this question were those who understood the question and had enough knowledge of the topic. They were able to elaborate six important things which can be used by a History teacher to make the lesson effectively understood. They elaborated points like;

using participatory teaching and learning techniques, using relevant teaching and learning aids, using simple and fluent language, creating good relation between student and teacher, using proper assessment and evaluation procedures and active participation of teacher and students in teaching and learning activities.

Extract 14.2 is an example of the candidate's good response in this question.

Extract 14.2

16	<p>Effective lesson is the lesson whereby the learner understands correctly what he/she was taught. This is due to absence of different barriers which does not favour learning effectively. The following are the things to be used by a history teacher to make learn lesson effectively understood.</p> <p>Teaching from simple things to complex things. So as the lesson to be understood a teacher should start with simple things which will attract the learner for further learning. For example Before teaching historical sources teach a student on meaning of history and historical sources.</p> <p>Using of various Teaching and learning resources. The teacher should use various teaching aids so as to grab and attract learners attention. For example ^{use} of stones which are real to explain the concept of stone ages.</p> <p>Using of interactive teaching methods. This will stimulate and give student chance to represent what they know to the teacher and just elaborate and add some concepts on what students know. For example Group discussion, think Pair share (TPS) and Brainstorming.</p> <p>Teaching on the concept/content related to students daily life. This makes student reflect easily what they face in their life which makes them much aware of the content. For example Teaching on caves and field trips, where they see what they are taught and this makes them keep long memory.</p>
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14	Using of clear and understandable language. Once the language used is simple and well presented the learners will easily master what they have been taught. For example use of good grammar and pronunciation of language.
	Proper management and administration of the class. The classroom arrangement and discipline should well make learners more active in the class and understand fully what is taught. For example maintaining silence and sitting according to gender.
	Conclusively. Teachers should apply a lot of techniques so as to make sure the students have correctly understood what he/she taught so as to make the teaching and learning process more effective and promote development.

Extract 14.2 is a sample of a response from one of the candidates with good performance showing important things which can be used by a History teacher to make the lesson effectively understood.

2.3.2 Question 15

This question was set from the topic "Preparations for Teaching and Learning History". The candidates were required to analyse five uses of a History Log book. The candidates who opted for this question were 379 (90.7%) out of 418 candidates who sat for this examination. The general performance of the question was good. The analysis indicates that 246 candidates (64.1%) scored from 10.5 to 15 marks, which was a good performance, 111 candidates (29.3%) had average score from 6.0 to 10.0 marks, and 19 candidates (6.6%) scored 0.0 to 5.5 marks which was poor performance. Figure 13 summarises the performance of candidates this question.

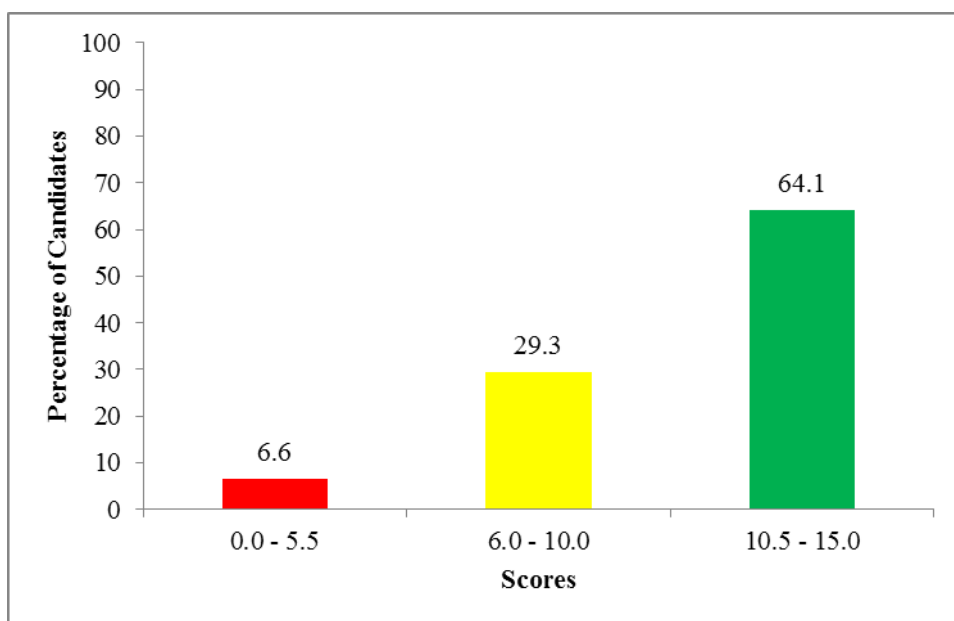


Figure 13 shows the percentage of the candidates' performance in question 15.

Candidates with good score were those who were able to analyse properly the uses of a History Log book. They introduced the question by giving the clear meaning of a Log book, and in the main body, they analysed five uses of a History Log book by giving out points like;

used to record the topics and sub-topics, directly shows the amount of work a History teacher has done, help a new teacher to determine the progress of the subject, helps the head of school and that of department to evaluate a History teacher whether is teaching accordingly and helps school inspectors to determine implementation of the curriculum.

In the conclusion, some of them ended briefly by providing the importance of a history Log book. Extract 15.1 exemplifies a good response from one of the candidates in this question.

Extract 15.1

15	<p>Log book This is a book use by a teacher use to record all teaching activities in a sequence order. After finishing his or her teaching activities he or she write in log book all progressive of teaching and activities. The following are the uses of log book -</p> <p>It used to show all topics that taught by former teacher. This is - because teacher record all activities in log book. for instance from topic one up to the ending topic. This also the uses of log book.</p> <p>Also It used as a reference for instance for future use teacher may use log book to add knowledge especially in preparation of lesson notes. Thus log book is very important in teaching and learning process.</p>	
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15	Also it is used to help new teacher	
	where supposed to start after former	
	teacher may be to migrate from one	
	school to another. So it is easy for the	
	new teacher to read log book and	
	get idea what he or she will start	
	to teach the students.	
	Also used to show all teaching-	
	activities done by teacher, for instance is	
	log book teacher record all activities	
	where by he or she teach the student	
	which involves all strategies, teaching	
	aids used by teacher. This also the	
	uses of Logbook.	
	Also it is used as assessment from	
	headmaster. This is a good example.	
	So as to understand the progressive	
	of a certain teacher in teaching and	
	learning process it better to make	
	assessment in log book. This gives -	
	the picture of progressive of a particular	
	teacher.	
	Also it is used in evaluation to a	
	teacher himself. Through log book teacher	
	may identify how much topic	
	is already taught and how much topic	
	is not taught. This gives chance	
	to control his or her time in order	
	to achieve specific objective or goal	
	in Teaching and learning process.	

Extract 15.1 is an example of the good response from the candidate who analysed five uses of a History Log book correctly.

The analysis indicates further that some of the candidates had average score. These candidates were relatively knowledgeable on the topic hence they were able to provide some of the points correctly. Also, some of these candidates failed to provide relevant introduction and conclusion, hence performing on average.

On top of that, candidates with poor score were those who provided irrelevant responses, contrary to the requirements of the question. The candidates also proved to have inadequate knowledge of the subject matter. For example, one of the candidate analyses the uses of teachers' textbook and teachers' guide, instead of uses of a History Log book and some of the points provided were; *it guides a teacher in teaching, helps to prepare lesson notes, selection of strategies and summarises a notes*. Extract 15.2 shows a sample of one of the candidate's response with a poor score.

Extract 15.2

15.	<p>History log book This is a book in which used in history subject. The following are the uses of a History log book.</p> <p>It enable to guide the History teacher in teaching and learning process. This is also among of the uses of History log book.</p> <p>Use to prepare history lesson notes. This is also another uses of a History log book.</p> <p>Use to select a good strategies teaching and learning method. This is also among of the uses of the History log book.</p> <p>Use by a new teacher of History. This is also another uses of a History log book in teaching and learning process.</p> <p>Use for History summary notes. This is also among of the uses of a History log book.</p> <p>Therefore a History log book is very important for any teacher of History.</p>
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Extract 15.2 is a sample of a candidate's response that analyses uses of teachers' textbook and teachers' guide, instead of the uses of a History Log book.

2.3.3 Question 16

This question was set from the topic "Teaching and Learning Subject Content". The candidates were required to explain in six points how participatory debate strategy can be used to teach the sub-topic "Ngoni Migration". The analysis indicates that only 47 candidates (11.2%) out of

418 candidates attempted this question, and the general performance was average. The performance analysis shows that 29 candidates (51.1%) had 0.0 to 5.5 marks, which was poor score, 15 candidates (31.9%) had average score from 6.0 to 10.0 marks, and 55 candidates (17%) scored 10.5 to 15 marks, which was a good performance. The performance for this question is summarised in figure 14.

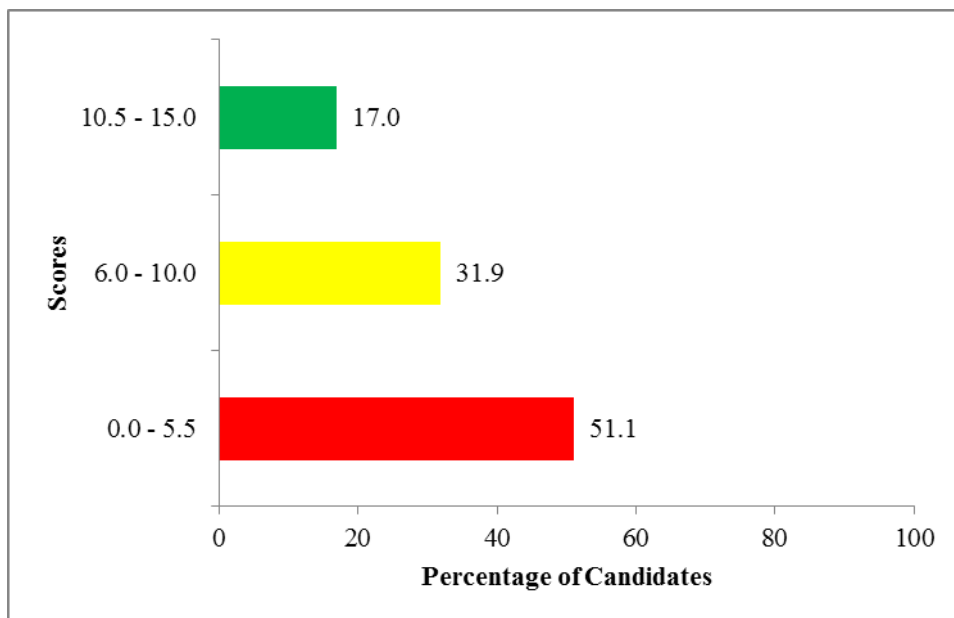


Figure 14 shows the percentage of candidates' score in question 16.

The candidates' performance analysis suggests that, those who scored from 0.0 to 5.5 marks were unable to understand the question. A good number of the candidates explained participatory teaching and learning techniques like *jig saw*, *gallery walk* and *group discussion*, instead of how participatory debate strategy can be used to teach the sub-topic "Ngoni migration". Extract 16.1 is a candidate's response that represents poor score of the question.

Extract 16.1

16	In six points explain how participatory debate strategy can be used to teach the sub-topic "Ngoni migration"	
	The following participatory debate strategy can be used to teach the sub-topic Ngoni Migration are the	
	Through discussion, one strategy can be used to teach during teaching and learning to through discussion amongst of learners to discuss sub-topic Ngoni migration.	
	Through question and answers, another strategy can be used to teach the sub-topic of Ngoni migration during teaching and learning to discuss the question, this one strategy can be used to teach	
	Through Jig saw, for example a teacher must used jig saw in order to groups student (1/1) (2/2) (3/3) (4/4) (5/5) in order to discussion different question and share of ideas the one among strategy can be used to teach	
	Through Brainstorming, participatory debate strategy can be used to teach the sub topic Ngoni migration through brainstorming in order to recall mind in students	
	Through think pair for example two student to discuss more than to discuss the sub-topic and Ngoni migration are one amongst participatory debate	
	Through debate one strategy can be used to teach the sub-topic Ngoni migration during teaching and learning the learners	

Extract 16.1 is a part of the candidate's response who explained participatory teaching and learning techniques, instead of how participatory debate strategy can be used to teach the sub-topic "Ngoni Migration".

On the other hand, candidates who had good score in this question were able to provide correct points with sufficient explanations from the introduction part to the conclusion. In the introduction part, they explained briefly the meaning of participatory debate. Then, in the main body they analysed how participatory debate strategy can be used to teach the sub-topic “Ngoni Migration” by giving points like *creating a topic or motion, forming groups, allowing time for the opposes and proposers, giving guidelines for discussion and recording the summary of the discussion*. Extract 16.2 shows an example of the candidate’s part of response with good score in this question.

Extract 16.2

16	<p>participatory: is a method of teaching in which the learners and teacher cooperate together in the process of learning and teaching, but debate is the discussion of two sides one side oppose but another side propose the motion for example. opposer will discuss the effect of Ngoni migration but proposer will discuss the Advantage of Ngoni Migration.</p> <p>Therefore when teaching Ngoni migration to form two students a teacher should follow the following steps.</p> <p>A teacher to prepare the motion. Here a teacher prepare the motion to be discussed by students for example. The Motion is about "Ngoni Migration lead to increase of population" after the preparation of the motion so this motion will be discussed by the students.</p> <p>Divide the students into two side (opposer and proposer). So A teacher should divide students into two groups were by proposer are argue for the motion but oppose is against the motion so they give the importance of Ngoni migration for example improve ment of tools.</p>
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Extract 16.2 shows an example of the part of a candidates' response which shows how participatory debate strategy can be used to teach the sub topic "Ngoni Migration".

3.0 CONCLUSION

As it has been observed in the analysis topic wise, the performance of candidates in Diploma in Secondary Education Examination (DSEE) 2018 History was average because 44.7% of the candidates passed by scoring an average of more than 40% in 5 topics out of 9 in the examination paper.

It has been noted that 77.5% of the candidates had good performance, in the topic of *Neo-colonialism and the Question of under-development in Third world Countries*. This suggests that the candidates had adequate knowledge and skills on the topic and the question was well understood. The candidates were able to respond correctly according to the requirements of the question. The topic with a good performance is shaded by a green color in the appendix.

However, 59.6% of candidates had an average score in the topics *Influences of External forces and the Rise of Nationalism and the Struggle for Independence, Establishment of Colonialism in Africa, Preparation for Teaching and Learning History*, and *Political and Economic Development in Tanzania since Independence*. The analysis indicates that, the candidates had a number of challenges in answering questions from these topics including lack of clear knowledge, misinterpretation of questions, repetition of points, pinpointing fewer points than the required number in a question, and poor presentation of points. The topics with an average performance are shaded by yellow colour in the appendix.

On top of that, 21.6% of the candidates had a poor score in the topics *Teaching and Learning Subject Content, Pre-colonial African States, The colonial Economy in Africa* and *The Principles of Teaching and Learning History*. This performance may be associated with the nature of the topic or the topics were not well covered during teaching and learning process, as a result the candidates had no knowledge of some concepts and contents in those topics, hence could not respond to the questions set from those topics. The topics with poor performance are shaded by red colour in the appendix.

In order to improve the performance of the prospective candidates, challenges outlined in this report should be addressed by the respective

educational stakeholders including Ministry of Education, Science and Technology, Tanzania Institute of Education, Regional and District Educational Officers, School inspectors, Principals, Tutors and Student teachers in the teachers' colleges.

4.0 RECOMMENDATIONS

Though the general performance of the candidates was average, there were some candidates whose performance was poor in some questions and topics. In order to improve the performance in History subject, the examiners recommend the following:

- (a) Tutor should make sure that, all topics are well covered so as to enable candidates to have wider knowledge and understanding of the questions asked.
- (b) Student teachers should be encouraged to read various sources of History materials in order to widen their knowledge and understanding of historical facts.
- (c) Student teachers should have thorough discussions among themselves in solving questions related to History of various topics. This could be conducted with guidance of History Tutors when necessary.
- (d) Frequent assignments, tests and examinations should be provided to the student teachers so as to build competences on how to approach and answer questions correctly.

THE SUMMARY OF PERFORMANCE OF CANDIDATES BY TOPICS

S/N	Topic	Question Number	Performance in Percentages		Remarks
			40 percent or more	Average	
1	Neo-colonialism and the Question of Underdevelopment in Third world Countries	13	77.5	77.5	Good
2	Influences of External forces and the Rise of Nationalism and the Struggle for Independence	5	65.3	65.3	Average
3	Establishment of colonialism in Africa	3	63.6	63.6	Average
4	Preparations for Teaching	4	77.8	58.4	Average
		6	17.9		
		10	43.8		
		14	58.9		
		15	93.4		
5	Political and Economic Development in Tanzania since Independence	7	50	50.9	Average
		9	2.6		
		12	100		
6	Teaching and Learning Subject Content	8	27	37.9	Poor
		16	48.9		
7	Pre-colonial Africa States	1	22.5	22.5	Poor
8	The colonial economy in Africa	11	20.7	20.7	Poor
9	Principles of Teaching and Learning History	2	5.3	5.3	Poor

