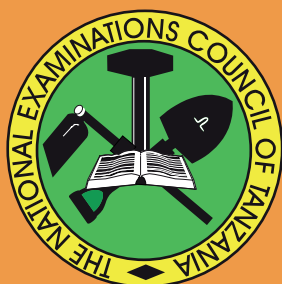


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR  
DIPLOMA IN SECONDARY EDUCATION EXAMINATION  
(DSEE) 2019**

**712 HISTORY**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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REPORT FOR THE DIPLOMA IN SECONDARY  
EDUCATION EXAMINATION (DSEE) 2019**

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the 2019 Candidates' Item Response Analysis Report for Diploma in Secondary Education Examination (DSEE) in History subject. 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 studies.

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

Finally, the Council would like to thank all the Examination Officers, Examiners and all those 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 History examination paper as a requirement for the completion of Diploma in Secondary Education (DSE) 2019. The examination assessed competences according to the 2009 syllabus and the 2017 Format.

The History paper consisted of sixteen questions which were distributed in three sections: 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 of the two sections: B and C. They were required to attempt a total of fourteen questions. The performance in Section A which had the maximum of four marks in each question is considered to be good if the candidates score from 3 to 4 marks, 2 to 2.5 marks is average performance and 0 to 1.5 is poor performance. In Sections B and C, good performance ranges from 10.5 to 15 marks, while from 6 to 10 marks is average performance, and from 0 to 5.5 is poor performance. This performance is represented in figures and the appendix whereby; green colour represents good performance, yellow colour represents average and red colour represents poor performance.

The performance in each topic is ranked as poor, average or good if the percentage of the candidates who scored 40 per cent 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 extracts of answers from some of the candidates are provided for each question.

A total of 847 candidates sat for 712 History paper in 2019, out of which 825 (97.6%) passed while 20 candidates (2.4%) failed. This shows that, the performance in 2019 has increased by 2.4 percent compared to 2018 performance in which out of 418 candidates who sat for the examination, 398 candidates (95.2%) passed while only 20 candidates (4.8%) failed.

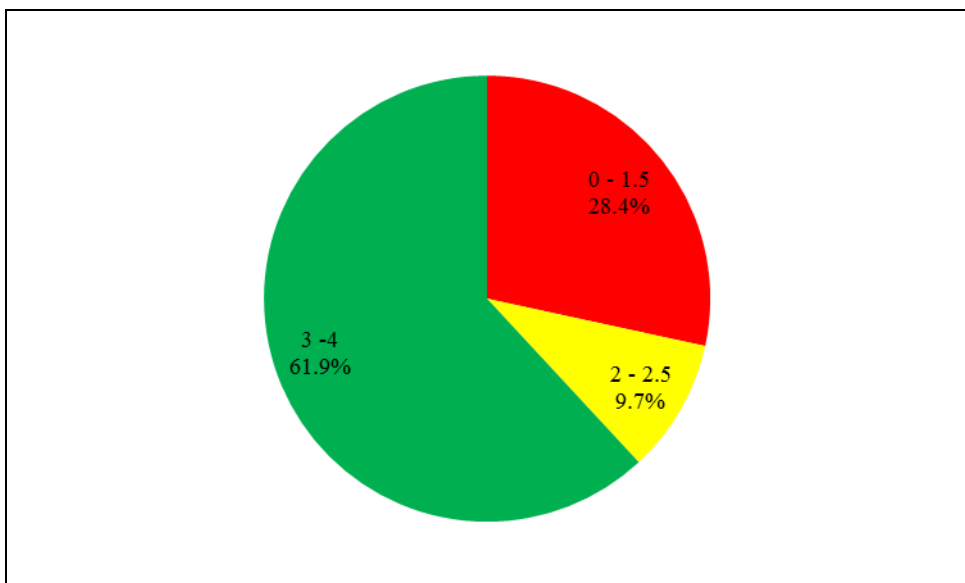
It is expected that this report will enable tutors and student-teachers to improve the teaching and learning process in History subject.

## 2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 SECTION A

#### 2.1.1 Question 1: Establishment of Colonialism in Africa

This question required the candidates to show how the development of capitalism in Europe led to the colonisation of Africa by giving out four points. The question was attempted by all 863 candidates (100%) and the general performance in this question was good. The analysis of the candidates' performance in this question indicates that; 534 (61.9%) of the candidates scored from 3 to 4 marks which is good performance, 84 candidates (9.7%) scored averagely from 2 to 2.5 marks and 245 candidates (28.4%) scored from 0 to 1.5 marks indicating poor performance. Generally, the performance of candidates in this question was good since 71.6 percent of the candidates were able to score from 2 to 4 marks. Figure 1 summarises the performance of candidates in this question.



**Figure 1:** *The performance of the candidates in question 1.*

The candidates whose scores ranged from 3 to 4 marks showed clear understanding of the question and had enough knowledge of the topic which enabled them to provide relevant answers. These candidates managed to show how the development of capitalism in Europe led to

colonisation of Africa by pinpointing the inevitable demands of capitalism such as;

*Shortage of raw materials (ii) market to sell the overproduced goods in Europe (iii) areas to invest surplus capital and (iv) the need for cheap labourers who could be obtained in the colonies.* All these demands were to be obtained in Africa. **Extract 1.1** shows a sample of the candidate's relevant response in this question.

1.	a. The need of raw materials. The development of capitalism in Europe led to the development of industries. Which led to the great demand of raw materials to feed their industries hence colonization of Africa was inevitable.
	b. Need for area for investment The development of capitalism in Europe led to rise of merchant class who wanted to invest their capital so they came in Africa and colonize.
	c. Need for area for Market The development of capitalism in Europe led to high production of goods in Europe. So they need area where they can sell their goods so they decided to come in Africa.
	d. Need for Cheap labour The development of capitalism in Europe led to high demand of labour in Europe. So they came in Africa to search for cheap labour hence colonization in Africa was inevitable.

**Extract 1.1:** A sample of a candidate's good response.

In Extract 1.1 the candidate showed correctly how the development of capitalism in Europe made colonisation of Africa inevitable, therefore scored high marks.

Most of the candidates who scored from 0 to 1.5 marks in this question failed to understand the requirements of the question, which resulted to the provision of irrelevant answers. For example, some candidates showed factors for the development of mercantile capitalism, such as *marine*

*technology, agrarian revolution and discovery of new world*, while others showed the techniques used by colonialists to introduce colonial economy in Africa, such as *destruction of local industries, introduction of land alienation and taxation*; which were contrary to the demand of the question. The analysis also showed that other candidates in this category failed in this question because they had insufficient knowledge of the whole concept of development of capitalism and colonisation of Africa. Extract 1.2 is a sample of a candidates' response who failed to provide correct responses.

1.	i. Inadequate of military tools example weapons	
	ii. Low level of technology.	
	iii. Poor economic bases	
	iv. Poor government support.	

**Extract 1.2:** The candidate who diverted from the demand of the question.

In Extract 1.2 the candidate responded on the reasons for the failure of African resistances instead of showing how the development of capitalism in Europe led to the colonisation of Africa.

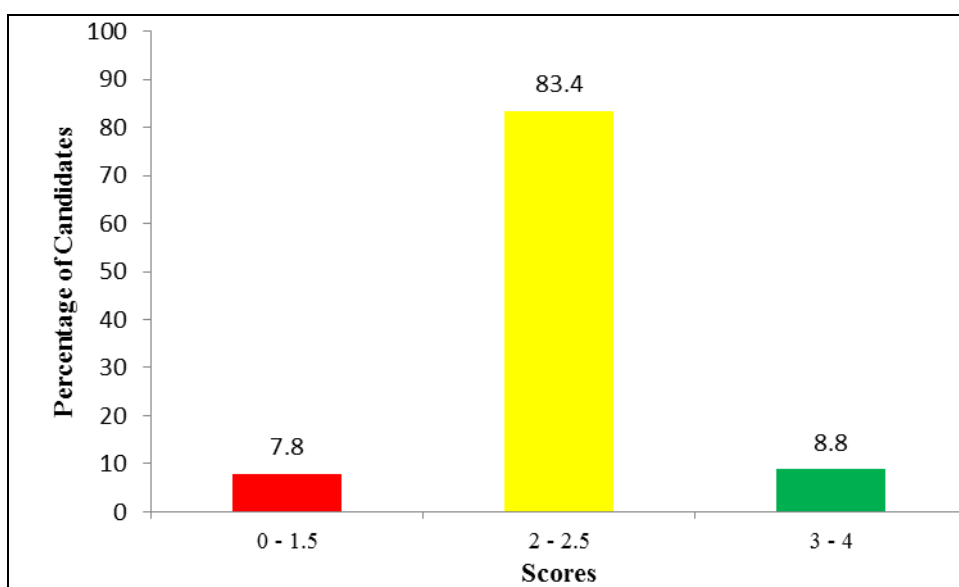
The candidates, who scored average marks from 2.0 to 2.5, demonstrated partial knowledge about the topic and good understanding of the requirements of the question. Therefore, some of them provided only two points and others mixed up the correct and incorrect points. For example, one candidate showed the points like;

- (i) Through searching for cheap labour (ii) through searching for raw materials (iii) through the influence of forerunners such as missionaries, explorers and traders and (iv) through development of science and technology.

The first two points are relevant, but the third and fourth points are irrelevant.

### 2.1.2 Question 2: Principles of Teaching and Learning History

This question required the candidates to differentiate between teaching activities and learning activities. The question was attempted by all 863 candidates and its general performance was good. The analysis of the candidates' performance indicates that 76 candidates (8.8%) scored from 3 to 4 marks which is good performance, 720 candidates (83.4%) scored from 2 to 2.5 marks which is an average performance, and 67 candidates (7.8%) scored poorly from 0 to 1.5 marks. Generally, the performance of candidates in this question was good since 92.2 percent of the candidates score from 2 to 4 marks. Figure 2 summarises the performance of candidates in this question.



**Figure 2:** *The performance of the candidates in question 2.*

The candidates who performed averagely and whose scores ranges from 2 to 2.5 marks showed a number of inadequacies. Some of them failed to give clear elaborations of the concepts provided. For example, one of the candidates wrote; *“Teaching activities are those activities done by the teacher and learning activities as: the activities done by students”* without clear elaborations. Others answered only one side of the question hence scored averagely.

On the other hand, 76 (8.8%) candidates who scored good marks in this question were able to give clear differences between teaching and learning activities. They elaborated teaching activities as *the plans to perform*

during a lesson in organising and facilitate the process of developing learners competencies which includes; methods and strategies, materials and aids for teaching while learning activities as the activities which a teacher plan for his learners to perform/during the lesson. They are direct to teaching activities and are said to be the responses of teaching activities. Extract 2.1 shows a sample of a response from one of the candidates with a good score in this question.

2.	Teaching activities :- Are those activities conducted by a teacher to his student during the process of teaching and learning. Example: Giving students questions to discuss
	WHILE
	Learning activities :- Are those activities to be practiced by the learners from a teacher during the process of teaching and learning. Example: To discuss, to answer the questions given by a Teacher.

**Extract 2.1:** A sample of a candidate's good response.

In Extract 2.1 the candidate differentiated correctly between teaching and learning activities, therefore scored high marks.

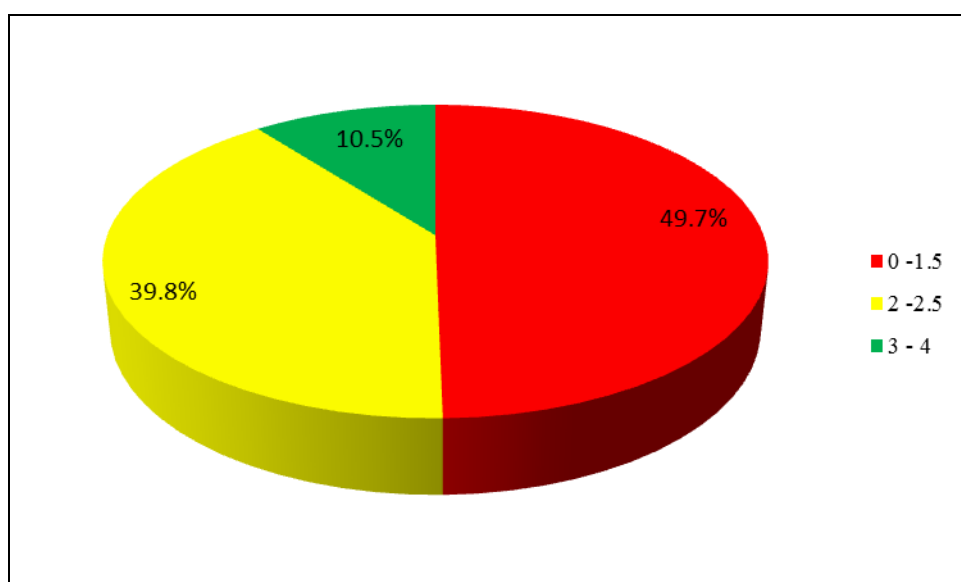
The poor score of marks (from 0 to 1.5 marks) in this question was due to the candidates' inadequate knowledge of the topic which resulted in providing irrelevant answers. For example, one candidate differentiated the concepts *teaching and learning techniques* by giving out points like: *teaching activities is the system of question and answers or group discussion while learning activities considered as the assistances to gain new knowledge*. Other candidates failed completely to differentiate the two terms. For example, one candidate treated teaching and learning activities as similar terms as shown in the Extract 2.2.

2.	Teaching activities is a process oriented
	WHILE
	Learning activities is the process oriented

**Extract 2.2:** A sample of a candidate with poor response in this question.

### 2.1.3 Question 3: Colonial Economy in Africa

This question required the candidates to outline four benefits that Africans got from the introduction of progressive farmers programme in Tanganyika. The question was answered by all 863 candidates who sat for the examination of which 91 candidates (10.5%) scored from 3 to 4 marks, which is good performance, 343 candidates (39.8%) scored averagely from 2 to 2.5 marks and 429 candidates (49.7%) scored poorly from 0 to 1.5 marks. Generally, the analysis shows that the performance in this question was average since 50.3 per cent of the candidates passed by scoring from 2 to 4 marks. Figure 3 summarises the performance of candidates in this question.



**Figure 3:** The performance of the candidates in question 3.

The reason for the poor performance (0 to 1.5) in this question was due to the candidates' inadequate knowledge of the concept *progressive farmers'*



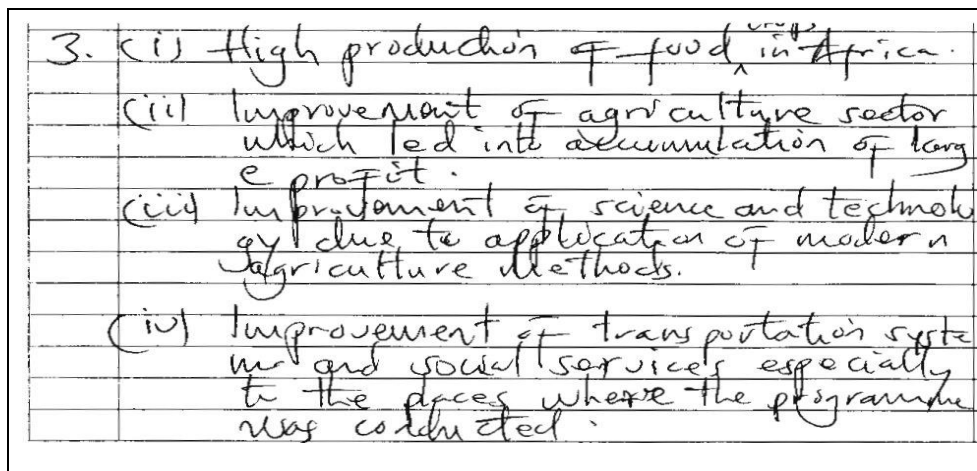
*programme* and failure to understand the requirement of the question. Some of them provided irrelevant answers and others mixed up concepts. For example, one candidate provided benefits of agriculture in Tanganyika instead of the benefits that Africans got from the introduction of progressive farmers programme in Tanganyika as in (i) *rise of the economy of the country* (ii) *reduced number of dependency ratio* (iii) *improve in social services* and (iv) *reduction of poverty problem* as shown in Extract 3.1.

3.	1 Rise the economy of the country.
	2 Reduced number of dependency Ratio.
	3 Improve in social services.
	4 Reduction of poverty problem.

**Extract 3.1:** The candidate who diverted from the demand of the question.

The attributes observed on responses of the candidates who scored from 2 to 2.5 marks, include inability to meet the required number of points and mixing up correct and incorrect points. For example, one candidate outlined other two incorrect points besides the two correct ones as; *market for their agricultural products* and *subsidies*, hence failed to score full marks.

Moreover, the candidates with good scores (from 3 to 4 marks) understood the question correctly and had adequate knowledge of the concept *colonial economy and the progressive farmers' programme* in particular. These candidates outlined clearly the benefits that Africans got from the introduction of progressive farmers programme in Tanganyika such as; (i) *increase of production* (ii) *emergence of African capitalist farmers* (iii) *enabling Africans to get capital* (iv) *transmission of knowledge and skills of modern agriculture*. Extract 3.2 is a sample of a response from a script of a candidate who scored good marks in this question.

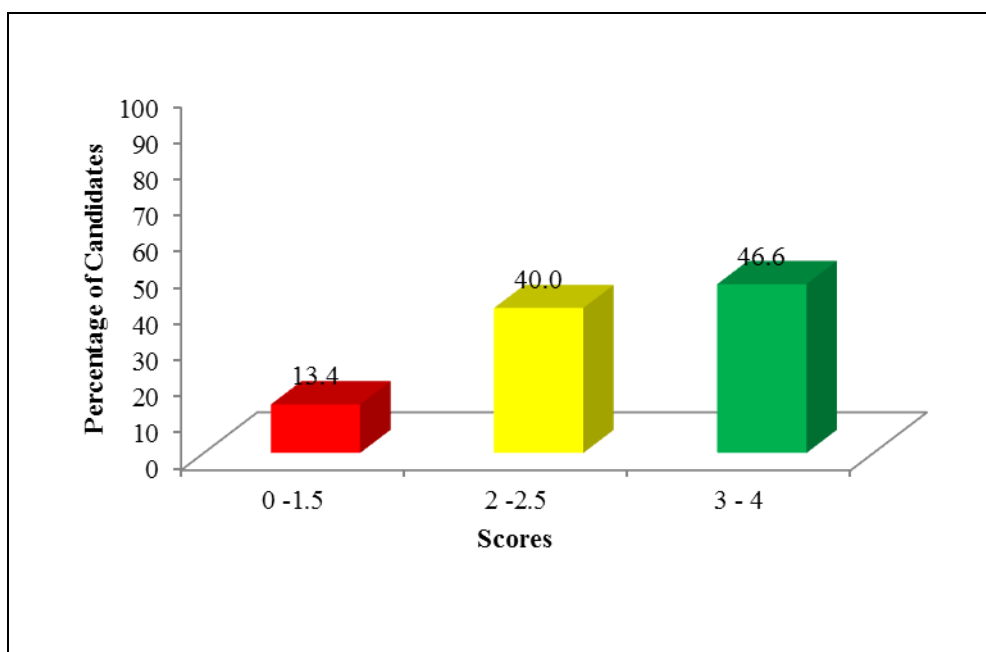


**Extract 3.2:** A sample of a candidate's good response.

In Extract 3.2 the candidate outlined correctly all the four benefits that Africans got from the introduction of progressive farmers programme in Tanganyika, therefore scored high marks.

#### **2.1.4 Question 4: Analysis of History Teaching and Learning Materials**

This question required the candidates to provide reasons for a History teacher to analyse a syllabus before teaching by giving out four points. The question was attempted by all 863 candidates (100%) and the general performance was good since 402 candidates (46.6%) scored from 3 to 4 marks, which is good, performance, 345 candidates (40%) scored from 2 to 2.5 marks, which is an average performance and the remaining 116 candidates (13.4%) scored poorly from 0 to 1.5 marks. Figure 4 summarises the performance in this question.



**Figure 4:** *The performance of the candidates in question 4.*

The candidates with good score (from 3 to 4 marks) in this question demonstrated good understanding of the subject matter which enabled them to provide relevant reasons for the History teacher to analyse syllabus before teaching. They were able to give relevant points as in (i) *it guide teacher to teach the intended course effectively*, (ii) *it suggest to History teacher the kind of history methods, strategies, techniques and teaching and learning aids*, (iii) *it helps the history teacher to teach according to specific educational objectives* (iv) *it guide the teacher to know the time to be used for a topic*, etc. Extract 4.1 is a sample of a candidate's good response in this question.

4	(i) It helps to teach systematically and effectively the lesson.
	(ii) It helps to identify amount of time needed for a certain topic and how many periods, so that a teacher can plan his/her time for teaching
	(iii) It helps a teacher to know which techniques to be used so as to prepare before a lesson.
	(iv) It shows which teaching and learning materials and aids are needed for teaching a particular topic or subject matter.

**Extract 4.1:** A sample of a candidate's good response.

In Extract 4.1 the candidate provided correctly reasons which necessitates History teacher to analyse a syllabus before teaching, therefore scored high marks.

However, the 40 per cent of the candidates scored averagely (from 2 to 2.5 marks) in this question. This implies that some candidates failed to provide all four reasons asked. Others repeated the points or mixed up correct and incorrect answers, which proved that these candidates had partial knowledge on the topic from which the question set.

The reason for the poor score of marks in this question was the candidates' failure to understand the requirements of the question, which resulted in to provision of irrelevant answers. Some of the candidates mixed up the concepts. For example, one candidate provided four structural parts of the syllabus with the points, such as *competence, general and specific objectives, topics and sub-topics and assessment*. Others mixed up ideas of the concept "syllabus analysis" and ended up providing incorrect answers. Extract 4.2 is a sample of a candidate's poor response in this question.

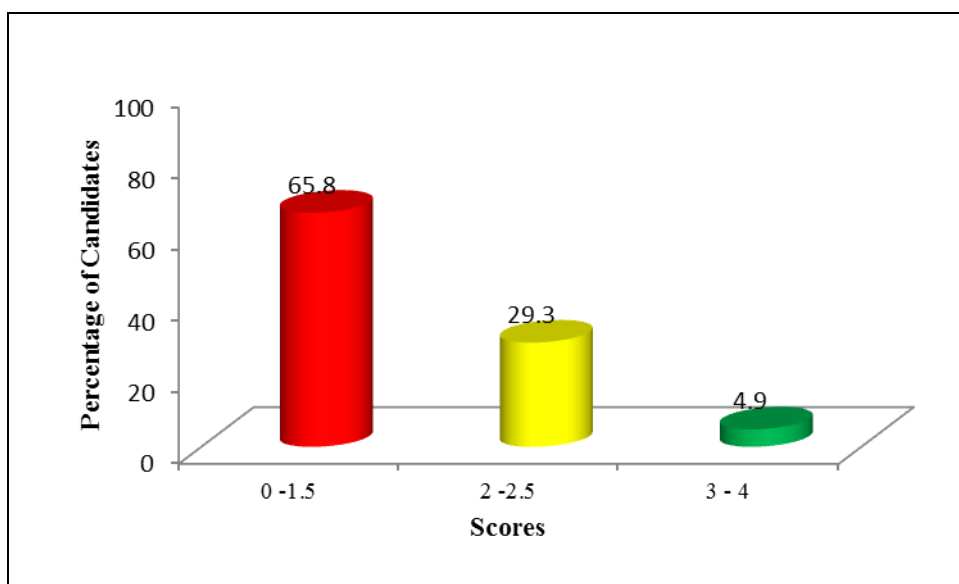
4.	A history teacher should analyse a syllabus before teaching, this is because.
	- To get confidence.
	- To avoid poor lesson.
	- Syllabus shows proper ways
	- to teach the topic
	in sepecific ways for good
	lesson as shown in the
	syllabus.

**Extract 4.2:** A sample of a candidate with poor response in this question.

In Extract 4.2 the candidate provided shallow points with no elaborations. The candidate also proved to have poor organisation and language skills, therefore performed poorly.

### 2.1.5 Question 5: Africa and the Rise of Socialism

The question required the candidates to identify four features of Utopian Socialism. This question was answered by all the candidates who sat for the examination of which 42 candidates (4.9%) had good performance (from 3 to 4 marks), 253 candidates (29.3%) scored averagely from 2 to 2.5 marks and 568 candidates (65.8%) scored poorly from 0 to 1.5 marks. Generally, the analysis shows that the performance in this question was poor since only 34.2 percent were able to score from 2 to 4 marks. Figure 5 summarises the performance in this question.



**Figure 5:** The performance of the candidates in question 5.

Most of the candidates whose marks ranged from 0 to 1.5 were challenged by the word *Utopian*. They therefore responded on the general characteristics of Socialism instead of Utopian Socialism. For example a candidate provided points, such as *classless society, against exploitation and degradation of the workers, focus on the growth of workers movements* etc. Others proved to have inadequate knowledge of the whole concept of Socialism, by providing irrelevant answers. For example one candidate provided points, such as *believed in wealth, believed in the earth, full democracy* etc. Extract 5.1 shows a sample of one of the candidates' responses who scored poorly in this question.

05.	(i) Bullionism
	(ii) Slave trade
	(iii) Development of marine technology .
	(iv). Circumnavigation - surveying a world through water channels.

**Extract 5.1:** The candidate who diverted from the demand of the question.

In Extract 5.1 the candidate responded on the phases through which Mercantilism passed instead of identifying features of Utopian Socialism, therefore scored poor marks.

The candidates who scored average marks (from 2 to 2.5) portrayed various shortcomings such as repetition of the points that have the same meaning as well as provision of few points. For example, one candidate provided two correct points besides incorrect ones as in; *it was based on religion and it encourages gender balance*, hence scored averagely.

The candidates (4.9%) with good scores had adequate knowledge and understood the demand of the question. They interpreted the question correctly, and they managed to identify at least not less than three features of Utopian Socialism such as: (i) *don't believe in any form of class struggle or political revolutionary*, (ii) *believed people of all class can voluntarily adopt their plan for society if it is presented convincing* (iii) *they believed their cooperative socialism can be established among like-minded people within the society* (iv) *it characterised the people who lived in the first quarter of the 19<sup>th</sup> century who were ascribed the label "utopian"* etc. Extract 5.2 is a sample of a response from the candidate who scored good marks in this question.

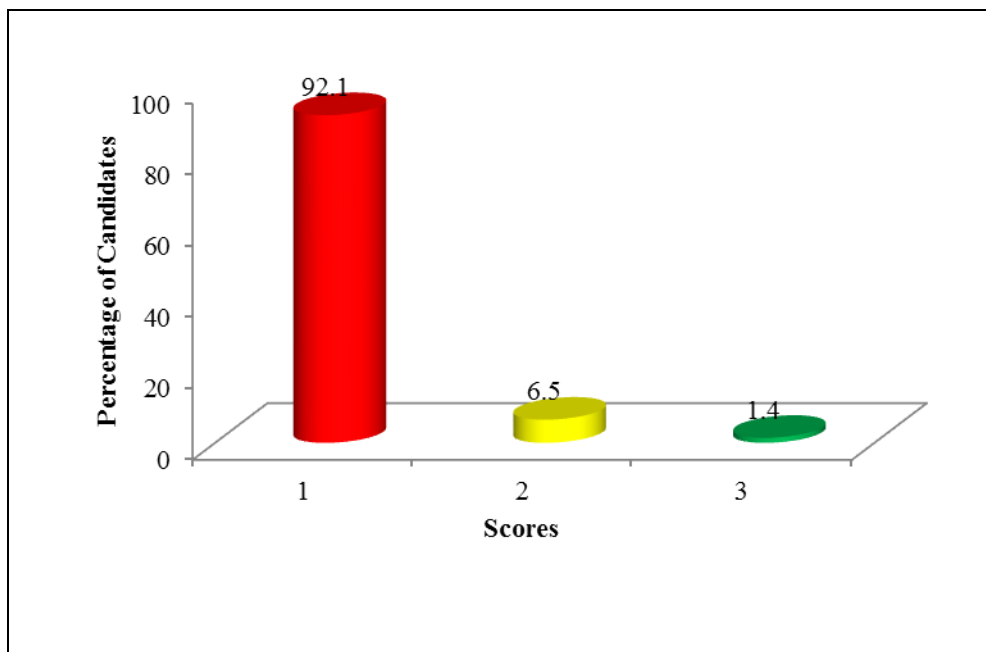
5.	i) It believe in public ownership of products
	ii) Absence of class struggle
	iii) It believe in Abstract things
	iv) Absence of bloodshed

**Extract 5.2:** A sample of a candidate's good response.

### 2.1.6 Question 6: Preparation for Teaching and Learning History

This question required the candidates to mention four conditions under which a History student can be given the notes to copy. This question was attempted by all the candidates who sat for the examination. The general performance was poor because only 12 candidates (1.4%) scored from 3 to 4 marks, which is good performance, 56 candidates (6.5%) scored averagely from 2 to 2.5 marks and 795 candidates (92.1%) scored from 0

to 1.5 marks, which is poor performance. Figure 6 summarises the performance of candidates in this question.



**Figure 6:** *The performance of the candidates in question 6.*

The poor performance of the 795 candidates (92.1%) in this question was caused by their failure to understand the needs of the question, which resulted into the provision of irrelevant answers. Some of these candidates mentioned the ways through which a history student can take notes and others mentioned the reasons for a student to write the notes or things to consider when taking notes. For example, one candidate mentioned such points as *through lecture, through note taking, through participatory method, through teach difficult topic* while another candidate mentioned; *for revision, new things introduced and if the topic is not understood well*. Other candidates in this category mixed up ideas thereby providing both correct and incorrect answers. Extract 6.1 is a sample of a poor response from one of the candidate.



6.	1/ Don't copy everything in history notes
	2/ Add your own notes which relate to contents
	3/ Add more examples if necessary
	4/ Make a proper use of Time.

**Extract 6.1:** A sample of a candidate with poor response in this question.

In Extract 6.1 the candidate presented things to consider when taking notes instead of the conditions under which a History student can be given the notes to copy.

The analysis entails that the candidates with average performance (6.5%) had partial knowledge of the topic and understood the demands of the question. For example, some of the candidates outlined fewer points than the required number of points others repeated the points.

However, the 12 candidates (1.4%) who scored high marks had adequate knowledge and clear understanding of the question. Therefore, they were able to mention not less than three relevant conditions under which a History student can be given notes to copy. These candidates mentioned such points like *where there is no reference at school for student to read, where time is so much limited that it is not enough for a student to read the available references, where the academic ability of the student is so low that he/she cannot make his/her own notes, where the intended student has a problem of medium of instruction so much that he/she cannot construct his/her own meaningful notes* etc. Extract 6.2 shows a sample of a good response from one of the candidates.

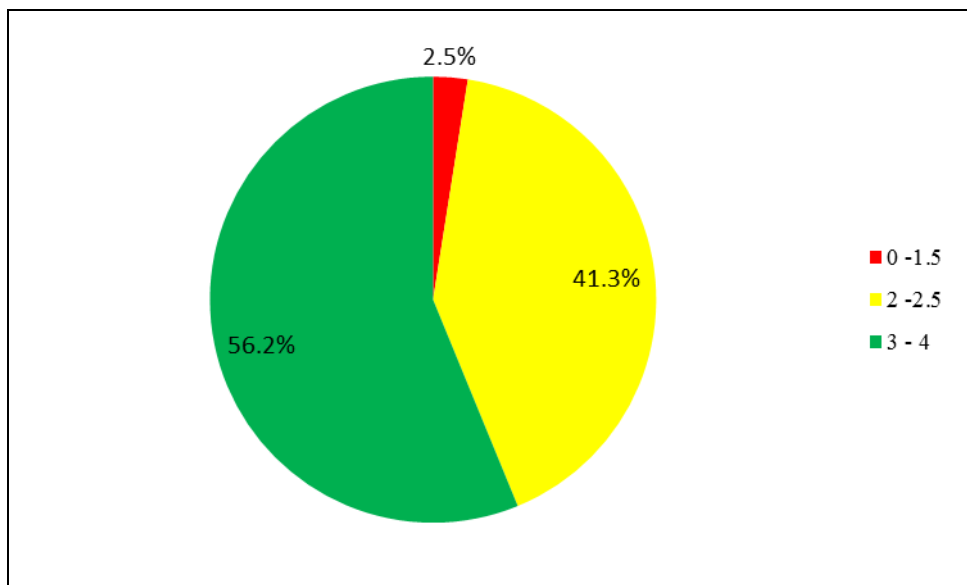
- 6 (i) Shortage of teaching and learning materials may lead to the given notes to the students to copy.
- (ii) Physical disability among the students disability thus why teacher give them notes to copy.
- (iii) Lack of skills to the students to create their own notes may lead to give them notes to copy.
- (iv) Time Factor: Teacher give students notes to copy in order save time and his other specific objectives.

**Extract 6.2:** A sample of a candidate's good response.

In Extract 6.2 the candidate mentioned correctly all four conditions under which a History student can be given notes to copy, therefore scored high marks.

### 2.1.7 Question 7: Political and Economic Development since Independence

The question required the candidates to state four ways through which Tanzania can avoid economic dependence. The question was attempted by all 863 candidates. The analysis indicates that 485 candidates (56.2%) scored from 3 to 4 marks, which is a good performance, 356 candidates (41.3%) scored 2 to 2.5 marks, which is an average performance and the remaining 22 candidates (2.5%) scored from 0 to 1.5 marks, which is a poor performance. Generally, the performance of candidates in this question was good since 97.5 percent of the candidates scored from 2 to 4 marks. Figure 7 summarises the performance of candidates in this question.



**Figure 7:** *The performance of the candidates in question 7.*

The candidates who scored from 3 to 4 marks were able to understand the requirement of the question and proved to have sufficient knowledge of the concept asked by providing relevant answers. These candidates were able to clearly state ways through which Tanzania can avoid economic dependence with the such points as *emphasis on the development of agricultural sector, the government adopt to the basic industries strategy, invest on technology and technical skills, sustainable use of resources for the benefits of all Tanzanians, overcome corruption and misuse of government funds* etc. Extract 7.1 shows a sample of the candidate with good response.

71	1/ Improvement in agriculture sectors Through this way the country invest in agriculture to avoid the absence of ample food in the country	
	ii) Improving industrial - Through the way of improv- ing industries Tanzania can avoid to depend other nation.	
	iii) Improvement of technology if the technology will be improved we can't depe	
	iv) Good leadership, If the leader work effectively we can avoid dependent.	

**Extract 7.1:** A sample of a candidate's good response.

In Extract 7.1 the candidate responded correctly to the question by stating all four ways through which Tanzania can avoid economic dependence.

The candidates, who scored average marks (from 2 to 2.5), showed a number of inadequacies like: Repetition of points that have similar connotations, stating fewer points than the required number of points as well as mixing up correct and incorrect answers. For example, one of the candidates stated such incorrect responses as *abolition of globalization* and *avoiding debts* besides correct responses.

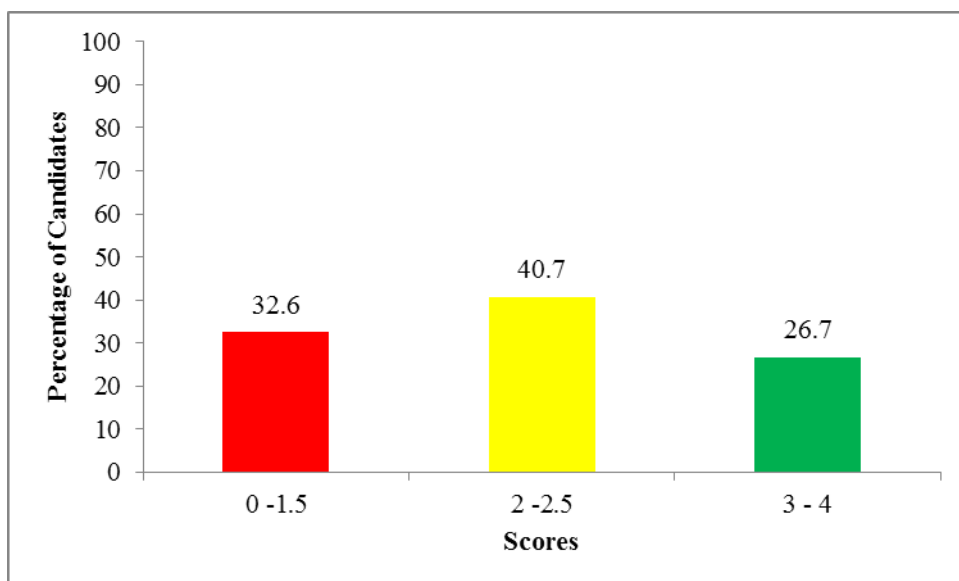
Majority of the 22 candidates who performed poorly in this question scored from 0.5 to 1.5, and only one (1) candidate scored 0. The reasons for their poor performance lie in inadequate knowledge of the subject matter, mixing up relevant with irrelevant answers and poor English language. For example, one candidate provided such irrelevant answers as *to avoid international trade* and *to avoid existence of exchange* besides the relevant answer as shown in Extract 7.2 below.

07.	Ways which Tanzania can avoid economic dependence.
	i) To avoid corruption
	ii) To avoid international trade
	iii) To avoid existence of exchange

**Extract 7.2:** A sample of a candidate with poor response in this question.

### 2.1.8 Question 8: Preparation for Teaching and Learning History

This question required the candidates to list down four merits of specific objectives in a History lesson plan. The question was attempted by 863 candidates (100%) and the general performance was average, since 230 candidates (26.7%) scored from 3 to 3.5 marks, which is good performance, 352 candidates (40.7%) scored averagely from 2 to 2.5 marks and 281 candidates (32.6%) scored from 0 to 1.5 marks, which is poor performance. Figure 8 summarises the candidates' performance.



**Figure 8:** The performance of the candidates in question 8.

The candidates whose marks ranged from 2 to 2.5 understood the question and proved to have average knowledge of the topic. Some of them failed to list more than two merits of specific objectives in a History lesson plan. Others mixed correct up with incorrect responses or repeated the points that have similar meaning. For example, one candidate mixed up two merits which were not correct as in *promotion of skills and knowledge* and *to discovery the students' diagnosis*.

Candidates with good performance (26.7%) had clear knowledge of the topic and understood the demands of the question particularly the merits of specific objectives in a History lesson plan. They correctly listed the relevant points, such as *it guide the teacher to abide and stick to what he planned to teach, it guide a teacher to properly and effectively use teaching and learning aids during the lesson, it helps a teacher to plan and provide relevant teaching and learning activities and it helps a teacher to conduct the evaluation during and after the lesson*, etc. Extract 8.1 shows a sample of a response from one of the candidate with a good score in this question.

08.	i) Guide a teacher to meet the planned objectives
	ii) Helps a teacher to stick on what was supposed to be delivered to learners
	iii) Helps a teacher to reinforce or to insist on the important part of content that must be achieved
	iv) It guide a teacher to teach logically or systematically

**Extract 8.1:** A sample of a candidate's good response.

In Extract 8.1 the candidate listed correctly the merits of specific objectives in a History lesson plan, therefore scored high marks.

The analysis reveals that the candidates' poor scores (from 0 to 1.5 marks) in this question were caused by insufficient knowledge about the topic, particularly the specific objectives in a lesson plan and poor understanding of the demand of the question. For example, one candidate listed the merits of cooperative teaching and learning technique with such points as; *make long term memory to students, make student to be creative, make*

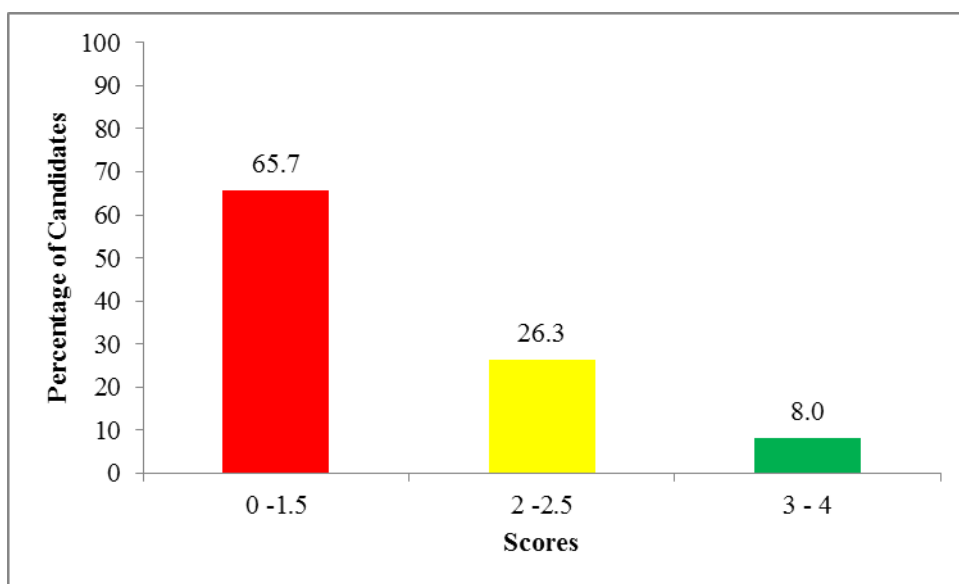
*cooperation among student and make competition among students*, which is contrary to the demand of the question. Another candidate listed the characteristics of specific objectives instead of merits of specific objectives in a lesson plan as shown in Extract 8.2.

8.	(i) It must be specific
	(ii) It must be measurable.
	(iii) it must be attainable.
	(iv) Time bound.

**Extract 8.2:** A sample of a candidate who mentioned incorrect answers.

### 2.1.9 Question 9: Political and Economic Development since Independence

This question required the candidates to provide four examples of political manifestations of Neo colonialism in Africa. This question was answered by all the candidates who sat for the examination. The general performance was poor because only 69 candidates (8.0%) scored from 3 to 4 marks, which is good performance, 227 candidates (26.3%) scored an average from 2 to 2.5 marks, and 567 candidates (65.7%) scored from 0 to 1.5 marks (poor performance). Figure 9 summarises the performance of candidates in this question.



**Figure 9:** The performance of the candidates in question 9.

The candidates who performed poorly (from 0 to 1.5 marks) failed to understand the question and lacked enough knowledge of the topic. Thus they provided wrong and irrelevant answers. For example, one candidate mentioned names of post-colonial African leaders like: *Kwame Nkrumah*, *Julius Nyerere* and acronyms of regional and continent organisations like; *UNO* and *ECOWAS* which were irrelevant responses. In another example, a candidate mentioned political parties in African countries, such as *Chama cha Mapinduzi*, *Chama cha Democlasia na Maendeleo* and *FLERIMO* instead of examples of political manifestations of Neo colonialism in Africa as shown in Extract 9.1.

q ①	'Chama cha mapinduzi'
②	Chudem-a-chama cha democlasia na maendeleo
③	flerimo
④	

**Extract 9.1:** The candidate who diverted from the demand of the question.

The analysis indicates that the candidates with average performance (from 2 to 2.5 marks) had partial knowledge of the topic and understood the demands of the question. For instance, some of them outlined fewer points than the required number of points whereas others repeated the points; therefore they ended up scoring low marks. For example, one candidate mentioned such as *Tribalism* and *Political motives* in his/her a response which was not correct, hence scored averagely.

Moreover, the 69 candidates (8.0%) who score high marks proved to have adequate knowledge of the topic and understood the demand of the question correctly. These candidates were able to provide all four or three relevant examples of political manifestations of Neo colonialism in Africa by providing such points as *military coup in the former colonial states*, *the establishment of multiparty politics*, *emergence of puppet leaders in Africa*, *funding of the oppositional leaders*, etc. Extract 9.2 shows a sample of a good response from one of the candidate.



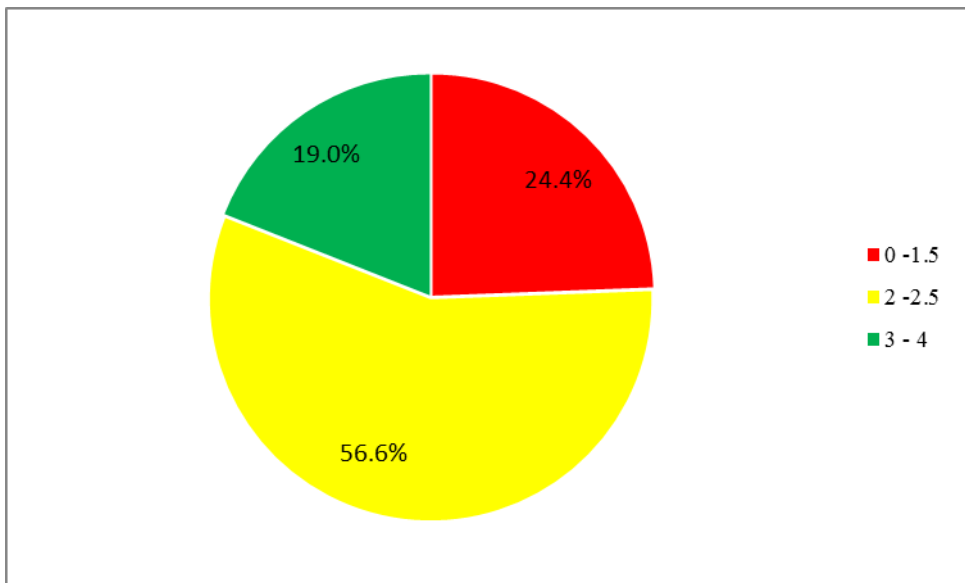
9.	For example of political manifestation of Neo-colonialism in Africa. Include.
	(i) Introduction of multipalism.
	(ii) Emergence of puppet leaders in Africa.
	(iii) political instability in many African countries due to the influence of western countries.
	(iv) Coup d'etat in Africa eg South Sudan.

**Extract 9.2:** A sample of a candidate's good response.

In Extract 9.2 the candidate provided correctly four examples of political manifestations of Neo colonialism in Africa, therefore scored high marks.

#### 2.1.10 Question 10: Principles of Teaching and Learning History

This question required the candidates to mention four qualities of a History guest speaker. The question was answered by all the candidates who sat for the examination of which 167 candidates (19.0%) scored from 3 to 4 marks, which is good performance, 488 candidates (56.6%) scored averagely from 2 to 2.5 marks, and the remaining 211 candidates (24.4%) had poor performance (from 0 to 1.5 marks). Generally, the analysis shows that the performance in this question was good since 75.6 percent were able to score from 2 to 4 marks. Figure 10 summarises the performance in this question.



**Figure 10:** *The performance of the candidates in question 10.*

Some of the candidates with average score (from 2.0 to 2.5 marks) failed to provide four points as required by the question while others mixed up relevant and irrelevant points in their responses. For example, one candidate mentioned the points like; *it's attractive* and *teach many students* in his/her response which are not correct, therefore scored averagely.

Some candidates (24.4%) scored poor marks because they did not understand the requirements of the question, thus they provided irrelevant answers. For example, one candidate mentioned the advantages of the guest speaker technique with the points, such as *helps students to have important connection between what they learned and real life experience, provide opportunity for students to learn something new, provide detailed information about the topic from more experienced person* etc. Another candidate mentioned the disadvantages of lecture teaching methods by mentioning such points like *it is non participatory method, teacher is a facilitator, involves much telling of the teacher and involve creaming* which were contrary to the requirement of the question as shown in Extract 10.1.

10	i) It is non participatory method
	ii) Teacher is a facilitator
	iii) It involves too much talking of a teacher
	iv) involve teaming.

**Extract 10.1:** The candidate who diverted from the demand of the question.

The candidates (19.0%) with good scores in this question had enough knowledge of the topic and had clear understanding of the demands of the question, which enabled them to provide correct answers. These candidates managed to mention at least three relevant qualities of a History guest speaker such as *enough knowledge of the topic, conversant with the medium of instruction, being confident, value the importance of students' contributions, tolerant enough to unexpected students' behaviours*, etc. Extract 10.2 is an example of a candidate who responded correctly in this question.

10	i) Should be Competent to the subject matter
	ii) Allow questions from the student
	iii) Avoid Using harsh Language
	iv) Accept challenge from the student

**Extract 10.2:** A sample of a candidate's good response.

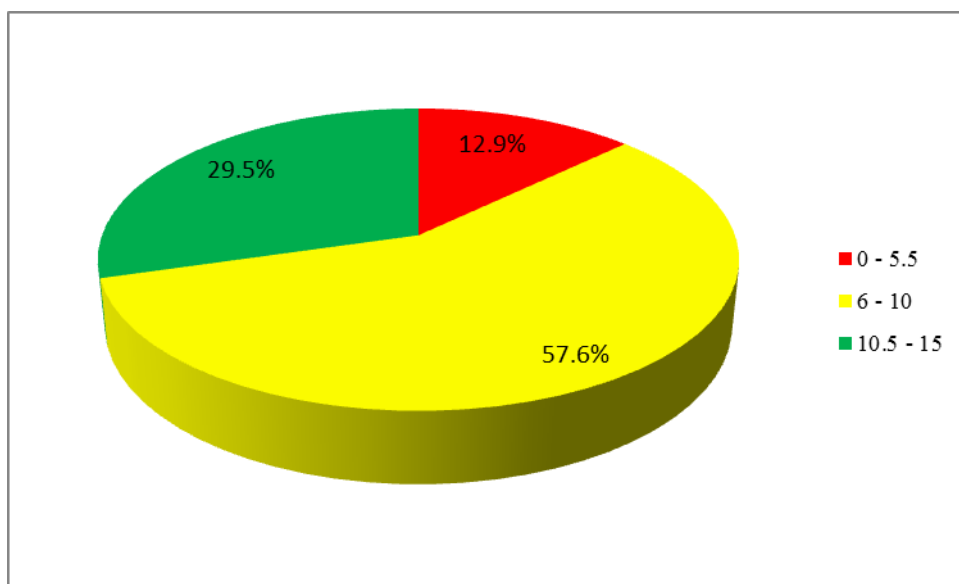
In Extract 10.2 the candidate mentioned correctly the qualities of a History guest speaker, therefore scored high marks.

## 2.2 SECTION B

### 2.2.1 Question 11: Pre-colonial Social Formations in Africa

The question required the candidates to analyse six effects of Mfecane in Southern Africa in the 19<sup>th</sup> century. The question was attempted by 735

candidates (85.1%) out of 863 who sat for this examination. The general performance was good because 217 candidates (29.5%) scored from 10.5 to 14 marks, which is good performance, 423 candidates (57.6%) scored from 6 to 10 marks, which is an average performance and the remaining 95 candidates (12.9%) scored from 0 to 5.5 marks (poor performance). Figure 11 summarises the performance of candidates in this question.



**Figure 11:** *The performance of the candidates in question 11.*

The attributes observed in the responses of the candidates who scored from 6 to 10 marks include such things as inability to meet the required number of points mostly caused by repetition of some points, poor essay writing skills and partial clarification of points.

The candidates who scored from 10.5 to 14 marks proved to have clear knowledge of the topic and correct understanding of the question. These candidates were able to provide clear introduction that showed a detailed meaning of Mfecane in Southern Africa, participants and the period. In the main body, they were able to analyse relevant effects of the Mfecane in Southern Africa in the 19<sup>th</sup> century by writing such points as *many people died, famine and hunger, eruption of diseases, fear and insecurity, emergence of centralised states, weakening of African resistances against outside invader, emergence of strong leaders such as Shaka of Zulu sate, introduction of new fighting techniques and weapons*, etc. The variation of marks in this range of scores (from 10.5 to 14 marks) depended on the

degree of clarity in each candidate's response. Extract 11.1 is a sample of a good score from one of the candidates' responses.

11.	<p>Afrecane War was the fight that fought between negro speaking people in the interior of Southern Africa in the 19th century.</p> <p>The following are the effect of Afrecane in Southern Africa</p> <p>Afrecane war lead to the spread of new tactics of fighting; for example the use of cow horn that spreaded in some parts of Africa.</p> <p>The people were applying this tactic in fighting with other societies.</p> <p>Also Afrecane war lead to the death of the people, during the fight many people loss their life because the war involves the use of dangerous weapons. For example arrows, spears and knives that were used by the people to fight each other.</p> <p>Not only that but also Afrecane lead to the separation of families, this is due to the fact that during the war those who were seemed to be weak in the fight they decide to run randomly a thing that cause many families to be separated. For example others settled in the parts of East African Countries and other ran to the interior of South Africa.</p> <p>Furthermore the Afrecane war lead to the rise of the</p>
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11.	<p>Tshaka of the Zulu, he was the King of Zulu empire who emerged as the power during the fight. Tshaka rule the large part of Southern Africa and established his Kingdom.</p> <p>Also Mfecane war lead to the intermarriage, this is due to the fact that the captives that were captured especially women were used as the wives of those who won the battle. Hence the rise of intermarriage.</p> <p>Furthermore mfecane war lead to the destruction of many properties like agriculture and mines; the properties were destroyed by the people themselves were they were cutting down and burning all the properties of the rival side so as to awake the grievances of the other side and engage in fighting.</p> <p>In general, the above effect of mfecane war were caused by the desire of the Zulus to expand his Kingdom to almost part of Southern Africa by conquering weak states.</p>
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**Extract 11.1:** A sample of a candidate's good response.

In Extract 11.1 the candidate analysed correctly the effects of Mfecane in Southern Africa in the 19<sup>th</sup> century, therefore scored high marks.

Moreover, the analysis indicates that 95 candidates (12.9%) scored poor marks in this question due to inadequate knowledge about the topic, poor organisation of essay and shallow elaboration of points. Some candidates failed to provide appropriate introduction and others mixed up the history

of Mfecane with Boers in Southern Africa. Other candidates analysed the causes of Mfecane wars instead of its effects. Extract 11.2 is an example of a poor response in this question.

11.	<p>Mfecane in Southern Africa; This are the people of area of southern Africa who live at that time of 19<sup>th</sup> century. Hence are the war which it took place between Shona and ndebele to against colonialist during that era for their various aspects of life.</p> <p>The following are the effects of Mfecane in Southern Africa in the 19<sup>th</sup> century as follows:-</p> <p>Distraction of local industries; The mfecane was caused various effects during that era which fighting against german rule due to various strategies reason in southern Africa especially raw material, gold, silver and others which are most important for development.</p> <p>Land alienation; The mfecane war was caused various problems to the most of people in southern Africa due to the conquering are productive land to removed at the unproductive land which caused a various economic collapse during that era of 19<sup>th</sup> century.</p> <p>Taxation; Are the one of the effect of mfecane in southern Africa they people a payed a tax especially, head tax, hut tax and others exploitation of man during that time in southern Africa which lead a many effects in 19<sup>th</sup> century.</p>
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	Cartel confiscation; They
	Many society of Southern Africa it
	was conquering a cartel by the white
	people during that time when fighting
	other needs the society of Africa was
	caused by the loss of cartel during
	that era of 19 <sup>th</sup> century.
	Low wages; This is the
	internal conflict between workers and
	who controlling them because of low
	wages about payment during activi-
	ties which led to the effects of Mfe-
	cane during that era.
	Long working hours; They
	people are doing a activities at long
	time a go according to the nature of
	their environment which caused a
	internal conflict during that time.
	Generally; Mfecane in
	southern Africa in the 19 <sup>th</sup> century it
	led a many various effects such as
	destruction of local industry taxation, exploi-
	tation, land alienation, cartel confiscation
	and others effects during that era. 19 <sup>th</sup> century.

**Extract 11.2:** The candidate who diverted from the demand of the question.

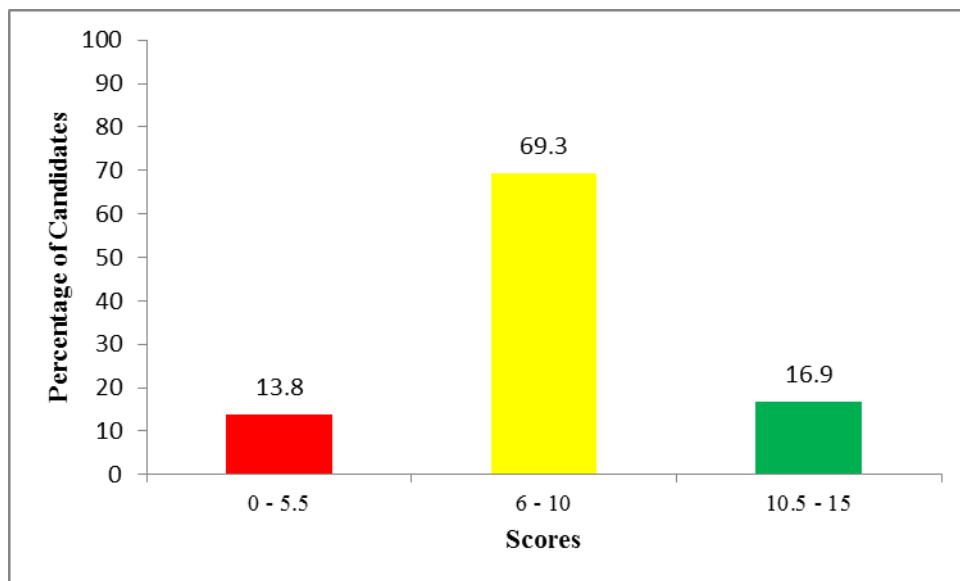
In Extract 11.2 the candidate analysed the general reasons for the African resistance against colonialism instead of the effect of Mfecane in Southern Africa in the 19<sup>th</sup> century.

### 2.2.2 Question 12: Political and Economic Development since Independence

This question required the candidates to examine six achievements of the Arusha Declaration in Tanzania. The question was attempted by 491 candidates (56.9%) of which 83 candidates (16.9%) scored from 10.5 to 13.5 marks (good performance), 340 candidates (69.3%) scored averagely from 6 to 10 marks, and 68 candidates (13.8%) scored from 0 to 5.5 marks,



which is poor performance. Generally, the performance in this question was good, since 86.2 percent of the candidates passed by scoring from average to good performance. Figure 12 summarises the performance in this question.



**Figure 12:** *The performance of the candidates in question 12.*

Some of the candidates with average score (from 6 to 10 marks) in this question failed to provide six points as required by the question. Others had insufficient elaborations in their points and failed to provide relevant examples. Amongst them, there were candidates who mixed relevant and irrelevant points with poor introduction and conclusion, and this hindered them from scoring full marks.

The candidates who scored high marks managed to provide clear introduction, clear elaboration of their points and good conclusion. Some of the candidates' relevant answers were like; *new industries were established, reduced illiterate rate and increase of students' enrolment, mobilised agricultural production, resettle rural population in Ujamaa villages, lay down leadership code of conduct, implant socialist ideologies among the people*, etc. Extract 12.1 illustrates a sample of a relevant response from the candidate with good score.

12'

Arusha Declaration refers to the policy that introduced in Tanzania in order to fight against three common problems (Great enemy) such as diseases, Ignorance and Poverty. Under the former President Nkomo J. K. Nyerere during 1967 which was held in Arusha Tanzania. During such period or policy Nkomo Nyerere came up with several objectives such as to build Tanzania with great unity, working hard, getting education for all and other like, here are the some of achievement of Arusha Declaration in Tanzania.

Achieved to improve education system; Example, introduction of new school primary and secondary schools, introduction of Universal primary education (UPE) and employing of teachers to the schools which led to all people should acquire education.

Achieved to build transport system; Example from Bagamoyo to Dar-es-Salaam, Arusha in Mwanza, Example of Tanga road and make improvement into railway transport system which from Tanga to Dar-es-Salaam, Kigoma-Kigoma.

Achieved to introduce and improve some industries found in Tanzania, Example, "Shaba industry" Mutoro, Mutoro, found in Mwanza and Mutoro found in Mwanza, here improved not less than 10 industries was presents.

Achieved to encourage and improve agriculture activities; Example Agriculture introduced during education for self reliance into school as the back bone of economy

	in Tanzania here people depends much on agriculture activities.
	Archived to build unity and solidarity's people found in Tanzania work together and was very humble with strong unity and power when the ujamaa village was emerged to end monopoly system of coal and TANU.
	Archived to introduce ujamaa villages where by Mwal. J. K. Nyerere who's all people found in interior part of country should come to gether and receive better social services which was introduced by Mwal. Nyerere such as village shops, village machines.
	By conclusion; Later on Arusha Declaration was proved to fail due to the mistrustfull of leaders, mass illiteracy, poor self determination of Tanzanians, and other like problems.

**Extract 12.1:** A sample of a candidate's good response.

In Extract 12.1 the candidate examined correctly the achievements of the Arusha Declaration in Tanzania, therefore scored high marks.

Most of the candidates with poor score (from 0 to 5.5 marks) failed to understand the requirement of the question, hence provided irrelevant answers. For example, one candidate examined features of socialist society, such as *classless, equality and nationalisation of schools*. Another candidate examined the major aims of education in Tanzania after Arusha declaration by pointing out such points as *to increase number of schools, to increase number of qualified teachers, abolish school fees, provision of relevant teaching and learning materials*, etc. Other candidates in this category proved to have lacked knowledge of the concept Arusha Declaration and ended up by mixing up correct answers with incorrect ones. Furthermore, these candidates had poor essay writing as well poor

language skills. Extract 12.2 shows a response from one of the candidates who performed poorly in this question.

12	Arusha Declaration is the meeting held by the first President of Tanzania Late Mwalimu Julius Kambarage Nyerere in Arusha soon in 1967 in Tanzania. The followings are the achievements of the Arusha Declaration. It provided the Education for self reliance. In the meeting they formed the policy which led to the people to make activities and production so as to avoid dependent. It provided unity among the people of Tanzania. in production the people ought to unit so as to have good production. It emphasized peace among the society. It decreased poverty among the people. It decreased unemployed people. It emphasized the youth to have do not be dependant.
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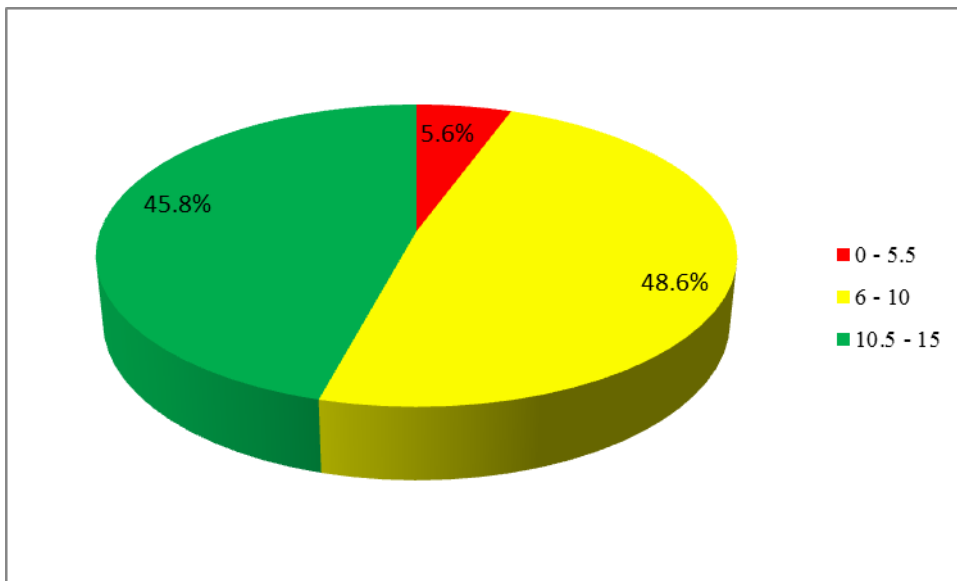
**Extract 12.2:** A sample of a candidate with poor response in this question.

In Extract 12.2 the candidate failed to provide clear explanations and meaning of Arusha Declaration as well as conclusion, therefore performed poorly.

### 2.2.3 Question 13: Nationalism and the Struggle for Independence

This question required the candidates to explain six ways used by USSR to support decolonisation processes in Africa. The question was attempted by 498 candidates (57.7%) out of 863 who sat for the examination. The general performance was good, because 228 candidates (45.8%) scored

from 10.5 to 14 marks (good performance), 242 candidates (48.6%) performed averagely from 6 to 10 marks, and the remaining 28 candidates (5.6%) scored from 0 to 5.5 marks, which is poor performance. Figure 13 summarises the performance of candidates in this question.



**Figure 13:** *The performance of the candidates in question 13.*

The candidates who scored averagely (from 6 to 10 marks) were able to cite the ways used by USSR to support decolonisation processes in Africa, but their points were not well explained. Some of them mixed relevant and irrelevant points in their essay. Others elaborated fewer points.

The candidates (45.8%) with good performance in this question had adequate knowledge of the topic and clear understanding of the question, which enabled them to explain the background and the period USSR emerged as a socialist super power. In the main body, such candidates were able to analyse relevant ways used by USSR to support decolonisation processes in Africa by providing such points as; *provision of material support to the African nationalists, provision of moral; supports to African nationalists, USSR became spokesman of African countries in the UNO, USSR participated in the effort of the formation of UNO, provided training to African nationalists fighters and imposed economic sanctions the minority regime in South Africa*, etc. Extract 13.1 is an example of a response from the candidate with good performance in this question.

13.

Decolonization is the process of removing colonial rule in the colonies. Decolonization in Africa was facilitated by internal factors and external factors. Internal factor was such as independence of Ghana (1957). The role of ex-soldiers and the independent church movement. The external factors was such as Rise of USSR as a socialist nation, Rise of USA, Pan Africanism movement and the Independent of Asian state. The following are the ways used by USSR to support decolonization in Africa.

Provide moral support - USSR support decolonization processes in Africa by providing moral support on how to overthrow colonialist operation in Africa. The nationalist leaders such as Nyerere and Kwame Nkrumah were given advice from USSR on how to fight for their independence.

Provide financial support - USSR support decolonization processes in Africa by providing financial support to nationalist leaders which helps them to transport from one area to another to fight for their independence.

USSR provides military support - USSR support decolonization process in Africa by providing military support such as army and military weapon to African especially those who got independence through armed struggle and revolution method were given military support from USSR.

13	<p>USSR condemned colonization as an evil to UNO - USSR support decolonization as an evil to UNO so that UNO could help these colonized countries to get their independence because UNO wanted to maintain peace and security in the world.</p> <p>USSR spread socialist ideology in Africa USSR support decolonization in Africa by spreading socialist ideology in Africa where by some African countries adopted socialist ideology which is against exploitation of man by man and race discrimination therefore adoption of socialism led to decolonization</p> <p>USSR provided material support to nationalist party - USSR support decolonization in Africa by providing material support to nationalist party such as TANU which in turn led to decolonization of Africa.</p> <p>Therefore USSR support decolonization process in Africa so that to get the countries which will adopt the socialist ideology and overcome the spread of capitalism by USA.</p>
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**Extract 13.1:** A sample of a candidate's good response.

In Extract 13.1 the candidate showed clearly the ways used by USSR to support decolonisation processes in Africa, therefore scored high marks.

Candidates with poor scores (from 0 to 5.5 marks) had inadequate knowledge of the topic, especially the support which USSR provided in the decolonisation processes of Africa. For example, one candidate tried to examine the objectives of United Nations (UN) with such points as; *unity*,

security, they help to promote cooperation; which were contrary to the requirement of the question. Another candidate examined the internal factors for decolonisation processes in Africa by mentioning such points as *the role of independence churches, strong leadership from African leaders such as Nyerere, Kwame Nkrumah, Mugabe etc.* Extract 13.2 shows a sample responses from the candidate who performed poorly in this question.

13.	
	Decolonization process in Africa -
	refer to the indirect control of the African
	nation by the formal leader in econo-
	mically, politically and socially
	ways used by USSR to support
	decolonization process in Africa are as fol-
	lows.
	Formation of UN. This was the
	way used to support decolonization process
	in Africa. The formation of UN, United
	Nation which based on ensuring the
	people can live in peace and harmon-
	y. The USSR formulated the formation
	of UN which should ensure peace and
	harmony in the Africa
	The pan-Africanism. Pan-Africa-
	nism was the support from the USSR
	to support the decolonization process in A-
	frica. Pan-Africanism was aimed
	to maintain unity and solida-
	rity among the people
	The Versailles peace treaty. At
	a USSR promoted the Versailles peace
	treaty which were aimed
	to maintain peace and stability
	during the decolonization process in
	Africa
	Provision of social service. The
	USSR promoted the support in decoloni-
	zation process in Africa, since the
	social services promoted by USSR

**Extract 13.2:** A sample of a candidate with poor response in this question.

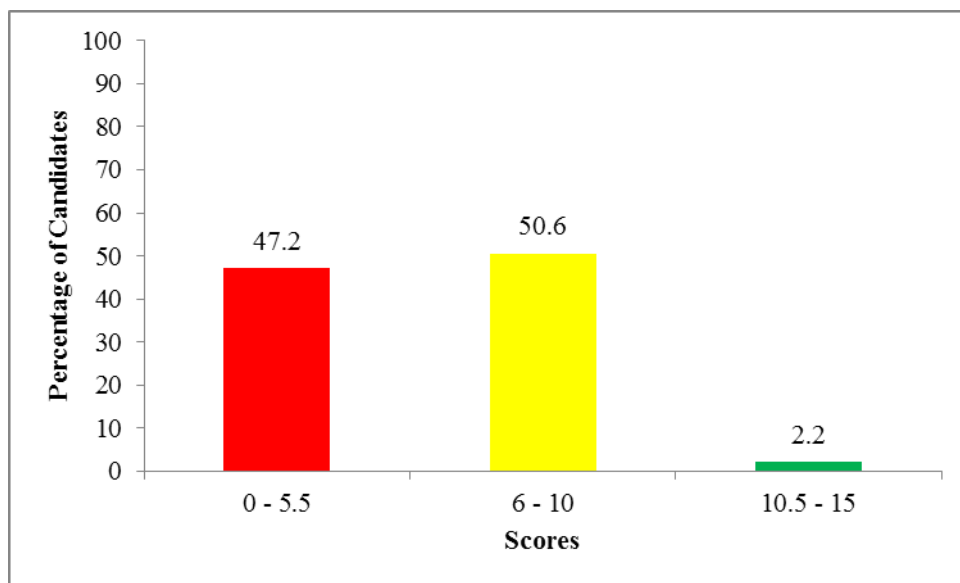


In Extract 13.2 the candidate tried to explain the external factors for decolonisation processes in Africa instead of the ways used by USSR to support decolonisation processes in Africa.

## 2.3 SECTION C

### 2.3.1 Question 14: Principles of Teaching and Learning History

The question required the candidates to explain six reasons which hinder a History teacher to use participatory techniques in teaching History lesson. The candidates who opted this question were 744 (86.2%) out of 863 candidates who sat for this examination. The analysis indicates that 16 candidates (2.2%) scored from 10.5 to 13 marks (good performance), 377 candidates (50.6%) performed averagely (from 6 to 10 marks) and 351 candidates (47.2%) scored poorly (from 0 to 5.5 marks). Generally, the analysis shows that the performance in this question was average, since 52.8 percent of the candidates passed by scoring from 6 to 13 marks. Figure 14 summarises the performance of candidates in this question.



**Figure 14:** *The performance of the candidates in question 14.*

The candidates who scored averagely (from 6 to 10) marks in this question had knowledge of the topic and understood the demands of the question. These candidates were able to elaborate some of the reasons which hinder a History teacher from using participatory techniques in teaching History

lesson. Nevertheless, these candidates had some weaknesses in their responses: shallow explanations of their points, fewer points than the required number in the question as well as poor English language.

On the other hand, candidates with poor scores (47.2%) had shallow knowledge of the concept *participatory teaching and learning techniques*. Their works were characterized by poor organization, poor English language, shallow elaboration of the points as well as incoherent introduction and conclusion. For example, one of the candidates explained the advantages of participatory teaching method in History lesson contrary to the demand of the question, as in *encourages active participation of the learners, it motivate learners in the lesson, it help to improve learners memory, help a teacher to achieve his or her specific objectives*. Extract 14.1 illustrates such a response.

14	<p><u>Participatory techniques</u> :- Are the methods of teaching and learning in which teachers, students and materials available are interact each other in a whole process of teaching and learning. Here means that a teacher should prepare learning activities which encourage participation between him or her with his or her learners. Example of participatory techniques are:- Discussions, debate, Jigsaw, role play.</p> <p>History teachers use participatory techniques in teaching History lesson because of the following reasons:-</p> <p>Participatory techniques encourages active participation of the learner in the process of teaching and learning. Here means that, through the use of participatory technique, a learner can active participate in the process of teaching and learning. This is because a teacher can ask them questions, and they will respond. Hence they participate in the process. Example, Discussion method, Jigsaw encourage learner to participate.</p> <p>It motivate learners in the lesson. Participatory technique, act as a tool for motivating learners in the process of teaching and learning. In participatory techniques, learners can be motivated through question and answers, through getting feedback from a teacher, through discussing. Hence they could be motivated and they could be able to understand the lesson.</p>
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	<p>It help to improve learners memory; Participatory techniques also help to improve the memory capacity of the learners. This is because they also participate in a whole process of teaching and learning. Hence it could be difficult for them to forget what they have been taught. Example, If a teacher use Jigsaw method, Project work method, Field trip.</p> <p>Help a teacher to achieve his or her specific objectives :- A teacher should have specific objectives in his/her lesson. Hence through the use of participatory technique, It will help a teacher to achieve those specific objectives since the learners also are participating in the process of teaching and learning, thus they could be able to understand the lesson.</p> <p>Participatory techniques simplifies a whole process of teaching and learning through the use of participatory techniques a teacher can simplify his or her process of teaching and learning history. This is because he/she can create different activities to be done by the students themselves, and the students will present themselves and a teacher become only an Observer and director. Example; In discussion method, debate method, Jigsaw.</p> <p>It improves performance of the learners :- Here means that through the use of participatory techniques, learners performance</p>
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**Extract 14.1:** The candidate who diverted from the demand of the question.

In Extract 14.1 the candidate explained the advantages of participatory teaching method in History lesson instead of the reasons which hinder a History teacher from using participatory techniques in teaching History lesson.

On the other hand, the candidates who scored from 10.5 to 13 had a better understanding of the participatory teaching technique and the reasons which hinder a History teacher from using it in teaching History. They provided such specific reasons as *large number of students in a small class, absence of enough teaching and learning resources, very large content in a history syllabus, lack of familiarity in some of the participatory techniques, lack of interests and motivation to the history students, lack of motivation to the teachers* etc. However, the disparities of marks among these candidates were caused by the degree of clarity in each individual's response. Extract 14.2 shows a sample of a candidate who had a good performance in this question.

14

Participatory techniques is the technique of teaching and learning where by a teacher and students interact together in sharing ideas. For example of participatory techniques that used in teaching and learning process are, group discussion, question and answers, - brain storming, trip field. There are different reasons that hinders a history teacher to use a participatory techniques in teaching history lesson, these includes the following.

High number of students who are study history subject. This means the place where there is high number of students it become too difficult to teacher, to use participatory techniques like group discussion, question and answers and brain storming. This problem can be caused by presence of few school in a particular society. Hence a reason - hinders a history teacher to use participatory technique in teaching history lesson.

Poor infrastructure. This can be caused by few number of classes in a particular school. For example one class could have two hundred students but the space of the class is not enough for that number of students, due to this it is difficult to history teacher to use participatory techniques like group discussion, questions and answers, debate and brain storming for teaching history lesson.

Lack of teaching and learning materials at school. For example text book, syllabus, teachers guide and other supplementally materials like news paper, magazine and journals. This means that history teacher needs different teaching and learning materials that simplify whole process of teaching and

learning in a classroom. If these materials are not available a History teacher can not use participatory techniques like discussion and brain storming simply because these methods and techniques of teaching and learning a History lesson depends on the nature of the teaching and learning materials.

Nature of learners or students. Foreexample fast learner and slow learners. This is the one among the reasons that hinders a History teacher to use - participatory techniques in teaching History lesson where by a History teacher can not use the techniques to the class where there is fast learner and slow learner. Foreexample teacher can use lecture method for fast learner and group discussion for slow learners. Due to this lead to the reasons that hinder a History teacher to use participatory techniques in teaching History lesson.

Time factor. This is the one among the reasons that hinders a History teacher to use participatory techniques in teaching and learning history lesson, where by a time is not enough to use those participatory techniques for teaching a lesson - Foreexample when - a teacher uses discussion techniques in teaching a history lesson it means a time will not enough simply because discussion uses a lot of time. Hence reason which hinders a History teacher to use participatory techniques in teaching History lesson.

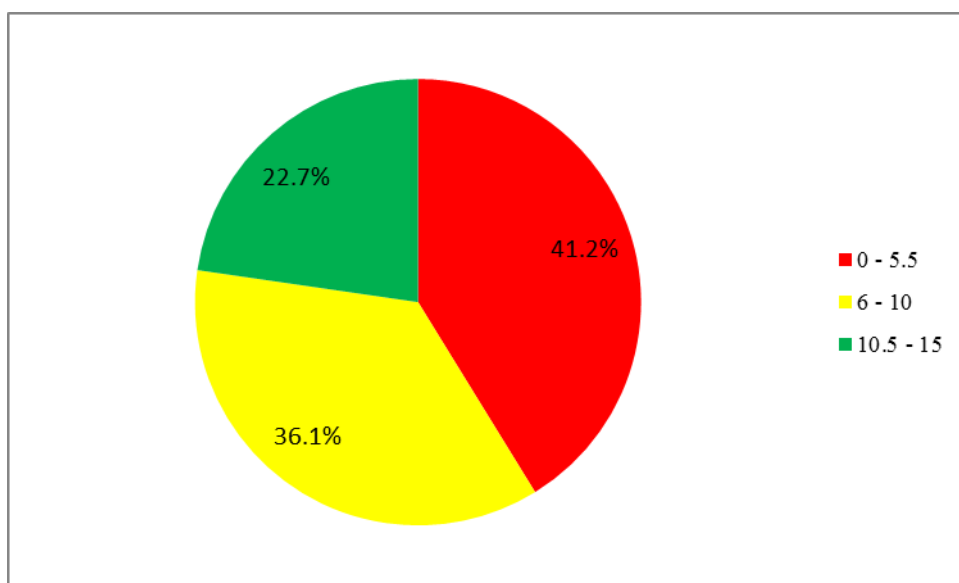
Lack of History professional teachers. This means that the use of participatory techniques need in teaching and learning process it needs - a teacher who have enough skills and knowledge to use those techniques. Foreexample, History professional teacher can use participatory techniques like debate

**Extract 14.2:** A sample of a candidate's good response.

In Extract 14.2 the candidate explained correctly the reasons which hinder a History teacher from using participatory techniques in teaching History lesson, therefore scored high marks.

### 2.3.2 Question 15: Teaching and Learning Subject Content

This question required the candidates to analyse seven steps to be followed when using jig saw strategy to teach the sub-topic “Problems Hindering Development in Africa after Independence”. This question was attempted by 194 candidates (22.5%) out of 863 who sat for the examination. The general performance was average, because 44 candidates (22.7%) scored from 10.5 to 14.5 marks, which is good performance, 70 candidates (36.1%) scored on average from 6 to 10 marks and 80 candidates (41.2%) scored from 0 to 5.5 marks, which is poor performance. Figure 15 summarises the performance of candidates in this question.



**Figure 15:** *The performance of the candidates in question 15.*

The analysis shows that the candidates whose score ranges from 6 to 10 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, repetition of similar points and inability to express their points by using the English Language.

Most of the candidates with poor performance failed to understand the requirement of the question or had inadequate knowledge of the concept jig saw. For example, one candidate who scored 0 responded by mentioning the steps followed by the teacher before teaching: *to analyse the subject matter, to prepare lesson plan, to prepare lesson notes, to prepare teaching aids, to know the level of the learners, to prepare scheme of work and to*



make evaluation. Another candidate provided steps to be followed in forming group discussion/task in the classroom with the points, such as select learners into 4-5, gender balance, provide the task, learner conduct the task, teacher to ensure participation, passing through the group and presentation of the learners which was contrary to the demand of the question. Other candidates from this category proved to have shallow knowledge of the concept *jig saw*, and their works were characterized by poor organization, poor English language, shallow elaboration of the points as well as incoherent introduction and conclusion. Extract 15.1 shows a response from one of the candidates who performed poorly in this question.

15	<p>Steps to be followed when using jig-saw strategy to teach the sub-topic of "Problems hindering Development in Africa after independence" were the follow.</p> <p><b>Introduction.</b> In this stage the teacher should ask the learners to give out their meaning of Development. Teacher should also asked the student to mention the period when most of African countries attain their freedom.</p> <p><b>New knowledge.</b> This is a step in which the teacher should tell the student the meaning of Development, when most of African countries became independent.</p> <p><b>Also the teacher should teach the factors that hindered development in Africa after independence.</b></p> <p><b>Reinforcement.</b> This is the third stage. Teacher should arranged student in groups.</p> <ul style="list-style-type: none"> <li>- Gives chance to discuss on the problems or factors that hindered development in Africa after independence.</li> <li>- To correct the errors appeared in discussion on problems for hindered development.</li> </ul> <p><b>Reflection.</b> This is the stage in which the teacher show the relationship between lesson and environment.</p> <ul style="list-style-type: none"> <li>- The teacher should show the student the activities and situation that hindered development that take place in our real environment such as corruption etc.</li> </ul>
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**Extract 15.1:** The candidate who diverted from the demand of the question.

In Extract 15.1 the candidate analysed the stages of lesson development in a lesson plan instead of the steps to be followed when using jig saw strategy to teach the sub-topic “Problems Hindering Development in Africa after Independence.

Moreover, the candidates with good performance (from 10.5 to 14.5 marks) had adequate knowledge of the topic and clear understanding of the steps to be followed when using jig saw strategy. Such candidates were able to examine the relevant steps to be followed when using jig saw strategy. The correct steps to be followed were as follows:

Divide the topic or sub-topic to teach using jig-saw strategy into small sections, Guide members of each 'home group' to count numbers 1 to 5, Guide the students to form 'expert groups' or task groups, Guide each expert group to discuss its task under their chairperson and secretary, Ask and guide the 'experts' to go back to their 'home groups' after each expert group has finished discussing its task and jot down important points on their tasks, Assign chairpersons of the 'home groups' to lead a discussion on all five tasks and Summarize the salient parts of the lesson taught using by using jig-saw strategy and conclude the lesson.

Extract 15.2 is an example of a candidate with good performance in this question.

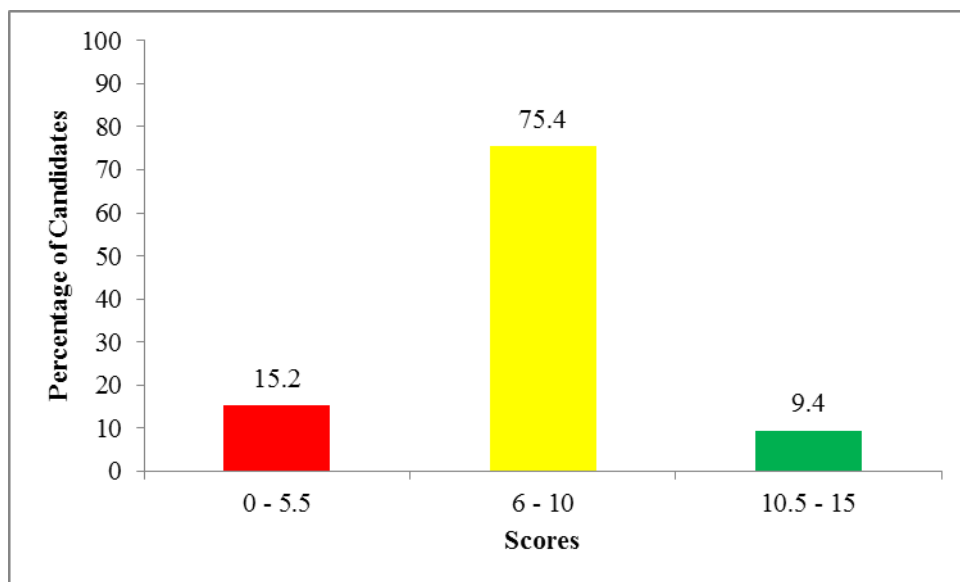
15	<p>jig saw strategy is a teaching strategy or is a participatory method where by the students mix their knowledge from their home group or from task group and then later to home group. The following are the steps to be followed when using jig saw strategy to teach the sub-topic problems hindering development in Africa after independence :-</p> <p>prepare the questions from the sub-topic: This is the first step when you want to use jig saw strategy, the questions should base on the sub-topic which you want to teach. For instance: our sub-topic is problems hindering development in Africa after independence, here the question can be "Mention problems which can hinder development".</p> <p>Students to account number: The students should account number like number one up to four or number one up to five and so forth it depend on the number of students who are present in the class. so this is a step number two when using jig saw strategy.</p> <p>Forming a groups: After students accounted numbers as a teacher you need to form two group that is home group and task group. For instance: teacher can say that for those who are saying number one come on this side and forming a new group and for those who are saying number two come to on this side and forming a new group and so on.</p>
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**Extract 15.2:** The response from a candidate who scored high marks.

In Extract 15.2 the candidate analysed correctly the steps to be followed when using jig saw strategy to teach the sub-topic “Problems Hindering Development in Africa after Independence”.

### 2.3.3 Question 16: Assessment and Evaluation

The question required the candidates to show six reasons which necessitate a History teacher to conduct summative evaluation. The analysis indicates that 785 candidates (90.9%) out of 863 candidates attempted this question. The analysis shows that 74 candidates (9.4%) scored from 10.5 to 13.5 marks (good performance), 592 candidates (75.4 %) scored on averagely (from 6 to 10 marks) and 119 candidates (15.2%) performed poorly by scoring from 0 to 5.5 marks. Generally, the analysis shows that the performance in this question was good since 84.8 percent of the candidates passed by scoring from 6 to 15 marks. Figure 16 summarises the performance of candidates in this question.



**Figure 16:** *The performance of the candidates in question 16.*

Most of the candidates who scored from 6 to 10 marks failed to provide six reasons as required by the question. Some of them failed to provide clear and vivid clarification to defend their points while others mixed relevant and irrelevant points.

On the other hand, few of the candidates (8) who performed poorly (from 0 to 5.5 marks) failed to understand the question mostly as most of them misconceive the word “Summative”, therefore provided irrelevant answers. The remaining 111 candidates who scored from 0.5 to 5.5, proved to have shallow knowledge of the whole concept of ‘Summative Evaluation’ their works were to a large extent characterized by poor organization, poor English Language as well as shallow elaborations of the points. For example, one candidate provided the purposes of formative evaluation with such points as *to identify the success and difficulties that occurs during the teaching and learning process and to get the information which will help in solving different teaching and learning difficulties during the lesson*; which was contrary to the demand of the question. Extract 16.1 shows a response from one of the candidates who performed poorly in this question.

16.	Summative evaluation is the collection and recorded of the data provided by evaluation. The following are the why is it necessary for a history teacher to conduct summative evaluation. which are: because it can used in keeping record. The summative evaluation deals with keep of record of the information provided. for further More learner of the subject or history because the summative evaluation can determine your the student performance so that can continuous to study. To determine if the subject, is well understanding to student, thus why the summative evaluation is necessary. To determine the teacher to know the student in the class so that can happen those who they didn't done well.
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**Extract 16.1:** The response of the candidate with poor response in this question.

In Extract 16.1 the candidate tried to elaborate some of the objectives of formative evaluation instead of summative evaluation, therefore scored poor marks.

Moreover, the candidates with good performance (from 10.5 to 15 marks) in this question had clear knowledge of the concept summative evaluation and understood the question correctly. These candidates were able to explain the meaning of summative evaluation whereas in the main body, they explained the relevant reasons that are necessary for the History teacher to conduct summative evaluation. For example, most of the candidates mentioned such points as *it helps to provide data on which educator base when determining the objectives achieved before moving to the next segment, it is useful for certification, it motivate learners to study hard, it is a bases for selection and placement of learners in employment, it is a means for investing learners' academic problems and finding appropriate solutions for them, it is used by researchers and other educational stakeholders to evaluate effectiveness of the teaching methods used and the content covered and it helps school administration to determine the extent to which curriculum objectives are being achieved, etc.* Extract 16. 2 shows part of response from the candidate who scored high marks in this question.

16. Summative evaluation refers to the type of evaluation which is used at the end of the course. This is for example the National examination to form four students, or National examination in Diploma education to secondary school. This type of evaluation is very necessary for a history teacher because of the following reasons;

It helps in providing and prepare certification; for example the provision of any level of education anticipate used to know that that person complete his or her study to a certain level and also it show the academic performance of that person for example he or she got first class which is distinction or second class which is credit. So through summative a teacher can prepare certification.

It helps in selection; This means that, at the end of the course the result will help a teacher to evaluate that which student is qualified to continue with another course or level and which student is not qualified. for example in order a form six student to go to the university study the results must relay on division one, two, or three with three principles. So through summative evaluation a teacher can make selection of how many students qualified to go to another course.

It helps in preparing the report; This is for example the school report to the education management to show that at a certain year the students who passed to their finally examination were how much and those who failed. This helps in keeping the record to the school history.

It helps in comparison; This is for example after form four national result a teacher can use the evaluation of the last year to compare with the result of the current year so as to determine where there is an improvement to the performance or not. Also to compare the performance of one school to another.

**Extract 16.2:** A sample of a candidate's good response.

### **3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC**

The 712 History examinations paper had 16 questions which were set from all eleven topics in the syllabus; five topics were from History Pedagogy and six from History Academics. The general performance of the candidates was good because out of the eleven topics, the candidates demonstrated good performance on seven topics, an average performance on two topics and poor performance on two topics. The topics on which the candidates showed good performance were *Nationalism and the Struggle for Independence* (94.45%), *Pre-colonial Social Formations in Africa* (87.1%), *Analysis of Teaching and Learning History* (86.6%), *Assessment and Evaluation* (84.8%), *Principles of Teaching and Learning History* (73.5%), *Political and Economic Development since Independence* (72.7%) and *Establishment of Colonialism in Africa* (71.6%). These topics are represented by green colour in the appendix.

The topics in which the candidates showed an average performance were *Teaching and Learning Subject Content* (58.8%) and *Colonial Economy in Africa* (50.3%). These topics are represented by yellow colour in the appendix. However, the topics in which the candidates showed poor performance (thus marked by red colour in the appendix) were *Preparation of Teaching and Learning History* (37.7%) and *Africa and the Rise of Socialism* (34.2%).

### **4.0 CONCLUSION AND RECOMMENDATIONS**

#### **4.1 Conclusion**

The performance of the candidates in the DSEE 2019 History subject was generally good, since 97.6 percent scored 40 percent and above. The candidates with good performance demonstrated adequate knowledge of the topics from which the questions were set, good organizational skills and clear understanding of the requirement of the questions. Moreover, most of them were able to use English Language correctly in answering questions which needed elaborations. However, the analysis reveals that the candidate with poor response proved to have a number of challenges which include: lack of adequate knowledge of some



topics such as *Preparation of Teaching and Learning History* and *Africa and the Rise of Socialism*, inability to focus and interpret the questions correctly, as well as poor proficiency in the English language.

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.

## **4.2 Recommendations**

Though the general performance of the candidates was good, 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) Tutors should make sure that all topics are well covered so as to enable candidates to have wider knowledge and understanding of the questions asked. For example; the performance of 34.2 percent of the candidates who scored 40 percent and above from the topic *The Rise of Socialism*, denoted that the topic was either not well taught or not understood by the majority of the candidates.
- (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. 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 their

competences on how to approach and answer questions correctly, especially essay questions.

- (e) Student teachers should be encouraged to read academic and fiction books as well as use English language in their day to day communication so as to improve their language proficiency.

## *Appendix*

### THE SUMMARY OF PERFORMANCE OF CANDIDATES BY TOPICS

S/N	Topic	Question Number	Performance in Percentages		Remarks
			40 percent or more	Average	
1	Nationalism and the Struggle for Independence	13	94.4	94.4	Good
2	Pre-colonial Social Formations in Africa	11	87.1	87.1	Good
3	Analysis of Teaching and Learning History	4	86.6	86.6	Good
4	Assessment and Evaluation	16	84.8	84.8	Good
5	Principles of Teaching and Learning History	2	92.2	73.5	Good
		10	75.6		
		14	52.8		
6	Political and Economic Development since Independence	7	97.5	72.7	Good
		9	34.3		
		12	86.2		
7	Establishment of Colonialism in Africa	1	71.6	71.6	Good
8	Teaching and Learning Subject Content	15	58.8	58.8	Average
9	Colonial Economy in Africa	3	50.3	50.3	Average
10	Preparation of Teaching and Learning History	6	7.9	37.7	Poor
		8	67.4		
11	Africa and the Rise of Socialism	5	34.2	34.2	Poor

