



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



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

**712 HISTORY**



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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the 2020 Candidates' Item Response Analysis Report for Diploma in Secondary Education Examination (DSEE) in History subject. This report provides feedback to educational stakeholders such as 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 educational stakeholders 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 (DSEE) 2020. The examination assessed competences according to the 2009 Diploma in Secondary Education History Syllabus and 2017 Examination format.

A total of 513 candidates sat for 712 History paper in 2020, out of which 505 (99.2%) passed while 4 candidates (0.8%) failed. Hence, the performance in 2020 has increased by 1.6 percent compared to 2019 performance in which out of 845 candidates who sat for the examination, 825 candidates (97.6%) passed and 20 candidates (2.4%) failed.

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 sections: B and C. They were required to attempt a total of fourteen questions. The performance in each question was considered to be good, average or poor if the percentage of the candidates who scored 40 percent or more of the marks allocated in the question lied between 70 – 100, 40 – 69 and 0 – 39 respectively. The performance is represented in figures, tables and a chart whereby green colour represents good performance, yellow represents average and red represents poor performance. Sample extracts of answers from some of the candidates are provided for each question.

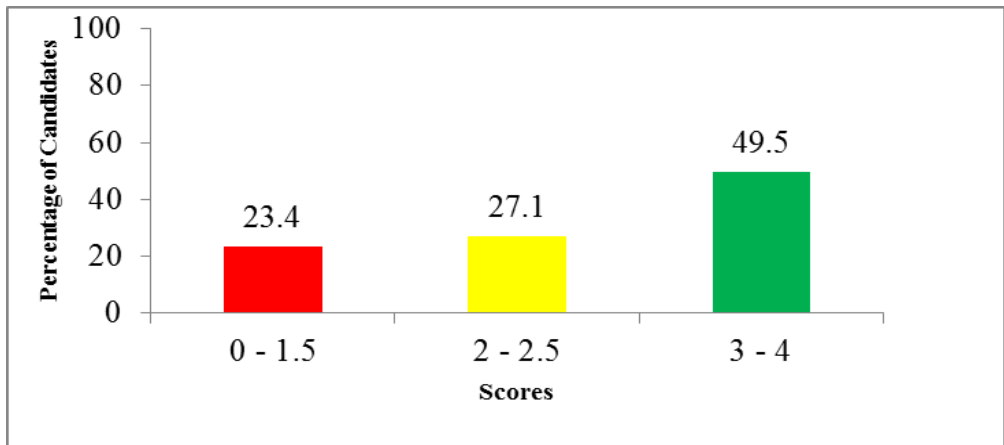
## **2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION**

### **2.1 SECTION A**

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

This question required the candidates to outline the differences between French assimilation policy and British indirect rule as used in administering their colonies in Africa. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 254 (49.5%) of the candidates scored from 3 to 4 marks which is good performance, 139 candidates (27.1%) scored from 2 to 2.5 marks which is average performance and 120 candidates (23.4%) scored from 0 to 1.5 marks that is poor performance. Generally, the performance of candidates

in this question was good since 393 (76.6%) candidates scored from 2 to 4 marks. Figure 1 summarises the performance of candidates in this question.



**Figure 1:** Performance of candidates in question 1

The candidates (49.5%) with good performance showed good understanding of the demand of the question and had adequate knowledge about the establishment of colonialism in Africa hence they provided relevant responses. The candidates managed to outline differences between French assimilation policy and British indirect rule as used in administering their colonies in Africa as shown in extract 1.1.

1/	Four difference between French assimilation policy and British direct indirect rule as used in administering their colonies in Africa
	i/ Assimilation forced African to resemble like French but British indirect rule used Chiefs
	ii/ Assimilation was practiced by French but indirect rule was practised by British
	iii/ Assimilation got many resistance from the African but Indirect did not face resistance
	iv/ Assimilation was costly but indirect rule was not costly.

Extract 1. 1: A sample of a correct response to question 1

Candidates (27.1%) who had average performance demonstrated limited knowledge about the establishment of colonialism in Africa although they

had good understanding of the requirements of the question. Some of the candidates outlined a few differences than the required four differences between French assimilation policy and British indirect rule. Other candidates in this category mixed up relevant and irrelevant responses.

The candidates (23.4%) who had poor performance in this question showed poor understanding about the topic of establishment of colonialism in Africa. The candidates provided the definitions of the assimilation policy and indirect rule with spelling mistakes and poor English grammar. Some of the candidates provided irrelevant responses like; *French were use direct rule while British were use indirect rule, French were have confidence due to good policy while British were not have confidence, French have strong leadership and good political system while British have no strong leadership and political system, French have enough capital using in the struggle while British have no enough capital help in the struggle*. Other candidates outlined irrelevant similarities instead of the differences between French assimilation policy and British indirect rule as shown in the extract 1.2.

1.	Differentiate between french assimilation policy and british indirect rule as used in administering their colonies
	(i) both french assimilation policy and british indirect rule have use one policy
	(ii) french assimilation and british indirect use the same materials
	(iii) french assimilation and british indirect rule use policy of USA.
	(iv) french assimilation and british all use the policy of USSR.

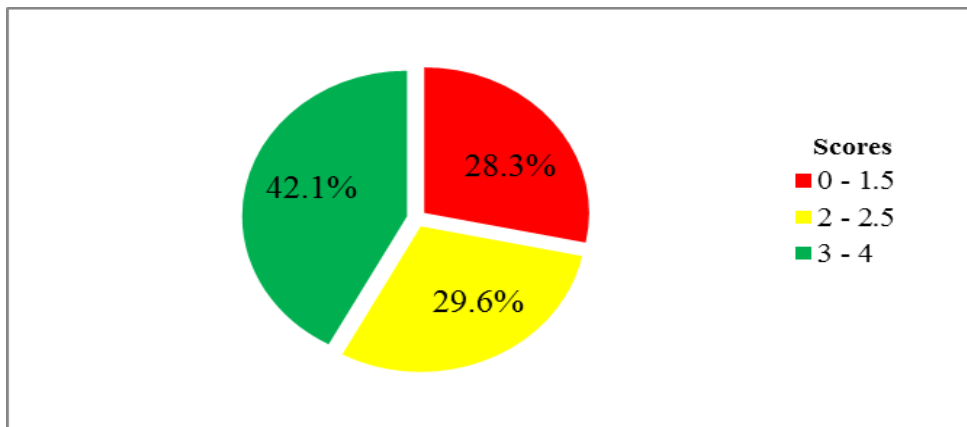
Extract 1. 2: A sample of an incorrect response to question 1

### 2.1.2. Question 2: Colonial Economy in Africa

This question needed the candidates to mention four colonies in Africa where settler agriculture was dominant during the colonial period. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 216 (42.1%) of the candidates scored from 3 to 4 marks which is good performance and 152 candidates (29.6%) scored average marks from 2 to 2.5 marks. However, 145 candidates (28.3%) scored from 0 to 1.5 marks that is poor performance. Generally, the



performance of candidates in this question was good since 71.7 percent of the candidates were able to score from 2 to 4 marks. Figure 2 summarises the performance of candidates in this question.



**Figure 2:** Performance of the candidates in question 2

The good performance of 216 (42.1%) candidates in this question was due to their ability to mention clearly the colonies in Africa where settler agriculture was dominant during the colonial period in Africa. This ability might have been because of good understanding of the topic of colonial economy in Africa particularly the systems of colonial agriculture. Extract 2.1 shows a sample of a correct response from one of the candidates.

2.	Four colonies in Africa where settler agriculture was dominant during the colonial period are:-
	i/ Kenya
	ii/ Zimbabwe.
	iii/ South Africa.
	iv/ Algeria.

Extract 2. 1: A sample of a correct response to question 2

On the other hand, candidates (29.6 %) with average performance showed understanding of the demands of the question but had a number of shortfalls. These candidates mixed relevant and irrelevant colonies in Africa where settler agriculture was dominant. One candidate for example, mentioned *Kenya, Uganda and Zimbabwe*. Kenya and Zimbabwe colonies were correct British settler agriculture colonies in Africa but Uganda was not a settler colony, instead it was a peasant agricultural colony in East Africa. Other candidates mentioned only few colonies out of the four required colonies.

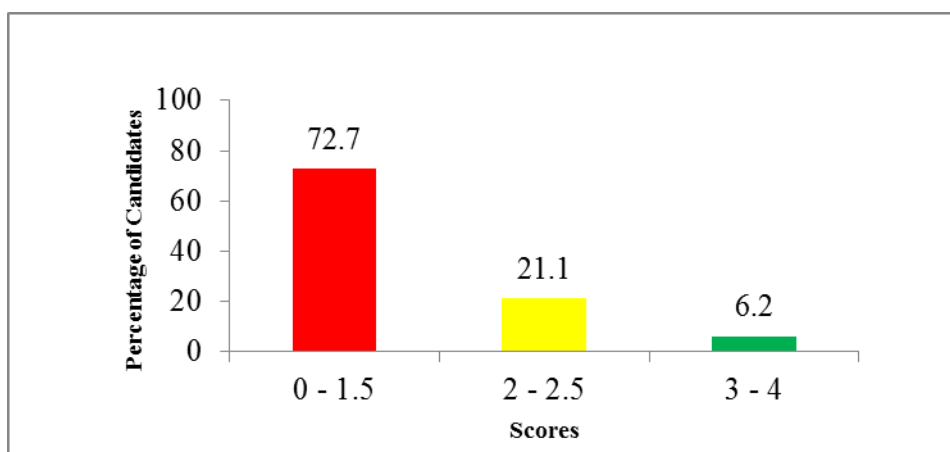
The poor performance of candidates (28.3%) in this question was due to the candidates' inadequate knowledge about Colonial Economy in Africa and the failure to understand the needs of the question. Some candidates responded contrarily by mentioning peasants' agriculture and plantation agriculture colonies in Africa like; *Uganda, Ghana, Nigeria and Tanganyika*. Other candidates mentioned the colonial masters like; *British, Portuguese, France and Germany*. A few other candidates mentioned the colonial masters who established settler agricultural colonies in Africa instead of the specific colonies where settler agriculture was dominant during the colonial period in Africa as shown in extract 2.2.

2.	The following are the few colonies in Africa where settler agriculture was dominant during the colonial period
	(i) British
	ii) German
	iii) French
	iv) Portugues

Extract 2. 2: A sample of an incorrect response to question 2

### 2.1.3. Pre-colonial Social Formation in Africa

This question required the candidates to enumerate four reasons which made Portuguese rule not to last long in East Africa. The question was attempted by 513 candidates (100%) and the general performance in this question was poor. The analysis of the candidates' performance in this question shows that, 373 candidates (72.7 %) scored from 0 to 1.5 marks which is poor performance, 108 candidates (21.1%) had average scores from 2 to 2.5 marks. A total of 32 (6.2%) candidates scored from 3 to 4 marks which is good performance. Generally, the performance of candidates in this question was poor since 27.3% of the candidates scored from 2 to 4 marks. Figure 3 summarises the performance of candidates in this question.



**Figure 3:** Performance of the candidates in question 3

The reasons for 32 candidates (6.2%) to have good performance in this question were due to their ability to demonstrate good understanding of the question and mastery of the subject matter. These candidates were able to give the relevant reasons why the Portuguese rule did not last long in East Africa as shown in extract 3.1.

3. Four reasons which made portuguese rule not to last long in East Africa. there reasons are:-
(i) Nature of the portuguese colony was very poor, failed to control
(ii). Portugues were few in number in Africa, in East Africa the Leader of portugues were few in number thus led to fail.
(iii). Nature of the portuguese colonies, there was bad climatic condition and disease that portugues failed to survive.
(iv). Presence of African resistance, in East Africa there's various resistance that facies whites (portugueses to failure).

Extract 3. 1: A sample of a correct response to question 3

Moreover, 21.1% of the candidates who had an average performance demonstrated weaknesses of mentioning less reasons than the required four. Other candidates in this category repeated similar reasons or mixed up the

correct with incorrect reasons. One candidate for example mentioned reasons for Portuguese rule not to last long in East Africa together with objectives of the Portuguese to establish their rule in East Africa.

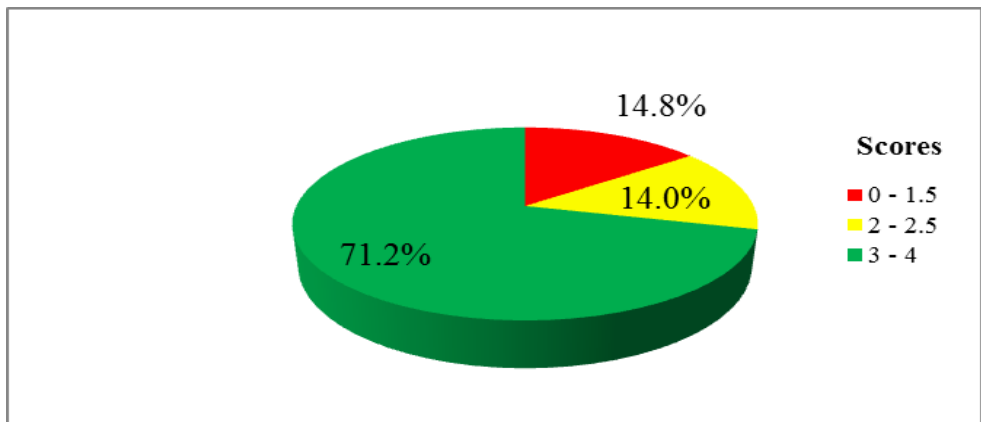
The candidates (72.2%) who had poor performance failed to understand the requirements of the question due to poor understanding about Pre-colonial Social Formation in Africa. Some of the candidates in this category enumerated the factors for the development and expansion of the East African Indian Ocean trade like; *development of marine technology, presence of monsoon winds, availability of trading goods and peace and security in East Africa*. Other candidates enumerated the reasons which enabled the Portuguese to manage to control East Africa regardless of stiff resistance from the East Africans which were also incorrect responses as shown in extract 3.2.

3.	Reasons which made portuguese rule not to last long in East Africa.
	i) Strong leaders
	ii) Strong political army
	iii) Unity and solidarity
	iv) Creation of trading empire

Extract 3. 2: A sample of an incorrect response to question 3

#### 2.1.4. Nationalism and Struggle for Independence

This question required the candidates to give the reasons why the period after the Second World War is considered being the turning point in the struggle for independence in Africa. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 365 (71.2%) candidates scored from 3 to 4 marks which is good performance, 76 candidates (14.8 %) scored from 0 to 1.5 marks indicating poor performance and 72 candidates (14.0 %) scored average marks from 2 to 2.5 marks. Generally, the performance of candidates in this question was good since 85.2 percent of the candidates were able to score from 2 to 4 marks. Figure 4 summarises the performance of candidates in this question.



**Figure 4:** Performance of the candidates in question 4

The candidates (71.2%) with good performance in this question illustrated good understanding of the question with adequate knowledge of the topic of Nationalism and struggle for independence in Africa. The candidates were able to give the correct responses as shown in extract 4.1.

04:	i. Lead to the formation of UNO (1945)
	United Nations Organization
	ii. Lead to the existence of Ex-Soldiers.
	Example Dedan Kimathi
	iii. Lead to the rise of USA (United States of America) as superpower Capitalist
	iv. Lead to the rise of USSR as Socialist Super powers.

Extract 4. 1: A sample of a correct response to question 4

The candidates (14.0%) who had average performance mixed relevant with irrelevant reasons that made the period after the Second World War to be the turning point in the struggle for independence in Africa. Other candidates gave fewer reasons out of the required four reasons.

Finally, poor performance of 76 candidates (14.8 %) was either caused by the failure to understand the demands of the questions or poor knowledge about the topic, especially on the contribution of the Second World War in the struggle for independence in Africa. One candidate for example, gave the aims of the Africans struggle for independence and outlined the reasons like;

(i) to liberate African country, (ii) to preserve African culture, (iii) to be free from colonialism and (v) to improve the living standard of African people which was contrary to the requirements of the question. Other candidates mentioned the demands of European colonialism in Africa as shown in extract 4.2.

4.	(i) Area of Market
	(ii) Area of Investment
	(iii) Africa have raw materials
	(iv) Africa have good climate condition.

Extract 4.2: A sample of an incorrect response to question 4

### 2.1.5. Political and Economic Development since Independence

The question required the candidates to outline five Tanzanian constitutional changes since independence. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 191 candidates (37.2 %) scored from 0 to 1.5 marks indicating poor performance, 165 candidates (32.2%) scored average marks from 2 to 3 marks and 157 (30.6%) candidates scored from 3.5 to 5 marks which is good performance. Generally, the performance of candidates in this question was good since many (62.8 %) candidates were able to score from 2 to 5 marks. Figure 5 summarises the performance of candidates in this question.

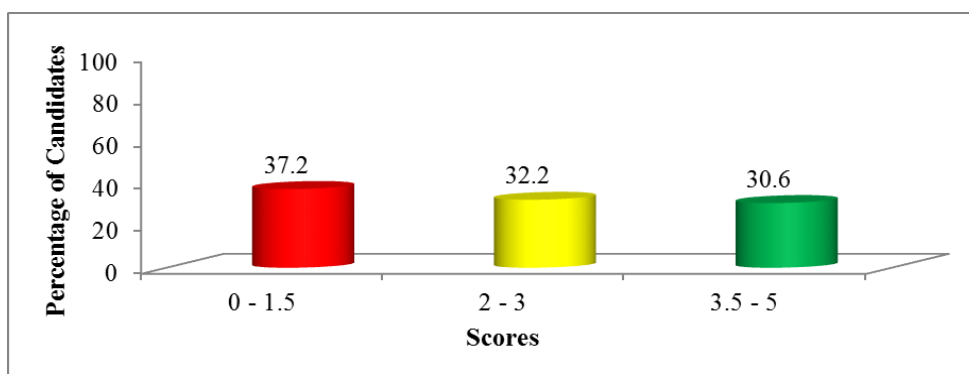


Figure 5: Performance of the candidates in question 5

The candidates (30.6%) with good performance were able to understand the requirements of the question and proved to have sufficient knowledge of the Tanzanian constitutional changes since independence. These candidates were able to outline clearly five constitutional changes as shown in extract 5.1.

5.17	Independence Constitution in 1961
ii7	Republic Constitution in 1962 which showed that the president is the head of State and Commander in Chief.
iii7	The United constitution in 1964 which unite Tanganyika and Zanzibar into TANZANIA.
iv7	The interim Constitution of 1965 which shown monopoly (TANU)
v7	The United Republic constitution of 1977.

Extract 5.1: A sample of a correct response to question 5

Furthermore, candidates (32.2%) who had average performance showed a number of inadequacies like; repetition of points for example some candidates mentioned; *the interim constitution and union constitution* as different constitutional changes while historically it is the same constitution change of 1964. Other candidates mentioned fewer constitution changes out of the five constitutional changes in Tanzania since independence.

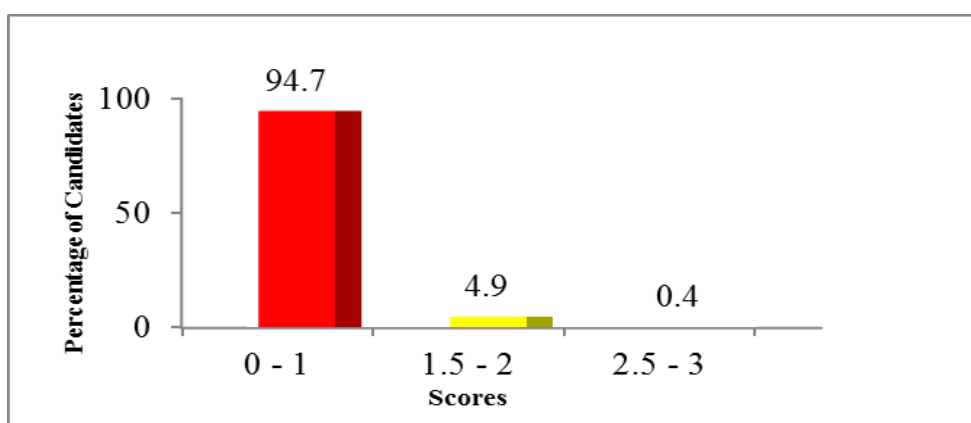
Moreover, the candidates (37.2 %) who had poor performance demonstrated inadequate knowledge of the history of the constitution changes in Tanzania since independence. One of the candidate for example, mentioned important issues in the Tanzanian constitution instead of the major constitution changes in Tanzania since independence as shown in extract 5.2.

5	five Tanzanian constitutional changes since independence are,
i	All people in the country should get education
ii	Increase of educational facilities
iii	Use Swahili language as a medium of communication and teaching language in primary level in school.
iv	Curriculum change from foreign to indigenous curriculum.
v	Construction of higher educational facilities

Extract 5. 2: A sample of an incorrect response to question 5

### 2.1.6. Political and Economic Development since Independence

The question required the candidates to identify African countries crafted and given the socialist idea of (a) Common Man's charter, (b) Humanism and African socialism. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 486 candidates (94.7%) scored from 0 to 1.0 mark that is poor performance, 25 candidates (4.9 %) scored average marks from 1.5 to 2.0 marks and only 02 (0.4%) candidates scored from 2.5 to 3.0 marks which is good performance. Generally, the performance of candidates in this question was poor since 5.3 percent of the candidates scored from 2 to 3 marks. Figure 6 summarises the performance of candidates in this question.



**Figure 6:** Performance of the candidates in question 6

The analysis of candidates' responses shows that 02 candidates (0.4%) who had good performance were able to understand the requirements of the question and proved to have sufficient knowledge on socialist ideas crafted by various African countries as shown in extract 6.1.

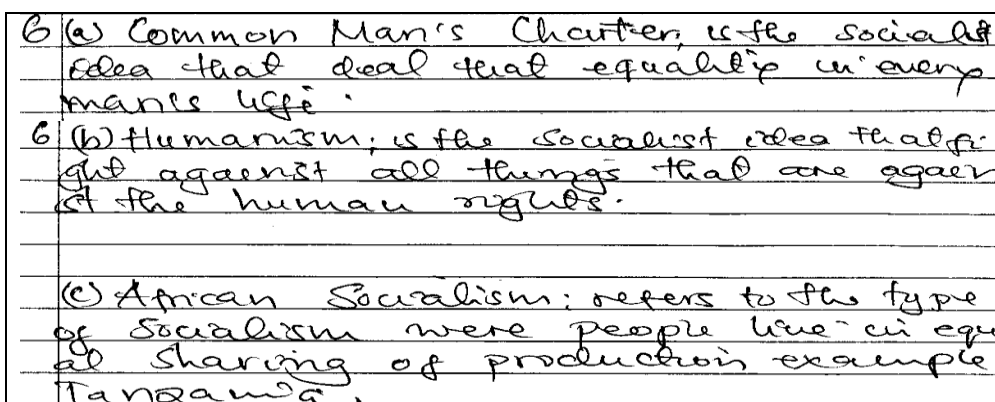
6.	(a) Common Man's charter - African country crafted is UGANDA.
	(b) Humanism - African country crafted this system of socialism is - ZAMBIA
	(c) African socialism - the country which it crafted is GHANA.

Extract 6.1: A sample of a correct response to question 6



Analysis of candidates' responses shows that 25 candidates (4.9 %) who had average performance showed understanding of the question but they had some inadequacies like; identifying fewer countries out of the required three countries. Other candidates mentioned multiple countries on one socialist idea. One candidate for example, identified (a) *Uganda as a country crafted Common Man's charter*, (b) *Zambian Humanism* and (c) *African socialism was a numerous African countries like; Tanzania, Zambia, Ghana and Uganda* which is incorrect.

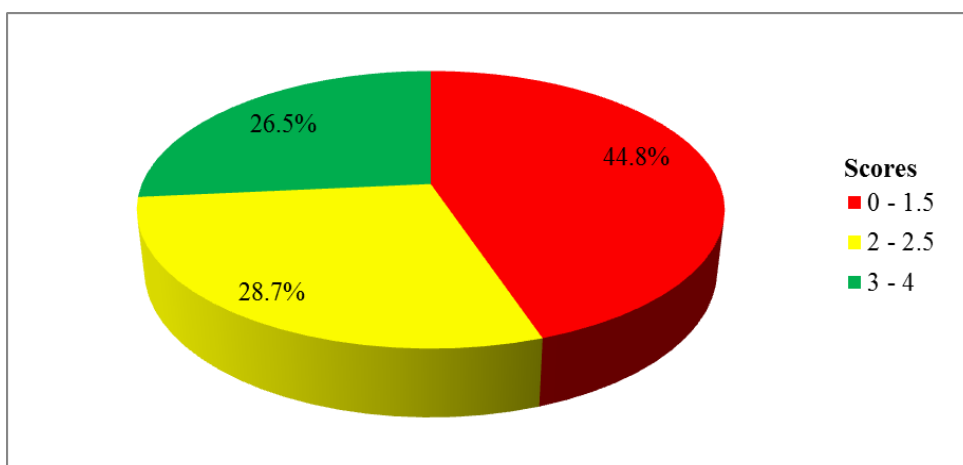
Data analysis shows that 486 (94.7%) candidates who had poor performance had either failed to understand the demands of the question or had inadequate knowledge of the African countries that crafted the socialist ideas of common Man's Charter and African socialism. Some candidates provided the definitions of the given socialist ideas instead of identifying the relevant country as shown in extract 6.2.



Extract 6. 2: A sample of an incorrect response to question 6

### 2.1.7. Political and Economic Development since Independence

This question required the candidates to analyse four main aims of Neo-colonialism in Africa. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question shows that; 230 candidates (44.8%) scored from 0 to 1.5 marks which is poor performance, 147 candidates (28.7%) scored average marks from 2 to 2.5 marks and 136 (26.5%) of the candidates scored from 3 to 4 marks which is good performance. Generally, the performance of candidates in this question was average since 55.2 percent of the candidates were able to score from 2 to 4 marks. Figure 7 summarises the performance of candidates in this question.



**Figure 7:** Performance of the candidates in question 7

The candidates (26.5%) with good performance in this question had adequate knowledge about the topic and a clear understanding of the question. The candidates were able to correctly analyse the main aims of Neo-colonialism in Africa as shown in extract 7.1.

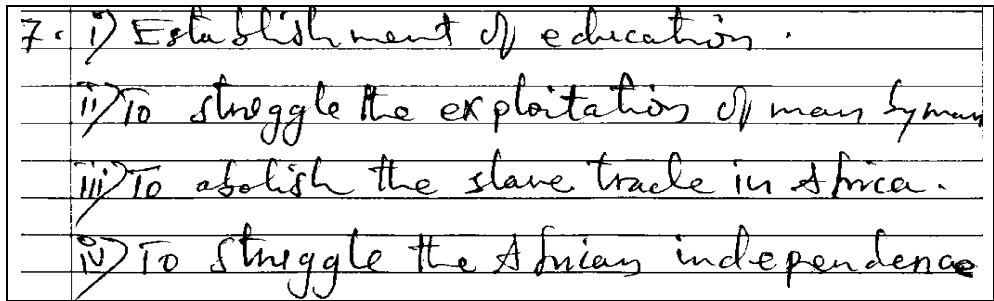
7.	Four main aims of Neo-colonialism in Africa are as follows;
i)	To exploit the Africans and their natural resources, such as minerals and cash crops.
ii)	To create African puppets who could assist to work for their interest
iii)	To make African dependant to the Europeans through giving loans and grants
iv)	To spread capitalist ideology that could penetrate their interest for easier exploitation of Africans potentialities.

Extract 7. 1: A sample of a correct response to question 7

The analysis of the candidates' responses shows that the candidates (28.7%) with average performance in this question understood the demands of the question. However, they had partial knowledge about the topic particularly; the main aims of Neo colonialism in Africa. Some candidates in this category outlined fewer aims of Neo colonialism out of the required four main aims. Others mentioned the main aims of Neo colonialism in Africa together with the main aims of former colonialism in Africa.

The candidates (44.8%) with poor performance in this question demonstrated lack of knowledge about Neo-colonialism in Africa and failed to understand the requirements of the question. These candidates mentioned the forces

behind the colonialists to grant independence to Africans. One candidate for example, mentioned the points like; (i) *To give African independence*, (ii) *To avoid African resistances*, (iii) *To avoid military conflicts* and (iv) *To exploitation to the African people*. Another candidate analysed the points that are most likely to be the aims of the African struggle to uproot colonialism in Africa as shown in extract 7.2.



Extract 7.2: A sample of an incorrect response to question 7

#### 2.1.8. Principles of Teaching and Learning History

This question required the candidates to differentiate with examples the terms participatory techniques and less participatory techniques. The question was attempted by 513 candidates (100%) who sat for this examination. The analysis of the candidates' performance in this question indicates that 392 (76.4%) candidates scored from 3 to 4 marks which is a good performance, 93 candidates (18.1%) scored average marks from 2 to 2.5 marks and 28 candidates (5.5%) scored from 0 to 1.5 marks that is poor performance. Generally, the performance of candidates in this question was good since 94.5 percent of the candidates scored from 2 to 4 marks. Figure 8 summarises the performance of candidates in this question.

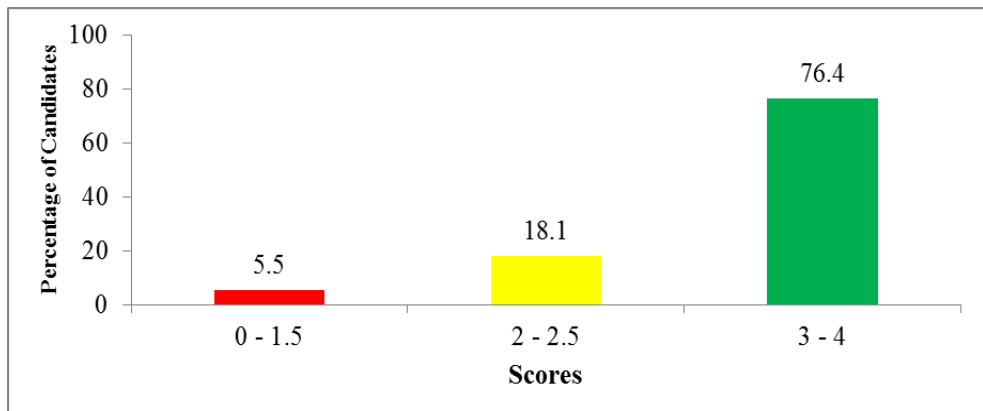


Figure 8: Performance of the candidates in question 8

The candidates (76.4%) with good performance in this question were able to differentiate between; participatory techniques and less participatory techniques with examples. The candidates demonstrated an understanding on the teaching and learning techniques. Extract 8.1 shows a sample of a response from one of the candidates who correctly differentiated between participatory and less participatory techniques.

8a	Participatory teaching technique are the
	complex plan devised to be used in teaching which
	involves the learner during teaching and learning
	process for example. Discussion, Role play, debate
by	
	Less-participatory Techniques are the tactics plans
	to which doesn't involve the learner fully in the
	teaching and learning process as planned by the
	teacher in the teaching activities or process
	for example. Lecture technique

Extract 8. 1: A sample of a correct response to question 8

Candidates (18.1%) who got average marks in this question managed to differentiate the terms but had some shortfalls. The candidates managed to differentiate the terms but never provided examples on each term. Other candidates explained only one term instead of the differences between the two terms.

Moreover, the candidates (5.5%) who had poor performance showed poor knowledge on the topic. They gave inappropriate responses hence, they score less marks. The Extract 8.2 shows a sample of candidate with a poor response to this question.

\$ @	Participatory Teaching techniques
	is the method or technique of teach student
	where the teacher become the learner and
	receive ideas from the learner. Example
	of Participatory method is Group discussion, field
	trip, Observation.

b) Less participatory techniques. This was techniques used by the teacher where by there is no participation of learner in teaching and preparation of lesson. For example, lecture method and Seminar.

Extract 8. 2: A sample of an incorrect response to question 8

### 2.1.9. Preparation for Teaching and Learning History

This question required the candidates to provide the meaning of the following terms; (a) History syllabus (c) History teachers' guide (b) History textbook (d) History log book. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question indicates that; 411 (80.1%) candidates scored from 3 to 4 marks which is good performance, 81 candidates (15.8 %) had average performance scoring from 2 to 2.5 and only 21 candidates (4.1 %) had poor performance by scoring from 0 to 1.5. Generally, the performance of candidates in this question was good since 95.9 percent of the candidates scored from 2 to 4 marks. Figure 9 summarises the performance of candidates in this question.

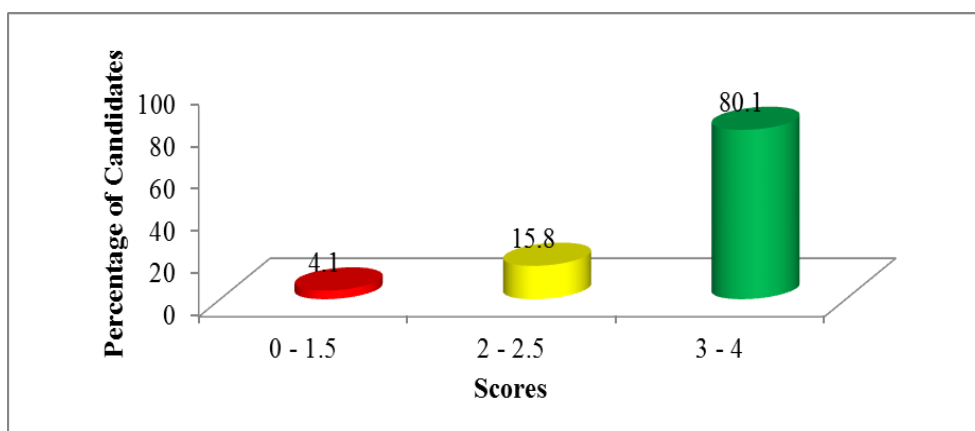


Figure 9: Performance of the candidates in question 9

The candidates (80.1%) who had good performance in this question demonstrated good understanding on the topic of preparations of teaching and learning History. The candidates understood the requirements of the question and provided the correct meaning of the terms provided. Extract 9.1 is a sample of a candidate's good performance in this question.

9.9	History syllabus are all planned courses contents of the history subject to be taught in a particular class in a particular time within an educational institute, such as school or colleges.
b/	History Text book, is an authorized <del>to</del> history book to be Used by students and teacher in the teaching and learning process in the history class. subject.
c.	History teachers' guide is the selected book to be used by the teacher to guide in the teaching and learning process. <del>in</del> He of the history subject.
d/	History lab book is the book prepared to records all activities done by the teacher of the history subjects to record. Topics and subtopic taught or not covered in the history subject

Extract 9. 1: A sample of a correct response to question 9

The candidates (15.8%) who had an average performance in this question had partial knowledge on the topic hence they failed to give correctly the meaning of terms. The candidates also, failed to give the correct meaning of some terms but gave the meaning of other terms. Other candidates had spelling mistakes and grammatical errors which changed the meaning of the terms.

The candidates (4.1 %) who had poor performance in this question had poor knowledge of the topic of preparation for Teaching and Learning History. The candidate had also poor language skills; poor English grammar and sentences full of spelling mistakes. Extract 9.2 is a sample of a candidate's poor response.

9(a)	Refers to the <del>offroad</del> book that give a student and teacher of history on what supposed to be learn, This show arrangement of topics and subtopics
(b)	Refers to the books that prepared by a teacher in order to write a summary of his/her lesson
(c)	Refers a book that guide a teacher of history on what supposed to be teach, this book direct a teacher in which a teaching aids may use on specific topic.
(d)	Refers to the book which prepared by a teacher in order to write a some errors or evaluation of specific lesson

Extract 9. 2: A sample of an incorrect response to question 9

#### 2.1.10. Preparation for Teaching and Learning History

This question required the candidates to explain four uses of a History scheme of work. The question was attempted by 513 candidates (100%). The analysis of the candidates' performance in this question shows that; 288 (56.2%) scored from 3 to 4 marks which is good performance, 178 (34.8 %) candidates scored average marks from 2 to 2.5 marks and 46 (9.0 %) scored from 0 to 1.5 marks which is poor performance. Generally, the performance of candidates in this question was good since 91.1 percent of the candidates scored from 2 to 4 marks. Figure 10 summarises the performance of candidates in this question.

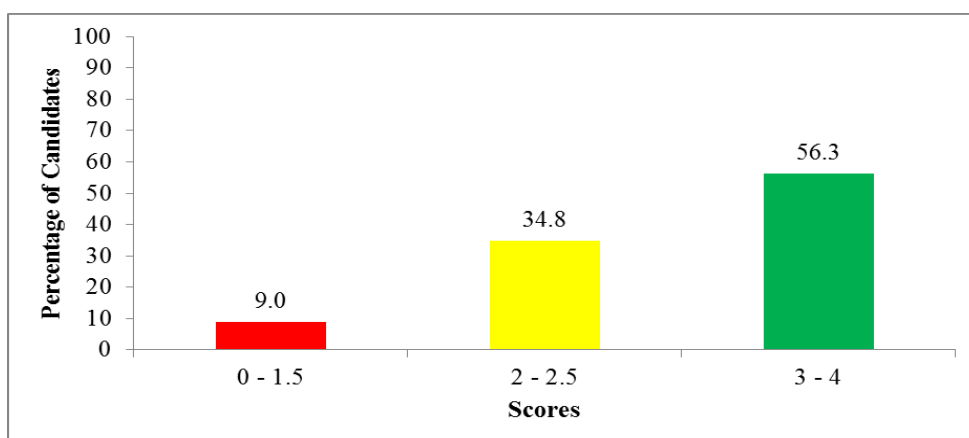


Figure 10: Performance of the candidates in question 10

Analysis of the candidates' responses indicates that those with good performance (56.2%) demonstrated good knowledge about the topic and showed an understanding of the demands of the question. The candidates

explained the relevant uses of a History scheme of work as shown in extract 10.1.

10.	Four uses of a history scheme of work are :-
	(i). It helps history teacher to plan the time that can be use during teaching and learning process.
	(ii). It used by history teacher to regulate teaching. history teacher can use the scheme of work to regulate his or her teaching
	(iii). It helps history teacher to select and prepare teaching and learning aids. foreexample models maps and graphs.
	(iv). Also it helps history teacher to select and choose effective teaching and learning methods. foreexample group discussion and question and answers.

Extract 10. 1: A sample of a correct response to question 10

Further analysis shows that the candidates (34.8%) who had average performance showed an understanding of the demands of the question and proved to have knowledge of the topic. The candidates explained a few points out of four on the uses of a History scheme of work. Other candidates mixed up correct with incorrect responses or repeated the same points that have similar meaning. One candidate for example, mixed up with the uses of a History syllabus instead of the uses of scheme of work. The candidate gave the responses such as; *used to direct a teacher on what supposed to teach in specific time, used for preparing lesson plan which are the uses of a History syllabus*. Other points were; *used to assess the learners* and *used to evaluate a learners and teacher*.

The analysis revealed that, 46 candidates (9.0 %) with poor performance had insufficient knowledge about the topic. Some candidates provided the contents of the scheme of work instead of the uses of scheme of work such as; *used to show the teachers name, used to show the topic to be covered, used to show time used in deliver the lesson, used to show number of period in a lesson or topic*. Other candidates explained the the uses of History logbook instead of the uses of scheme of work as shown in extract 10.2.



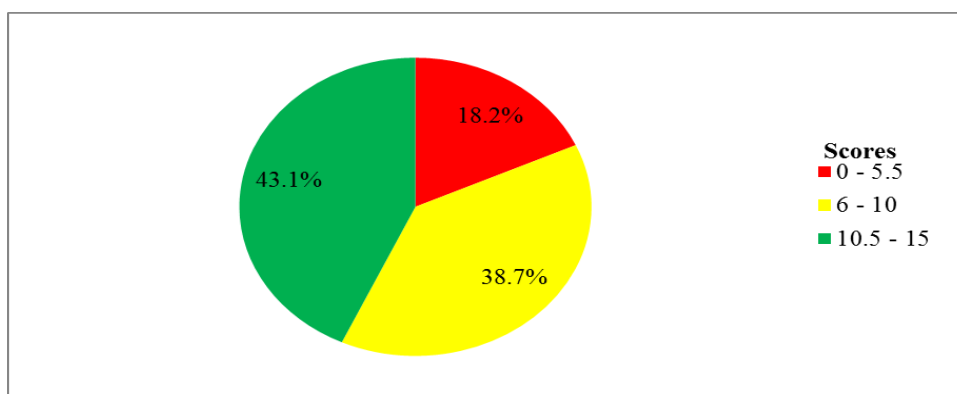
10.	Four uses of history scheme of work
i/	Used by a new teacher to understand who- re to start
ii/	Used to determine speed of teaching
iii/	Used to follow systematic way of teach- ing
iv/	Used to make evaluation

Extract 10. 2: A sample of an incorrect response to question 10

## 2.2 SECTION B

### 2.2.1 Pre-colonial Social Formations in Africa

The question required the candidates to identify two dominant modes of production which developed in pre-colonial Africa and explain three features of each mode. The question was attempted by 357 candidates (69.6%) out of 513 who sat for this examination. Among them 154 candidates (43.1%) scored from 10.5 to 14.5 marks, which is good performance and 138 candidates (38.7%) scored from 6 to 10 marks, which is average performance. A total of 65 candidates (18.2%) scored from 0.5 to 5.5 marks which is poor performance. The general performance of candidates in this question was good since many candidates (81.8%) scored from 6 to 14.5 marks. Figure 11 summarises the performance of candidates in this question.



**Figure 11:** Performance of the candidates in question 11

The candidates (43.1%) who had good performance had clear knowledge of the topic and a precise understanding of the demands of the question. The candidates were able to provide perfect introduction that gave the meaning and identification of the dominant modes of production which were

developed during pre-colonial Africa which were; primitive communalism and feudal modes of production. In the main body, the candidates were able to explain three features of communalism and three features of feudalism. Extract 11.1 is a sample of a good response from a script of a candidate.

11.	<p>Modes of production; This is the combination of different systems of production which are including Primitive Communalism, Slaves modes of production, Feudal modes of production, Capitalist modes of production as well as Socialist modes of production. But in Africa during the pre-colonial African we have three modes of production that was existed which are Primitive Communalism, Slaves modes of production as well as Feudal modes of production. Therefore the dominant modes of production was include primitive Communalism as well as Feudal modes of production.</p> <p>Therefore the following are the features of Primitive Communalism and Feudal modes of production as follows below by starting with Communal modes of production.</p> <p>Major means of production was owned communally. It means that in Primitive Communalism all means of production such as land, capital was owned to all member in the community there was no any one who were -</p>
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11.	<p>But as a Superior than other but all things are owned communally.</p> <p>There was low surplus production. It means that in this primitive Communism the surplus was low because the tools or equipments that were used in production was became poor. So due to this situation was lead the general production to be poor or low because the tools that were used was poor or cheap. For example they use stone so as to cultivate so due to this reason small area were covered as to produce crops.</p> <p>There was absence of classes. It means that in primitive Communism there was classless there was equal sharing of resources to all people there was no any one who were acted as Superior than other but all people were became the same. Thus why we say in this system there was classless means all people are equal.</p> <p>But the following are the features of Feudal modes of production.</p> <p>It was characterized by exploitation of man by man. It means that on feudal modes of production there was high exploitation where by the one who became Superior they exploit those who are not Superior. So here people especially landlords were use their power to exploit tenants (peasants).</p> <p>It was characterized by classes. It means that in this system there was two classes the class of Landlords and the class of tenants or peasant. So due to presence of this two anti-social class makes the existence of this two class. The class of owner and the class of who own nothing (peasant or workers).</p> <p>It was characterized by high production. It means that on this system the production was became higher due to employment of high science and technology which were makes the increase of production. So due to this was makes</p>
11.	<p>even the increase of surplus production</p> <p>Generally are part from having the primitive Communism as well as Feudal modes of production also slaves mode of production was existed in Africa and it was the first modes of exploitation of man by man where by it was based on the process of buying and selling the human being as like other commodities in the market.</p>

Extract 11. 1: A sample of a correct response to question 11

The candidates (38.7%) who had average performance in this question had inadequate knowledge on the features of two dominant modes of production which were developed during pre-colonial Africa. Some candidates managed to identify the dominant modes of production but failed to explain all six features pointing out three features from each mode. Other candidates had poor essay writing skills such as a poor introduction and partial clarification of points.

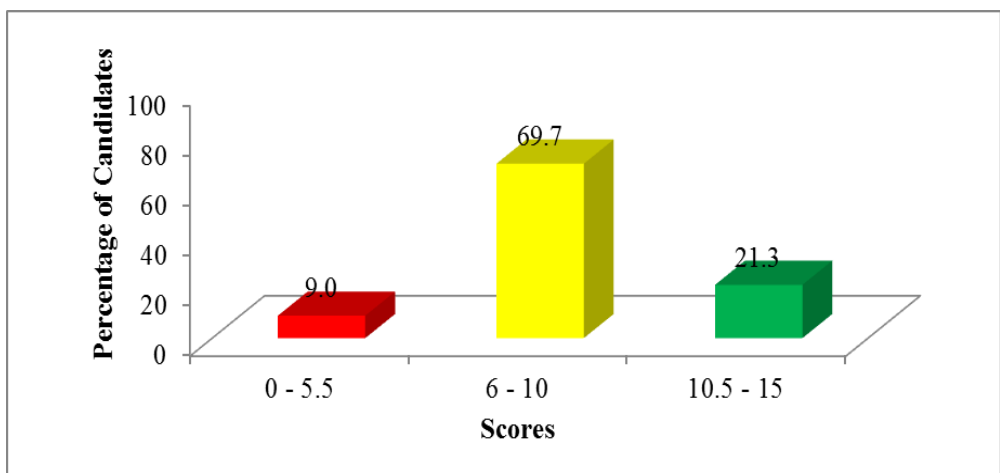
Moreover, candidates (18.2%) who had poor performance in this question demonstrated poor knowledge about Pre-colonial Social Formation in Africa. The candidates also had poor essay writing skills characterised by a poor introduction, irrelevant main body as well as poor conclusion. Some candidates failed to provide an appropriate introduction and identified incorrectly industrial capitalism as a dominant mode of production in pre-colonial Africa. In the main body, the candidate explained the characteristics of some of the pre-colonial African societies instead of the dominant modes of production which were developed during pre-colonial Africa as shown in extract 11.2.

11.	<p>To identify two dominant Modes of Production which developed in Pre-Colonial Africa and to explain three features of each Mode.</p> <p>Two Modes of Production which developed in Pre-Colonial Africa was Primitive Communalism and Industrial Capitalism.</p> <p>Primitive Communalism was the first stage of Human Development. At this stage man was still living on trees and was not civilised at all.</p> <p>Three features of Primitive Communalism were as follows:-</p> <p>Hunting and Gathering. In Primitive Communalism man depended on hunting and gathering. Men went to hunt animals for food while Women and children were gathering fruits and fire woods. There was division of Labour.</p> <p>There was Division of Labour. Societies where they lived had division of Labour example Kikuyu Men were Hunters and Ore giver. Women were cooking and gathering fruits, children were gathering fruits and fire wood.</p> <p>Man was still Uncivilised, had no cloth just covering his/her private parts with leaves and piece of Trees.</p> <p>The second Mode which was the last Mode of Production was Industrial Capitalism. This was the last stage of Human development. Men was advanced and now he was participating in Permanent Agriculture but also Industries.</p> <p>There were African Traditional Industries like Crafts Industry, Iron Industry, cloth Industry in Bukoba, Food Processing Industry, Salt Industry and other Industries.</p> <p>Features of Industrial Capitalism were as follows:-</p> <p>Introduction of African Local Industries example Salt Industry and Iron Industry which brought the Revolution in the way of living.</p> <p>Africans Used by barter Trade. exchange of Goods and Services. Example. Iron Smith would make Panga, hoe and Weapons like Spears and Panga made by Iron. So he will participate in barter Trade with Farmer who will bring food for the Iron Smith and Iron Smith would give him Weapons and hoes in return.</p> <p>Agriculture Production was still for food only,</p>
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Extract 11.2: A sample of an incorrect response to question 11

### 2.2.2 Pre-colonial Social Formations in Africa

This question required the candidates to examine six factors for state formation in pre-colonial Africa. The question was attempted by 446 candidates (86.9%) out of 513 who sat for this examination. The candidates' performance shows that; 311 candidates (69.7%) scored from 6 to 10 marks, which is average performance, 95 candidates (21.3%) scored from 10.5 to 14 marks which is good performance and the remaining 40 (9.0%) candidates scored from 0 to 5.5 marks which is poor performance. The general candidates' performance in this question was good since many candidates (91.1) scored from 6 to 13.5 marks. Figure 12 summarises the performance of candidates in this question.



**Figure 12:** *Performance of the candidates in question 12*

Likewise, the candidates (21.3%) who had good performance managed to provide a clear introduction by giving the meaning of the term state with correct examples. In the main body, these candidates examined clearly factors for state formation in pre-colonial Africa. Finally, the candidates gave a precise conclusion. Extract 12.1 illustrates a sample of a relevant response from a candidate with a good score.

12	<p>State formation; is the organisation of social, political and economic authority under a defined boundary being run by a specific leader; such as Buganda Kingdom and Bunyoro Kingdom.</p> <p>Pre-colonial Africa; is the situation whereby Africans were lived under authority before the advent of European imperialist powers.</p> <p>The following are the factors for the state formation in pre-colonial Africa as follows;</p> <p>presence of strong and charismatic leadership. This is the ruler who control all programs and authority in the state. For example, in Buganda Kingdom Kabaka Mwangi became strong to rule the state. So, this is the factor for state formation in pre colonial Africa.</p> <p>Also, availability of good climatic conditions. This is due to heavy rainfall and moderate temperature. For example, under Buganda Kingdom ground interlustrine region became easier for state formation. So, this is the factor for state formation in pre-colonial Africa.</p> <p>However, availability of trading activity. This is the system of exchange among the people. For example, Kabaka Mutesa involved in slave trade with <del>the</del> Machecha, Lake and Tippu tip along the coastal of Indian ocean. Thus, this is the factor for state formation in pre-colonial Africa.</p> <p>Moreover, presence agricultural activity. This is the rearing of crops and livestock keeping. For example, due to heavy rainfall in Buganda Kingdom people grew banana which led to availability of food. Thus, this is the factor for state formation in pre-colonial Africa.</p> <p>Furthermore, availability of iron technology. This is the making and use of iron tools. For example, in meroe, axum, in Sudan and Ethiopia as well as in Nok West Africa led to the rise of Karne Bornu, Asante, Benin and Dahomey. Thus, this is the factor for state formation in pre-colonial Africa.</p> <p>Lastly but not least, presence of good standing army. These are soldiers who defend the state. For example, Abetabazi were soldier of Buganda Kingdom and Ruga ruga for Nyamwazi. Thus, this is the factor for state formation in pre-colonial Africa.</p> <p>Conclusively, some of the state werenot grow due to some problem such as natural calamities, tropical diseases and the infertility of the soil.</p>	
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Extract 12.1: A sample of a correct response to question 12

The candidates (69.7%) with average performance in this question had adequate knowledge about the topic and understanding of the question but they failed to provide six factors for state formation in pre-colonial Africa. The candidates examined three up to four factors instead of the required six factors. They also provided insufficient explanations with irrelevant examples while others mixed relevant and irrelevant factors with a poor introduction and conclusion.

The candidates (9.0%) who had poor performance failed to provide relevant factors. They gave unclear explanations of the factors for state formation in pre-colonial Africa as shown in extract 12.2.

12. State formation refers to the formation where by the different state organized together in order to be unity in Africa. This was introduced before the colonialism in Africa. The following are the factors for state formation in pre-colonial Africa:

Unity, this is the situation where by the Africans socialized with each other. For example before the coming of colonialist the Africans was collaborate together in different activities example equal distribution, as well as cooperation, no exploitation of man by man.

Political stability, In African the leaders was very active and involve to struggle their independence, and for those who against should be punished, so the rule and regulation was provided to the whole African which create the harmony and peace to the state.

Strong leadership, This is a people who controlled others do something or directing to organize others. So through the availability of strong leader can influence the people to form a one state in order to make a campaign of abolition of slave trade in Africa. Example of strong leader are Nkwarene Nkaramah in Uganda. and Mwambi J.K Myerere in Tanganyika.

Infrastructure, through the improvement of transport and communications was emphasize the formation of state, hence the leader



12 can move from one place to another to provide the education to the Africans on how to struggle their and how to solve the problems.

Mass media Through the presence of Radio can create the formation of state hence Radio help to emphasize and promote the education to the people through listening the past events for example the event of M.W. J.K. Nyerere which used a Radio to talk a speech concern the African union and how to struggling to abolish the bad thing like exploitation of man by man.

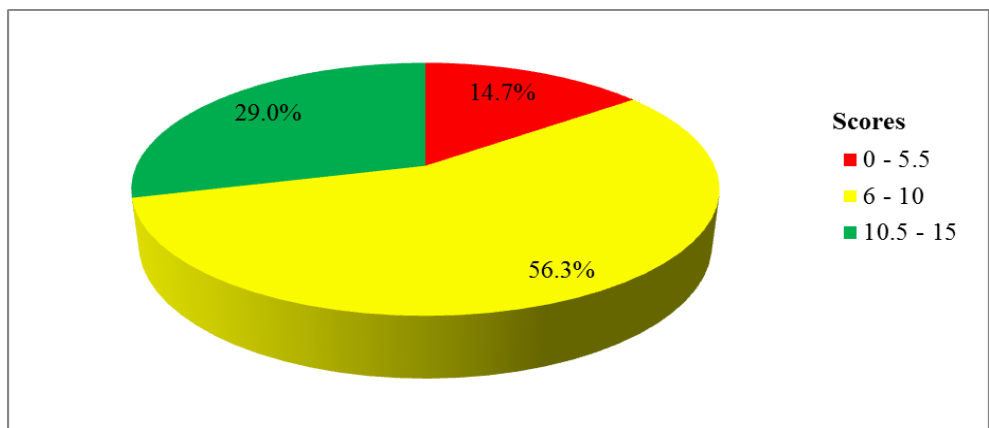
Introduction of Religions This is the factors which create to form the two states which are Christianity state and Islamic state where by the Christians believe a "God" while the Islamic believe "Mohamad" so through the religions emphasize the introduction or formation of some states.

These four state formations was faced through the different problems which are shortage of capital, disunity among the African people and also Confederal to the African people and lack of education concern the formation.

Extract 12. 2: A sample of an incorrect response to question 12

### 2.2.3 Pre-colonial Social Formations in Africa

This question required the candidates to analyse six effects of long distance trade in East Africa. The question was attempted by 224 candidates (43.7%) out of 513 who sat for this examination. The candidates' performance shows that; 126 candidates (56.3%) scored from 6 to 10 marks, which is average performance, 65 candidates (29.0%) scored from 10.5 to 14 marks, which is good performance, and 33 candidates (14.7%) scored from 0 to 5.5 marks which is poor performance. The general performance of candidates in this question was good since many candidates (85.3%) scored from 10.5 to 13.5 marks. Figure 13 summarises the performance of candidates in this question.



**Figure 13:** *Performance of the candidates in question 13*

The candidates (56.3%) who had average performance had showed ability to analyse the effects of long distance trade however diverged from the effects of long distance trade in East Africa to the effects of long distance trade in West Africa which was Trans-Sahara trade. Candidates cited examples from West African societies instead of examples from East Africa. Other candidates in this category analysed less than six effects of long distance trade in East Africa.

Candidates (29.0%) who had good performance had adequate knowledge about the topic of pre-colonial social formation in Africa and a clear understanding of the demands of the question. These candidates were able to provide a good introduction by giving the meaning and the period of existence of long distance trade in East Africa and the societies that participated in the trade. In the main body, these candidates were able to analyse six effects of long distance trade in East Africa. Extract 13.1 is an example of a response from a candidate with good performance in this question.

13.

Long Distance trade refers to the pre-colonial trade which involve exchange of goods with goods under long distance. Long distance trade can be trace back 15<sup>th</sup> century. It was involve three routes such as North routes under Kamba, Central routes under Nyamwezi and Southern route under the Yao. It was developed due to the availability of goods, means of transport and others. The followings are effects of the long distance trade in East Africa.

It led to the intermarriage. Due to the interaction of people from different angle led to the intermarriage between different tribe which contribute due to the presence of conducting trade in specific area.

It led to development of cities and town. Such as Tabora, Mtwara, Mombasa and other where were developed due to the presence of trade which led to influx of people from different area.

Introduction of slave trade. Where by the long distance trade facilitates to the emergence of slave trade due to use of man as commodities which needed in agriculture activities.

Introduction of currency system. After conducting trade with exchange of goods with goods, later the system was change and introduction of money which were used

13. as ~~not~~ medium of exchange.

It leads to the state formation. Due the conducting of trade for long time it influence to the state formation, such as Buganda empire, Mwambo empire and other which later become strong states in East Africa.

It lead to the culture interference. Due to the interaction of different people in certain influence to the culture, interference due to the difference tribes in specific area.

Generally the long distance trade play great role in the development of East Africa through state formation, introduction of currency and intermarriage.

The candidates (14.7%) with poor performance were those who had either failed to understand the needs of the question or had poor understanding of the topic of pre-colonial social formation in Africa. These candidates examined the effects of slave trade in East Africa instead of the effects of the long distance trade in East Africa. They gave the points like; *depopulation, hunger and famine, insecurity diseases and deculturalisation*. Other candidates explained the points like; *separation of families, death, and loss of man power, famine and hunger* etc. Extract 13.2 shows a sample of such response from one the candidates.

13	<p>Long Distance Trade Was the Trade that was the Long in order to Rich it there the place that was wanted to Rich it, it was take place in the coast areas. The following are the effects of Long Distance trade</p> <p>It led to Loss of Man Power; This process was more taken at a people who have the good supported to the society from South West to North West but in that Africa was more Loss Man for every activities.</p> <p>It Led Separation of family When this trade are just going on there people that was supported to be conducted of this trade was almost Man, but this situation was Led to separation of family.</p> <p>It Led to death of many people, This condition was just depe in so long time without resting and getting food or water, because of this many people was Led to death because of long travelling.</p> <p>It Led to Intermarriage, That people was in the Long trade was alived in difference regions</p>	
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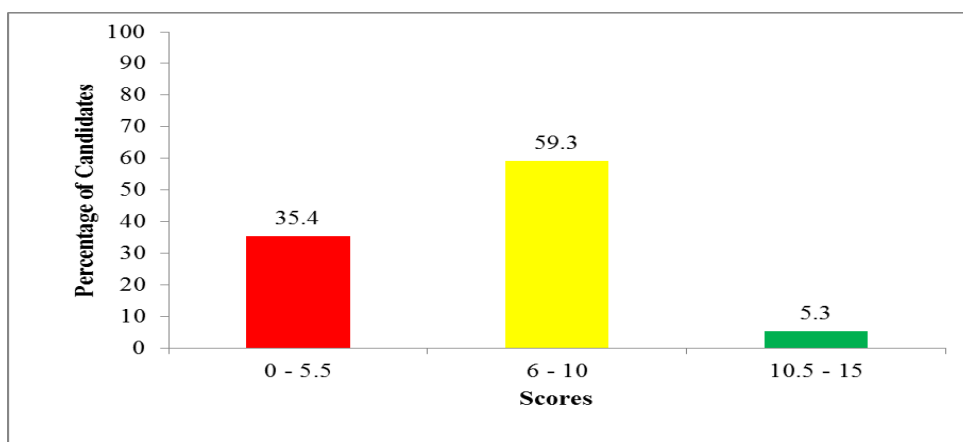
13	and Country but this situation n where lead to intermarriage between African people and the far East Peoples It lead to high hunger and famine to the African people. The situation of taken the men who can help it to produce food the people of African were suffering of hunger and famine. It lead to occurrence of Conflict. This long distance Trade lead to the conflict between the fami It lead to depopulation. Bec use of taking a lot of people in Africa. for this trade many people just died and other are not return to the home Country this lead to the depopulation of African people.	
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Extract 13. 2: A sample of an incorrect response to question 13

## 2.3 SECTION C

### 2.3.1 Principles of Teaching and Learning History

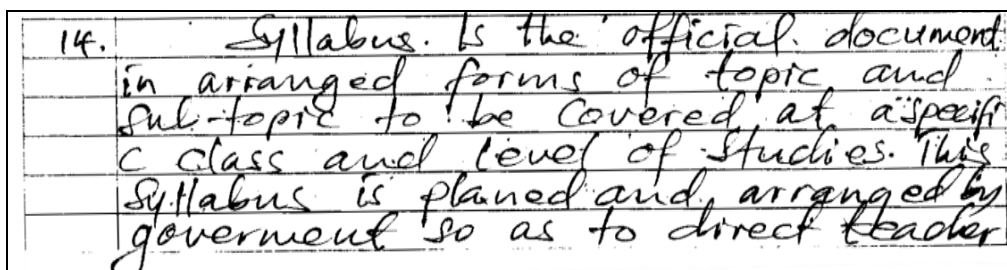
The question required the candidates to examine six features of a good history syllabus. The question was attempted by 491 candidates (95.7%) out of 513 who sat for this examination. The analysis of candidates' performance shows that; 291 candidates (59.3%) scored from 6 to 10 marks which is average performance, 174 candidates (35.4%) scored from 1 to 5.5 marks which is poor performance and 26 candidates (5.3%) scored from 10.5 to 12 marks which is good performance. Generally the performance of candidates in this question was average since 64.6 percent of candidates scored from 6 to 12 marks. Figure 13 summarises the performance of candidates in this question.



**Figure 14:** Performance of the candidates in question 14

The candidates (59.3%) with average performance in this question had sufficient knowledge of the topic and a clear understanding of the demands of the question however, they had some weaknesses such as; shallow elaboration of the features of a good history syllabus. They gave a few features of a good History syllabus.

Candidates (35.4%) with poor performance failed to understand the demands of the question. These candidates explained the usefulness of a history syllabus instead of features of a good History syllabus. These candidates also provided an incoherent introduction and conclusion as shown in extract 14.1.



and student in their studies. Example in form one, form two, form three and other class.

The following are the six features of good history syllabus as follows under the explanation above.

Syllabus direct and shows the teacher or content to be taught in specific level of study. One among of the features of syllabus help teachers the content to be covered in a given class.

Syllabus help teacher to setting examination to student. Also one of the features of good syllabus help teacher in setting examination to the student.

Syllabus help and direct the student area to cover and to be learnt at a specific time and level of the class. This means one among of the features of good syllabus both teacher and student use to understand what is to be cover and what is to learnt.

Syllabus help teacher to know the teaching material or Aids in the process of teaching and learning activities. The purpose of syllabus is to direct teacher the teaching Aids depending to the content to be covered in respective class of study.

Syllabus help teacher to know the topic and sub-topic to be covered in a given interval of learning. One among of the features of good syllabus is to direct teacher and student the topic and sub-topic to be covered in a given level of study.

Syllabus help to direct and shows the techniques and method used while you are teaching and learning activities. The main purpose of syllabus is to tell and direct teacher method of teaching and learning while he or she in the class.

Therefore, without syllabus in whole process of teaching and learning process, will be difficult to deliver the lesson well to the learners.

A total of 26 candidates (5.3%) that had good performance were able to explain features of a good history syllabus. However, the disparities of marks among these candidates were due to the degree of clarity in each individual's response. Extract 14.2 shows a sample of a candidate who had good performance in this question.

14	<p>History syllabus is a book which direct a teacher on the process of teaching history as it shows the number of periods and also the objectives, ways of teaching and even assessment. The following are the <del>four</del> features of a good history syllabus.</p> <p>It shows the specific objectives. This help the teacher to teach and using the <del>particular</del> teaching methodology as to make the students acquire the knowledge and skills. This is just what the learners tends to have and acquire on the specific topic.</p> <p>It shows the number of periods. The history teacher should easily determine the time he or she will spend on teaching the partial topics. The periods should be shown in the manner that the teacher have to follow and use it in planning <del>the</del> teaching the partial topic.</p> <p>It uses simple language. This help the teacher easily prepares the schema of work which can help him or her to teach in the systematic ways. The language used as to make the teacher plan the effective ways and set the objectives to be followed during the teaching and learning process.</p> <p>It show the main topics and subtopics. Also the history syllabus direct a teacher on the name of the topics and the subtopics to be covered on the particular class. As the result of covering the topics the students should acquire the knowledge and skills intended.</p> <p>It show the assessment method. This also help the teacher to determine level of understanding of his or learner on the particular topic. History syllabus shows the different ways the teacher should assess his or her students, example by using exercise, quizzes and even <del>exam</del> tests or examinations.</p>
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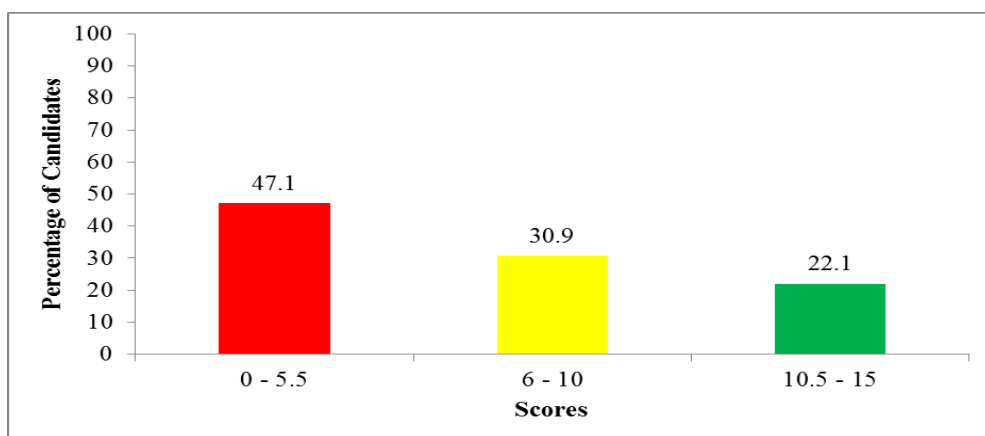


14	It show the teaching and learning methods. Also the history syllabus shows the tasks that a teacher should perform and the learner should perform during teaching and learning process as to make effective learning on the specific lessons.
	Therefore, History syllabus is important to the history teacher as it can help the teacher to generate the knowledge effectively to the learners during teaching and learning history.

Extract 14.2: A sample of a correct response to question 14

### 2.3.2 Teaching and Learning Subject Content.

This question required the candidates to; (a) Construct three specific objectives on “*Techniques used to establish colonial economy in East Africa*” (b) Suggest two teaching-learning aids for teaching “*Techniques used to establish colonial economy in East Africa*” (c) Develop and tabulate three teaching and learning activities for teaching “*Techniques used to establish colonial economy in East Africa*” as they could appear in the new knowledge part of the lesson development. The question was attempted by 68 candidates (13.3%) out of 513 who sat for this examination. Analysis of candidates’ performance shows that; 32 candidates (47.1%) scored from 1 to 5.5 marks which is poor performance, 21 candidates (30.9%) scored from 6 to 10 marks, which is average performance and 15 (22.1%) candidates scored from 10.5 to 14 marks, which is good performance. The general performance of candidates in this question was average since 53 percent of candidates scored from 6 to 14 marks. Figure 15 summarises the performance of candidates in this question.



**Figure 15:** *Performance of the candidates in question 15*

Most of the candidates (47.1%) with poor performance in this question had poor understanding of constructing specific objectives, suggesting teaching-learning aids and developing teaching and learning activities in a tabular form. Candidates in this category demonstrated poor knowledge of teaching and learning subject content. One of these candidates who answered the question started with the meaning of colonial economy and the meaning of specific objectives. Furthermore, the candidate constructed irrelevant specific objectives and responses. Moreover, the candidate had poor English language skills characterized by spelling mistakes, grammatical errors and shallow elaborations of the points. Extract 15.1 shows a response from one of the candidates who performed poorly in this question.

15.	Colonial Economy This was the intrusion of European <del>economic</del> capital to the Africa so as to solve the problems of economic which caused by industrial revolution in Europe.
A/	Specific Objectives: This is the performance which should be dominated by each student in the class room. The following are the specific objectives on "Techniques used to establish colonial Economy in Africa" as follows i/ Each In the period of 40 minutes each student must have ability to explain what is technique effectively ii/ In the period of 40 minutes each student should able to mention three technique which used to establish colonial economy effectively iii/ Each student must has ability to explain these In the period of 40 minutes each student must have ability to explain three techniques used to establish colonialism effectively.
B	Are there <del>two</del> <sup>two</sup> media which assist in the process of teaching and learning one is map of <del>East</del> <sup>East</sup> Africa and pictures of <del>East</del> <sup>East</sup> Africa
C	i/ Teacher should ask the question to the student on what is technique. The student while answer the teacher the meaning of technique effectively. ii/ Also teacher should ask the students <del>on</del> <sup>what</sup> mentions the method which used by colonialist to establish the colonial economy. The students should allowed to answer the teacher on the question that asked properly. (iii) Teacher should organize the groups on to discuss the meaning on the meaning of techniques. The students from the group should respond by answering the question of teacher effectively. Through these stages it help a teacher to know the progress of your students in the class effectively.

Extract 15.1: A sample of an incorrect response to question 15

The analysis shows that 21 candidates (30.8%) with average performance appeared to understand the question but had a number of challenges which affected the performance. They failed to construct correctly the specific objectives using the qualities of well stated specific objective (SMART). They failed to suggest appropriate teaching-learning aids. The candidates also failed to develop relevant teaching and learning activities for teaching “Techniques used to establish colonial economy in East Africa” in a tabular form.

Furthermore, candidates (22.1%) who had good performance demonstrated adequate competences on the topic with good knowledge on the construction of specific objectives, appropriate selection of teaching and learning aids and developing teaching and learning activities in a tabular form as shown in extract 15.2.

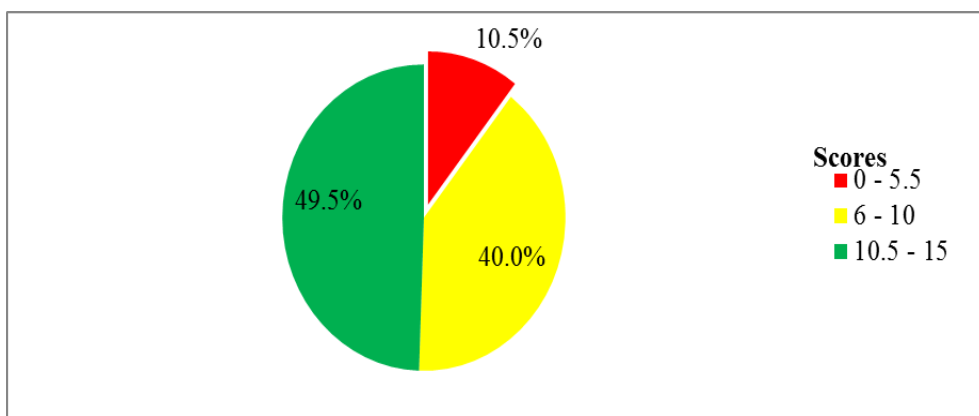
15. (a)	<p>i. Within a period of 40 minutes, each student should be able to give the colonial economy correctly</p> <p>ii. Within a period of 40 minutes, each student should be able to mention three (03) techniques used to establish colonial economy in East Africa correctly</p> <p>iii. Within a period of 40 minutes, each student should be able to explain three (03) techniques used to establish colonial economy in East Africa correctly</p>
(b) Through	<p>i. Actual environment to observe the productive forces such as hoes, axes and pangas which preserved during the establishment of colonial economy in East Africa</p> <p>ii. Sketch of map which shows <sup>the areas which</sup> some of African local industries were destroyed by colonialist</p>

15	(C)	LESSON DEVELOPMENT		
	STATE	ESTIMATED TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES
	New - knowledge	05 min	I. Divide the student into five (05) groups, to discuss the three (03) techniques used to establish colonial economy in East Africa.	I. Discuss in the groups about the three (03) techniques used to establish colonial economy in East Africa.
		14	II. Invite presentation about the three (03) techniques used to establish colonial economy in East Africa.	II. Students presentations about what has been discussed in the group about the three (03) techniques used to establish colonial economy in East Africa.
			III. Through the aid of sketch of map showing the student the areas where by African local industries were destroyed by colonialist.	III. Learn and observed the sketch map four (04) areas where by African local industries were destroyed by colonialist.

Extract 15. 2: A sample of a correct response to question 15

### 2.3.3 Assessment and Evaluation.

The question required the candidates to describe any six tasks which a History teacher has to perform before starting actual classroom teaching. The question was attempted by 465 candidates (90.6%) out of 513 who sat for this examination. The analysis of candidates' performance shows that; 230 candidates (49.5%) scored from 10.5 to 14 marks which is good performance, 186 candidates (40.0%) scored from 6 to 10 marks, which is average performance and 49 candidates (10.5%) scored from 0 to 5.5 marks which is poor performance. Figure 16 summarises the performance of candidates in this question.



**Figure 16:** *Performance of the candidates in question 16*

A total of 230 candidates (49.5%) that had good performance in this question appeared to understand the demands of the question and had good knowledge of the tasks which a History teacher has to perform before starting actual classroom teaching. Extract 16. 1 shows a response from a candidate who scored high marks in this question.

16 History, is the among subject that teacher require to prepare different activities (preparation) that could made his/her to delivery effective lesson to the students, so teacher must prepare the following requirements as :-

Preparation of the scheme of work, where by teacher could know the competence, topics, specific objective and teaching aids that must prepare to the specific level class to make clear delivery of lesson to the learners

Preparation of lesson plan, teacher must prepare or construct lesson plan which consist of topic/sub topic, specific objective, lesson development and evaluation with assesment tools for identify of student understand well so to reach goal of education

Preparation of teaching and learning resources, where by different history textbook and subliminary materials, pamphlets and must are available within class to ensure student have got wide knowledge and skills of the content or topics

Preparation of teaching aids both audio, visual and audio ~~under~~ visual aids that facilitate all cognitive domain of learning, such aids must appropriate with learner level class with the topics which teaching, so student understand well,

Preparation of lesson notes, all summary concerning with teaching topic or content must be

available that can help students to recall to the ~~for~~ other time ~~also~~ also for those who was no present can refers to such lesson notes as to ensure the goal of education are reaching

Preparation of subject log book, all the activities which going on in the classroom a teacher can record such as difficult area for students to understand that can find alternative way for understanding also help to know where start and ending to a topic of specific level

So, that made teacher to be competent to history subject due to good preparation which help to reach the goal of education in the Community

Candidates (40.0%) that had average performance failed to provide six tasks which a History teacher has to perform before starting actual classroom teaching. Some of the candidates failed to provide clear and vivid explanations to defend their points while others mixed up factors that a History teacher has to consider when preparing teaching and learning aids with tasks which a History teacher has to perform before starting actual classroom teaching.

Moreover, 49 candidates (10.5%) who had poor performance failed to understand the demands of the question. These candidates had poor organization of essays, poor introduction, main body and conclusion and poor English language skills; incorrect grammar and spelling mistakes. Most of the candidates in this category described the factors that a History teacher should consider when preparing teaching and learning aids instead of describing tasks which a History teacher should perform before starting actual classroom teaching. One of the candidates for example described; *nature of the class, age of the learners and size of the class*. Another candidate described irrelevant tasks as shown in extract 16.2.



16.	<p>Teaching : Is the process in which the teacher help to impart knowledge and skills to the students so as to facilitate learning. The following are the tasks which a history teacher has to perform before starting actual classroom teaching as follows:</p> <p>To have lesson notes as a guide, This is due to the presence of various explanation about the topic what expected to teach in a classroom.</p> <p>Organization and class management, This can help the teacher to be systematically when starting the lesson example seating arrangement of chairs, tables and to maintain discipline.</p> <p>Readiness of the students, This also should be consider by the teacher before entering the class which can help them to teach effectively in a particular topic.</p> <p>Personality of the teacher, This is due to the internal and external characteristics which enable them to avoid the noise of student when have wearing improperly.</p> <p>To show confidence, This is due to presence of many student in the classroom so the teacher should have confidence so as to ensure the lesson being successfully and effectively.</p> <p>Time Management, This is due to the use of proper time period when taught and can help them to be covered higher in a certain topic.</p> <p>In conclusion, The teacher should prepared well before performing their activities and to use teacher's aids if possible in a lesson.</p>
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Extract 16. 2: A sample of an incorrect response to question 16

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

The 712 History examination papers had 16 questions which were set from nine topics of the Diploma in Secondary Education syllabus; four topics from the History Pedagogy Syllabus and five from History Academic Syllabus. The general performance of the candidates was good because out of the nine topics, the candidates had good performance in seven topics and an average performance in two topics. The topics on which the candidates showed good performance were; *Preparation for Teaching and Learning*

*History* (93.5%), *Assessment and Evaluation* (89.5%), *Nationalism and Struggle for Independence* (85.2%), *Principles of Teaching and Learning History* (79.6%), *Establishment of Colonialism in Africa* (76.6%) and *Colonial Economy in Africa* (71.1%), *Pre-colonial Social Formation in Africa* (71.4%). These topics are represented by green colour in the appendix.

The topics in which the candidates had average performance were; *Teaching and Learning Subject Content* (52.9%) and *Political and Economic Development since Independence* (41.1%). These topics are represented by yellow colour in the appendix.

#### 4.0 CONCLUSION

The performance of the DSEE 2020 History subject was generally good since 99.2 percent of the candidates had good performance. This demonstrates that most of the candidates had adequate knowledge and a good understanding of the topics from which the questions were prepared. They had a clear understanding of the requirements of the question and good essay organization skills in the responses. These topics were; *Preparation of Teaching and Learning History*, *Assessment and Evaluation*, *Nationalism and Struggle for Independence*, *Principle of Teaching and Learning History*, *Establishment of Colonialism*, *Colonial Economy in Africa* and *Pre-colonial Social Formation in Africa*. Moreover, most of the candidates were able to use English language skills correctly in giving responses to questions which needed elaborations. However, the analysis reveals that the candidate with average performance had a number of weaknesses including; lack of adequate knowledge of some topics such as *Teaching and Learning Subject Content* and *Political and Economic Development since Independence*. In these topics, candidates failed to understand and interpret the questions correctly. The candidates also had poor proficiency in English language skills such as grammar and spelling.

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

## 5.0 RECOMMENDATIONS

Although the general performance of the candidates was good, there were some candidates whose performance was poor in questions 3 and 6 in the topics of *Pre-colonial Social Formation in Africa and Political and Economic Development since Independence*. In order to improve the performance in History subject, the examiners recommend the following:

- (a) Tutors should use participatory teaching and learning techniques like; debates, case study, group discussions and presentations, think-pair and share so as to encourage active teaching and learning of History subject.
- (b) Tutors should make sure that all topics are well covered so as to enable candidates to have wider knowledge and good understanding of the questions asked.
- (c) Student-teachers should be encouraged to read various sources of History materials in order to widen their knowledge and critical understanding of historical facts.
- (d) Student-teachers should have thorough discussions among themselves in solving History related questions. This could be conducted in guidance of History Tutors when necessary. This could promote sharing of Historical knowledge and experience among themselves.
- (e) Regular assignments, tests and examinations should be provided to the student-teachers so as to build their competences on how to approach and answer historical questions correctly, especially essay type questions.
- (f) Student-teachers should be encouraged to use English language in their day to day communication so as to improve their English language proficiency.

**SUMMARY OF THE CANDIDATES' PERFORMANCE IN HISTORY  
SUBJECT**

<b>S/N</b>	<b>Topic</b>	<b>Question Number</b>	<b>Performance in Each Question (%)</b>	<b>Average Performance Per Topic (%)</b>	<b>Remarks</b>
1	Preparation for Teaching and Learning History	9	95.9	93.5	Good
		10	91.0		
2	Assessment and Evaluation	16	89.5	89.5	Good
3	Nationalism and Struggle for Independence	4	85.2	85.2	Good
4	Principles of Teaching and Learning History	8	94.5	79.6	Good
		14	64.6		
5	Establishment of Colonialism	1	76.6	76.6	Good
6	Colonial Economy in Africa	2	71.7	71.7	Good
7	Pre-colonial Social Formation in Africa	3	27.3	71.4	Good
		11	81.8		
		12	91.0		
		13	85.3		
8	Teaching and Learning Subject Content	15	52.9	52.9	Average
9	Political and Economic Development since Independence	5	62.8	41.1	Average
		6	5.3		
		7	55.2		

