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

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2022

HISTORY

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE DIPLOMA IN SECONDARY EDUCATION EXAMINATION (DSEE) 2022

712 HISTORY

TABLE OF CONTENTS

FOREWORD

The National Examination Council of Tanzania is pleased to issue this report on Candidates' Item Response Analysis on Diploma in Secondary Education Examination (DSEE) in History subject for the year 2022. The report provides feedback to student teachers, tutors, parents, policy makers and the public in general on the performance of the candidates and the extent to which the instructional goals and objectives were met.

The Diploma in Secondary Education Examination marks the end of the diploma in education course. It is a summative evaluation which shows the effectiveness of the education system in general and education delivery system in particular. The report indicates what the education system was able or unable to offer to student teachers during their study on Diploma in Secondary Education.

In this report, the factors which enabled the candidates to answer the questions correctly or incorrectly have been analysed. The analysis shows that the candidates with good performance understood the demands of questions, and had basic knowledge of the subject matter, had good mastery of English Language proficiency and essay writing skills. However, the candidates with weak performance demonstrated insufficient knowledge especially in the three topics which were; Political and Economic development in Tanzania since Independence, Pre-colonial Social Formation in Africa and Establishment of Colonialism.

The feedback from this report is expected to enable education administrators, college principals, tutors and student teachers to identify proper measures for improving the candidates' performance in future examinations administered by the Council.

Finally, the Council is quite grateful to all stakeholders who provided valuable assistance in the preparation of this report.

Athumani S. Amasi
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 Examination (DSEE) 2022. The examination assessed competences according to the 2009 Diploma in Secondary Education History Syllabus and the 2021 Examination format.

The History paper consisted of fourteen questions which were distributed in two sections: A and B. Section A consisted of ten short answer questions while section B consisted of four essay type questions. The candidates were required to attempt all fourteen questions.

The analysis highlights what candidates were required to do in each question and evaluates the strengths and weaknesses of the candidates' responses. Furthermore, it provides a statistical analysis of candidates' performance and sample of extracts which illustrate the candidates' correct and incorrect responses.

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 to the question ranged from 70 to 100, 40 to 69 and 0 to 39 respectively. The performance is presented in figures, tables and charts whereby the green colour represents good performance, yellow represents average performance and red represents poor performance.

A total of 330 candidates sat for 712 History paper in 2022, out of whom 321 (98.47%) passed while 9 candidates (1.53%) failed. Hence, the performance in 2022 has decreased by 0.69 percent when compared to the 2021 performance in which out of 364 candidates who sat for the examination, 354 candidates (99.16%) passed and 10 candidates (0.84%) failed.

The table 1: The Candidates' Performance in History Examination between 2021 and 2022.

Year	Sat	Number of Candidates and Percentage					
		Passed	Grades				
			A	B	C	D	F
2022	330	321	0	2	153	166	5
		98.47%	0.0%	0.62%	47.66%	51.71%	1.56%
2021	364	354	0	8	203	143	3
		99.16%	0%	2.26%	57.34%	40.38%	0.84%

The table indicates that many candidates scored grade C and D for two years consecutively. On the other hand, there was no candidate who scored grade A for the past two years.

Lastly, this report provides conclusion and recommendations that may help to enhance the candidates' performance in future examinations. It also presents appendix which indicates the performance in each topic.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

This part presents the analysis of each question, an overview of what the candidates were required to do, the general performance and the possible reasons for the observed performance. Samples of extracts showing the candidates' responses have been placed in appropriate sections to illustrate the cases presented.

2.1 SECTION A

Section A tested candidates' subject competences from eight (8) topics which were; *Pre-colonial Social formation in Africa, Establishment of Colonialism, Colonial Economy, Political and Economic Development in Tanzania since Independence, Principles of Teaching and Learning History, History Teaching and Learning Materials, Preparation for Teaching and Learning History and Teaching and Learning Subject Content.* A total of 10 questions were set from these topics and each question carried 4 marks making the total scores allocated to this section to be forty (40) marks. The analysis of each question is as follows:

2.1.1 Question 1: Pre-colonial Social formation in Africa

This question required the candidates to relate the commercial contacts between East African coast and the Far and Middle East to the growth of feudal states in East Africa. The question was attempted by 330 candidates equivalent to 100 per cent of the candidates who sat for this examination. The general performance of candidates in this question was poor since 83 (25.2%) candidates scored from 2.0 to 4.0 marks. Figure 1 summarises the performance of candidates in this question.
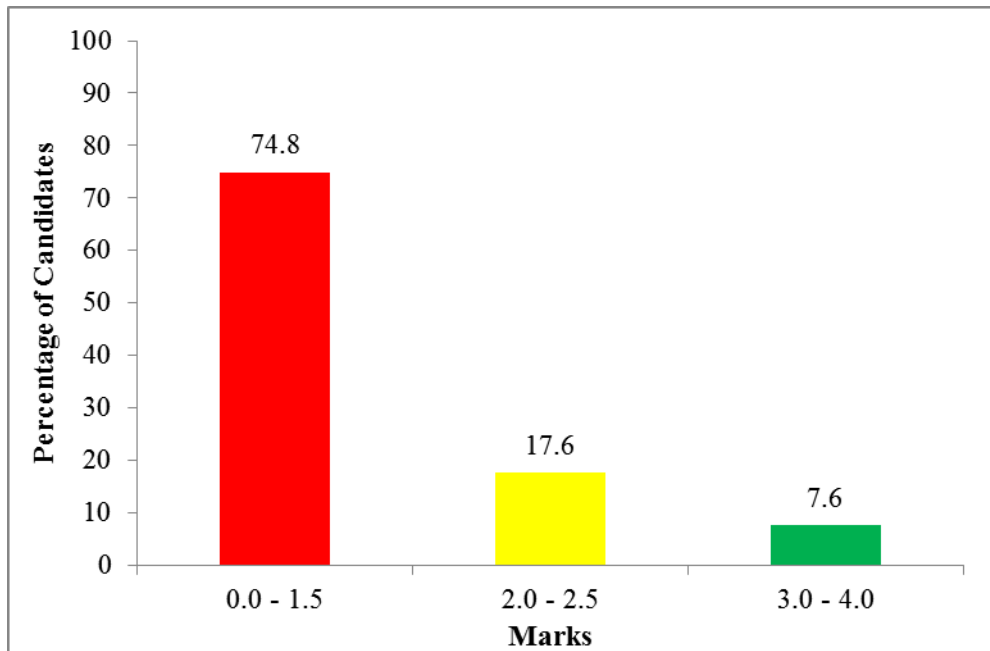

Figure 1: *Performance of candidates on question 1*

Figure 1 shows that 247 (74.8%) candidates scored from 0.0 to 1.5 marks, which is poor performance while 58 (17.6%) candidates scored from 2.0 to 2.5 marks which is average performance, and 25 (7.6%) candidates scored from 3.0 to 4.0 marks that is good performance.

The analysis of the candidates' performance in this question indicated that 247 (74.8%) candidates with poor performance failed to understand the requirements of the question. Some of these candidates related the commercial contacts between the East African coast and the Far and Middle East with the social effects of the East African societies. These candidates provided the points like: *intermarriages, birth of shiraz people, introduction of Islamic religion* and *spread of Swahili language and culture*

3

in East Africa. Other candidates related the commercial contact with the economic development of the East African societies which is incorrect. Extract 1.1 shows a sample of a poor response from one of the candidates in this question.

Extract 1.1: A sample of an incorrect response to question 1.

Moreover, the analysis indicates that 58 (17.6%) candidates who scored from 2.0 to 2.5 marks had moderate knowledge of the pre-colonial commercial contact between the people of East Africa and Middle and Far East. These candidates provided responses which were not convincing enough to deserve higher marks. One of the notable weaknesses was repetition of some points. Other weaknesses include lack of clarity and coherence in their responses. For example, in some points some candidates explained issues pertaining to the colonization of Africa, the reasons for the coming of the Portuguese in the coast of East Africa and its effects. All such misconception and irrelevancy depict that some of the candidates had inadequate knowledge of pre-colonial social formation in Africa.

Further analysis shows that 25 (7.6%) candidates demonstrated adequate knowledge about Pre-colonial Social formation in Africa with clear understanding of the requirements of the question. These candidates explained correctly how the commercial contacts between East African coast and Far and Middle East facilitated the growth of feudal states in East Africa. Some of the points they provided include; *(a) migration of rich traders from Far and Middle East to the East African Coast. These new comers mobilized and formed feudal states since they had economic power and therefore, became influential. (b) introduction of new administrative style. The traders who settled at the Coast of East Africa came with Arabic administrative style which had the feudal tendency. (c) creation of the good state structures. they created structures like the court, army and soldiers that defended the interests of the high class. State structure, brought growth*

of states in such a way that structure like army and soldiers enabled the Asians to expand in different areas, (d) the wealth obtained from trade was used for the expansion of states, and *(e) emergence of strong leaders who controlled different states. These leaders were either Sheikhs or Sultans.* Extract 1.2 shows a sample of a correct response to this question.

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

2.1.2 Question 2: Establishment of Colonialism

This question required the candidates to differentiate between the colonial administrative systems advocated by Karl Peters and that of Lord Fredrick Lugard in administering colonies in Africa.

The question was attempted by 330 (100%) candidates who sat for this examination and the general performance was poor since 64 (19.4%) candidates scored from 2.0 to 4.0 marks. Figure 2 summarises the performance of the candidates in this question.
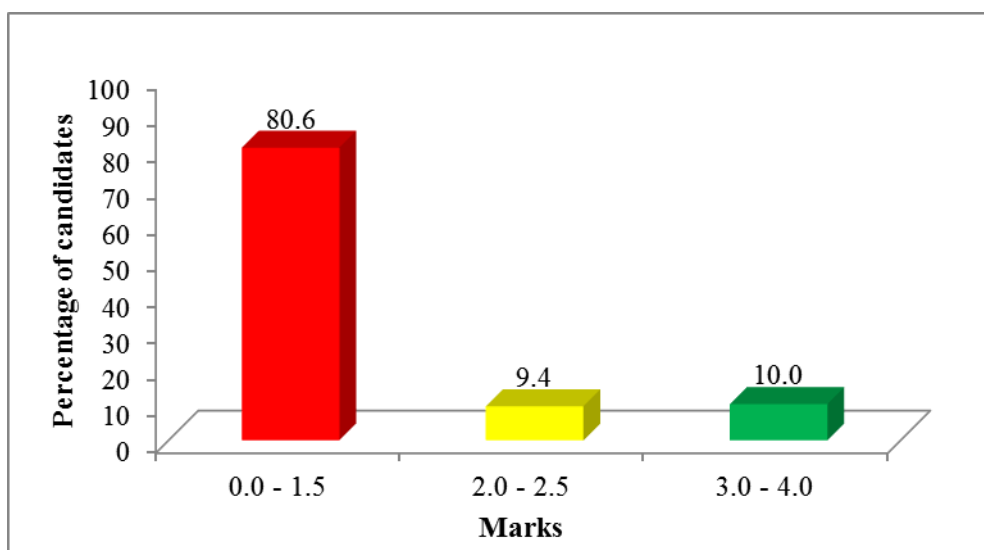

Figure 2: *Performance of the candidates on question 2*

5

The analysis of the candidates' performance in figure 2 indicates that 266 (80.6%) candidates scored from 0.0 to 1.5 marks, which is poor performance, 31 candidates (9.4%) scored from 2.0 to 2.5 marks, which is average performance and 33 candidates (10%) scored 3.0 to 4.0 marks, which is good performance.

The poor performance of 266 (80.6%) candidates in this question was caused by the candidates' failure to understand the requirements of the question. The candidates were supposed to understand that Karl Peters advocated the colonial direct rule system while Lord Fredrick Lugard advocated indirect rule systems. Thus, the candidates had to differentiate between the colonial direct and indirect rule systems. Some of the candidates in this question differentiated the colonial activities which were done by Karl Peters and Lord Fredrick Lugard in the African colonies. For example, one of the candidates gave the points like; *(a) Karl Peters signed bogus treaties with local leaders like Chief Mangungo while Fredrick Lugard administered friendly the Africans, (b) Karl Peters used indirect rule administration to the ruling of Africans while Fredrick Lugard administered colonies in Africa, (c) Karl Peters signed treaties for a long period of time while Fredrick Lugard did not sign for a long time* and *(d) Karl Peters sign fake treaties while Fredrick Lugard used companies in administering colonies in Africa*. Another candidate mixed up the operation and practices of the French colonial administrative system in Africa. Extract 2.1 shows a sample of a poor response to this question.

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

Likewise, 31 (9.4%) candidates with average performance were those who clearly understood the requirements of the question but failed to provide the

required four differences between the colonial administrative systems advocated by Karl Peters and that of Lord Fredrick Lugard in administering colonies in Africa. Some of the candidates mixed up the differences between the colonial administrative systems advocated by Karl Peters and that of Lord Fredrick Lugard in administering colonies in Africa with the operation and practices of the French colonial assimilation policy in Africa. Such responses signify that the candidates were not aware of the names of individuals and the administrative policy that represented the colonizing powers.

Further analysis of the candidates' responses shows that 33 (100%) candidates had good performance. The reasons for the good performance was due to the candidates' adequate knowledge about colonial administrative systems in Africa and clear understanding of the requirements of the question. These candidates managed to differentiate the colonial administrative systems advocated by Karl Peters and that of Lord Fredrick Lugard in administering colonies in Africa by giving the points like; *(a) Lord Fredrick Lugard administrative system (indirect rule system) was cheap. African local chiefs were paid low wages while Karl Peters system (direct rule system) was expensive as colonial administrators had to be paid high wages. (b) Lord Fredrick Lugard administrative system (indirect rule system) reduced significantly the resistances from local people, while Karl Peters system (direct rule system) attracted resistances. (c) the process of administration under Lord Fredrick Lugard administrative system (indirect rule) simplified collection of taxes, while under Karl Peters system (direct rule system) the process of collecting tax was tedious because few colonial administrators could not effectively manage the task* and *(d) Lord Fredrick Lugard administrative system (indirect rule system) was user friendly because there was no need for all administrators to learn indigenous languages, while under Karl Peters system (direct rule system) all colonial officials had to learn indigenous languages in order to properly communicate to people they led*. Extract 2.2 shows a sample of a correct response to this question.

i/ Administrative system advocated by karl perter does not involve African local chief in the administration while Administrative advocated by the Lord Fredrick Lugard involve the African or local chief in administration

ii/ karl peter the system was very expensive system in administration while fredrick Lugard was not expensive

iii/ The system of karl peter was very harsh to the colonies while Lord fredrick system was not harsh than karl peter

iv/ karl peter system faced resistance mass while Lord fredrick does not faced resistance.

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

2.1.3 Question 3: Colonial economy in Africa

This question required the candidates to give four significance of Master farmers' agricultural strategy which was introduced by the colonialists after World War II.

A total of 330 (100%) candidates attempted this question and the general performance of the candidates was good since 195 (59%) candidates scored from 2.0 to 4.0 marks. Figure 3 summarises the performance of candidates in this question.
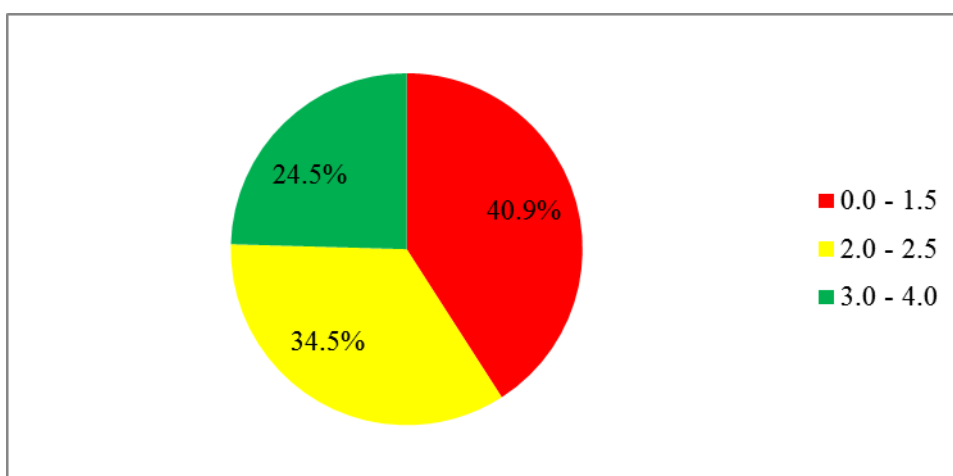

Figure 3: *Performance of the candidates on question 3*

Figure 3 indicates that 135 (40.9%) of the candidates scored from 0.0 to 1.5 marks which is poor performance, 114 (34.5%) scored from 2.0 to 2.5 marks which is average performance and 81 (24.5%) candidates scored from 3.0 to 4.0 marks which is good performance.

The analysis of the candidates' performance indicated that 135 (40.9%) candidates with poor performance were those who definitely lacked adequate knowledge of the changes in colonial agriculture systems in Africa after WWII. These candidates gave the significance of the colonial agriculture in the African colonies instead of the significance of Master farmers' agricultural strategy. For example, one of the candidates gave the points like; *(a) it develop infrastructures, (b) introduction of cash crops in Africa, (c) development of industries* and *(d) it develop agriculture in Africa*. Another candidate gave the functions of the colonial state apparatus in the African colonies. Extract 3.1 shows a sample of a poor response from one of the candidates to this question.

Extract 3.1: A sample of an incorrect response to question 3.

The analysis further shows that 114 (34.5%) candidates performed averagely in this question. The candidates' average performance was attributable to the mixing up of the significance of Master farmers' agricultural strategy which was introduced by the colonialists after World War II with the significance of colonial agriculture in the African colonies. Other candidates provided few points on the significance of Master farmers' agricultural strategy contrary to the demand of the question.

Conversely, there were 81 (24.5%) candidates who had good performance. They demonstrated clear understanding of the requirements of the question. Such candidates had adequate knowledge about colonial economy in Africa, particularly the changes in colonial agriculture systems in Africa after the Second World War. These candidates managed to provide the significance of Master farmers' strategy introduced by colonialists after

9

Second World War. Some of its significance were; *(a) more arable land put under effective farming, (b) it increased the production of raw materials, (c) the Master Farmer's strategy led to the advancement of agricultural technologies, (d) areas where the strategy was introduced registered some kind of developments in the social services and infrastructures* and *(e) the rise of rich progressive farmers.* Extract 3.2 shows a sample of a response from one of the candidates who correctly explained the significance of Master farmers' strategy.

Extract 3. 2: A sample of a correct response to question 3.

2.1.4 Question 4: Political and Economic development in Tanzania Since Independence

The question required the candidates to explain four achievements that Tanzania got for adopting monoparty political system in 1990s. The question was attempted by 330 (100%) of the candidates. The general performance of the candidates in this question was poor since only 11 (3.3%) candidates scored from 2.0 to 4.0 marks as shown in figure 4.
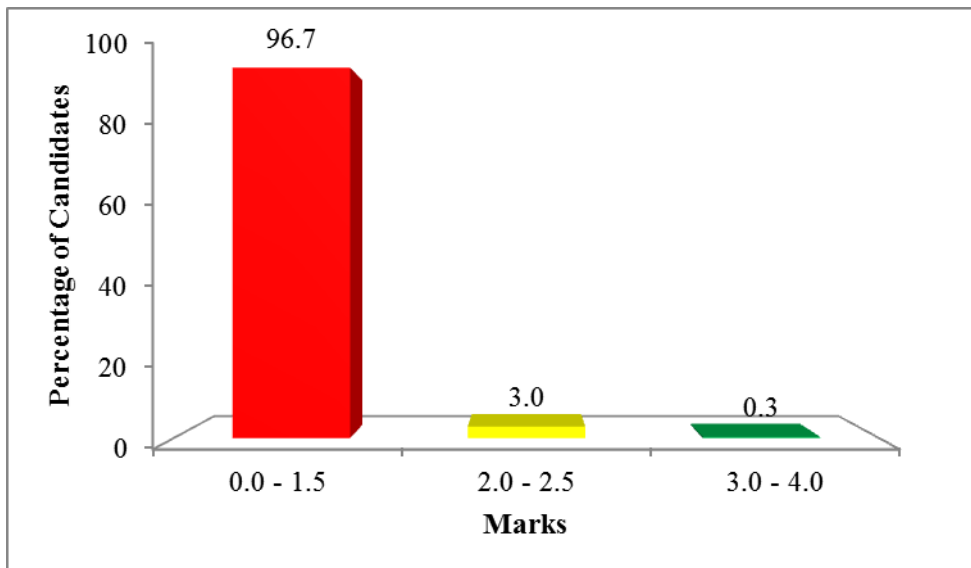
Figure 4*: Performance of the candidates on question 4*

Figure 4 shows that 319 (96.7%) candidates scored from 0.0 to 1.5 marks out of whom 220 (66.7%) scored zero which is poor performance. Also, 10 (3.0%) candidates performed averagely by scoring from 2.0 to 2.5 marks and 1 candidate (0.3%) scored from 3.0 to 4.0 marks which is good performance.

The 220 (66.7%) candidates who scored zero failed to understand the requirements of the question and also had inadequate knowledge about the topic tested. Some of these candidates explained the disadvantages of monoparty political system, while others explained the factors that facilitated the adoption of the monoparty political system in Tanzania. Extract 4.1 shows a sample of an incorrect response to this question from one of the candidates.

Extract 4.1: A sample of an incorrect response to question 4.

Further analysis indicated that 10 (3.0%) candidates had average performance in this question. Though these candidates understood the requirements of the question, they were unable to provide the required four points. Some of the candidates mentioned two correct achievements that Tanzania got by adopting monoparty political system instead of the required four achievements. Other candidates mixed up the achievements of monoparty with those of the multiparty political systems.

Moreover, the candidate (0.3%) with good performance in this question demonstrated adequate knowledge about the political and economic development in Tanzania since independence. Similarly, the candidate was aware of the demands of the question and managed to explain the correct points. The points provided were like: *consolidated national unity and solidarity, avoided power mongers, puppet leaders, unnecessary expenses as well as facilitating rapid social and economic development.* Extract 4.2 shows a sample of the candidate's correct response.

Extract 4. 2: A sample of a correct response to question 4.

2.1.5 Question 5: Principles of Teaching and Learning History

This question required the candidates to mention four cognitive skills which could be enhanced to students when a group discussion technique is used in teaching and learning History subject.

The question was attempted by 330 (100%) candidates. The general performance was good since 163 (49.10%) of the candidates scored from 2.0 to 4.0 marks. Figure 5 summarises the performance of candidates in this question.

Figure 5: *Performance of the candidates on question 5*

The statistical data in figure 5 indicates that 167 (50.6%) of the candidates scored from 0.0 to 1.5 marks, out of whom 115 (34.89%) candidates scored zero, 54 (16.4%) scored from 2.0 to 2.5 marks which is average performance and 109 (33%) scored 3.0 to 4.0 which is good performance.

The analysis of the candidates' performance shows that the poor performance of 167 (50.6%) candidates was caused by their inadequate knowledge about the principles of teaching and learning History, and their failure to understand the requirements of the question. Majority of the candidate's responses in this category revolved around irrelevant issues such as things to consider when selecting appropriate teaching and learning strategy as well as the procedures for using certain teaching/learning techniques. Extract 5.1 shows a sample of the one of an incorrect response from one of the candidates.

Extract 5. 1: A sample of an incorrect response to question 5.

13

Further analysis shows that 54 (16.4%) candidates with average performance were those who provided few correct points. Other candidates mixed up the skills which are enhanced when the group discussion technique is used in teaching and learning History subject with the advantages of using the group discussion technique in teaching and learning History subject.

Similarly, 109 (33%) of the candidates had good performance. These candidates demonstrated adequate knowledge about Principles of Teaching and Learning History with clear understanding of the requirements of the question. The candidates were able to interpret the question and provide correct responses. Some of the correct responses were; *(a) evaluation skills; when students are provided with activities to discuss in small groups, they get opportunity to defend information or ideas after assessing information or evidence, (b) analysing skills; this is about breaking materials into parts to organize and differentiate them. During discussion students get an opportunity discuss an issue into different parts which will enable them to come with a single entity at the end of the lesson, (c) Decision making skills; during discussion students get an opportunity of making the best choice out of many available options. The choice is usually done after prolonged discussion at the end group decides to give its stand, (d) Reasoning skills; Discussion technique gives opportunity to students to think critically so as to enhance a deep understanding of an aspect,* and *(e) Other cognitive skills to be developed include Synthesizing, interpreting and problem solving.* The extract 5.2 shows a sample of the candidate's correct response.

Extract 5. 2: A sample of a correct response to question 5.

2.1.6 Question 6: History Teaching and Learning Materials

This question required the candidates to write two criteria for an effective History teachers' guide. The candidates who attempted this question were 330 (100%). The general performance of candidates in this question was good since 153 (46.2%) candidates scored from 2.0 to 4.0 marks. Figure 6 summarises the performance of candidates in this question.
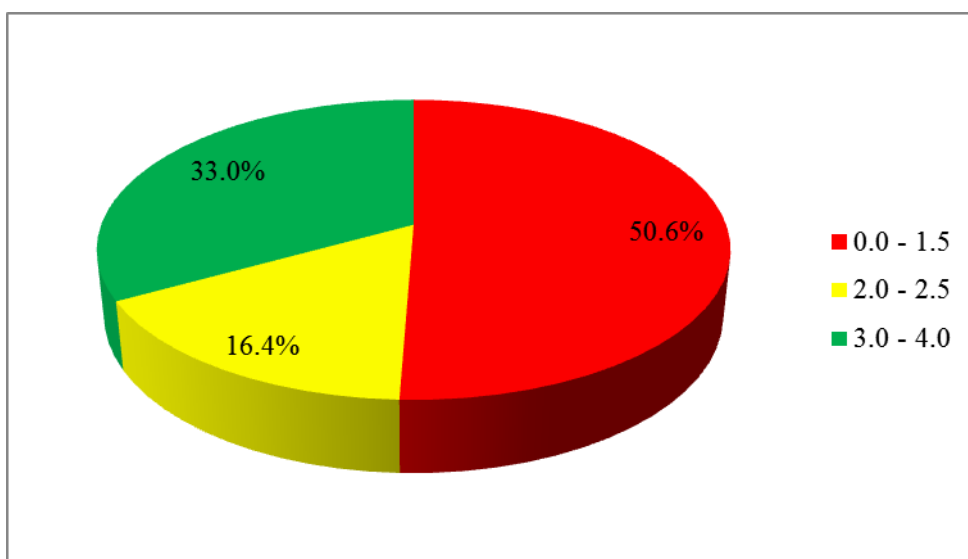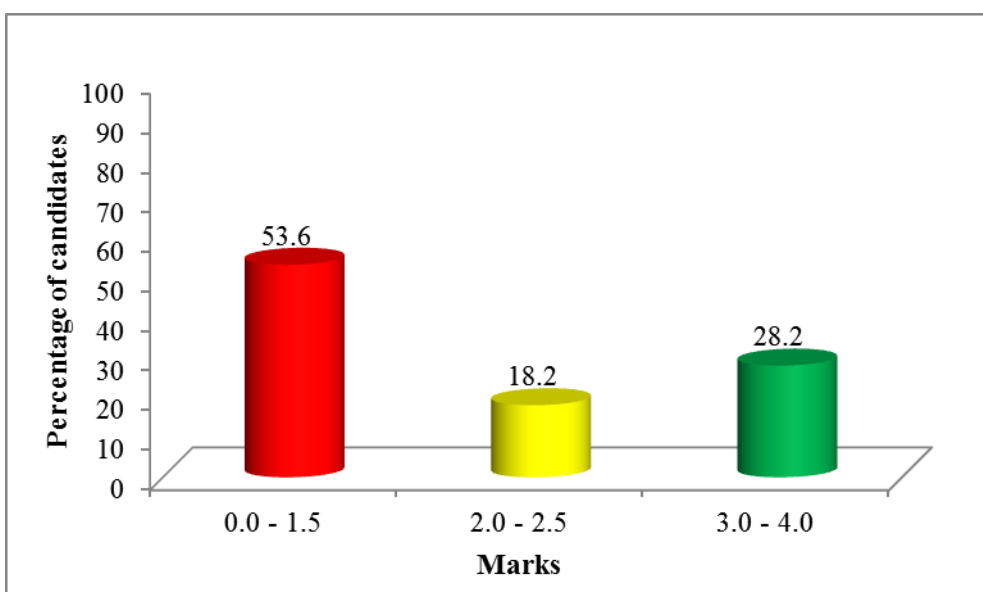

Figure 6: *Performance of the candidates on question 6*

15

Figure 6 shows that 177 (53.6%) candidates scored from 0.0 to 1.5 marks, 60 (18.2%) scored from 2.0 to 2.5 marks which is average performance and 93 (28.2%) scored 3.0 to 4.0 which is good performance.

The poor performance of 177 (53.6%) candidates was caused by their inadequate knowledge about History Teaching and Learning Materials, and failure to understand the requirements of the question. These candidates mentioned the criteria or quality that an effective History teacher ought to possess instead of the criteria for an effective History teachers' guide. Extract 6.1 shows a sample of the candidate's incorrect response.

Extract 6. 1: A sample of an incorrect response to question 6.

Further analysis shows 60 (18.2%) candidates had average performance. One of the reasons for the candidates' average performance was their failure to provide the required number of points in a question. For example, some of the candidates provided one criteria for an effective History teachers' guide instead of two criteria. Other candidates mixed up the correct with the incorrect ones.

The good performance exhibited by 93 (28.2%) candidates in this question was due to their adequate understanding of the requirements of the question and enough knowledge about the subject matter. These candidates managed to provide the correct criteria for an effective History teachers' guide. Some of the responses provided were; *(a) Presentation criteria; this includes the cover design, colour and quality of cover page and papers. It also needs to have proper illustration, type-face topic sequence, binding and acceptable bulkiness. (b) Knowledge, skills and attitudes criteria. This aspect deals with emphasis on content selection, skills and attitudes. Moreover, the depth and breadth of topic treatment, the illustrations, correlation of*

16

textbook topics with those in the teachers' guide. Also appropriateness of end of chapter questions as well as the quality of answers to questions in the corresponding textbook. Extract 6.2 shows a sample of the candidate's correct response.

Extract 6. 2: A sample of a correct response to question 6.

2.1.7   Question 7: Preparation for Teaching and Learning History

This question required the candidates to mention four qualities of a good History lesson notes. The question was attempted by 330 (100%) candidates and the general performance was good since 301 (91.2%) candidates scored from 2.0 to 4.0 marks.   Figure 7 summarizes the candidates' performance in this question.

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

17

Figure 7 shows the candidates' performance as follows: 29 (8.8%) of the candidates scored from 0.0 to 1.5 marks which is poor performance, 27 (8.2%) scored from 2.0 to 2.5 marks which is average performance and 274 (83%) scored 3.0 to 4.0 which is good performance.

The poor performance of the 29 (8.8%) candidates was caused by lack adequate knowledge about Preparation for Teaching and Learning History. These candidates mentioned the qualities of the lesson's specific objectives in a lesson plan instead of the qualities of a good History lesson notes. The commonest issues that characterised the candidates' incorrect responses include: *specificity, measurability, reliability* and *time bound* which were the qualities of the lessons' specific objectives. Other candidates wrongly based their responses on the part of the lesson plan or scheme of work. Extract 7.1 shows a sample of the candidates' incorrect response.

Extract 7. 1: A sample of an incorrect response to question 7.

On the other hand, the good performance of 274 (83%) candidates was due to the candidates' adequate knowledge about Preparation for Teaching and Learning History with clear understanding of the requirements of the question. These candidates were able to give the qualities of a good History lesson notes by giving the points such as: (*a) the good History notes should indicate the content of the lesson. (b) he good History notes should be well written and arranged in such a way that points can be easily read, (c) the good History notes should consist of introductory remarks, main theme, and summary and reference materials* and *(d) the good History notes should be legible and have reasonable spacing* and *(e) History notes should be short and clear to the point.* Extract 7.2 shows a sample of the candidate's correct response.

> ii) Good history lesson notes must be short and clear
>
> iii) They must be related to the topic/subtopic — that is taught or planned to be taught and subject
>
> ~~iii~~ Good ~~history~~ notes must arrange the events in chronological order, eg the series of events must be in chronological order to make sense and relate. (eg Sequence)
>
> iii) Good history lesson notes must cover the specific objectives, the aims of the topic and requirements without forgetting necessary facts, terms that should be learnt and must be a summary and conclusion.
>
> iv) Good lesson notes must be readable and understandable

Extract 7. 2: A sample of a correct response to question 7.

Further analysis shows that 27 (8.2%) candidates with average performance did not manage to explain all the four qualities of a good History lesson notes. Most of the candidates explained few points instead of the required four points. Such responses depict moderate knowledge of the candidates on the tested subject matter.

2.1.8 Question 8: History Teaching and Learning Materials

The question required the candidates to explain four usefulness of the History log book to the History department. The candidates who attempted this question were 330 (100%) and the general performance of candidates was good since 310 (93.9%) candidates scored from 2.0 to 4.0 marks. Figure 8 summarizes the candidates' performance in this question.

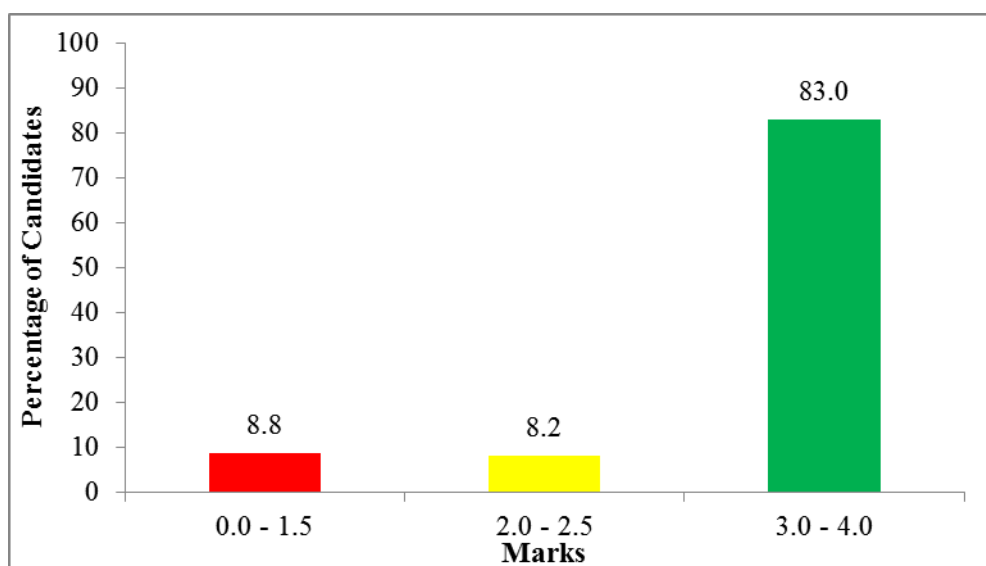**Figure 8**: *Performance of the candidates on question 8*

Figure 8 indicates that 20 (6.1%) of the candidates scored from 0.0 to 1.5 marks which is poor performance, 16 (4.8%) candidates scored from 2.0 to 2.5 marks which is average performance and 294 (89.1%) candidates scored from 3.0 to 4.0 marks which is good performance.

The good performance attained by 310 (93.9%) candidates was due to the adequate knowledge they had about History Teaching and Learning Materials. The candidates correctly explained how the log book is useful to the History department as it: *helps to show the coverage of all topics as shown in the scheme of work; helps to evaluate the daily performance of a History teacher. It evaluates and judges the success of the History teacher in implementing the scheme of work; it helps other teachers to trace what has already been covered in the class and what is left out in case the former teacher is transferred; it helps the head of school and the overall administration to identify problems which were encountered in teaching the topics and can easily find ways to remedy the situation; helps the History teacher to regulate the speed in the course of teaching and learning process through balancing what has been taught and what has remained in the scheme of work* and *helps school quality assurers (school inspectors) to know the work accomplished by the History teacher at school and thereafter advice on the way forward.* Extract 8.1 shows a sample of a response from one of the candidates who correctly explained the usefulness of the History log book to the History department.

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

On the other hand, the candidates with poor performance 20 (6.1%) were those who lacked adequate knowledge about History Teaching and Learning Materials. Some of these candidates explained the uses of other books available at school such as visitors and students' attendance books. Extract 8.2 shows a sample of an incorrect response to this question from one of the candidates.

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

Similarly, 16 (4.8%) candidates had average performance in this question. These are the candidates who failed to provide the required points of usefulness of the History log book. Most of these candidates provided from two to three points instead of four.

2.1.9 Question 9: Teaching and Learning Subject Content

The question required the candidates to explain four teacher's activities in the process of teaching and learning of the sub-topic "Steps taken to solve

21

the problem that hinder development in Africa using the read for information technique. This question was attempted by 330 (100%) candidates and the general performance was poor since only 73 (22.1%) candidates scored from 2.0 to 4.0 marks. Figure 9 summarizes the performance of candidates in this question.
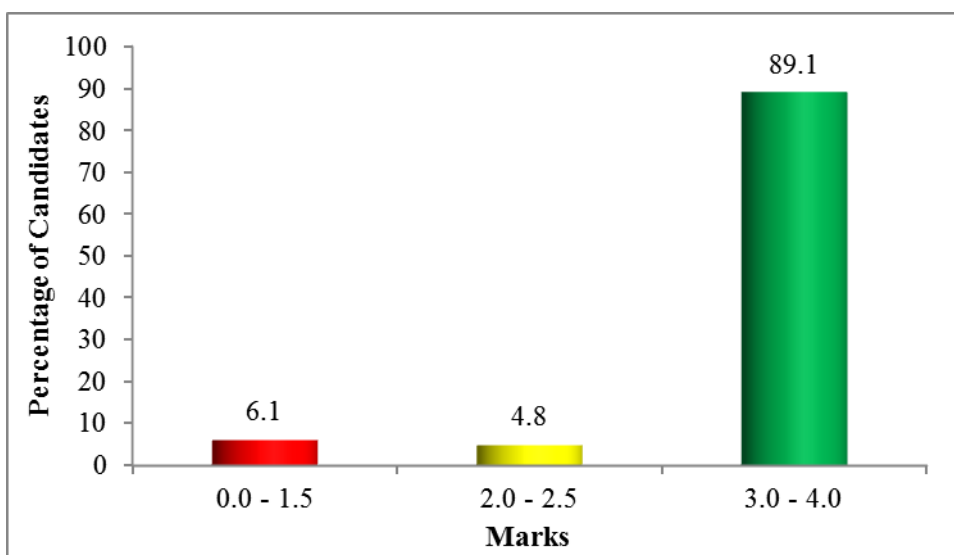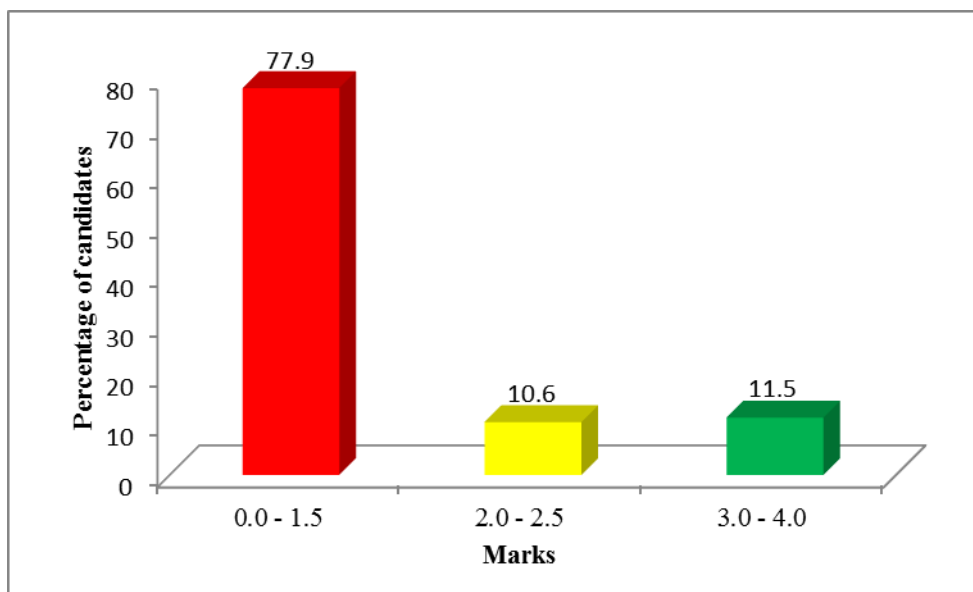

Figure 9: *Performance of the candidates on question 9*

Figure 9 demonstrates that 257 (77.9%) candidates scored from 0.0 to 1.5 marks, which is poor performance, 35 (10.6%) candidates scored from 2.0 to 2.5 marks, which is average performance and 38 (11.5%) candidates scored from 3.0 to 4.0 marks which is good performance.

The poor performance attained by 257 (77.9%) candidates was caused by their inability to understand the requirements of the question. Further analyses showed that majority of candidates in this category were unaware of the teaching activities that are used when read for information technique is applied. Much of their responses revolved around cognitive skills that the teacher can develop to students and explained the points like: *(a) listening skills example students receive information (b) speaking skills example the teacher introduce sub topic (c) writing skills example student taking notes* and *(d) reading skills example the students and teacher increase the knowledge in reading*. Other candidates explained the assessment tools that

a teacher can use to assess the students. Extract 9.1 shows a sample of the candidates' incorrect response.

Extract 9. 1: A sample of an incorrect response to question 9.

More analysis of the candidates' responses shows that 35 (10.6%) candidates had average performance. The reasons for the average performance was the candidates' failure to identify and explain the activities that the teacher can use in the whole process of teaching and learning the sub-topic "Steps taken to solve the problem that hinder development in Africa using read for information technique. Some candidates provided two correct activities that a teacher can use in the process of teaching and learning and other candidates provided few activities contrary to the demands of the question.

Similarly, 38 (11.5%) candidates with good performance in this question were those who had adequate knowledge about Teaching and Learning Subject Content and showed clear understanding of the requirements of the question. These candidates managed to explain four activities that a teacher can use in the whole process of teaching and learning the aforementioned sub-topic as they gave such points as: *(a) to introduce the content of the lesson which will be steps taken to solve the problems that hinder development in Africa. The reading style will depend on the number of books available and the number of students, (b) to assign tasks and materials that students will read about steps taken to solve the problem that*

hinder development in Africa. If the books are many in such a way that each student will get one, then they can read silently or in groups so that they can discuss, (c) to supervise the reading process and organize students' presentations whereby each group should prepare notes on steps they get from their readings. Every student should have as many steps as have been suggested in the instructional objectives and *(d) to review the lesson; a teacher should clarify on steps taken to solve the problems that hinder development in Africa presented by students and adds some steps that students could not identify in the text books*. Extract 9.2 shows a sample of an incorrect response to question 9.

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

2.1.10 Question 10: Teaching and Learning Subject Content

This question required the candidates to explain the strengths of using question and answer techniques in teaching the sub-topic "Ngoni Migration". The candidates who attempted this question were 330 (100%). The general performance of candidates in this question was good since 304 (92.2%) candidates scored from 2.0 to 4.0 marks. Figure 10 summarizes the performance of candidates in this question.

Figure 10: *Performance of the candidates on question 10*

Figure 10 shows that 26 (7.9%) candidates scored from 0.0 to 1.5 marks which is poor performance, 50 (15.2%) candidates scored from 2.0 to 2.5 marks which is average performance and 254 (77.0%) candidates scored from 3.0 to 4.0 marks which is good performance.

The good performance of 254 (77.0%) candidates in this question was due to their adequate knowledge about Teaching and Learning Subject Content as well as good understanding of the requirements of the question. These candidates were able to provide correct explanation on the strengths of using question and answer techniques in teaching the sub-topic "Ngoni Migration. The points provided include: *(a) The technique helps a History teacher to know abilities and needs of each learner, (b) The technique makes every learner to be active during the teaching and learning of Ngoni Migration, (c) The technique enhances classroom verbal interaction when students are learning the Ngoni Migration* and *(d) The technique helps to develop the learners' cognitive ability.* Extract 10.1: shows a sample of a correct response to this question.

Extract 10.1: A sample of a correct response to question 10.

The poor performance of 26 (7.8%) candidates was caused by their failure to understand the requirements of the question. Most of the candidates explained the procedures that a history teacher should follow when using question and answer techniques in teaching the sub-topic "Ngoni Migration". Some of the points produced by the candidates in this category include: *select the question to be sked, give the students time to think before answer the question, select the points provided by the students* and *provide the conclusion to students and give the correct answer*. The extract 10.1 shows a sample of the candidates' incorrect response.

Extract 10.1: A sample of an incorrect response to question 10.

Further analysis of the question shows that 50 (15.2%) candidates had average performance. The reasons for the average performance of the candidates were the insufficient knowledge of the subject matter and the failure of the candidates to identify the demands of the question. The greater weakness of the candidates in this category was inability to provide the required number of points.

SECTION B: ESSAY/STRUCTURED QUESTIONS

This section had four (4) questions which were set from the topics of the *Rise of Socialism, Neo-colonialism and the question of underdevelopment in Third world countries, Principles of Teaching and Learning History* and *History Teaching and Learning Materials*. Candidates had to answer all questions in this section. Each question carried 15 marks making the total scores allocated to this section to be sixty (60) marks.

2.1.11 Question 11: The Rise of Socialism

This question required the candidates to examine six impact of socialism on socio-economic and political development of African countries. The question was attempted by 330 (100%) candidates. The general performance in this question was good since 189 (57.2%) of the candidates scored from 6.0 to 15 marks. Figure 11 summarises the performance of candidates in this question.
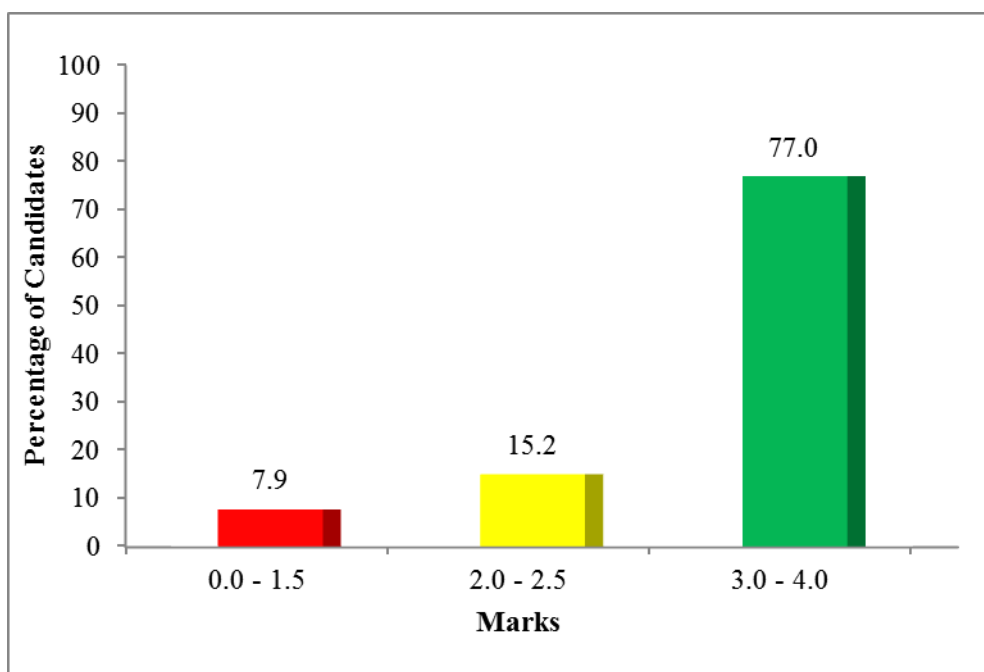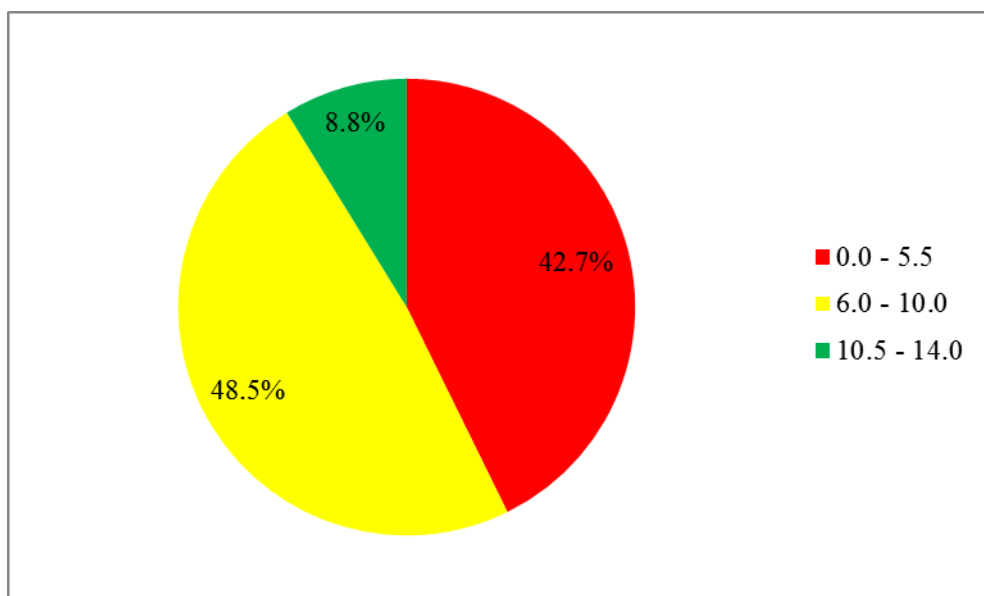

Figure 11: *Performance of the candidates on question 11*

Figure 11 shows that 141 (42.5%) candidates scored from 0.0 to 5.5 marks which is poor performance. The average performance was achieved by 160

(48.5%) candidates who scored from 6.0 to 10.0 marks and 29 (8.8%) candidates scored from 10.5 to 15 marks which is good performance.

The poor performance of 141 (42.5%) candidates was attributed to the inadequate knowledge of some candidates about the rise of Socialism. Majority of the candidates' irrelevant response in this question based on the impact of European colonialism in Africa, features of socialism and reasons for the colonialization of African continent. Extract 11.1: shows a sample of an incorrect response to this question.

Socialism - refer to the social-economic and political system characterized by communal owner Ship of major means of production. The following are the impacts of Socialism to the social - econo mic and political development.

Low level of development - The Socialism is characterized with low level of development because people work together and what they produce they owned communally and does not emphasize development of the people.

There was no Surplus production In Socialism what is produced is for food only no Suplus production

Low productivity - Also during so cialsm people use poor tools of pro duction due to low levels of science and technology among people due to that production was too low

Shortage of food - This was happened due to the fact that gove mment did not consider the true needs of village. Also Shortage of food is caused draugh and poor tools used in production.

One political party - Socialism believe in one political party as the way to bring the development acterized by private ownership

but it is not true Instead of that It fail to bring the development

Low political awareness - In Soci alism period people they have litt le experience they were not aware about political matters that is why they faced dictatorial ten tendecy of one political system

Generally Socialism play a great role to the under development of many African countries because in socialism people were not freed to engage in different activities

Extract 11.1 is a sample of an incorrect response to question 11.

29

The 160 (48.5%) candidates who had average performance exhibited moderate knowledge about the rise of socialism and had clear understanding of the requirements of the question. The reason for their average performance in this question was the failure to explain the required number of points. Most candidates in this category explained two or three points on the asked impact. Other candidates mixed the impact of socialism, the features of socialism or the changes made by African countries in the experimentation of socialism in their respective countries.

Moreover, 29 (8.8%) candidates with good performance in this question had sufficient knowledge about the rise of socialism. Also, they had clear understanding of the requirements of the question. The candidates managed to explain the impact of socialism on socio-economic and political development of African countries. For example, they correctly explained how socialism *inculcated the spirit and effort of struggle for independence in the countries which were fighting for self-determination and self-rule, created awareness to African countries over the evils of capitalism especially when the Soviet Union began to provide educational support through scholarships offered to Africans, led to the increase of hostility among African nations because there were nations that followed capitalism while others followed socialism, the collapse of African economy due to the crises of socialism. African countries which were highly supported by USSR experienced economic difficulties, monoparty political systems based on the Socialist mode were gradually transformed into what came with Structural Adjustment Programmes (SAPs) this is democratization* and *promotion of unity among the people in different countries. Capitalism which dominated Africa almost throughout colonial period encouraged social classes and tribalism*. Extract 11.2 shows a sample of the correct response.

Socialism. Refer to the situation in which all major means of production like agriculture, industries, mining and other economic and social sector were owned by the gouerment. Socialism idea comes from the USSR hence & spread to the African countries like Tanzania. The following were the impact of socialism to socio-economic and political development. This were:

It led to eradicate the capitalist exploitation. Before the coming of the socialism idea the capitalism were exploited the African people economy, socially, and politically. So, the socialism come with the idea that all human being are equal hence led the Most of the African countries to engage in socialism and leaving the capitalism which exploited them.

Nationalisation of major means of production. During socialism all the major means of production were exploted nationalized and controled by the gouerment. Socialom believed that the gouerment had only one that able to control everything and one has able to control.

It led to the creation of effective leaders. This were the leaders who were beloved in socialist idea who are effective. Example Mwl. J.K. Nyerere a President of Tanzania accepted the socialism in the country Tanganyika - now a days Tanzania. He proposed the socialist to all people in the country and working together as a brotherhood. in the Nation.

It led to the eradication of classes. Socialism is against classes among the people hence lead to avoid classes. The socialism idea calls that there is no one is superior than other. All people are equal in the socialist country. This led to make the African

countries to get relief after exploitation done by the capitalism in to the African countries.

It led to the planted of the idea of the equality, fratenity and liberty to the Africans. This idea comes to the French in which all human being are equal and there is no one is superior than other. This made the African countries to adopt socialism idea.

It led to the removal of the evils of capitalism. The capitalist evils are exploitation, discrimination. But the socialism are against those evils. In African countries like Tanzania the socialist are eradicated those evils of capitalism due to the well coming of socialism.

Therefore, Socialism idea was a very good idea especially to the African countries which is are mostly exploited by the African countries but the ideas were not planned well also due misconception of socialist leaders and fin ancial support.

The extract 11.2 shows a sample of the correct response to question 11.

2.1.12 Question 12: Neo-colonialism and the Question of Underdevelopment in Third world countries

This question required the candidates to assess six reasons for the persistence of underdevelopment in most of the African countries. The question was attempted by 330 (100%) candidates. The general performance in this question was good since 302 (91.3%) candidates scored from 6.0 to 15 marks. Figure 12 summarises the performance of candidates in this question.
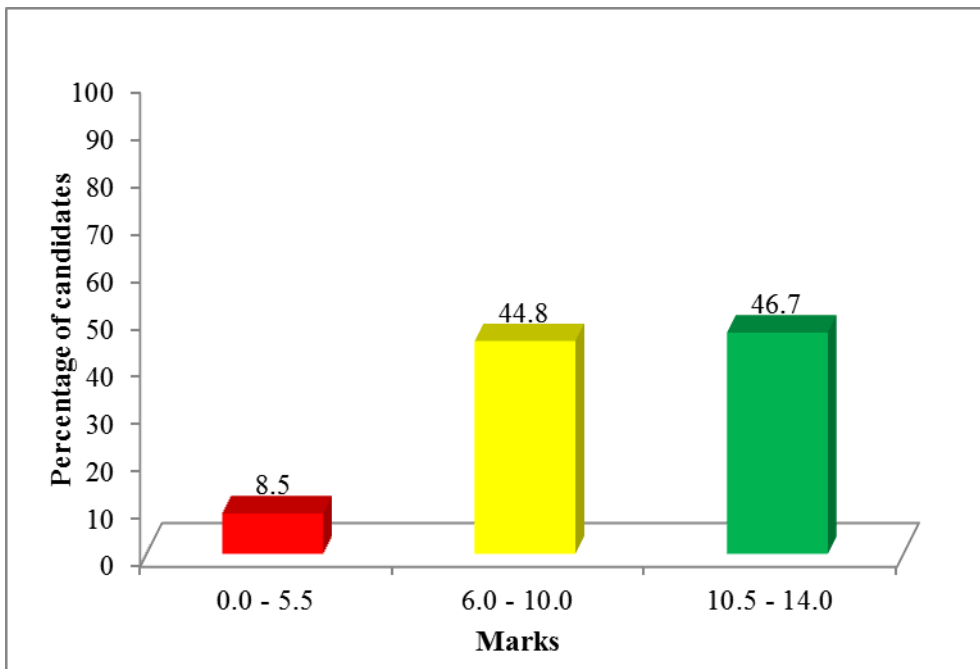
Figure 12: *Performance of the candidates on question 12*

Figure 11 shows the candidates' performance in which 28 (8.5%) candidates scored from 0.5 to 5.5 marks, which is poor performance, 148 (44.7%) scored from 6.0 to 10.0 marks, which is an average performance and 154 (46.6%) candidates scored from 10.5 to 15 marks, which is good performance.

The analysis of the candidates' responses shows that 154 (46.6%) candidates had good performance. These candidates had adequate knowledge about the topic. Moreover, they had clear understanding of the requirements of the question. The candidates correctly explained six

reasons for the persistence of underdevelopment in the most of the African countries. In the introduction part, most of the candidates provided the meaning of the term underdevelopment and pointed out examples of underdeveloped African countries. In the main body, the candidates explained reasons for the persistence of underdevelopment in most of the African countries by arguing that: *corruption, misuse of public fund, dependence on foreign aids and loans, civil war, natural calamities, low level of science and technology* and *brain drain had and are still the root causes of the ongoing underdevelopment status in most African countries*. Extract 12.1 shows a sample of a candidate who responded correctly to this question

Underdevelopment Refers to the low level of economic, social and political development and low living - standards of people. The following - are the reasons for the persistance of underdevelopment in the most African countries.

Political Instabilities. The some African countries experienced the Civil wars forexample Siera Leone, southern Sudan and Zambia which lead to the underdevelopment of that countries.

Poor infrastructures. The African countries especially the Tanzania have poor infrastructures forexample roads railways which can be used in transporting good from one place to another er or from one region to another region - hence, Underdevelopment.

Corruption. this is the illegal use of public funds for private gains which can lead to the Underdevelopment of any country in Africa, Corruption - can make the development of any country to remain backwardness

Low level of science and technology. Some African countries lacks the Advanced technologies which can be used in Agriculture production forexample Some of African countries are still using simple tools like hand hoes and panga instead of using tractors - which can bring development quickly

12 Cont. in African countries so as to develop - quickly in order to run away from poverty Poverty. This is another course - which can be to the side of individual or Country wide, poverty can cause underdevelopment since the country is poor and the People are poor can cause people do not develop earlier Dependence and high increase of debts. Some of the African countries are depending on the western country foresample Tanzania depending on the western countries like United states of - America and china and those country are demanding Tanzania high debts - which can cause do not develop Generally. Underdevelopment of the third world countries are caused by the Monoculture. The third world countries in order to run from underdevelopment - should stop political instabilities.

The extract 12.1 shows a sample of the correct response to question 12.

Moreover, 28 (8.5%) candidates who performed poorly in this question failed to understand the requirements of the question. Some of the candidates provided the solutions to solve the problems of underdevelopment of African countries instead of reasons for the persistence of underdevelopment in most of the African countries. Other candidates provided responses related to the effects of the development of European colonialism in Africa. Extract 12.2 is a sample of an incorrect response to this question from one of the candidates.

Under development, is the situation where by there is no any kind of development in socially, economically and politically; The following down are the reasons for the persistence of under development is the most of the African Countries due to the following points.

It led to the corruption; This means that in most of the African Countries there is no any development compare to the other Countries it was through the corruption some people use their private thing inorder to have or to give some other, so due to this it can lead to have under development in the African Countries.

It lead to the Neo-colonialism; This means that through neo-colonialism in Africa there have idependent but still depend to the other countries economically, socially and political, so through that situation of Neo-colonialism it lead to still have underdevelopment is the African Countries due to have a Neo-colonialism.

It lead to the slave trade; This means that through slave trade it led to have a long distance trade which was a selling and buying all commodites in Africa, so through buying different Commodities it led to have underdevelopment in the Africa Countries so it can led to have slave trade which can led to have under development in the most African Countries.

It lead to the Colonialism; This means that through colonialism is the situation where by powerfull nation dominate other nation economically, socially and political, through colonialism it led to some african Cou

36

ntries to will dominate other nation, during the colonial
period the colonialist wanted raw material from africa,
and Area for Investment if was Africa. so through the
so needs it can lead to have underdevelopment in the
African Countries because of colonialism.

It lead to have multipartism system;
This means that through multipartism it lead to have
e underdevelopment is some African Countries be
cause it led to have political instability which was
led to have Conflict due to have many multipartism
it can lead to have underdevelopment in the most
of the African Countries.

It lead to the Merchantalism system;
Through merchantalism system it was a large trade
which was introduced in European Countries which was
introduced by christopher Columb, through Merchantali
sm system it can lead to have Underdevelopment
in African Country because it teke took some raw
material from African to the European with out
pay any thing, so due to this it can lead to have
Underdevelopment in most of African Countries.

Therefore; Underdevelopment in the most of
the African Countries it lead in the different environ whi
ch was mentioned above there some reah for persist
ence of underdevelopment which are, Merchantali
sm, Multipartism, Colonialism, Neo-colonialism and so
on.

Extract 12.2: A sample of an incorrect response to question 12.

The analysis reveals further that 148 (44.7%) candidates who performed
averagely had the knowledge about Neo-colonialism and the Question of

Underdevelopment in Third world countries, and had clear understanding of the requirements of the question. The reasons for the average performance was due to their failure to exhaust all the points as demanded by the question. Similarly, other candidates provided few correct points. Thus, the results from the candidates' responses analysis in an indicator that, majority of the candidates had moderate knowledge of the tested subject matter.

2.1.13 Question 13: Principles of Teaching and Learning History

This question required the candidates to justify the reasons why history teachers are considered to be an obstacle to the development of inquisitive mind and critical thinking to their students. The question was attempted by 330 (100%) candidates. The general performance in this question was good since 195 (62.1%) candidates scored from 6.0 to 15 marks. Figure 13 summarises the performance of the candidates in this question.
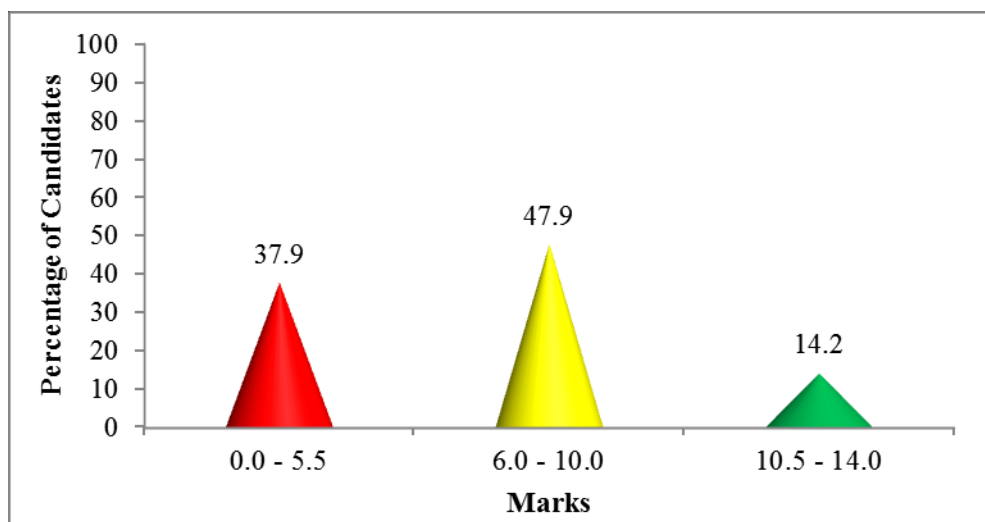
Figure 13: *Performance of the candidates on question 13*

Figure 13 reveals that 125 (37.9%) candidates scored from 0.0 to 5.5 marks, which is poor performance. Also, 148 (47.9%) candidates scored from 6.0 to 10.0 marks, which is average performance and 47 (14.2%) scored from 10.5 to 15 marks, which is good performance.

A total of 125 (37.6%) candidates who performed poorly failed to understand the requirements of the question. Some of the candidates

explained the importance of developing inquisitive mind and critical thinking to students instead of the reasons why history teachers are considered to be an obstacle to the development of inquisitive mind and critical thinking to their students. Extract 13.2 is a sample of an incorrect response to this question from one of the candidates.

"Some History teachers are considered to be an obstacle to the development of inquisitive mind and critical thinking to their students. This statement is true because some history teacher does not apply different teaching method which make a learner to develop inquisitive mind and critical thinking but they deal with simple methods of teaching which are the easy to them to deliver the content to the leaners.

I advice the history teacher to use the following teaching and learning methodology which in teaching and learning history which help teacher to develop inquisitive mind and critical thinking to their students

The use of question and answer method in teaching and learning this method can facilitate the development of inquisitive mind and critical thinking to the student because student can think individualy and gain knowledge concerning about question about.

The use of brainstorming: also this short answer also teacher of history subject can apply in teaching and learning which make a leaner to think and develop knowledge concerning about topic or concept.

The use of project activities: the teaher of history subject can apply this method Which make a leaners to find the statement concerning about given topic which help leaners to develop inquisive mind and critical

39

Extract 13.1: A sample of the incorrect response to question 13.

The analysis shows that a total of 47 (14.2%) candidates who had good performance had adequate knowledge about Principles of Teaching and Learning History. They also had clear understanding of the requirements of the question. These candidates were able to explain the teaching activities that can make some History teachers to be perceived as an obstacle to the development of inquisitive mind and critical thinking among their students. For instance, some candidates gave such points as; *(a) the use methods which do not provide a room for the development of inquisitive mind and critical thinking to the students. For example, use of non-participatory methods such as lecture, assume students to be recipients of knowledge. (b)*

the use harsh language and heavy punishment to students during classroom teaching and learning activities. Punishment and calling students bad names make them feel inferior, weak and unable to learn. (c) some teachers do not give timely feedback to students during classroom teaching and learning activities on different matters. Failure to give timely, relevant and constructive feedback discourages inquisitive mind among students, (d) some teachers do not assess their learners during classroom teaching and learning activities. The failure to give relevant assessment activities discourages development of inquisitive mind among students since they do not understand their ability and position on the whole process of learning. (e) Some teachers do not use relevant examples during classroom teaching and learning activities. Relevant examples and real life situations enable the students to think outside of the box and enable them to solve problems in their society. (f) some teachers do not use relevant teaching and learning aids during teaching and learning. Teaching and learning aids stimulate critical thinking and inquisitive mind among students since learners develop a tendency of thinking through those aids. (g) Some teachers use questions that discourage critical thinking and inquisitive mind to students. If the questions in assessing students are not good enough, there is possibility to get wrong information and discourage negative results from students in terms of their cognitive abilities including critical thinking and inquisitive mind, (h) lack of systematic and organized teaching and learning activities. The use of relevant teaching methods, presentation of the content, giving and the use of examples, using of teaching and learning resources and giving of assessment activities. Extract 13.2 is a sample of a correct response from one of the candidates.

Inqusitive mind and critical thinking: Refers to ability of a student to think beyond limits. A Student can be creative in thinking and his daily activities in class due to have critical thinking and inquisitiveness mind. A teacher when teaching history need to follow all techniques of teaching so as to make students understand. Some History teachers are considered to be an obstacle to the development of Inquisitive mind and critical thinking to their students, Justify this contention as follows:-

It is when using harsh words to the learner/students: Some history teacher use harsh words when teaching which discourage the students in developing critical thinking and leads to loose Interest in loving the subject to students. When teacher uses harsh words make the student to hot even understand the lesson.

It is when they do not accept challanges from students' Some students face many challanges during learning, the teacher by accepting the challanges faced by learners and to solve it con led to stagnant mind of students in learning. A good history teacher in maintaining student Inquisitive mind and critical thinking needs to accept student challanges and to know how to solve them.

When using poor methods in teaching and learning: A history teacher need to choose appropriate method when teaching so as to make easier understanding. A good method of teaching will make student to thinks critically and to be creative on how solve a different question and answer If either is through Brainstorming, question and answers methods which will make student to use their minds to think and not just to stay Ideal.

when not using challenging teaching aids. A history teacher need to use teaching aids which will make student to think and relate to the lesson through his own mind. Inorder to develop Inquisitive mind and critical thinking a history teacher need to use teaching aid which will make student to think on how to know a certain teaching aid and what it represent.

To not provide enough tasks to student. Student need enough task so as to be active and attention in learning a certain subject. A history teacher in developing critical thinking to student need to provide enough tasks to students during teaching and learning so as to add Inquisitive mind and thinking critically. A teacher need to always keep his class busy doing different activities.

When having good relationship with student. A history teacher need to have a well and good relationship with the students so as to make easy in teaching and learning. And to make student to love and understand your subject need to build good relationship among teachers and students in education activities

Inconclusion. A good history teacher need to accept challenges from the learners, avoid ambiguous questions, to not use harsh words to students, using appropriate methods In teaching and learning. And to build good relationship among students and teachers.

Extract 13.2: A sample of the correct responses to question 13.

Further analysis of the candidates' responses shows that 148 (47.9%) candidates had an average performance. These candidates demonstrated moderate knowledge about the Principles of Teaching and Learning History. Moreover, they had a clear understanding of the requirements of the question but they failed to provide six points explaining how history teachers are considered to be an obstacle to the development of inquisitive mind and critical thinking among their students. These candidates were able

43

to provide from two to three points, hence they performed averagely in this question.

2.1.14 Question 14: History Teaching and Learning Materials

This question required the candidates to explain the importance of the marking scheme in marking a History test. The question was attempted by 330 (100%) candidates. The general performance was good since 247 (74.9%) candidates scored from 6.0 to 15 marks. Figure 14 summarises the candidates' performance in this question.
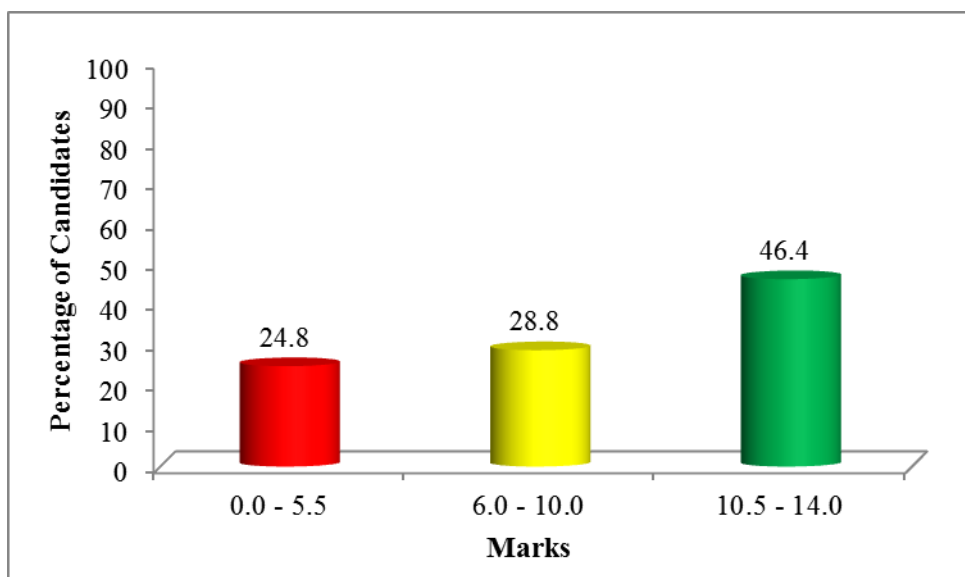
Figure 14: *Performance of the candidates on question 14*

Figure 14 shows that 82 (24.8%) candidates scored from 0.0 to 5.5 marks, which is poor performance, 96 (28.8%) candidates scored from 6.0 to 10.0 marks, which is average performance and 152 (46.4%) candidates scored from 10.5 to 15 marks, which is good performance.

The 152 (46.3%) candidates who had good performance were those with adequate knowledge about History Teaching and Learning Materials, particularly the marking scheme. These candidates managed to explain the importance of the marking scheme in scoring a History test. Such candidates were able to explain how important is the marking scheme in marking a History test by providing such points as: *it simplifies teacher's marking task, effective (proper) marking, enables markers to mark*

44

effectively students' scripts even if they are not professionals of the subject tested, it promotes uniformity in scoring candidates' scripts because the marker follows only what is in the marking scheme, effectiveness of teaching and learning process, it promotes reliability of examination results. Extract 14.1 is a sample of a correct response from one of the candidates.

Marking Scheme is a piece of written document or paper prepared by a teacher with the answers of the examination or test of a particular subject. A marking scheme is prepared after the exam is completed/formed hence will be used to mark the examination done. The following are the importances of marking scheme in a marking a history test. These are:-

It simplify the task of marking, the teacher may refer to the marking scheme to read the points or answers hence makes marking task easier. eg points on essay questions, multiple choice answers etc.

It saves time, this is because the answers are already prepared hence the speed in marking will be possible hence makes the marking take less time rather than reading question to question and think the answers.

It stimulates teachers effectiveness by removing unnecessary errors that might happen if he/she would decide to mark the test without marking scheme. eg there will be fair marks to the students since the answers will be referred to the marking scheme to find resembleness and makes it more efficient.

It promotes collaboration among teachers in marking, this is when the marking scheme is presented the teachers in the same field may help to mark the test or exams and this is helpfull in the students or schools with high number of students hence teachers may work as a team in marking the exams hence makes it less tiresome as

14 Cont. the marking scheme enables teachers to collaborate in marking a particular exam or test. In this case it promotes unit among teachers.

It helps a teacher to get an overview of the test or exam in general, to measure the quality of the test or exam if it covers some Topics or reach the intended aim. Through marking scheme the teacher can make an evaluation of the format of the test or examination cover.

It improves teachers knowledge and impart him or her updated and enrich with contents, this is because a teacher during preparation of a marking scheme will have to refer to different books or source of knowledge so as to form the correct answers and not only relying on his understanding, therefore with this factor the teacher will increase his knowledge as he reads different materials in search of answers of the questions in a test or examination.

Generally, Marking scheme is an essential tool in the whole process of education as it works as reference factor for the teacher during marking however there should be good use of marking scheme especially in competence based questions whereby the answers or responses of the learner may be correct but differ with the one mentioned in the marking scheme that's the teacher may misconfuse himself and make a bad marking while to answers are correct.

Extract 14.1 shows a sample of the correct response to question 14.

The further analysis shows that 95 (28.6%) candidates had an average performance. These candidates had adequate knowledge about History Teaching and Learning Materials and they clearly understood the requirements of the question. The reason for the average performance was due to the failure of the candidates to exhaust all the points as per question requirement. Some of these candidates managed to explain three points on the importance of a marking scheme instead of the required six points.

On the other hand, the analysis indicates that a total of 82 (24.8%) candidates had poor score. The candidates' poor score was due to the candidates' inadequate knowledge about History Teaching and Learning for Materials and failure to understand the requirements of the question. Some of these candidates explained about the importance of a lesson plan in teaching History subject while other candidates explained about the importance of the table of specification in the process of History test construction as they gave and gave such points as: *it help the teacher to teach the lesson systematically, it help the teacher to teach in a sequence manner, it guides the teacher on the teaching methods, it direct the teacher on the teaching and learning materials, it helps the teacher to be creative or aware* and *it helps to increase students' performance.* Another candidate explained the importance of the table of specification in the process of History test construction. Extract 14.2 is a sample of an incorrect response to this question.

Making scheme refers as document ation which show the or summarizati on of subjects contents which can taug ht at a Particular time It ~~can be either a used~~ In school Present

It is show a ~~weeks~~ ~~and~~ number of pe riods which taughts in a weeks. The marking scheme can made a teacher to know how can teach a certain cont ent in a Particulal time. The followin g Point that shows how mar

Marking Scheme refers is the prepared documentation which have a altanative answers of the test qu estions prepared by a teacher to his or students. A marking scheme it prepared during a teacher planning and prepare a test in order to help a teacher to score easly a test. The following points show how marking scheme is important to marking histo ry test.

It help a teacher to know a number of questions that can be written in a History test. a marking scheme help the history teacher to create a questions in test by follow the number of answers whose he or she prepare in a marking sche me.

It help a teacher to know -

49

the level of ^learning cognitive domain can be measured in history test. The teacher through marking scheme can know by looking the attenative answuer provided to know the all tevel of learning dom ain can be measured in particular - test. and this made a teacher to constru ct test effectively.

It help a teacher to mainta in validity and seat reliability of a test. Through a marking scheme a teach er can know is what he or she pla n r to measure in particular history test and hous can construct it accord ing to the levels of learners and - do to this can made a test to beca me a more validity and reliability - according to level of learners.

It help a teacher to arra nge a history test questions in a chro nological order. This due to the ma rking scheme teacher arrange and. organized the test items from simple to complex in order to get a effecti ves outcomes from the learners.

It help to determine the main purpose of history test. The marki ng scheme guide a teacher to know the specific purpose that made a teache r to prepare a test, it guide what the outcome intended from the learners so that this made a teacher to create

14 Cont.	a Series of questions by consider a specific outcomes needed to his or her students or what ability we want to measure in a history test
	Marking scheme guide a teacher how can construct instructional to the specific questions in a history test. This can create a clearly understand for students during they answer the test for questions by making answering effectively according to instructional needs.
	Conclusively, Marking Scheme not use for the marking test but also in History the marking scheme also uses as the guideline for direct a teacher how can score the test in during the evaluation of students answers.

Extract 14.2 shows a sample of an incorrect response to question 14.

3.0   ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The 712 History examination paper had 14 questions which were set from ten topics of the Diploma in Secondary Education syllabus as follows: four topics were from the History Pedagogy Syllabus while six topics were from History Academic Syllabus. The general performance of the candidates was good because out of ten topics, the candidates had good performance in three topics, an average performance in four topics and poor performance in three topics.

The topics on which the candidates had good performance were *Neo colonialism and the question of Underdevelopment in third world countries* (91.3%), *Preparation for Teaching and Learning History* (91.2%) and

51

History Teaching and Learning Materials (71.7%). These topics are represented by green colour in the appendix.

The topics on which the candidates had average performance were *Colonial Economy* (59%), *Teaching and Learning Subject Content* (57.2%), *Rise of Socialism* (57.2%) and *Principles of Teaching and Learning History* (55.8%). These topics are represented by yellow colour in the appendix.

The poorly performed topics were from the topics of: *Establishment of Colonialism* (19.4%), *Pre-colonial Social Formation in Africa* (25.2%) and *Political and Economic development in Tanzania Since Independence* (3.3%).

4.0   CONCLUSION

The performance of the DSEE 2022 History subject was generally good since 98.47% of the candidates had good performance. This demonstrates that most of the candidates had adequate knowledge of the tested topics and were able to understand the demands of the question. The topics tested were; Neo colonialism and the question of Underdevelopment in third world countries, Preparation for Teaching and Learning History, History Teaching and Learning Materials, Teaching and Learning Subject Content, Rise of Socialism and Principles of Teaching and Learning History. Further analysis showed that; the candidates' ability to use correct English language on the responses which needed elaborations promoted good performance.

Further analysis reveals that the candidates with average performance were those who had moderate knowledge about the topics and clearly understood the requirements of the questions. The average performance attained by these candidates was caused by their failure to provide the required number of points, poor proficiency in English language skills such as grammar, spelling and repetition of similar points.

5.0   RECOMMENDATIONS

Although the general performance of the candidates was good, there were some candidates whose performance was poor in questions 2, 3 and 4 in the topics of Establishment of Colonialism, Pre-colonial Social Formation and Political and Economic development in Tanzania since Independence respectively. In order to improve the performance in History subject, the following are recommended:

(a) College Tutors should encourage active teaching and learning processes such as the use participatory teaching and learning techniques like; debates, case study, group discussions and presentations, think-pair and share with relevant teaching and learning aids.

(b) Student-teachers should be encouraged to read various History materials in order to widen their knowledge and to have clear understanding of historical facts. On the other hand, tutors should make coverage of all topics as per syllabus to help student-teachers develop competencies in the content covered and good understanding of the requirements of the questions asked.

(c) Student-teachers should conduct thorough discussions among themselves in solving History related questions under the guidance of History Tutors whenever necessary. This could promote sharing of Historical knowledge and experience among themselves.

(d) Regular 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 type questions.

(e) 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

Sn	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Neo colonialism and the question of underdevelopment in third world countries	12	91.3	91.3	Good
2.	Preparation for teaching and learning history	7	91.2	91.2	Good
3.	History teaching and learning materials	6	46.2	71.7	Good
		8	93.9		
		14	74.9		
4.	Colonial Economy	3	59	59	Average
5.	Teaching and learning subject content	09	22.1	57.2	Average
		10	92.2		
6.	The rise of socialism	11	57.2	57.2	Average
7.	Principles of teaching and learning History	5	49.4	55.8	Average
		13	62.1		
8.	Establishment of Colonialism	2	19.4	19.4	Poor
9.	Pre-colonial Scoial formation in Africa	1	25.2	25.2	Poor
10.	Political and Economic development in Tanzania since independence	4	3.3	3.3	Poor