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) 2023

HISTORY

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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 2023. 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 course of study on Diploma in Secondary Education.

In this report, the factors that led 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, had good knowledge of the subject matter, demonstrated a good mastery of English Language proficiency and essay writing skills. On the other hand, the candidates with weak performance demonstrated insufficient knowledge especially in the five topics.

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 National Examination Council of Tanzania.

Finally, the Council is quite grateful to all examination officers who participated in the preparation of this report.

Dr. Said A. Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of the candidates who sat for the History examination paper for the Diploma in Secondary Education Examination (DSEE), 2023. 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 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 illustrates the candidates correct and incorrect responses.

The performance in each question was considered to be good, average or weak if the candidates scored marks ranged from 70 to 100, 40 to 69 and 0 to 39 respectively. The performance is presented in figures, tables, charts and colours whereby the green colour represents good performance, yellow represents average performance and red represents weak performance.

A total of 183 (100%) candidates sat for History paper in 2023 and all of them (100%) passed. Hence, the performance in 2023 has increased by 1.53 percent when compared to the 2022 performance in which out of 330 candidates who sat for the examination, 321 candidates (98.47%) passed and 09 candidates (01.53%) failed. Table 1 shows the candidates' performance in History examination between 2022 and 2023.

Table 1: The Candidates' Performance in History Examination between 2022 and 2023

Year	Sat	Number of Candidates and Percentages					
		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%
2023	183	183	0	4	104	75	0
		100%	0.0%	2.19%	56.83%	40.98%	0.0%

Table 1 indicates that, many candidates scored grade C 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 improve the candidates' performance in future examinations.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

This part presents the analysis of the candidates' performance in 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: SHORT ANSWER QUESTIONS

This section comprised of ten (10) questions which tested candidates' subject competences from eight (8) topics which were: *Establishment of Colonialism*, *Political and Economic Development in Tanzania Since Independence*, *Neo Colonialism and the Question of Underdevelopment in Third World Countries*, *Principles of Teaching and Learning History*, *Analysis of History Teaching/Learning Materials*, *Preparation for Teaching and Learning History*, *Teaching and Learning Subject Content* and *Assessment and Evaluation*. Each question carried four (4) marks making a total of forty (40) marks. The analysis of each question is as follows:

2.1.1 Question 1: Establishment of Colonialism in Africa

This question was derived from the topic of Establishment of Colonialism in Africa. The question asked, "Differentiate collaboration from armed resistance as forms of African reactions to the imposition of colonial rule".

The question was attempted by 183 (100%) candidates. A total of 90 (49%) candidates scored from 0 to 1.5 marks, out of which 31 (16.9%) candidates scored 0. Marks ranging from 2.0 to 2.5 were scored by 44 (24%) candidates, while 49 (26.8%) candidates scored from 3.0 to 4.0 marks. Figure 1 shows the performance of candidates in question 1.
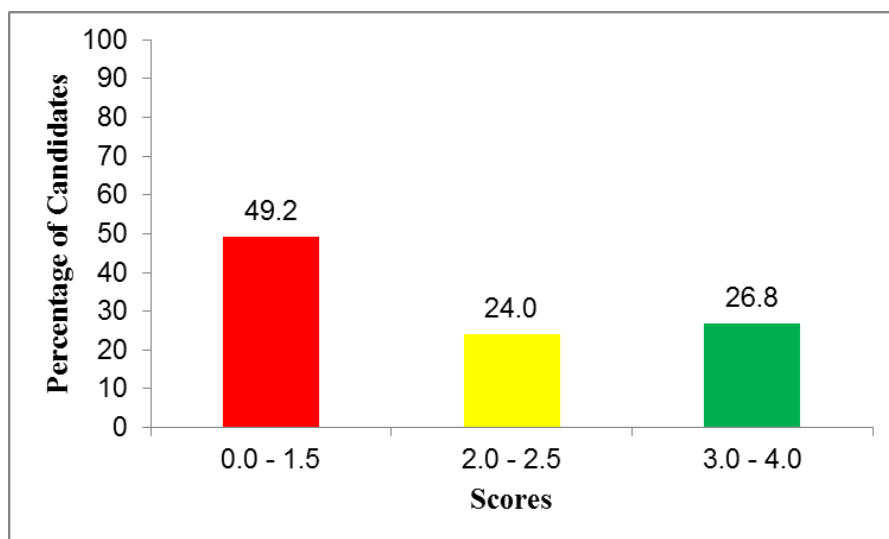

Figure 1: *The Candidates' Performance on Question 1*

Figure 1 shows that majority of the candidates (49.2%) scored from 0 to 1.5 marks. However, the general performance was average since 50.8% of the candidates passed by scoring from 2.0 to 4.0 marks.

The candidates who scored from 0.0 to 1.5 marks failed to differentiate between collaboration and armed resistances. Such candidates demonstrated limited knowledge on the topic of Establishment of Colonialism. Majority of the candidates' responses were based on the definitions of colonialism or the strategies Africans used to fight for their independence. Also, there were some candidates who based their explanations on the resolutions or effects of the Berlin conference. Such responses indicate that some candidates were not aware of the strategies used by the colonialists to establish their colonial rule in Africa and the way the Africans responded to the colonial invasion. In a summary, such candidates were supposed to understand that collaboration was the form of African reaction in which African societies made alliance with Europeans against their rival enemies during the establishment of colonial rule. Also, such candidates were supposed to bear in mind that armed resistance referred to the form of African reaction against colonial invasion or colonial rule through the use of weapons. Extract 1.1 shows a sample of a poor response from one of the candidates to question 1.

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

In extract 1.1 the candidate response wrote incorrect differences between collaboration from armed resistance as forms of African reactions to the imposition of colonial rule.

Furthermore, the candidates who scored from 2.0 to 2.5 marks demonstrated a moderate knowledge on the imposition of colonial rule in Africa. For example, some of the candidates provided partial explanations on the given terms: collaboration and armed resistance. Other candidates correctly gave the meaning of one term but failed to give the meaning of the other.

Moreover, the candidates who had good performance were aware of the demands of the question and had adequate knowledge on the forms of the African reactions against imposition of colonial rule. These candidates provided a clear and correct distinction between the two terms. Most of their explanations were supported with vivid examples. Extract 1.2 shows a sample of a correct response in this question.

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

2.1.2 Question 2: Political and Economic Development in Tanzania Since Independence

This question was set from the topic of *Political and Economic Development in Tanzania Since Independence*. It required the candidates to briefly explain by giving four points on how they would use provision of education services in Tanzania to assess the success of the Arusha Declaration.

The question was attempted by 183 (100%) candidates. A total of 76 (41.5%) candidates scored from 0 to 1.5 marks, out of which 15 (8.2%) candidates scored 0 marks. 65 (35.5%) candidates scored from 2.0 to 2.5 marks, while 42 (23%) candidates scored from 3.0 to 4.0 marks. Figure 2 shows the performance of candidates in question 2.
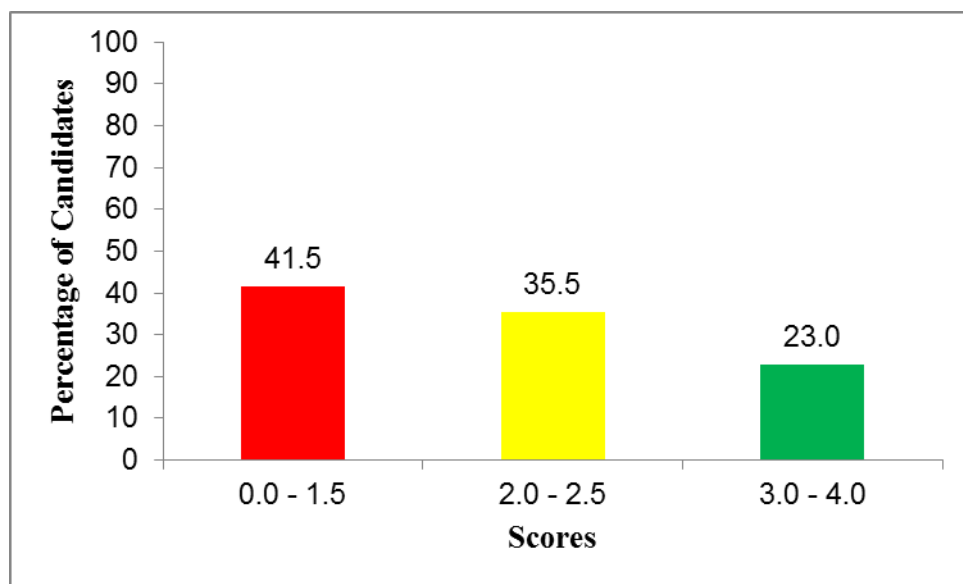
Figure 2: *The Candidates' Performance on Question 2*

Figure 2 indicates that, the candidates' performance for this question was average since only 107 (58.5%) candidates passed by scoring from 2.0 to 4.0 marks.

The candidates who scored from 0 to 1.5 marks were not only unaware of the demand of the question but also they had limited knowledge on the positive effects brought by the economic, political and social changes undertaken in Tanzania soon after independence. For examples, some of the candidates explained the general impact of Arusha declaration while

others explained the significance of colonial education in Tanzania. Other candidates in this category based their explanations on some changes which took place on education from the colonial period to the present. Extract 2.1 shows a sample of poor responses to question 2.

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

In extract 2.1 the candidate explained positive impacts of the colonial education in Tanzania instead of success of the Arusha Declaration in Tanzania through the provided educational services.

On the other hand, some candidates (35.5%) scored averagely in this question. Their responses were characterized by some few correct responses as some candidates mixed some correct and incorrect points. Most of the candidates' responses in this category had partial explanations supported with irrelevant examples.

Further analysis shows that 42 (23%) candidates who scored from 3.0 to 4.0 marks had good performance. These candidates had enough knowledge on Arusha Declaration particularly its success on the provision of education services in Tanzania. These candidates managed to explain how Arusha declaration led to the establishment of education policy of education for self-reliance, Universal primary education and adult education both of which led to an increase of literacy, as well as an introduction of free education which allowed all school age children to be enrolled to schools. Extract 2.2 shows a sample of a correct response from one of the candidates.

Extract 2.2: A sample of a correct response to question 2.

2.1.3 Question 3: Political and Economic Development in Tanzania Since Independence

This question was derived from the topic of *Political and Economic Development in Tanzania Since Independence*. It required the candidates to briefly explain the reasons on why most Africans states focused their attention on healthy services as among priority areas immediately after independence.

The question was attempted by 183 (100%) candidates. A total of 161 (88%) candidates scored from 0 to 1.5 marks, out of which 34 (18.6%) candidates scored zero, 20 (10.9%) candidates scored from 2.0 to 2.5 marks, while 02 (1.1%) candidates scored from 3.0 to 4.0 marks. Figure 3 shows the performance of candidates in question 3.
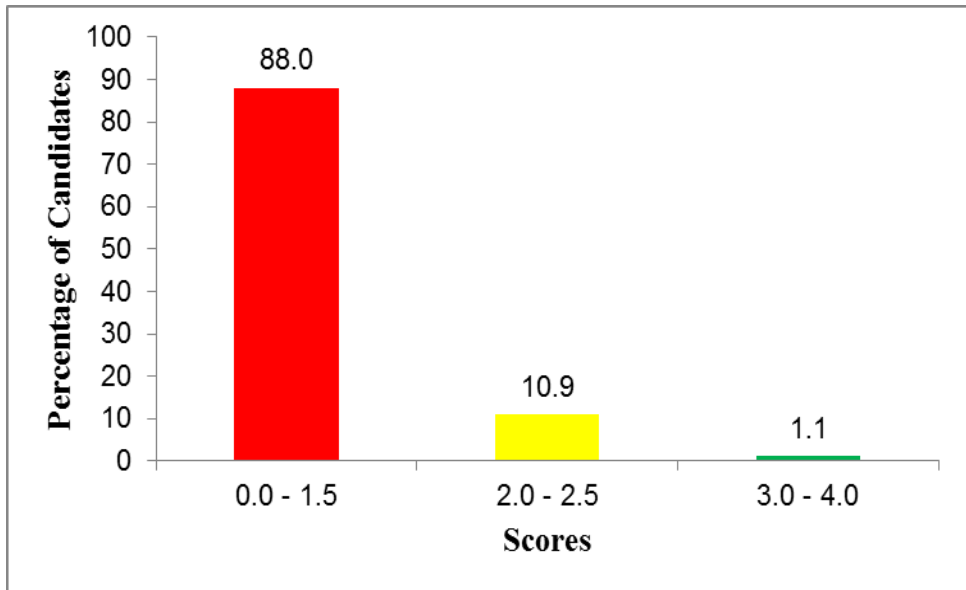
Figure 3: *The candidates' Performance on Question 3*

Figure 3 indicates that the candidates' general performance for this question was weak since only 22 (12%) candidates scored marks ranging from 2.0 to 4.0.

The candidates who scored from 0 to 1.5 marks demonstrated limited knowledge on the reasons which made Africans states to place attention on healthy services as among priority areas immediate after independence as well as some candidates' inability to identify the demand of the question.

For example, some candidates in this category explained the situation of Africans states soon after independence instead of explaining the reasons of improvement of health services immediately after independence. Moreover, some candidates explained the economic and political challenges that faced the newly independent African states. Others explained the importance of population control while others provided responses based on the forms of exploitation done by colonialists, causes of poverty among African societies and objectives of colonial health services. Generally, such candidates were not aware of the reasons behind the improvements done by independent. African states as they intended to rise life expectancy of the people, reduce infant mortality rates and maternal deaths since medical

services were inadequately provided during colonial time. Extract 3.1 shows a sample of a poor response from one of the candidates.

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

In extract 3.1 the candidate explained reasons why some areas in Africa experienced stiffer scramble after the Berlin conference compared to other areas instead of the reasons that made some independent African states to improve health services soon after independence.

The analysis further shows that the candidates who had average performance provided few correct points, repeated some points and also failed to identify the demand of the question.

Moreover, the candidates who had good performance demonstrated clear understanding of the requirements of the question and had adequate knowledge about reasons of African states to improve health services after independence. Most of the responses of the candidates in this category had explanations which were characterized by clarity and coherence as well as vivid examples. Such candidates provided relevant reasons which made these independent states to improve health, water and housing services soon after independence including, intention to build hospitals which were unevenly distributed during the colonial period between urban and rural areas and protect people from different infections.

Extract 3.2 shows a sample of a response from one of the candidates who correctly explained the reasons for improvement of health services immediately after independence.

Extract 3.2: A sample of a correct response to question 3.

2.1.4 Question 4: Neo-colonialism and the Question of Underdevelopment in Third World Countries

This question was derived from the topic of Neo- colonialism and the Question of Underdevelopment in the Third World Countries. It required the candidates to write down four positive solution suggested by Brandt Report of 1980 to deal with African underdevelopment.

The question was attempted by 183 (100%) candidates. A total of 167 (91.3%) candidates scored from 0 to 1.5 marks, out of which 79 (43.2%) candidates scored 0. Furthermore, 14 (7.7%) candidates scored from 2.0 to 2.5 marks, while only 02 (1.0%) candidates scored from 3.0 to 4.0 marks. Figure 4 illustrates the candidates' performance in this question.
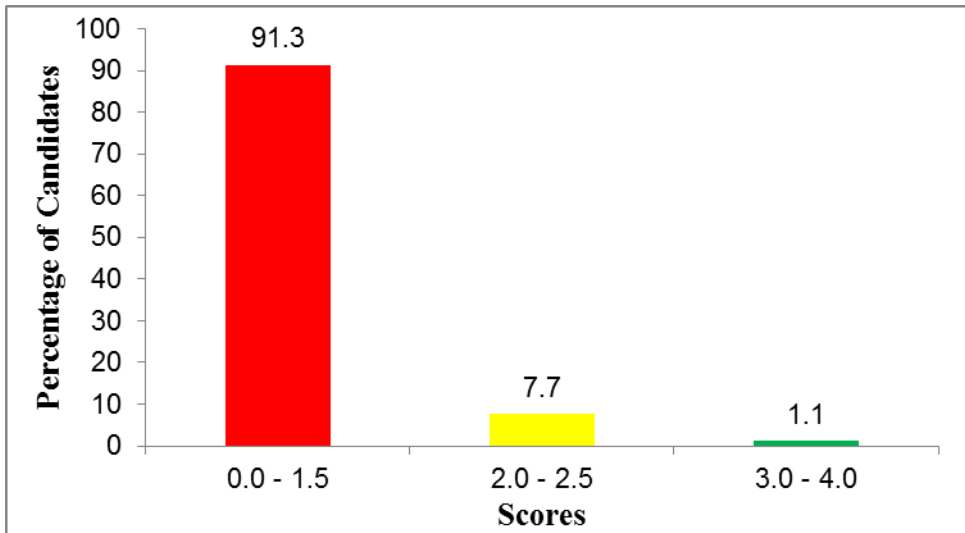
Figure 4: *The Candidates' Performance on Question 4*

Figure 4 shows that the candidates' performance for this question was weak since only 16 (8.7%) candidates managed to score marks ranging from 2.0 – 4.0 marks.

The candidates who scored from 0 to 1.5 marks demonstrated limited knowledge on the Brandt report especially on the positive solution suggested to solve underdevelopment in Africa. Further analysis shows that out 167 (91.3%) candidates who scored from 0 to 1.5 marks, 79 (43.2%) candidates scored zero. Some of these candidates explained general solution to the problems facing African states instead of explaining the positive solutions suggested in Brandt Report of 1980. For example, some candidates' points based incorrectly on the sources of corruption and causes of political instability. Other candidates' responses suggested the techniques teachers should use to facilitate Brandt Reports' objectives. Extract 4.1 shows a sample of an incorrect response to question 4 from one of the candidates.

4	i/ To provide the meaning of Brandt report
	ii/ Were and when Brandt report occur.
	iii/ Impact of Brandt report
	iv/ To provide the task.

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

In extract 4.1 the candidate explained teaching steps to use in order to facilitate Brandt Report positive solutions instead of explain four solutions suggested by Brandt report on African underdevelopment problems.

On the other hand, 14 (07.7%) candidates who scored from 2.0 to 2.5 marks had partial knowledge about Brandt Report. Some of them mixed up solution suggested on Brandt Report of 1980 with the suggestions of Non-aligned conference (1979) in Havana. Other candidates could not exhaust all the points demanded by the question.

Furthermore, 02 (1.0%) candidates with good performance exhibited enough knowledge on the solutions suggested by Brandt Report on the underdevelopment of the African States. Moreover, these candidates explained the positive solutions suggested by Brandt Report of 1980 including redistribution of production for example by an increase of development expenditure in rural areas, strengthening of indigenous technology by stimulating small scale enterprises, improved economic management and increased mobilization of domestic resources and wider participation in the development process through decentralized governments. Extract 4.2 shows a sample of a correct response from one of the candidates.

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 was derived from the topic of *Principles of Teaching and Learning History*. The question required candidates to explain four roles a teacher should play when using cooperative learning strategy in teaching history subject.

The question was attempted by 183 (100%) candidates. A total of 162 (88.5%) candidates scored from 0 to 1.5 marks, out of which 76 (41.5%) candidates scored zero. Marks ranging from 2.0 to 2.5 were scored by 16 (8.8%) candidates, and only 5 (2.7%) candidates scored from 3.0 to 3.5 marks as shown in figure 5.
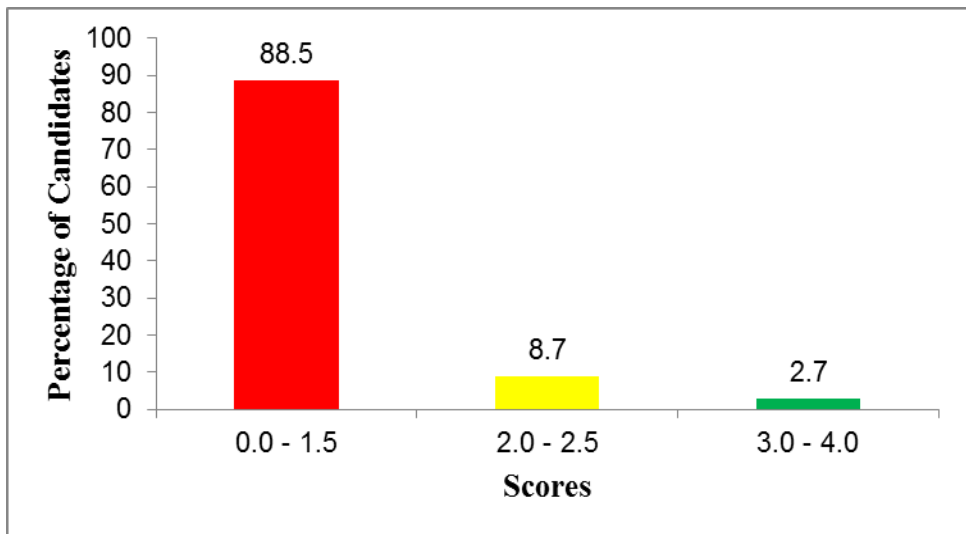

Figure 5: *The Candidates' Performance on Question 5*

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Figure 5 shows that the candidates' performance for this question was weak since 21 (11.5%) candidates passed by scoring from 2.0 – 4.0 marks.

Candidates scored from 0 to 1.5 marks were not aware of the learning strategies in teaching of history. Most of their responses were based on the teaching techniques and providing the advantages of using cooperative strategy in teaching history instead of teacher's roles in cooperative teaching. Their incorrect responses ranged from promoting interaction among the students, to increasing thinking capacity to the learners as well as the characteristics of a good history teacher. Extract 5.1 shows a sample of an incorrect response from one of the candidates.

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

In extract 5.1, the candidate explained the advantages of using cooperative teaching and learning strategies in History subject instead of the roles the teacher would play while using cooperative learning strategy.

The candidates who had an average performance demonstrated a partial knowledge on cooperative teaching and learning strategies. They provided between 1 to 2 points instead of the four required.

On the other hand, the candidates who had good performance demonstrated adequate knowledge on the teaching strategies. In general, the candidates explained correctly the roles that the History teacher will play. The candidates' explanations focused on the way such a strategy facilitates motivation to students so as to participate actively in the learning activities, gives room for elaborations and clarifications of some issues and concepts, coordinates teaching and learning activities such as discussion plans, assesses students in relation to the planned content to be covered and

monitors and guides teachers to identify the learners with difficulty. Extract 5.2 shows a sample of a correct response from one of the candidates.

5	Roles to play when using cooperative teaching strategy are as follows;
	(i) Directing students to do different activities during lesson
	(ii) Providing tasks to the students on the lesson teaching.
	(iii) Observing if all students are well participating on the lesson.
	(iv) Clearing doubts and answering question from the students when something happened.

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

2.1.6 Question 6: Analysis of History Teaching and Learning Materials

This question was set from the topic of *Analysis of History Teaching and Learning Materials*. The question required candidates to describe four features of a good history textbook.

The question was attempted by 183 (100%) candidates. A total of 29 (15.8%) candidates scored from 0.0 to 1.5 marks. Marks ranging from 2.0 to 2.5 marks were scored by 46 (25%) candidates, and 108 (59%) candidates scored from 3.0 to 4.0 marks as shown in figure 6.
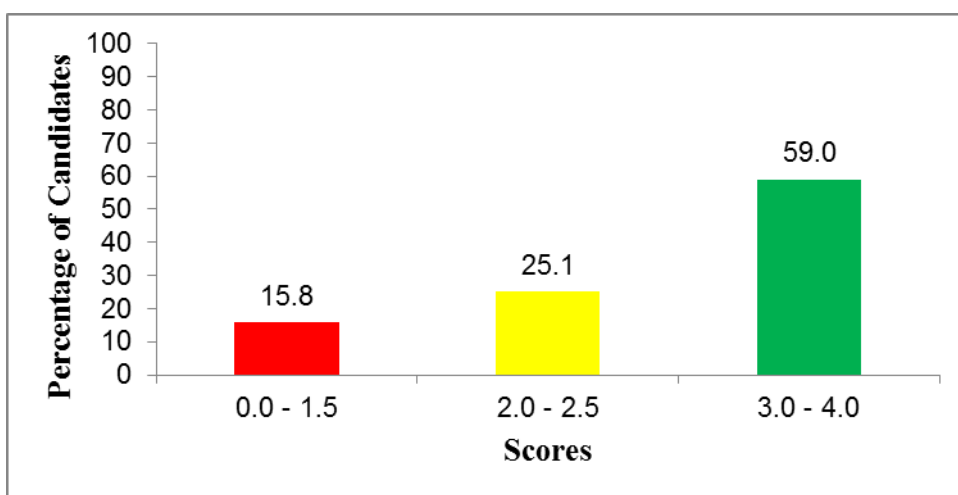

Figure 6: *The Candidates' Performance on Question 6*

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Figure 6 shows that more than half of the candidates (59.0%) who attempted this question had good performance while few candidates (15.8%) had weak performance.

The analysis of candidates' performance showed that the candidates who scored 0 to 1.5 marks failed to understand the demands of the question, demonstrated little knowledge on the concept tested. For example, some of these candidates explained important parts of books such as: title page, book cover, copyright, foreword, introduction and sections of the book instead of the features of a good history textbook. Extract 6.1 shows a sample of an incorrect response from one of the candidates.

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

In extract 6.1 the candidate explained the parts of a history textbook instead of features of good History textbook.

Further analysis shows that the candidates who scored from 2.0 to 2.5 marks some of them failed to provide required number of responses while others mixed correct and incorrect responses. Some provided responses related to history teaching methodologies and the importance of studying History subject.

Moreover, the candidates who scored 3.0 to 4.0 marks demonstrated adequate knowledge on the features of a good textbook. They were aware of the demand of the question hence, managed to explain the correct features of good history textbook which included good arrangement to reflect the syllabus objectives, should contain image, graph, and colour of the page that will attract students' interest, should be written in simple language that could be understood by the students and it should indicate the level of learners. Extract 6.2 shows a sample of the candidate's correct response in this question.

6	
	V Text book should contain' exercises
	V Text book should have the Simple language
	W Text book should contain pictures that Can attract the learner during learning pro cess
	IV Text book Should relate with the level of learner

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 was derived from the topic of *Preparation for Teaching and Learning History*. The question required the candidates to explain four usefulness of well-prepared History lesson plan to a History teacher. The question was attempted by 183 (100%) candidates. A total of 17 (9.3%) candidates scored from 0 to 1.5 marks, out of which 03 (1.6%) candidates scored 0. Marks ranging from 2.0 to 2.5 were scored by 35 (19.1%) candidates, while 131 (71.6%) candidates scored from 3.0 to 4.0 marks as shown in figure 7.
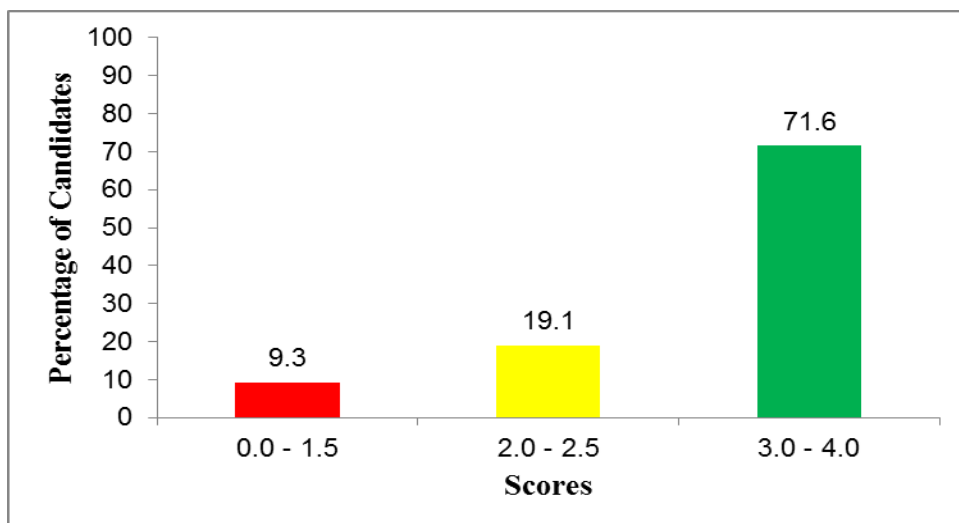

Figure 7: *The Candidates' Performance on Question 7*

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Figure 7 shows that the general performance of candidates in this question was good since 166 (90.7%) candidates managed to score marks ranging from 2.0 – 4.0 marks and only 17 (9.3%) candidates failed by scoring from 0 to 1.5 marks.

The analysis shows that, the candidates who scored from 0 to 1.5 marks had inadequate knowledge on the subject matter. Also, some were not aware of the demand of the question therefore mentioning the elements and information that are found in the lesson plan like preliminary information, topic and sub topic, competences, teaching techniques and time. Other candidates mentioned things required in the preparation of a lesson. Extract 7.1 shows a sample of incorrect response to question 7.

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

In extract 7.1 the candidate defined the term lesson plan and provided things found in the lesson plan instead of explaining the usefulness of well-prepared lesson plan.

Further analysis shows that the candidates who scored 2.0 to 2.5 marks were able to list only two correct points or list the points without giving any explanation.

On the other hand, the analysis shows that the candidates who scored from 3.0 to 4.0 marks had sufficient knowledge on the usefulness of a well-prepared lesson plan. These candidates explained that lesson plan enables the teacher to avoid teaching out of planned lesson, creates confidence to the learner, helps teachers to have good flow of materials or contents. They added that a lesson plan helps the teacher to reach the intended specific objectives and finally, it helps the teacher to teach the lesson systematically

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and sequentially. Extract 7.2 shows a sample of the candidate's correct response to question 7.

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

2.1.8 Question 8: Teaching and Learning Subject Content

This question was derived from the topic of *Teaching and Learning Subject Content*. It required the candidates to recommend two teaching resources and two teaching strategies to be used by teachers to teach the topic of *The Partition of Africa Among Imperialist Powers*.

The question was attempted by 183 (100%) candidates. A total of 35 (19.1%) candidates scored from 0 to 1.5 marks, out of which 13 (7.1%) candidates scored 0. 58 (31.7%) candidates scored from 2 to 2.5 marks while 90 (49.2%) candidates scored from 3.0 to 4.0 marks as shown in figure 8.

Figure 8: *The Candidates' Performance on Question 8*

Figure 8 shows that, (80.9%) of the candidates passed by scoring from 2 to 4 marks while only (19.1%) failed by scoring from 0 to 1.5 marks.

The analysis of the candidates' responses shows that the candidates who scored 0 to 1.5 marks provided responses characterized by teaching materials instead of teaching resources. In addition, some of their responses focused on the scheme of work, lesson plan, log book and lesson notes, syllabus and teacher's guide. Other candidates either generalized or mentioned participatory and less participatory teaching strategies. Extract 8.1 is a sample of an incorrect response from one of the candidates.

Extract 8.1: A sample of an incorrect response to question 8.

In extract 8.1 the candidate explained the teaching materials and strategies that are usually used in preparation for teaching instead of teaching resources used when teaching the topic of *The Partition of Africa Among Imperialist Powers*.

Similarly, the candidates who scored from 2.0 to 2.5 marks failed to provide the required number of points as demanded by the question. Similarly, some candidates provided few correct points characterized by partial explanations and irrelevant examples.

Further analysis shows that, candidates who scored between 3.0 to 4.0 marks demonstrated adequate knowledge on teaching and learning resources. The candidates correctly recommended the teaching resources and strategies that could be used to teach the topic of *Partition of Africa Among the Imperialist Powers*. For example, some of the teaching resources provided by the candidates were: textbooks, atlas and sketch maps that show the division. On teaching strategies, candidates recommended group discussion, role play, question and answer and read for information. Extract 8.1 shows a sample of a correct response to question 8.

Extract 8. 1: A sample of correct responses to question 8.

2.1.9 Question 9: Principles of Teaching and Learning History

This question was set from the topic of *Principles of Teaching and Learning History*. The question required the candidates to explain how the

gallery walk technique can be used in teaching and learning History Subject more effectively.

The question was attempted by 183 (100%) candidates. A total of 157 (85.8%) candidates scored from 0 to 1.5 marks, out of which 66 (36.1%) candidates scored 0, 24 (13.1%) candidates scored from 2.0 to 2.5 marks while only 02 (01.1%) candidates scored from 3.0 to 4.0 marks. Figure 9 illustrates the candidates' performance in question 9.
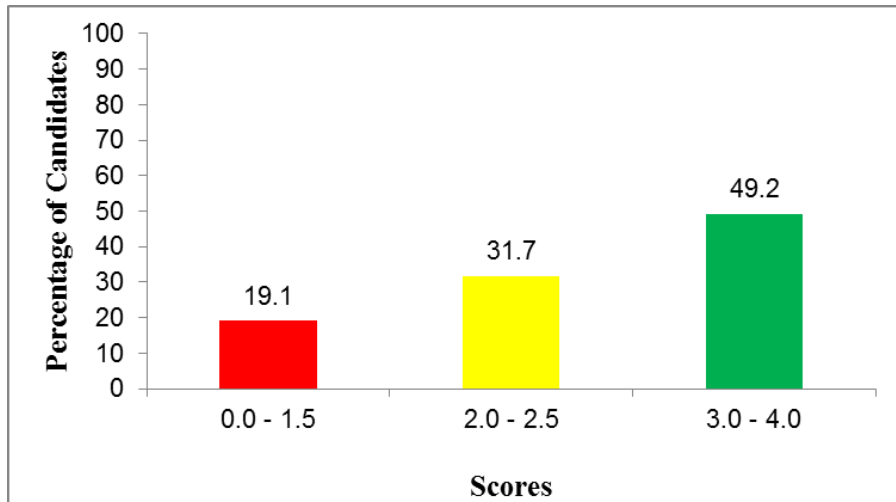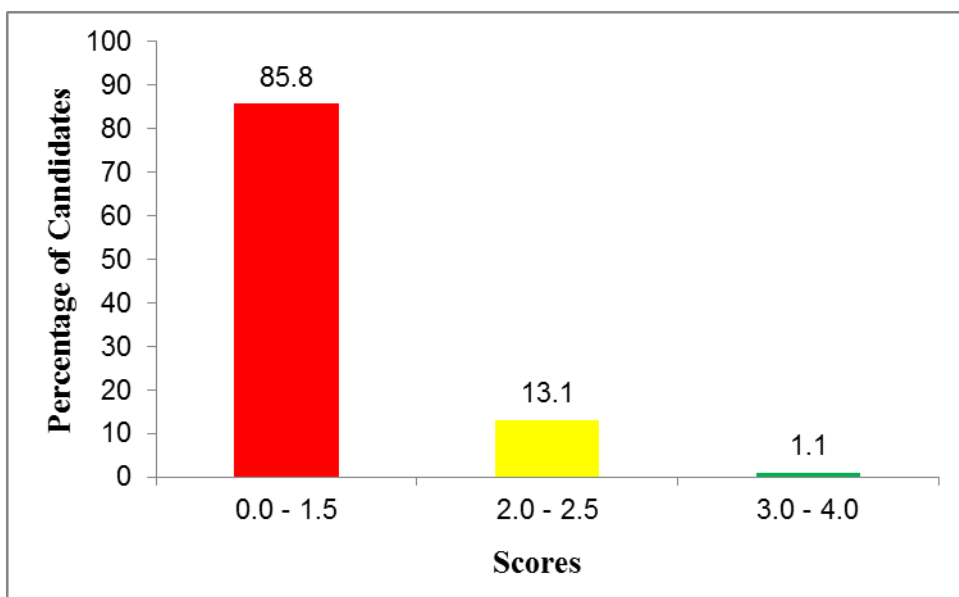

Figure 9: *The Candidates' Performance on Question 9*

Figure 9 indicates that majority of candidates 157 (85.8%) scored from 0 to 1.5 marks and only 14.2 candidates scored from 2.0 to 4.0 marks. This is one of the most poorly performed question.

The analysis of candidate performance shows that, the candidates who scored from 0.0 to 1.5 marks some failed to identify the demand of the question and some lacked adequate knowledge on the subject matter. Many of them provided the steps to follow when using group discussion approach such as: creating a question, allowing student-teachers to count numbers, creating groups according to the number of student-teachers and giving them a task to discuss. Other candidates explained the steps to follow when conducting jig saw techniques. Extract 9.1 is a sample of the candidates' incorrect response in this question.

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

In extract 9.1 the candidate explained the steps of conducting Jig saw techniques instead of ways of making a gallery walk technique more effective in teaching and learning process.

Furthermore, the analysis of the candidates' responses showed that the candidates who scored from 2.0 to 2.5 marks had average understanding on the tested concept. Thus, some of them managed to provide at least two correct points, while others repeated the same points using different words.

On the other hand, the candidates who scored from 3.0 to 4.0 marks had adequate knowledge on the topic of *Principles of Teaching and Learning History*. They correctly explained that the teacher should ensure clear organization and arrangement of graphics in such a way that the graphics focus on the intended objectives. Also, there should be a clear transition from one station to another usually from simple to complex graphics for student-teachers to understand well the subject matter. The candidates further pointed out that: there should be a proper time management during the teaching using gallery walk and the discussions and analysis should be properly done so as to maintain the intended outcome. Extract 9.2 shows a sample of a correct response to question 9.

```
a) Drord Divide the groups and provide them
   the task

b) Ensure pr full participation of each group
   about the task given

c) To put what their discussing in the
   wall or charts...

d) Allow each student to Move in the
   wall to see what are discussing by
   their neighbour.
```

Extract 9. 2: A sample of a correct response to question 9.

2.1.10 Question 10: Assessment and Evaluation

This question was set from the topic of *Assessment and Evaluation*. It required the candidates to explain how they would interpret the results of the tasks given to their students for improving teaching and learning of History subject.

The question was attempted by 183 (100%) candidates. A total of 179 (97.8%) candidates scored from 0 to 1.5 marks, out of which 132 (72.1%) candidates scored 0. Furthermore 03 (1.6%) candidates scored from 2 to 2.5 marks, while only 01 (0.5%) candidates scored 3.5 marks as shown in Table 2.

No.	Marks	No. of candidates	% of candidate
1.	0.0-1.5	179	97.8
2.	2.0-2.5	03	1.6
3.	3.0-4.0	01	0.6

Table 2: *The Candidates' Performance on Question 10*

Table 2 shows that the candidates who scored 0.0 to 1.5 had either limited knowledge about assessment and evaluation or failed to explain ways to interpret the results of the tasks given to students for improving teaching and learning of History subject.

candidates in this category were not aware on how the tasks given to the students can be interpreted for improving teaching and learning of History. Some candidates in this category explained the methods of improving teaching and learning instead of explaining the useful way of interpreting the results. Other candidates explained ways to improve performance in teaching and learning where they suggested preparation of good history lesson notes, encouraging learners to read different history books and motivating the learners. The suggested or given strategies were both contrary to the demands of the question and were not imperative for interpreting results for effective teaching and learning of History. Furthermore, other candidates just mentioned assessments tools. Extract 10.1 is a sample of the candidate's incorrect response to question 10.

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

In extract 10.1 the candidate mentioned the principles of effective teaching instead of explaining how they will interpret the test results for improving teaching and learning process of their students.

Further analysis shows that the candidates who scored from 2 to 2.5 marks demonstrated moderate knowledge on the assessed topic. One of the major weaknesses identified on the candidates' responses in this category is providing fewer points contrary to the required ones.

The candidate who scored 3 to 4 marks had adequate knowledge on the topic of *Assessment and Evaluation* as well as good understanding of the requirements of the question. The candidate was able to provide correct explanations on how best the interpretation of results of the tasks given to students can effectively facilitate teaching and learning of History. For example, the candidate explained that teachers should identify areas of weakness by assessing the challenges faced during teaching and learning

processes. Also, during the construction of tests, the teacher can use the results to interpret the effectiveness of his methodologies during teaching and learning. Furthermore, by identifying areas of strengths the teacher could measure the objectives planned during the construction of a task, then the teacher would assess the effectiveness of the teaching methodology, techniques and content coverage. Also, the interpretation of result can be done by referring to objectives. Through the objectives the teachers can go through his/her objectives and find out if he /she has achieved them or not in fulfilling the anticipated target, comparison of result; comparison of none result to another school provided that the examinations were uniform. Extract 10.2 shows a sample of a correct response to question 10.

Extract 10.2: A sample of a correct response to question 10.

2.2 SECTION B: ESSAY/STRUCTURED QUESTIONS

This section had four (4) questions which were set from four (4) topics which are: *Colonial Economy in Africa*, *Pre-colonial African States*, *Principles of Teaching and Learning History* and *Preparation for Teaching and Learning History*. Candidates had to answer all questions in this section. Each question carried 15 marks making total of 60 marks.

2.2.1 Question 11: Colonial Economy in Africa

This question was derived from the topic of *Colonial Economy in Africa*. The question required the candidates to examine six forces behind the transformation of health, housing and water supply in colonial Africa after the Second World War (1945).

The question was attempted by 183 (100%) candidates. A total of 113 (61%) candidates scored from 0.0 to 5.5 marks, out of which 10 (5.5%) candidates scored 0. Moreover, 69 (37.7%) candidates scored from 6.5 to 10 marks while only 01 (0.6%) candidate scored 12.5 marks as shown in table 3.

No.	Marks	No of Candidates	% of Candidates
1	0.0-5.5	113	61.8
2	6.0-10.0	69	37.7
3	10.5-15.0	01	0.5

Table 3: *The Candidates' Performance on Question 11.*

Table 3 shows that the general performance of candidates in this question was poor since majority of candidates 113 (61.8%) scored from 0 to 5.5 marks and only 70 (38.2%) candidates passed by scoring from 6 to 15 marks.

Analysis indicates that the candidates who scored from 0.0 to 5.5 marks had inadequate knowledge on reasons behind transformation of social services during colonial period in Africa. These candidates had limited knowledge on the examined subject matter. Some candidates scored zero whereas others scored few marks from one or two points they managed to present correctly. Lack of proficiency in the English language was one of challenges which made these candidates to score poorly in this question. Most of the candidates' irrelevant responses in this question based on the impacts/causes of second world war. Other candidates explained the features and effects of colonial education. Extract 11.1 Shows a sample of an incorrect response from one of the candidates.

11 Second world war was the war which was fought by imperialist nation in Europe, after the second world war there are changes which occur in health, housing and water supply in colonial Africa, the following are six forces behind:

Improvement of hospital, after second world war the colonial Africa improve the hospital which help the people which suffer from various diseases thus this reduce the death reat of people in different area.

Improve or increase number of medical officers, the number of those who look for patient are increased in different hospital to help the patien to get the service needs.

To improve sanitize, which help people to protect from the spread disease which are transmitted through body contact.

To improve life experience, also after second world war the colonial Africa provide the nutrition to the people which help people to improve and protect the body against infection by using or eating balance diet.

Improvement of transport, the colonial goverment improve transport which help people to move from one place to another for searching their needs or going to hospital

Provision of education center th health the colonial goverment provide education to the people about the health serve.

Extract 11.1: A sample of an incorrect responses to question 11.

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In extract 11 the candidate explained the changes that took place after the Second World War instead of the forces behind transformation of health, housing and water supply in colonial Africa after the Second World War.

On the other hand, candidates 69 (37.7%) who scored from 6.0 to 10.0 marks provided partial elaborations on some points, failure to give correct examples and the failed to provide the required number of points as demanded by the question. Other candidates repeated the same responses in the same question.

Moreover, 1 (0.5%) candidate scored 10.5 marks. Such performance shows that the candidate had sufficient knowledge and clear understanding on the requirements of the question. Having adequate knowledge on the subject matter, the candidate also managed to examine the forces behind the expansion of healthy, housing and water supply services in colonial Africa. The correct answers in this question were safeguarding the colonialists' interests such as to save the soldiers, to ensure intensive exploitation and to create favorable environment to capital investors. Extract 11.2 shows a sample of candidate response in this question.

Colonialism was the situation whereby powerful Nation control weak nation politically, social economically and aim of for their own benefit. After second war 1945 the transformation Made in Health housing and Water Supply due to.

To Save Colonial Official instance Construction of hospital for example Ocean Road hospital in Dar es Salaam Where aimed to Save White Suffered in various disease Like Small pox, Malaria

To Safe guard their Interest instance Save soldiers which attacked and ensure strong and organized army during the colonization of african colonies

To ensure Intensive exploitation of african Natural resource instance Man power Health Maintainance for working in their Large plantation instance in America

To Modernizing African Culture To Modern lifestyle instance local Medicine Was denied to be Used in Treatment and in the process of Care

To facilitate Permanent settlement instance instance water Supply plays a vital role for establishment of house to Live for good Life standard

Extract 11.2: A sample of a correct response to question 11.

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2.2.2 Question 12: Pre-colonial African States

This question was derived from the topic of *Pre-colonial African States*. It required the candidates to assess the role played by science and technology in the transition from communal to feudal mode of productions among the African societies.

The question was attempted by 183 (100%) candidates. A total of 74 (40.4%) candidates scored from 0 to 5.5 marks, out of which only 2 (1.1%) candidates scored 0. 91 (49.8%) candidates scored from 6.0 to 10.0 marks while only 18 (9.8%) candidates scored from 10.5 to 12.5 marks. Figure 10 shows the candidates performance in question 12.
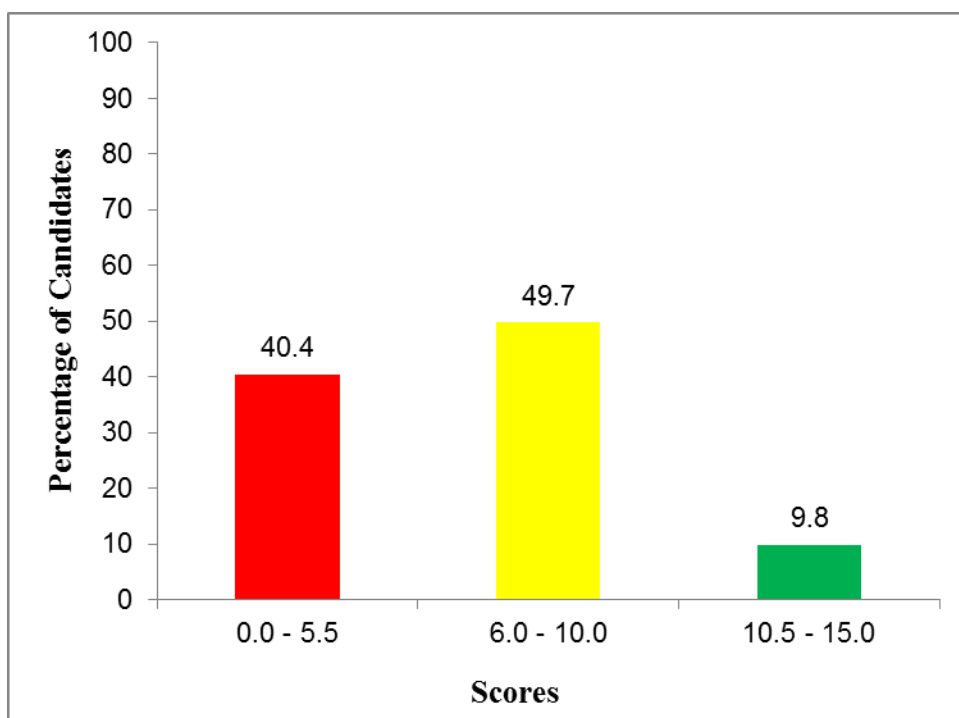

Figure 10: *The Candidates' Performance on Question 12*

Figure 10 shows that the general performance of the candidates was average since 59.6% of candidates passed by scoring from 6.0 to 15.0 marks and only 74 (40.4%) candidates failed by scoring from 0 to 5.5 marks.

The analysis of the candidates' responses shows that, the candidates who scored from 10.5 to 15.0 marks correctly explained six roles played by science and technology in transition from communal to feudal mode of productions among the Africans. These candidates had good brief explanation of transition of these two modes of production as well as providing examples of the Africans societies that shifted. The candidates provided the roles played by science and technology such as *improvement of productive forces, science and technology resulted to the existence of surplus production, science and technology led to improvement of productive force which led to surplus production*, *emergence of specialization and division of labor*, *emergence of the structure that defend interest of the few especially high class* and *emergence of classes of land lords and tenants*. Extract No.12.1 shows a part of a sample of correct responses to question 12.

feudal mode of Production. This is the second exploitive mode and this mode of Production which based on Private ownership of the major means of Production and Land is the most common factor that were being owned. feudal mode characterized by having a classes between feudal lords and peasant also intensive exploitation of man by man. Transition of communal mode to feudal mode its all about about change from communalism to feudalism. science and Technology played a big role in transition from communal to feudal mode and the following are the role of science and Technology in transition from the communal mode to feudal mode of production asfollowing

Advancement of Productive tools. The science and technology ensure the development of the iron tools which were more efficiency tools in the Production or increased Production hence the development of the feudal mode of the Production.

development of trade, also the science and technology ensure the development of trade where by science and technology ensure the many iron tools which were bought and sold to people to trade took place due to influence of iron tools as result of science and technology hence Feudalism

Increase Production, its also among of the important factor whereby science and Technology ensure high production due to the availability of the Iron tools that stimulate agriculture production to increase hence high production results into the feudalism mode of the Production to exist.

Extract 12.1: A sample of a correct response to question 12.

Moreover, the candidates who had weak performance failed to understand the requirements of the question. Some of the candidates provided the general factors for the transition from communal mode of production to feudal mode of production. These candidates' responses focused on *environmental factors*, *fertility of the land*, *population* and *trading center*. Most of the candidates in this category had inadequate knowledge about Pre-colonial African Societies hence, provided factors for the rise of industrial revolution in Europe instead of the role of development of science and technology in transition from communalism to feudalism. Extract 12.2 shows a part of a sample of incorrect responses to this question from one of the candidates.

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

In extract 12.2 the candidate explained the impacts of science and technology in general. However, in some instances, the candidate focused

on the development of feudalism towards industrial revolution in Europe instead of Africa.

Further analysis reveals that, the candidates who scored 6.0 to 10.0 marks had moderate knowledge on the roles played by science and technology in transition from communal to feudal mode of productions in Africa. The reasons for the average performance were due to their failure to exhaust all the points as demanded by the question. Similarly, other candidates provided few correct points.

2.2.3 Question 13: Principles of Teaching and Learning History

This question was set from the topic of *Principles of Teaching and Learning History*. The question required the candidates to justify the vital of interdisciplinary relationship between History and other social science subjects for effective teaching and learning

The question was attempted by 183 (100%) candidates. A total of 40 (21.9%) candidates scored from 0.0 to 5.5 marks, out of which only 2 (1.1%) candidates scored 0, 67 (36.6%) candidates scored from 6 to 10 marks while 76 (41.5%) candidates scored from 10.5 to 12.5 marks as shown in figure 11.
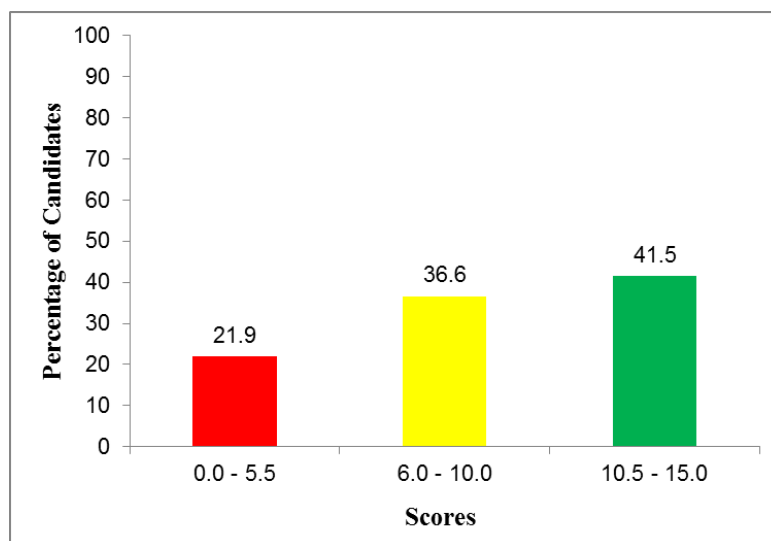

Figure 11: *The Candidates' Performance on Question 13*

Figure 11 shows that the performance of the candidates was good since 143 (78.1%) candidates passed by scoring from 6 to 15 marks and only 40 (21.9%) failed.

Analysis showed the candidates who scored from 0 to 5.5 marks had insufficient knowledge on the principles of teaching and learning History subject. The candidates' responses were based on different issues which were not demanded by the question. Some of candidates explained principle of effective teaching and other explained the similarity of History comparing with other disciplines in teaching and learning. Other candidates explained necessary things for teaching and learning. Extract 13.2 is a sample of an incorrect response to this question from one of the candidates.

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

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In extract 13.1 the candidate explained the principles of the effective teaching instead of the importance of interdisciplinary relationship between History and other social science subjects.

The analysis shows that the candidates who scored from 10.5 to 15.0 marks understood the importance of interdisciplinary relationship between History and other subjects for effective teaching. The candidates justified the vital of interdisplinary relationship between History and other social science subjects, pointing out that the relationship enable teachers to use different examples in order to make their students understand the given content. Furthermore, the interdisplinary relationship, enables the students to understand the topic more deeply, enhances curiosity and critical thinking, motivate teachers to transfer knowledge and encourage self-confidence. This approach allows students to be proficient in a number of related disciplines as students and teachers got a wide range of using variety of methods of teaching and learning of the same content. *Extract* 13.2 is a part of a sample of a correct response to question 13.

Interdisciplinary relationship is the situation where by ideas from certain subjects relate with another subject. History relate with other subjects such as Kiswahili where both subject study about background of development of Kiswahili language, Geography related with history due to both study about human with his enviroment.

The following is interdisciplinary relationship between History and other solcial science subject is vital for the effective teaching and learning of History as follows:-

Deep understanding. By sharing ideas from other subject student could increase the understanding well. Foresample apart from learning administration from civies, it may be easy for student to understand doctor ship type of administration.

Use of multiple theories. The student can use idea from certain subject to sharing with others. Foresample the learnt about Carbon 14 in Chemistry would be easily to understand various historical events in history.

Encourage self confidence. The student can share ideas with enough confidence because he/she have prior knowledge from other subject. Foresample apart from

Extract 13.2: A sample of a correct response to question 13.

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Further analysis of the candidates' responses shows that the candidates who scored from 6.0 to 10.0 marks 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 clearly explain the importance of interdisciplinary relationship between History and other subjects for effective teaching and Principles of Teaching and Learning History. These candidates were able to provide three to four correct responses, hence they performed averagely in this question.

2.2.4   Question 14: Preparation for Teaching and Learning History

This question was set from the topic of *Preparation for Teaching and Learning History*. The question required candidates to suggest three challenges they might face and suggest three benefits which would have been achieved if they could prepare and use the History lesson notes in the class.

The question was attempted by 183 (100%) candidates where 01 (0.5%) candidate scored from 0.0 to 5.5 marks, 70 (38.3%) candidates scored from 6 to 10 marks while 112 (61.2%) candidates scored from 10.5 to 15.0 marks and only 1 candidate equals to 0.5% failed by scoring a 0 mark. Table 4 Shows the performance of candidates in question 14.

No.	Marks	No. of candidates	% of candidates
1	0.0-5.5	01	0.5
2	6.0-10.0	70	38.3
3	10.5-15.0	112	61.2

Table 4: *The Candidates' Performance on Question* 14

Table 4 shows that the candidates' performance for this question was good since 182 (99.5%) candidates scored from 6.5 to 15.0 marks while 1 candidate equal to 0.5% failed by scoring 0 marks.

The analysis of candidate responses shows that the candidates who scored from 10.5 to 15.5 marks had adequate knowledge on the *Preparation for Teaching and Learning History* particularly on the benefits of using lesson

notes in teaching and learning process. These candidates managed to explain the challenges that teachers might face if they would not prepare lesson notes and suggest benefits of preparing lesson notes. They explained that teachers who does not prepare lesson notes lack confidence in teaching, poor organization of contents in teaching, fail to make proper evaluation, difficult to be assisted by other teacher in case of emergence, teaching unplanned contents, teacher lack references for the next history session. On the part of benefits of preparing history, lesson notes the candidates suggested that lesson notes simplify teaching process, it helps teachers to teach systematic, eradicate confusion, history lesson notes help teacher to tech specific contents, it builds confidence to history teacher, history lesson notes remind important materials to the teacher during teaching. Extract 14.1 is a part of a sample of correct responses to question 14.

Lesson notes These are the writtings or brief summary that The teacher Must have prepair them before going to The class and that summary must contain the specific content That The teacher must cover in the entire lesson. Lesson notes gives a brief summary of what The teacher is going to teach in a particular session or lesson.

The following are the challanges That Nyamatare Secondary School teachers might face without The lesson notes.

Poor organization of The content: This means That by lacking The lesson notes as a supplimentary material The teacher will face The problem of poor organization of The content since They May lack a clear summary of what They are going to cover in that particular lesson and hence leading to The confussion between a teacher and students.

The teacher May lack confidence during the process of teaching and learning: This means That The absence of of a lesson notes it will make the teacher to loose confidence in explaining some of The content to The students since The teacher May not get a place of refference to some of The contents that They have been teaching in Their lesson as they may lack supportive diagrams if present.

The teacher may fail to reach to The intended goals during The process of teaching and learning as This means That Through the absence of The lesson notes it May lead the teacher not to reach at Their specified goals since it will take him or her much time in elaburating of a particular concept because of

Extract 14.1: A sample of a correct response to question 14.

Further analysis shows that the candidates who scored 6.0 to 10.0 marks had adequate knowledge about *Preparation for Teaching and Learning History* and they clearly understood the requirements of the question which

required them to suggest three challenges and benefits teacher will have if they prepare lesson notes. 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 explained only the challenges that might face the teacher if not prepare lesson notes and forget the other side of benefits. Others explained six correct points but provided unclear explanations about the points. Lastly, some candidate mixed correct point with incorrect points.

On the other hand, the analysis indicates that the candidates who scored from 0.0 to 5.5 marks had inadequate knowledge about the preparations for teaching and Learning History subject. Also, failed to understand the requirements of the question hence explained reasons that made most of the History teachers fail to prepare lesson notes instead of challenges teachers might face when teaching without preparing or using lesson notes. Extract 14.2 is a part of a sample of an incorrect response to this question.

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Lesson notes. Refers to the book or a book in which the teacher used for taking the notes or summary about any Subject Matter or the book used by the teacher for summary of the topics of any Subject. The following are the challenges that might face.

Lack of teaching and learning Material:- The lack of teaching and learning Material is the main challenge that may faced teacher during the preparation of lesson notes. can cause that situation Example Textbooks and other teaching and learning Material.

Unskilled teacher or lack of skilled teacher:- The Most of teacher are not skilled that is also the another challenge that may cause the Most of teacher to be without preparation of lesson notes. during teaching and learning process.

Poor School time table :- If the school arrangement of time table is not good can also be the challenge that may face the teacher during the preparation of lesson notes to the teacher heres can be the major challenge concerning to that situation the following are the benefits which would have been achieved if they prepare and use of lesson notes.

It simplify teaching and learning. process:- Using of lesson notes during teaching and learning process it make work to be

Extract 14.2 A sample of an incorrect response to question 14.

In extract 14.2 the candidate explained the challenges teachers face during the preparation of lesson plan instead of challenges that will face teachers if they do not prepare lesson notes when teaching History subject.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The History examination paper had fourteen (14) questions which were set from ten topics of the Diploma in Secondary Education syllabus where five topics were from the History Pedagogy Syllabus and the other five from History Academic Syllabus. The general performance of the candidates was average because out of ten topics, the candidates had good performance in three topics, average in four topics and poor performance in three topics.

The topics in 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 *History teaching and learning materials* (71.7%)

The topics on which the candidates had average performance were: *Colonial Economy* (59%), *Teaching and learning subject content* and *The rise of socialism* (57.2%) as well as *Principles of teaching and learning History* (55.8%).

The weak performed topics were *Pre-colonial Social formation in Africa* (25.2%), *Establishment of Colonialism* (19.4%), and *Political and Economic development in Tanzania since independence* (3.3%).

4.0 CONCLUSION

The performance of candidates on the DSEE 2023 History subject was generally good since 100% of the candidates had passed the examination. This demonstrates that most of the candidates had adequate knowledge of the tested topics and were able to understand the demands of some questions. Further analysis shows that; the candidates' ability to use correct English language on the responses which needed elaborations, promoted good performance.

It was also revealed that, the candidates with average performance had moderate knowledge about the topics tested.

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) Tutors should encourage active teaching and learning processes such as the use of 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.	Pre-colonial Social formation in Africa	1	25.2	25.2	Poor
9.	Establishment of Colonialism	2	19.4	19.4	Poor
10.	Political and Economic development in Tanzania since independence	4	3.3	3.3	Poor