

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**EXAMINERS' REPORT ON THE PERFORMANCE  
OF CANDIDATES CSEE, 2014**

**012 HISTORY  
(For School Candidates)**

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*Published by*

National Examinations Council of Tanzania,

P.O. Box 2624,

Dar es salaam, Tanzania.

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## TABLE OF CONTENTS

FOREWORD .....	iv
1.0 INTRODUCTION .....	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION.....	2
2.1 SECTION A .....	2
2.1.1 Question 1: Multiple Choices .....	2
2.1.2 Question 2: Matching Items .....	5
2.2 SECTION B: .....	9
2.2.1 Question 3: Historical Sketch Map .....	9
2.2.2 Question 4: .....	13
2.3 SECTION C: .....	14
2.3.1 Question 5: Africa and the External World .....	14
2.3.2 Question 6: Africa and the External World .....	17
2.3.3 Question 7: Establishment of Colonialism.....	20
2.3.4 Question 8: Crises in the Capitalist System .....	25
2.3.5 Question 9: Nationalism and Decolonization .....	29
2.3.6 Question 10: Colonial Economy .....	33
3.0 CONCLUSION .....	37
4.0 RECOMMENDATIONS .....	37
Appendix.....	39



## FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2014 Form Four Secondary Education Examination (CSEE) report on the performance of the candidates in History subject. This report provides a descriptive feedback on the summative evaluation carried out in November, 2014. It focuses on identifying and highlighting the strengths and weaknesses of candidates' responses in different examined topics which were covered by the candidates in their four years of Secondary Education. It also points to areas needing improvement and suggests a route of action teachers and prospective candidates can take to improve the teaching and learning process.

In this report, issues which contributed to the failure of some candidates have been analyzed. The analysis shows that among the difficulties which inhibited the candidates to provide appropriate responses were inability to identify the task of the questions, lack of knowledge on the subject matter, improficiency in English Language, poor drawing and essay writing skills and omission of some compulsory questions. Moreover, some few candidates who had knowledge of the subject matters or who were able to identify the demands of the questions performed well. The analysis of each question has been done and the strengths and weaknesses shown by the candidates in the course of answering the questions have been discussed.

The Certificate of Secondary Education Examination is the yardstick for measuring how well or poor the candidates mastered or failed to master the O-Level competence standards. It is the Council's belief therefore, that this evaluative report will enable different education stakeholders to make right instructional decisions and determine proper instructional effectiveness so as to adjust and improve candidates' learning and performance. Moreover, the Council hopes that if all the recommendations given in this report will be addressed accordingly, there will be a change in the performance of candidates in future.

Finally, the National Examinations Council of Tanzania would like to express its appreciation to all the people who played a key role in the preparation of this report. The Examinations Council will appreciate to get suggestions and recommendations from the teachers, students and other education stakeholders which will help to improve future reports.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report analyses the candidates' performance in History Examination for candidates who sat for the Certificate of Secondary Education Examination (CSEE) in November 2014. History examination paper assessed the competences as stipulated in the 2005 History Syllabus.

The paper comprised of ten (10) questions which were distributed in three (3) sections A, B and C. Sections A and B had two (2) compulsory questions. Each question carried 10 marks. Section C consisted of six (6) optional questions whereby each candidate was required to choose any three (3) questions. Each question in this section carried 20 marks.

The number of candidates who sat for this paper in 2014 was **233,652** out of which **87,403** candidates (**37.41%**) passed compared with the 2013 results in which a total of **345,325** candidates sat for History examination of which **111,509** (**32.29%**) passed. This data indicates that the number of candidates who passed has increased by **5.12** percent.

This analysis presents the requirements of each question, candidates' strengths and weaknesses in their responses, percentage of scores in each group as well as the reasons which hindered or made them to score low or high marks. Additionally, samples of responses have been extracted from the candidates' scripts to illustrate relevancy and irrelevancy of their responses.

In this analysis the candidates' performance is grouped into three categories which are (0-29 percent) "poor", (30-49 percent) "average" and (50 -100 percent) "good" which are represented by red, yellow and green colours respectively as shown in the attached Appendix. Finally, the analysis provides the conclusion and recommendations.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION**

### **2.1 SECTION A**

#### **2.1.1 Question 1: Multiple Choice**

This question consisted of 10 multiple choice items constructed from various topics of the History syllabus. The candidates were required to choose the correct answer among the given alternatives and write its letter beside the item number. It was attempted by 98 percent of all the candidates of which 3.7 percent scored a 0 mark, 86.2 percent scored from 1 to 5 marks and 13.8 percent scored from 6 to 10 marks. Generally, the performance in this question was good.

Item (i) required the candidates to identify cultural practices through which historical information can be obtained. The candidates who chose the correct answer D “superstitions, religion and riddles” were able to opt for the correct alternative bearing the right combination of cultural practices through which historical information can be obtained. In fact, such candidates were able to discriminate cultural sources from non-cultural sources like archaeology, museums and archives. Candidates who opted for alternative A “archaeology, museum and archives” were attracted by this distractor because these are some of the major reliable sources of historical information, unlike cultural practices which are part and parcel of Oral Tradition. In fact, such candidates overlooked and disregarded the demand of the question since “archaeology, museum and archives” are not components of cultural practices. Candidates who opted for response B “museums, archives and religion” failed to understand that religion was the only cultural practice in this option. Other components in this option such as museums and archives had nothing to do with oral tradition. Those who opted for alternative C “archaeology, funerals and riddles” failed to understand that it is only funerals and riddles which are associated with cultural practices whereas archaeology is the study of ancient societies, done by looking at tools, bones and buildings among others. Option E “Oral Tradition, museums and archives” was opted for by the candidates who were aware that Oral Tradition embeds cultural practices but they failed to understand that museums and archives are not part and parcel of those cultural practices. Generally, such incorrect responses from the candidates show that some candidates had problems in differentiating various sources through which historical information can be obtained. More importantly, these candidates were supposed to understand that unlike archaeology, museums and archives, cultural practices are vital tools for passing on society's attitudes, beliefs and customs.

Item (ii) demanded the candidates to identify the famous local museum in Tanzania. The correct response was E "Kalenga". The candidates who chose it were able to identify the the name of local museum from among the names of historical sites in Tanzania. Such candidates were aware of the major sources of History and where they are found. Candidates who chose alternative A "Olduvai Gorge", B "Bagamoyo", C "Kilwa", and D "Kondoa" were unaware that these were historical sites. Such candidates in general, failed to distinguish variety sources of historical information.

Item (iii) required the candidates to identify the period when the ancestors of man evolved into a true man. The candidates who opted for the correct response C "50,000 years ago" had knowledge of the process and the stages of the evolution of man. However, candidates who opted for wrong responses A "500 years ago", B "5000 years ago", D "500,000 years ago" and E "5,000,000 years ago" lacked knowledge of the process, stages and duration of the evolution of man.

Item (iv) demanded the candidates to identify the most crucial changes in the evolution of man. Candidates who opted for the correct response A "Bi-pedalism and the development of the Brain", had knowledge of the crucial changes in the evolution of man. Those who opted for wrong responses B "domestication of crops and animals", C "division of labour and expansion of agriculture" D "establishment of settlements and domestication of crops" and E "discovery of stone tools and fire" could not recognize that these distractors consisted of the social and economic development of society and not changes in evolution of man (physical changes of man).

Item (v) required the candidates to identify the period in which man was able to make chopping and pebble tools. Candidates who opted for the correct response B "Old stone Age" had knowledge of the evolution of man and development technology. Also, they were aware of the different tools made and used by man in different stone Ages. Those who opted for options A "Late Stone Age" and C "Middle Stone Age" were aware of the era when stone tools were made and used by man but they failed to specify the appropriate period when chopping and pebble tools were made and used. Candidates who opted for D "Iron Age" and E "Industrial Age" lacked the knowledge of man's technological development from the earliest times to the present.

Item (vi) required the candidates to identify the place which was famous for making salt through boiling and evaporating underground water. The candidates who opted for the correct option D "Uvinza" had the knowledge of the popular place in salt making through boiling and evaporating underground water. The

candidates who opted for A “Katanga failed to understand that “Katanga” was famous for copper smelting and not for salt making. Those who opted for B “Tanga” were attracted to this option since salt making was also done in coastal areas like Tanga by evaporating sea water. Thus, these candidates probably overlooked the term “underground water” for sea water. The candidates who opted for C “Bunyoro” and E “Meroe” had no knowledge of the popular salt making places and societies.

Item (vii) required the candidates to identify the period when an International Organization comprising of Independent States from all over the world was formed. Candidates who opted for the correct response D “Towards the end of the second world war” interpreted the question correctly. These candidates had the knowledge of Africa in international affairs, for they were able to identify that an International Organization which was formed after the end of the Second World War was UNO. The candidates who opted for A “Towards the end of the abolition of slave trade” lacked knowledge because there is no such an International Organization comprising independent states which was formed during that period. The candidates who opted for B “Towards the beginning of the First World War” failed to understand that an organization which was formed during this time was the League of Nations. These candidates were supposed to understand that the League of Nations was an organization formed by the imperialist powers particularly the victors of the First World War and their allies but it did not involve all independent states in the world. Options C “During the establishment of Colonialism” and E “During the Berlin Conference of 1884-1885” were opted for by the candidates who lacked knowledge of the establishment of colonialism and International Organizations.

Item (viii) required the candidates to identify the reason which enabled the rulers of small Ngoni groups to defeat and consolidate their power to most of the East African societies. The correct option E “War captives were spared and recruited into Ngoni armies” was opted for by the candidates who had knowledge of the Ngoni fighting techniques which enabled them to defeat and consolidate their power in the weaker societies during their migration. Wrong responses A “Their female subjects were married by defeated tribes”, C “their army used more magic power than weapons and D “their army had poor weapons like guns” were opted for by the candidates who had limited knowledge of the interactions among the people of Africa, in particular on the causes and effects of Ngoni migration. Other candidates who opted for B “their male subjects were agents of colonialism” exhibited their poor knowledge of both the effects of the Ngoni migration and industrial capitalism in which the agents of colonialism played a vital role in ensuring that the needs of industrial capitalism are met. Additionally,

it was wrong for such candidates to assume that the Ngoni men were agents of colonialism. Agents of colonialism came from Europe while the Ngoni migrated into East Africa from Southern Africa

Item (ix) required the candidates to identify the reason as to why the knowledge of iron working was kept secret in some societies during pre-colonial period. Candidates who opted for correct option C “they wanted to maintain monopoly of the black smiths” understood the logic behind the secrecy which characterized iron smelting. Those who opted for alternative A “they wanted to develop division of labour” thought that the aim of keeping secret the knowledge of iron working was to keep others concentrate on other fields of production like farming to avoid scarcity of societal essential provisions like food. The candidates who chose alternatives B “iron had immediate use value to some societies”, D “they had plans of using it in making ornaments” and E “it enabled men to play a middle man’s role in salt and gold failed to understand the demands of the question for they based their responses on the importance of iron.

Item (x) required the candidates to identify the most supreme organ of the United Nations Organization. Candidates who opted for the correct response D “General Assembly” had the knowledge of the functions of different organs of the United Nations Organization. Response A “Trusteeship Council” was probably chosen by candidates who associated it with the role it played towards the independence of Tanganyika. The candidates who opted for B “Secretariat” were attracted to its coordinating and record keeping tasks. The candidates who opted for C “Security Council” were attracted by its active role in peace keeping efforts in the world plunged in many wars today. The candidate who opted for E “International Court of Justice” associated it with law enforcement internationally.

### **2.1.2 Question 2: Matching Items**

The question required the candidates to match items (i – x) in list A with responses in list B by writing the letter of the correct response beside the item number, each item carried 1 mark.

The responses in List B were;

*A Ubugabire, B Colonialism, C Namibia, D Anglo-Germany treaty of 1890, E Mungo Park, F South Africa, G William Mackinnon, H Communalism, I Neo-Colonialism, J Nyarubanja, K General China, L Zimbabwe, M Assimilation Policy, N Arusha Declaration, O Capitalist Conference of 1884 – 1885, P Feudalism, Q Indirect rule system, R Cecil Rhodes, S Vasco Da Gama and T Slavery.*

It was attempted by 98 percent of all the candidates of which 6.1 percent scored a 0 mark, 65.3 percent scored from 1 to 5 marks and 28.6 percent scored from 6 to 10 marks.

Item (i) required candidates to identify the first Portuguese merchant – explorer to round the Cape of Good Hope in 1498. The correct option C “Vasco Da Gama” was chosen by the candidates who had enough knowledge of the interactions between Africa and the External World particularly the Portuguese invasion in Africa during the 15<sup>th</sup> century. Thus, candidates were able to identify the correct Portuguese sailor who conducted navigational and exploration voyages which ultimately enabled him to be the first explorer to round the Southern Cape of Good Hope. Whereas, candidates who matched it with incorrect options R “Cecil Rhodes” and E “Mungo Park” were unfamiliar with the fact that both Cecil Rhodes and Mungo Park were the British South African Company leader and explorer respectively. Additionally, such candidates failed to understand that Vasco Da Gama came in Africa during the initial stage of capitalism (during Mercantilism) while Cecil Rhodes and Mungo Park came during the era of industrial capitalism. However, some candidates who opted for G “William Mackinnon” a famous British trader in East Africa, exhibited lack of knowledge of both initial and industrial capitalism. Other options had no any correlation with the question, hence candidates who opted for them had no knowledge of the subject matter.

Item (iii) required the candidates to identify the name of the feudal relation which developed between the Tutsi and the Hutu. Candidates who opted for correct response A “Ubugabire” had the knowledge of the socio-economic development and production in Pre-colonial Africa, particularly on the feudal relations which existed in the interlacustrine region. These candidates were able to understand the societies and places where each specific feudal mode of production was practiced. Moreover, these candidates were aware that the feudal relations among the *Tutsi* and *Hutu* involved cattle ownership and not land. However, some candidates who matched the item with J “Nyarubanja” failed to understand that Nyarubanja was a feudal system which was practiced in *Karagwe* in which the power of the ruler based on land ownership. Others matched the item with P “Feudalism” probably because the candidates did not understand the demand of the question, since the question required them to identify the production relation relating to feudalism and not feudalism per se. Such candidates portrayed not only lack of knowledge of the feudal relations but also the societies or places in which these feudal relations were practiced.

Item (iv) required the candidates to identify “the new economic strategy for Tanzania in 1967”. The candidates who opted for the correct response N “Arusha Declaration” had the knowledge of the changes in political, social and economic policies in Africa after independence. The candidates in this category were aware that Arusha declaration was adopted in 1967 so as to enable the country to follow a socialist path. Also, such candidates were knowledgeable of various attempts which were made towards democratizing the decision making processes such as Education for Self-reliance and Socialism and Rural Development. The candidates who matched this item wrongly could not interpret the new economic strategy for Tanzania in 1967 as the Arusha Declaration or had no knowledge at all about the changes in political, social and economic policies taken in different African countries aiming at uprooting the class structure inherited from colonialism as well as the neo-colonialism situation which had been perpetuated by capitalist economic interests.

Item (v) demanded the candidates to identify what “resolved the conflict on the use of Congo and Niger rivers”. The correct response O “Capitalist conference of 1884 – 1885” was opted for by the candidates who had the knowledge of Berlin Conference and its resolutions. However, other candidates matched it with “Anglo – German treaty of 1890”. These candidates failed to understand that the Anglo- Germany treaty of 1890 aimed at averting an Anglo- German war that was likely to occur due to the stiff competition for East African colonies. Generally, these candidates were supposed to understand that the Anglo- German treaty of 1890 was not in any way responsible for resolving the conflict on the use of Congo and Niger rivers. This indicates that such candidates lacked adequate knowledge of the Berlin Conference.

Item (vi) required the candidates to identify “the first exploitative mode of production”. The candidates who opted for the correct response T “Slavery” had knowledge of the modes of production and their characteristics. However, some of the candidates who had limited knowledge of the socio-economic development and production in Pre-colonial Africa matched it with either P “feudalism” or H “Communalism”. Such candidates failed to distinguish the characteristics of each Pre-colonial mode of production.

Item (vii) required the candidates to identify an administrative system which incorporated the colonized peoples constitutionally as French subjects. The correct response M “Assimilation policy” was provided by the candidates who had the knowledge of the colonial administrative systems. However, some candidates who matched it with Q “Indirect rule” failed to differentiate between the features of each particular colonial administrative system. Such candidates



were supposed to understand that indirect rule was a British style of ruling used by Britain in her colonies. Worse still, this system did not incorporate the ruled as the candidates assumed. What can be drawn from responses of these candidates is that some of them were not conversant with colonial administrative systems.

Item (viii) required the candidates to identify the name of the situation when the colonial system still survives despite formal attainment of political independence. The correct response I “Neo-Colonialism” was matched correctly by the candidates who had the knowledge of the problems hindering development in Africa after independence. The candidates in this category were aware of how neo-colonialism operates and the developmental problems it causes to the developing countries. Some candidates however matched the item with B “Colonialism” for they failed to differentiate between colonialism and neo – colonialism. Similarly, others went astray by matching the item with Q “Indirect Rule System”. Generally, these candidates showed limited knowledge in the situation of the African countries and her people both during the colonial and post-colonial era.

Item (ix) required the candidates to identify a country that gained independence in 1990. The correct answer C “Namibia” was provided by the candidates who had the knowledge of African nationalism and independence struggles. These candidates recalled correctly the dates of independence of different African countries in the given alternatives. However, majority of the candidates who got the item wrong opted for either L “Zimbabwe” or F “South Africa”. Their incorrect choices were probably attributed by the fact that both Zimbabwe and South Africa achieved their independence late but these candidates failed to recall the exact time for attainment of independence of each of the three countries given in the alternatives.

Item (x) required the candidates to identify the name of the leader of MAUMAU. The correct response K “General China” was opted for by the candidates who had the knowledge of the struggles for independence in Kenya. These candidates did not encounter any difficulty in opting for General China because of his outstanding leadership and popularity in the Kenyan nationalist struggles. However, other candidates opted for G “William Mackinnon” - an imperialist trader who played a vital role to the colonization of Kenya during and after the scramble and partition of Africa by the imperialist powers. By and large, such candidates failed to understand that William Mackinnon did not play a double role; on one hand, to perpetuate the colonization of Kenya and on the other hand, to fight his own men (the Whites) for the sake of seeking political independence

for the Kenyans. In a nutshell, most of the incorrect responses given by the candidates in this question indicate that the candidates had either inadequate knowledge on the subject matter or could not identify the task of the question.

## **2.2 SECTION B:**

### **2.2.1 Question 3: Historical Sketch Map**

This question had two parts; (a) and (b). Part (a) demanded the candidates to draw a sketch of East Africa and locate the following:

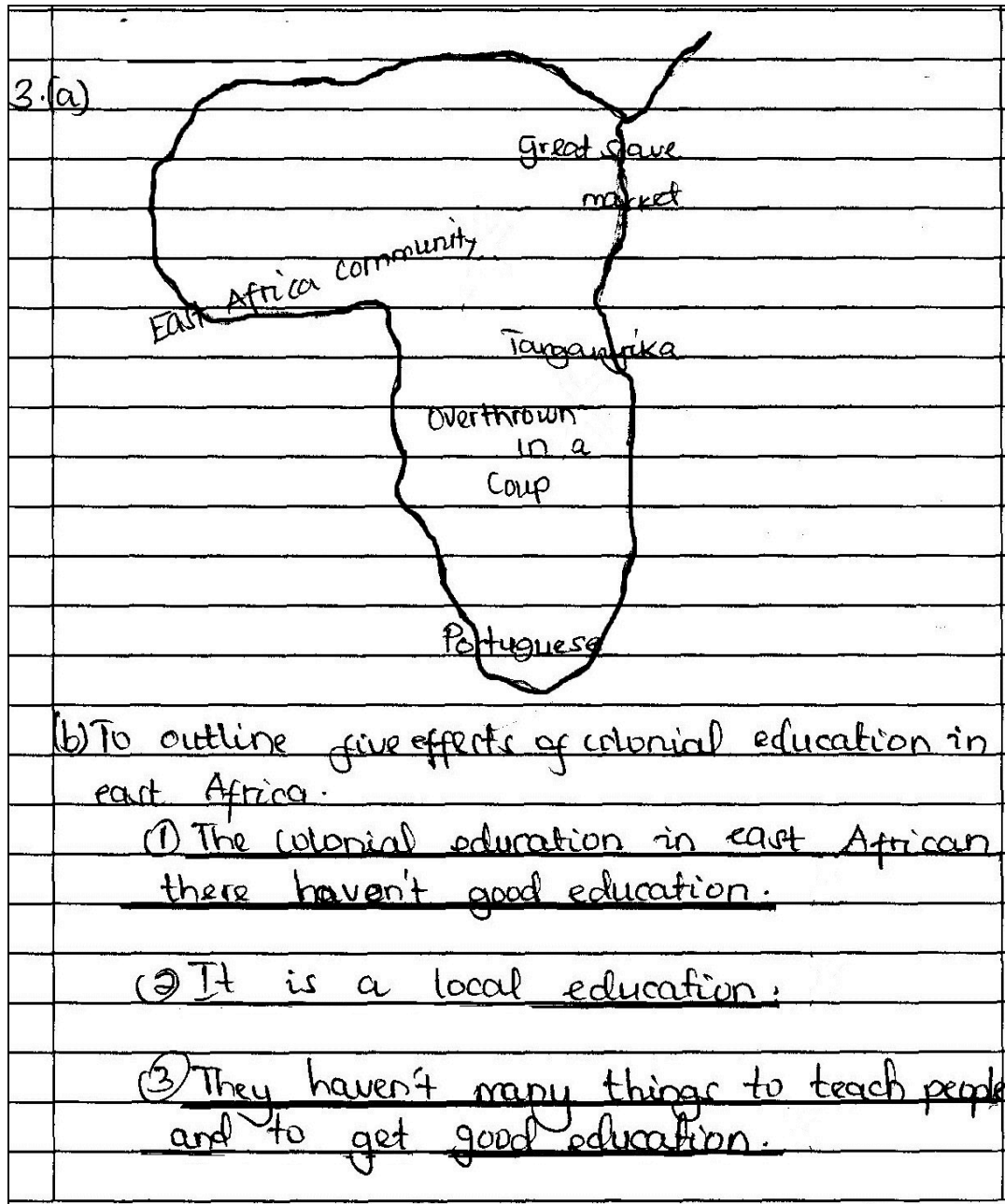
- (i) The headquarters of East African community (Arusha).
- (ii) The Capital city of a country whose president was overthrown in a coup in 1971 (Kampala).
- (iii) The East African great slave market which was closed in 1873 (Zanzibar).
- (iv) The headquarters of the Portuguese rule (Mombasa).
- (v) The region in Tanganyika which was the best reservoir of labour during the Colonial period (Kigoma).

Part (b) required the candidates to outline five effects of colonial education in East Africa.

Despite being compulsory, it is surprising that some candidates (2%) omitted it. The 98 percent of the candidates who attempted it had the following scores; 28.2 percent scored a 0 mark, 64 percent scored from 0.5 to 5 marks and 8.5 percent scored from 5.5 to 10 marks.

Of all the questions in this paper, this is the question which was performed poorly by most candidates as more than a quarter of all the candidates could neither draw a relevant sketch map of East Africa and locate the named places nor could they outline the effects of colonial education in East Africa correctly. Some candidates could draw rough sketch maps but failed to locate the asked places; while others drew irrelevant sketch maps. Similarly in Part (b), the candidates failed to outline the effects of colonial education in East Africa. Majority of them provided the features of colonial education while others provided what it aimed at. Other candidates provided irrelevant issues not related to the demand of the question like the case shown in extract 3.1.

Extract 3.1

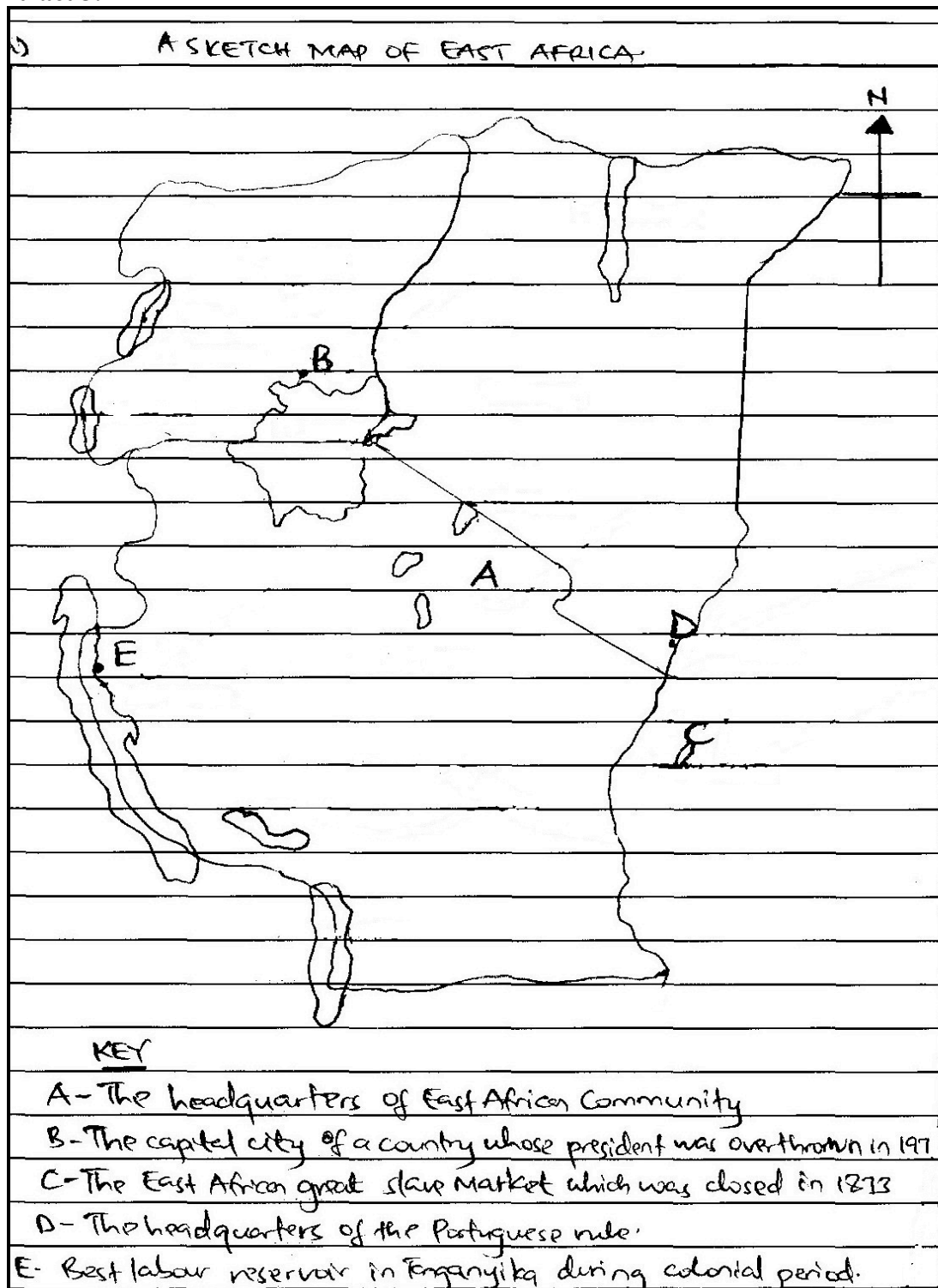


Extract 3.1 is an example of the candidate who drew what resembles the sketch map of Africa instead of that of East Africa. Worse still, the candidate wrongly located the East African great slave market in Egypt and the headquarters of East African Community in West Africa and gave wrong ideas on the features of colonial education. This candidate portrays poor knowledge of map reading, geographical location and colonial social services.

The candidates who scored from 1 to 5 marks differed in their weaknesses and strengths as follows; some drew poor sketch maps and failed to locate places but provided few relevant points in part (b). Furthermore, some candidates drew relevant sketch maps and located few places and also gave few correct points on the effects of colonial education while others though they could draw and locate few places correctly, but failed to outline any effect of colonial education.

The candidates who scored from 5.5 to 10 marks were able to draw a good sketch map of East Africa, locate the required places as well as outline the effects of colonial education. Such candidates exhibited masterly and skills for map drawing, geographical location and were also capable in providing the effects of colonial education. The degree of clarity of their responses however made their scores to vary from 5.5 to 10 marks. Extract 3.2 illustrates one of such responses.

### Extract 3.2



Extract 3.2 shows a sample of a sketch map of East Africa drawn fairly by the candidate who had map drawing skills and knowledge of historical places.

#### **2.2.2 Question 4: Arranging Statements in Chronological Order and Identifying a Missing Sentence.**

The question had two parts (a) and (b). Part (a) had five statements which had to be arranged chronologically by writing number 1 to 5 beside the item number. Part (b) required the candidates to identify the missing sentence in each set of items (A – E), so as to form a complete historical meaning.

Omission of compulsory questions also was noticed in this question since 2 percent of all the candidates omitted this question. Thus, it was attempted by 98 percent of the candidates of which 5.4 percent scored a 0 mark, 85.9 percent scored from 1 to 5 marks and 8.7 percent scored from 6 to 10 marks. The candidates who scored a 0 mark could neither arrange statements in chronological order nor identify the missing sentence. Majority of the candidates in this group provided irrelevant responses due to lack of knowledge of the subject matter while others just copied the questions from the question paper and presented them as answers to this question.

Those who scored 1 to 4 marks got few correct answers as some were able to outline only a single correct response either in part (a) or part (b), while others scored 1 or 2 marks in one part or both parts. Generally, such candidates lacked the knowledge of nationalism and decolonization, social and political systems in pre-colonial Africa, changes in political and socio-economic policies in Africa after independence and colonial administrative systems.

The candidates, who scored from 5 to 10 marks, some provided at least half of the correct answers while others provided a good number of relevant answers. The candidates who scored from 8 to 10 marks had enough knowledge on the subject matter and were able to demonstrate their ability by arranging chronologically the statements and identifying the missing statements as required in part (a) and (b) respectively.

## **2.3 SECTION C:**

### **2.3.1 Question 5: Africa and the External World**

The question required the candidates to explain six effects of pre-colonial contacts between the people of Africa and Asia. It was attempted by 63 percent of all the candidates of which 18.9 percent scored a 0 mark, 68.9 percent scored from 0.5 to 9.5 marks and 12.2 percent scored from 10 to 19.5 marks.

The candidates who scored a 0 mark gave irrelevant explanations. This showed lack of knowledge of the subject matter of the topic from which the question was derived. They gave explanations which are not related either to the topic in general or to the demands of the question in particular as exhibited in Extract 5.1

### Extract 5.1

5 pre-colonial was having this problem (effect) which caused by the people of Africa due of lack (poor) policy support to defend their country proper. And also it was not have unity among the citizen they just wanted to fight themselves.

Conflicts between the leaders and the people, due to this it was some of misunderstanding among them. This was due to fail of giving they are needs. The leaders could not satisfy the needs of people because it was not independence country.

Tribalism due to this African were having the thing which knows tribalism which it was in many regions in Africa that why the Asia was defeated us by using their a powers and strong militarism which they were have.

Finally the people of Africa could not contact with Asia because of poor government and development which lead to the fall of many people power. And also we were having policies which could not defend they are citizen, properly by given them a good place to stay.

Extract 5.1 shows a part of the sample of one of the candidates' irrelevant responses which focused on the problems which faced the early contact between Africa and Asia instead of explaining the impact brought by the early commercial contacts between Africa and Asia. This candidate exhibits not only lack of knowledge of the subject matter but also inability to identify the task of the question.



The candidates who scored from 1 to 9 marks can be categorized into two groups; those who scored from 1 to 5 marks and those who scored from 6 to 9 marks. The most notable weaknesses displayed by the majority of the candidates who scored from 1 to 5 marks were inadequate knowledge of the subject matter, failure to identify the task of the question and unclear phrases and sentences which led them to scoring few marks. Candidates who scored from 6 to 9 marks some outlined the points without providing any explanations while some provided few relevant responses.

Candidates who scored above 10 marks were able to explain the impact brought by the Pre-colonial commercial contacts. Candidates in this group explained how the contact facilitated the growth of Kiswahili Language, development of coastal city states, integration of East African economy into the world economy and emergence of intermarriages which resulted into mullatoes/half casts. Despite the fact that the candidates in this category scored 10 and above marks but their scores differed basically due to partial explanations and lack of clarity in some of the candidates' points. Extract 5.2 shows a sample of a part of relevant responses given by one of the candidates.

### Extract 5.2.

5.	The Pre-colonial contacts between the people of Africa and Asia dates back as early as 200B.C. These contacts were between the African indigenous people and the Asians like Arabs, Indians, Lebanese, Chinese, Malaysians and others. They came in Africa in search for settlements, trading activities and others with the aim of spreading Islamic religion.
	The following are the six effects of these contacts between the Africans and Asians:
	Led to the rise and growth of coastal city states. These states like Kilwa, Mombasa, Lamu, Malindi, Pate, Zanzibar grew as a result of trading activities proceeding in those areas. With their activities going on they attracted other people to create dwellings and hence became popular and grew into big states. Kilwa became the first city to mint gold coins.

Extract 5.2 is a part of the sample of the responses from the script of one of the candidates who explained the effects of the Pre-colonial contacts between the people of Africa and Asia relatively well.

#### 2.3.2 Question 6: Africa and the External World

This question required the candidates to explain six reasons which made the Boers to escape the Southern African Cape between 1830s and 1850. It was one of the least opted and poorly performed questions since only 20.9 percent of all the candidates opted for it of which 20.1 percent scored a 0 mark, 72.8 percent scored from 0.5 to 9.5 and only 7.1 scored from 10 to 18.5 marks.

The candidates who scored a 0 mark lacked knowledge of the contacts between Africa and the external world as well the factors which necessitated interactions among the people of Africa. In this category, some candidates raised arguments which were not relevant to the question, like giving the reasons for the Anglo-Boer wars or Ngoni migration. Generally, candidates in this group failed to grasp the task of the question for they provided responses which had no relationship at all with the topic from which the question was set as indicated in one of the candidate's responses in extract 6.1.

### Extract 6.1

6.	Boers to escape the southern Africa Cape between 1830 and 1850. Boers is the people of southern Africa.	
	Reasons which made the Boers to escape the southern Africa between 1830 and 1850 is introduction of raw material, the boers introduce our raw material for eg. coconut etc.	
	Infertile of independence is another reason of boers to escape the southern Africa cape between 1830 and 1850. Independence of southern Africa help to provide our material.	
	Industrial revolution is a reason of made the Boers to escape the southern Africa cape. Industrial revolution is a reason because of labour force to <del>make</del> <sup>for</sup> job of industrial revolution.	
	Raw material is a reason of made the Boers to escape the southern Africa cape between 1830 and 1850 for introduce raw material is a source to keep jobless and workers. Raw material provide money of boers. Boers paid all workers of escape the southern Africa.	
	Introduction of tax is a reason of Boers to escape the southern Africa. Boers introduce tax for industrial market, housing etc.	
	Taxation of production is another reason of Boers to escape the southern Africa. Boers <del>let</del> later are produce taxation of production that is leading of southern Africa.	

Extract 6.1 is a sample of the candidate's irrelevant response. The candidate's limited knowledge can be easily reflected in the candidate's contradicting arguments. For instance, the candidate argues in the first point that the Boers moved away from the Cape because of "introduction of raw material" this is quite incorrect since the Boers moved from the Cape unwillingly, thus it was incorrect for them to introduce something knowing that later it will cause problems to them.

The other category is that of the candidates whose scores ranged from 0.5 to 9.5 marks. Majority of the candidates who scored from 0.5 to 5.5 marks could not provide their responses in essay form for they outlined their points without elaborating them and worse still, a great part of their responses were not factual. Their limited knowledge on the subject matter plus their inability both in identifying the task of the question as well as in explaining their points in English Language played a big role towards their scoring low marks. The candidates in this category scored marks below the pass mark in this question. However, some candidates who scored from 6 to 9.5 marks generally, they either could not exhaust all the points required by the question, they provided few relevant responses or they explained and itemized few responses.

On the other hand, the candidates who scored above 10 marks, some were able to explain the reasons for the Boer trek. For instance, one candidate wrote;

*Boers disliked the British government's attempts to regulate the land allocation and size which would put a limit on the amount of land one could own. This violated the Boers' practice of owning large farms on which they had plantations and ranches. Essentially, the Boers' discontents were brought by the British inclination to give Boer land to the landless Khoikhoi whom were looked down upon by the Boers.*

Other relevant responses given are as shown in extract 6.2 in which the candidate argued relatively well.

## Extract 6.2

6.	Introduction of English language to be Used as an official language; The Boers were dissatisfied with the action of choosing english language to be Used as an official language this was due to that they preferred Using their language which was (Africans language) they saw the action as it is humiliating their culture hence they decided to move to other places where they can maintain their culture by using the language which they need.	
	The Influence of missionaries activities done by the British; The missionaries activities angered the Boers because they insisted on the abolition of slave trade and maintenance of equality, While the boers depended on cheap labourers hence the action was throwing away the availability of cheap labourers who can help the boers in their Farms, this contributed the boers to move to other places where they can get cheap labour.	

Extract 6.2 is part of the sample of a response from the script of one of the candidates who provided relevant and factual arguments on the reasons for the Boer trek.

### 2.3.3 Question 7: Establishment of Colonialism

In this question, the candidates were required to analyze six methods that were used by the imperialists in imposing colonial rule in Africa. It was attempted by 39.1 percent of the candidates of which 20.8 percent scored a 0 mark, 71.4 percent scored from 0.5 to 9.5 marks and 7.8 percent scored from 10 to 19.5 marks.

The candidates who scored a 0 mark could neither identify nor analyze the methods which were used by the colonialists to impose their colonial rule in Africa. Their responses were characterized by irrelevant points, incomprehensible sentences and meaningless phrases. The majority of the candidates' responses in

this group depicted that the candidates lacked knowledge of the subject matter, ability in identifying the task of the question and proficiency in English Language. Majority of those who misinterpreted the question either explained the methods applied by the colonialists in establishing colonial economy or the factors for the colonization of Africa instead of the methods for the imposition of colonial rule as it can be seen in extract 7.1.

### Extract 7.1

7.	<p>Imperialists are the people who colonized Africa and imposing colonial rule is the beginning of colonial rule. The following methods that were used by imperialists in imposing colonial rule in Africa are Creation, Destruction and Preservation. And this is how creation, destruction and preservation was used in imposing colonial rule by starting with Creation.</p> <p><b>Taxation.</b> This method was used by the imperialists in imposing colonial rule where by the introduced tax to the Africans. There was hut tax, titi tax and poll tax, this method made the Africans to pay tax to the imperialists and was one of the method they used</p> <p><b>Money economy.</b> Before the coming of the imperialists, Africans did not start the use of money instead there was an exchange of goods for good. When imperialists came in imposing colonial rule, the issue of money economy began this was the method used to impose colonial rule.</p> <p><b>Infrastructure.</b> The imperialists improved infrastructures to the Africans so as to impose colonial rule. They know that after they improve the infrastructure, it will be hard for the Africans to chase them and they show themselves as good people but it was their aim to impose colonial rule in Africa.</p> <p><b>Methods that were used to impose colonial rule in Africa by destruction</b></p> <p><b>Local industries.</b> Africans had local industries which provided raw materials to themselves but instead the imperialist <del>destructure</del> destroyed our local industries and made their local industries, this method was used by the imperialists in imposing colonial rule in Africa.</p> <p><b>Handcrafts</b> The imperialists destroyed some of the handcrafts made by the Africans, this also made the Africans to stop making handcrafts and some who still went on making their hands were chopped off. This method made them to rule as.</p> <p><b>Culture.</b> African culture was destroyed and opened up their own culture, this seemed to be followed by many Africans and there is were they imposed colonial rule in Africa.</p>
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Extract 7.1 shows the responses of the candidate who explained the methods of establishing colonial economy in Africa instead of the methods used by the colonialists to establish colonial rule.

The candidates who scored from 0.5 to 9.5 marks, some itemized few points without providing any explanation, others explained few correct responses while others provided responses which could not sufficiently exhaust the required number of points.

The candidates who scored above 10 marks interpreted the question and presented relevant and factual arguments on the methods that were imposed by the imperialists in implanting colonial rule in Africa. Such candidates explained how the use of military force, diplomacy, collaboration/alliance and role of missionaries facilitated the imposition of colonialism in Africa. However, variations in their scores were dictated by the comprehensiveness and clarity of their explanations and relevance of their examples. Extract 7.2 is an example of the candidates who had the knowledge of the establishment of colonial rule in Africa.



### Extract 7.2

7.	Colonial Rule was the practise of conquering or ruling colonies (or areas of interests) by the European Imperialist power on which it was imposed as a result of the industrial capitalism in Europe during the 1750's that had demanded raw materials, cheap labour, surplus population, investment areas and hence were able to be met when they had complete rule, under their flag on African territories. This rule, was a result of the following factors.
	The Signing of bogus or fake treaties by rulers in Africa. This involved the signing of treaties which signified that the territory was of the European power possession. This was mainly between rulers and explorers or missionaries and many of them had lied on the basis of supplying the ruler with aids like guns and other promises. An example was; the signing of bogus treaty between Karl Peters with Chief Magungu of Msoreno of Usagana on the behalf of the German country as company later. This resulted to the occupation of Germans in the territory.
	Also, the use of collaboration or alliance helped to infill colonial rule. This method can also be explained as adaptation; it involved cooperating or making alliance with foreign rule/country. The collaborators usually thought that their interests would be advanced once they make alliance with the invading powers. Others thought that the Europeans would bring relief aid to them, But the truth was that the Europeans wanted to plant their exploitative structures. This method was between the Bena and Sangu against the Chief Mkwana of Hehe, and the Germans. The Bena and Sangu made an alliance with Germans in-order to defeat Mkwana. Eventually they succeeded but on the other side helped German to impose colonial rule in their territory.

Extract 7.2 is a part of a sample of a response from the script of one of the candidates who was relatively able to identify and analyze the methods used by the colonialists in imposing colonial rule in Africa.

#### **2.3.4 Question 8: Crises in the Capitalist System**

This question required the candidates to explain how the East African colonies were affected by the First World War. It was opted by 70.5 percent of all the candidates of which 4.1 percent scored a 0 mark, 88.8 percent scored from 0.5 to 9.5 marks and 7.1 percent scored from 10 to 18 marks.

Some candidates scored a 0 mark in this question due to lack of knowledge of the subject matter while others misconceived the question by providing arguments which had no correlation with the task of the question. Such responses included reasons for the colonization of Africa and causes of First World War instead of the effects brought by the First World War in East Africa as it has been depicted in extract 8.1.

Development of Capitalist stage is higher due to this point. First World War was the one which was much caused in Economic way. European were more manufacture their goods much than Britain Germany. Thus why they decide to fight in order to get solution that process of manufacture much. The European was against about import and export. In Europe were dealing in Export more than import. Thus why African colonies was affected.

Development of Military in Europe. First world caused by the military system because in Europe each area were obtain our soldier. Army to fight against. This might lead because the German, Italy the saw as the amazing place. Thus why they decide to fight in order to know what is going on.

Formation of Alliance: due to this point many African were much affected. This alliance were divided into two area, Triple entente and TRIPLE ALLIANCE. This was the Military which may lead First world War in the world war. This alliance the Britain was oppose these alliance also African people they does not want to fighting because of the country.

Moroccan crises 1905/this moroccan crises was obtain in Morocco. This crises was occur when the up 1900 the leader died in Europe and they do not get The Clear information thus why they lead to occur into the world war. African spread because they do not get much education.

The candidates who scored from 0.5 to 9.5 marks had the following weaknesses; those who scored from 0.5 to 4.5 marks, some outlined few relevant points without elaborating them; some explained very few correct points while some split the major points into sub-points and presented them as independent points. The candidates, whose scores ranged from 5 to 9.5, some provided relevant responses but their shortcoming was that either they could not exhaust all the points demanded by the question or they provided partial responses. Furthermore, there were few cases in this category whereby some candidates happened to repeat some points.

The candidates who scored above 10 marks revealed a greater understanding of the subject matter for they correctly interpreted the question and presented relevant explanations. They elaborated how German colonies were taken as mandate territories by the League of Nations and given to the winners of the War. They also explained how the war increased the spread of diseases such as influenza and small pox as well as how those diseases affected the people. Extract 8.2 which is part of the sample from the script of the candidate who provided good answers illustrates such a case.

## Extract 8.2

8	<p>Death of people: Some of the soldiers in East Africa the war that were Africans were recruited by their colonies and were made to fight the war and during that war there was death of some of the soldiers that were taken from East Africa. This is actually a bad thing to the people of Africa due to the loss of their manpower due to them fighting a war for their colonies which had no effect to them.</p> <p>Spread of diseases: During the war some of the Africans that went to fight in the war there were some that were infected by disease like influenza, common cold and many other diseases that actually later led to death of some of the people in East Africa and it is said that about 70,000 people died during this spread of disease.</p> <p>Land alienation: This was the process of taking land from the Africans that was fertile and took Africans to another land that was infertile for example in Kenya they took the land from the Kikuyu people and that was the Kikuyu highlands and that was just due to the world war and the losses that they made.</p> <p>German colonies were taken as mandate territories of the League of Nations: After the world war colonies that were under the German people were taken by the League of Nations because Germany was snatched off her colonies and were given to nations that had won the war for example Tanganyika which was a former colony of Germans was given to the British people.</p>
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Extract 8.2 presents a part of a sample of a good answer in this question. The candidate managed to explain the relevant effects of the First World War in the East African colonies.

### **2.3.5 Question 9: Nationalism and Decolonization**

This question required the candidates to examine six factors which enabled Tanganyika to attain her independence earlier than Kenya. It was one of the highly opted and well performed questions. It was attempted by 73.2 percent of all the candidates of which only 5.2 percent scored a 0 mark, 78.3 percent scored from 0.5 to 9.5 marks and 16.5 percent scored from 10 to 19 marks.

The candidates who scored a 0 mark provided irrelevant points. Some of them presented their responses basing on the factors for initial resistances, decolonization and other irrelevant historical events. Surprisingly, some candidates just copied the sentences from the question paper and presented them as valid answers to this question. All in all, they exhibited lack of knowledge on the subject matter and inability to identify the task of the question as depicted in extract 9.1.

### Extract 9.1

09.	<p>Their leader is going to have an education before the endpendence and you have know what is endpendence and what is freedom and at the end of the knowledge we are gree the whole of people who are given atleast the low of education and to discuss how is going to have the independence</p> <p>They have good relation sheep between the German and the leader of Africa which we have low education from the German leader and their leader it become to introduce for anothe time and the people we have agree those instrument was the leaders which you have</p> <p>The leader is We know what is freedom and to agree the people to take the war which it can save for German to going and have their land into their own land which German have and we have war of maji maji war, maji mau war, first world war and second world war this is the war which fighting into the East Africa and after second world war And the German we know oh this is not good and the Nyerere is going to have a independence of at East Africa after to have a slaves trade to a free people and after to have a labour to have a own land which have in 1961-9-12 or 9/12/1961 we have a first president which is Mwalimu Julius Kambarage Nyerere is a first president in East Africa and this people is going to have a some of independence into the East Africa</p>
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Extract 9.1 shows a sample of the irrelevant responses from the script of one of the candidates who portrays limited knowledge of the subject matter and lack of proficiency in English language.

The candidates who scored from 0.5 to 9.5 marks had different strengths and weaknesses in their arguments. Those who scored from 0.5 to 4.5 marks, some only outlined few relevant factors others provided partial responses. The candidates, who scored from 5 to 9.5 marks, some provided relevant factors though they could not exhaust all the required number of points while other candidates' responses lacked clear elaborations. The major noticeable weaknesses in this category was candidates' inability to provide comparative explanations since majority of them argued mainly on the side of Tanganyika neglecting Kenya hence failed to strike balanced explanations. Additionally, some of these candidates' explanations were not weighty for they failed to go in depth explaining the advantages Tanganyika had over Kenya in her struggle for independence.

The candidates who scored above 10 marks were able to explain the factors which facilitated independence to be attained earlier in Tanganyika than in Kenya. Candidates in this group were explained how the presence of few settlers in Tanganyika facilitated her attainment of independence earlier than Kenya which had many settlers whose interests were very protected and worse still they were not willing to lose their spheres of influence. Thus, this softened the struggles for independence in Tanganyika while in Kenya the struggle for independence became difficulty and complicated. However, there was variations in their scores due to logical and clarity of their arguments. Extract 9.2 illustrates such a case.



## Extract 9.2

	Tanganyika was a British colony before the attainment of her independence. Tanganyika got her independence in the year 1961 under the political party of TANU which was led by Mwalimu Julius Kambarage Nyerere. Tanganyika was able to attain her independence earlier than Kenya due to the following reasons:-
	There was no tribalism, In Tanganyika there was no tribalism comparing to Kenya which was highly in tribalism. In Tanganyika people from different tribes united as one in order to gain their independence without using force or inter-tribal wars which could bring back the struggle for independence.
	It was a trusteeship colony, Tanganyika gained her independence earlier due to it was under the British who were preparing it to have self rule over themselves. The British believed that Tanganyika was able to rule themselves without any interference from the colonial masters.
	Good leadership of Mwalimu Julius Kambarage Nyerere, Mwalimu Nyerere was able to govern his people properly by educating them on the importance of them gaining their independence and also established a political party which was TANU to help fighting for the independence of the people of Tanganyika.

Extract 9.2 is a part of the sample of the responses from the script of one of the candidates who provided the factors which enabled Tanganyika to attain her independence earlier than Kenya.

### **2.3.6 Question 10: Colonial Economy**

The question required the candidates to substantiate by six points the usefulness of migrant labourers during the colonial economy in Africa. It was opted by 35.3 percent of all the candidates whereby 13.5 percent scored a 0 mark, 75.3 scored from 0.5 to 9.5 marks and 11.2 percent scored from 10 to 18 marks.

The candidates who scored a 0 mark could not substantiate why migrant labourers were vital to the capitalists and colonial economy in particular. They produced irrelevant responses. A large number in this category explained the characteristics of colonial economy and ways through which colonial economy was established instead of the usefulness of migrant labour. Points like land alienation, forced labour and taxation were common in their arguments as shown in extract 10.1.

### Extract 10.1

10	Colonial economy. was the situation where by European people dominate the African people for use the properties of African like, land, and the many properties.
	Based on money economy. The people of the African where based on money economy of the African people we should seen then man worker are clo of society. to the many society
	Based on monoculture. The migrant on the colonial economy was based of many thing of the African people so we can see the many thing of parties of African and society totally.
	Based on cash crops. The migrant on the colonial economy they can do the many they do many thing of the African society so we could be get the many thing part of the many parties.
	They all needed larger capital. we show of the many parties of the African people we should be seen the many thing of political in economy colonial economy of go the many thing of the different parties of the national organization of the many political parties

Extract 10.1 shows the responses of one of the candidates who misinterpreted the question by explaining the characteristics of colonial economy contrary to the demand of the question.

Among the candidates whose scores ranged from 0.5 to 4.5 marks, the majority provided few correct responses while some itemized the points such as; *they were cheap, they were easy to manage and they could not resist.*

Whereas the above responses are correct, they should be made more complete by providing enough explanations substantiating fully the usefulness of migrant labourers to the capitalists during the colonial period. Moreover, some did not restrict themselves to the usefulness of migrant labourers but went astray and wrote on the features of colonial economy or ways through which colonial economy was established. The candidates whose marks ranged from 5 to 9, the majority repeated some of the points or they could not exhaust all the points demanded the question.

Most candidates who scored above 10 marks were able to substantiate how migrant labourers were very useful to the capitalists during the colonial period, though, in most cases some failed to provide suitable examples. This weakness caused the differences in their scores since higher scores were awarded to correctly argued responses in line with relevant examples, clarity and comprehensiveness. Extract 10.2 is a part of the sample of such relatively relevant responses.

**Extract 10.2**

10	Colonial economy was the system of economy that was introduced by colonialists in their colonies. It was divided into sectors such as agricultural sector, mining, industry and social services. Colonial economy in Africa was introduced during 19 <sup>th</sup> century. Colonial economy preferred the use of Migrant labourers, these were labourers which were taken from different labour reserve areas to production zone during colonial economy.
	The following were usefulness of migrant labourers to the capitalists during colonial economy.
	Migrant labourers were easy to control; during colonial economy, capitalists used migrant labourers because it was easy for them to control, the labourers were kept in areas together called dormitories and were taken to production zones then returned hence it was not difficult for the capitalists to control them.
	Migrant labourers made the collection of taxes easy; capitalists used to collect taxes from the labourers hence it was easy for them to collect taxes because the labourers were not isolated but all together stayed in one area so after they were given salaries, which was soon after work, the colonialists collected taxes from them so as to facilitate other colonial activities.

Extract 10.2 is a part of the sample of the responses from the script of one of the candidates who substantiated the reasons as to why the colonialists preferred to use migrant labourers in colonial economy during the colonial era.

### 3.0 CONCLUSION

Generally, the performance of candidates in this subject was average due to the fact that **37.41** percent of the candidates who sat for this examination passed. This shows average number of the candidates had enough knowledge and skills in some respective topics from which the questions were derived. However, the question which was highly scored was question **2**. It was a matching item question which was set from different topics (see Appendix 1). In this question, the percentage of candidates who scored 30 percent and above was 71.8. It was set from the following topics; *Africa and the External World, Industrial Capitalism, Development of Social and Political Systems, Changes in the Political, Social and Economic Policies in Africa after Independence, Establishment of Colonialism, Socio- Economic Development and Production in Pre-colonial Africa, Colonial Administrative Systems, Nationalism and Decolonization*. The analysis of the candidates' performance shows that good performance in this question was mainly caused by candidates' wide knowledge of the topics from which the questions were derived and their ability to understand the demand of the question. The poorly performed question was question 6 which was an essay type question set from the topic "*Africa and the External World*". Only few percentage of candidates (27.9%) were able to score 30 percent and above. The analysis of the candidates' responses shows that poor performance in this question was caused by candidates' lack of knowledge of the subject matter, failure to identify the demands of the question, lack of English Language proficiency and lack of good essay writing skills.

### 4.0 RECOMMENDATIONS

In order to improve the performance of the prospective candidates in this subject, the following should be considered;

- (a) Prospective candidates are required to read History books intensively and extensively instead of memorizing class notes and pamphlets which render them to produce partial answers.
- (b) Candidates should establish and participate in history subject clubs so as to increase their knowledge, skills and mastery of the topics. Moreover, students' presentations of various assignments in the class, active participation in discussions and drawings should be encouraged so as to enhance candidates' understanding and performance.
- (c) Teachers should teach and guide the candidates on how to be keen in tackling the examination questions, that is, reading the questions carefully before attempting them so as to identify the demands of each question. Moreover, teachers are called upon to impart knowledge and appropriate skills during teaching and learning

processes which will enable the candidates to answer questions from all levels of the learning domains.

- (d) Poor mastery of English Language shown by most of the candidates reveals that this is the problem which needs quick redressing. Basing on this fact, the candidates and teachers are advised to initiate various programmes which may help to improve students' communication skills such as participation in both interclass and interschool debating clubs and essay writing competitions.
- (e) Teachers should teach by using relevant teaching and learning materials coupled with drawings, illustrative examples as well as enough exercises so as to boost the understanding of the candidates. The use of appropriate teaching methods and relevant teaching aids such as drawings and illustrations enhance the candidates' understanding, drawing and essay writing skills and ultimately enable the candidates to have a long lasting memory.
- (f) Internal examination questions should be set in line with the Syllabus and Examination Format so as to improve and consolidate the thinking and reasoning ability of the candidates.
- (g) The Inspectorate departments should make follow ups of the learning and teaching processes in schools so as to identify teaching and learning constraints in order to re-dress the challenges.

**Summary of the 2014 CSEE Candidates' Performance in 012 History Subject  
Topic-wise**

S/N	Topic	Question No.	The Percentage of the Candidates who Scored the Average 30 Percent and Above	Remarks
1	<i>Africa and the External World, Industrial Capitalism, Development of Social and Political Systems, Changes in the Political, Social and Economic Policies in Africa After Independence, Establishment of Colonialism, Socio-Economic Development and Production in Pre-colonial Africa, Colonial Administrative Systems, Nationalism and Decolonization.</i>	2	71.8	Good
2	<i>Sources and Importance of History, Evolution of Man, Technology and Environment, Interactions among the People of Africa, Development of Economic Activities and their Impact and Africa in International Affairs</i>	1	61.9	Good
3	<i>Changes in the Political, Social and Economic Policies in Africa after Independence, Development of Social and Political Systems, Socio- Economic Development and Production in Pre-colonial Africa, Colonial Administrative Systems and Establishment of Colonialism.</i>	4	59.6	Good
4	<i>Nationalism and Decolonization</i>	9	51.8	Good
5	<i>Crises in the Capitalist System</i>	8	41.2	Average
6	<i>Africa and the External World</i>	5	40.9	Average
7	<i>Social and Economic Policies in Africa after Independence, Africa and the External World, Colonial Economy, Colonial Social Services.</i>	3	40.2	Average
8	<i>Establishment of Colonialism</i>	7	34.4	Average
9	<i>Colonial Economy</i>	10	34.2	Average
10	<i>Africa and the External World</i>	6	27.9	Weak



