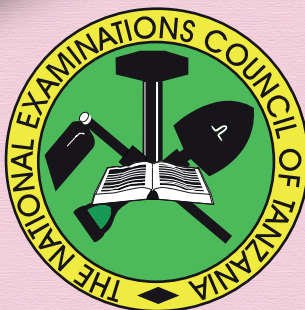**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**

CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2017

012 HISTORY

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

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012 HISTORY

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FOREWORD

The Certificate of Secondary Education Examination (CSEE) was administered out in November 2017. It was a summative assessment which aimed at determining the candidates' learning achievements after four years of their study. The National Examinations Council of Tanzania has issued this report on the History subject in order to give feedback to all stakeholders on the candidates' performance.

This report provides reasons for candidates' good and poor performance in each question. Similarly, reasons for the omission of some of the questions are given. Factors for candidates' good performance include, among others, their ability to identify the task of the questions, sufficient knowledge of the subject matter and good masterly of the English language. Most of the low achievers had problems in identifying the demands of the questions, lacked essay writing skills, had limited knowledge of the examined topics and had poor English language proficiency. Besides, some of the candidates could not follow the instructions given under each question. Overall, all these challenges undermined the performance of such candidates in this paper.

The National Examinations Council of Tanzania believes that this feedback will enable various education stakeholders to maximize their efforts by taking proper teaching and learning interventions so as to help students to master the required skills and knowledge.

Finally, the Council would like to express its appreciation to all who played a role in the preparation of this report. We will appreciate any suggestions and recommendations from teachers, students and other stakeholders on how to improve future CSEE reports.

Dr . Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the performance of the candidates who sat for the Certificate of Secondary Education Examination in November 2017 in the History subject. The paper assessed the candidates' competences according to the Form I-IV History Syllabus.

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

A total of **309,116** candidates sat for the CSEE in 2017. Out of these candidates, **172,216 (55.99%)** passed the examination. This shows an increase of **7.93** percent, when compared to the 2016 examination results. That year, **340,364** candidates sat for the History examination and **163,588 (48.06%)** candidates passed.

The tasks of the questions and the candidates' strengths and weaknesses observed in their responses are presented in this report. Moreover, statistical information about the percentage of scores in each group is presented by using charts. Samples of good and poor responses have been extracted from the candidates' scripts to illustrate the relevancy and irrelevancy of their responses. This is followed by the analysis of the candidates' performance in each topic. Finally, the report provides a conclusion and some recommendations.

The candidates' performance is categorized as "poor", "average" or "good" whose percentage of performance ranges from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green) in that order. A summary of the candidates' performance in each topic is shown it the Appendix.

2.0   ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1   Question 1: Multiple Choice Items

The question consisted of ten (10) multiple choice items (i-x) taken from different topics of the syllabus. The correct item was awarded one (1) mark. The candidates were supposed to choose the correct answer from the five (5) alternatives given for each item and write its letter beside the item number. The question was attempted by 309,122 (100%) candidates. The candidates who scored from 0 to 2 marks were 18.62 percent, while 57.30 percent scored from 3 to 6 marks and 24.08 percent scored from 7 to 10 marks. The performance in this question was good, as 81.38 percent scored 3 to 10 marks, as shown in Figure 1.
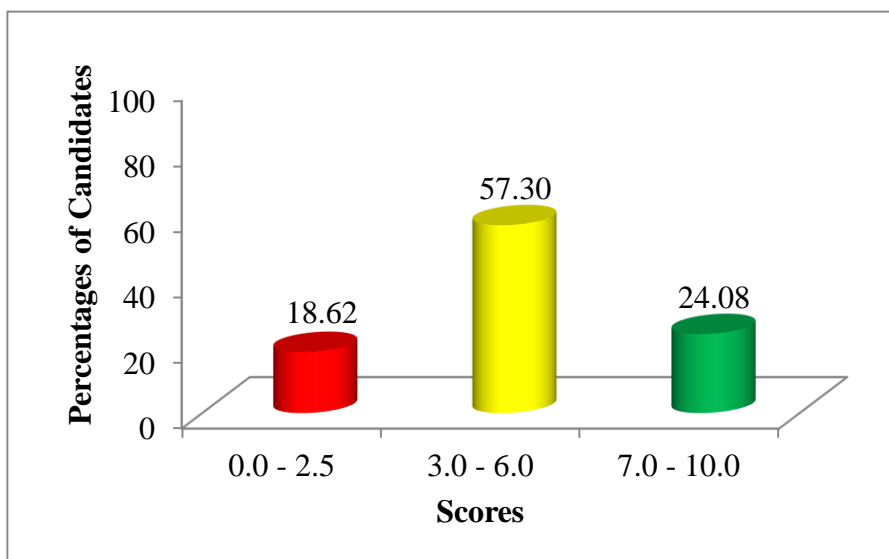
Figure 1: *Average performance of the majority of the candidates.*

Item (i) required the candidates to identify objects that are found in a museum. The correct response was *A, "cultural, social and economic items from the earliest time to the present*." The candidates who correctly chose this option were well-informed on the sources of historical information and the objects preserved therein. Such candidates were aware that sculptures, paintings, tools and

archaeological remains of plants and animals are some of the objects found in museums.

Option B, "Remains which show man's past made and used tools", was chosen by the candidates who were unaware of the places where objects (tools and weapons) that were made in the past and are historically important are kept.

The candidates who chose option C, "cultural practices such as art, music, religion and riddles", failed to differentiate between various components of the sources of historical information. Cultural practices are not components of museums, but rather they are associated with the oral tradition. Option D, "colonial records and early travellers' records", was chosen by candidates who could not specify the elements found in different sources of history.

Alternative E, "special names of generations, clan trees and tribal chronology", was chosen by the candidates who had limited knowledge of the sources of historical information. In a similar way, such candidates did not know that special names of generations, clan trees and tribal chronology are methods used to show the order of events, and not the components of museums. Generally, the candidates who could not identify the correct response lacked an in-depth understanding on the topic *Sources and Importance of History*.

Item (ii) required the candidates to identify the coastal city states which grew due to the trading contacts between East Africa and Asia. The correct response *B, "Malindi, Kilwa and Mombasa"*, was chosen by candidates who possessed adequate knowledge of the commercial contacts between East Africa and Asia during the pre-colonial period. Such candidates were very conversant with the origins and development of this trade, and with its impact, one of which was the growth of coastal city states such as Kilwa, Malindi, Mombasa and Mogadishu.

The candidates who chose A, "Mwanza, Tanga and Dar es Salaam"; D, "Lamu, Bagamoyo and Mbeya"; and E, "Mombasa, Zanzibar and Kigoma", did not know that Mwanza, Kigoma and Mbeya are not coastal towns. Perhaps, the candidates were attracted to those towns

because of their limited knowledge of the historical towns found along the East African coast.

The candidates who opted for C, "Nairobi, Kampala and Dar es Salaam", were attracted to this alternative either because the towns were major colonial headquarters and are the current capitals (Nairobi and Kampala) of the respective countries or because they are important commercial towns in East Africa.

In item (iii), the candidates were asked to identify the type of colonial agriculture which predominated in Kenya. The correct answer was *D, "settler"*. It was chosen by candidates who had adequate knowledge of the colonial agricultural systems.

Alternatives A, "plantation" and B, "peasant" were chosen by candidates who could not particularize a specific colony with its agricultural system.

Besides, the candidates who opted for C, "co-operative" had limited knowledge of the colonial economy. It should be borne in mind that 'cooperatives' emerged as a way of doing away with or lessening the harshness of colonial exploitation.

Item (iv) tested the candidates' ability to identify a characteristic which was incompatible with primitive communal societies. The correct answer was *C, "exploitation of man by man."* This answer was chosen by candidates who were conversant with various features of the modes of production.

Features like A, "hunting and gathering"; B "low production"; D, "low level of technology; and E, "dependence on nature" are compatible (associated) with primitive communal societies. Overall, such choices reveal that the candidates either did not understand the demand of the question or lacked knowledge of the typical characteristics of the primitive mode of production.

In item (v), the candidates were required to identify an effect that did not result from the contacts between East Africans and the people from the Middle and Far East. The correct answer *A, "Construction of Fort Jesus"*, was chosen by candidates who had knowledge of both the contacts between the people of East Africa and those from the Middle

and Far East as well as the contact between the people of East Africa and those from Europe. It was on the basis of such adequate knowledge of the people involved in the contacts that those candidates were able to single out 'construction of Fort Jesus' as an impact associated with the Portuguese, and not the Asians.

The candidates who chose alternatives B, "Introduction of Islam," C, "emergence of slave trade"; D, "Intermarriage"; and E, "Growth of coastal towns" failed to understand the demand of the question. All these options were the effects of the contacts between East Africans and people from the Middle and Far East, but the question wanted them to identify an odd effect from the given alternatives. What can be deduced from such choices is that the majority of the candidates did not take into consideration the demand of the question; or perhaps some of the candidates read the question hurriedly. Hence they failed to grasp what the question was about.

Item (vi) required the candidates to identify the leader who convened the Conference which legalized the colonization of Africa for it emphasized on effective occupation of the occupied territories. The candidates who had enough knowledge of the topic *Establishment of Colonialism* were able to choose the correct response *C, "Otto Von Bismarck"*. Most of the candidates were able to pinpoint the correct answer due to the popularity of both 'Otto Von Bismarck', the Berlin Conference and the roles they played in the scramble for and partition of Africa which culminated in the colonization of Africa by the European powers during the last quarter of the 19th century.

Alternative A, "David Livingstone", attracted the attention of some of the candidates due to the pivotal role David Livingstone played in the exploration and evangelization processes which led to the colonization of Africa. He was among the most influential agents of colonialism who operated in East and Central Africa, and, indeed, encouraged the colonization of the continent in order to meet the needs of European industries.

Alternative B, "Carl Peters", appealed to the candidates who failed to differentiate the roles the two German personalities played in the colonization process. Those candidates could not deduce that Carl

Peters was a German explorer, adventurer and head of the German East African Company (GEACO), who influenced the colonization of Tanganyika by signing bogus treaties with several local rulers like Chief Mangungo of Msovero. He persuaded Bismarck of the importance of colonial acquisition and Bismarck agreed to issue an imperial charter by which Germany claimed and protected all the land between Lake Tanganyika and the dominions of the Sultan of Zanzibar.

Alternatives D, "Charles Darwin"; and E, "Adolf Hitler", were chosen by candidates who lacked knowledge of the topics: *Evolution of Man, Establishment of Colonialism and Crises in the Capitalist System*. The candidates didn't know that Charles Darwin was an English scientist who laid down a framework for the theory of evolution - showing how man evolved from simple to complex life forms. By contrast, Adolf Hitler was a ring leader for the outbreak of the Second World War. Thus, neither Darwin nor Hitler was a convener of the Conference. The choice of these distractors reflects the limited knowledge which some of the candidates had of these two individuals.

Item (vii) tested candidates' ability to identify the specific term in the 17th century when there was intense competition and warfare among European states. The candidates who were able to choose the relevant response *B*, "*mercantilism*", were knowledgeable about and competent in the subject matter - the development of capitalism in Europe. They recalled that mercantilism led to intense competition for wealth among European powers and that it resulted in conflicts among them from the 17th century when their system was at the peak onwards. The other stages of capitalism, namely Competitive and Monopoly capitalism, appeared in the mid-18th and 19th centuries, respectively.

Alternative A, "Capitalism", was chosen by candidates who did not know that the word 'capitalism' refers to an economic system in which the major means of production are privately owned and that the system has two major groups of people (owners of the major means of production and workers). Generally, the plausibility of the word 'capitalism' inhibited the candidates from understanding that capitalism has passed through the following stages: mercantilism (first

stage), industrial capitalism (second stage) and finally monopoly capitalism (last stage).

Alternative C, "feudalism", was chosen by candidates who did not know that feudalism had declined by the 17th century. Likewise, those who opted for D, "Industrial Revolution"; or E, "scramble", paid little attention to the period (17th century) given in the question. Such candidates were supposed to know that the Industrial Revolution took place in the mid-18th century and that the scramble for Africa took place in the last quarter of the 19th century. The candidates' failure to accurately periodize the global historical events was the major reason for their choosing such distractors.

In item (viii), the candidates were required to identify the period when most parts of East Africa adopted iron technology. *A, "1st millennium AD"*, was the correct response. The candidates who choose it were aware of the period when iron technology was adopted in East Africa. Such candidates had enough knowledge of the topic *Development of Economic Activities and their Impact*.

The candidates who opted for the following options: B, "1st millennium BC"; C, "3rd millennium AD"; D, "2nd millennium AD"; and E, "2nd millennium BC" could not specify the relevant period. The candidates' failure to identify the exact period was due to their limited knowledge of the subject - matter as well as poor skills in dating historical events.

Item (ix) required the candidates to identify the reason for the increase in number of European merchants in the interior of Africa after the abolition of the slave trade. The correct answer *D, "establishing legitimate trade"*, was chosen by the candidates who had adequate knowledge of the topic *Industrial Capitalism*. Such candidates knew that the abolition of the slave trade was followed by the introduction of legitimate trade. The introduction of legitimate trade increased missionary and exploration activities. It was these activities which culminated in the colonization of Africa.

Meanwhile, other candidates chose alternative A, "intensifying slavery and slave trade". Such candidates had limited knowledge of the subject matter as well as the demand of the question because the merchants were championing and supporting the Industrial Revolution - the

escalation of which was aimed at meeting such industrial needs such as raw materials and markets in Africa. Thus, there was no way the increase in number of the merchants could have been for intensifying slavery and the slave trade. As a matter of fact, the European merchants preferred buying raw materials, instead of slaves who had by now become unprofitable.

Alternative C, "searching for the sea route to India", was chosen by candidates who had limited knowledge of the topics: *Industrial Capitalism* as well as *Africa and the External World*. Such candidates exhibited poor understanding of the chronological order of historical events. Abolition of the slave trade took place in the 19th century, whereas the 'search for the sea route to India, occurred in the 15th century. Thus, it is logically impossible for a 19th century historical event to have an effect on an event that occurred almost four centuries ago. The candidates should have borne in mind the fact that historical events never move backwards. Dating accurately the historical events is the major problem which prevented such candidates from opting for a correct response.

Moreover, option B, "establishing heavy industries", was not a correct response either since the European merchants flocked in Africa not for the purpose of establishing large industries on the continent, but for the purpose of establishing legitimate trade, from which they could obtain markets and raw materials for their European manufactured goods and industries, respectively.

Alternative E, "assisting the Africans economically" was chosen by candidates who had limited knowledge of the reason for the Europeans to go to the interior of Africa in large numbers soon after the abolition of the slave trade. The merchants' aim was not to assist Africa or Africans. Their aim was to maximize the exploitation of African raw materials for their own benefit. Anything brought by the Europeans and deemed beneficial by Africans was a matter of coincidence.

Item (x) tested candidates' knowledge of identifying the reason why industrial development in Africa was not given priority by the capitalists during the colonial era. The candidates who opted for the correct response *A, "the colonialists were interested in obtaining raw*

materials", exhibited their adequate understanding of the intensions of the colonialists in Africa. The candidates knew that the intension of the colonizers was not to develop Africa, by setting up big industries, but to exploit her human and natural resources.

The candidates who opted for B, "the colonialists stressed on the provision of social services", had limited knowledge about the intentions of the Europeans in Africa as well as of how theoretical, unsatisfactory and discriminatory their education was. This response exhibits that the candidates had little knowledge of the needs of industrial capitalism as well as of the objectives of colonial education.

Moreover, the candidates who chose alternatives C ,"the climate did not favour industrial development"; D, "Africa had no enough raw materials"; and E, "Africa had no infrastructures to support the industries" failed to grasp the intention of the colonialists in Africa and did not have a clear picture of the resources that Africa possesses. The candidates were supposed to understand that the scramble for and partition of Africa happened because of her abundant natural resources, ranging from fertile soil for growing various (crops) raw materials as well as the presence of precious minerals such as diamond and gold in Africa. As a matter of fact, the candidates did not know that, if the colonialists had the intention of making a true industrial development in Africa, they would have set up more efficient industries than the processing industries.

2.2 Question 2: Matching Items

This question was also derived from various topics. The candidates were required to match each item (i-x) in **List A** with the correct response in **List B** by writing the letter of the correct response against the item number. Each correctly matched item carried one mark.

List A	List B
(i) A treaty that was signed in France which aimed at avoiding the occurrence of other wars in future.	A Indirect rule B Direct rule C Common Man's Charter

List A	List B
(ii) A treaty that enabled the British to control Zanzibar, Pemba, Kenya and Uganda as her areas of influence.	D Buganda Agreement
	E Versailles Treaty
(iii) A colonial system of administration that was introduced in Tanganyika by Governor Donald Cameron between 1925 and 1931.	F The Toro agreement
	G Hamerton Treaty
	H Frere Treaty
(iv) A treaty that confined the Sultan's possession to the islands of Zanzibar, Pemba, Mafia and the coastal town of Kismayu.	I The Ankole Agreement
	J Arusha Declaration
	K Delimitation Treaty
(v) A treaty that illegalized slave trade in East Africa in 1873.	L Crown Land Ordinance
(vi) An agreement made between Carl Peters and Sultan Mangungo of Msowero.	M Moresby Treaty
(vii) The first treaty that was signed in 1822 to illegalize slave trade in East Africa.	N Franco – Russian Alliance
(viii) The second anti-slave trade treaty that was signed in 1845 in East Africa.	O Bogus Treaty
	P The Treaty of April 1897
(ix) A declaration that intended to transform Uganda into a socialist state.	Q Multi-party system
(x) An economic strategy for Tanzania which stated that all major means of production and exchange should be controlled by the peasants through the government.	R Communalism
	S Warsaw Pact
	T Heligoland Treaty

The question was attempted by all 309,122 (100%) candidates. The candidates who scored 0 to 2 marks were 47.35 percent from whom 15.91 percent scored a 0 mark. Those who scored 3 to 6 marks were 36.72 percent while 15.93 percent scored 7 to 10 marks. From this statistics, the performance of the candidates in this question is categorized as average, since 42.65 percent of the candidates scored from 3 to 10 marks. Figure 2 shows the percentages of the candidates' performance in this question.
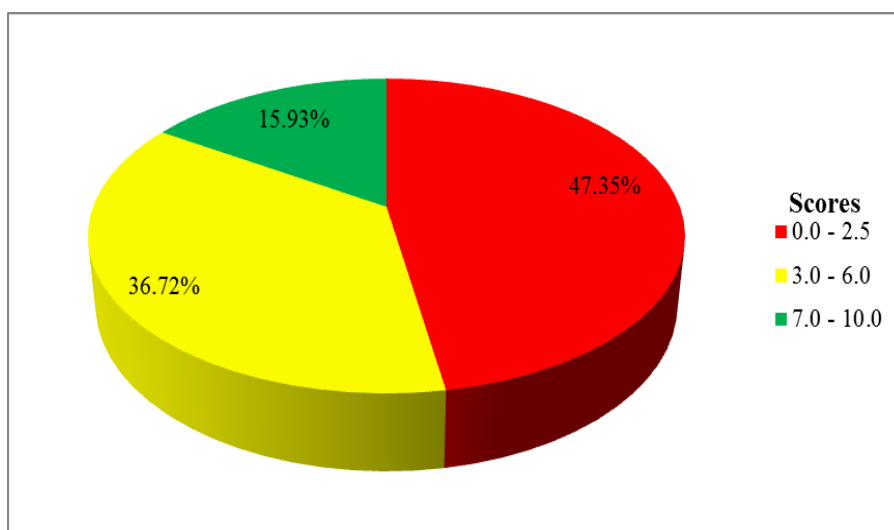
Figure 2*: The candidates' performance in this question.*

In item (i), the candidates were required to identify the name of "the treaty that was signed in France which was aimed at avoiding the occurrence of other wars in future." The correct answer *E, "Versailles Treaty"* was chosen by candidates who had adequate knowledge of the crises in the capitalist system and their global effects. The Versailles Treaty of 1919 was signed by the two conflicting sides so as to avoid the reoccurrence of another war in future. This treaty was very popular among the candidates because of the impact it had on future global events.

Some of the candidates matched the item with response N, "Franco – Russian Alliance". The candidates chose it because of the presence of the word 'Franco" in the responses, hence their equating it with the correct response. What the candidates did not know is that the 'Franco-Russian Alliance had nothing to do with the prevention of the occurrence of future wars, because it was an alliance formed by France and Russia for the purpose of helping each other in case either was attacked by Germany. Such candidates should have remembered that that alliance was not the correct answer because it was formed in 1894, almost twenty years before the occurrence of the First World War! Other candidates matched it with P, "The Treaty of April 1897". This was a treaty (sometimes called the treaty of Constantinople) between the Ottoman Empire and the Kingdom of Greece following the Greco-Turkish war of 1897. This was not the correct response, since it was

put into effect seventeen (17) years before the First World War. The candidates should have recalled that the Versailles Treaty of 1919 was signed in order to prevent the occurrence of another war. The terms of this treaty were mainly aimed at punishing Germany for causing the war. Generally, the choice of such distractors is a reflection that some of the candidates had poor dating skills and limited knowledge of the global crises the world has ever experienced.

In item (ii), the candidates were required to identify the name of the treaty that enabled the British to control Zanzibar, Pemba, Kenya and Uganda as their areas of influence. The correct response was *T, "Heligoland Treaty"*. Candidates with adequate knowledge about the scramble for and partition of East Africa were able to choose the correct answer by assessing and distinguishing between various treaties signed between the capitalist nations which were involved in the scramble for East Africa in the 19th century. This treaty was signed by the British and Germans in 1890.

Most of the candidates, who failed to identify the correct answer, chose alternative K ,"Delimitation Treaty", which is sometimes referred to as the 'Anglo-German Agreement of 1886'. Such candidates were aware of the steps taken by the European imperialist powers so as to colonize East Africa, but they failed to specify the treaty that culminated in the British being given Zanzibar, Pemba, Kenya and Uganda. The candidates should have known that the 'Delimitation' treaty alias the Anglo-German Agreement of 1886 which they chose failed to fix a clear boundary between Tanganyika and the British protectorate of Uganda. That is to say, that Uganda was given neither to the Germans nor to the British; thus there was a need to sign another agreement (Delimitation Treaty) so as to avoid a conflict between the two contending capitalist countries.

However, in a similar way, other candidates incorrectly opted for alternatives G, "Hamerton Treaty"; H, "Frere Treaty"; and M, "Moresby Treaty". These treaties were signed to make slavery and the slave trade illegal in East Africa. The British were the major actors in the abolition of the slave trade ending-processes. The candidates' inability to accurately relate and arrange the order of historical events

made them think that the treaties were for the scramble for the East African colonies.

Item (iii) tested the candidates' ability to identify the name of the colonial system of administration that was introduced into Tanganyika by Governor Donald Cameron between 1925 and 1931. The correct response was *A, "Indirect rule"*. The candidates who chose the correct response exhibited mastery of the colonial history of Tanganyika. They were aware that it was Donald Cameron - a British, who introduced and applied indirect rule in Tanganyika during the colonial period. In the same way, they knew that German direct rule ended in 1918 after the Germans were defeated by the Allied Powers in the First World War.

The majority of the candidates, who could not identify the correct response, chose alternative B, "Direct rule". The typical reason for their incorrect choice is their failure to distinguish between the colonial administrative systems and their specific durations. What is reflected in the responses of some of the candidates is that most of the candidates were still holding an incorrect notion that from 1925 to 1931, Tanganyika was still under German colonial administration. This shows that to a great extent some of the candidates had limited knowledge of the subject matter pertaining to the establishment of colonialism, colonial administrative systems as well as the major crises in the capitalist system.

Item (iv) required the candidates to identify the name of the treaty that confined the Sultan's authority to the islands of Zanzibar, Pemba and Mafia, and the coastal town of Kismayu. The correct answer was *K, "Delimitation Treaty"*. The candidates who were able to choose the correct response had adequate knowledge of the techniques employed by the European powers to colonize East Africa during the scramble for and partition of East Africa.

Such knowledge enabled them to realize that the colonization of East Africa went through various processes one of which was the signing of treaties. The treaties include the Delimitation Treaty (also known as the Anglo-German Agreement of 1886). Through this treaty, the British were given Kenya as their area of influence, Tanganyika was

given to Germans as their sphere of influence and Zanzibar was given to the Sultan of Zanzibar.

Such candidates were also aware that this treaty could not solve the latent conflict between the British and the Germans due to the fact that it failed to fix a clear boundary between Tanganyika and the British protectorate of Uganda. In a similar way, the treaty gave Uganda to neither Germany nor Britain. Finally, the candidates were also aware of the treaty that settled the matter pertaining to the division of East Africa among the European countries.

The majority of the candidates, who failed to choose the correct answer, were attracted to T, "Heligoland Treaty". They chose it because they could not differentiate between the roles and duration of the treaties signed during the process of colonizing East Africa by the European capitalist countries.

Item (v) required the candidates to identify the name of the treaty that made the slave trade illegal in East Africa in 1873. The correct answer was *H, "Frere Treaty"*. Most of the candidates scored this item correctly because of their adequate knowledge of the topic *Industrial Capitalism*. The popularity of the sub - topic *Abolition of the Slave Trade* among the candidates as well as the publicity of the slave market in Zanzibar as one of the tourist attractions enabled the candidates to be conversant with the subject matter as well as the demand of the question.

The candidates, who failed to choose the correct response, opted for options G, "Hamerton Treaty"; and M, "Moresby Treaty". Their choice of such incorrect options is attributed to their inability to differentiate all the treaties that were involved in the making the slave trade and slavery illegal in East Africa. Such candidates were aware of the agreements and steps taken to abolish the trade, but they could not identify the relevant treaty from the alternatives given.

Other candidates opted for alternative O, "Bogus Treaty". Such candidates failed to differentiate between the two historical themes (colonization and abolition of the slave trade). This misconception implies that some of the candidates had partial knowledge of how

colonialism was introduced or the slave trade was abolished in East Africa.

Item (vi) tested the candidates' knowledge of the type of agreement made between Carl Peters and Sultan Mangungo of Msowero. Most of the candidates got the correct response *O, "Bogus treaty"*. Though all the treaties signed between the colonialists and the Africans were bogus, the treaty signed between Carl Peters and Sultan Mangungo is the one which is referred to as bogus and mostly mentioned by teachers and students due to its popularity. Therefore, it was quite easy for most of the candidates to choose the correct answer.

However, some of the candidates opted for alternatives: D, "Buganda Agreement"; F, "Toro Agreement"; and I, "Ankole Agreement". The choice of these alternatives shows that the candidates were guessing, since their choice had no any relevance to the demand of the question. And perhaps, the presence of the word 'agreement' in the stem of the item made them to choose that response.

Item (vii) tested the candidates' ability to identify the name of the first treaty that was signed in 1822 to make the slave trade illegal in East Africa. The correct answer *M, "Moresby Treaty"* was chosen by candidates who had adequate knowledge about the treaties signed to abolish the slave trade in question in East Africa. These candidates were able to recall that Moresby Treaty was the first to be signed (1822) and its principal aim was to prohibit the flow of slaves outside the territories of the Sultan of Zanzibar.

On the other hand, most of the candidates who failed to choose the correct answer opted for either alternative G, "Hamerton Treaty"; or alternative H, "Frere Treaty". These candidates were unable to choose the correct response because of their inability to specify and periodize the historical events accordingly. For example, most of the candidates could not identify the relevant sequential order during which the treaties were signed. The candidates should have realized that the Moresby Treaty of 1822 was the first, followed by the Hamerton Treaty of 1845 and then the Frere Treaty of 1873. It was the Frere Treaty that facilitated and witnessed the closure of the great slave market in Zanzibar.

Some of the candidates randomly chose any alternative which bore the term 'treaty'. They showed lack of knowledge of the processes and treaties that were signed to bring to an end the existence of an illegal and dehumanizing trade in East Africa.

Item (viii) required the candidates to choose the name from the given alternatives of the second anti-slave trade treaty that was signed in East Africa in 1845. The correct response was *G, "Hamerton Treaty"*. This response was given by candidates who could remember the processes and treaties undertaken to end the slave trade and slavery in East Africa. They had adequate understanding of the appropriate processes, the participants and the time frame. In conclusion, these candidates could distinguish the Hamerton treaty from other treaties.

Most of the candidates who failed to correctly choose the correct answer either opted for alternative H, "Frere Treaty" or M "Moresby Treaty". The candidates could not determine the exact name of the second anti-slave trade treaty that was signed in East Africa in 1845. Limited knowledge of the subject matter and poor dating of historical events were the root cause of their failure.

Some of the candidates erroneously chose such other alternatives as E, "Versailles Treaty"; and T, "Heligoland Treaty", which had some connection with the demand of the question. Such candidates exhibited limited knowledge of themes like global crises, colonialism and abolition of the slave trade in East Africa. The candidates' choice of such irrelevant options may be attributed to the presence of the term 'treaty' in the stem of the item as well as in the alternatives. Hence, to a great extent, the candidates relied on guesswork in making their choices.

In item (ix), the candidates were required to identify the name of the declaration meant for transforming Uganda into a socialist state. The correct answer *C, "Common Man's Charter"*, was chosen by candidates who had knowledge of the changes in political, social and economic policies in Africa after independence. For example, the respective candidates were aware of the different forms of socialism adopted by African leaders soon after independence such as

'Humanism' in Zambia, Socialism and Self-reliance in Tanzania and Common Man's Charter in Uganda.

The candidates, who could not identify the correct answer, were mostly attracted to option D, "Buganda Agreement". Their choice of irrelevant answers is perhaps the result of the correlation they drew between 'Uganda' and the Buganda Agreement. From such responses, it can be concluded that the candidates had limited knowledge of the colonial and post-colonial historical events in East Africa. For example, it is surprising that the candidates did not know the distinction between the Buganda Agreement and the Common Man's Charter.

It should be borne in mind that the Buganda Agreement (alternatively Buganda Agreement) of 1900 formalized the relationship between the Kingdom of Buganda and the British Protectorate of Buganda, whereas the Common Man's Charter was a document that translated Uganda's development through its chosen socialist path from 1969 onwards. Other mostly chosen distractors in this item were R, "Communalism"; and S, "Warsaw Pact". By choosing "R", the candidates mistook the phrase 'socialist state' for communalism. Possibly, the candidates did not read the question keenly, and thus they failed to recognize that what was written was 'communalism', and not 'communism'. The same problem faced those who opted for "S" – the Warsaw Pact, which was a Cold War incidence which had an inclination to communism.

Item (x) required the candidates to identify the name of Tanzania's economic strategy which stated that all the major means of production and exchange would be controlled by the peasants through the government. The correct response was *J, "Arusha Declaration"*. This option was chosen by candidates who were familiar with President Nyerere's new policy for development (Arusha Declaration - 1967), based on self-reliance, which was to guide Tanzania's economic policies from 1967 to the 1980s.

Most of the candidates who had no knowledge of Nyerere's new economic strategy for Tanzania, which was based on the philosophy of African socialism, mostly opted for R, "communalism" – an indication

that such candidates had difficulty in differentiating between the first mode of production characterized by hunting and gathering and an economic strategy, which was launched by Julius Nyerere in Tanzania in the 1960s and which stated that all the major means of production and exchange would be controlled by the peasants through the government. A few candidates opted for Q, "Multi-party system". The choice of this distractor suggests that the candidates failed to differentiate between the economic and political changes adopted by Tanzania during the post-colonial period.

2.3 Question 3: Historical Sketch Map and Short Answer Question.

This question had two parts, namely (a) and (b). In part (a), the candidates were instructed to draw a sketch map of Africa and locate: (i) A country whose independence sharpened the continent–wide struggle for independence; (ii) A country in which Biafra war occurred; (iii) A Portuguese colony which attained her independence under the leadership of Augustino Neto; (iv) A country in which the organization of African Unity was formed; and (v) The canal built by the colonialist to facilitate voyages to and from India and the Middle East. Part (b) required the candidates to outline five (5) tactics that were used to establish the colonial economy in Africa.

This question was attempted by all the candidates, 309,122 (100%), and the performance was average. The candidates who scored from 0 to 2.5 marks were 46.78 percent, out of whom 19.96 percent scored a 0 mark. Marks ranging from 3 to 6 were scored by 47.34 percent whereas the candidates who scored 7 to 10 marks were 5.88 percent. The poor skills of map drawing and wrong interpretation of what was needed to be located made it difficult for most of the candidates to answer the question appropriately. The statistical presentation of the performance of the candidates in this question is as shown in Figure 3.
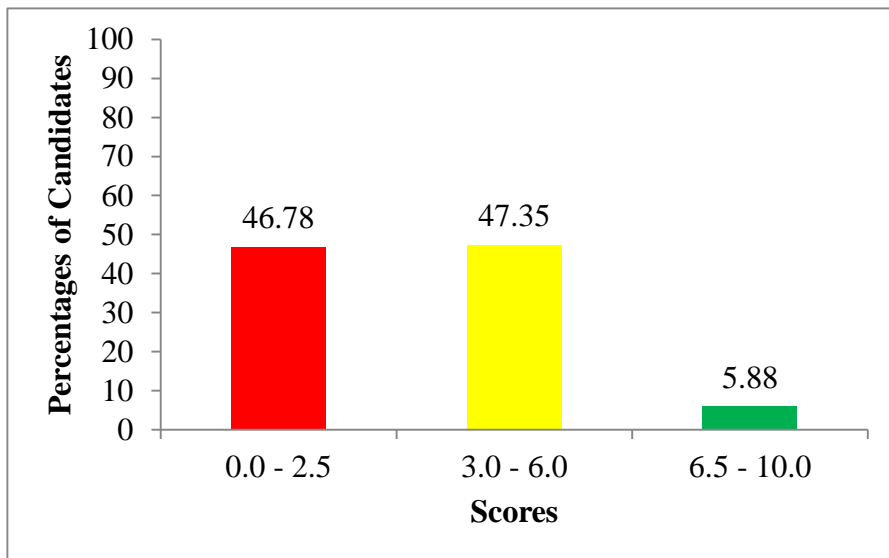
Figure 3: *The candidates' performance in question 3.*

The candidates who scored a 0 mark could neither draw the sketch map and locate the given position nor identify the tactics used by the colonialists to establish the colonial economy in Africa. Most of the candidates in this category misinterpreted the question by drawing the sketch map of either Tanzania or East Africa. Some of the candidates wrote/drew inappropriate and incomprehensible sentences/drawings; as a result they were awarded a 0 mark. For example, some of them outlined the tactics used to establish colonial rule, while others enumerated sectors of the colonial economy. Most of the candidates in this group exhibited poor drawing skills and lack of knowledge of the subject matter.

However, a few candidates who could draw meaningful sketch maps, located a few positions or mentioned a few tactics and scored 0.5 to 2.5 marks. In comparison, most of the candidates in this category obtained some marks from part (b), when compared to part (a). Some of the typical characteristics of the candidates' responses in this category are as follows: some of the candidates drew the required sketch map accurately and managed to locate a few required places correctly; others mentioned a few tactics used to introduce the colonial economy in Africa. Some of the candidates skipped part (a) and outlined a few
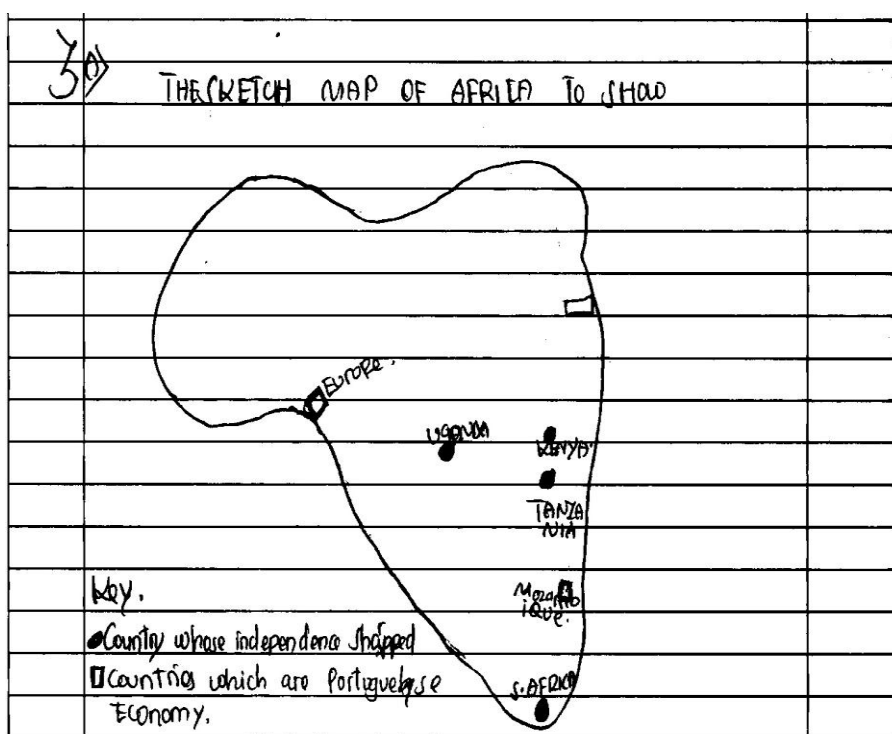
correct responses in part (b). Extract 3.1 is an illustration of the misinterpretation of the question and Extract 3.2 shows candidate's poor drawing skills.

Extract 3.1
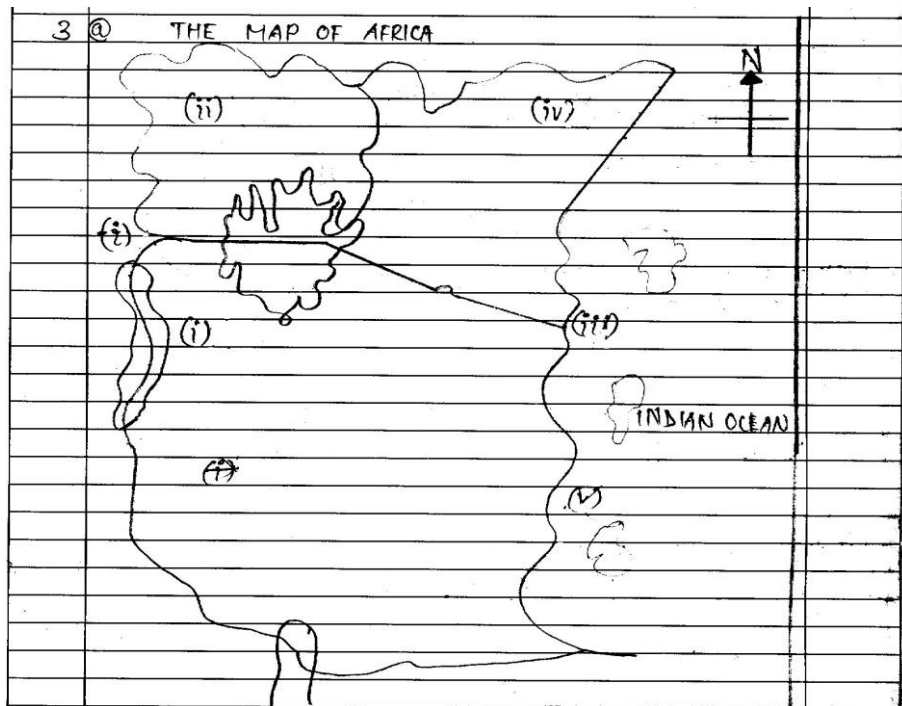
Extract 3.1 *An incorrect response given by one of the candidates who misinterpreted the question.*
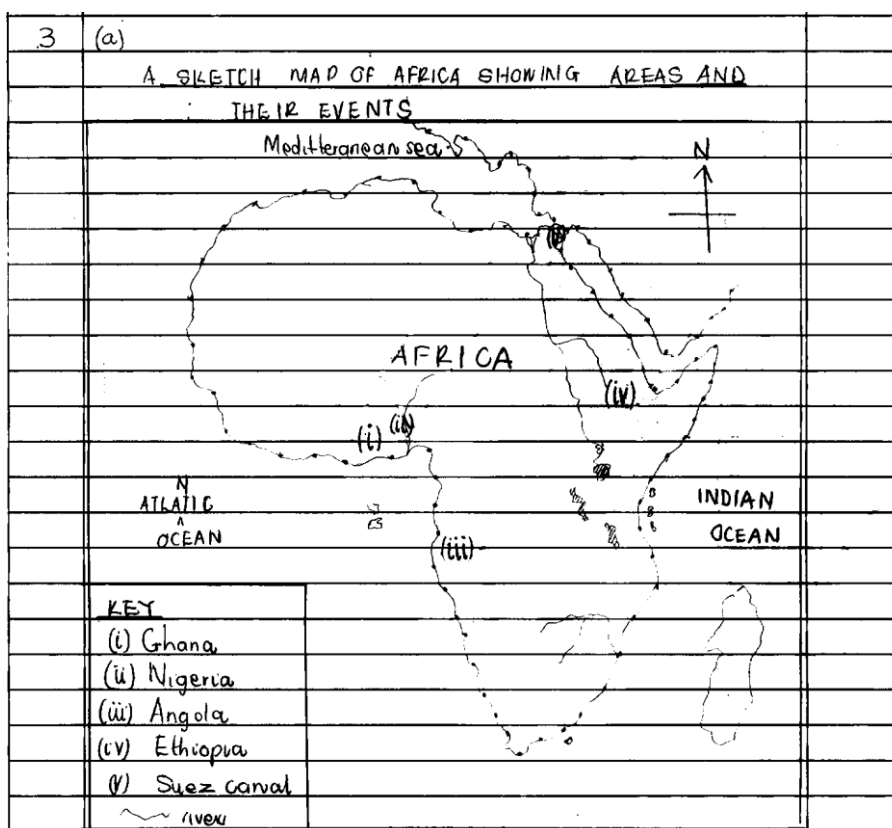
Extract 3.2

Extract 3.2 *A response showing the candidates' partial knowledge of the subject matter and poor drawing and locating skills.*

Nonetheless, some of the candidates who scored from 3 to 6 marks could/ could not draw the sketch map of Africa and locate on it few of the required places. Some of the candidates provided two or more relevant tactics used to establish the colonial economy in Africa. Most of the candidates in this category put much emphasis on part (b) due to their inadequate drawing and locating skills.

The percentage of the candidates who scored 6.5 to 10 marks were 5.88. Of such candidates, only 615 (0.2%) scored all 10 marks in this question. The candidates who scored all 10 marks could interpret the question correctly by recognizing that the required spots (places) needed to be located on the sketch map were: (i) Ghana, (ii) Nigeria, (iii) Angola, (iv) Ethiopia, and (v) the Suez Canal. Besides, they could draw the relevant sketch maps and locate the required places. Moreover, they could outline exhaustively the tactics used to establish the colonial economy in Africa. Extract 3.3 shows a relevant response

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taken from the script of one of the candidates who answered the question well.

Extract 3.3

Extract 3.3 *A reponse* given by a *candidate who managed to draw a relevant sketch map of Africa and locate the required places with greater accuracy*.

2.4   **Question 4: Short Answer Question**
This question had two (2) parts: (a) and (b). Part (a) was based on the topic *Establishment of Colonialism*. It required the candidates to arrange the given statements (i-v) in chronological order by writing numbers 1 to 5 beside the respective item numbers. Part (b) was based on various topics of the syllabus and required the candidates to identify the missing sentence by writing its letter beside the item number.

The question was attempted by 309,122 candidates (100%); 9.55 percent of such candidates scored a 0 mark, 32.52 percent scored from

1 to 2.5 marks, 36.01 percent scored from 3 to 6 marks and 21.92 percent scored from 6.5 to 10 marks. From this statistical analysis the performance of the candidates in this question was average, as 57.93 percent of the candidates scored from 3 to 10 marks. Figure 4 presents the candidates' performance in this question.
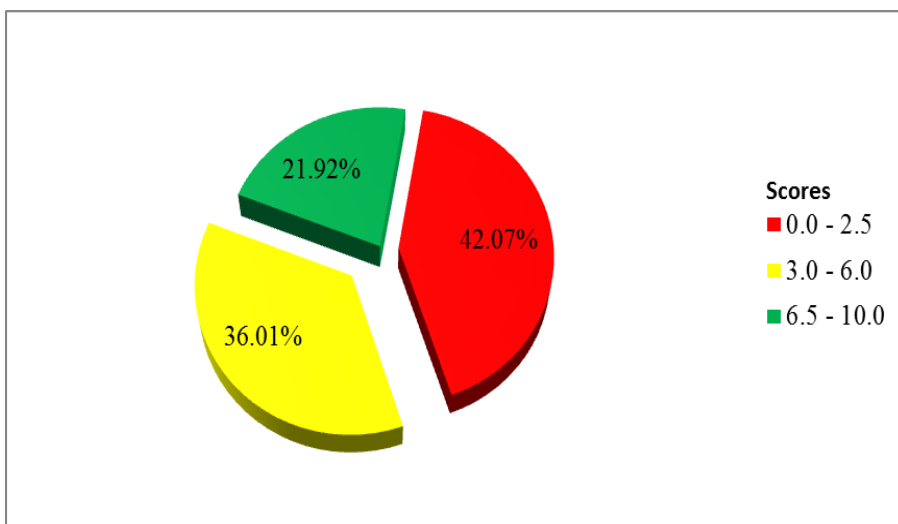

Figure 4: *The candidates' performance in question 4.*

Most of the candidates who scored a 0 mark could neither arrange the statements chronologically nor identify the missing statements. Some of them copied questions from the question paper and presented them as answers to the question. Others provided irrelevant responses which show the candidates' lack of knowledge as well as their failure to identify the demand of the question. Copying statements, phrases, clauses or sentences from other questions and presenting them as answers shows the highest degree of the candidates' lack of knowledge as well as their failure to abide by the given instructions in answering the questions. It can therefore be concluded that such candidates were not knowledgeable about the topic *Establishment of Colonialism* and that they failed to identify what the question required them to do.

The candidates who scored from 0.5 to 2.5 marks either managed to arrange few points or identified few missing sentences. Part (a), which required the candidates to arrange the statements chronologically, was the most challenging to most of the candidates who lacked or had limited knowledge about the scramble for and partition of Africa. In

relation to part (b), the performance was average among most of the candidates.

The candidates with moderate scores, ranging from 3 to 6 marks, could arrange serially some of the statements in part (a). In (b), they managed to identify some few missing statements correctly. In a similar way, there were more scores in part (b) than in part (a). Most of candidates had difficulty in arranging, in chronological order, the statements given.

Of all the candidates, only 19,004 (6.5%) candidates scored all 10 marks. Such candidates exhibited adequate knowledge of the subject matter and were conversant with the demands of the question.

2.5   Question 5: Essay Question

This question was based on the topic *Sources and Importance of History*. It required the candidates to give six points showing the importance of studying History.

The question attracted many candidates due the popularity of the topic. It was done by 256,989 candidates (83.14%). The percentage of the candidates who scored a 0 mark was 3.05, while 44.66 percent scored from 0.5 to 5.5 percent. Marks ranging from 6 to 8.5 were scored by 27.72 percent of the candidates and only 24.57 percent scored marks ranging from 9 to 19.5. The performance of the candidates is presented in Figure 5 below.
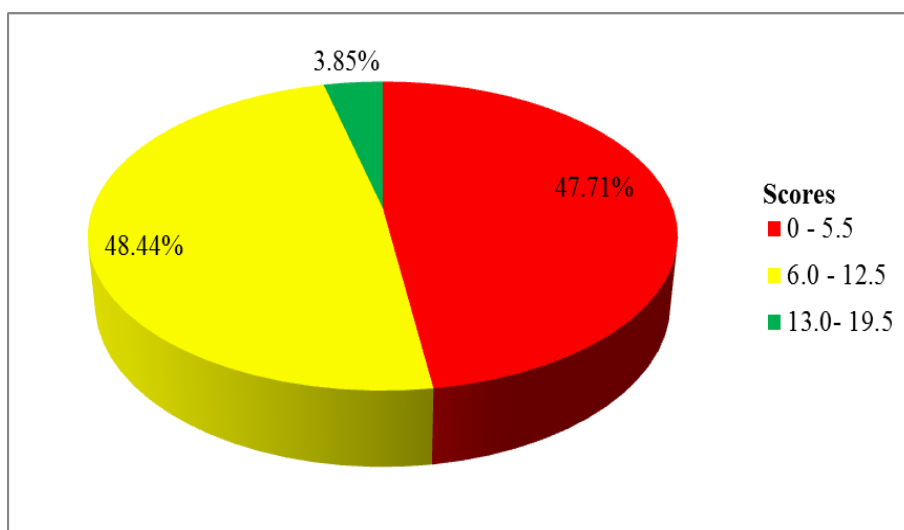
Figure 5: *The performance of candidates in question 5.*

The candidates with 0 score misunderstood the demand of the question, while those with little understanding of the subject matter scored from 0.5 to 6 marks. Those who scored zero (0) based their responses on the sources of history by giving points such as the oral tradition, archives and museums. Other candidates explained issues pertaining to the dating of historical events and others dwelt on the ways used to show the order of events. In extreme cases, some of the candidates explained iron technology and others explained the evolution of man. What can be deduced from such candidates' illogical and irrelevant responses is that the candidates misunderstood the question because they lacked knowledge of the subject matter. For example, there were those who jotted down and explained some of the topics in the history syllabus, such as establishment of colonialism, colonial economy and African nationalism to show the importance of studying history.

Generally, the candidates who scored from 0.5 to 5.5 marks had exhibited different strengths and weaknesses in their responses, for example: outlining the points without giving explanations; repetition of some points; and giving a partial introduction alongside explanations pertaining to the importance of sources of history. Others only scored a mark from the introduction by giving the meaning of the term 'history' or from sketchy explanations on the importance of studying history. These answers show that some of the candidates had limited

knowledge of the respective topic. Extract 5.1 shows an irrelevant response taken from the script of one of the candidates who explained about the sources of historical information, instead of explaining the importance of studying history. Extract 5.1 shows a sample of an irrelevant answer.

Extract 5.1

Extract 5.1 *A response given by a candidate who explained the sources of history instead of explaining significance of studying History.*

Similarly, the sampled responses from the candidates who outlined the points indicate the candidates had no knowledge of the subject matter, for they failed to differentiate between the concepts related to the discoveries made by man in different eras and the sources of historical information, as shown in Extract 5.2 below.

1st Candidate's Response

5. (i) It help use to Undastandad	
(ii) Help use to history sites	
(iii) It help use to Oral Tradihon	
(iv) It help use to arcÉeologq	
(v) If help use to Museums	

2nd Candidate's Response

5. (1) Bagamoyo	
(ii) Kondoa	
(iii) Ismilla	
(iv) Kismayu	
(v) Kilwa	
(vi) Zanzibar	

3rd Candidate's Response

5 (i) Historical Citese	
ii Archioloqe	
iii Ar Cheves	
iv Oral tradition	
v Mesumes	
vi Histor Conformation	

Extract 5.2 *Three responses from three candidates who provided irrelevant responses.*

In order to score some marks, the candidates whose responses are given above (see Extract 5.2), should have explained, for example, how history helps us to draw conclusions on the basis of past events, how it preserves the traditional and cultural values of a nation and how it helps us to know the origin of man and his struggles to master his environment.

Some of the candidates, who scored marks ranging from 6 to 12.5, provided few correct responses, while other candidates failed to

provide all the points demanded by the question. Moreover, some of the candidates provided explanations on very few points and outlined the remaining points. Some of the most notable weaknesses in this category include: partial knowledge of some of the given points, insufficient examples, illogical phrases or sentences and repetition of some points. For example, the point *history helps to understand the past and present and to predict the future* was given as three separate points (past, present and future). In conclusion, the differences in the candidates' scores were due to the clarity, coherence and relevancy of their explanations and examples.

The candidates who scored from 13 to 19.5 marks were 3.85 percent. Of such candidates, only 0.03 percent (66 candidates) scored from 18 to 19.5 marks. Top marks scorers had the following strengths: perfect interpretation of the demand of the question, provision of detailed explanations with factual examples on how history helps us to study the past events, to preserve the traditional and cultural values of a nation, to know the origin of man, to search for truth and to generate employment. Such candidates displayed an in-depth understanding of the subject matter and the demand of the question. On top of that, they exhibited high proficiency in the English Language. Extract 5.3 is a sample of a relevant response provided by one of the top marks scorers.

Extract 5.3

5. History is the study of men's past events and its evaluating effect for the future. This study Involves the relationship between the past, the present and the future. History is studied as it has various of significance. The importance of studying history In our societies are as follows.

The study of history enables us to know the origin of men and his development up to present time. We learn to know where men came from and what circumstances he went through in order to attain his changes at present time. History enables us to know men's stages of development (evolution) that his, the evolution of Australopithecus to Homo Sapiens Sapiens or even the ages he passed through that is from early stoneage to Iron age and now at present technology.

History as a subject enables people to acquir skills and knowledge for their future careers. These Careers would be; History teacher, Anthropologist, lawyer and sociologists. Therefore the efficient acquiring of skills from this subject bring upon expertise to one's future camber. Since those types of jobs require actual knowledge and not guessing, hence it is important to study history.

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c.   History helps us to know when and where historical events occured. For example, due to the study of history one knows when her country got Independence and where the skull of man was discovered. Therefore through historical knowledge people became aware of what event happen and where it happen. For Instena the skull of zinjathropus was discovered by Dr. Leckey in 1959 and Sutton said shifted his capital in 1940.

      The study of history Instills a sense of patriotism and nationalism to people. After one acquiring knowledge on how his/her country attained its Independence and all the struggle the country went through, this built respect, love and sense of belonging to a person. Through this knowledge of one's country assumption on what happened in the past are avoided.

      Another sigi that is helps us to learn the achievements and failures of men. Through this knowledge of achievements and failures of the country, It helps to avoid future mistakes of a country again and it enables people to use functional solutions from the past for the current problems. Examples of achievements are Independence of Tanganyika and union of Tanganyika and Zanzibar. An example of failures was the tactics used in the majimaji were specifically the false beliefs and the tribalism among members

Extract 5.3, *shows the candidate's relevant explanations supported with examples in this question.*

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2.6   Question 6: Essay Question

The question was set from the topic *Evolution of man, Technology and Environment*. It required the candidates to assess the contributions made by the discovery of fire to the development of human beings. It was attempted by 148,494 candidates (48.04%). The scores in this question show that the candidates' performance was good. Analytically, 29.04 percent of the candidates scored from 0 to 5.5 marks, of which 5.74 percent scored a 0 mark. Almost over half of the candidates (56.71%) scored from 6 to 12.5 marks, while the remaining 14.25 percent scored from 13 to 20 marks.
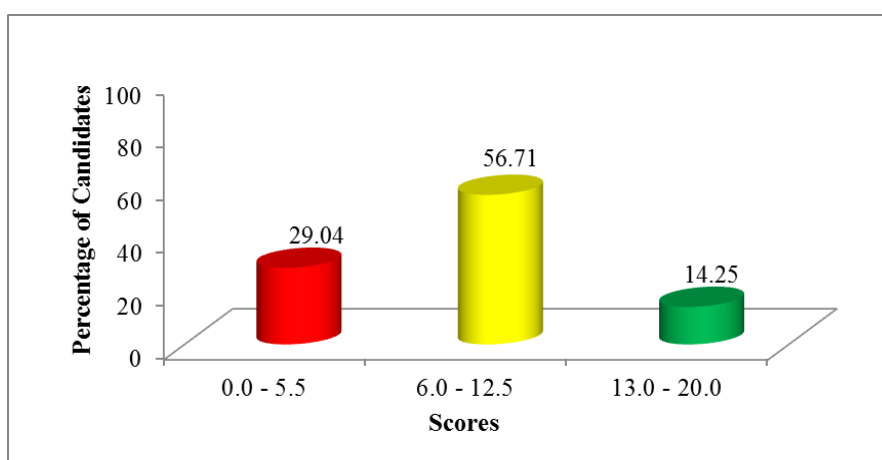

Figure 6: *The candidates' performance in question 6.*

The candidates with a 0 mark either misunderstood the demand of the question or lacked knowledge of the role of fire in the development of mankind. Most of those who scored a 0 mark, for instance, gave the disadvantages of fire, while others based their explanations on the importance of the discovery of iron. The candidates' inclination towards the latter was due to the fact that the two discoveries (fire and iron) belong to the same topic (*Evolution of Man, Technology and Environment).* Hence, the word discovery might have made them think of the discovery of iron.

Some of the candidates explained the discoveries and other technological developments during the Stone Age probably due to their failure to understand the demand of the question. Worse still, there were some candidates who gave the general aspects of human

development such as infrastructure and industries, as shown in Extract 6.1.

Extract 6.1

Extract 6.1, *An incorrect answer given by one of the candidates.*

However, those who had little knowledge and partial understanding of the demand of the question scored from 0.5 to 5.5 marks because they gave their responses in outline form without any explanations. Others gave irrelevant points but managed to score a mark from the

introductory part. The majority mixed the concepts pertaining to the Stone Age, the Iron Age and the communal mode of production. Only a few candidates could give two relevant points. Explaining the points in the English language was a great challenge among the majority of the candidates in this group. Also, from their responses, it can be concluded that the majority didn't know the period when fire was discovered.

The scoring of marks ranging from 6 to 12.5 illustrated moderate interpretation of the question and that the candidates could give a number of relevant points with reasonable explanations. What prevented them from scoring higher marks was lack of clarity and coherence in some of the points given. In addition to that, some of the candidates repeated some of the points given and, in some instances, failed to give precise examples. The differences in their scores were the result of differences in their ability to show how fire contributed to the development of society (human beings).

Some of the candidates, however, scored marks ranging from 13 to 20. Such candidates displayed greater capability in assessing the role of the discovery of fire to the development of human beings by providing concrete arguments showing how fire helped man to get light at night, to cook his food, to protect himself from wild animals, to hunt, and to clear land for agricultural production. Their explanations were sound, coherent and comprehensive. The few weaknesses of a few candidates in this group include insufficiency of some of their explanations and irrelevancy of some of their points. Such shortcomings were the source of the variations in their scores.

Extract 6.2

Man started eating cooked foods. Before discovery of fire man ate raw meat (remains of preys) and lived as a scavenger and gatherer but after the discovery man learnt to use fire as a tool to cook all his foods most especially meat. As man was a hunter by then, it was even easier to obtain food to be cooked.

Fire helped in the clearing of forests and bushes. Fire was used to burn out trees and bushes so as to clear land. The cleared land was used for different purposes such as settlements and agriculture. Thus fire brought about development in man's living styles (socially) and economically as well.

Fire was used to scare away wild animals. Before this discovery man lived in trees, this helped them keep away from wild animals in the forests. But after the development of fire man used it as a way of scaring away wild animals. These wild animals include lions, bears and other animals that could endanger man's life.

Fire was used as a source of light during the nights and when passing through thick and dense forests. During the night man lighted up fire sticks and stuck them into the soil for support so as to provide light. And during hunting in thick or dense forests or migrating, fire was used as a source of light along the way.

It was also used to provide warmth during cold and winter seasons. Previously man had to look for areas that would atleast be warm enough to stand the cold for example in caves. And after the discovery, during cold nights or winter seasons man lighted up fire and used it as a source of warmth.

Lastly, fire was used in communication among societies. This communication was done through smoke signals from the smoke given out by fire. The signals could mean to warn another society on and other member of a particular community on the danger that may occur.

In conclusion, the discovery of man had marked a new phase of man's life. By then man lived in a more civilized manner, due to the great positive effects brought about by the development of fire. Hence, fire was is one of the important discoveries made by man in the history of man kind.

Extract 6.2 *A response given by a candidate who was able to exhaustively explain the contribution of the discovery of fire to the development of human beings.*

2.7   Question 7: Essay Question

The question required the candidates to critically examine six effects of legitimate trade in West Africa. It was set from the topic *Africa and the External World*. It was attempted by 105,154 candidates (34.02%). In this question, 71.03 percent of the candidates scored from 0 to 5.5 marks. Some of these candidates (14.9%) scored a 0 mark. The candidates who scored from 6 to 12.5 were 27.79 percent. Only 1.18 percent scored from 13 to 19 marks. In essence, the candidates' performance in this question was poor, since only 28.97 percent of the candidates scored from 6 to 19 marks. Figure 7 below shows the candidates' performance in this question.
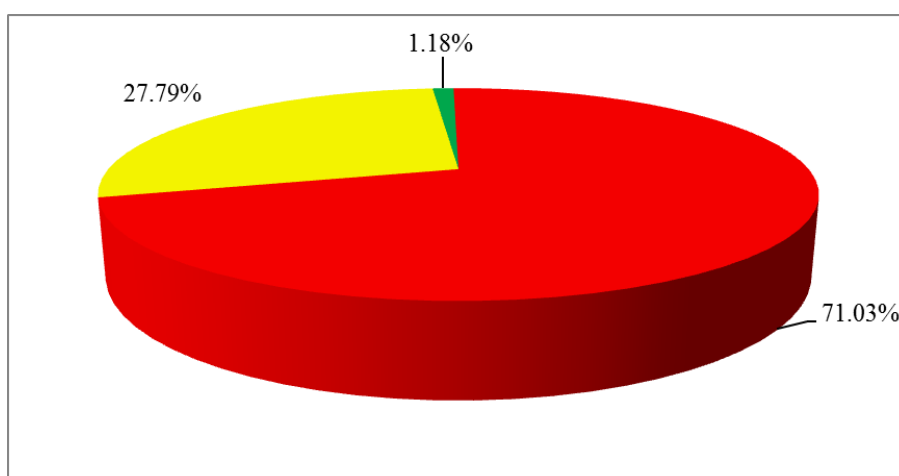
Figure 7: *The candidates' performance in question 7.*

Those who scored a 0 mark misinterpreted the question while those who scored from 0.5 to 5.5 marks had little understanding of the subject matter. Those who scored a 0 mark explained about the impact of Trans-Atlantic slave trade or the Trans-Saharan Trade in West Africa, causes of and the effects of colonialism and the ways used by the colonialists to establish the colonial economy.

Furthermore, the candidates who scored from 0.5 to 5.5 marks mostly scored a mark from the introduction in which they defined legitimate trade or gave a few correct points and explanations, but with examples from the East African slave trade. Other candidates gave few explanations, for which they could not get high marks. A few others mentioned correct points, but based their explanations on colonial

exploitation. Extract 7.1 is taken from the script of one of the candidates who got zero.

Extract 7.1

7. Critically examine six effects of the Legitimate trade in West Africa.

Legitimate trade: Is the process of buying and Selling human being. They are Same effect of the Legitimate trade in west Africa as follows:

Destruction Properties; they are Same effect which provided them a slave trade in West African because they are Same many people loss our Life of right or human right.

Death; They are Same many people will die also that when will gone to buying and selling Samo slavory also will loss a Life, that they are Same effect of the Legitimate trade in west Africa thom.

Separation of family; It was Same effect which involved a legitimate trade in west Africa because Same father will buying them also, and her parent will stay along and provided them a mother to gone without a child

Decrease Poverty; They are Same African people when will slavery trade they have not getting a oppurtunity to done Something workers and other oppurtunity in our Society.

Promotion of Civil war; They are Same effect which hinder them the Legitimate trade in west African because they have not respect Sama African people rules or human right.

Loss of Life; they are Same effect of legitimate trade in west Africa because they are affect the Same people or many people of Africa to Loss our life and to be a poverty.

Although They are Same effect of the Legitimate trade in West Africa because they are affected to the many people loss of our Life and destruction properties.

Extract 7.1 *A response provided by one of the candidates who explained the effects of the slave trade instead of the effects of legitimate trade.*

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The strengths of the candidates who scored from 6 to 12.5 marks were correct interpretation of the demand of the question and provision of detailed explanations and correct examples in some of their points. They could not score more than 12.5 marks because of repetition of some of the points given, inadequacy of details in a few points and lack of examples.

A greater understanding of the question requirements and in-depth arguments could be seen in the answers provided by those whose marks ranged from 13 to 19. Such candidates gave genuine explanations on how legitimate trade led to the introduction of new cash crops and a new culture exemplified by the spread of Christianity, the building of infrastructure and the migration of Europeans to West Africa to exploit natural resources and the integration of the West African economy into the capitalist economy. A few weaknesses observed in their responses included irrelevancy in some of the examples given as well as incoherence of the explanations. These weaknesses led to variations in their scores. Extract 7.2 is a sample of some of the relevant responses given by one of the candidates.

Extract 7.2

7. legitimate trade is the trade that involves the buying and selling of goods and commodities in exchange for profit. legitimate trade began during the 19th century, It was introduced by the European powers. legitimate trade began after the abolition of slave trade or triangular slave trade that was along the Atlantic Ocean. The triangular slave trade was abolished in during the 19th century. legitimate trade involved and it based on natural products such as, For Example palm oil, rubber and cocoa. legitimate trade based on cash crops mostly not food crops. legitimate trade was dominated in West Africa during the 19th century. The following are effects of the legitimate trade in West Africa.

It led to collapse of triangular slave trade. This is one of the effects of legitimate trade in West Africa. This is because when legitimate trade began, triangular slave trade was abolished by the European powers who were against slave trade. For Example during triangular slave trade the slaves were sold in exchange for raw materials and mineral resources and also for forced labour power. The slaves were used to do works, due to more production and maximum profit to the colonial powers.

Decline of local production. This is also another one of the effects of legitimate trade in West Africa. This is because during the legitimate trade, the colonial powers did not base on the local production but

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7. They forced the Africans to engage in cash crop production which led to the decline of local production and fall of local industries in West Africa. For Example the raw materials were manufactured from cash crops which were rubber, palm oil and cocoa which manufactured different commodities which were used by people for different purposes. The colonial powers forced the Africans to engage in cash crop production only not any other kind of production.

Decline of local technologies. This is also another one of the effects of legitimate trade in west Africa. This is because in West Africa there is poor advancement of science and technology, which means that there is no enough requirements for industrial activities like advanced machines and also there is poor infrastructure. which poor infrastructure leads to problems during transportation of raw materials. The African technologies declined due to the introduction of new European technologies for Example the use of tractors during agriculture instead of normal farming tools.

Facilitated colonization in West Africa. This is also another one of the effects of legitimate trade in West Africa. This is because the legitimate trade was like a chance for the coming of colonial agents. This is because legitimate trade paved way for colonialism in West Africa. For Example the colonial agents were the traders like Carl peters, Explorers like Bartholomew Diaz Missionaries from British and Dutch countries. The legitimate trade

1. opened doors for the coming of the colonial agents in West Africa during the 19th century after the abolition of slave trade.

Exploitation of resources and manpower in West Africa. This is also another one of the effects of legitimate trade in West Africa. This is because the colonial powers did not have enough manpower and resources which could maximize their profit. The colonial powers used African manpower through forced labour power. For Example the Africans were forced to work in cash crops plantation by the colonial masters through forced labour. The Africans were only forced to grow cash crops in order to increase production and maximize the profit of the colonial masters.

Introduction of cash crops in West Africa. This is also another one of the effects of legitimate trade in West Africa. This is because during legitimate trade, the trade based mostly in the natural commodities which were cash crops, For Example cocoa which was used as drinks, rubber for manufacturing of raw materials, and palm oil for different purposes. the colonial powers introduced cash crops which helped to increase production through the manufactured raw materials in West Africa which also maximized more profit.

Extract 7.2 *A response from a candidate who was able to explain the impact of legitimate trade.*

2.8   Question 8: Essay Question

This question was derived from the topic *Colonial Health Services* and tested the candidates' knowledge of substantiating how the colonial health system was discriminatory. It was attempted by 38,590 candidates. This figure (38,590) is equal to 12.48 percent of all the candidates who attempted it. It was the question that most of the candidates did not attempt in this examination. This reveals that most of the candidates did not know how the colonial social services, apart from being discriminatory, favoured 'Whites' at the expense of Africans. Figure 8 shows the categories of the candidates' performance in this question.
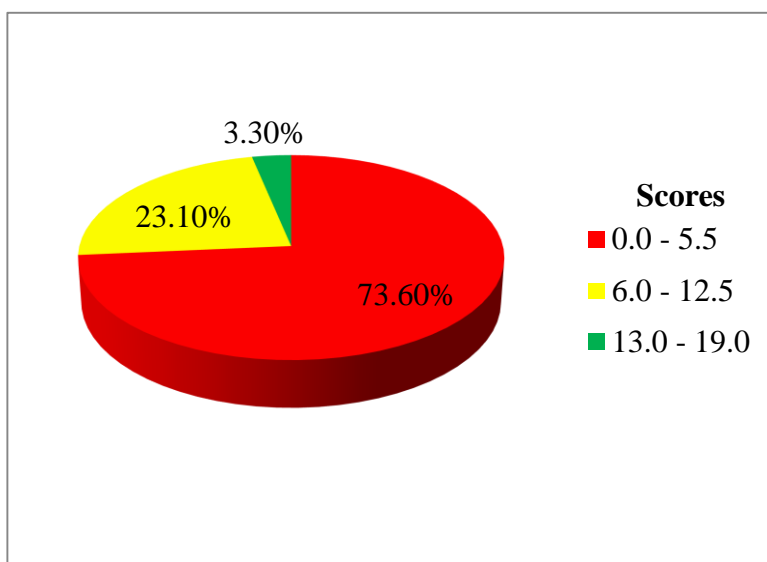
Figure 8: *The candidates' performance in question 8.*

In essence, the candidates who scored from 0 to 5.5 marks were 73.60 percent; of these candidates, 40.42 percent scored a 0 mark. This was the only question in this paper with the highest percentage of zero scorers. Some of the zero scorers only copied the question without giving any explanations. Others wrote irrelevant points or outlined points relating to the characteristics and effects of the colonial economy and objectives of colonial education or health services, instead of their features. The major weaknesses of this group were the candidates' failure to understand the demand of the question, lack of knowledge of the subject matter and lack of English language proficiency. The candidates should have explained how the colonial

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health services were based on race; were urban based, religious biased; and concentrated in production areas and key military centres.

A total of 28,404 candidates (23.10%), with little realization of the task involved, scored 0.5 to 5.5 marks. The common characteristics of this group's responses include: provision of few points, repetition of some points, partial explanations and giving of general points without particularizing them according to the demand of the question. Some of the candidates only provided the proper definitions of the key words in the question. The root causes of low marks obtained by these candidates were inadequate knowledge of the subject matter, low proficiency in the English language and lack of essay writing skills. Extract 8.1 is taken from the script of a candidate who did not understand the demand of the question.

Extract 8.1

8	Colonial health, transfer of knowledge which people they get inorder to get employment and development
	They following are the effect of Colonial health but they have possitive and negative effect
	It led to emergency of elites, Colonial health led to emergency of elites due to need the knowledge this is possitive effect of colonial health.
	It led to emergency of Nationalism, colonial health led to nationalism due to reason of growth of colonial health.
	People get employment Also this are Possitive effect of colonial health system in the Africa. Some of Africa people they get this education and most of Africa they are not get education.
	Created people disunity among Africa, Some or most of people in Africa they have no unity For education in the society they have no cooperation to unity in education this is negative effect of colonial health.
	Loss of African culture, The some of people coming to Africa they losse Africa culture and some of this culture comming was dressing, language barries and other culture which loss Africa to employed in development of societies.
	It make people dependents, Colonial health make people dependent due to some of people they are jelous to teaching another patnerr

Extract 8.1, *A response which to the great extent focuses on the importance of colonial education instead of the discriminations inherent in the colonial health services.*

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The capabilities proven by the candidates who scored 6 to 12.5 marks included: correct realization of the task involved and provision of relevant and detailed explanations in a number of points in which they also gave some correct examples. Nonetheless, the few weaknesses noted were repetition of some points and inadequate explanations and the failure to provide all the points required. The differences in their scores were the result of clarity and coherence of each candidate's responses.

On the other hand, the scores ranging from 13 to 19 marks were achieved by the candidates who explained in detail the discriminatory nature of the colonial health services and supported their arguments with relevant examples. For example, they explained that *colonial health services, provided during the colonial period, based on racial lines, it was religious based, it was urban based* and that *it based on western medicine*. The variations in their scores were due to the degree of comprehensiveness and clarity of each candidate's responses.

2.9 Question 9: Essay Question

This question was derived from the topic *Establishment of Colonialism.* It required the candidates to explain why some Africans collaborated with Europeans during colonial invasion. It was attempted for by 111,037 candidates. This number of candidates is equal to 35.92 percent of all the candidates who sat for this examination.

The percentage of the candidates who scored from 0 to 5.5 marks was 54.23 percent. Of these, 25.41 percent scored zero. The percentage of the candidates who scored from 6 to 12.5 marks was 36.98, while the percentage of the candidates who scored from 13 to 20 marks was 8.79. The overall performance in this question was average, since 45.77 percent of the candidates scored from 6 to 20 marks, as shown in Figure 9.
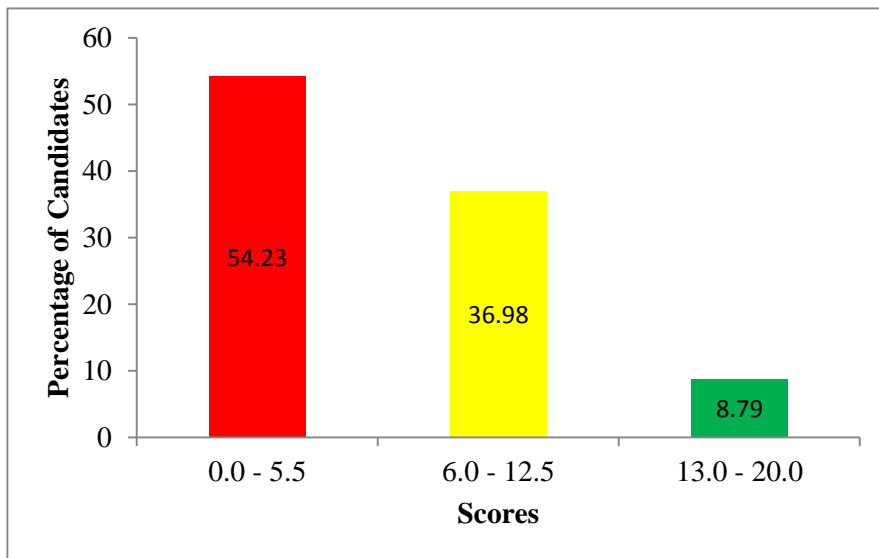
Figure 9 *The candidates' performance in question 9.*

Some of the candidates failed to understand what the question wanted them to do or lacked knowledge of the subject matter thus, scored zero. The observed shortcomings in the responses of the candidates in this group include: explaining reasons for the colonization of Africa, or the tactics applied in establishing colonial rule, the colonial economy and the impact of colonial invasion in Africa. The commonly recurring problem in the responses was the candidates' failure to answer the questions as instructed. The candidates mostly explained the factors that precipitated African resistance or African nationalism. Thus, the candidates could not escape a 0 mark award.

Nonetheless, the candidates who managed to score 0.5 to 5.5 marks mentioned few points with little explanations and, to the great extent, did not give all the points required. Some candidates managed to score a mark by itemizing a few correct points without giving any explanations, while others managed to give the meaning of the key terms (colonial invasion and/or collaboration). Extract 9.1 shows the candidates who failed to meet the demands of the question.

Extract 9.1

Colonialism i is the strong desire of self determine desire of social political and economical. The following are the why some africans collaborated with europeans during colonial invension

Because they wanted to regain their land. This is why africans collaborated with europeans during cotonial invension this is because they want to regain their land because the europeans take the african land because the african land have good mineral so the european use their strong goverment and their knowled to take the land of african.

They wanted to retain their freedom. This is true the african people was humilliated by european so that's why the african take their position to be collaborated with european people because the african people was don't want the european people to take their freedom so the african people use their knowledge to be will collaborated with europeans colonial

They wanted to regain their culture. This is where the european colonial treaty the african people it cause to african people to follow another culture of european so the african people use their knowledge on how they doing to regain the returned their culture because the european forced the african people to follow their culture and this that's why the african people was not like the european culture.

Extract 9.1 *A response given by a candidate who did not understand the question.*

Those who scored 6 to 12.5 marks were able to explain the points but with few details and few vivid examples. In addition, some of them repeated some of the points given and provided irrelevant examples. Those who had fewer limitations scored higher marks.

Nevertheless, 13 to 20 marks were obtained by candidates who had adequately understood the question. The candidates were able to give more comprehensive explanations on points like: *military weakness*, *the need to keep off rivals*, *the role of missionaries*, *ignorance of some African rulers*, *need to acquire wealth, prestige and position from the colonial government*. The small mistakes that prevented these candidates from scoring all 20 marks were incoherence, lack of clarity and lack of accurate examples in some of their points.

Extract 9.2

9.   Collaboration was the method used by Africans societies as a reaction to the colonial invasion whereby they reacted by ciding with the colonialists instead of fighting against them. This was usually accompanied with the signing of treaties between the African rulers and the imperialists around 1870's to 1900 when colonialism was officially imposed in Africa. Some African rulers or agents collaborated with Europeans during the colonial invasion due to the following reasons.

     To seek for protection and millitary aid against rival societies: Collaboration in most society was as a result of rivalry between the societies such that when the imperialist powers offered friendship to the locals, they gladly accepted. Good examples are Chief Rahigi of Kihanja in Buhaya who collaborated with the Germans against Chief Mukotani of Kyamutwara in 1895. Another example is Chief Merere of Usangu who collaborated with the Germans against Chief Mkwowa of the Hehe in 1893. These leaders were seeking protection against their powerful rivals.

     Ignorance of the rulers: Some African leaders were ignorant of the real intentions of certain imperialist powers. For example, Chief Lobengula of the Ndebele agreed to sign the Rudd Concension in October 1888 because he did not know what the treaty was truly meant for. He also signed a treaty of friendship with John Smith Moffat who was

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9. an agent of British South African Company under Cecil Rhodes. Therefore, some rulers accepted to collaborate simply because they did not know what their actions implemented in the future.

Personal interests of certain individuals and rulers: Some individuals such as Semei Kakunguru and Sir Apollo Kagwa of Byganda collaborated with the British for the reason of attaining wealth or prestige. Semei Kakunguru was a very ambitious person who was determined to accumulate wealth and prestige. He wanted to achieve this through working as British agent to extend the British influence to the Toro and Lango areas by 1900. Another ruler with personal interests was Mangi Sina of Kibosho who allied with the Germans in 1880's so as to annex the land of Marangu under Marealle.

Natural calamities and disasters: Some societies were struck by calamities such as diseases to such an extent that they could not effectively fight the intruders. Thus they opted to collaborate with the imperialists so as to avoid further sufferings. A good example are the Maasai under Lenana and Sendeyo. These people were affected by a cholera outbreak that had wiped out most of the population by 1879. The people therefore had no strength to retaliate and thus they ended up collaborating by signing a treaty with the British in 1879.

Extract 9.2 *A relevant response from one of the candidates who understood the question.*

2.10 Question 10: Essay Question

The question was derived from the topic *Evolution of Man, Technology and Environment.* It required the candidates to explain advantages of the discovery of iron to African societies. It was a question that was attempted by the largest number of candidates, 217,336 (70.31%). Candidates' understanding of the demand of the question and adequate knowledge of the subject matter were some of the factors for its being attempted by that number of candidates. The percentage of the candidates who scored from 0 to 5.5 marks were 31.05; of these candidates, 3.92 percent scored zero. Marks ranging from 6 to 12.5 were scored by 56.83 percent of the candidates. Only 12.12 percent of the candidates scored from 13 to 20 marks, as shown in Figure 10.
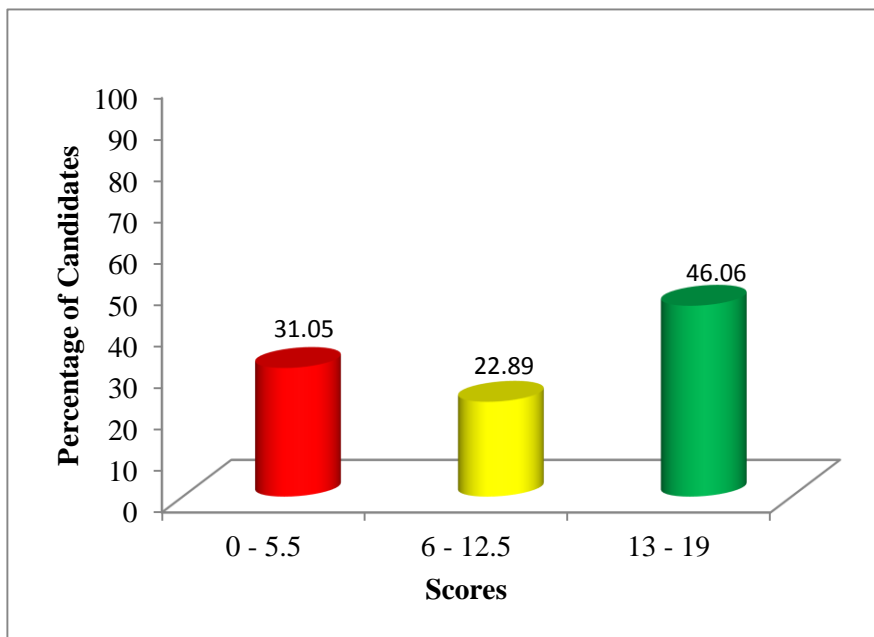

Figure 10 *The candidates' performance in question 10.*

The candidates who scored zero marks were few (3.92%). These misinterpreted the question. Some candidates provided disadvantages of the iron technology. Some candidates associated the discovery of iron with the discovery of fire, while others mentioned the tools and explained the importance of the items made from iron like spears, hoes and knives. The candidates' lack of knowledge and failure to identify the demand of the question was the major cause of their failure. Added to this was their inability to explain the points well in the English language. Most of their responses contained inaccurate, incoherent phrases, sentences and statements.

Nonetheless, some of the candidates who scored from 0.5 to 5.5 marks gave a few advantages of the iron technology. Some of them could not provide the points required. Most of them failed to explain the impact of iron technology on the Africans. Extract 10.1 is an example of a poor answer.

Extract 10.1

10 | Discovery iron. Are means through which used for Cooking and then other used for people in the society. The following advantanges of the discovery of iron to Afridan Societies.

It is used for Cooking; advantanges of discovery of iron to African Societies is used for Cooking food; Example of discovery of iron in used cooking food Such bananas, mai ze, Ice and other foods!.

It is used for hunting and gathering; Iron discovery is used for hunting and gathering in human people for the Societies. (Example of hunting and gathering is fire used for Cutting

It is used for Cooking meet; Discovery iron is used for Cooking meet. People of the Social services are discovery iron are used for Cooking meet.

It is used for Cutting - advantange of the discovery of iron to Xpirea Societies are used for Cutting Trees for plantation peasant Coo operative in the Societies.

It is used for eating meat of animals; discovery iron are advantange of eating meat of animals. People of Africa Societies are discovery iron for eat meat in animals.

It is used for waste material; waste material are advange of discovery to iron in people of Africa. Example of used are waste material.

There for the advantanges of discovery of iron in Africa Societies.

In **Extract 10.1**, *An irrelevant response from a candidate who explained the importance of fire rather than the importance of the discovery of iron.*

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More than half (56.83%) of the candidates who attempted this question scored marks from 6 to 12.5. Those candidates could, to a great extent, explain a few points regarding the advantages of iron technology with some few concrete examples. However, their major weaknesses were deficiency in their explanations and lack of vivid examples in some of the arguments. Some of them could not explain clearly how the discovery of iron was beneficial to society.

The percentage of the candidates who scored from 13 to 20 marks was 12.12. These candidates provided logical explanations by showing how iron technology *improved production*, *facilitated security*, *stimulated trade, encouraged division of labour and led to development of other economic activities like salt, gold and copper mining*. They also supported their arguments with appropriate examples. The disparities in scores were the result of differences in the exactness of their ideas and their ability to relate iron technology to the benefits that societies obtained.

Extract 10.2.

10. Discovery of iron was the invention where by man started to make and use iron tools. Man discovered iron at around the 1500 AD (1ST Millenium). Iron technology really transformed man's life from a primitive life style to a more advanced one. It enabled man to make and use tools such as hoes, swords, knives in production. Also some iron centres in Africa include Nok, Meroe, Axum, Engaruka and Kshikapa. The following were the advantages of discovery of iron.

It led to specialization of labour, this was a situation whereby man specialized and focused much on one particular economic activity. For example due to the science of iron technology blacksmiths emerged, who specialized in iron working also the iron smelters. But also due to the presence of iron technology people specialized in agriculture activities, people specialized as traders, some specialized in fishing activities and many others

It Increased production, this was a very positive impact about the discovery of iron technology. It led to the rapid development of production process. For example it led to the improvement of agricultural production. Due to iron technology man no longer used the primitive instruments of labour such as stones, but he rather used advanced tools for example hoes, pangas, (jembe) or hoe and so many others. Also it increased production in mining sector, increased production in fishing.

10. It led to the development of trade, also the exchange activities had increased due to the development of iron technology. This was just because, due to increased in production, man produced surplus which enable him to gain goods for exchange. For example in Africa some societies made iron tools such as hoes and others and exchanged for other commodities. Also the surplus obtained, made man engage in economic activities such as, trade.

It led to the establishment of permanent settlement, before the discovery at ancient times man was too much dependant on nature and also man lived a nomadic life, he had no permanent settlement. Due to the discovery of iron technology man established permanent settlement. For example due to the development of iron technology, man was able to make tools such as iron sheets, nails, hammers which helped him to construct his settlement.

It led to expansion of states in Africa, due to the presence of iron technology some stronger state expanded their territories by conquering the weak states. For instance this was due to the discovery of of weapons for fighting such as swords, guns, arrows and bows, spears, shields and many other weapons. All these weapons were brought about by the development of the iron technology in Africa. It helped the stronger states to conquer the weaker ones hence expansion of states or territories

Extract 10.2 *A relevant answer pertaining to the advantages of the discovery of iron to African societies.*

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3.0 CANDIDATES' PERFORMANCE IN EACH TOPIC

Overall, the highest performance in this paper was that of the multiple choice question whose items were derived from different topics. The candidates' performance in this question was 81.38 percent. Obviously, the good performance in this question was the result of the candidates' adequate knowledge, ability to understand the demand of the question and the nature of the items. Essay (optional) questions 6 and 10 from the topic *Evolution of Man, Technology and Environment*, were also done well. The average performance in this topic was 69.95 percent, which denotes good performance.

Only two essay questions (questions 5 and 9) had average performance. Question 5 was derived from the topic *Sources and Importance of History.* A total of 52.29 percent of the candidates who attempted the question had an average performance. Question 9 was constructed from the topic of *Establishment of Colonialism.* A total of 45.77 percent of the candidates had average performance in this question. Additionally, questions 3 and 4 (short answer questions), and question 2 (matching items) had average performance of 53.22 percent, 57.93 percent and 52.65 percent respectively.

Essay (optional) questions 7 and 8 had the lowest performance. Question 7 was set from the topic *Industrial Capitalism* and its percentage of candidates' performance was 28.97. Constructed from the topic *Colonial Social Services* was question 8 whose performance was 26.4 percent. Poor candidates' performance in these questions was the result of lack or inadequate knowledge of the subject matter, candidates' failure to understand the demands of the question as well as poor English language proficiency.

4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The candidates' performance in the History examination (CSEE 2017) was average, since 55.99 percent of the candidates passed. Most of those candidates had good performance in questions 1, 6 and 10, and average performance in questions 2, 3, 4, 5 and 9. On the one hand, the candidates' good English language proficiency, adequate knowledge of the subject matter as well as ability to understand the demand of the questions were the pillars upon which their good performance based. On the other hand, the candidates' inadequate knowledge of the subject matter, poor English language proficiency, inability to identify the demands of the question, lack of good drawing skills and poor essay writing skills were the root causes of their poor performance.

4.2 Recommendations

In order to improve the performance of the candidates in this subject, it is recommendered that:

(a) Teachers should develop in students the culture of reading questions carefully before attempting them so that they understand the demands of a question.

(b) Internal assessment questions should be set in line with the syllabus and in examination format so as to improve students' cognitive, psychomotor and affective domains.

(c) Students should be guided and encouraged to read various history books so as to improve their knowledge and skills. Improved knowledge and skills will help them not to provide partial and fragmented answers.

(d) Teachers' and other education stakeholders' efforts should be directed at improving students' English language skills namely

speaking and writing, by encouraging students to participate in debates, discussions and presentations of various assignments.

(e) Students should be given enough exercises so as to boost their understanding and writing skills. This will enable them to have a long lasting memory on topics taught.

(f) Follow-ups on the learning and teaching processes in schools made by academic masters, heads of school, Education Quality Assurers and other education stakeholders should be directed at identifying and re-dressing and/or eliminating the shortfalls mentioned in this report.

(g) Seminars and workshops should be organized so as to equip teachers with knowledge and new teaching skills. Indeed, by sharing scholarly experiences with teachers from different schools, one's teaching methods will be greatly improved.

S/N	Topic	Number of questions	% of Candidates who scored an average of 30 percent and above	Remarks
1	Multiple choice items from various topics	1	81.38	Good
2	Evolution of man, technology and environment	6 / 10	69.95	Good
3	Short answer items from multiple topics	4	57.93	Average
4	Short answer items from multiple topics	3	53.22	Average
5	matching items from various topics	2	52.65	Average
6	Sources and importance of history	5	52.29	Average
7	establishment of colonialism	9	45.77	Average
8	Industrial capitalism	7	28.97	Weak
9	Colonial social services	8	26.4	Weak