

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2019**

012 HISTORY

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2019

012 HISTORY

Published by

The National Examinations Council of Tanzania

P.O. Box 2624

Dar es Salaam, Tanzania

© The National Examinations Council of Tanzania, 2020

All rights reserved

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH QUESTION.....	2
2.1 SECTION A.....	2
2.1.1 Question 1: Multiple Choice Items	2
2.1.2 Question 2: Matching Items	17
2.2 SECTION B	20
2.2.1 Question 3: Short Answer Question	20
2.2.2 Question 4: Short Answer Question	25
2.2.3 Question 5: Short Answer Question	27
2.3 SECTION C	31
2.3.1 Question 6: Essay Question	31
2.3.2 Question 7: Essay Question	36
2.3.3 Question 8: Essay Question	41
2.3.4 Question 9: Essay Question	47
3.0 CANDIDATES' PERFORMANCE ON EACH TOPIC	53
4.0 CONCLUSION.....	53
5.0 RECOMMENDATIONS.....	54
Summary of the Candidates' Performance on each Topic.....	55

FOREWORD

The National Examinations Council of Tanzania is pleased to issue the Candidates' Item Response Analysis report (CIRA) on the History subject for the Certificate of Secondary Education Examination (CSEE) that was administered in November 2019. This report is a summative assessment that aims at providing feedback on the performance of candidates to all concerned stakeholders. It thus looks at determining the candidates' learning achievements after their Ordinary Level Secondary Education.

This report indicates the reasons that influenced the candidates' good or poor responses to each question, omission of some of the questions which include the ability to understand the requirements of the questions, adequate knowledge of the topics from which the questions were derived, good drawing skills and English language proficiency. Furthermore, it analyzes the reasons for the low performance which include inability to understand the demands of the questions, limited knowledge of the tested topics from which the questions were set, lack of good drawing and essay writing skills, poor English language proficiency, and failure to follow the instructions given in some of the questions.

Therefore, the National Examinations Council of Tanzania hopes that this feedback will guide education stakeholders through undertaking appropriate measures in helping students to acquire the required knowledge and skills, which would ultimately improve performance on future examinations.

The Council would like to express its sincere gratitude to all who participated in the preparation of this report for their invaluable inputs.



Dr Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report provides an analysis of the candidates' performance in the 012 History subject for the Certificate of Secondary Education Examination (CSEE) that was done in November 2019. The examination was a summative evaluation that assessed the competences of the candidates as per the 2010 History Syllabus for Secondary Schools.

The paper consisted of nine (9) questions which were distributed in three (3) sections: A, B and C. Sections A and B consisted of five compulsory questions. In Section A, there were 2 questions (1 and 2). All correctly answered items in Questions 1 and 2 carried a total of 15 and 5 marks respectively. The total marks in this section were 20.

Section B consisted of three (3) questions (3, 4 and 5). All correctly answered items in Questions 3, 4 and 5 carried a total of 12, 12 and 11 marks respectively. This section carried a total of 35 marks. Section C was comprised of four optional questions out of which the candidates were required to answer three (3) questions. Each question in this section carried 15 marks, making a total of 45 marks.

A total of 413,474 candidates sat the CSEE in 2019. Among them, 210,705 (51.25%) passed the examination. This shows a decrease of 6.04 percent, when compared to the 2018 examination results in which out of the 351,693 who sat, 200,316 (57.29%) candidates passed.

Presented in this report are the demands of each question, the candidates' responses which show their strengths and weaknesses in answering the questions, extracts (samples) exemplifying weak and good responses as well as charts showing the percentages of the candidates' scores in each question. In addition, the analysis of the candidates' performance on each topic as well as conclusion and some recommendations are given.

Three colours are used in this report for categorizing the candidates' performance. Such categories are "poor", "average", and "good" which represent the percentage of the candidates' performance ranging from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green) respectively. A summary of the candidates' performance on each topic is shown in the appendix attached herewith.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 SECTION A

2.1.1 Question 1: Multiple Choice Items

This question comprised fifteen (15) multiple choice items (i-xv) derived from various topics of the syllabus. The candidates were required to choose the correct answer from the given alternatives by writing its letter beside the item number. Each correctly answered item was awarded one mark. The question was attempted by 413,474 candidates. A total of 150,903 candidates (36.5%) scored from 0 to 4 marks; among them 3,270 (0.8%) scored zero, 226,230 (54.7%) scored from 5 to 9 marks, and 36,341 (8.8%) scored from 10 to 15 marks. Figure 1 shows that the majority of the candidates (54.7%) scored averagely on this question.

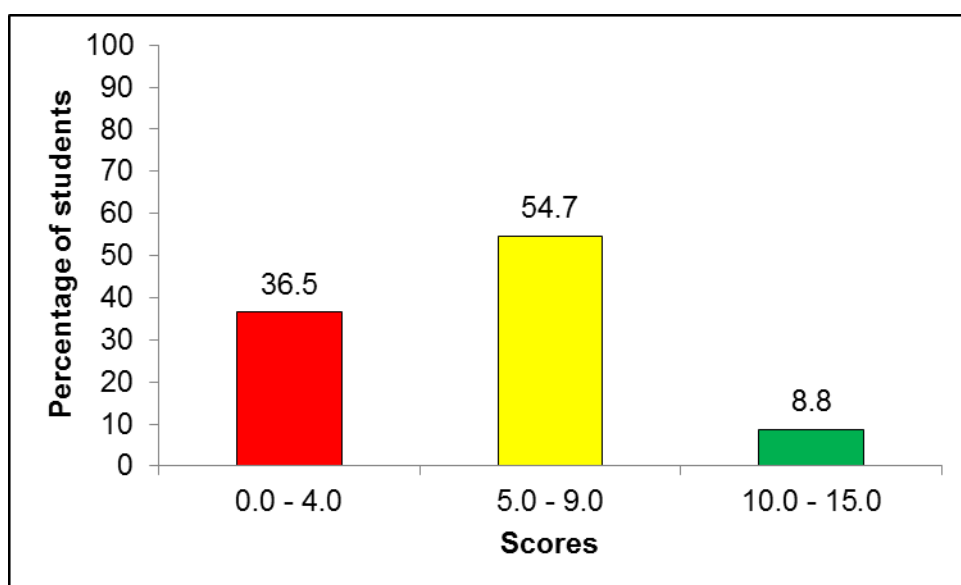


Figure 1 shows candidates' average performance on this question.

Item (i) was derived from the topic *Sources and Importance of History*. It required the candidates to identify the major types of oral traditions. The correct answer, E, *Cultural practices and narration of events*, was chosen by the candidates who were knowledgeable about the sources of historical information. Options A, *Museums and archives*, D, *Archaeology and Museums* were chosen by the candidates who failed to distinguish between the sources from which historical information can be obtained and the major types of oral traditions.

The candidates who chose B, *Poems and Proverbs*, had inadequate knowledge of the components of the major types of oral traditions. Those candidates were supposed to understand that poems and proverbs are components of cultural practices and not the major types of oral traditions.

Nonetheless, the candidates who chose C, *Historical sites and narration of events*, failed to understand that historical sites are important places to obtain historical information (through archaeology) while narration of events is one of the major types of oral traditions which is provided by people who witnessed the event or the process being examined. Narrations of past events provide information about events or process within the living memory of the narrators. For example, soldiers who participated in the Tanzania-Uganda war of 1978 can provide useful testimonies about the war because they were in the battle ground.

Generally, the candidates were supposed to understand that historical sites are not branches of oral traditions. Historical sites are places where early man's fossils and tools have been found. It is a place whose historical worth has been brought to the surface by the archaeologists with the help of Carbon 14 testing. The selection of this and other similar distractors is a proven testimony that some candidates had difficulty in identifying the components, importance, locations, and some of its key figures in the sources of historical information.

Item (ii) was set from the topic *Evolution of Man, Technology and Environment*. It tasked the candidates to identify the reason which made Charles Darwin to be famous in history. The correct answer, E, "He introduced the theory of evolution" was chosen by the candidates who had an adequate knowledge about Charles Darwin – a great evolutionist who discovered how evolution works.

Those candidates were aware that Charles Darwin was a British scientist (evolutionist) who discovered how evolution produces changes that make organisms better adapted to their environment, better able to defend or feed themselves, and different from their ancestors.

However, candidates who chose distractor A, *He discovered pebbles and chopping tools* lacked the knowledge about the theory of evolution since they failed to understand the contributions of Charles Darwin and the durations of various historical periods. The discovery of pebbles and chopping tools took place during the Early Stone Age whereas Charles Darwin (1809-1882) was very influential and prominent during the period

of industrial capitalism in which pebbles and chopping tools had no room in production processes. In a nutshell, such candidates lacked knowledge of the subject matter related to technological development during the Stone Age as well as the names of the individuals who were potential in the evolutionary theory.

The candidates who chose distractors B, *He discovered the fossil of man's ancestors* and D, *He discovered the remains of old people* failed to differentiate the roles of the evolutionists and archaeologists. Charles Darwin was an evolutionist who theorized about the evolution of man. Discovering the “fossil of man’s ancestors” and the “remains of old people” were the roles of archaeologists such as Louis Leakey.

Other candidates opted for alternative C, *He introduced the theory of creation*. Such candidates failed to differentiate between the tenets of the theory of creation and theory of evolution. Those candidates were supposed to understand that, in the theory of creation, man was made by God. This is believed by Jews, Christians and Muslims from the Bible, Torah and Quran respectively.

Item (iii) tested the candidates’ knowledge of identifying the most common method of farming in pre-colonial Africa. The correct answer C, *Shifting cultivation* was chosen by the candidates who had sufficient knowledge about the farming practices in pre-colonial Africa. Those candidates were aware that it was common in central, western and southern Tanzania as well as eastern Kenya. The main logic behind this farming practice was to allow the land to recover and regain fertility.

As for the candidates who opted for distractors A, *Mixed farming*, D, *Slash and burn cultivation* and E, *Permanent crop cultivation*, they lacked knowledge about the impact brought by the development of economic activities in Africa as well as the relationship between agriculture, the environment and technological development.

A few candidates opted for distractor B, *Plantation agriculture*. Plantation agriculture refers to the agricultural system whereby cash crop farms were owned and supervised by the European companies in the colonies under the control of the European capitalists. It is a good testimony that those candidates who opted for such an incorrect response did not consider the time boundary specified in the question. Plantation agriculture took place during the colonial period. In a nutshell, such responses portray that some

candidates were unaware of the duration and the differences between the self-sufficient pre-colonial African economy and the colonial economy.

In item (iv), the candidates were required to identify Prince Henry's main aims in organizing the Portuguese voyages to the West and East African coasts. The correct answer C, *Spreading Christianity, adventure, and trade* was chosen by the candidates who had an adequate knowledge of the duration, reasons for the coming of the Europeans to Africa, and the impact of the Europeans on Africa. Such candidates exhibited great understanding concerning Prince Henry (1394-1460) who was one of the sons of Portuguese King. Under the inspired, patronage and direction of Prince Henry, the Portuguese began their exploration activities in 1417.

The candidates who chose distractors A, *Acquiring raw materials, markets and cheap labour* and B, *Acquiring colonies, raw materials and markets* failed to distinguish between the aims of the European nations in the 15th century and 19th century. Those candidates were supposed to bear in mind that "*Spreading Christianity, adventure, and trade* were the 15th century aims of the pre-industrialization period and acquiring colonies from which the Europeans could get *raw materials, markets and cheap labour* were the prerequisites for nourishing European capitalism after industrialization.

However, some candidates who chose distractor D, *establishing processing industries, markets and raw materials* were not conversant enough with the aims of the Portuguese's voyages to West and East African coasts. Those candidates failed to understand that *establishing of processing industries and markets and raw materials* were not associated with the 15th century period but it was rather a 19th century phenomenon.

The colonialists' interests based on the acquisition of raw materials from the colonies for European industries and establishing markets in Africa in which to sell the surplus goods manufactured in Europe. Moreover, in order to quicken and reduce the bulkiness of raw materials produced in Africa, processing industries had to be established in Africa. The establishment of such industries took place during the colonial economy period.

On the other hand, those who opted for E, *Abolishing slave trade, slavery and introduction of legitimate trade* had insufficient knowledge about the aim of Prince Henry since abolishing slave trade was initiated by the British in the 19th century after the industrial revolution in Europe whereby

machines replaced human labour while legitimate trade which, based on natural products such as palm oil, was introduced to replace slave trade.

Item (v) required the candidates to identify the event which took place in Europe between the 1750s and 1850s. The correct response A, *Industrial revolution* was opted for by the candidates who had an adequate knowledge over the historical events spanning between the 1750s and 1850s. Of these, the industrial revolution was the most prominent. This was the period during which the second stage of capitalism (industrial capitalism) took place.

Distractors C, *Mercantile Capitalism* and E, *Monopoly Capitalism* were chosen by the candidates who failed to identify the historical phenomena with their precise durations. Both *Mercantile Capitalism* and *Monopoly Capitalism* were the stages of the development of capitalism. Mercantile capitalism was the first stage of capitalism which was based on the accumulation of precious metals through plundering, piracy and looting. It took place in the 15th to the mid-18th century while monopoly capitalism was the highest stage of capitalism which took place from the second half of the 19th century. It involved large companies that dominated the production of commodities.

Distractor B, *Scramble for Africa* was chosen by the candidates who failed to understand that the scramble for Africa resulted from the development of capitalism to a monopolistic stage. In the monopolistic stage, many European nations such as Britain, Germany, Italy, and France scrambled to dominate Africa in order to get raw materials, markets, cheap labour as well as areas for investment. All these aimed at fulfilling the demands brought about by the development of capitalism to the monopolistic level.

However, some candidates who had inadequate knowledge about pre-colonial events opted for D, *Emergence of slave trade*. Slave trade emerged during the 15th century and it was abolished during the 19th century.

Overall, the choice of distractors in this question indicates that some candidates lacked knowledge about the historical events/issues pertaining to industrial capitalism, establishment of colonialism and colonial economy.

Item (vi) required the candidates to identify the means through which colonialism was established. The correct response B, *Violence and*

Coercion was chosen by the candidates who were aware of the mechanisms that were employed by the colonialists to establish colonialism in Africa. These candidates had an adequate knowledge that, during and after the Berlin conference, the European powers sent out more envoys and soldiers who, by persuasion, force or bribery, got Africans rulers to sign agreements in which they ceded away, in some cases innocently, their territories.

In fact, those candidates were aware that most of the African rulers discovered too late the full significance of these agreements and rose up in rebellion. But such rebellions were crushed and the rulers were either killed or exiled. The defeat of the Hehe under Mkwawa is a typical example of how the colonialists used force to impose their rule over the Africans.

Distractor A, *Post-colonial political changes* was chosen by the candidates who lacked knowledge about colonial and post-colonial historical events/issues. Post-colonial changes could not be the way through which colonialism was established since such were the ‘changes’ that were adopted in various countries after independence to mend and amend the political, social and economic distortions brought by colonialism. What can be deduced from such a response is that those candidates lacked adequate knowledge about the subject matter. Importantly, such candidates were supposed to understand that historical events cannot move backwards and cause impact in the past.

Distractor C, *Piracy and Plundering* was chosen by the candidates who misconceived between the methods through which colonialism was established and the methods through which capital (bullion) was accumulated during the mercantile era. Piracy and plundering were the methods that were used to accumulate capital during mercantilism. Therefore, it is incorrect to regard it as the means through which colonialism was established during the 19th century.

The candidates who opted for D, *Revolution and Violence* and E, *Waylaying and bogus treaties* failed to distinguish between the means used by the colonialists to establish colonialism in Africa, the means through which the decolonization process was carried out in Africa, and the methods through which slaves were obtained. Options D, *Revolution and Violence* and E, *Waylaying and bogus treaties* were incorrect because they contained irrelevant aspects. Those candidates were supposed to

understand that ‘revolution’ is a discontented reaction through violence exercised by the majority of the country population in order to gain recognition or reform when legal and moderate means of political or social change fail.

Moreover, those candidates were unaware that ‘waylaying’ was not associated with the ways of imposing colonialism in Africa, but it was rather one of the ways through which slaves were obtained. On the whole, the choice of such incorrect responses reveals that some candidates had limited knowledge about the topics such as the *Establishment of Colonialism*, *Industrial Capitalism* as well as *Nationalism and Decolonization*.

Item (vii) required the candidates to identify the title of the leader who headed the central government of the colony. The correct response B, “*Governor*” was chosen by the candidates who had an adequate knowledge of the colonial administrative structure. These candidates were conversant with the hierarchical structure of the colonial government. That is, at the top there was a Governor who was the highest ranking personnel in charge of political and administrative matters in the colony. The governor was the one who checked whether colonial policies were implemented, and he was responsible to his government in Britain. Under him there were Provincial Commissioners.

Some of the candidates who lacked knowledge of the colonial administrative systems opted for A, *Queen*. Those candidates were supposed to understand that the Queen of England has been heading the Commonwealth since its inception in 1931 she has never been responsible for heading the Central Government of the colony.

Distractors C, *Secretary for colonies* and E, *Minister for colonies* were chosen by the candidates whose knowledge about colonial administrative systems was very limited, since on the whole, both *Secretary for colonies* and *Minister for colonies* did not head the Central Government of the colony because such leaders were the top most British and French colonies’ leaders respectively.

However, some candidates who lacked knowledge of the systems of administrations by the colonialists during the colonial period in Africa and in international cooperation opted for D, *Secretary General*. The *Secretary General* was not part of the colonial administrative structure, but he heads

the Secretariat (an organ of the United Nations Organization) composed of international civil servants.

Some of the duties of the Secretary General include administering peace keeping. Hence, it was opted for by the candidates who relied on trial and error due to their lack of knowledge about the British administrative colonial structure.

Item (viii) required the candidates to identify the aim of the law which demanded Africans to carry a labour card (Kipande). The correct response E, *Ensuring that the white farmers got a cheap supply of labour* was opted for by the candidates who had an adequate knowledge of the settler economy in Kenya. Those candidates were aware that in order to ensure the constant supply of labour, the colonial state in Kenya enacted a law which required Africans to have a labour card (Kipande) showing that they were employed somewhere.

In such scenarios, failure to produce a *kipande* led the culprit to prison. In general, the *kipande* system was a way of making sure that almost all Africans were employed either by the White settlers or by the government.

For those candidates who opted for options A, *Ensuring that the European colony is exploited effectively* and D, *Ensuring that the welfare of the Africans were taken care of* lacked knowledge about the subject matter. Labour laws, land ordinances, and other colonial exploitative methods were employed by the European colonialists on the Africans and not vice versa. Moreover, of all the aims of the colonial economy, there was no any aim related to 'taking care of the welfare of the Africans'.

There was no such clause that intended to improve the living conditions of the people. In a nutshell, land alienation, forced labour, taxation as well as the introduction of money and other oppressive and exploitative laws aimed at intensive exploitation of both African human and natural resources. Thus, the candidates' choice of such distractors indicates that some of them were unaware of the aims and techniques through which colonial economy was established.

Other candidates who opted for B, *Ensuring that there is effective occupation of the colony* were unaware that such was one of the principles of the Berlin Conference (1884-1885). Such principle stated clearly that any power claiming ownership over a certain area in Africa had to prove its ability to control production along capitalist lines in that area. Effective

occupation also meant having enough military and political power to control the subjects and protect all the Europeans in the area.

Therefore, the choice of such an incorrect option reflects the candidates' inability to distinguish between the ways through which colonialism was imposed on the African societies and the principles of the Berlin Conference which laid the ground for the colonization of the African continent.

However, the candidates who chose C, *Ensuring that the Africans should be allowed to grow cash crops* failed to understand the demand of the question. This response was incorrect because large areas of land belonging to the African societies were grabbed by the White settlers in Kenya. In fact, many of the African peasants in the rich highland region were thrown out of their fertile plots.

Thus, automatically, in such oppressive and exploitative situations, the argument that *Africans should be allowed to grow cash crops* lacks validity and relevancy. Overall, of all labour laws in colonial Africa, labour laws in colonial Kenya and South Africa were very similar in the severity, exploitation and oppression of Africans. Those candidates were supposed to understand that the enactment of such laws was necessary for the effective operation and facilitation of the colonial economy in Kenya.

Item (ix) tested the candidates' ability to identify the reason which made the British to provide health services in few areas such as settler plantation areas, military camps, and cash crop producing areas. The correct response C, *To make their subjects fit for economic production* was opted for by the candidates who had an adequate knowledge of the locations, types, and characteristics of the colonial social services. For example, with regard to health, the first hospitals in Tanganyika were built by the Germans, mostly at key military posts such as Kilwa, Iringa and Morogoro to cater for the health of colonial military soldiers.

During the British period, hospitals were established in areas with dense labour forces or in areas where peasants grew cash crops in substantial quantities. Also, health services were established along the major routes of migrant labourers to ensure that the Manamba reached their destinations in satisfactory health. This minimized the possibility of sick labourers to carry infections to the work place.

Distractors A, *To make their subject support the colonial rule*; B, *To keep their subjects wealthier and resistant to diseases*; and D, *To make their subjects loyal to the colonial state* attracted the candidates who failed to differentiate between the aims of colonial social services and the methods through which colonial rule was established in Africa. The provision of health services could not melt the hatred of the Africans to the extent of starting to support the colonial rule or being loyal to the colonial state.

The brutality of the colonialists during the establishment of colonial rule and the subsequent and prevalent injustices such as land alienation, forced labour, and taxation that were imposed on the Africans during colonial economy in the name of meeting the demands of monopoly capitalism could not totally erode the nationalist spirit of the Africans against colonial rule.

On the contrary, the candidates who opted for E, *To stop their subjects from using traditional medicines*, failed to understand the impact of colonial health services on Africans. The candidates were supposed to bear in mind that the colonialists did not “stop the Africans from using traditional medicines” due to the fact that social services were mainly concentrated around urban centres. Hence the majority of people in rural areas had no access to such colonial health services. Thus, it is incorrect to assert that the British provision of colonial health services to few areas in East Africa aimed at stopping Africans from using traditional medicine.

Item (x) required the candidates to identify the long-term causes of the First World War. The correct response A, I *The formation of military alliances among the great powers of Europe* and II, *The need for revenge among the European powers* was chosen by the candidates who were conversant with the *Crises in the Capitalist System* topic; hence, they managed to differentiate the long and short term causes of the First World War.

Distractor B, II *The need for revenge among the European powers* and III *The assassination of Archduke Franz Ferdinand of Serbia* was opted for by the candidates who failed to differentiate between the long term causes and the short term causes of the First World War. The “need for revenge among the European powers” was a long cause but the “assassination of Archduke Franz Ferdinand of Serbia” was a short term cause.

Similarly, some candidates opted for an incorrect response C, IV *The rise of Adolf Hitler and Nazism in Germany* and I, *The formation of military*

alliances among the great powers of Europe. Importantly, such candidates were supposed to understand that, during the First World War Adolf Hitler was employed in the army as the messenger. Accordingly, he played no major role in creating the long term causes that sparked off the First World War.

The rise of Adolf Hitler and Nazism in Germany was very pivotal to the occurrence of the Second World War. In other words, it can be concluded that the effect of the First World War and the Great Economic Depression of the 1920s led to the rise and popularity of Adolf Hitler and his Nazi Party, which culminated in the outbreak of the Second World War.

Options D, III *The assassination of Archduke Franz Ferdinand of Serbia* and IV *The rise of Adolf Hitler and Nazism in Germany* and E, I *The formation of military alliances among the great powers of Europe* and III *The assassination of Archduke Franz Ferdinand of Serbia* were chosen by the candidates who lacked knowledge about the causes of both the First and Second World Wars.

The *assassination of Archduke Franz Ferdinand* was a short term cause of the First World War for it acted as a catalyst that stimulated the two major conflicting alliances in Europe. As previously asserted, neither the rise of Adolf Hitler nor his Nazi Party played a role in the outbreak of the First World War. The choice of such incorrect responses illuminates the candidates' lack of knowledge about the causes of the major global crises.

Item (xi) tested the candidates' ability to identify, from the given alternatives, the names of the countries which used constitutional means to gain their political independence. The correct option D, III, *Ghana and Uganda* and IV, *Uganda and Tanganyika*, was chosen by the candidates who were conversant with the historical background of the nationalistic movements in Ghana, Uganda and Tanganyika. Such candidates had an adequate knowledge of the mechanisms through which each African country attained her political independence.

Moreover, those candidates correctly related the types of the colonial economy that existed in a particular colony with the means used by those colonies in their liberation struggles. For example, in most settler colonies Africans employed armed struggle to gain political independence while, in most peasant colonies, Africans employed the constitution means to gain their political independence.

Distractors A, I, *Mozambique and Nigeria*, II, *Kenya and Tanganyika*, B, II, *Kenya and Tanganyika*, III, *Ghana and Uganda*, and E, I, *Mozambique and Nigeria*, III, *Ghana and Uganda* were opted for by the candidates who had limited knowledge of the nationalist struggles in Africa. Those options were incorrect because they consisted of some countries which attained their political independence through armed struggles. For example, *Mozambique* and *Kenya* attained their independence through armed struggles for they were settler colonies. Their independence had to come from the barrel of the gun.

Item (xii) required the candidates to identify the events that challenged the work of the police in 1998 in East Africa. The correct alternative A, *Terrorist bombing attacks* was opted for by the candidates who were conversant with the challenges experienced by the national police forces in Africa. These candidates were aware that, in 1998, the terrorists provided a serious challenge to the work of the police since the American embassies in both Dar es Salaam (Tanzania) and Nairobi (Kenya) were bombed by the terrorists. Moreover, Uganda suffered a terrorist attack in 2010.

Thus, it can be summed up by asserting that many candidates managed to choose the correct response due to the coverage of such inhuman acts in the media. For example, the 1998 attacks made front page news and headlines of several newspapers. With such scenarios, the candidates could transfer such knowledge and easily identify the correct answer.

Options B, *Idi Amin's government takes over from Milton Obote* and D, *Inciting genocide in Rwanda* were incorrect responses. The candidates who chose these options failed to understand the specific year during which the events took place. Idi Amin's government took over from Milton Obote and the genocide in Rwanda took place in 1971 and 1994 respectively. Such incorrect responses reflect the candidates' inability to associate the historical events with their corresponding durations (year of occurrence).

Option C, *Launching over the New East African Community* was an irrelevant response since the exercise did not take place in 1998, but it took place in 2001. Therefore, such a choice indicates that some candidates lacked knowledge about the establishment of national military and legal institutions and on continental cooperation.

Furthermore, the candidates who opted for E, *Adoption of the Universal Declaration of Human Rights*, were unaware of the durations, impact, and

importance of the achievements resulting from Africa's participation in the United Nations Organization. Overall, the General Assembly adopted the Universal Declaration of human rights in 1948, which identifies the universal rights and freedoms of a person, irrespective of age, race or gender. Therefore, in no way could the *adoption of the Universal Declaration of Human Rights* challenge the work of the police in 1998 in East Africa.

Item (xiii) required the candidates to identify the social challenges facing people in Africa. The candidates who chose the correct response D, *illiteracy and diseases* had an adequate knowledge of social problems hindering development in Africa.

The candidates who opted for distractors A, *Political instability and neo-colonialism*, B, *Tribalism and neo-colonialism* and E, *Corruption and lack of rule of law* failed to understand that the question required only the "social challenges", but distractors A, B and E comprised political and economic challenges. Political instability, neo-colonialism and tribalism are politically oriented whereas corruption is economically oriented.

However, distractor C, *Colonialism and illiteracy* was chosen by the candidates who failed to differentiate between colonial and the contemporary social challenges facing the people of Africa. In this option, "colonialism" was an irrelevant aspect because the task of the question focused on the post-colonial period.

Item (xiv) required the candidates to identify the organ of the United Nations which investigates situations that pose threat to international peace. The correct option D, *The Security Council* was chosen by the candidates who had an adequate knowledge of the functions of the Security Council. Those candidates were aware that, apart from investigating the situations that pose threat to international peace, but the Security Council also urges states to conform to the peaceful settlement of disputes; recommends procedures to be followed in dispute settlement for countries experiencing troubles; and expels countries that violate UN regulations.

The other candidates' choice of distractor A, *The Executive Secretariat* was attributed to their failure to distinguish the functions of the various organs of the United Nations. The "Secretariat" was irrelevant and inapplicable because it is the body that is concerned with the general day-to-day operations of the United Nations.

Of all the functions of this organ, none is concerned with investigating situations that pose threat to international peace. Basically, the Secretariat's functions include administering peacekeeping operations, researching on trends of human rights, translating documents, registering treaties, and pointing out any situation that poses a threat to global peace to the UN General Assembly.

Those who opted for B, *The General Assembly* failed to differentiate between the roles of the General Assembly and those of the Security Council. Those candidates were supposed to understand that the General Assembly is the most supreme organ of the United Nations whose role is to perform the overall coordination of other organs including the Security Council. It is made up by all members of the United Nations and its functions include considering any matters touching on international peace and security, admitting new members, approving the UN budget, and electing non- permanent members of the Security Council.

Therefore, the Security Council of the United Nations is specifically dealing with issues related to maintaining international peace and security. The Security Council comprises 15 members; five of them, namely Russia, China, France, the United Kingdom and the USA are permanent members.

Moreover, some candidates opted for C, *The trusteeship Council*. This was an incorrect response because this was an organ that took over the work of the Mandates Commission that was created by the League of Nations to supervise the affairs of the territories under colonial rule, all over the world. It was made to supervise the trust territories which were taken from Germany and Italy after the First World War to prepare them for independence. However, the Council was abolished in 1997 when Kofi Annan made great reforms in the UN structure. Therefore, those candidates who opted for it were not aware of the decolonization process in Africa and how various organs of the UNO function.

Distractor E, *The Red cross* was opted for by the candidates who failed to understand that the Red Cross is not an organ of the United Nations, but it is an international non-governmental organization that works closely with the United Nations to assist in humanitarian work. It provides assistance to refugees and other victims in terms of food and water, medical supplies, shelter in the form of tents for victims, transport, and rescue services from floods and fire. In a nutshell, none of its work is related to the Security Council's investigating situations that pose threat to international peace.

Item (xv) required the candidates to identify the name of an international organization whose power was undermined by Hitler. Correct response B, *League of Nations* was chosen by the candidates who had an adequate knowledge about the crises in the capitalist system. Those candidates were aware that after the defeat of Germany in the First World War, the League of Nations was established as part of the resolutions of the Versailles Treaty. Adolf Hitler and Germany in particular were not satisfied by the terms of the Versailles treaty which aimed to punish Germany as the causative of the First World War.

In that treaty, it was stated that all German colonies had to be taken by the victorious powers, and Germany had to pay for the damages of the war and reduce her army. Nevertheless, the League of Nations had no power to enforce its decision. Therefore, it failed to resolve the harsh terms imposed to Germany, leading Hitler to resent the League of Nations.

Options A, *United Nations Organization* and E, *International Court of Justice* were chosen by the candidates who lacked knowledge about the aims, structure, and durations of their formations. The United Nations Organization was formed after the Second World War after the demise of Adolf Hitler. It comprised several organs, including the International Court of Justice. Thus, the candidates who opted for such distractors were not aware of the time and purpose of the League of Nations and the United Nations Organization.

Incorrect response D, *Berlin conference*, was opted for by some candidates basing on either the popularity of term in history or associating the term with Adolf Hitler. Unlike the League of Nations, which was an international organization, the Berlin Conference was a meeting which was held in Berlin under the chairmanship of Otto Von Bismarck. It was convened from November 1884 up to February 1885 with the aim of setting a platform upon which the division of the African continent could be done peacefully among the European powers.

Distractors C, *Non-Aligned Movement* was opted for by the candidates who lacked adequate knowledge about international organizations, their durations, functions, and structure. The Non-Aligned Movement (NAM) is an organization that was formed in the 1950s comprising of less developed countries in the world whose establishment provided a room of not siding with either the Eastern or Western bloc. This was an incorrect option because, by the time of its formation, Adolf Hitler had already died.

2.1.2 Question 2: Matching Items

The question was composed from various topics in the syllabus. The candidates were required to match each item (i – v) on List A with the corresponding correct response on 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) The revolution that was led by the Gamal Abdel Nasser in 1952	A Russian revolution B Industrial revolution
(ii) The revolution that removed the Arab regime from power during the 1960s	C Mineral revolution D Egyptian revolution
(iii) The revolution that took place in 1917 and inspired African nationalism	E Libyan revolution F Chinese revolution
(iv) The revolution that took place in 1949 and provided material and moral support to African nationalist struggles	G Zanzibar revolution H Sudanese October revolution
(v) The revolution whose impact led to the abolition of slave trade	

The question was attempted by 413,474 candidates (100%). Among them, 211,859 candidates (51.2%) scored from 0 to 1.5 marks, with 92,930 candidates (22.5%) scoring zero; 167,707 candidates (40.6%) scored averagely (from 2 to 3 marks); and 33,908 candidates (8.2%) scored from 3.5 to 5 marks. Figure 2 shows the percentage of the candidates' performance on Question 2.

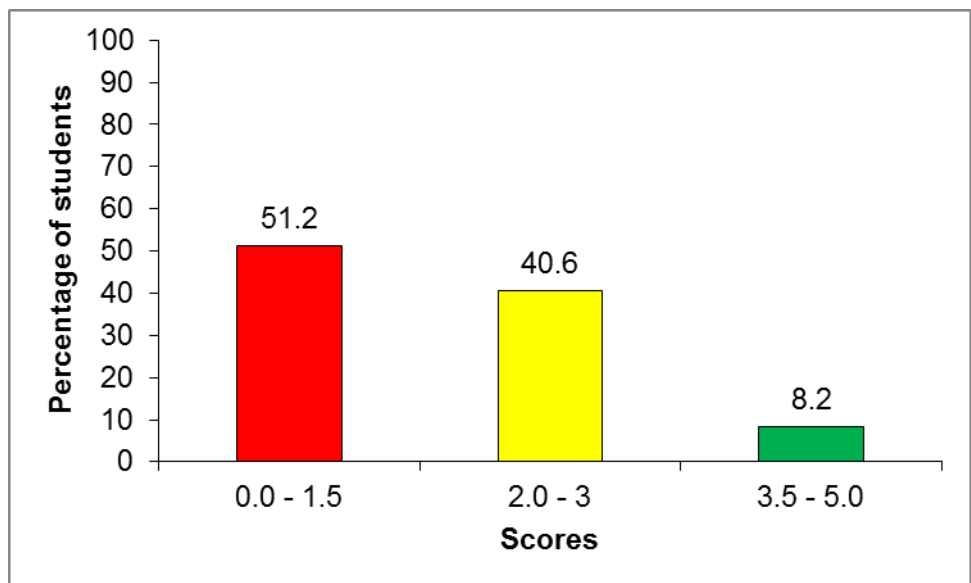


Figure 2: *Candidates' performance on question 2*

In item (i), the candidates were required to identify the name of the revolution that was led by Gamal Abdel Nasser in 1952. Correct response D, *Egyptian revolution*, was chosen by the candidates who had an adequate knowledge about the Egyptian political and decolonization issues. Some candidates who selected option E, *Libyan revolution*, failed to precisely specify the duration, place (country), and name of the revolution that corresponded with Gamal Abdel Nasser.

Item (ii) required the candidates to identify the name of the revolution that removed the Arab regime from power during the 1960s. Correct response G, *Zanzibar Revolution*, was chosen by the candidates who were conversant with the decolonization process in Zanzibar. Those candidates were aware that the majority of Zanzibaris used violence to gain recognition after the failure of the legal and moderate means of political or social changes. It was Sheikh Abeid A. Karume who organized the revolution that removed the Arab government from power in Zanzibar. Other candidates selected distractors H, *Sudanese October revolution* and E, *Libyan revolution*. Those candidates lacked knowledge about the subject matter.

Item (iii) required the candidates to identify the name of the revolution that took place in 1917 and inspired African nationalism. Correct response A, *Russian revolution*, was chosen by the candidates who were aware of the

moral and material support Russia provided to African countries in the process of decolonization.

The candidates who selected wrong alternatives D, *Egyptian revolution*; E, *Libyan revolution*; F *Chinese revolution*; G, *Zanzibar revolution*; and H, *Sudanese October revolution* misconceived the requirement of the question, and they had limited knowledge about the individuals who facilitated these revolutions, the significance, and durations of these revolutions and the names of the countries in which each particular revolution took place.

In item (iv), the candidates were required to identify the name of the revolution that took place in 1949 and that provided material and moral support to African nationalist struggles. Correct response F, *Chinese revolution*, was opted for by the candidates who were conversant with the external factors that facilitated African nationalism. The Chinese revolution marked the establishment of socialism in China; in turn she extended her moral and material support to African nationalist struggles.

Other candidates opted for the incorrect responses A, *Russian revolution*; D, *Egyptian revolution*; E, *Libyan revolution*; G, *Zanzibar revolution*; and H, *Sudanese October revolution*. The choice of such incorrect responses indicates that those candidates were not knowledgeable about the name of the revolution and its significance in the decolonization process.

Item (v) required the candidates to identify the revolution whose impact led to the abolition of the slave trade. The correct response B, *Industrial revolution* was chosen by the candidates who had an adequate knowledge about the role of the industrial revolution in the abolition of the slave trade. Those candidates were aware that the industrial revolution brought machines which replaced human labour; hence, slaves became jobless and unprofitable.

The need for raw materials and markets, which were also the consequence of industrial revolution, compelled the Europeans to abolish slave trade so that the Africans could be used to produce raw materials in their countries. Also, Africans could provide markets to the European manufactured goods.

In a nutshell, in this item, the commonest incorrect responses chosen were distractors A, *Russian revolution*; C, *Mineral revolution*; D, *Egyptian revolution*; E, *Libyan revolution*; F, *Chinese revolution*; and G, *Zanzibar*

revolution. Such incorrect responses portray that some candidates lacked knowledge of concepts (themes) pertaining to industrial capitalism and the decolonization of Africa.

2.2 SECTION B

2.2.1 Question 3: Short Answer Question

The question had six items that required the candidates to supply brief answers. It was attempted by all 413,474 (100%) candidates. The candidates who scored from 0 to 3.5 marks were 309,155 (74.8%). Among them, 166,794 candidates (40.3%) scored zero; 76,178 (18.4%) candidates scored from 4 to 7 marks. The candidates who scored from 7.5 to 12 marks were 28,141 (6.8%).

Generally, the performance on this question was weak since 104,319 candidates (25.2%) scored from 4 to 12 marks. Lack of knowledge about the tested subject matter as well as poor English language proficiency caused most candidates to score low marks. The statistical presentation of the performance of the candidates on this question is shown in Figure 3.

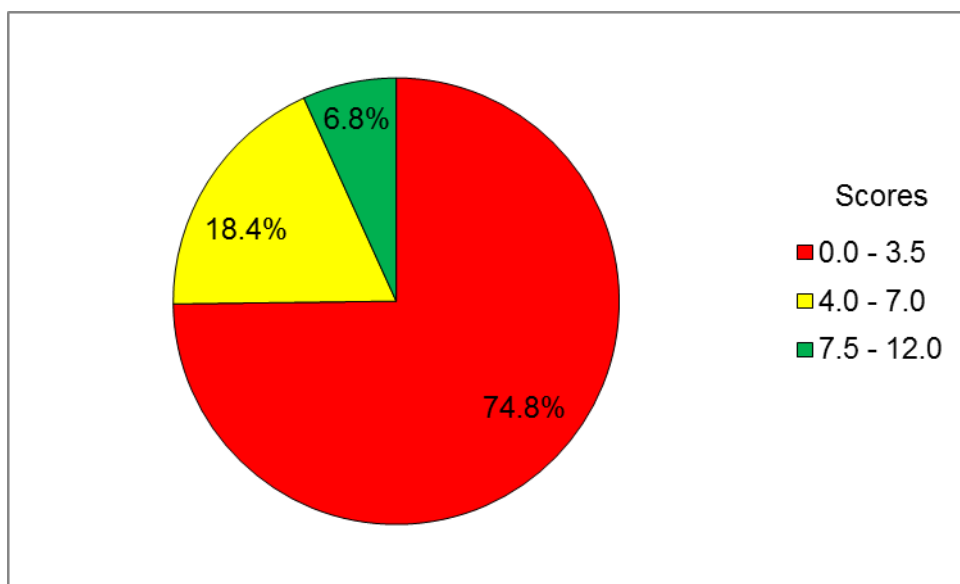


Figure 3 shows the candidates' performance on Question 3.

Item (i) required the candidates to explain why illiterate old men's methods of narrating past political events to their grandchildren were considered unreliable sources of historical information.

The candidates who were conversant with the sources of historical information and their associated advantages and limitations correctly

explained the weaknesses of oral traditions. Some of the weaknesses pointed out include bias, easy to forget or omit some of the facts, and its being normally dominated by old men and women.

Some of the incorrect responses given by the candidates who scored zero on this item included explaining the advantages of oral traditions instead of its weaknesses, the discovery made by Louis Leakey at Olduvai Gorge in 1959, or mentioning the components of oral traditions. Such answers show that these candidates lacked knowledge about the subject matter, besides misconceiving the requirement of the question.

In item (ii), the candidates were required to explain why the Germany colonial agents would not forget the Hehe resistance. The candidates with an adequate knowledge about the subject matter rightly argued that the Hehe resistance will not be forgotten by the Germans due to the humiliating and unbelievable defeat they sustained at Lugalo in 1891 from the brave, well-disciplined, and drilled Hehe soldiers under the headship of Mtwā Mkwawa.

Ten European officers including von Zelewsky and other African soldiers were killed. Mkwawa's forces captured 3 cannons and 300 rifles. This Hehe victory surprised, angered and shook the German invaders. The Hehe resistance under Mkwawa against the Germans was the strongest and the longest in East Africa. Hence, given such scenarios, it is reasonable to argue that the Germans will not forget the defeat they suffered in front of the African Chief who was determined not to surrender before the German invaders.

However, the candidates who had limited knowledge about the establishment of colonialism in Africa and the response of the Africans towards such an unwelcomed invasion provided irrelevant responses. Most of which were the reasons for the colonization of Africa, the defeat of the African societies, and the methods through which the colonialists established the colonial economy in Africa. Such responses exhibit two common aspects. The first is the candidates' lack of knowledge about the tested item and the second is their failure to identify the requirement of the question.

Item (iii) required the candidates to briefly explain how the French Assimilation policy led to the destruction of African culture. The candidates who got it correctly explained that the "French assimilation policy entailed creation of French Black Africans who would be French

citizens, and in order for the Africans to qualify in that order, they had to or they were forced to abandon their culture”. The assimilated Africans were supposed to adopt French culture and traditions like wearing style, speaking, and eating style. The candidates in this category demonstrated good competence. This was evident in the clarity, coherence, and comprehensiveness of their explanations. What can be deduced from the given responses is that some candidates had a sound understanding of the colonial administrative system.

Some of the candidates, who scored zero on this item, provided irrelevant explanations. For example, some of them explained the advantages or disadvantages, of indirect/indirect rule while others explained the characteristics, advantages, or disadvantages of the assimilation policy. Many candidates could not relate how the French assimilation policy destroyed the African culture.

In item (iv), the candidates were required to substantiate whether colonial education was an agent of division and racism in colonial Africa. The candidates, knowledgeable about the colonial education and its impact, were able to explain, for example, how the provision of colonial education to few people (especially the sons of chiefs) created classes of the educated and non-educated in the society. Likewise, it was an agent of racism because the colonialists preached and propagated disunity to ensure that there were schools for whites’ children and schools for Africans’ children.

Some candidates scored zero on this item because they lacked adequate knowledge about the tested item. Moreover, some of them misinterpreted the question. The majority of the candidates in this category mentioned the weaknesses of pre-colonial education or the importance of colonial education. Such answers show that some candidates had limited knowledge about the characteristics and impact of colonial social services.

In item (v), the candidates were required to explain why Adolf Hitler is blamed for the occurrence of the Second World War. The candidates who provided the correct response had an adequate knowledge about the roles of some individuals who were allegedly blamed as the root cause for the occurrence of the Second World War.

Adolf Hitler was the Chancellor of Germany who imposed, carried, and applied aggressive policies which stimulated the occurrence of the Second World War. For example, Hitler disqualified, undermined, and violated the terms of the Versailles peace treaty. He withdrew Germany from the

League of Nations in 1933, re-armed Germany, and performed expansionism by invading Czechoslovakia and Poland leading to the outbreak of the Second World War.

The zero score on this item resulted from the candidates who misconceived the demand of the question and lacked enough knowledge about the tested subject matter. For example, some candidates described the role of Chancellor Otto von Bismarck in the Berlin conference while others explained the reason for the defeat of Germany and her allies in the Second World War. The greatest notable weakness in the responses of the candidates is that the majority failed to distinguish between the roles of Chancellor Otto von Bismarck and Adolf Hitler on the issues pertaining to the Berlin conference and the Second World War.

Item (vi) required the candidates to explain why some historians consider Chancellor Otto Von Bismarck as the architect of the partition of the African continent. The majority of the candidates who provided incorrect responses to this item based their explanations on the objectives and resolutions of the Berlin conference.

The correct responses were provided by the candidates who were aware of his role in the scramble for and partition of the African continent among the European powers during the 19th century. They explained how the Berlin conference resolved the conflicts among the European powers that were struggling to occupy African colonies. These candidates demonstrated a sound understanding of the scramble for and partition of the African continent.

Overall, the candidates who performed poorly on this question could not bring out what was expected of them for they lacked adequate knowledge about the subject matter. They also failed to identify the demand of the question.

The candidates who were knowledgeable about the topics provided relevant responses. Extract 3.1 is a sample of relevant responses to this question.

3.

i) The method used that is, oral traditions is considered to be unreliable because it largely depends on human memory, a naïve narrator can exaggerate facts, the information given can be biased on basis of certain things, it encounters a problem of language barrier when a language foreign is used.

ii) German colonial government will not forget the Hehe resistance of 1890s because it was the greatest opposition they had ever encountered. They used a lot of money in military expenditure, they lost many soldiers and most importantly, their commander Emil Von Zelewsky was shot dead in the battle against the Hehe.

iii) The French assimilation policy was the administrative system by which Africans were allowed to become French citizens and enjoy their rights. The policy destroyed African culture as the assimilated people abandoned African culture and embrace the French culture. They changed the traditional ways of living, dressing to language. It destroyed African culture to a great extent.

2.	
iv)	Colonial education was the transfer of skills to Africans by the colonialists. Colonial education was an agent of division and racism because it was basically discriminatory. The Europeans got the best quality of education followed by Asians then Africans. This is racism. The African educated were only the children of chief and indeed boys not girls. This divided Africans among classes.
v)	Adolf Hitler was a dictator of Germany who came into power in 1933. He is blamed for the occurrence of WW II in 1939 to 1945 because first he introduced his ideology of Nazism. Through Nazism, he got popular and started attacking other states such as British and Russia. He also withdrew Germany from the League of Nations and formed alliance with Italy so as to acquire spheres of influence. He was thus the central cause of WW II.
vi)	Otto Von Bismarck was a chancellor of Germany during the period of scramble for Africa. Bismarck is considered to be the architect of the partition of Africa as he was the one who called for the Berlin Conference of 1884/1885 so as to resolve the conflicts that arose during partition of Africa. He organised the conference and at last the African continent was divided among imperialist powers. He then served as the architect (the planner) of the partition of Africa.

Extract 3.2 shows one of the relevant responses to Question 3.

2.2.2 Question 4: Short Answer Question

This question required the candidates to arrange the given historical statements (i-vi) in chronological order by writing numbers 1 to 6 beside the respective item numbers. The statements were (i) The League of Nations did not take any action when the Japanese attacked Manchuria, (ii)

The United Nations Organization emerged as a successor to the League of Nations, (iii) One of the treaties signed by the Central powers was the Versailles Treaty of 1919, (iv) Adolf Hitler and Benito Mussolini used the effects of the Great Depression as a chance to enter into power and promised people to revive the Germany and Italy's economy respectively, (v) Japanese attack on Pearl Harbour forced the United States of America to participate in the Second World War, and (vi) The assassination of Archduke Francis Ferdinand immediately caused the emergence of military conflicts among the European powers.

This question was attempted by all 413,474 (100%) candidates. Among them, 261,569 candidates (63.3%) scored from 0 to 3 marks, with 129,343 candidates (31.3%) scoring zero. 127,503 candidates (30.8%) scored averagely (from 4 to 7 marks), and 24,406 candidates (5.9%) scored from 8 to 12 marks. were attained by. From this statistical analysis the performance on this question was average as 151,909 candidates (36.7%) scored from 4 to 12 marks. Figure 4 presents the candidates' performance on this question.

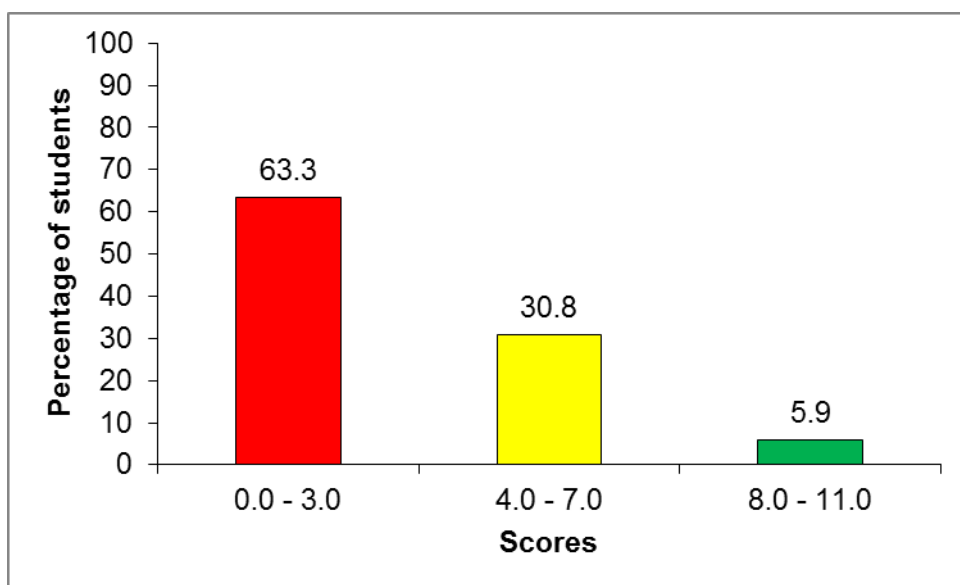


Figure 4: *Candidates' performance on Question 4*

The candidates who scored zero failed to arrange the statements chronologically. Some copied the questions from the question paper and presented them as their correct answers to the question while others provided irrelevant responses. Such incorrect responses indicate

candidates' lack of knowledge and failure to identify the demand of the question.

The majority of the candidates who scored from 1 to 3 marks arranged few statements chronologically. This shows that some of the candidates were unaware of some important historical events spanning between the 1910s and 1940s.

The candidates who scored moderately (from 4 to 7 marks) correctly arranged some statements chronologically. This indicates that some had partial knowledge of the historical events that took place during the first half of the 20th century.

Of all the candidates who scored from 7 to 10 marks, only 3,847 (0.9%) scored all the 12 marks allotted to this question. These candidates exhibited greater ability in identifying and arranging the events in their respective chronological order. Their ability was brought about by an adequate knowledge about the subject matter and their good understanding of the demand of the question.

2.2.3 Question 5: Short Answer Question

This question required the candidates to draw a sketch map of Africa and, by using roman numbers, locate: (i) A country which adopted a kind of socialist ideology known as socialism and self-reliance, (ii) A country which adopted a socialist ideology known as Humanism, (iii) A country which was not colonized and is currently the headquarters of the African Union, (iv) A country which adopted a kind of socialist ideology known as the common Man's charter, (v) A Portuguese colony which tried to adopt a socialist ideology under the FRELIMO political party.

The question was attempted by 413,412 candidates (99.9%). Among them, 324,689 candidates (78.5%) scored from 0 to 3 marks, with 162,818 candidates (39.4%) scoring zero; 53,399 candidates (13%) scored from 3.5 to 6.5 marks; and only 35,324 candidates (8.5%) scored from 7 to 11 marks. The overall performance of the candidates on this question was weak since only 88,723 candidates (21.5%) scored from 3.5 to 11 marks. Figure 5 presents the candidates' performance on this question.

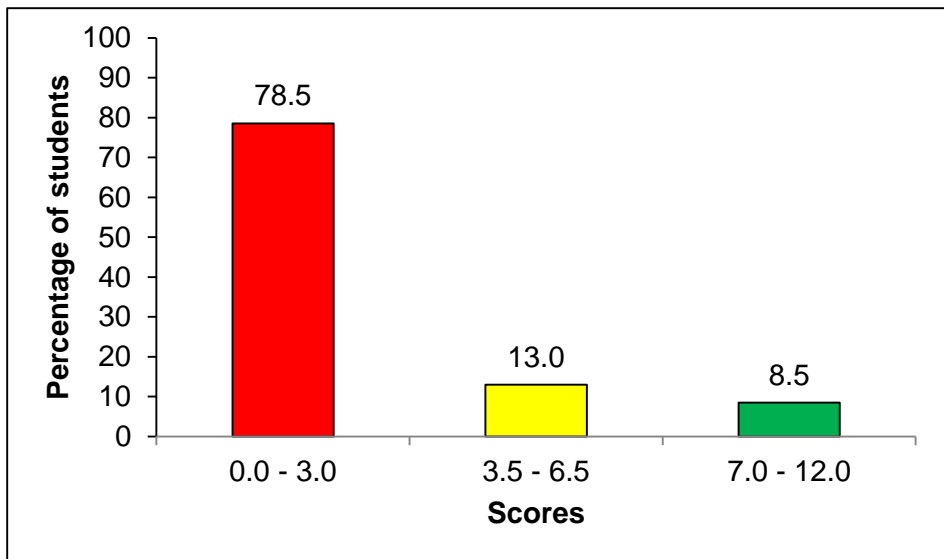
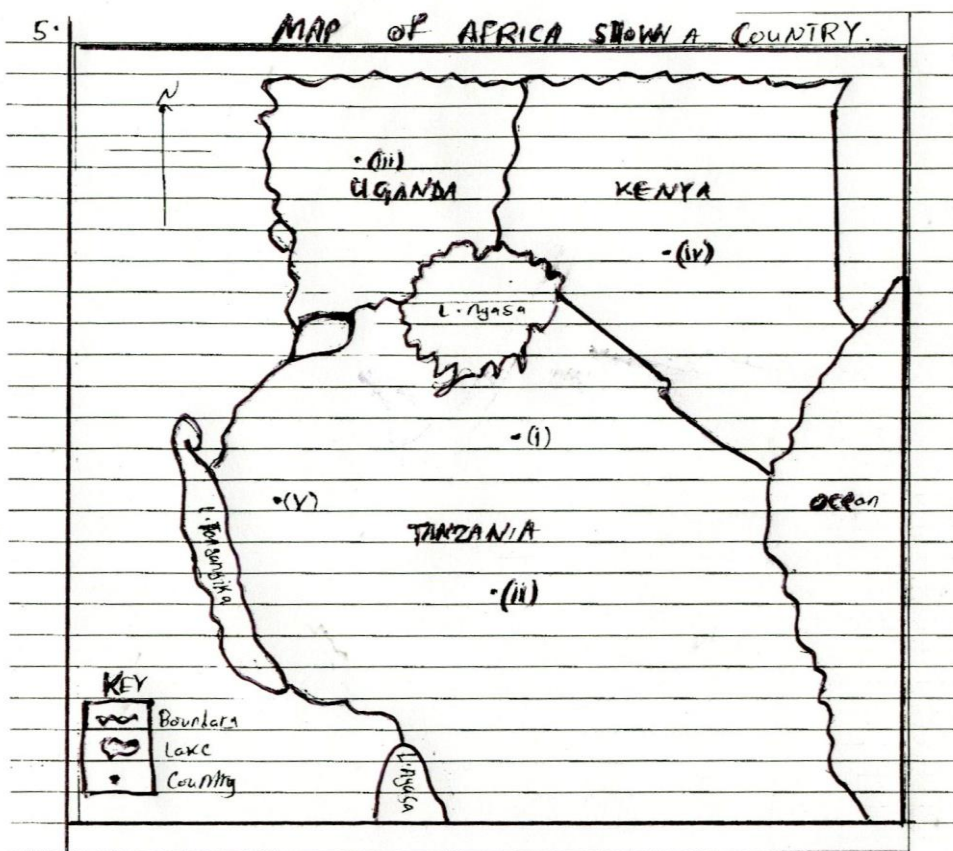


Figure 5: *Candidates' performance on Question 5*

The candidates who scored zero could neither draw a sketch map of Africa nor locate the countries required. A few candidates drew undefined figures, diagrams, or symbols. Some of these candidates drew irrelevant sketch maps and provided irrelevant locations. These candidates misunderstood the demand of the question, lacked knowledge about the subject matter and had little or no drawing and locating skills. Extract 5.1 is an example of some of the poor responses to this question.



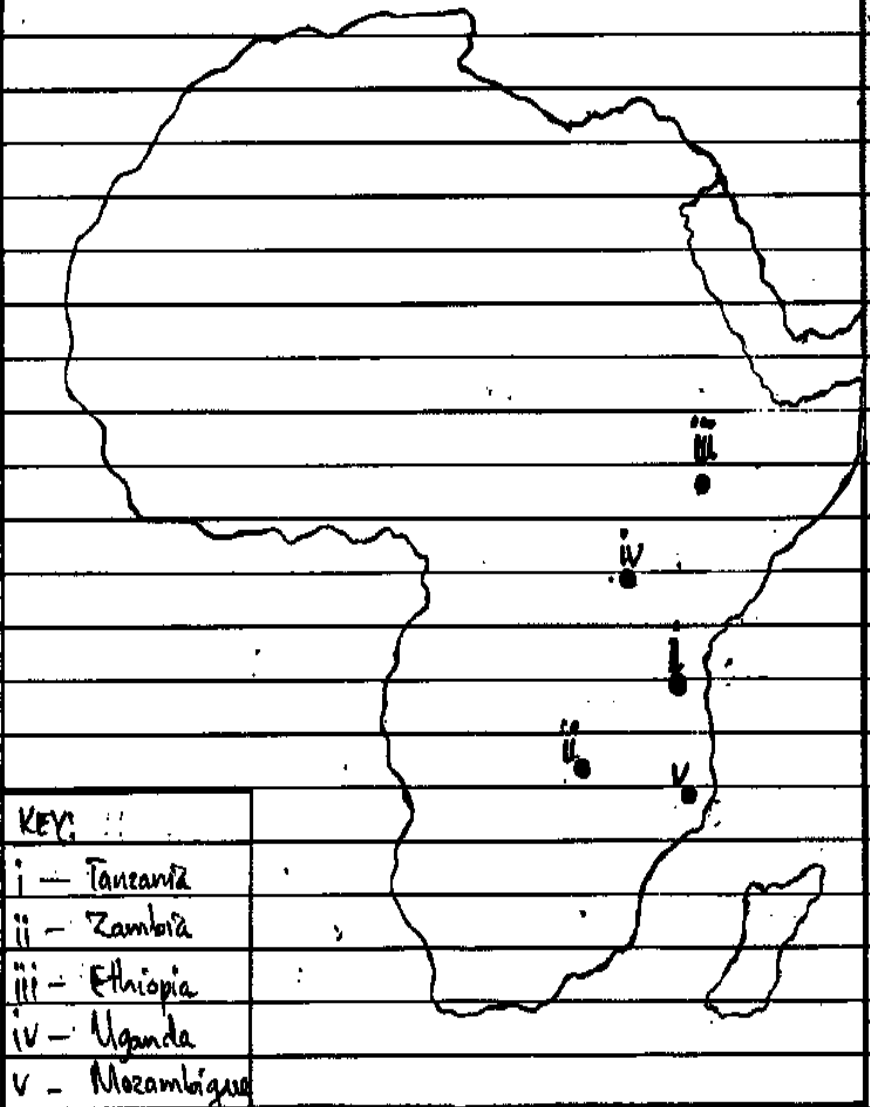
Extract 5.1 is sample of a poor response to question 5

Extract 5.1 above shows that the candidate misconceived the demand of the question since he/she drew the sketch map of East Africa instead of drawing a sketch map of Africa.

The candidates who scored from 0.5 to 3 marks exhibited little map drawing skills because they managed to locate few places/countries. However, the candidates who scored from 4 to 7 marks had moderate drawing and locating skills.

The candidates, who scored from 8 to 11 marks showed a greater mastery of drawing and locating skills. Overall, they exhibited more ability in comprehending and relating particular ideologies with their corresponding countries. Variations in the candidates' scores in this category were due to varied concreteness of the sketch maps drawn, clarity, and relevancy in locating. Extract 5.2 is an example of a good response to this question.

5 A SKETCH MAP OF AFRICA TO SHOW AFRICAN COUNTRIES:



Extract 5.2 shows a relatively better response to Question 7

2.3 SECTION C

2.3.1 Question 6: Essay Question

This question required the candidates to explain how the Berlin conference of 1884-1885 helped the European countries to prevent war that would have occurred due to the scramble for colonies. It was set from the topic *Establishment of colonialism*. It was attempted by 288,952 candidates (69.9%). Among them, 203,509 candidates (70.4%) scored from 0 to 4 marks, with 71,540 candidates (24.8%) scoring zero; 69,789 candidates (24.2%) scored from 4.5 to 9.5 marks while 15,654 candidates (5.4%) scored from 10 to 15 marks, which is good performance.

Statistically, it can be concluded that the performance on this question was weak since only 85,443 candidates (29.6%) passed by scoring from 4.5 to 15 marks. Figure 6 shows the performance of the candidates on this question.

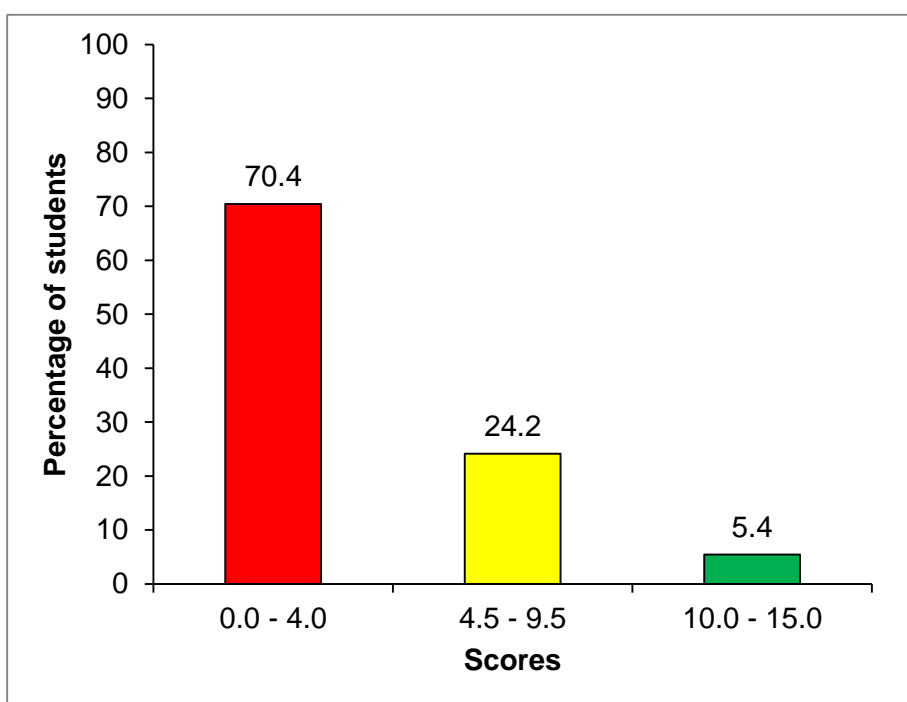


Figure 6: Candidates' performance on question 6

The candidates who scored zero could neither define the key terms nor provide a single point explaining how the Berlin Conference managed to prevent war among the European powers. Most of these candidates explained the causes of the scramble for Africa while others explained the

economic reasons for the establishment of colonialism. In such aspects, they explained how the need for areas of investment, cheap labour, markets and raw materials facilitated the colonization of Africa. Extract 6.1 is illustrative.

6 which Berlin conference was the meeting which was held by Chancellor Otto von Bismarck from Germany. The Berlin conference took place between the year 1884 to 1885. The Berlin conference comprised many European nations who were scrambling for Africa. For example Britain, Portugal and the Germans. The Berlin conference prevented the war which would occur among the Europeans through the following ways:

It provided the European an area for investment. Most European countries were industrialized therefore they needed an area to invest there. Industries for example the areas to plant the cash crops such as cocoa which would be raw materials which would be used in their industries and processed into finished goods.

It provided the colonialist with labour. There are the people who work in a certain area and get income. The Europeans needed enough labour who would work in their projects such as in their industries or in their plantations which will produce raw materials which will be used in their industries.

It provided them with colonies. In the colonies they could get market where they could get income and capital which would enhance their industries since the finished goods such as clothes and ornaments would be sold back in the colonies and they would acquire capital.

It provided the European with raw materials. These are the things that are processed in the industries into finished goods. The European used to get back raw materials back in Europe. Therefore the position of Africa helped the Europeans to accumulate raw materials which would be used in production.

It provided the Europeans with area for settlement. Due to the problem of unemployment in Europe, the Europeans needed a place further to conduct their reproductive activities which would provide income and also de-

Extract 6.1 shows a poor response to Question 6

In Extract 6.1, the candidate explained the demands of industrial capitalism instead of explaining the role played by the Berlin conference in preventing the war among the European nations.

Those who scored from 0.5 to 4 marks either outlined points without giving further elaborations or provided few correct responses. Incoherence, un-orderliness, and incomprehensive explanations were evident in their responses. These candidates had little understanding of both the subject matter and the demand of the question.

The candidates who scored from 4.5 to 9.5 marks outlined the points without giving explanations or provided few correct points. The majority of these candidates could not offer what was expected of them due to their partial knowledge about the tested subject matter or poor proficiency in the English language. This inhibited them from providing clear, coherent and comprehensive explanations. Failure to exhaust the required number of points, lack of vivid examples, and provision of irrelevant examples were some of weaknesses noticed in their responses.

The responses of the candidates who scored from 11 to 15 marks were relevant, clear, logical, comprehensive and coherent. They were also supported with relevant examples. They explained how the Berlin conference helped to avoid the emergence of war among the European powers through confirming the Congo free state as the property of King Leopold II, granting all Europeans the right of trading and navigating freely in the Congo Free State, authorizing any European nations claiming spheres of influence in Africa to notify other European powers, and declaring all claimed territories to be occupied effectively.

All these guidelines softened the situation which would have sparked off war if the Berlin conference would not have intervened by formulating the principles that guided the scramble for and partition of Africa. Variations in scores of the candidates in this category are attributed to the varied clarity and coherence of explanations, the vivid examples given, and essay writing skills.

SECTION C

6. Berlin Conference is the conference which took place in Berlin, Germany from November 1884 to February 1885, under the chairman, Chancellor Otto von Bismarck, so as to peacefully divide the African continent among the Imperialist powers. The countries which attended were France, Britain, Spain, Italy, Portugal, and Germany itself. Other countries like Denmark and USA, attended as observers. The Berlin conference took place peacefully and enhanced the division of Africa, hence preventing wars among the imperialists. The following were the resolutions of the Berlin Conference of 1884 to 1885.

Declaration of Niger and Congo Basins as free spheres of influence; The Niger and Congo Basins were declared as free spheres of influence, that is to say one was not to colonize them. This is because of the scramble of many imperialist nations upon the two areas. This was because the areas could support navigation, provide market, provide raw materials, as well as their strategic importance, hence the declaration of the Basins as free solved the conflict between many imperialist nations. For example, the Congo Basin was scrambled for by Belgium, France, Portugal and Britain, hence the conference resolved their conflicts.

The use of the principle of effective occupation; After the Berlin conference, the imperialist Nations, had used the principle of effective occupation of their colonies, so as to alert other imperialist Nations not to occupy them. Such was one of the solutions which prevented the rise of wars in many Imperialist colonies. For example the British used the British administration policies, as well as English as their National language in South Africa, so as to effectively occupy the cape, and drive out the Dutch in 1806.

6 The use of principle of ratification: The imperialist Nations, were to use the principle of ratification, so as to inform other nations upon the ownership of various colonies. This helped many imperialist nations not to dominate one's sphere of influence, hence prevented wars among them. For example, the Heligoland treaty of 1890 and the Delimitation treaty of 1886, between the Germany and the British, brought up boundary fixation between Tanganyika and Kenya.

Free movement of Missionaries: The Berlin Conference permitted the free movement of missionaries across various colonies in Africa, despite the owner of the colony. Because of this, missionaries could move from one colony to another freely, hence, prevent wars between the Imperialist Nations. For example Dr Livingstone, was a famous missionary who moved across various colonies in Africa, and mapped Africa in 1972, and sent many messages to London about Africa, so as to enhance exploitation.

Ownership of a coastal colony into the interior: One could own any colony at the coast and extended into the landlocked part of the colony, hence enabling ownership of the interior part of Africa. Because of this most Imperialist misunderstandings got settled, and therefore prevented wars among the members of the Berlin conference Attendants. For example, The British who colonized Kenya's coastal strip could extend into the interior of Kenya and colonize it.

Brought about the division of the African continent: The Berlin Conference divided the African continent among the imperialist Nations in accordance to the colonies which the capitalist Nations scrambled for. Therefore The Berlin Conference divided various colonies to various imperialist Nations. For example, after the Conference, Germany got Tanganyika, Britain got Kenya, and the French got Congo. At last, it occurred

6 that Britain got $\frac{3}{5}$ of all the colonies and Germany got $\frac{1}{5}$ of all colonies in Africa.

Conclusively, The Berlin Conference had some significances to the Imperialist Nations, such as the establishment of Colonial economy in colonies, Introduction of European culture among Africans as well as boundary fixation among the European colonies. All these were to increase production among the Imperialist Nations' economy so as to bring path development in their countries.

2.3.2 Question 7: Essay Question

Derived from the *Colonial Economy* topic, the question required the candidates to explain how migrant labour was beneficial to the capitalists during the colonial period. This was the most attempted question as 315,095 candidates (76.2%) opted for it. Among them, 192,308 candidates (61%) scored from 0 to 4 marks, with 66,919 candidates (21.2%) scoring zero; 92,352 candidates (30%) scored from 4.5 to 9.5 marks; while only 28,435 candidates (9%) scored from 10 to 15 marks. The overall performance on this question was average since only 120,787 candidates (39%) scored from 4.5 to 15 marks. Figure 7 presents the candidates' performance on Question 7.

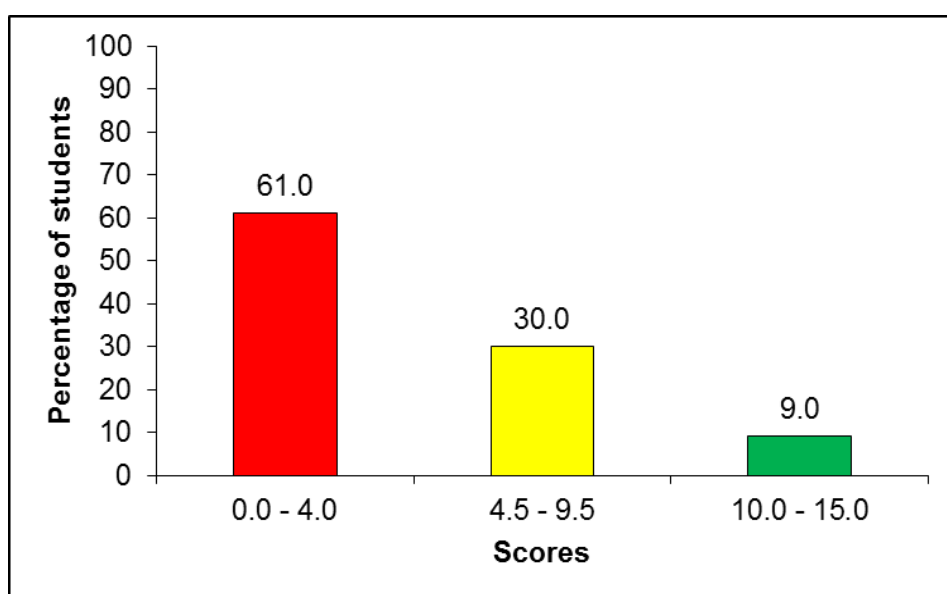


Figure 7 shows that the majority of the candidates (61%) scored poorly on Question 7

Majority of the candidates (192,308 equal to 61%) who scored from 0 to 4 marks deviated from the requirement of the question. They provided irrelevant responses. For example, some of the candidates who scored zero pointed out the ways used to obtain labourers in colonial plantations or settler farms, the strategies by which slaves were obtained, the tactics used to establish colonial economy, the responsibilities of migrant labourers and the prerequisite skills to be possessed by the labourers. Other candidates managed to get few marks from the few points they provided. Most of their responses were wrong. The responses clearly indicated that the candidates had partial knowledge about the subject matter. Itemization of

points, unclear and incomprehensible explanations characterized most of their responses to this question. Considering such responses, it is reasonable to conclude that those candidates lacked adequate knowledge of the subject matter. Extract 7.1 is a sample of such responses.

7	<p>Migrant labour is the person which migrant from one place to another. In period of colonial the migrant labour. It was migrant from one place to another for done work of colonial people. on colonial period during the capitalist the migrant labour required or beneficial from the colonials for different way. example to get knowledge about the production of goods like clothes. and also required the skills during capitalist in during the colonial period.</p> <p>The following are point how the migrant labour beneficial to the capitalist during the colonial period.</p> <p>The migrant labour required skills, that was the first beneficial of migrant labour to capitalist during the colonial period how? the migrant labour required skills from the European people during the colonial period in the industry production the migrant can know how to produced the products.</p> <p>The migrant labour required knowledge to used the machinery, also this as the second beneficial of migrant labour in capitalist during colonial period also the migrant got the knowledge how can used the advanced machine in the production of goods like shoes, clothes and others of good products.</p> <p>Migrant labour got chance to given education, The European people provided the education to the labour about how can used the machine in produced goods and also got chance to teaching by European teacher about uses of</p>
---	--

Extract 7.1 indicates a poor response to Question 7

In Extract 7.1 above, the candidate diverged from the question by explaining the prerequisites for the migrant labourers instead of explaining how migrant labour was beneficial to the capitalists during the colonial period.

A further analysis revealed that some of the candidates who scored from 0.5 to 4 marks outlined the points without explaining them; others provided few relevant points and mixed up the correct and incorrect points. The majority of these candidates failed to score high marks because of their limited knowledge of the subject matter, failure to identify the demand of the question and poor English language proficiency.

Some of the candidates who scored averagely (from 4.5 to 9.5 marks), managed to identify the demand of the question, and had had some knowledge about the topic from which the question was set. These candidates provided the correct points; however, they lacked detailed explanations and vivid supporting examples.

The candidates who scored relatively higher marks (10 to 14) demonstrated various strengths and a few notable weaknesses in their responses. Some of the weaknesses observed include: improper periodization, incorporation of unrelated issues, as well as incomprehensiveness of some explanations.

Overall, the candidates who scored full marks on this question provided relevant explanations and vivid supporting examples. Some of the points provided include it was cheap; it maximized profit; it reduced class consciousness; and it provided markets for capitalist industrial manufactured commodities from Europe.

7. Migrant labour refers to the workers who leave their homeplaces and go to other places either within or outside the country to serve as labourers. Migrant labourers usually come from labour reserve areas such as Kigoma, Ruuma and Rukwa to work in colonial plantations such as sisal plantations, cotton and coffee plantations. These were recruited through various organizations formed within the country to recruit labourers such as SILABU in Tanganyika or Sisal Labour Bureau. Migrant labourers were beneficial to capitalists in the following way:-

They were cheap and labour recruiting agents ensured constant supply of the labour. Migrant labour was easily obtained from labour reserve areas since these areas were underdeveloped and there was an obligation of paying tax people had to find works to do including working in the plantations of colonial master. For example the labourers in Tanga sisal plantations were paid very low wages which served as an advantage to the colonial masters as they did greater works and still they were paid a very little amount of money.

They were free from family obligations hence enabling them to concentrate fully in their works. Migrant labourers were transported from their working places to home during holidays only but spent most of their time working and living in the workers quarters in the farming or working area. This enabled the labourers to be free from family responsibilities such as taking care of children being disturbed by people and thereby ensured maximum production of goods and services for the capitalists.

They were a market of manufactured goods from

7. strikes and boycotts would be hard to control if people had the same origin. Migrant labour was obtained from different parts of the colony. In case of Tanzania the migrant workers were obtained from Kigoma, Rukwa, Kuuuma and Iringa therefore it was difficult to organise a resistance against the colonialist and any worker who sent to be influential was terminated.

Generally, migrant labour was beneficial to capitalism however it led to deterioration of African culture since the migrant labourers shifted from using African products to European products. It also laid a foundation for underdevelopment in some areas such as Kigoma, Mwanza and Kuuuma whereby many people who were able bodied were recruited as migrant labour leaving behind old men and women and the youth who could not participate in development activities in those areas thus failure to attain a balanced economy.

Extract 7.2 shows a sample of good responses to Question 7

2.3.3 Question 8: Essay Question

This question required the candidates to elaborate the factors that contributed to the occurrence of Mfecane during the 19th century. It was derived from the topic *Interactions Among the People of Africa*. The question was attempted by 275,386 candidates (66.6%). Among them, 217,644 candidates (79.1%) scored from 0 to 4 marks, with 105,472 candidates (38.3%) scoring zero. The candidates who scored from 4.5 to 9.5 marks were 50,020 (equal to 18.2%) while those who scored from 10 to 15 marks were 7,422 candidates (2.7%). From this statistical analysis, the performance on this question was poor since only 57,442 candidates (20.9%) passed by scoring from 4.5 to 15 marks.

The candidates who scored zero failed to explain the factors that contributed to the occurrence of Mfecane. They could neither define any key term related to the question nor provide explanations on the root causes of Mfecane. In a nutshell, neither were they aware of the factors for interactions among the African societies nor aware of the impact associated with Africa's contact with Europe during the pre-colonial period. Such unawareness might have been caused by the candidates' lack of sufficient knowledge of the subject matter, failure to identify the demand of the question as well as limited proficiency in English. Extract 8.1 illustrates a poor response to the question.

8. Mfecane war was the war between Africans and British in south Africa. This war occurred during the 19th century. This war causes many effects to the people such as Death of the people and Destruction of African properties. These war was contributed by factors like Exploitation of African resources by Europeans and forced labour. The following are factors which led to Occurrence of Mfecane war during 19th century.

Exploitation of African resources led by Europeans. When Europeans come to the Cape of South Africa they exploit resources Example Minerals, fertile ~~soar~~ soil which used by them to their own interest. The Africans were tired by that habit they fight against this habit by establishing the War called Mfecane.

Forced labour; Africans were forced to work on the Europeans (British farms) and other areas for influence of Whites. Example they are forced to work in for mining, constructions and in agriculture. Africans also were tired by that situation which causes them to established strong resistance called Mfecane.

Destruction of African culture; Also after coming of the British to the Cape of South, they established new culture example language and dressing style which led to Destruction of African culture. Also British established new Administration system.

8. Africans were forced to pay tax; when British establishes taxation the Africans did not already for that because they are forced to work on the Europeans farms in order to get money which they are used to pay tax. This causes Africans to establish strong resistance to British.

Low wages which payed to African labours. Most African labours were payed low wages in order for them to work hard in the Europeans source of influence to get another wages used to pay tax. Example pay Tsh 10 in case that taxes which needed is 12 Tsh but this is for people from the south Africa no is lanze via. Tsh is an example.

Africans were forced to grow cash crops. Due to spread of Industrial revolution, Europeans need raw materials which produced from cash crops. These causes Africans to be a few amount of food causing hungry to the people of South Africa. They fight against British to resist that. Another factor is land alienation done by Europeans.

Therefore Africans got into War with British due to many factors. Apart from the factors, Mfecane war lead to many effects such as destruction of African properties, increases of Depopulation due to war which causes death, and family separation among Africans.

Extract 8.1 shows a poor response to Question 8

In Extract 8.1, the candidate explained the impact of the colonial economy on the African societies instead of explaining the factors that contributed to the occurrence of Mfecane during the 19th century.

The candidates, who scored from 4.5 to 9.5 marks, demonstrated some weaknesses and strengths. As for the weaknesses, for example, some of them mentioned the points without explaining them, and others provided insufficient explanations that lacked vivid examples. These limitations restricted them from scoring high marks.

The majority of the candidates who scored from 10 to 15 marks demonstrated a good mastery of the subject matter and understanding of the requirement of the question. They correctly presented the factors that contributed to the occurrence of Mfecane during the 19th century. Such factors included the rapid increase of the Nguni population, the rise of Shaka, and the Boer trek. The disparity in their scores was caused by the varied degree of accuracy of points, the vivid examples given, clarity, comprehensiveness, and the exhaustiveness of their responses. Extract 8.2 is illustrative.

8.	
	Mfecane was the wandering wars among the Zulu clans in Natal South Africa. The wars occurred among the clans which were Ndwandwe under Sobhuza; Mthethwa under Dingiswayo, Zulu under Senzangakona. Mfecane led to many effects such as deaths, and destruction of property, migration of communities for example the Ngoni, spread of war tactics and warfare. Mfecane was caused by a number of factors, some of which are explained

8. below. Mfecane war started in 1820 (the 19th century).

The rise of Shaka to the throne.

Shaka was the son of Senzangakona of the Zulu. He rose to the throne in 1819 after the death of their father. King Shaka was ruthless and introduced his idea of expansionism. He formed a very strong army and had military tactics which were efficient. He then started to attack other clans, he succeeded in defeating the Ndwandwe and kill Sobhuza. Later wars broke among all clans. Shaka was killed by his own family members.

Scarcity of land. Mfecane war was also triggered by the land scarcity in Natal region near KwaZulu. The land scarcity limited agricultural activities and also settlement areas. This brought dissatisfaction among the clans and thus started to attack one another so as to acquire land. For example Ndwandwe under Sobhunza attacked Mthetwa and managed to kill Dingiswayo so as to expand land they occupy.

Population growth. The rapid population growth in the natal region also contributed to the occurrence of Mfecane wars. The rapid population growth did not only increase population pressure but also amount of people who can form strong armies. The result of was expansion of armies and population pressure over the land and thus leading to the warring wars called Mfecane.

Drought and famine. Mfecane war was also contributed by the drought conditions that struck the natal region and the famine that followed. Drought and famine led to reduction of agricultu-

8. ral produce and water scarcity. The overall effect was the slowing of agricultural activities and increase in need for food and war. This further led to war against the clans as they wanted to get the produce that another clan has so as sustain itself and participate in trade. This caused Mfecane.

Clan rivalry. There also existed clan rivalry among the clans that lived in Natal region of South Africa. This rivalry brought a question of who is stronger than the others in aspects like politics, social and economic. The clan rivalry then contributed to Mfecane war. A very vivid example is the clans Ndwandwe and Mthethwa which had a great rivalry in terms of military influence.

Boer expansion. As the Boers were escaping the strict rule of British government they expanded northwards. The Boer expansion threatened land and political freedom of the clans. For instance, Boers fought and defeated the Zulu before Mfecane but the Zulu maintained their dominion. As a result, clans saw it was better to expand their territories by fighting one another as the Boers were powerful. This contributed to Mfecane war.

To conclude, Mfecane war had many effects including deaths and depopulation, destruction of property and migration of communities such as the Ngoni. Mfecane ended up the long-time relationship between the clans that lived in Natal.

Extract 8.2 exemplifies relevant responses by one of the candidates.

2.3.4 Question 9: Essay Question

The question was set from the topic *Africa in International Affairs*. It required the candidates to justify the statement that “African countries have been suffering socially, economically and politically as a result of being members of the United Nations”. It was attempted by 212,204 candidates (51.3%).

The candidates who scored from 0 to 4 were 197,128 (92.9%); among them, 133,045 candidates (62.7%) scored zero. The candidates who scored from 4.5 to 9.5 marks were 13,459 candidates (6.3%) while those who scored from 10 to 15 marks were 1,617 (equal to 0.8 percent). The overall performance on this question was poor since only 15,076 candidates (7.1%) scored from 4.5 to 15 marks. Figure 8 illustrates the categories of the candidates’ performance on this question.

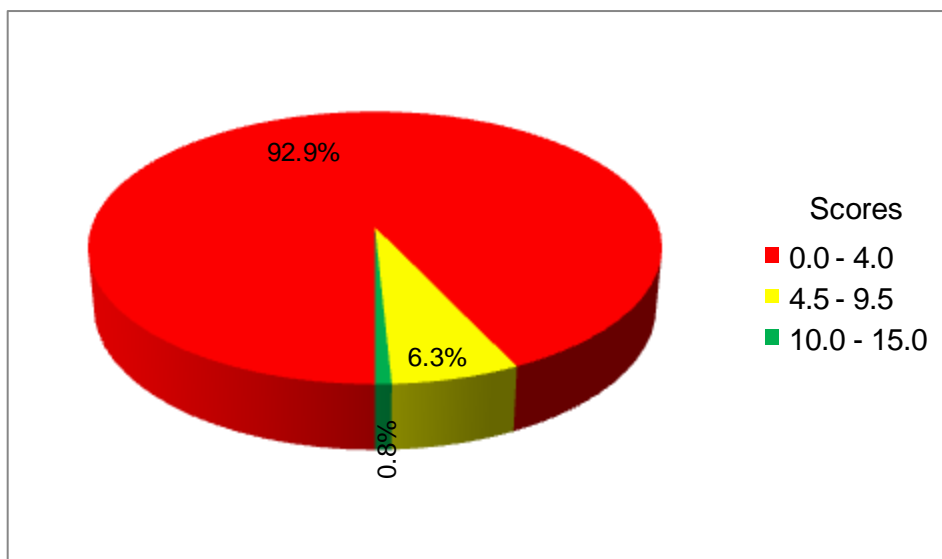


Figure 8 shows that the majority of the candidates (92.9%) scored poorly on Question 9

The candidates who scored zero lacked knowledge about the tested subject matter, failed to understand the requirement of the question, and had limited English language proficiency. The responses given by the majority of these candidates were contrary to the demands of the question. For example, some of them explained the advantages the African countries got from their participation in the United Nations issues while others explained the objectives of the UNO. Extract 9.1 is a sample of poor responses to the question.

9.	<p><u>AFRICAN COUNTRIES BEING MEMBERS OF UNITED NATION:</u></p> <p>United Nation was an organization that was formed to have more than two countries. Example of these countries include Zambia, Tanzania, Malawi, South Africa and other continental members. United Nation was formed in 1945 whereby its headquarters are located in Ethiopia. African countries as being among the members of United Nation has been improving socially, economically and politically as joining its membership due to the following justifications;</p> <p>It provide a forum to discuss problems; The United Nation provide a platform whereby countries express out the problem that it encounters in their territories. Through this the meeting discusses and come out with solution to The problem a certain country encounters therefore African countries problems are provided solutions.</p> <p>It Leads to interaction with other members; As it is an interaction organization that consist of different countries thereby African countries have been able to build up relationship and interaction with United Nation members from other countries. This relationship will</p>
9.	<p>bring up exchange of views among the people involved in those countries thus communication develops among them.</p> <p>It secures peace and security; The United Nation ensures that all its member countries experience peace and security with in them whereby each individual will be able to enjoy his right peacefully in the country just as African countries are.</p> <p>It encourage development of countries which are non-developed; Through the meeting that are held, how people discuss in the meetings, member in the countries which are not developed get to gain some of the steps that others did to be developed. Thus for African countries they have been able to transform from the low developed countries to developing countries.</p> <p>It has increased market; United Nation contains countries from different places therefore a country that engages in production has a wider range of market for it can export out its goods from its country to the countries who are among the member of United Nations as it is a member. African countries export out their products to other countries thus generate income.</p> <p>It provided financial support; African countries are able to receive financial support from the world bank and the IMF which enable them to accelerated some of the important economic activities for example construction of roads and railways.</p> <p>Conclusively, African countries have not obtained sufferings as a result of being members of United Nations socially, economically and politically rather it has obtained much as a gain that has facilitated into proper level as their position and overcome Their hindrance.</p>

Extract 9.1 is a sample of poor responses to Question 9

In Extract 9.1, the candidates did not respond according to the demand of the question. He/she explained the advantages the African countries are getting from being members of the United Nations instead of explaining the social, economic and political sufferings that have been sustained by African countries because of their membership of the United Nations Organization.

Those with some knowledge about the subject matter scored from 4.5 to 9.5 marks. Their responses indicated that they mentioned the points without providing explanations. They also failed to exhaust all the points as required by the question. Others never provided inappropriate examples. Such weaknesses caused variations in the candidates' responses.

Some of the candidates who scored from 10 to 15 marks had an adequate knowledge about how Africa has been undermined in social, economic and political aspects despite her being a member of the United Nations. Most of the candidates correctly substantiated how Africa has been a victim due to her participation in the United Nations. They explained, for example, that some decisions taken by the UN and its agencies have caused a lot of injustices to Africa and its people: Blessing unfair policies of the International Monetary Fund; undermining the development of Africa's trade in the world; ousting and killing legitimate African leaders, such as Muammar Gadaffi; failure to end the genocide and political unrest in the 1990s in Rwanda and Zaire (DRC) respectively. With such comprehensive and creditable justifications, these candidates earned high scores. Extract 9.2 is an example response from the script of a candidate who scored high marks on this question.

q. United Nations is an international organ that was formed in 1945 as a result of the second world war under the Allied Powers who won the war so as to mainly maintain the world peace and prevent any occurrence of war. The Allied Powers are Britain, France, Russia, USA together with China who are known as the VETO power who are the permanent members of United Nations. It includes almost 126 countries in the world including Africa but it seems that Africa suffers socially, economically and politically as a results of being members of the United Nations. Some of those reasons to justify the statement above are as follows;

It has made Africa a dependant continent on foreign aids. These foreign aids are the assistance that is given by the World Bank (WB) and International Monetary Fund (IMF) that are provided to Africa that is third world countries in order to finance government expenditure in which they are given under conditions that are meant to exploit African resources for example precious minerals like Tanzanite and gold and diamond in which become a suffering to Africa for it loses its resource for development of other countries.

It has made Africa accept foreign market economy that devalues African products in the market. The United Nation has made Africa to privatise its economic sectors as a condition to be granted loans thus the price that is set at the global market for African products is relatively

q. low that does not consider the cost of production used to make the products and hence makes the products to lose market and get a great loss which is a suffering to Africa. For example the crisis of the cashewnuts that is set at a low price of 2300/- Tanzanian shillings in which the cost of production is very high which does not have any profit.

It has brought a brain damage to Africans due to the western education provided. The education that is provided to Africans is more theoretical than practical which makes people study abroad to get a practical education which in turn the Africans don't come back to provide the services in Africa but remain in the developed country as become labour there in which is a suffering to Africa.

It has exposed Africa to many diseases that are hard to find cure that had never existed.

The health institution of the United Nation has made Africa a play ground for testing different effect of virus to different animals and they are then thrown into African forests that makes Africa affect with diseases that have no cure that causes death of people which cause loss of man power and thus under development which is a suffering to Africa. For example, The emergence of Ebola in west Africa was due to tests that had failed in the Health Department of United Nations.

United Nation has lowered the political sovereignty of African countries due to emergence of puppet leaders. Some countries in Africa are

a headed by puppet leaders who are formed by the powers in United Nations so as to serve their interests which makes African countries not able to make decision for themselves concerning their development project. For example, The Americans conditioned to give loans to Uganda until they accept homosexuality in the country which is immoral and thus affects the sovereignty of African states.

The United Nations has not helped to solve border conflicts in African countries. The United Nation as an organ responsible for maintaining the world peace, has not make any step in solving the border and civil wars that occur in Africa that makes Africa to remain fighting and not to think of developing the countries which is a suffering to Africa. For example the border conflict that is in South Sudan is not settle until to date which is a suffering to Africa.

Conclusively, the United Nation has also brought some development to African and the world at large like, maintenance of the world peace, promotion of human rights in Africa, giving assistance to third world countries in socio-economic development project that has moved Africa too another step.

3.0

CANDIDATES' PERFORMANCE ON EACH TOPIC

Statistical analysis of the candidates' performance on this paper shows that two objective questions (1 and 2) set from different topics in the syllabus were averagely performed. The highest performance was on question 1 where 262,571 candidates (63.5%) passed, followed by Question 2 on which 201,615 candidates (48.8%) passed. Overall, the average performance on those questions resulted from the candidates' sufficient knowledge about the tested topics, good English language proficiency, and their ability to understand the requirements of the questions.

Of all the questions, the essay type questions recorded the lowest and weakest performance. The weakest performance was on Question 9; only 7.1 percent of the candidates scored from 4.5 to 15 marks. This question was derived from the topic of *Africa in International Affairs* (see Appendix).

In a nutshell, the candidates' weak performance on this question was caused by their inadequate knowledge about the subject matter, their failure to correctly interpret and identify the requirement of the question, and their limited English language proficiency.

4.0

CONCLUSION

The 2019 CSEE candidates' performance in History was average, since 51.25 percent of the candidates passed. Most of those who had average performance fared better in questions 1 and 2. This moderate performance was an outcome of the candidates' good knowledge of the subject matter, good English language proficiency and drawing skills. Additionally, the other attributes included being mildly conversant with the demands of some questions.

Other questions that were averagely performed were 4, 6 and 7. In contrast, Question 7 was the only one which the candidates had the weakest performance. Such performance resulted from their inadequate knowledge of the subject matter, failure to identify the demands of the question, poor English language proficiency and lack of essay writing skills and drawing skills.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in this subject, the following are recommended:

- (a) Teachers should apply appropriate teaching and learning techniques to increase students' morale in the learning process to help and boost them to acquire and develop critical thinking, writing and drawing skills.
- (b) Teachers should provide enough exercises to the students to reinforce the understanding of the subject matter and skills in answering questions. For example, teachers should build the culture of interpreting key words or instructional words to the students during classroom sessions.
- (c) Serious measures should be taken by teachers and other education stakeholders to encourage students to learn the English language. This will help them to understand the requirements of the question as well as to gain the ability to express their ideas.
- (d) Seminars, workshops and in-service training should be given to teachers to nourish them academically and to equip them with up to date information and skills with which they can in turn use in improving teaching and learning.
- (e) The teachers should guide the students and encourage them to read various history books, pamphlets to widen and improve their knowledge and skills.
- (f) School administration, teachers and students should read Candidate Items Response Analysis (CIRA) provided by NECTA to be aware of how the former candidates fared in answering examination questions and consequently take steps to rectify the shortfalls in the on-coming examinations.

Summary of the Candidates' Performance on each Topic

S/N	Topic	Number of Questions	Average % of Candidates who Scored 30 Marks and above	Remarks
1	Multiple Choice From Various Topics	1	63.5	Average
2	Nationalism and Decolonization na Industrial Capitalism.	2	48.8	Average
3	Colonial Economy	7	39	Average
4	Crises in the Capitalist System	4	36.7	Average
5	Establishment of Colonialism	6	30	Average
6	Short Answer Items From Various Topics	3	25.2	Weak
7	Changes in Political, Social and Economic Policies in Africa after Independence	5	21.5	Weak
8	Interactions Among The People Of Africa	8	20.9	Weak
9	Africa In International Affairs	9	7.1	Weak

