



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



# **CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2020**

## **HISTORY**



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**CANDIDATES' ITEM RESPONSE ANALYSIS**  
**REPORT ON THE CERTIFICATE OF SECONDARY**  
**EDUCATION EXAMINATION (CSEE) 2020**

**012 HISTORY**

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## **FOREWORD**

The National Examinations Council of Tanzania is pleased to issue the Candidates' Items Response Analysis Report (CIRA) on the Certificate of Secondary Education Examination (CSEE) 2020 in 012 History subject. This report provides feedback to students, teachers, parents, policy makers and the public in general about the performance of the candidates.

Certificate of Secondary Education Examination (CSEE) marks the end of the four years of Ordinary Level of Secondary Education. It is a summative evaluation which among others things, shows the effectiveness of education system in general, and education delivery system in particular. Essentially, candidates' responses to the examination questions is a strong and powerful indicator of what education system was able or unable to offer to the students in their four years of Ordinary Level of Secondary Education.

In this report, issues which have influenced the students to answer the questions correctly/incorrectly have been analysed. The analysis shows that on the one hand, high performers provided appropriate responses as a result of their ability to identify the question requirements and demonstrated sufficient knowledge on the subject matter. Additionally, good mastery of English Language has contributed to the performance. On the other hand, those students who lacked the aforementioned attributes performed poorly in this examination.

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

Finally, the Council would like to express its appreciation to all who played a key role in the preparation of this report.



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

## **1.0 INTRODUCTION**

The Certificate for Secondary Education Examination (CSEE 2020) History examination paper covered the 2010 syllabus and the Examination Format of 2019. The paper assessed candidates' competences for Ordinary Level as prescribed in the History Syllabus for Secondary Schools (I- IV).

The paper consisted of nine (9) questions, which were distributed in three (3) sections: A, B and C. Sections A and B had compulsory questions, and the candidates were required to answer all. Section A consisted of two (2) questions with a total of 20 marks, while section B comprised of three (3) questions with a total of 35 marks. Section C consisted of four (4) essay questions of which the candidates were required to answer three (3) questions only. Each question carried 15 marks.

A total of 427,500 candidates sat for 012 History paper in 2020, out of which 215,016 (50.53%) candidates passed. In 2019, the number of candidates who sat for CSEE 2019 was 413,474, out of which 210,705 (51.25%) passed. This indicates that the candidates' performance declined by 0.72 percent, in 2020.

The report highlights both the requirements of each question and the strengths and weaknesses observed in the candidates' responses. Furthermore, the samples of relevant and irrelevant responses have been extracted from the candidates' scripts and presented to illustrate the respective cases. Finally, the report provides the conclusion, recommendations and an appendix which shows the percentage of the candidates' scores in each topic.

Overall, the candidates' performance results in this summative evaluation is categorized according to the grade, class interval and remarks as follows: A (75-100) Excellent, B (65-74) Very good, C (45-64) Good, D (30-44) Satisfactory and F (0-29) Fail. However, in this report, the students' performance is categorized into three major groups: "weak", "average" and "good". Three colours, namely red, yellow and green are used in order to distinguish between one performance level from another. In this respect, the performance is categorized as "weak", "average", and "good" if the percentage of students' performance ranges from 0 to 29 percent (red), 30 to 64 percent (yellow) and 65 to 100 percent (green), respectively.

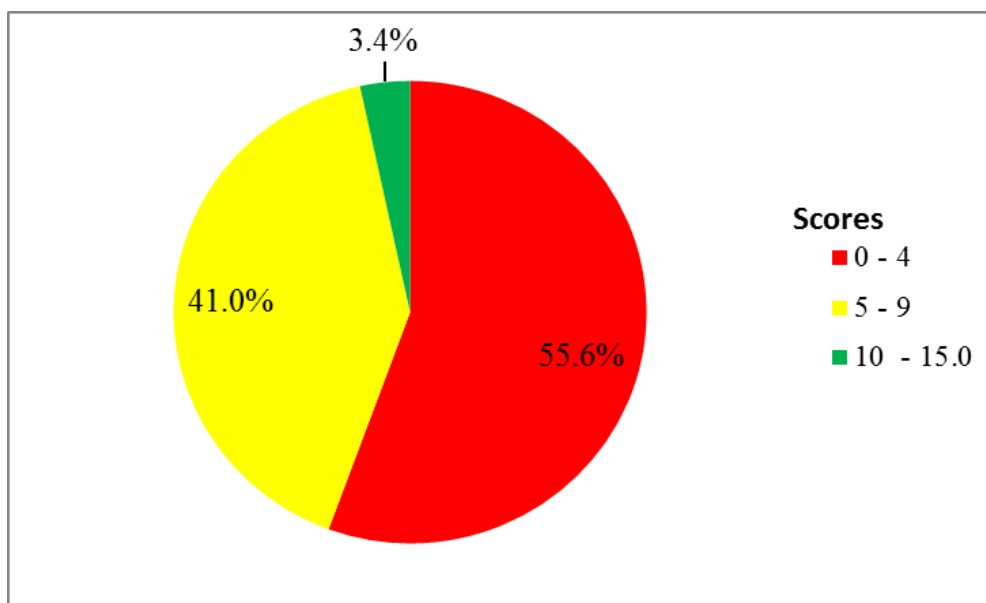
It is expected that the report will enable teachers and students to improve the teaching and learning process of History subject, thus improving performance in future examinations.

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 Question 1: Multiple Choice Items

The question comprised fifteen (15) multiple choice items, (i)- (xv) derived from various topics. The topics were: *Sources and Importance of History; Evolution of Man, Technology and Environment; Social- economic and Production in the Pre-colonial Africa; Establishment of Colonialism; Industrial Capitalism; Establishment of Colonial Administration; Colonial Economy; Colonial Social Services; Crises in the Capitalist System; Nationalism and Decolonization; Changes in Political, Social and Economic Policies in Africa After Independence and Africa in International Affairs.*

The candidates were required to choose the correct response from the five (5) alternatives given in each item, and write its letter beside the item number. Each correct response was awarded one (1) mark. The question was attempted by 427,450 (100%) candidates. The candidates that scored from 0 to 4 marks were 237,685 (56.6%), 175,441 (41.0%) candidates scored from 4.5 to 9 marks, while 14,324 (3.3%) candidates scored from 10 to 15 marks. Figure 1 shows the percentages of the performance in question 1.



**Figure 1:** *Performance of the Candidates in Question 1*

Generally, the candidate's performance in this question was average since 44,4 percent of the candidates scored from 4.5 to 15 marks.

Item (i) required the candidates to identify the name of the source of historical information characterized by the narration of past events. The correct response was A, *Oral traditions*. This option was chosen by the candidates who were knowledgeable on the sources of historical information and their characteristics.

However, the candidates who could not identify the correct response in this item, mostly chose distractor B, *Archives*. This was an incorrect response because archives do not provide historical information through the word of mouth. Those candidates were supposed to understand that archives are collections of information (records). Those records may be private or public documents such as books, colonial records and files.

Other candidates opted for distractor C, *Museum*. Museums do not qualify to be a correct response because these are places or buildings created for preserving historical information. Usually, museums contain a collection of all items which show cultural, social, political, economic and technological developments from the earliest time to the present. Hence, the choice of this incorrect option was due to the candidates' failure to differentiate concepts and functions of various sources through which historical information is obtained.

Some candidates chose D, *Archaeology* which is the study of past human history through the discovery and explorations, structures and writings. Thus, it was incorrect because archaeology is not a source of historical information characterized by the narration of past events.

Nonetheless, alternative E, *Linguistics* was opted for by candidates with limited knowledge on the sources of historical information. Those candidates who opted for this incorrect option failed to understand that Linguistics refers to the scientific study of languages. Thus, Linguistics was not the correct answer.

Item (ii) required the candidates to identify the period when the theory of evolution of man became more publically known. The candidates with adequate knowledge on the theory of evolution opted for the correct response B, *after the publication of the book "The Origin of Species" in*



1859. Those candidates were aware of the concept, duration and a key figure in advocating and propagating the theory of evolution in writings.

Other candidates opted for distractor A, *after the birth of Charles Darwin who introduced the theory of evolution*. This was an incorrect answer because the theory of evolution was introduced by Charles Darwin himself. Such choice reveals that the candidates were unaware of the duration and name of the person who theorized about the evolution of man in a book titled *The Origin of Species* which was published in 1859.

Some candidates opted for an alternative C, *after the discovery of Man's remains by Dr. Leakey at Olduvai Gorge*. This was opted for by the candidates with limited knowledge on the period when the theory of evolution became more publically known. Those candidates had no idea that Dr. Louis Leakey discovered the remains of the earliest man in Olduvai Gorge in 1959, while the publication of *The Origin of Species* book was in 1859. The candidates' responses suggested that they were unaware of some important historical events and their durations, particularly the evolution of man.

The analysis indicated that, some few candidates opted for an incorrect response D, *after the scientific discovery of Homo- Habilis and Homo-Erectus*. The answer was incorrect because the remains of Homo - Habilis and Homo – Erectus were discovered in Eastern and Southern Africa in the 1960s onwards.

The candidates who chose alternative E, *after the spread of religious books like Quran and the Bible* were unaware that those Holy Books have no connections with the evolution theory, especially *The Origin of Species*. Those Holy books acknowledge that man was made by God, whereas Charles Darwin and his writings argue that Human beings and some of the non-human beings, particularly monkeys, and apes, shared a common ancestor. Moreover, time-wise, the said religious books were published and started to spread many centuries earlier than Charles Darwin's book.

Item (iii) required the candidates to identify the importance of salt making industries in pre-colonial Africa. The correct response was C, *it played a vital role in food preservation and healing*. This was opted for by the candidates with sufficient knowledge on the significance of salt making industries in pre- colonial Africa.

However, candidates with limited understanding on the importance of salt making industries in pre-colonial Africa, opted for distractors A, *it enabled the people to eat uncooked food*, and E, *it was a source of vitamin*. Such choices reveal that the candidates had limited knowledge on the contents and the roles of salt.

Other candidates chose distractor D, *it enabled some societies to make ornaments of copper alloys*. This alternative was incorrect and it was opted for by the candidates who failed to distinguish between the role of salt making industries and copper mining and processing industries. Those candidates did not understand that salt was not the raw materials for making ornaments of copper alloys. The material for copper alloys (mixtures of metals) are copper, tin and lead.

Moreover, distractor B, *it facilitated the development of heavy industries* was chosen by the candidates who were unaware of the level of development that African societies had reached prior to the advent of colonialism. In pre-colonial Africa, there was no any heavy industry. The coming of colonialism eroded even the little technological efforts that the Africans were trying to make towards industrialization.

In item (iv), the candidates were required to identify the determinants of the range of productive activities that man performs. The correct response was A, *nature of environment and productive forces*. This alternative was chosen by the candidates who had adequate knowledge on material production and social organization. Those candidates were conversant that the nature of the environment (desert, semi desert, or savannah) and productive forces such as producers, skills, experience and the level of technology are the determinants of the productive activities that man performs.

The analysis showed that some candidates opted for distractors B, *strong standing army and modern weapons* and E, *presence of offensive and defensive forces*. These alternatives were incorrect and they were chosen by the candidates who failed to differentiate between the factors for the rise states in pre-colonial Africa and the determinants of the range of the economic activities done by man. The analysis established further that some of the candidates had no knowledge on the factors for the growth of states/Kingdoms, material production and social organization.

Similarly, a few candidates opted for a wrong response C, *major means of production with cheap labour*. It was a wrong response because the means of production includes instruments of labour (tools, factories etc) and the subjects of labour (natural resources and raw materials). All of these were not determinants of the productive activities that man performs.

Some candidates opted for D, *availability of raw materials and markets*. This was an incorrect option, and it was opted for by the candidates who failed to distinguish between the determinants of the range of economic activities man performs, and the key requirements for the growth and development of industries.

Item (v) required the candidates to identify a set that composed communal societies in East Africa up to the 19<sup>th</sup> century. The correct response was E, *Dorobo, Tindiga and Teso*. This was opted for by the candidates who had adequate knowledge on the names of societies, locations, characteristics and the modes of production in which societies were before colonialism. Those candidates were aware that the *Dorobo, Tindiga and Teso* lived in groups of hunters and gatherers and hence they fall into the communal mode of production.

The analysis indicated that the candidates who opted for alternatives A, B, C and D lacked knowledge on the modes of production which existed during pre-colonial East Africa and the societies that practiced such modes of production. Those candidates were unaware that the Iraqw and Karamajong were not communal societies, but they were and are still an agro-pastoral and pastoral people, respectively.

In item (vi), the candidates were required to identify the factor which was used to colonize Africa. The correct answer was A, *finance capital*. It was opted for by the candidates who had enough knowledge on the role played by finance capital in the colonization of Africa. Those candidates were aware that it was the finance capital which facilitated the capitalist countries to scramble for and finally partition Africa in the 19<sup>th</sup> century.

For some of the candidates who opted for distractors B, *primitive accumulation of capital* and D, *mercantile capital* were wrong because both responses were not used for the colonization of Africa. Those candidates were supposed to understand that those methods were used during merchant capitalism which was the first phase of capitalism, which started

in the 15<sup>th</sup> century and ended in the mid-18<sup>th</sup> century. Therefore, it was incorrect for those candidates to equate these methods and the type of capital accumulated during the colonization of Africa.

Distractor C, *bank capital* was also selected by some candidates who were unaware that after the merging of commercial capital and industrial capital, one of the resultant manifestations was the growth of large financial institutions, such as banks and insurance companies. Their wrong selection was the result of limited knowledge on the stages of the development of capitalism from mercantilism to monopoly capitalism.

An alternative E, *industrial capital* was not a correct response though some candidates had opted for it. “Industrial capital” was an irrelevant response because it did not facilitate the colonization of Africa. The candidates who opted for such an incorrect option had no understanding that colonization of Africa was brought about by the merging of commercial capital and industrial capital to form finance capital.

Item (vii) required the candidates to point out the odd factor for the failure of company rule in East Africa. The relevant response was E, *lack of interest to exploit the interior of East Africa*. It was chosen by the candidates who had adequate knowledge on the names of the capitalist companies and their leaders, their roles and reasons for their failure.

However, the candidates who opted for the distractors A, *lack of experienced personnel*; B, *widespread resistances in the interior*; C, *shortage of fund to run the colonies*; and D, *difficulties to penetrate to the interior of East Africa* were not aware that those were the factors for the failure of company rule in East Africa.

Item (viii) required the candidates to identify the main aim of establishing a colonial state. The candidates with adequate understanding were able to choose the correct response A, *to exploit a colony effectively*. Those candidates were conversant with the major strategy used by each imperialist power to create viable colonial economies through the creation of a colonial administration (colonial state) whose role was to promote colonial exploitation of both human (labor) and natural resources.

Nevertheless, for those candidates who opted for alternatives B, *to develop a free colony for Africans*; C, *to establish African oversea province in Europe*; D, *to supervise African traditional institutions*; and E, *to prepare*

*Africans for self-rule* demonstrated their limited knowledge regarding the main aim for the establishment of the colonial state.

In item (ix), the candidates were required to identify the name of an agricultural system in which plantations were owned and supervised by Europeans in the colonies. The correct response was C, *plantation agriculture*. This was opted for by the candidates who had good understanding of the types, locations, characteristics and the strategies which were used to establish colonial economy in Africa.

Some candidates chose alternatives E, *slash and burn cultivation* and D, *mixed farming*. The choice of these distractors indicate that those candidates were not conversant with the types of colonial agriculture in Africa. Those candidates were not aware that slash and burn cultivation involved the cutting and burning of grass and foliage on a piece of land which was typically local and not colonial induced.

Item (x) required the candidates to identify one description that illustrates best the objectives of colonial education in Africa. The correct response was C, *to get producers of raw materials, cheap workers and puppets*. Those candidates who opted for this response were aware of the contents and characteristics of colonial education. They were conversant that colonial education was a vital ideological tool for the exploitation of the colony.

However, some candidates opted for distractor A, *to get cheap laborers, raw materials and area for investment*. This was opted for by candidates who failed to differentiate between the objectives of colonial education and the demands for industrial capitalism. The need for cheap labour, raw materials and areas for investment were demands of industrial capitalism and not the objectives of colonial education.

Those candidates who chose distractors B, *to enable the Africans to get good treatment, housing and white color jobs* and D, *to facilitate the activities of traders, missionaries and explorers* had limited knowledge on the subject matter. Those candidates were supposed to understand that improving the welfare of the Africans by providing good treatment and adequate medical facilities, housing as well as facilitating the activities of the agents of colonialism were not the objectives of the whites. Their

responses suggest that those candidates failed to distinguish between the role of imperialist agents and colonial social services.

Moreover, distractor E, *to enable Africans become investors, chiefs and governors* was selected by candidates who lacked knowledge on the objectives of colonial education and colonial leadership hierarchy in the colony. Those candidates were not aware that during the colonial period, Africans were not given a governorship position.

Item (xi) required the candidates to identify the military alliance which was formed between German, Italy and Japan before the Second World War. The correct response was E, *Berlin- Rome- Tokyo Axis*. This answer was chosen by the candidates with adequate knowledge on the crises in the capitalist system. Such candidates were aware that one of the causes of the Second World War was the formation of military alliances such as Berlin-Rome-Tokyo representing Germany, Italy and Japan, respectively.

The analysis indicated further that, the distractors A, *Triple Alliance* and C, *Triple Entente* were chosen by the candidates who were unaware of the names of the military alliances, membership, durations of their formations, and the roles they played in the wars. The candidates lacked understanding of the fact that those two military alliances facilitated the outbreak of the First World War, and not the Second World War.

Nevertheless, some candidates opted for alternative D, *Dual Alliance* which was also incorrect. This was the alliance that was formed by Germany and Austria-Hungary in 1879- almost eight years after the Franco-Prussian war. In 1882, the name of the alliance changed into *Triple Alliance* after Italy joined the *Dual Alliance*. The Dual Alliance played no role in the outbreak of the Second World War.

Item (xii) required the candidates to identify the name of one of the national building campaigns taken to change the post- colonial economic system in Africa. The correct response was A, *Feed yourself in Ghana*. It was opted for by knowledgeable candidates who were aware of the economic, political and social changes embraced by the African countries during the 1960s and 1970s. Those candidates were aware that operation *Feed yourself in Ghana* was launched in 1973 in order to make the country self-sufficient in food production.

Some candidates with limited knowledge on national building campaigns in Africa after independence opted for distractors B, *Harambee in Uganda* and C, *Feed yourself in Uganda*. These were incorrect responses because there haven't been such campaigns in Uganda. *Harambee* and *Feed yourself* were the campaigns that were launched in Kenya and Ghana, respectively.

The analysis showed that some candidates opted for distractor D, *Capitalism and self-reliance in Tanzania*. This was opted for by the candidates who were unaware of the economic strategy adopted in Tanzania from 1967. It was an incorrect response because Tanzania has never adopted a capitalist approach in her national building strategies or campaigns. Thus, the candidates who opted for such an irrelevant option were unaware of the changes in political, ideological and administrative systems in tanzania since 1964.

However, distractor E, *Freedom is coming tomorrow in South Africa*, was opted for by the candidates who lacked knowledge on national building campaigns taken to change the post-colonial economic system in Africa, as well as the strategies used by South Africans in struggling for their independence. In fact, those candidates did not understand that *Freedom is coming tomorrow* was a song that was very vital for inspiring the struggle for freedom and majority rule in South Africa.

Item (xiii) required the candidates to identify the basic reason for the adoption of a single party system by many African countries soon after independence. The correct response C, *it was suitable for promoting national social cohesion and harmony* was opted for by the candidates who had enough knowledge on the reasons for the political changes many African countries underwent soon after independence. Those candidates were aware that majority of African countries were subjected to humiliating colonial rule, and this impacted on some of the political developments in Africa after independence.

However, distractor A, *lack of enough educated elites who could lead many political parties* was an incorrect option because during the struggle for independence and even during the attainment of independence there were many political parties which were headed by the elites be it in Tanganyika (Tanzania), Kenya, Uganda, Malawi, Zambia and Zimbabwe, just to mention a few.

Distractor D, *it could easily cause division among the members of one country* was chosen by the candidates who lacked knowledge on the features of single party system. Divisions among the members of one country may be caused by the multiparty system and not the single party system. The choice of this alternative reveals that the candidates failed to draw the distinction between the advantages and disadvantages of a single party system and multiparty system.

Moreover, some candidates opted for distractor E, *lack of enough offices that could be used by many political parties*. This was also an incorrect option. Candidates were supposed to understand that prior to the introduction of a single party system there existed many political parties with their offices. Hence, it is not true that a single party system was adopted due to the shortage or lack of enough offices. This incorrect option signifies that those candidates were unaware of the merits and demerits of both single party and multiparty system.

Item (xiv) required the candidates to recall the year when Kofi Annan of Ghana served as the Secretary-General of the United Nations. The correct answer was B, *1996-2006*. This correct option was chosen by the candidates who were aware of the names and functions of the international organizations and the tenure of their respective heads/leaders. Thus, those candidates were conversant that Kofi Annan was the 7<sup>th</sup> Secretary-General of the United Nations Organization since its establishment.

However, options A, *1961-1971*; C, *1971- 1981*; D, *2010 -2016* and E, *1991- 1996* were incorrect responses since in the given tenures, U-Thant of Burma, Kurt Waldheim of Austria, Ban Ki-Moon of Republic of Korea and Boutros Boutros-Ghali of Egypt, respectively, were the Secretary – Generals of the United Nations Organization. Those distractors were chosen by the candidates who had limited knowledge on the leadership tenures of the Secretary-Generals of the United Nations.

In item (xv), the candidates were required to identify the criterion which indicates that pre-colonial African societies were developing. The candidates who had adequate knowledge about Africa's pre-colonial achievements opted for the correct response B, *presence of past social, political and economic systems*. Those candidates were conversant over Africa's glorious past in all aspect of life. They understood that Africa was



not barbaric, static, dormant and primitive as it was regarded by some of the Europeans.

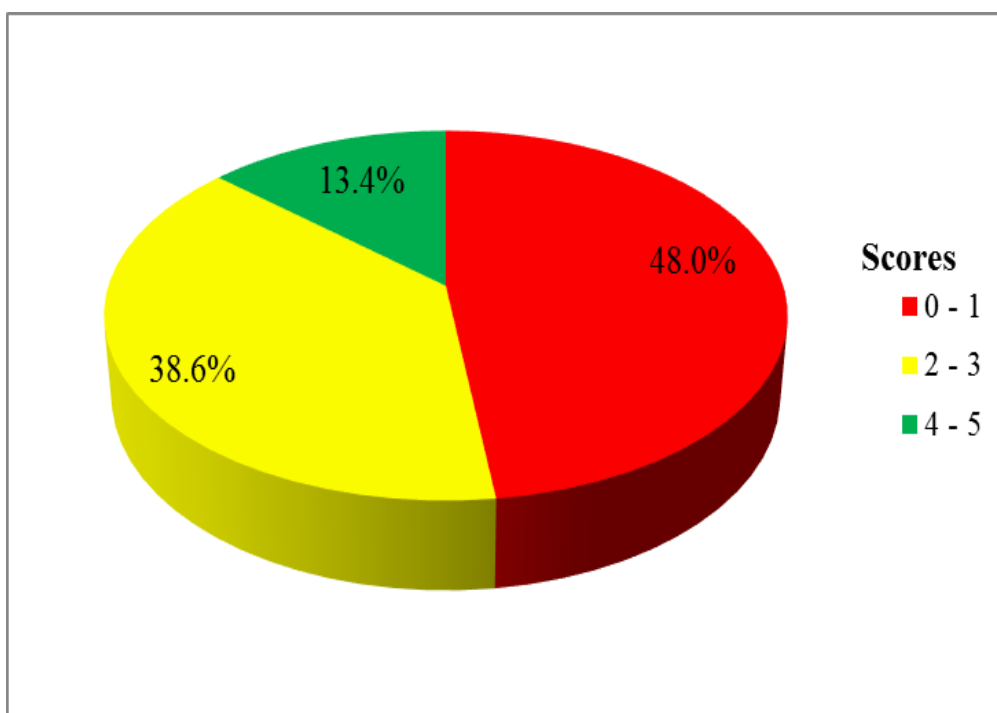
However, other candidates opted for the distractor A, *presence of processing and heavy industries*. Those candidates were unaware of the demands of the question and also they had limited knowledge on the Africa's glorious past. Those candidates were supposed to understand that pre-colonial Africa had no heavy industries but rather what existed in Africa were handcraft industries such as bark cloth, iron working and salt making industries.

The candidates who opted for distractors C, *presence of bogus treaties and colonial boundaries*; D, *presence of League of Nations and United Nations*; and E, *presence of colonial economy and administrative systems* misconceived the question. The question was based on the pre-colonial period requiring them to point out Africa's achievements, and not some important historical events that occurred in Africa during the colonial rule.

## **2.2 Question 2: Matching Items**

The question was derived from the topic of *Nationalism and Decolonization*. It comprised 5 matching items, and the candidates were required to match the descriptions (i – v) in List A with the correct political parties in List B. Each correct response was awarded 1 mark.

This question was attempted by 427,137 (99.9%) students. A total of 204,998 (48%) candidates scored from 0 to 1 mark. Marks ranging from 2 to 3 were scored by 164,663 (38.6%), while 57,476 (13.5%) scored from 4 to 5 marks. The candidates' performance in this question was average since 52 percent of the candidates were able to score from 2 to 5 marks. Figure 2 shows the candidates performance in question 2.



**Figure 2:** *The performance of students in question 2*

The following table presents question 2 that the students were required to answer.

Table 1: Question 2.

LIST A	LIST B
(i) A political party which struggled for the independence of Angola.	A ASP
(ii) A political party which was formed in 1963 in Zimbabwe.	B UGCC
(iii) A political party which took active participation in the struggle for independence in Ghana.	C UNC
(iv) A political party which was formed in 1952 to demand for the independence of Uganda.	D ZANU
(v) A political party in Zanzibar that overthrew the oppressive Arab rule in 1964.	E ZPPP
	F MPLA
	G AMNUT
	H FRELIMO

Item (i) required the candidates to identify the name of the political party which struggled for the independence of Angola. The correct response F, *MPLA* was chosen by the candidates who were aware of the political struggles in Angola. Those candidates were conversant that MPLA is an acronym that stands for *Popular Movement for the Liberation of Angola*– a political party which was formed in 1956. Moreover, they were cognizant that MPLA led the nationalist movements which culminated into the attainment of the independence of Angola in 1975 under the Augustino Neto as her first president.

However, the candidates who could not match the item correctly mostly opted for alternatives E, *ZPPP*, and G, *AMNUT*. The choice of those distractors were caused by the candidates' failure to understand the names of the specific political parties, their leaders and the country in which they operated. Those candidates were supposed to understand that ZPPP and AMNUT were political parties which were formed in Zanzibar and Tanganyika, respectively, and not Angola.

In item (ii), the candidates were required to identify the name of the political party which was formed in 1963 in Zimbabwe. The correct response D, *ZANU* was chosen by the candidates who had adequate knowledge on the decolonization process in Zimbabwe. Those candidates were able to identify that ZANU stood for Zimbabwe African National Union – a political party that played a key role in the attainment of the majority rule in Zimbabwe under the leadership of Robert Mugabe in 1980.

The analysis indicated further that, some students who had limited knowledge on the nationalist movements in Africa, opted for distractor H, *FRELIMO*. This alternative was chosen by the candidates who were unaware of the names of the political parties, leaders and the countries in which they operated. These candidates did not understand that FRELIMO was a political party that struggled and managed to uproot Portuguese colonial rule from Mozambique in 1975 under the headship of Samora Machel.

In item (iii), the candidates were required to identify the name of the political party which took active participation in the struggle for the independence of Ghana. The correct response B, *UGCC* was opted for by the candidates who had adequate knowledge on the role of United Gold Coast Convention (UGCC) - one of the political parties in the decolonization process of Ghana. Those candidates were aware that it was because of its (UGCC) conservatism

that Kwame Nkrumah decided to leave it and found his Conventional People's Party (CPP) which managed to lead Ghana to independence in 1957 from the British colonial rule.

However, due to the minimal understanding of nationalist movements in Ghana, some candidates opted for distractors G, *AMNUT* and C, *UNC*. These were incorrect responses because *AMNUT* and *UNC* were the political parties that struggled for the independence of Tanganyika and Uganda, respectively.

Item (iv) required the candidates to identify the name of the political party that was formed in 1952 to demand for the independence of Uganda. The correct response was C, *UNC*. It was chosen by the candidates who understood that *UNC* stands for *Uganda National Congress*. In addition, those candidates had adequate knowledge on the nationalist movements in East Africa, and Uganda in particular.

Due to limited knowledge, some candidates opted for B, *UGCC*. This was an incorrect response because *UGCC* was one of the political parties that initiated the struggle for independence in Ghana and not in Uganda.

In item (v), the candidates were required to identify the name of the political party in Zanzibar that overthrew the oppressive Arab rule in 1964. The correct response was A, *ASP*. This is the abbreviation of *Afro Shirazi Party*- a political party under Abeid Aman Karume that enabled Zanzibar to attain her political independence in 1964. Those candidates were aware of the situations and processes through which Zanzibar attained her political independence.

Other candidates who opted for distractor E, *ZPPP* (Zanzibar and Pemba Peoples Party) had limited knowledge on the decolonization process of Zanzibar. Those candidates were unaware that *ZPPP* was supported by the colonial government. For example, as a strategy to weaken *ASP*, and under the patronage of the colonial state, Mohamed Shante broke away from *ASP* and formed *ZPPP* in 1959.

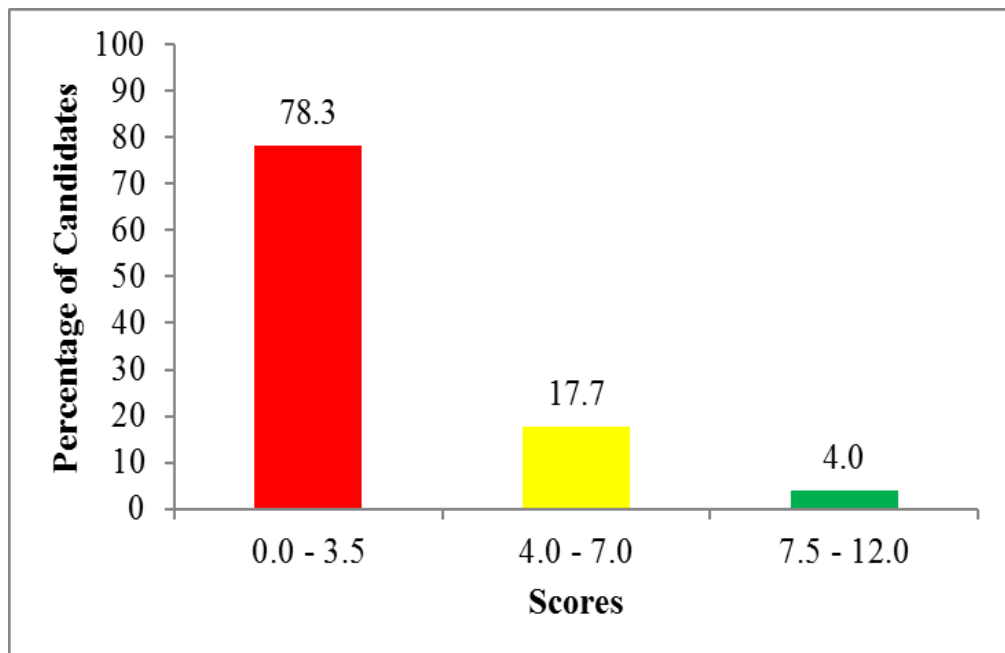
### 2.3 Question 3: Short Answers Items

The question was derived from various topics: *Evolution of Man, Technology and Environment; Interactions among the People of Africa; Development of Economic Activities and their Impact; Africa and the External World and Establishment of Colonialism*. This question consisted six items, and the

candidates were required to provide brief explanations for each. Each item carried 1 mark.

The candidates were required to (i) differentiate between the tools made and used during the Old Stone Age and the late Stone age, (ii) explain how medicine stimulated the interaction among the African people, (iii) explain how did the people along the coast of East Africa use their natural environment to make salt, (iv) explain why did Portugal lead the search for the sea route to India, (v) explain how did Asian goods reach Europe before the sea route was discovered by the Portuguese in the 15<sup>th</sup> century, and (vi) explain why Carl Peters is regarded as an important person in the History of Tanganyika.

The question was attempted by 412,942 (96.6%) candidates. Among them, 323,253 (78.3%) candidates scored from 0 to 3.5 marks, out of them 179,966 (43.6%) scored 0 marks. A total of 73,106 (17.7%) candidates scored from 4 to 7 marks, while 16,583 (4.0%) candidates scored from 7.5 to 12 marks. The performance of the candidates in this question was weak because only 21.7 percent of the candidates scored from 4 to 12 marks. Figure 3 shows the candidates' performance in question 3.



**Figure 3:** *The candidates' performance in question 3*

The analysis of the candidates' responses showed that the candidates who scored 0 marks provided irrelevant explanations. Some wrote unrelated issues, whereas others copied some phrases and statements from other questions and provided them as responses to this question. Generally, the candidates who scored zero misinterpreted the items and lacked understanding of the subject matter. Additionally, poor proficiency of English language was another challenge noted in some of the candidates' responses. This was evidenced through unclear sentences from some of the candidates. Extract 3.1 illustrates a poor response from one of the candidates.

02	<p>1) Differentiate between the tools made and used during the old stone Age and the late Stone Age</p> <p>Old Stone age is the age of man to live for eating fruit and roots for survive for their life example of man live in old Stone age is Zinjanthropus while late Stone age is the age of man to develop for their life to maintain ga tools and fire in their life, Life of man in late stone age was based in hunting and fishing</p>
03	<p>i) How medicine stimulated the interaction among the African people?</p> <p>The people of African was stimulated by medicine because of war fought by the colonial which affect large number of people live in Africa for spread diseases</p> <p>ii) How did the people along the coast of East Africa use their natural environment to make salt?</p> <p>The people along the coast of East Africa use their natural environment to make salt because salt is very important in pre-colonial in Africa it facilitated the development of heavy industries.</p> <p>iii) Why did Portugal lead the coast for the sea route to India?</p> <p>Because the Indian was the good land for farming to maintain raw materials to help Portugal the industry development for the nation</p> <p>iv) How did Asian goods reach Europe before the sea route was discovered by the Portuguese in the 15<sup>th</sup> century?</p> <p>Because Asian goods reach Europe before the sea route was discovered by the Portuguese in the 15<sup>th</sup> century because Portuguese was stay in Indian ocean and maintain goods to transport to in Europe by sea</p> <p>v) Why Carl Peters is regarded as an important person in the history of Tanganyika?</p> <p>Because Carl Peters is the first man to</p>

Extract 3.1: A sample of a poor response in question 3

The analysis indicates that clear explanations, understanding of the question requirements, and relevant examples given were the attributes which enabled some candidates to score from 7.5 to 12 marks. The candidates were able to differentiate clearly between tools used during the given periods; they explained clearly how medicine stimulated interactions among the African people; they also provided the reason for Portugal to pioneer the search for the sea route to India, as well as the means through which goods reached India before the 15<sup>th</sup> century. They also gave reasons as to why Carl Peters was important in the History of Tanganyika.

The candidates' responses analysis showed that although some candidates who scored from 7.5 to 10 marks managed to explain the given historical terms, there were variations in their scores. Such variations were caused by differences in the degree of clarity, comprehensiveness and relevance in their explanations. Extract 3.2 exemplifies a good response from a candidate who provided correct answers in this question.



3 i)	The tools made during the Old Stone age (Oldowan tools and Acheulian tools) which were made from hand sized pebbles were heavy and crude as compared to the tools which were made during the late stone age (Microliths) which were light, sharp and simple. Examples of old stone age tools are fist hatchet and hand axe, while examples of tools made in late stone age are choppers, spears, cleavers, axes. The tools used in old stone age were used for digging, roots and cutting meat while the tools used in late stone age were used for crop cultivation, hunting and gathering.
ii.	Medicine stimulated interaction among African people especially in cases where when people got sick. African people travelled long distances so as to get the cure for many diseases and during their travels they met other people which hence led to interaction. People travelled far distances looking for a diviner or healer who deal with medicines so as to get cures for when they got sick. Most medicines came from plant roots or leaves an example is the neem tree which cured over 40 known diseases which was used during precolonial Africa.
iii.	The people along the coast used their natural environment, in this case, ocean salty water to make salt, where they collected the salty water and left them out in the sun where the water evaporated leaving salt crystals.
iv.	Portugal led the search for the sea route to India in the end of 15th century because Portugal had advanced in the sector of naval technology and navigation which was developed by Vasco Henry the navigator of Portugal. Hence, when the initial <del>for</del> land route to India was closed by the Ottoman Empire, the portuguese led the search for the sea route to India by using their naval technology like ships and boats and also compass direction. And first portuguese to round the cape of good hope and arrive at India by using the alternative sea route was Vasco da Gama in 1498.
v.	Asian goods reached Europe through the land route where traders from Europe crossed the border of Europe and Asia to go to Asia specifically India obtain goods and return back to Europe and exchange them for a higher price. This was before the Ottoman Empire <del>was</del> restricted by passage by instilling very high taxes to the traders.
vi.	Carl Peters is regarded as an important person in the history of Tanganyika because he signed many bogus treaties with many African chiefs in Tanganyika on behalf of the German East African Company. In which the treaties he signed declared German domination over the societies found in Tanganyika. Example Carl Peters signed a bogus treaty with Chief Mwangiwa of Muevoro lying to the chief that the treaty or claimed to offer / offerings from Germans to his community but in real sense

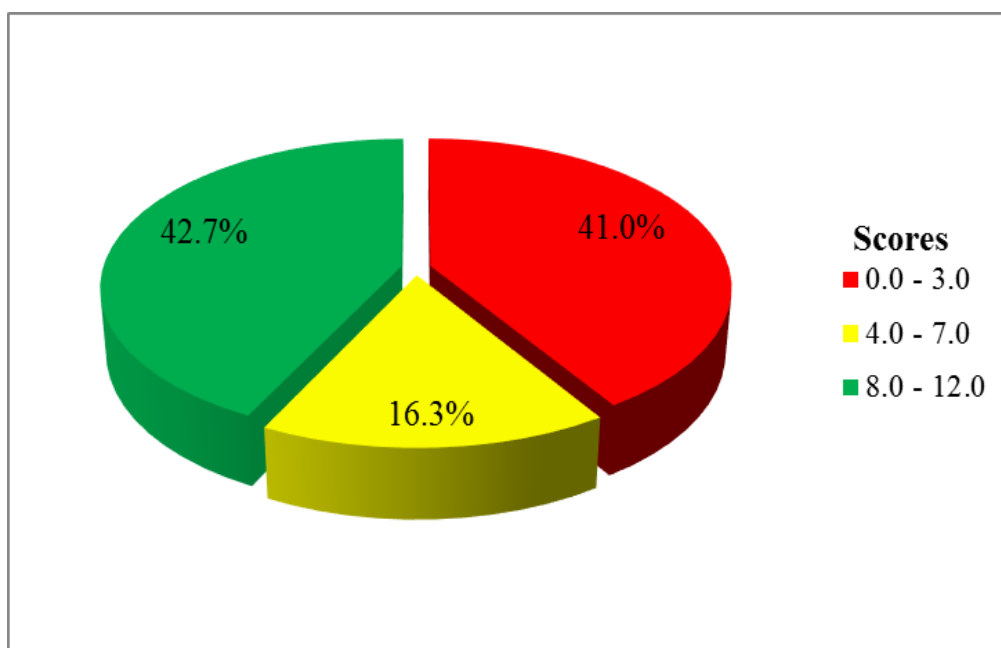
Extract 3.1: A sample of a good response in question 3

## 2.4 Question 4: Arrangement of Historical Events

This question consisted of six historical events which were derived from the *Establishment of Colonialism* topic. The candidates were required to arrange the given historical statements (i-vi) in chronological order by writing number 1 to 6 beside the respective item numbers. The given historical statements were:

- (i) *By 1880s, the scramble for Africa had reached serious proportions. There were signs that if this scramble was not regulated war would erupt among the European powers.*
- (ii) *In order to avert war, Chancellor Otto von Bismarck of Germany called an International Conference of European powers with interests in Africa.*
- (iii) *The countries that were represented at the conference included Germany, Britain, France, Portugal, Belgium, Italy, Spain, Denmark and the United States of America.*
- (iv) *The Berlin conference introduced the principle of effective occupation of colonies, hence paving the way for the colonization of the African continent.*
- (v) *The Berlin conference led to economic growth for most European nations since they were assured of maximum supply of raw materials, cheap labour and markets for their industrial manufactured goods.*
- (vi) *By the late 1870s, much of Africa's interior was known to Europe's capitalist interests through the services of explorers and missionaries.*

This question was attempted by 135,995 (31.8%) candidates. A total of 173,987 (41.0%) candidates scored from 0 to 3 marks, with 111,874 (26.3%) candidates scoring zero. The candidates who scored average marks were 69,360 (16.3%), while 181,409 (42.7%) candidates scored from 8 to 12 marks, indicating good performance. Generally, the performance in this question was average as 250,769 (59.0%) candidates scored from 4 to 12 marks. Figure 4 presents the candidates' performance in question 4.



**Figure 4:** *Candidates' performance in question 4*

The candidates who scored 0 marks were not able to arrange the historical statements in the required chronological order. Such candidates' responses' incorrectness indicated that the candidates lacked knowledge on the scramble and partition of Africa which led to the establishment of colonialism in Africa in the 19<sup>th</sup> century. Majority of the candidates in this category were not aware of the processes and stages through which Africa found herself in the grips and claws of the European imperialism. Due to their limited knowledge they scored 0 marks. Extract 4.1 indicates a sample of an incorrect response in question 4.

04	i	ii	iii	iv	v	vi
	1	2	3	4	5	6

Extract 4.1: indicates an irrelevant response in question 4.

In Extract 4.1, the candidate failed to understand the demand of the question because instead of arranging the historical statements according to the durations of the historical events, the candidate provided his/her answer based on the similarities of the values between Roman numbers and Arabic numerals. In such an incorrect arrangement, the *severity of the scramble in the 1880s* (second statement) was incorrectly regarded as the first statement, whereas the roles of agents of colonialism up to 1870s (first statement) was regarded as the last statement. The last statement which was supposed to reflect the impact of the Berlin conference on Europe was wrongly regarded as the fifth statement instead of the sixth statement.

The majority of candidates who scored from 1 to 3 marks managed to arrange a few historical events chronologically. The limited knowledge on the subject matter was the challenge to them. Some of the candidates misallocated the statements due to limited knowledge on the key historical issues/events which happened before, during and after the Berlin conference. Those candidates were unaware of some of the major historical phenomena and their impact brought by European industrialization.

The candidates with average scores, ranging from 4 to 8 marks, were able to arrange chronologically some of the historical statements. Those candidates demonstrated inadequate knowledge on the historical events spanning from the 19<sup>th</sup> century to the 20<sup>th</sup> century. Some candidates in this category, had little understanding on the background, duration, key leaders and countries involved in the scramble, and the positive impact of the scramble and partition of the African continent on Europe.

The candidates (42.7%) who scored from 8 to 12 marks demonstrated their ability in organizing and arranging the historical events chronologically. Those candidates were aware of the way the forces of European industrialization were encroaching on Africa. Those candidates were conversant of the fact that the arrival of the agents of colonialism and the scramble for and partition of Africa was a means to an end in ensuring the survival of European capitalism. Those candidates had adequate knowledge on the prelude to colonialism, colonialism and its aftermath. Extract 4.2 illustrates a sample of a good response from a candidate in question 4.

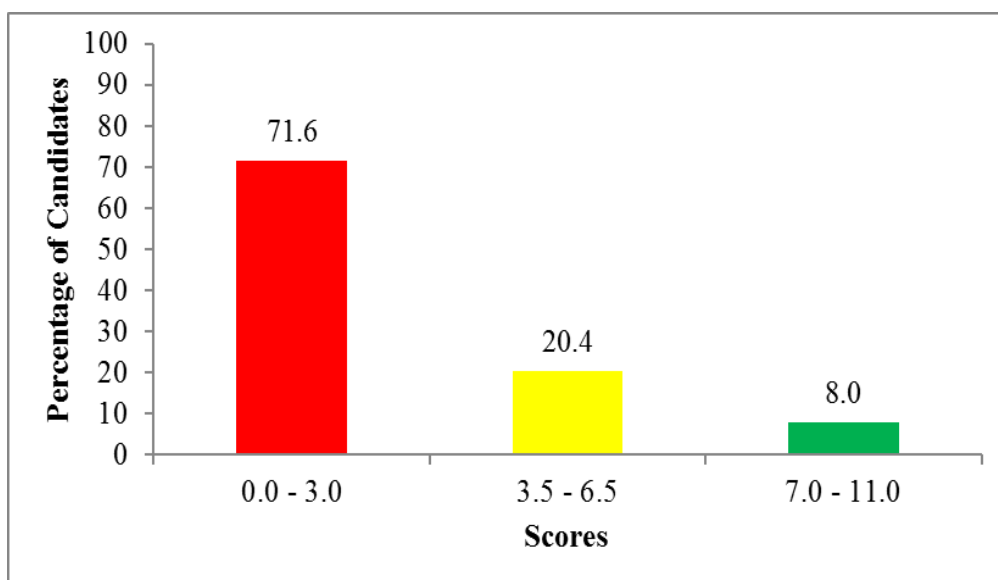
4.							
	i	ii	iii	iv	v	vi	
	2	3	4	5	6	1	

Extract 4.2 shows a correct response in question 4

## 2.5 Question 5: Sketch Map of Africa

The question was set from the *Colonial Administrative Systems* and *Nationalism and Decolonization* topics. It required the candidates to draw a sketch map of Africa and, by using roman numbers, locate: (i) *The British East African colony where indirect rule policy was more successful*; (ii) *The Portuguese colony whose nationalist leader was assassinated by a parcel bomb in Dar es Salaam*; (iii) *The country where the apartheid policy was applied*; (iv) *The Germany colony that resisted direct rule policy in 1904 – 1907* and (v) *The British colony where Indirect rule policy was first experimented in Africa*.

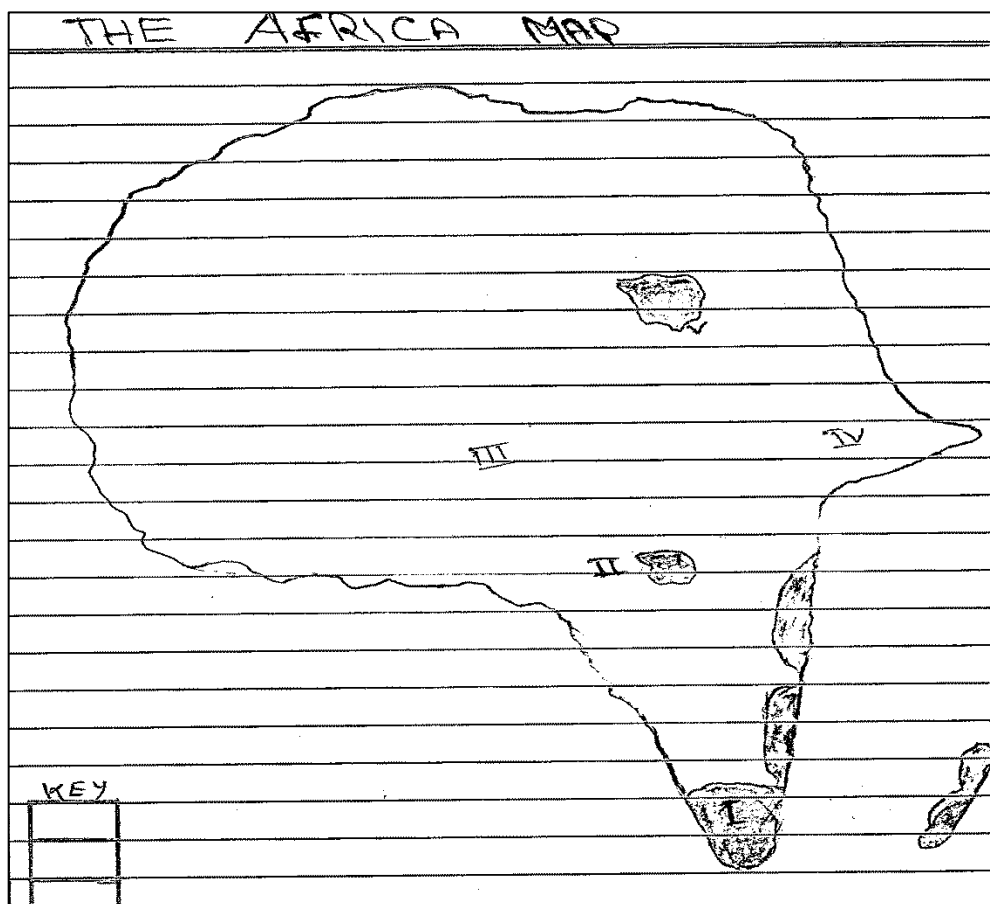
The question was attempted by 416,077 (97.3%) candidates. The candidates who scored 0 to 3 marks were 299,672 (72%), out of whom 139,431 (33.5%) scored zero. The candidates who scored marks ranging from 4 to 6.5 marks were 82,976 (20.0%), while 33,427 (8.0%) candidates scored from 7 to 11 marks. The performance in this question was poor because only 28 percent of the candidates scored marks ranging from 4 to 11. Figure 5 presents the candidates' performance in question 5.



**Figure 5:** *Candidates' Performance in Question 5*

Figure 5 indicates that majority of the candidates (72%) had limited knowledge on the subject matter and, a few were unable to identify the requirements of the question.

The candidates who scored 0 marks failed to draw the sketch map and locate the appropriate countries as required by the question. The analysis shows that those candidates had limited knowledge on map reading and interpretation. For example, some candidates located Tanganyika as a country that qualifies for roman (i), and Angola as a country that qualifies for roman (iv), instead of Uganda and Namibia, respectively. Extract 5.1 shows an irrelevant response provided by one of the candidates in question 5.



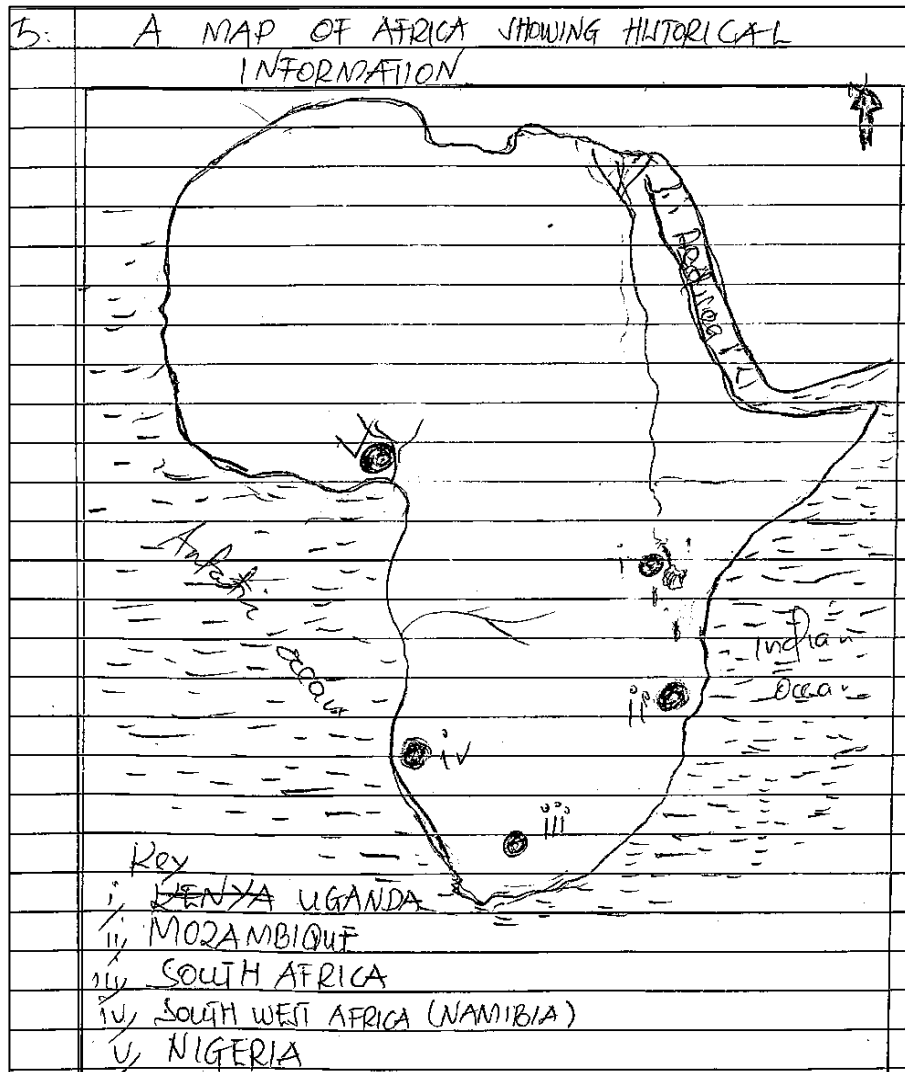
Extract 5.1: A sample of poor response in question 5.

In Extract 5.1, the candidate was unable to locate the required places/colonies and the quality of their drawings showed their incompetence in drawing. For example, in item (iii) the country where apartheid policy was applied is South Africa, but it is shown in an inappropriate place/location.

Furthermore, the majority of candidates who scored from 4 to 7 marks managed to draw the sketch map of Africa and locate a few of the required places/names of African states. This is an indication that those candidates had some knowledge on the subject matter.

The candidates who scored the highest marks ranging from 8 to 11 marks demonstrated adequate knowledge on the subject matter, and they understood the requirements of the question well. The candidates were able to draw neat

sketch maps of Africa, and accurately locate the required places/countries. Extract 5.2 shows the correct response from one of the candidates.

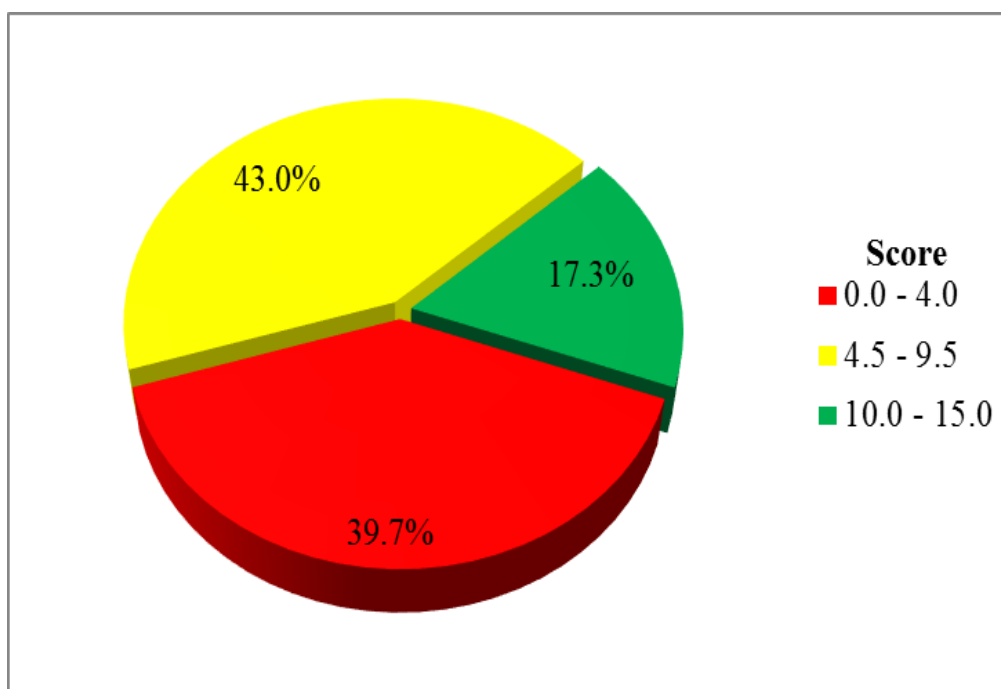


Extract 5.2: A sample of a good response in question 5



## 2.6 Question 6: Essay Question

The question was derived from the *Establishment of Colonialism* topic. It required the candidates to explain why some areas in Africa experienced more intensive scramble than others using six points. The question was attempted by 364,807 (85.3%) candidates. A total of 144,771 (39.7%) candidates scored from 0 to 4 marks, out of whom 43,555 (11.9%) scored zero. Marks ranging from 4 to 9.5 were scored by 156,756 (43.0%) candidates, whereas a total of 63,280 (17.3%) candidates scored marks ranging from 10 to 15. The overall performance in this question was average since 220,036 (60.3%) candidates scored from 4.5 to 15 marks. Figure 6 shows the performance of the candidates in question 6.



**Figure 6:** *Candidates' Performance in Question 6*

The candidates (11.9%) who scored 0 marks neither provided meaningful introduction nor relevant points. Majority of their points revolved around the factors hindering development in Africa such as weak leadership, disunity among Africans, depopulation, presence of civil wars, corruption, terrorism, favouritism and tribalism, among others. Other candidates in this category based their responses on the strategies through which colonial economy was established in Africa. They provided factors such as land alienation, forced

labour, taxation and denial of the African to grow cash crops. In addition, some candidates explained the factors that led to the defeat of the Africans against colonial invasion which was incorrect. Extract 6.1 shows an example from one of the candidates who provided irrelevant responses in question 6.

6.	Scramble is European power to take
	the Africans country to be colonialism
	to European power for industrial ma-
	nufacture goods
	The following is why some areas in
	Africa experienced scramble than
	other
	Raw materials: The some of coun-
	try of Africa there no materials
	for the give of European power
	for the industry
	Markets: The some of Country th-
	ey no market for the European
	for the sell like clothe and o-
	ther product in the industry
	Manufactured goods: The same of
	country is no manufactured good
	for the Europeans so the indust-
	ry in the country
	Labour: This is one of point the
	colonialism they want big labour
	for the manufacture good in
	their country
	Lack of good soil: The other cou-
	ntry of Africa there are no good
	soil for European for Agriculture
	and the European power coun-
	try they want good soil for
	Agriculture for the goods from
	African people

Extract 6.1: A sample of a poor response in question 6

In Extract 6.1, the candidate explained the demands of industrial capitalism instead of explaining the reasons as to why some areas experienced more intensive scramble than others. Those candidates were supposed to explain the

way potential agricultural land, strategic areas, availability of natural resources and dense population in Africa attracted the interests of the capitalist European powers.

The analysis of the responses of the candidates who scored from 1 to 4 marks had some common mistakes. Majority had poor proficiency in English language thus they could not write clear sentences. Moreover, they provided a few correct responses either due to the limited knowledge or their failure in identifying the requirements of the question. Some confused the reasons for scramble and the reasons for the establishment of the colonial rule, hence scoring few marks.

The candidates who scored from 4.5 to 9.5 marks, some partly understood the demands of the question but their major weaknesses were that they either provided a few correct points or they repeated some of the points. Others failed to provide detailed explanations that would have helped them to score higher marks. Additionally, there were few incidences whereby some candidates integrated some points either related to the factors for colonial rule in Africa, or reasons for the defeat of African resistances during colonial invasion. Generally, the candidates in this category had relatively understood the demands of the question, and had knowledge on the subject matter.

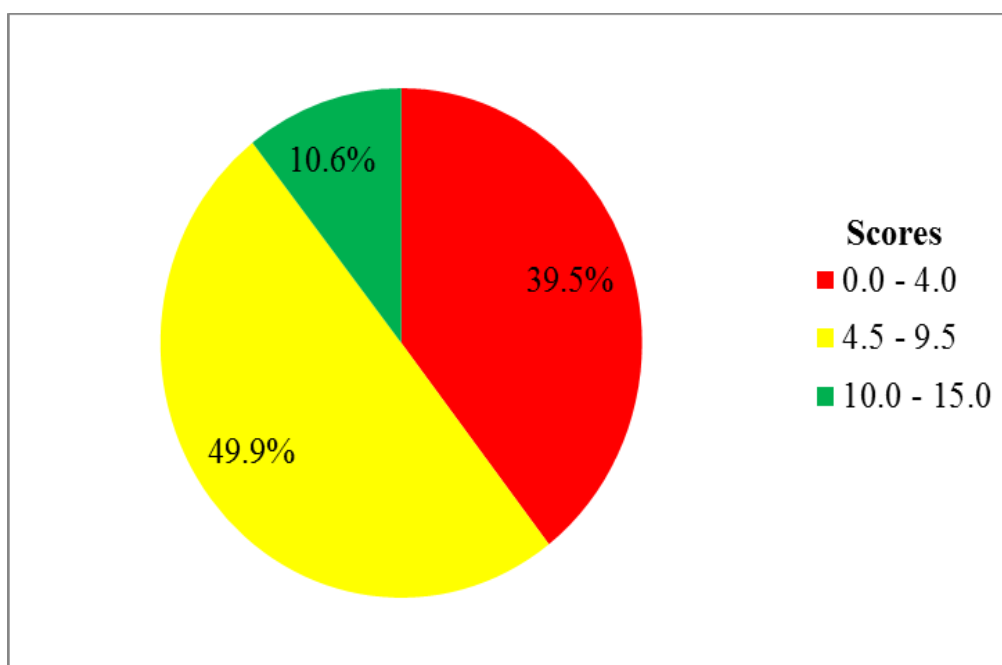
The candidates who were conversant with the demands of industrial capitalism and its trends towards monopoly capitalism scored marks ranging from 10 to 15. Additionally, the candidates explained how populated areas like Nigeria and Senegal attracted the focus of the European manufacturers and merchants who came in large numbers in Africa. Extract 6.2 shows a sample of a part of a correct response from one of the candidates in question 6.

6.	<p>Scramble was the process whereby European countries ran and disputed amongst themselves in order to obtain colonies in Africa in the 19th C. It is true that some areas in Africa experienced intensive scramble compared to others due to potentialities they had over other areas. Examples of places that experienced intensive scramble in Africa are Egypt, Congo basin and South Africa. The following are the reasons or factors that made some areas to be scrambled for more than others:</p> <p>Presence of mineral resources. Some areas in Africa were considered most important than others because they contained mineral deposits. In the 19th century raw materials such as minerals were in great need for the industries in Europe. Examples of minerals that were greatly sought after were gold and diamond. South Africa was greatly scrambled for due to the discovery of diamond at Kimberly in 1867 and gold at Witwatersrand in 1886. Therefore presence of minerals promoted intensive scramble.</p> <p>Presence of fertile soils in the areas. Also areas that had good fertile soil were greatly scrambled for because they were potential places for the introduction of cash crop production. Crops were important for industries in Europe.</p>
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Extract 6.1: A sample of a part of a relevant response in question 6

## 2.7 Question 7: Essay Question

*Colonia economy* is the topic from which this question was set. It required the candidates to explain six effects of colonial agriculture in Africa. This was the only essay question (optional) that was opted by the highest number of candidates 384,997 (90.1%). Also, this question had the highest percentage of the candidates who performed well. The candidates who scored from 0 to 4 marks were 152,193 (39.5%). A total of 192,117 (49.9%) candidates scored from 4.5 to 9.5 marks, whereas marks ranging from 10 to 15 were scored by 40,687 (10.6%) candidates. The general performance in this question was average because 232,804 (60.5% candidates were able to score from 4.5 to 15 marks. Figure 7 shows the performance of candidates in question 7.



**Figure 7:** Performance of Candidates in Question 7

A total of 25,164 (6.5%) candidates scored zero in this question. Some of the candidates in this category failed to score good marks due lack of knowledge on the subject matter, failed to identify the question requirements and they were unable to express themselves well in the English language due to poor proficiency in that language. For example, some of these candidates explained the limitation of colonial agriculture in Africa, some gave the benefits of agriculture to the Africans, while others explained the reasons for the adoption of peasant agriculture in the colonies. Some candidates provided the incorrect reasons such as: *it was cheap for the instruments of production were purchased and maintained by the peasant producer; maintenance of the producer and his*

family was shouldered by the peasant himself; and it ensured maximum profit since the peasants were exploited through low prices of their crops. Extract 7.1 illustrates an irrelevant response in question 7.

7.	Colonial economy uses the production and exchange cash crops mineral and European manufactured goods of colonial rule. While colonial agriculture are human activities to cash cultivation and keeping of animal. The following are effect of colonial agriculture: Shortage of skilled labour; due to the colonial agriculture people who stole the labour in agriculture as simple labourers. Lack of soil fertility; due to the people in which to fertility in agriculture example good land. Lack of climatic condition; due to the people in Africa, as there to experience condition occur long period of time. Lack of marketing; due to the people of Africa to colonial agriculture sector in Africa in which to not buy and selling of goods like cash crops. Lack of land allocation; due to the people in Africa to colonial agriculture in which the effect of land. Lack of import and export; people in which colonial agriculture sector in Africa but not the agriculture. Therefore are the colonial agriculture there but which take care large agriculture in Africa which type effect the colonial agriculture.
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Extract 7.1: A sample of incorrect responses in question 7

The candidates who scored from 0.5 to 4 marks had narrow understanding of the effects of colonial agriculture in Africa. The analysis indicated that some candidates were able to provide correct introduction, and give a few correct points. In general, the type of the answers given by the candidates in this category were characterized by unclear and incomprehensive sentences. To a great extent, English language proficiency was a major challenge to most of these candidates.

The responses of the candidates who scored from 4.5 to 9.5 marks were better than those who scored from 0.5 to 4 marks. The candidates' responses in this group were somehow relevant. However, they failed to provide vivid examples. Generally, the responses showed that the candidates had understood the subject matter and managed to identify the task of the question. The greatest challenges were that some candidates provided a few correct responses, while some failed to provide adequate explanations. It was noted that some other candidates failed to distinguish the effects of colonial agriculture in Africa from the factors hindering colonial agriculture in Africa.

The candidates who had correct understanding of the question were able to score from 10 to 15 marks. Such candidates had sufficient knowledge on the subject matter. Moreover, they were able to identify the requirement of the question. Some of the points they provided included: *it caused exploitation, it led to regional disparities; it led to separation of families; it led to food shortage; and it facilitated dependent and monoculture economy*. Extract 7.2 shows a good response in question 7.

7.	Colonial Agriculture these were the farming methods which were introduced by the colonialists so as to obtain raw materials for their industries. In East Africa plantation agriculture was practised in Tanganyika, Peasant in Uganda and Settlers in Kenya. Colonial Agriculture had a major importance to the colonialists but had an effect to the Africans such as follows.	
	Prohibition from growing cash crops, when colonial agriculture was established by the colonialists they wanted them to be the major producers of cash crop therefore they restricted the Africans from growing cash crops instead they were only given a priority to produce little food crops that could serve as food for their families. This took place in Tanganyika and Kenya.	
	Intensive exploitation of Africans, also the colonialists intensively exploited the Africans by taking their fertile land and also making them the source of labour. The colonialists took the Africans productive land and sent the Africans to areas where land was unproductive. Also the Africans were taken as sources of labour for the colonialists large plantations since they were fit for production.	
	Separation of families, since the colonialists took the fit Africans for the purpose of production they left their families incomplete because the most efficient were taken and hence separated from their families. For example in Kigoma most people were	



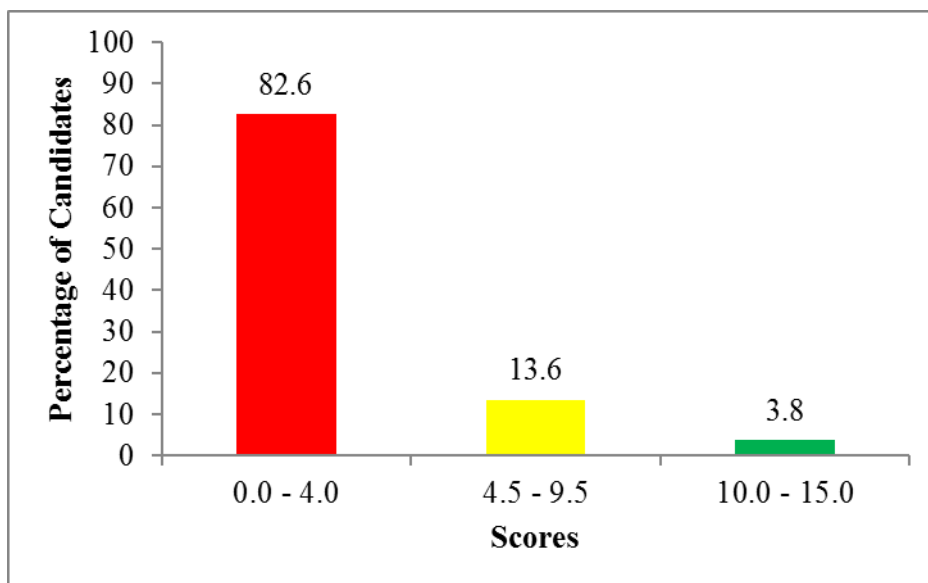
7	separated from their families since they were taken as labourers for the colonialists.	
	Decline of local industries, when the colonialists came in Africa and established African local industries because they thought that they would develop much compared to them also since the Africans were prohibited from growing crops and all of their land was taken this meant that they could not have any raw materials for their industries therefore their industries declined.	
	Created a dependency syndrome among Africans, as colonial agriculture was introduced most Africans had no any means of earning income except from working for the colonialists also they depended on them so as to get food that could help them survive. Therefore the Africans were highly dependent on the colonialists for their survival.	
	Promoted unity among Africans during nationalism, during the nationalistic period when the Africans were enhanced to unite therefore the Africans that were taken in the areas of production for the colonialists were strongly united and therefore it was easy for them to fight against the colonial rule.	
	Generally, colonial agriculture as one of the sectors of colonial economy brought much harm to the Africans during its establishment and the period of its existence so it was highly resisted by the Africans.	

Extract 7.2: A sample of a correct response in question 7

## 2.8 Question 8: Essay Question

This question was derived from *Crises in the Capitalist System* topic. It demanded the candidates to elaborate six (6) contributions of the First and Second World Wars to the rise and development of anti-colonial movements in Africa.

This was one of the least performed questions. It was attempted by 215,359 (50.4%) candidates. A big number (177,816 equal to 82.6 percent) of candidates scored from 0 to 4 marks, out of whom 64,845 (30.1%) scored zero. The candidates whose marks ranged from 4.5 to 9.5 were 29,283 (13.6%), while 8,260 (3.8%) candidates scored marks ranging from 10 to 15. The performance in this question was poor because only 37,543 (17.4%) candidates scored from 4.5 to 15 marks. Figure 8 shows the performance of the candidates in this question.



**Figure 8:** *The Performance of Candidates in Question 8*

Figure 8 shows that majority of the candidates scored from 0 to 4 marks. Such poor performance shows candidates' poor knowledge on the subject matter, and inability to identify the demands of the question.

The candidates who scored 0 marks did neither understand the demands of the question nor knowledge on the subject matter. Some of those candidates gave either the reasons or the effects of the world wars, contrary to the demands of the question. For instance, one candidate wrote: *it caused depopulation; it led to destruction of properties; and it led to eruption of diseases and famine*. Other candidates in this category outlined and/or explained the reasons for the

misunderstanding among the political parties which were struggling for independence in different African countries. Extract 8.1 shows a sample of an irrelevant response in question 8.

8.	<p>second world war this war the system of Imperialist which gave the war include triumphe entente and triumphe alliance. are the contributions of the first and second world war to rise development of anti-colonial movements in africa are the starting of first world war</p> <p>Nationalism; due to the people which stronger nation or dominant in all sphere of life in first world war</p> <p>Militarism; due to the people of first second war are the rise increased militarism in africa move from one place to another place in which development</p> <p>Berlin conference; due to the first world war in africa meeting the territory which take place in it for africa in which decreased by berlin conference</p> <p>Impact of second world war; due to the people which caused the Imperialist or war through triumphe entente and triumphe alliance</p> <p>Nationalism; due to people of second world war other people which are stronger nation to dominate except in all sphere of life.</p> <p>Repopulation; due to the people in which population the people in africa and other people death.</p> <p>Therefore are caused of first and second world war which are caused the war in Imperialist like triumphe entente and triumphe alliance like nationalism, militarism, berlin conference as it is true of that caused by first world war and second world war.</p>
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Extract 8.2: A sample of an irrelevant response in question 8

In Extract 8.2, the candidate explained the factors for the colonization of Africa, and factors for the outbreak of the two world wars, which were against the question requirement.

The candidates who scored from 0.5 to 4 marks had various challenges. Some explained a few correct responses and some mixed correct and incorrect responses. Also, some candidates explained the problems faced by the nationalist parties in the struggle for independence, and some others explained the internal factors which activated African Nationalism. Some of these candidates managed to score some marks from the introduction, and the few points they managed to provide. Lack of clarity and incoherence in their responses hindered them from scoring high marks.

The candidates who scored average marks in this question had marks ranging from 4.5 to 9.5. Some of the notable weaknesses in their responses include provision of unclear responses, and failure to exhaust the required number of points. In addition, some candidates provided insufficient explanations and their explanations missed vivid examples.

The candidates who had adequate knowledge on the contributions of the First and the Second World Wars to the rise and development of anti-colonial movements in Africa were able to score high marks ranging from 10 to 15. These candidates were able to elaborate the role of both World Wars in the development of African nationalism. They explained about the pivotal role the African ex-soldiers played in activating the demand for freedom. Also, they elaborated how the World Wars exposed the myth, and consequently uprooted the inferiority of the Africans towards the white men.

Moreover, those candidates showed how intensive exploitation of African natural and human resources led to protests of the Africans in the colonies, which ultimately led to the formation of political parties.

The analysis indicated that the candidates' scores differed due to some limitations, such as partial elaborations of their points and shortage of vivid examples. In some instances, some candidates did not provide the required number of points. Extract 8.2 illustrates a sample of a relevant response in question 8.

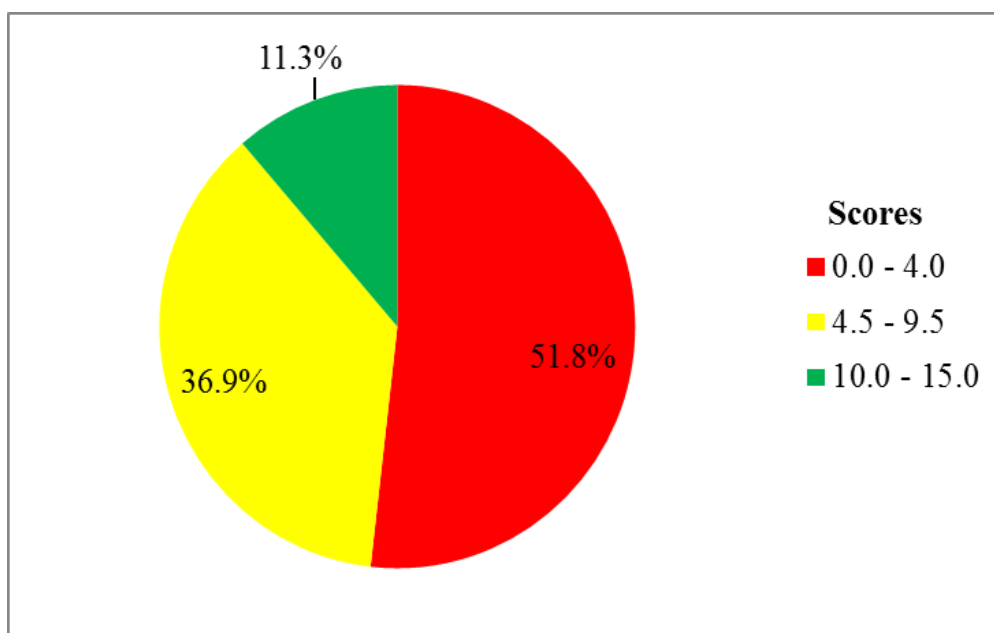
8	<p>Anti-colonial movements (mass nationalism) was the way in which the Africans showed various actions for attaining independence. Anti-colonial movements were due to various factors which were either internal or external factor but mainly was facilitated by world wars. The world wars which took place between the years of 1914-1918 for the first world war and 1939-1945 for the second world war played great roles towards the mass nationalism. The following are contributions of world wars towards mass nationalism in Africa.</p> <p>Rise of United States of America (USA) as super capitalist, this is seen in both wars especially after second world war. This is seen when United States of America was not affected by the war because she did not fight for the whole period but she just concluded the war. She started providing loans for the nations which were highly affected by the war. She put conditions that for any nation to get loans and help from her must provide independence to other African nations. The policy was known as Marshall plan established by George Marshall in 1947. So, many nations provided independence for the purpose of getting loans example Britain.</p> <p>Rise of Union of Soviet Socialist Republic (USSR), this union was basing of socialistic ideologies. After the war where the process of mass-nationalism gained momentum, she provided moral and material support to the African countries. Since many colonizing powers were capitalist based, therefore she used the chance of spreading socialist ideologies by using ideology of capitalist to be bad people through colonization. By this support, many countries were activated to fight for their independence. Example, Union of Soviet Socialist Republic (USSR) provided support in Angola.</p> <p>Role of ex-soldiers, during the wars, there were Africans who were taken to fight for their colonialists. Example in the first world war the Tanganyikans were taken to fight for German. During the return of these soldiers, they imparted political awareness to their fellow Africans that they can fight and get their independence. The ex-soldiers learnt various military techniques from the world war in which they thought will be useful to fight for their independence. Examples of ex-soldiers are Dedan Kimathi and Waruhiu Itote (General China) of Kenya who led the</p>
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e	<p><u>Formation of United Nations Organisation (UNO)</u></p> <p>This was the organization which was formed to replace the League of Nations. United Nations Organisation was formed after the second world war whereby the main purpose was to prevent occurrence of another world war. Since the causative agent of world wars was colonization, that is the colonialists were not satisfied with colonies provided. Therefore, there was the formation of an organization which prepared the African countries for independence. The organization was known as trusteeship council, a group of colonies put under this council included Tanganyika.</p> <p>Rise and development of pan-Africanism, this was the movement that opposed the oppression of all people of black race in the world. It mainly started in United States of America and later spread out the world. The main leader of this was William Edward Dubois and in Africa was Kwame Nkrumah. Pan-Africanism opposed the oppression by providing moral and material support to the countries which were fighting for independence also. Through meetings which provided moral encouragement to Africans example of the conference is Manchester conference which was attended by various African leaders.</p> <p>Rise of Non-Aligned Movement (NAM), this was the organization which were not in capitalist ideologies and not in socialist ideologies. Countries which joined this organization included Indonesia, Burma. The main role and work of Non-Aligned Movement was to impress the colonial powers to provide independence to African countries. This impression was created by giving out the ideas during the meetings in the United Nations Organization. Through this, the colonial powers were impressed to provide independence. Also the organization provided moral and material support to Africans when fighting for independence.</p> <p>Conclusively, the world war played a great role towards mass nationalism in Africa. By these roles as explained it was ridiculous for the colonial power not to grant independence to the African nations. Therefore, the nations gained independence in different turns, some used armed struggle, some used constitutional means and some used revolution.</p>
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Extract 8.2: A sample of a relevant response in question 8

## 2.9 Question 9: Essay Question

The question was set from *Africa in International Affairs* topic. The candidates were required to explain six (6) reasons which facilitated the collapse of the first East African Community in 1977. This question was attempted by 201,006 (47%) candidates. More than half (201,006 equal to 51.8%) of the candidates scored from 0 to 4 marks, out of whom 41,762 (20.8%) scored zero. A total of 74,095 (36.9%) candidates scored from 4.5 to 15 marks, whereas 22,729 (11.3%) scored from 10 to 15 marks. The general performance in this question was average since a total of 96,824 (48.2%) candidates scored from 4.5 to 15 marks. Figure 9 shows the performance of candidates in question 9.



**Figure 9:** Performance of Candidates in Question 9

The analysis indicated that for those candidates who scored zero (20.8%) neither understood the requirements of the question nor had knowledge on the tested subject matter. The responses from the majority of the candidates in this category were characterized by incorrect issues including duration, member states and examples. Some candidates were unable to identify the demands of the question. For example, instead of explaining the factors for the decline of the East African Community in 1977, they explained about unrelated issues such as the role of the German East African Company in the colonization of German East Africa (Tanganyika), the importance of first

East Africa Community, and the reasons for the defeat of the early African resistances against the colonialists. Extract 9.1 shows an irrelevant response in question 9 from one of the candidates.

9.	<p>East African community, was the community which many African country make their own rulers in order to facilitate <del>collapse</del> collaboration in 1977 and in order to penetrate and exploit African countries.</p> <p>The following are the reasons which facilitated the collapse, as follows;</p> <p>Promote peace and solidarity among African countries, This was the first reason which facilitate the collapse because they want to have good relationship among their countries in order to live in peace and solidarity.</p> <p>Avoidance of civil wars among other political parties, This was because of some political parties fought themselves and cause lack of peace and make enmity among them, so this was the second reason because they want to live in peace and cooperate in many sectors.</p> <p>Improvement in education, Also, they collapse in order to make good education and quality to all members of African in order to achieve and make all members get knowledge and get area for making his/her business and trade.</p> <p>Promote good government to Africans, This was the reason that they want to promote and choose good</p>
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9. d government in order to have unity and cooperation with all countries in Africa and all members in Africa.

Choose good and Charismatic Leadership, This is the situation where by they want to collapse in order to get a good Leadership which can control and guide the country for development and not afraid of foreigners rulers. Some country of Africa they must choose a good and strong Leaders in order to get and be free from foreigners people.

Avoidance of Imperialistic influence in local parties, This also they want to avoid because it let slow back of development of countries, so they want to avoid in order to get good and strong parties and get development in African countries.

Generally, the East Africa Community facilitate the collapse in order to many African country to collaborate in some sectors and to make unity and to remove discrimination in country and members of Africa.

Extract 9.1: A sample of an irrelevant response in question 9

In Extract 9.1, the candidate explained the mechanisms through which the East African Community member states could use to ensure its survival instead of explaining the factors which led to the collapse of the former East African Community in 1977.

The analysis showed further that the candidates (36.9%) who scored from 4.5 to 9.5 marks had moderate knowledge and ability, thus were able to identify the question requirements. Some candidates scored marks in the introduction and on a few correct responses they provided. Majority of the candidates either did not exhaust all the required points or only few responses they provided were correct. In addition, some split some of the given major points into two, or they repeated some of the points. Poor English Language command was also a challenge to some of the candidates. This hindered them from providing clear and comprehensive explanations, thus failure to score high marks.

Moreover, some candidates mentioned or outlined some points without giving any explanation. Also, some candidates concentrated on the objectives of the establishment of the East African Community instead of sticking to the demand of the question. Some of their responses were: *It aimed at promoting trade* and *it aimed bringing greater cooperation in the region*. However, some candidates who were unaware of which organization the question was about, incorporated some of the problems facing ECOWAS, AU and UNO.

The candidates with good performance understood the demands of the question for they provided relevant points with clear explanations supported with plenty of examples. For example, they explained how *personal differences*, *ideological differences*, *national pride among each member states*, and *weakness of the East African Development Bank* among others, uprooted the solid foundation upon which the organization based, and this in turn led to the demise of the East African Community. Those candidates provided sound reasons that activated the downfall of the Community. Extract 9.2 is a sample of a relevant response from one of the candidates who performed well in question 9.

9.	<p>East African Community, was the community formed by East African countries after independence of those countries so that to solve different economic, social and political problems. EAC (East Africa community) was established in 1967 in Tanzania with three members who was Tanganyika, Kenya and Uganda on Arusha declaration but collapse 1977 due to the following reasons.</p> <p>Reasons for collapse of East African community of 1967</p> <p>Unequal development of members of community, this is when members of East African community differ in the level of development in terms of industries, infrastructure and other economic sectors and this made the collapse of EAC. Example Kenya is more developed compared to the other members' Uganda and Tanzania.</p> <p>Uncommon currency, this is when the currency used by members of the East African community have different value to each other and are not common and this is when Kenya they have their own currency, Uganda and Tanzania also have their own currency and this made the collapse of the East African community. Example Kenya Ksh/=-, Uganda Ugh/=- and Tanzania Tsh/=-.</p> <p>Multimembership of members, this is the another reason and this is when one member of EAC is the member of other organization which led to the failure in contribution of money to the community due to the low money and many areas to contribute and this led to the collapse of community. Example of country who is the member of many organization was Tanzania who was the member of EAC at the same time member of SADC.</p> <p>Boundary conflict, this also led to the collapse of First EAC this because among members of community there is conflict of boundaries between which was caused by unclear boundaries which was made by Europeans who was colonize East African country. Example there was boundary conflict between Kenya and Tanzania about Mountain Kilimanjaro.</p>
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9.	Misunderstanding between leaders, this cause the collapse of	
	First EAC and this is due to the conflict developed between	
	leaders made unstable of the community which led to the	
	unsuccessful of the community. Example of leaders are the	
	Idd Amin dadi of Uganda and Julius Kambarage Nyerere of	
	Tanzania they develop misunderstanding due to the invasion of Idd Amin	
	dadi at Kagera.	
	Different in ideologies, this is the another cause of the	
	First EAC to collapse and this is because among members of	
	community they differ in ideologies because there is some of	
	them who they believes in different ideologies. Example Kenya	
	believes in Capitalism and Tanzania believes in Socialism.	
	There fore First East African Community was collapse by these	
	reason but on 1999 the another document of formation of new	
	the EAC was signed and 2000 start to work with three (3) members	
	Kenya, Uganda, Tanzania and 2007 two (2) members join who	
	was Rwanda and Burundi and lastly at 2016 South Sudan join	
	and form new EAC with (6) six members, Tanzania, Kenya, Uganda,	
	Rwanda, Burundi and South Sudan.	

Extract 9.2: A sample of a good response in question 9

### 3.0 PERFORMANCE OF THE CANDIDATES IN EACH TOPIC

The analysis of the candidates' responses in this examination shows that all sixteen (16) topics were assessed in CSEE 2020 in 012 History subject. The topics were: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; Development of Social and Political Systems; Interactions Among the People of Africa; Social-Economic Development and Production in the Pre- Colonial Africa; African and the External World; Industrial*

*Capitalism; Establishment of Colonialism; Colonial Administrative Policies; Colonial Economy; Colonial Social Services; Crises in the Capitalist System; Nationalism and Decolonization; Changes in Political, Social and Economic Policies in Africa After Independence; and Africa in International Affairs.*

In this paper, there was no topic or question which had a good performance. There were only topics and questions whose performance was either average or weak. Questions in which the candidates' performance was average were essay questions 7 and 6 with 60.5 and 60.3 percent, respectively. Questions 7 and 6 were derived from *Colonial Economy* and *Establishment of Colonial Rule* topics, respectively. Question 4 (short answer) was derived from *Establishment of Colonial Rule* topic. The candidates' performance in this question was 59 percent.

Question 2 was an objective matching item question, which had the candidates' performance of 52 percent. It was derived from *Nationalism and Decolonization* topic. Question 9 (essay) had the candidates' performance of 48.2 percent. It was derived from *Africa in International Affairs* topic. Question 1 was derived from different topics, and had the candidates' performance of 44.4 percent. This question was an objective question (multiple choice).

Questions that had the weakest performance were 5, 3 and 8 with an average performance of 28, 21.7 and 17.4 percent, respectively. Questions 5 and 3 were short answer questions. Question 5 was derived from *Colonial Administrative Systems* topic, and question 3 was derived from *Nationalism and Decolonization* topic. Question 8 was an essay question derived from the *Crises in the Capitalist System* topic (see Appendix).

## **4.0 CONCLUSION AND RECOMMENDATIONS**

### **4.1 CONCLUSION**

The candidates' performance in the History Examination paper (CSEE 2020) was average since 50.53 percent of the candidates passed. The candidates who passed had adequate knowledge on the subject matter, and had ability to identify the demands of the questions. Proficiency in English language was another attribute that enabled some of the candidates to score high marks.

However, the candidates who failed (49.47%), some lacked knowledge on the tested subject matter, and their command of English Language was very poor. Others failed to identify the demands of the questions.

## 4.2 RECOMMENDATIONS

Although the general performance of candidates in this examination paper was average, there were some topics in which the performance was weak. The topics with poor performance included: *Colonial Administrative Systems* and *Nationalism and Decolonization*; and *Crises in the Capitalist System*. In order to improve the performance in those topics the following are recommended:

- (a) Teachers should guide the students in groups to read written sources and present on the concepts, motives, differences and similarities of *Colonial Administrative Systems*.
- (b) Teachers should guide students in groups to discuss and come up with answers to the questions related to causes, impact of the two world wars, as well as strengths, weaknesses, reasons for the rise of *Nationalism and Decolonization* and *Crises in the Capitalist System*. These should be done in form of presentations in the classes.
- (c) Students should be encouraged to use English language in their day to day communication so as to improve their English language proficiency.
- (d) Depending on the type of the topic, teachers should employ various teaching and learning strategies such as project assignment, role play, guest speaker/specialists, and debate in order to reinforce the students' understanding on the *Colonial Administrative Systems*, *Nationalism and Decolonization* and *Crises in the Capitalist System* topics.

## THE PERFORMANCE OF CANDIDATES TOPIC-WISE

S/N	Topic	Performance for each Question			
		Number of questions per topic	% of candidates who scored an average of 30 marks and above	Average	Remarks
1	<i>Colonial Economy</i>	7	60.5	65.5	Average
2	<i>Establishment of Colonialism</i>	6	60.3	59.65	Average
		4	59		Average
3	<i>Nationalism and Decolonization</i>	2	52	52	Average
4	<i>Africa in International Affairs</i>	9	48.2	48.2	Average
5	<i>Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and Their Impact; Social-Economic Development and production in Pre-colonial Africa; Establishment of Colonialism; Colonial Administrative Systems; Colonial Economy; Colonial Social Services; Crises in the Capitalist System; Changes in Political, Social and Economic Policies in Africa After Independence and Africa in International Affairs.</i>	1	44.4	44.4	Average
6	<i>Colonial Administrative Systems and Nationalism and Decolonisation</i>	5	28.4	28.4	Weak
7	<i>Evolution of Man, Technology and Environment; Interactions Among the People of Africa; Development of Economic Activities and Their Impact; Africa and the External World and Industrial Capitalism.</i>	3	21.7	21.7	Weak
8	<i>Crises in the Capitalist System</i>	8	17.4	17.4	Weak

