



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 2021)

HISTORY



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 2021)

012 HISTORY

Published by

The National Examinations Council of Tanzania,

P. O. Box 2624,

Dar es Salaam, Tanzania.

© The National Examinations Council of Tanzania, 2022.

All rights reserved.

TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION ...	3
2.1 QUESTION 1: Multiple Choice Items.....	3
2.2 Question 2: Matching Items	13
2.3 QUESTION 3: Supply Items	16
2.4 Question 4, Rank Order Items.....	23
2.5 Question 5: Map.....	25
2.6 Question 6: Essay.....	31
2.7 Question 7: Essay.....	36
2.8 Question 8: Essay.....	40
2.9 Question 9: Essay.....	47
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC ...	49
4.0 CONCLUSION.....	50
5.0 RECOMMENDATIONS.....	51
Appendix.....	52

FOREWORD

This report is about the candidates' performance in Certificate of Secondary Education Examination (CSEE) 2021 in the History subject. CSEE is a summative evaluation that is carried out annually in Tanzania. The major focus of this report is to analyze the performance of the candidates in the said examination through *item analysis*. Item analysis involves the evaluation of individual candidates' responses to the examination questions, which is done on a representative sample of the whole population of candidates.

Summative evaluation is concerned with purposes, progress and outcomes of the teaching-learning process. It attempts to determine the extent to which broad objectives of the education have been achieved in the History subject at an Ordinary Level. The National Examination Council of Tanzania (NECTA) has prepared this report so as to provide feedback to all stakeholders on the candidates' progress in terms of their knowledge and skills on the examined topics.

In this report, the key issues that influenced the candidates to attempt the questions either correctly or incorrectly are identified, and some of the candidates' incorrect, or correct responses are analysed. The analysis shows that most of the candidates whose performance was good had enough knowledge on the assessed topics were able to identify the task of each question, and had proficiency in English language. However, the candidates who performed poorly lacked such attributes or qualities. The reasons for good and poor responses are analysed, and their extracts attached so as to exhibit each case accordingly.

The Council believes that this report will stimulate various stakeholders to take the measures required to enable excellent teaching and learning processes to take place so that the prospective candidates can acquire the required skills and knowledge.

The National Examinations Council of Tanzania thanks all who, by one way or another, contributed to the preparation of this report.



Dr. Charles E. Msonde

EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates in the History subject in the Certificate of Secondary Education Examination (CSEE) in 2021. The History paper assessed the candidates' competences according to the 2010 History syllabus.

The paper consisted of nine (9) questions which were distributed into three sections namely; A, B and C. All questions in sections A and B were compulsory. Section A consisted of two questions whereby question 1 carried fifteen marks, while question 2 carried five marks. Section A carried a total of 20 marks. Section B comprised three questions (3, 4 and 5). The total marks for each question in this section were 12, 12 and 11 respectively. This section had a total of 35 marks. Section C consisted of four questions (6, 7, 8 and 9) of which the candidates were supposed to attempt any three. Each question carried 15 marks, making a total of 45 marks.

A total of 474,646 candidates sat for the CSEE in 2021 in the History subject, out of whom 281,035 (59.21%) passed. In 2020, the number of candidates who sat for CSEE 2020 was 427,500, out of whom 215,016 (50.53%) passed. This shows that the rate of the candidates' performance in this year has increased by 8.68 percent when compared to that of 2020.

In this report, the tasks of each question, and the candidates' responses strengths and weaknesses are analysed. Also, the percentages of scores in each question are presented in graphs, tables or charts. Moreover, the samples of good and poor responses extracted from the candidates' scripts are presented to enlighten the cases in question. Lastly, the report provides a conclusion, recommendations, and an appendix which shows the percentages of the candidates' performance for each question.

Basically, the candidates' performance is categorized according to the grade, marks 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. As well, three colours (red, yellow, and green) are used to enhance meaning, and make it easy to distinguish between one performance level and another. In other words, the candidates' performance is categorized as

“weak”, “average”, or “good” if the percentages of the candidates’ performance range from 0 to 29 per cent (red), 30 to 64 per cent (yellow) and 65 to 100 per cent (green), respectively.

The National Examinations Council of Tanzania expects that the report will enable teachers to determine the effectiveness of their teaching-learning techniques, and learning resources. Moreover, it will help to motivate the prospective candidates to work harder after realizing the weaknesses that prevented their fellows to perform better.

Also, NECTA expects that, through this report, all educational stakeholders will get reliable and adequate information about teachers’ effectiveness, as well as the problems that hindered or prevented the achievement of the objectives. Overall, this report is expected to enable all education stakeholders to see the general trend of performance and take decisive measures to improve the teaching-learning process.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

2.1 QUESTION 1: Multiple Choice Items

The question comprised fifteen multiple choice items (i – xv), derived from various topics namely; *Evolution of Man, Development of Social and Political Systems, Sources and Importance of History, Industrial Capitalism, Interactions among the People of Africa, Africa and the External World, Colonial Economy, Crises in the Capitalist System, Establishment of Colonialism and Africa in the International Affairs.*

The candidates were required to choose the correct option from among the five given alternatives, and write its letter in the box provided. The question was attempted by 477,337 candidates, which is equal to 100 per cent. Out of all these candidates, 178,752 (37.4%) scored between 0 and 4 marks, 264,191 (55.4%) scored between 5 and 9 marks, and 34,394 (7.2%) scored between 10 and 15 marks. The general performance of the candidates in this question was average as 62.6 per cent scored 5 marks and above. Figure 1 below shows the percentages of the candidates' performance for question 1.

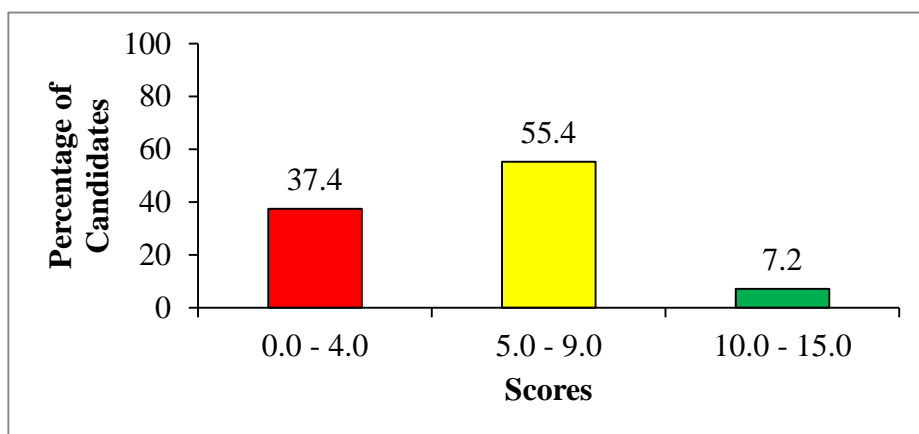


Figure 1: *The Percentages of the Candidates' Performance for Question 1*

Item (i) required the candidates to identify an option bearing the components of man's basic needs from the given five alternatives. The correct response was D, *Shelter, food and clothing*. This alternative was chosen by the candidates who were aware of the things that are necessary

for the survival of man. Those candidates were conversant that if any of the basic needs (food, shelter and clothing) is not met, then humans cannot survive. In other words, the candidates understood that the needs are the necessities for anyone's survival. However, the distracters A, *food, clothing and television*; B, *food, water and soil*; C, *shelter, medicine and food*; and E, *cars, food and television* were chosen by the candidates who were not aware that those options were incorrect, since soil, medicine, and television are not basic needs upon which humans depend for their survival.

In item (ii), the candidates were required to identify African countries where monarchies still exist. The candidates who were conversant with the current forms of governments in Africa chose the correct response E, *Morocco and Swaziland*.

The incorrect options: A, *Nigeria and Botswana*; B, *South Africa and Saudi Arabia*; C, *Ethiopia and Ivory Coast*; and D, *Algeria and Gambia* were opted for by the candidates who lacked knowledge about the current political changes in Africa after independence. In short, the candidates were not aware of the post-colonial political issues and trends in Africa.

Item (iii) required the candidates to identify the names of the remains that help archaeologists to know when and how our ancestors lived. Alternative A, *bones and tools* was the correct answer. It was chosen by the candidates who were aware of various the sources of historical information and their importance. In fact, those candidates were aware that remains such as bones and tools are the essential materials in archaeology. The alternatives B, *tools and riddles*; C, *stories and riddles*; D, *riddles and bones*; and E, *bones and music* were wrong because they contained *riddles, stories* and *music* which are the components of oral traditions. What can be deduced from such incorrect responses is that some of the candidates were not aware of the differences, components, importance of the sources of historical information, and the mechanisms through which the historical information is obtained from various sources.

Item (iv) was derived from the topic of *Sources and Importance of History*. It required the candidates to identify the characteristic of areas where the method of remembering changes and historical events was commonly used to fix dates of historical events. The candidates who were aware of the methods of fixing dates of events chose alternative C, *in the areas where*

much of the history was not written. Those candidates were aware that remembering changes and events such as famine, war, and epidemics were mostly used in illiterate societies. Conversely, the incorrect responses A, *in the areas where there was famine and drought*; B, *in the areas where there was written history*; D, *In the areas was few European settlers*; and E, *in the areas where there were many agents of colonialism* were opted for by candidates who had limited knowledge about the methods of fixing dates on historical events.

Item (v) required the candidates to identify an option bearing the period during which Industrial revolution took place in Europe. Alternative E, *1750s to 1850s* was the correct response. It was chosen by the candidates who were conversant with the origin, phases, names, and duration of industrial revolution. However, the candidates who opted for incorrect responses A, *1000s to 1200s*; B, *1300s to 1400s*; C, *1500s to 1650s*; and D, *1890s to 1950s* lacked knowledge on the development of capitalism. For example, the durations in options A, B, and C were incorrect because during that period capitalism was still in its infancy stage (mercantilism), while the duration shown in option D, reflects the period during which capitalism was in its monopolistic stage.

Item (vi) tested the candidates' ability to identify the name of the place where discoveries that present the best evidence of the evolution of man were made. Option B, *Olduvai Gorge* was the correct response. This option attracted majority of the candidates essentially because of their adequate knowledge about the topic of evolution, prominent archaeologists and famous places/historical sites where evidences related to the origin of man are found.

However, alternative, A, *Fort Jesus* was a wrong response because it is a remnant building (found in Mombasa) left by the Portuguese rule in East Africa. Thus, in that aspect, it is not related to any of the discoveries associated with the evolution of man. Also, distractor C, *Bagamoyo* was chosen by a good number of candidates because of its fame. The candidates were attracted to this option because Bagamoyo is the oldest town in Tanzania and was the main port before Dar es Salaam's heyday. Moreover, it was the major slave market in Tanganyika and later it was chosen by the German colonial administration to be the capital of German East Africa. In a nutshell, those candidates were not aware of the major historical

importance of Bagamoyo. Options D, *Uvinza* and E, *Zanzibar* were also wrong answers. They were incorrect because both towns are not associated with any evidence of the evolution of man. For example, *Uvinza* was a key centre for salt making, while *Zanzibar* was a prominent slave market in East Africa.

The topic on *Interactions among the People of Africa* contributed one item (item vii) that was tested in this paper. The item required the candidates to identify from the given alternatives the community which migrated from South Africa to East Africa in the second half of the 19th century. Alternative D, *Ngoni* was the correct answer. The candidates who opted for this alternative had adequate knowledge of the major historical events which took place during the 19th century. Those candidates were conversant with the key leaders, causes, direction and destinations as well as the effects of the Ngoni migration.

Meanwhile, the candidates who opted for alternative B, *Boers* equated the Ngoni migration with the Boer trek. It is true that the Boers moved from the Cape northwards to the interior of South Africa, but they did not come to East Africa. Such a response depicts that the candidates had difficulty in differentiating some historical terms or concepts. Furthermore, distractors A, *Arabs*; C, *Portuguese*; and E, *Nilotes* were chosen by candidates who had limited knowledge about the names, causes, duration, location, and effects of the migration of different communities within and out of Africa.

In item (viii), the candidates were required to identify a statement which bears one of the effects of the arrival of the French in the Indian Ocean in the 18th century. The correct response was D, *Increase of slave trade labour in Reunion and Mauritius Island*. It was chosen by the candidates who were aware that initially the French depended on slaves from Mozambique, but by 1770s the demand exceeded the supply. Hence, the French moved further northwards and reached East Africa in search for slaves who could provide labour in their sugar plantations. However, some candidates opted for an incorrect alternative A, *Abolition of slavery and slave trade in East Africa coast*. This was an incorrect response because the abolition of slave trade took place in the 19th century and not in the 18th century. The candidates who chose that option proved to have lack of knowledge about the correct durations of some historical events in Africa. In fact, no way could the abolition of slave trade supersede its beginning.

Similarly, distractor B, *Establishment of legitimate trade on imported goods* was wrong because the legitimate trade replaced slave trade. This option was chosen by candidates who lacked knowledge on the historical events and their proper durations and effects.

Another distractor which attracted the candidates was C, *Acceleration of the struggle for Independence in Africa*. It was opted for by the candidates who were not aware of the several factors which stimulated the rise of nationalism in Africa. Thus, those candidates were supposed to understand that the arrival of the French in the Indian ocean during the 18th century did not accelerate the struggle for independence in Africa. What can be deduced from such an incorrect response is that the candidates who opted for it had limited knowledge about the important historical events from the 18th to the 20th century in Africa.

Also, option E, *Formation of Independent African churches* was an incorrect response because the establishment of Independent churches in Africa took place in the 20th century, and not in the 18th century. Moreover, their emergence was not due to the arrival of the French in the 18th century, but due to Africans' dissatisfaction with the Christian missionaries' acts of Westernizing them, forcing them to denounce their African values and culture and imitate Western values.

Item (ix) required the candidates to identify the correct response referring to an area which resulted from parcelling out the eastern part of Uganda and consequently making her unable to practice settler agriculture. The correct response D, *Western Kenya highlands* was chosen by the candidates who had enough knowledge about colonial economy. Those candidates were conversant with the factors which prompted the colonialists to establish peasant economy in Uganda instead of settler or plantation agriculture.

Conversely, distractor A, *East Africa community* was incorrect since the parcelling out of the eastern part of Uganda was carried out through two phases (1902 and 1926) at the time when the East African Community had not been established. The Community was established in 1967. Therefore, the choice of this distractor implies that the candidates had limited knowledge about the factors for the establishment of various systems of commodity production in Africa during the colonial period. It also means

that they had limited knowledge about the duration, objectives and reasons for the establishment of regional integrations in Africa.

Likewise, option B, *German East Africa territory* was wrong because the Germans did not rule Kenya or Uganda. Hence, it was impossible for the Germans to encroach on the British sphere of influence and snatch some areas. Generally, it reveals that the candidates lacked knowledge on the East African colonies and their colonial masters. Alternatives C, *Western Uganda and Eastern Republic of Congo* and E, *Western and East Kenya Highlands* were equally incorrect. Such responses reveal that the candidates who chose them had no map reading skills and knowledge about the colonial economy. The two options mention irrelevant areas which had no connection with the demand of the question.

Item (x) required the candidates to identify an option which bear the name of the organization that handed over Tanganyika to Britain as a mandate territory. The correct response A, *League of Nations* was chosen by the candidates who had adequate knowledge on the topic of *Crises in the Capitalist System*. Those candidates were aware that Tanganyika was formerly a German colony, but after the defeat of Germany in the First World War, all her colonies including Tanganyika were snatched and given to the victorious powers. In this respect, Tanganyika was given as a mandate territory to Britain by the Versailles treaty. However, alternative B, *Trusteeship territory* was an incorrect response because, by definition, a trusteeship territory is a non-self-governing territory placed under an administrative authority by the Trusteeship Council of the United Nations. Hence, it is incorrect to say that Tanganyika (as a trust territory) gave up herself to Britain as a mandate territory.

Similarly, option C, *United Nations* was not an appropriate answer due to the fact that United Nations was formed after the Second World War. One of its prominent objectives was to turn the mandate territories into trusteeship territories, not to hand over the colonies as mandate territories to the victors of the First World War. In other words, those candidates failed to distinguish between the mandate and trusteeship territories as well as between the League of Nations and the United Nations. Moreover, some candidates opted for an incorrect alternative D, *Pan- Africanism*. This was an incorrect choice because Pan-Africanism was - a movement of black people whose aim was to enable the Africans to regain dignity and freedom

in the white-dominated world. Hence, it had nothing to do with mandating Tanganyika to Britain.

Item (xi) required the candidates to identify an option that represent the name of the society which was defeated by the East Africans with the help of Oman Arabs. The correct response was C, *Portuguese from Europe*. It was chosen by the candidates who had enough knowledge of the factors for the defeat and the eventual eviction of the Portuguese from the East African coast. In addition, those candidates were aware that when the Portuguese arrived in East Africa in the 15th century, they and overran the Arabs, but later the Arabs assisted the East Africans to revenge against the Portuguese rule in the 17th century. Conversely, some candidates opted for distracter A, *Ngoni from South Africa*. This was a wrong answer because the Ngoni from South Africa did not join the Arabs in the fight against the Portuguese. Also, by the time the Ngoni arrived in East Africa in the 1840s, the Portuguese had already been expelled (since 1698) from the coast of East Africa.

Accordingly, option C, *Germans from Europe* was an incorrect response. Its incorrectness is due to the fact that the Portuguese were expelled from East African coast prior to the arrival of Germans in East Africa. The first Germans arrived in East Africa in 1846, almost more than one hundred and forty years after the demise of the Portuguese rule in East Africa. Moreover, the Germans from Europe were not defeated by the Arabs in collaboration with the East Africans, rather they defeated and managed to colonize the East Africans from the 1880s to 1918. Thus, the choice of this distracter reveals that the candidates who selected it were not aware of the time frame, and the societies that were involved in uprooting the Portuguese rule from the East African coast.

Distracter D, *Boers from Holland* was also a wrong option due to the fact that the Boers did not come to East Africa. The candidates who opted for this response lacked knowledge on the causes and effects of the contacts between the East African societies and the Europeans. As a result, they failed to identify the respective European community that had to be uprooted from East Africa by force through the collaboration between the Arabs, the Zimba and the Segeju.

Option E, *Zimba from Zambia* was selected by the candidates who failed to differentiate between the European and African societies, and their roles in the conflicts that characterized much of the East African coast during the 16th and 17th centuries. In short, those candidates were supposed to understand that the Zimba from Zambia and the Segeju got assistance from the Arabs which weakened and ultimately enabled them to uproot the Portuguese rule from the coast of East Africa.

Derived from the topic of *Crises in the Capitalist System* was an item (xii). It required the candidates to identify the name of the leader (from the given alternatives) who is associated with the formation of the League of Nations. Alternative C, *Woodrow Wilson* was the correct answer. It was chosen by the candidates who knew how he played a key role in the formation of the League of Nation. He is popularly remembered because of the 14 points he suggested during the Versailles peace conference in June 1919. On the other hand, alternative A, *Adolf Hitler* was quite a wrong response because Adolf Hitler was the leader of Germany during the Second World War after the formation of the League of Nations. Therefore, the candidates who opted for this response were not aware of the key leaders, causes, duration, and impact of both the First and Second World War.

Equally, an option B, *Otto Von Bismarck* was also an incorrect response because Otto von Bismarck was the Chancellor of Germany in the 1870s while the League of Nations was formed in 1919. This means that *Otto von Bismarck* played no role during the First World War and its aftermath. Basically, the choice of this distracter might have been influenced by the fact that the candidates easily confused the role that Bismarck played in the conference that legalized the scramble for and partition of the African continent from 1884 to 1885 with the role that Woodrow Wilson played in the Versailles conference of 1919.

Similarly, options D, *David Livingstone*, and E, *Carl Peters* were also incorrect responses due to the fact that both David Livingstone and Carl Peters were agents of colonialism and both played no role during and even after the First World War. The candidates' choice of these incorrect options might have been caused by the candidates' lack of knowledge about the names of key personalities associated with certain historical events.

In item (xiii), the candidates were required to identify, from the given alternatives, the societies which waged wars of resistance against German invasion. Alternative C, *Nama and Herero* was the correct answer. This response was opted for by the candidates who were conversant with the causes, strategies, and effects of the wars between the African societies and the colonialists during the establishment of colonial rule in Africa. In fact, those candidates understood that between 1904 and 1907 in Namibia, the Herero and Nama under their leaders Maherero and Hendrick Witbooi respectively, fought against the Germans due to the eruption of diseases, cattle confiscation, and land alienation. Conversely, alternative A, *Xhosa and Khoikhoi* was a wrong response. It was an incorrect response because these were South African tribes which were in conflict with the Boers, not Germans. In fact, those candidates were supposed to understand that the *Xhosa* and *Khoikhoi* did not wage any war against the Germans because they were not under the Germans' sphere of influence. Choosing such an inappropriate response indicates the candidates' limited knowledge about the African societies, their locations, and their foreign invaders.

Similarly, option B, *Nandi and Hehe* was a wrong response because the two societies are not found in Namibia, but in Kenya and Tanzania (formerly known as Tanganyika) respectively. Moreover, the Nandi fought against the British in Kenya and not against the Germans in Namibia, while the Hehe under Mkwawa in Tanganyika fought against the Germans. In addition, distractor D, *Zulu and Asante* attracted the candidates who did not understand that both societies did not fight against the Germans in Namibia, and were not found in Namibia either. The Zulu are found in South Africa and the Asante are found in the present-day Ghana. Alternative E, *Shona and Ndebele* was incorrect and was opted for by the candidates who were not aware that both the societies are found in the present-day Zimbabwe (South Rhodesia). They fought against the British imperialism in Zimbabwe and not against the Germans in Namibia.

One of the items derived from the topic of *Evolution of Man, Technology and Environment* was item (xiv). It required the candidates to identify the alternative which shows the period when *Homo erectus* became a complete upright creature and could communicate through speech. Alternative C, *Old Stone Age* was the correct response. It was chosen by the candidates who were aware of the duration, characteristics, and various technological advancements acquired by the ancestors of man.

Meanwhile, alternatives A, *Middle stone Age*; B, *Late Stone Age*; D, *New stone age*; and E, *Iron age* were incorrect. They were chosen by the candidates who were not aware of the evolution of man and the technological developments that accompanied each stage. As a matter of fact, majority of the candidates failed to identify the specific stage during which *Homo erectus* was able to communicate through speech.

Item (xv) required the candidates to identify the name of the United Nations organ which approves its budget. Alternative E, *General Assembly* was the correct response. It was chosen by the candidates who were conversant with the functions of various organs of the United Nations.

Other candidates chose alternative A, *Security Council*. This was a wrong response because the Security Council's functions include: enforcing international peace and security, investigating situations that pose a threat to international peace, urging states to conform to peaceful settlement of disputes, expelling countries that violate United Nations regulations, and recommending procedures to be followed in dispute settlement in countries experiencing quarrels. The choice of this distractor indicates that the candidates failed to differentiate between the functions of the General Assembly and that of the Security Council.

Option B, *International Court of Justice* also attracted some students. This option was an incorrect response because this organ deals with issues related to matters such as fishing rights, nuclear tests and international borders and territorial waters issues as well as crimes against humanity.

Likewise, some candidates opted for alternative C, *Secretariat*. This was an incorrect option because the Secretariat does not deal with approving the United Nations budget, but it deals with: translating documents, registering treaties, administering peacekeeping operations, and researching on trends of human rights.

Some candidates' lack of knowledge about the functions of various organs of the United Nations was portrayed in their choice of alternative D, *Economic and Social Council*. This was an incorrect response because the Economic and Social Council does not deal with approving the budget of the United Nations, but it deals with coordinating the economic and social matters of the United Nations and its specialized agencies such as the Food and Agricultural Organization (FAO), World Health Organization (WHO),

United Nations Education Scientific and Cultural Organization (UNESCO), International Labour Organization (ILO), and the United Nations International Children's Fund (UNICEF).

2.2 Question 2: Matching Items

This question was derived from the topic of *Development of Economic Activities and their Impact*. The question consisted of 5 items in which the candidates were required to match the explanations on trade in List A, with the proper term of that trade in List B by writing the letter of the correct response beside the corresponding item number in the booklet(s) provided. description

The question was attempted by 477,338 (100%) candidates. A total of 97,722 (20.5%) candidates scored from 0 to 1 marks, whereby 36,479 (7.6%) scored zero. The number of the candidates who scored from 2 to 3 marks was 149,868 (31.4%), while 229,748 (48.1%) scored from 4 to 5 marks. The candidates' performance for this question was average since 379,616 (75.5%) of the candidates scored from 2 to 5 marks. The candidates' performance for question 2 is shown in Figure 2.

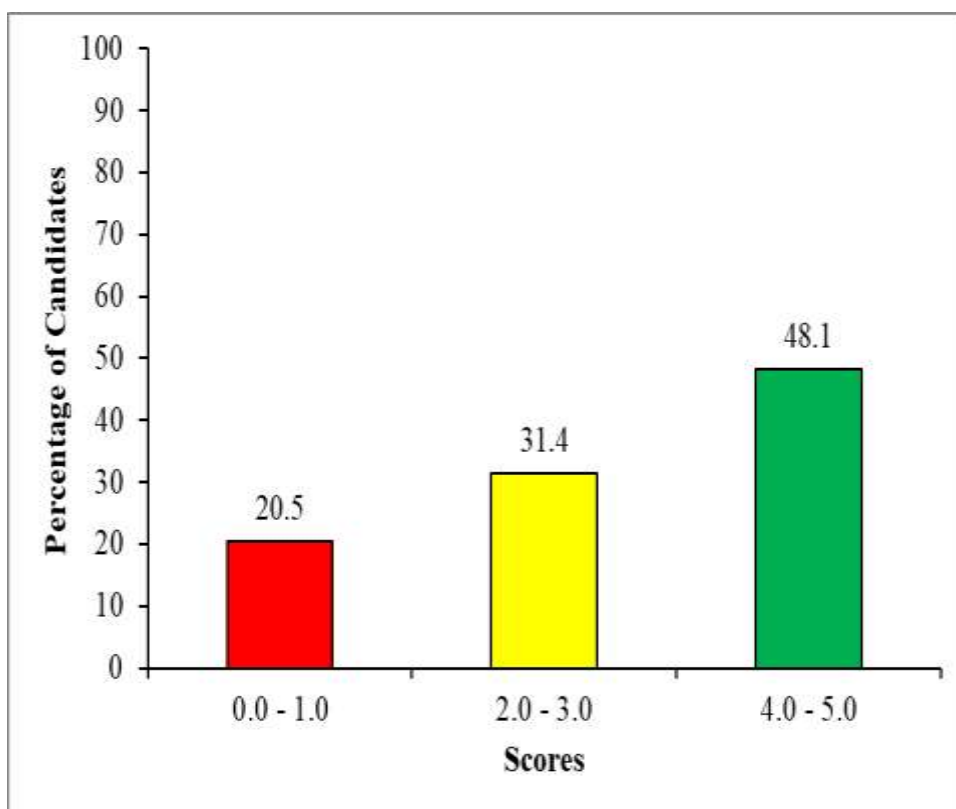


Figure 2: *The Performance of the Candidates for Question 2*

Table 1: Presents question 2 that the candidates were supposed to answer.

List A	List B
(i) A name given to the process of exchanging goods for goods.	A Early trade contacts
(ii) A name given to the process of exchanging goods between people living in the same village or town.	B Barter trade
(iii) A process that involve exchange of goods two different geographical regions.	C Long distance trade
(iv) A name of trade that involve exchange of goods between the people of Northern Africa and Western Africa.	D Slave Trade
(v) A name given to the trade that involved Africa, America and Europe.	E Local trade
	F Legitimate trade
	G Trans-Saharan trade
	H Trans-Atlantic slave trade

In Item (i), the candidates were required to identify the name given to the process of exchanging goods for goods. Option B, *Barter Trade*, was the correct answer. It was chosen by the candidates who had adequate knowledge of various concepts related to trade.

Alternative E, *Local trade*, was a distractor that attracted majority of the candidates. It was chosen by the candidates who failed to differentiate between the terms *barter trade* and *local trade*.

Item (ii) required the candidates to identify the name given to the process of exchanging goods between people living in the same village or town. The correct response was E, *Local trade*. It was opted for by the candidates who were aware of various concepts and terms related to economic activities and their impact during the pre-colonial period.

However, the candidates who had limited knowledge on various economic activities conducted by the African societies during the pre-colonial period opted for A, *Barter Trade*. This was an incorrect response because barter trade refers to the exchange of goods for goods; which can be between traders who are within the same area or between traders from distant communities. Generally, the candidates lacked an in-depth understanding of issues pertaining to pre-colonial trade in Africa.

In item (iii), the candidates were required to identify the best term for the process that involved the exchange of goods between two different geographical regions. Alternative C, *Long distance trade* was the correct answer. It was chosen by the candidates who were aware of the origin, types, processes, areas covered, communities and goods involved in the trade. For example, those candidates might have been aware of the role played by the Kamba, Yao, and Nyamwezi in the Long Distance trade.

However, majority of the candidates who opted for incorrect alternatives, chose options A, *Early trade contacts*, and E, *Local trade*. Both options could not qualify as correct responses because they did not bear the best term worth the description of the item. The conclusion that can be drawn on the choice of such responses is that the candidates were not aware of the terms related to pre-colonial trade and hence they did not know their differences.

Item (iv) tasked the candidates to identify the name of the trade that involved the exchange of goods between the people of Northern Africa and Western Africa. The correct response was G, *Trans-Saharan trade*. It was opted for by the candidates who were conversant with the trade which involved movement of goods across the Sahara Desert. Those candidates were aware of the duration, coverage, professional participants, causes, and its impact. One of the distractors that had the highest frequency was F, *Legitimate trade*. This distractor was chosen by the candidates who failed to differentiate between Trans-Saharan trade and Legitimate trade. In short, the candidates had limited knowledge of the terms, concepts, origins, items, location, durations, effects, and participants of various trades from the pre-colonial period up to the period when the European capitalist powers were struggling to replace slave trade with a trade based on raw materials (Legitimate trade).

In item (v), the candidates were required to identify the name given to the trade that involved Africa, America and Europe before the Industrial revolution. Alternative H, *Trans-Atlantic Slave Trade* was the correct response. It was chosen by the candidates who had adequate knowledge of the origin, organization, destinations of the Africans from Africa in the 15th century onwards up to the 19th century. Those candidates were aware that the slaves obtained from Africa were transported through the Atlantic Ocean to America where they worked on cotton, coffee and sugarcane plantations.

Majority of the candidates whose responses were wrong opted for incorrect options, majored on an alternative G, *Trans-Saharan trade*. Their choice might have been influenced by the fact that both the Trans-Atlantic slave trade and the Trans-Saharan trade operated in West Africa. In general, those candidates had inadequate knowledge about the areas covered by the Trans-Atlantic slave trade and Trans-Saharan trade.

2.3 QUESTION 3: Supply Items

This question was derived from the topic *Establishment of Colonialism*. It consisted of six items in which the candidates were required to provide brief explanations.

First, the candidates were supposed to explain how the establishment of colonialism lead to the collapse of Buganda Kingdom. Then they were

supposed to differentiate between nomadic pastoralism and sedentary pastoralism. Third, they had to explain the reasons why the nature of the colonial economy in Portuguese colonies forced Africans to demand their political independence by using guns. Fourth, they had to explain the reason why Germany ceased to rule Tanganyika in 1919. Fifth, they had to explain what caused the Great economic depression of the 1920s to spread world-wide. Last, they were supposed to explain the reason why Idd Amin's seizure of power in Uganda led to the collapse of the former East African Community.

A total of 477,331 (100%) candidates attempted this question. Majority of the candidates (378,125 equal to 79.2 per cent) scored marks ranging from 0 to 3, whereby 222,353 (46.6%) scored zero. Marks ranging from 3.5 to 8 were scored by 88,180 (18.5%) candidates, while 2.3 per cent of the candidates (11,026) scored from 8.5 to 12 marks. Generally, the performance of the candidates for this question was weak since only 20.8 percent of the candidates scored from 3.5 to 12 marks. Figure 3 shows the candidates' performance in question 3.

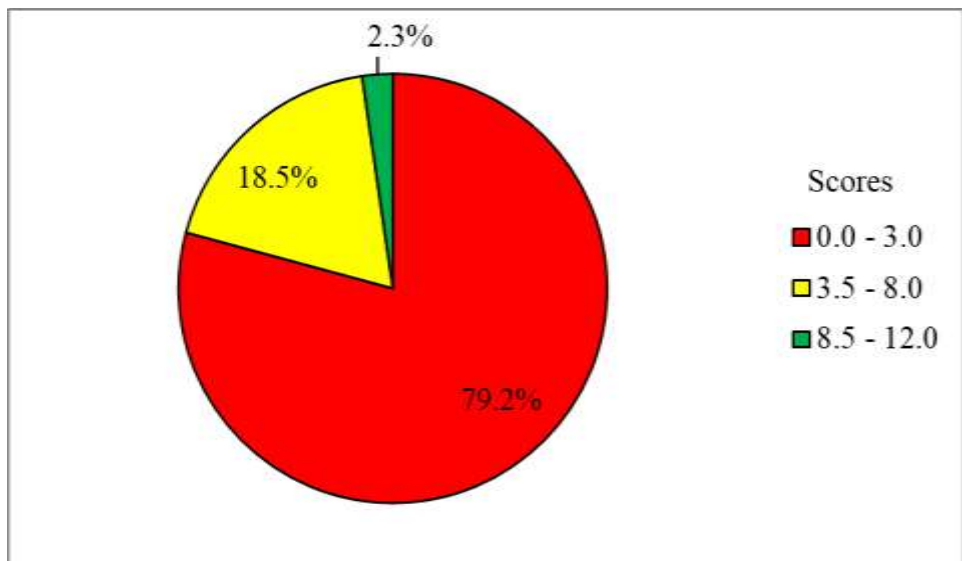


Figure 3: *Candidates' Performance for Question 3*

Among the candidates who scored zero, some lacked knowledge on the tested topic, while some failed to understand the demand of the question. For example, some provided irrelevant and unrelated answers such as reasons for the rise of Buganda Kingdom, First World War, defeat of the

Africans' resistances by the European powers during the advent of colonialism. In addition, some candidates copied the questions without providing any explanations. In the same vein, some copied phrases and statements from other questions and provided them as responses to this question. Moreover, lack of English language proficiency was another limitation noted in some of the candidates' responses. This was evidenced by the presence of some incomprehensible statements or sentences which were difficult to read and understand in the scripts of the candidates. Extract 3.1 portrays a poor response from one of the candidates.

Q3.	i/ The establishment of Colonialism lead to the collapse of Buganda kingdom during to get their independence in their country.	
	ii/ Nomadic pastoralism is the process of pastoralism where by uses small pastoralism WHILE Sedentary pastoralism is the pastoralism where by using the high new tools for pastoralism and development of pastoralism.	
	iii/ The colonial economy in portuguese colonies force Africans in those countries to use gun in demanding their political independence because gun helped them to get their independence and provided them when use it.	
	iv/ Germany cease to rule Tanganyika in 1919 because wanted to improve their country and colonialized people of African to get their needs.	
	v/ The Great Economic Depression of the 1920s to spread world wide because they wanted to improved their trade activities.	

Extract 3.1: A sample of an incorrect response for question 3

Moreover, average marks (3.5 to 8) were scored by the candidates who had moderate knowledge on the tested topic. Majority of the candidates in this category were able to identify the demand of the question though they scored average marks due to some weaknesses. Such weaknesses include

failure to provide in-depth explanations, use of irrelevant examples and poor command of the English language.

Though majority of the candidates (79.2%) performed poorly in this question, a few candidates (11,026 equal to 2.3 per cent) scored good marks (8.5 to 12). The candidates in this category had greater understanding of the question's demand, so they provided genuine explanations and relevant examples. Nevertheless, variations were noted in their scores. These variations were caused by differences in the degree of clarity, comprehensiveness, and relevance of their explanations, as well as the examples given. Extract 3.2 is a sample of a response from a candidate who responded well to the question.

3.	(i) The Buganda Kingdom was among the pre-colonial African states which was found in present-day Uganda. It was very well developed until the coming of colonial rulers to Uganda. They signed bogus treaties and reclaimed the territory that was initially under the Buganda kings (the Kabakas) and initiated there a new rule; the colonial rule. The imposition of colonial rule ensured that no local ruler retained control over his people, hence the colonialists brought about the demise of the Buganda Kingdom, late in the 19 th century.	
	(ii) Nomadic pastoralism refers to the system of livestock rearing in which a pastoralist moves from one place to another with his livestock, in search for pasture and water supply. This mode of cattle-rearing involves the pastoralists who have no specific places to live or make residence; there are people in constant movement. On the other-hand, Sedentary pastoralism is a mode of pastoralism in which the pastoralist has a specific place to live and some livestock sheds, but he takes his livestock to other areas in search for grazing pasture and water and brings them back for the night.	
	(iii) The Portuguese colonies were among the latest to gain their independence in Africa, and often used armed struggle to demand for their independence, due to the following several reasons: The Portuguese were the poorest nation in Europe and so highly depended on their colonies for raw materials and other requirements which were short in their country. Moreover, they regarded these colonies as overseas provinces of Portugal. As a result, they were not ready to give freedom to the colonies. Consequently, the Africans resolved that they could not attain political independence without using gun warfare, and that is what	

3.	(iii) they did the staged armed struggle until when the Portuguese decided to surrender the colonies and declare their independence.	
	(iv) Germany was in-charge of Tanganyika from the Berlin Conference of 1884-1885. But during the First World War, Germany lost to the Triple Entente (Britain, France, Russia); After the end of the First World War in 1919, the Versailles Peace Treaty was signed, to punish Germany for being the major cause of the World War. As a punishment, Germany was deprived of all her colonies, including Tanganyika. Since then, Germany ceased to rule Tanganyika; and Tanganyika was handed to the British as a mandate territory.	
	(v) The Great Economic Depression (1929-1933) was a global economic slump that began in Europe and America, and later spread-out throughout the whole world. The main reason for the spread of the Great Economic Depression worldwide is the role of the European nations which had African and Asian colonies. As they struggled to stabilize their own economies, they led to the spread of the Depression effects in Africa and Asia, including fall of workers' wages, influx of colonialist goods and fall of prices of locally-grown crops.	
	(vi) Idd Amin Dada seized power from Milton Obote of Uganda. It is well-known that it was Mwalimu Nyerere (Tanzania), Jomo Kenyatta (Kenya) and Milton Obote (Uganda) who created the old East African Community in 1967. But upon the new reign of Idd Amin Dada, there were no good relations between him and the other Presidents in Africa, hence the community collapsed in 1977. Due to the misunderstandings that prevailed, the Uganda-Tanzanian war (Kagera) erupted in the following year (1978).	

Extract 3.2: A sample of a correct response for question 3

2.4 Question 4, Rank Order Items

This question was derived from the topic of *Evolution of Man, Technology and Environment*. It required the candidates to re-arrange the given historical statements (i - vi) in the chronological order by writing numbers 1 to 6 beside the respective item. The given historical statements were;

- (i) *The period when most of man's tools were made of stone is called Stone Age.*
- (ii) *It is divided into Early, Middle and Late Stone Ages.*
- (iii) *In the Early Stone Age, chopping and pebble tools were made and used by man.*
- (iv) *Sharper tools were made during the Middle Stone Age.*
- (v) *The use of iron tools increased the ability of man to produce more food.*
- (vi) *Such tools included spears, arrows, knives, needles and stone-picks.*

A total of 477,337 (100%) candidates attempted this question. The analysis of the statistical data indicates that a total of 147,125 (30.8%) candidates scored from 0 to 3 marks, whereby 87,400 (18.3%) of them scored zero. The marks ranging from 4 to 8 were scored by a total of 196,523 (41.2%) candidates, while 133,689 (28%) candidates scored marks ranging from 9 to 12. Therefore, such statistical data, indicates that only 330,212 (69.2%) candidates were able to score from 4 to 12 marks. Thus, the general performance in this question was good. The candidates' performance for question 4 is as shown in Figure 4.

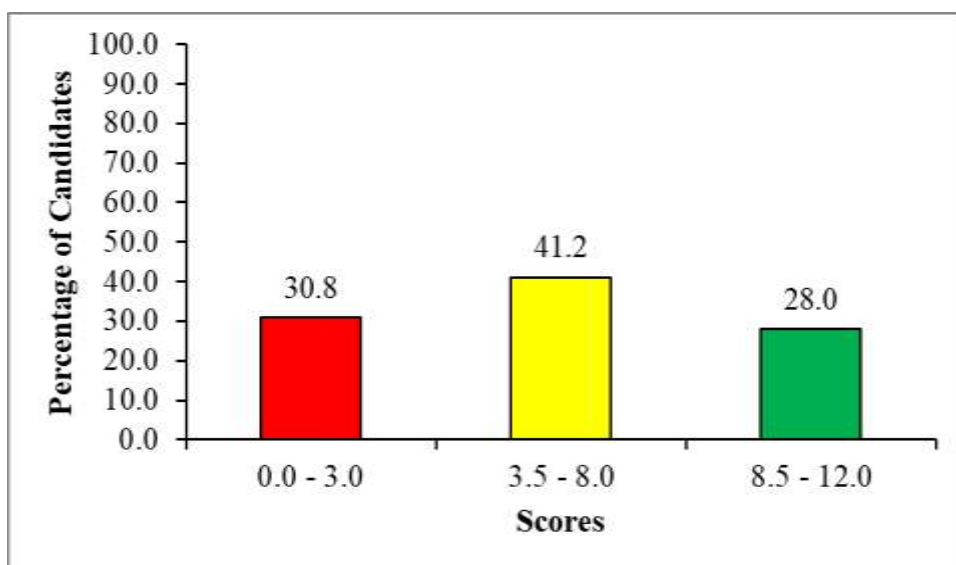


Figure 4: *The candidates' Performance for Question 4*

The candidates who scored zero were either unable to identify the demands of the question or did not have knowledge of the tested subject matter. Copying the question items and presenting them as answers to this question as well as providing irrelevant responses were some of the weaknesses exhibited by the candidates in this category.

In essence, the best conclusion that befits the candidates in this category is that they were not conversant with the technological development that accompanied the evolution of man in different ages. Extract 4.1 shows a sample of an incorrect response for question 4.

4	I - 3	
	II - 1	
	III - 5	
	IV - 2	
	V - 4	
	VI - 6	

Extract 5.1 A sample of an incorrect response for question 4

In this question, a good number of the candidates (196,523 equal to 41.2 per cent) had an average score. Those candidates had moderate knowledge

of the tested topic. Most of them were able to provide relevant responses to two or three items.

However, a few candidates (132,275 equal to 27.7 per cent) scored full marks. They scored full marks because they were aware of the demands of the question. Also, they had adequate knowledge about the evolution of man and the technological developments that accompanied it. Extract 5.2 shows a sample of a correct response from the script of one of the candidates.

4.	i, 1
	ii, 2
	iii, 3
	iv, 4
	v, 5
	vi, 6
	vii, 7

Extract 5.2: A sample of a correct response for question 5

2.5 Question 5: Map

This question was derived from the topic of *Africa in the International Affairs*. It consisted of five items (i-v). The candidates were asked to draw a sketch map of the New East African Community and locate: (i) *The member state whose ideology was Common Man's Charter*; (ii) *The country in which socialism and self-reliance became her ideology*; (iii) *The former French colony in which the 1994 genocide took place*; (iv) *The country in which Mau Mau movement occurred*; and (v) *The greatest slave market in East Africa which was closed in 1873*.

The question was attempted by 477,320 (100%) candidates. The candidates who scored 0 to 3 marks were 214,175 (44.9%), out of whom 142,199 (29.8%) scored zero. The candidates who scored marks ranging from 3.5 to 6.5 marks were 82,982 (17.4%), while 180,163 (37.7%) candidates scored from 7 to 11 marks. The performance in this question was average since 263,145 (55.1%) of the candidates had scores ranging from 3.5 to 11. Figure 5 presents the candidates' performance in question 5.

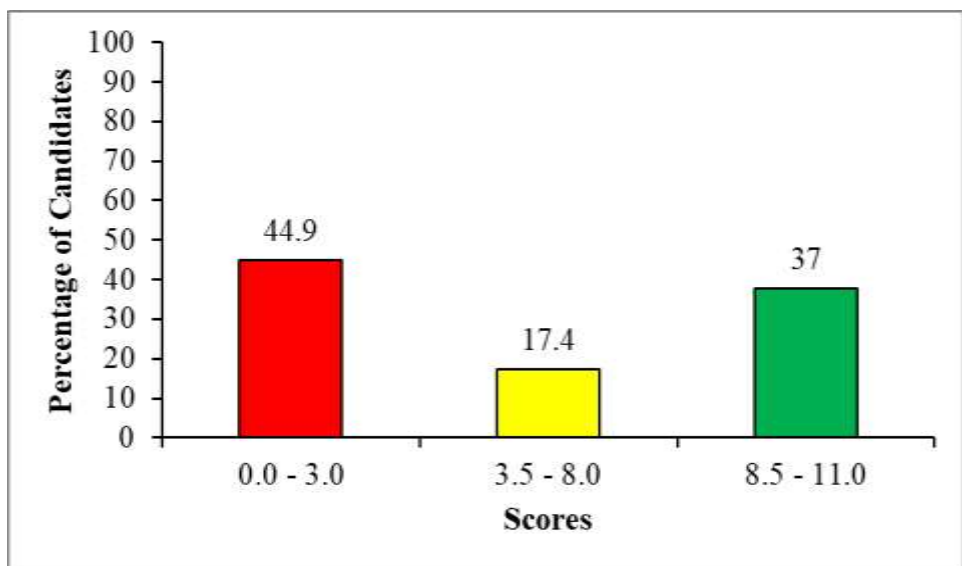
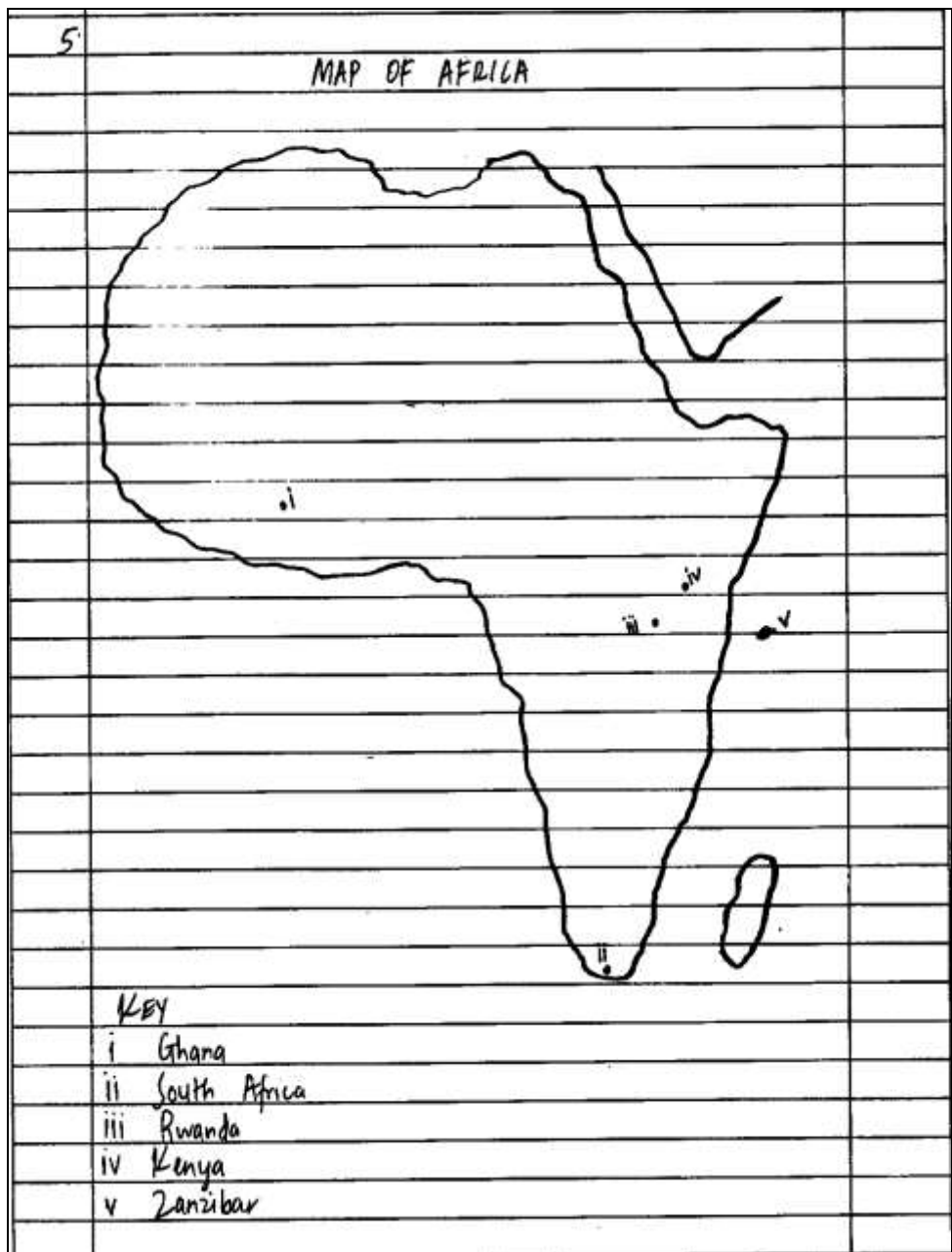


Figure 5: *Candidates' Performance in Question 5*

Of all the performance categories presented in Figure 5, poor performers constitute the majority (44.9%), out of whom the zero scorers had the highest frequency (29.8%).

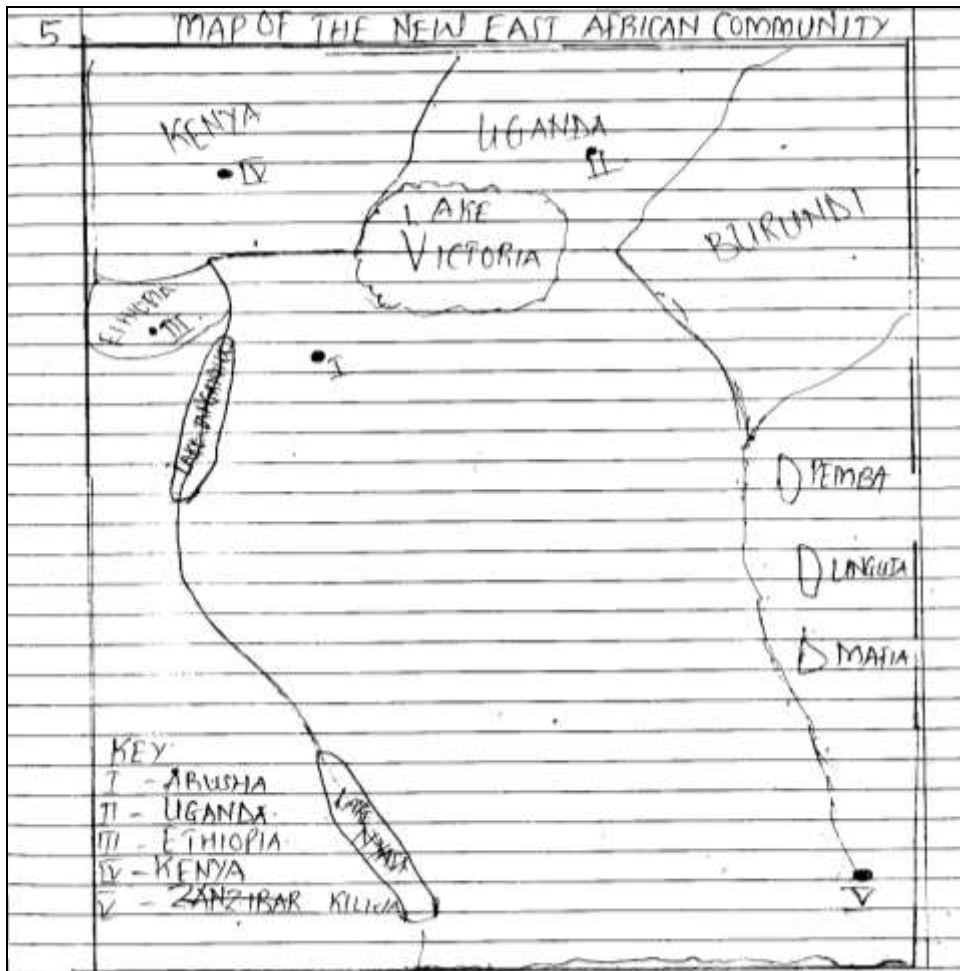
The candidates who scored zero failed to draw the sketch map, locate the countries correctly, and put the essentials of the map on the drawn sketch map as demanded by the question. The analysis reveals that these candidates had limited knowledge of map reading, map interpretation and locating skills. For example, some candidates located (i) *The member state whose ideology was common man's charter*, and (ii) *The country in which socialism and self-reliance became her ideology* as South Africa and Ethiopia instead of Uganda and Tanzania respectively. Extract 5.1 and 5.2 show irrelevant responses in question 5.



Extract 5.1: A sample of an irrelevant response in question 5

In Extract 5.1, the candidate was unable to draw the sketch map of the East African Community and locate the required places/colonies. The candidate failed to articulate the demand of the question because, instead of drawing a map of East Africa, the candidate drew a map of Africa. Moreover, the candidate exhibited lack of competence in drawing, for example, in item

(ii) The country in which socialism and self-reliance became her ideology, the correct location was Tanzania but the candidate located the country as South Africa. Extract 5.2 is another example that how drawing, interpreting and locating skills were a big problem among the candidates.

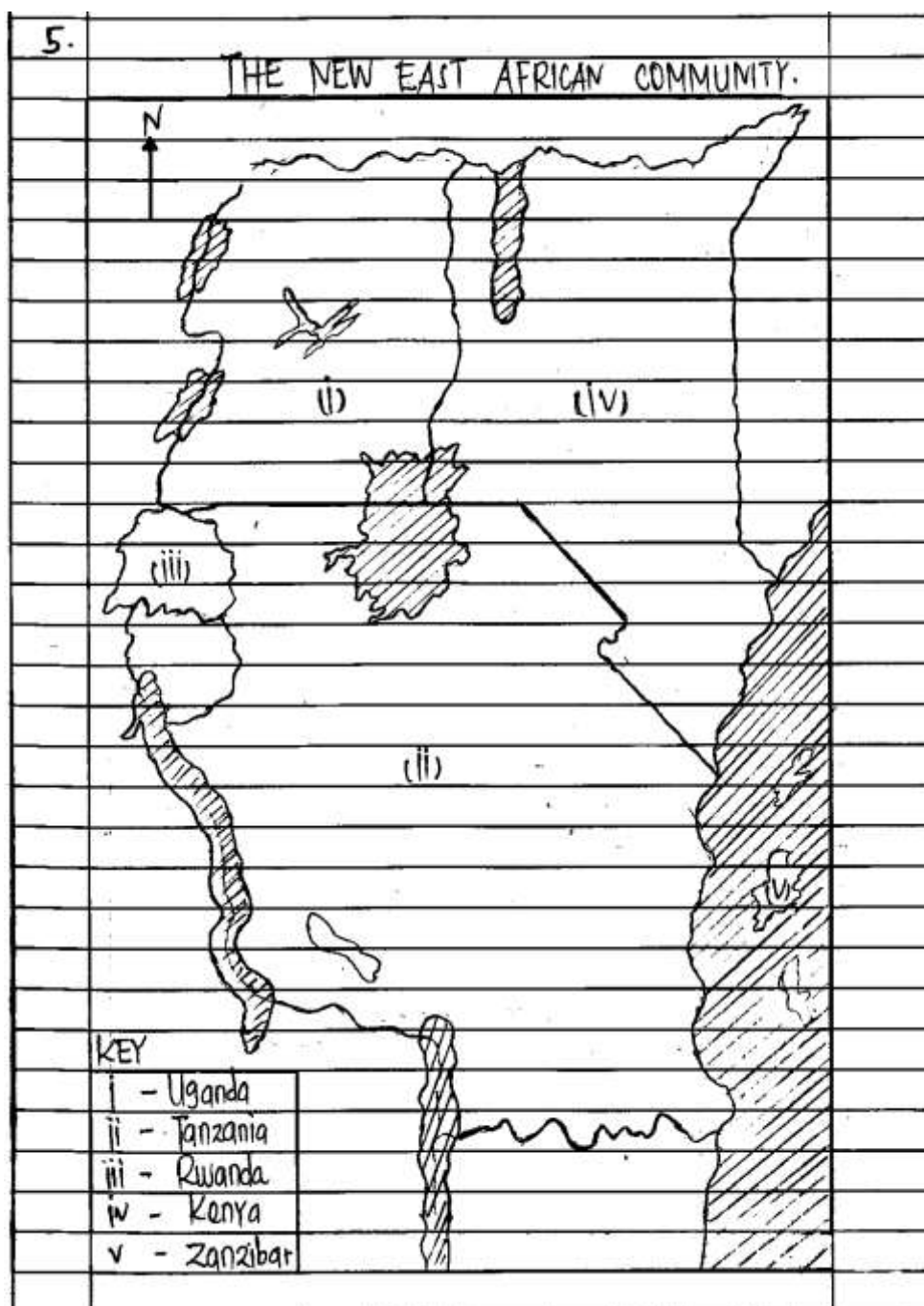


Extract 5.2: A sample of an irrelevant response in question 5

In Extract 5.2, the candidate exhibited lack of knowledge about the location of various East African countries. For example, all the shown or located/labeled countries are not in the appropriate locations. This testifies that not only were the candidates unable to locate the respective places appropriately, but also were unaware of the historical events that took place during the post-colonial period in East Africa.

Furthermore, majority of the candidates who scored from 4 to 7 marks could draw the sketch map of the East African Community and locate the places they were required to locate. This is an indication that those candidates averagely mastered the topic.

The candidates who scored highest marks ranging from 8 to 11 marks exhibited greater knowledge of the subject matter and they understood the requirements of the question. Generally, they were able to draw a neat sketch map of East Africa, and they accurately located the required places/countries. What can be deduced from the responses given by the candidates in this category is that some had adequate drawing skills and enough knowledge of the post-colonial changes in East Africa. Extract 5.3 shows the relevant response from one of the candidates.



Extract 5.3: A sample of a correct response for question 5

2.6 Question 6: Essay

The question was derived from the topic of *Social-Economic Development and Production in Colonial Africa*. It required the candidates to explain six characteristics of the second exploitative mode of production.

It was attempted by 353,015 (74%) candidates. A total of 243,683 (69%) candidates scored from 0 to 4 marks, whereby 112,275 (31.8%) scored zero. Also, 85,507 (24.3%) candidates scored from 4.5 to 9.5, while 23,825 (6.7%) candidates scored from 10 to 15 marks. The overall performance in this question was average since 109,332 (31%) candidates scored marks ranging from 4.5 to 15. Figure 6 shows the performance of candidates for question 6.

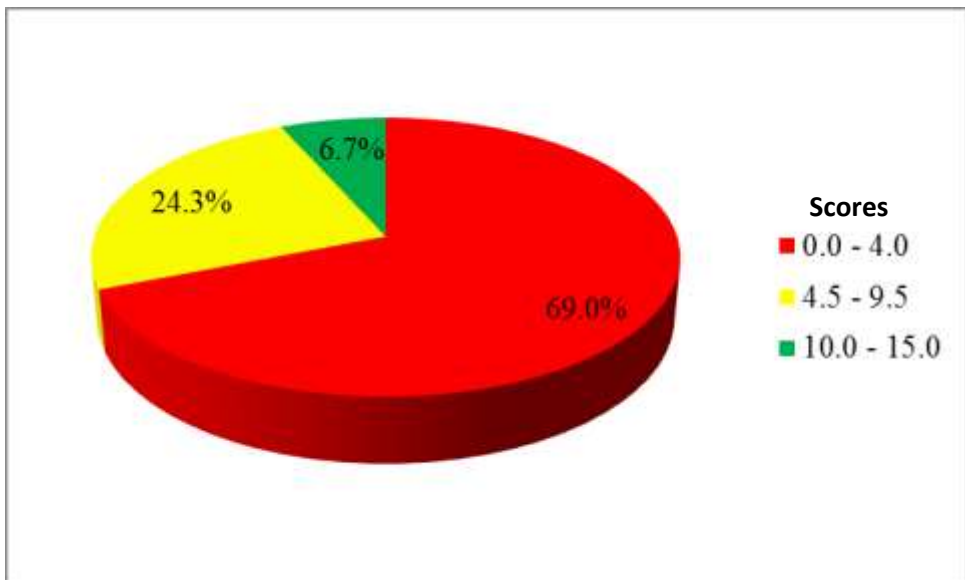


Figure 6: *The candidates' performance for question 6*

More than half of the candidates (243,683 equal to 69 per cent) who scored poorly in this question, 31.8 per cent of them scored zero. The candidates who scored zero, lacked knowledge of the origin, characteristics, and the proper sequence of the modes of production that were practised in Africa prior to the advent of colonialism. Moreover, the explanations provided by some of them were unclear and incomprehensible because they lacked clarity and coherence. In addition, those candidates were not aware of the societies, or regions where the respective modes of production were practised. Most of the candidates' responses in this category revolved

around the characteristics, and origins of communal or slave modes of production. The candidates who provided such responses failed to draw a proper distinction between the two modes of production. Other responses were pertaining to factors for the rise of feudal kingdoms such as Buganda, or the ways through which slaves were obtained. In short, the candidates in this category demonstrated poor understanding of the topic of *Social-Economic Development and Production in Pre-colonial Africa*. Extract 6.1 shows a sample of a poor response in this category.

6.	Communalism is the second exploitative mode of production which man starting to uses their production those production is tools other. The following are characteristics of the Second exploitative mode of production.
	No in Specialization and division of labour. This are people should not use dision of labour and specialization that are the- the Specialization perro people should work and no payment to the low wages
	No Classes, This all people are equal to the those was has low class and the se has high class the the Couperate to gether to the people should not get the help people to colonial people of African people helps in to Africa.
	Man depend on natural; The colonial the not humiliated people of Africa their control their Self and should the the Colonial their help the people of colonial to be exploited by colonia the help people to get good living - condition.
	No exploitation. The colonial should stopper the exploitation to pep People of colonial the people should not get exploitation by to colonial that are people no get

Extract 6.1: The Candidates' Performance for Question 6

In Extract 6.1, the candidate explained the characteristics of the communal mode of production instead of the feudal mode of production. As a matter of fact, the candidate was neither aware of the real sequence of the modes of production nor the differences between the exploitative and non-exploitative modes of production.

About a quarter of the candidates (85,507 equal to 24.3 percent) scored marks ranging from 4.5 to 9.5. Though they were able to identify the demand of the question, the majority of those candidates had moderate knowledge about the topic. Some of them managed to score marks from the introductory part, or from the few correct points they provided. The greatest reason that inhibited some of them from scoring high marks was that they mixed incorrect and correct responses. Others failed because they provided few correct points contrary to the demand of the question.

There were a number of candidates (23,825 equal to 6.7 per cent) who performed well in this question. Such candidates had adequate knowledge on the proper characteristics and sequence of the modes of production that existed in Africa prior to colonialism.

Those candidates also were aware of the societies that were involved, their locations, and factors for the emergence of those modes of production. Extract 6.2 shows a sample of a relevant response for this question.

6'	<p>Feudalism was the mode of production that involved private ownership of the means of production by few individuals. In this mode of production, people were of two classes, namely, feudal lords and serfs. Examples of feudal modes were Umwinyi along the coast, Nupubanja in Karagwe and Ubugabire in Kigoma. The feudal mode of production rose after the slavery mode of production. The following are its characteristics:-</p> <p>Private ownership of the major means of production. During this mode of production the means of production such as land and cattle were owned by few individuals and not the whole community. Foreexample in Umwinyi, Mwinyi Mkuu owned most of the land and only offered it to his favourites and sometimes the land was given to serfs who in turn had to pay rent to the Mwinyi Mkuu. Thus feudalism was characterised by private ownership of property.</p> <p>Existence of classes. The feudal mode of production was also characterised by the existence of two main classes, the feudal lords and the serfs. The feudal lords were the rich and high class while the serfs were the poor and low class. The serfs mostly worked in plantations of feudal lords and they were sometimes asked to use the land for their individual purposes but to pay part of their harvest to the feudal lords. Existence of classes is therefore a feature of feudalism.</p> <p>Payment of rent to feudal lords. In this mode of production, the serfs had the duty of paying rent to their feudal lords. Rent was of many times, rent in kind, rent in cash and rent in labour. This was done in almost all of the feudal societies foreexample in the Buganda Kingdom the Abahwazi worked in Kabaka's farms as a form of rent in labour. Through offering such type of rent in the farms,</p>
----	--

	the Abatwozi would receive part of the farm's harvest. The feudal mode of production was thereby featured by payment of rent to feudal lords.
	Surplus production. Due to the advancement in the level of science and technology, there was production of surplus which later encouraged the rise of trade activities in the society. Also the existence of advanced tools also helped in the production of more goods which could feed the owner and still remain as surplus. This is therefore a great sign of transition from subsistence production.
	Emergence of specialization. During feudalism, people started specializing in various activities such as metal working, fishing, pottery, basketry and fanning. This enabled the societies to produce many items that could be exchanged with other societies so as to get the goods that could not be produced in their own societies. Emergence of specialization also promoted advancement in science and technology level of various production activities.
	Division of labour was based on age and sex. During feudalism, people were assigned duties and responsibilities with respect to their ages and sex. Young children remained home with their mother to help them with domestic duties while men went hunting, fishing, trading or in pottery and metal workings. Such division of labour was a great feature of the existence of feudalism.
	Eventually, Feudalism was a mode of production that mainly dealt with the exploitation of man by man. Only the upper class (Feudal lords) enjoyed the major means of production while the majority, the lower class ended up serving the interests of the feudal lords through various ways such as through payment of tax.

Extract 6.2: A sample of correct responses for question 6

In Extract 6.2, the candidate explained the features of the feudal mode of production clearly and comprehensively.

2.7 Question 7: Essay

This question was derived from the topic of *Colonial Administrative Systems*. The question asked: “*Indirect rule policy was very advantageous to the British.*” *Justify this statement by using six points.*

The question was attempted by 233,025 (48.8%) candidates. A total of 134,915 (57.9%) candidates scored from 0 to 4 marks, out of whom 49,770 (21.4%) candidates scored zero. Marks ranging from 4.5 to 9.5 were scored by 80,660 (34.6%) candidates, while 17,450 (7.5%) candidates scored from 10 to 15 marks. In general, the candidates’ performance for this question was average since only 98,110 (42.1%) candidates managed to score marks ranging from 4.5 to 15. Figure 7 shows the performance of the candidates for question 7.

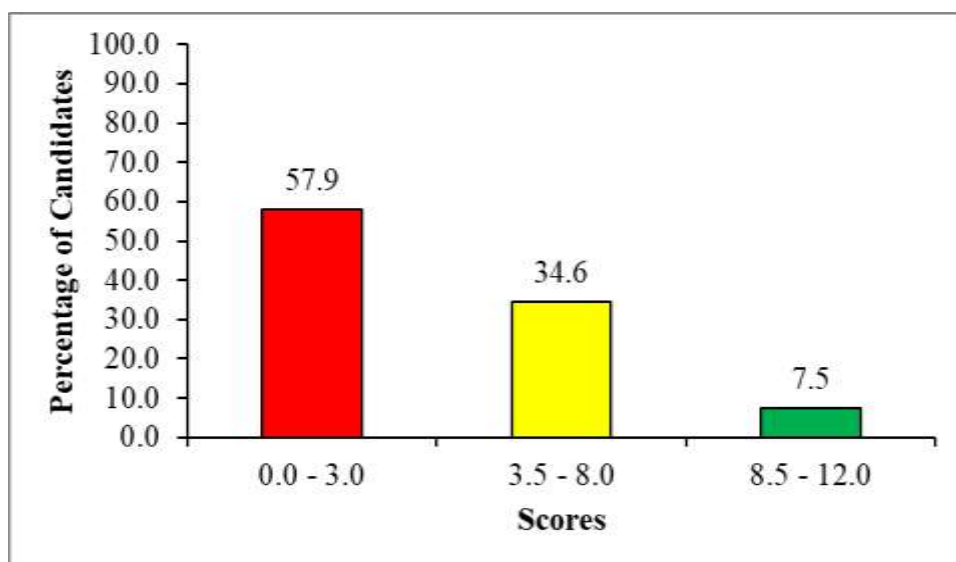


Figure 7: *Performance of the Candidates for Question 7*

A total of 49,770 candidates (21.4%) scored zero. Many of them failed to identify the demand of the question, and some lacked knowledge of the tested topic. Of all the challenges, lack of proficiency in the English language was the most notable in the majority of the candidates’ responses. The candidates’ responses were diverse and they included: advantages of migrant labour to the colonial economy, reasons for the defeat of the Africans’ resistances during the introduction of colonial rule in Africa,

reasons for earlier industrialization of Britain, and advantages of the colonial economy to the British. Furthermore, failure to explain the concepts clearly in English language was the greatest weakness of the candidates in this category, as depicted in Extract 7.1.

7.	<p>Indirect rule: Was the military in which the Colonial in the Capitalism and Communism in Africa. The advantages to the British of the following:</p> <p>Good leadership: The during of the indirect rule is the characteristics of one among of the during and sometimes in order to then of direct rule in the Colony.</p> <p>High production: So that they we can say that the characteristics of the advantages to the British in the Colony of African in indirect rule policy was very.</p> <p>Free movement of people: The during of Colonial the people it must be the movement of people from one place to another of a place another.</p> <p>Area of market: These are point of the area of market and one which among of the advantages of indirect rule.</p> <p>To maintain unity among the people: It must be the indirect rule in the during some are of the promoting unity among the people of African Colony.</p> <p>Good Social services: So that we can see the indirect rule which can the advantages to the British during the activities to the Colonial Africa.</p> <p>Generally: So that we can see the advantages of indirect rule from the direct rule in the Colonial Africa.</p>
----	--

Extract 7.1: A sample of poor response for question 7

Moreover, some candidates whose marks ranged from 0.5 to 4, scored only from an introductory part, while others scored a few marks from one or two points they managed to present correctly. Provision of irrelevant examples and lack of English language proficiency, as well as lack of clarity and coherence were some of the challenges that inhibited most of the candidates in this category to score high marks. Also, a large number of the candidates in this category listed the points without giving any explanations. This made many of their sentences to hang without coordination, or to lack meaningful explanations.

Some candidates scored 4.5 to 9.5 marks. This was the average score for this question. The candidates' responses in this category were characterized by some few strengths and weaknesses. For example, some were able to explain the concepts well in some points or aspects, but failed to provide the required number of points demanded by the question. Another notable weakness in this category is that some candidates provided a mixture of correct and incorrect responses.

The candidates who scored from 10 to 15 marks had enough knowledge about the tested topic. Clearly, those candidates explained how the shortage of personnel, physical and language barriers forced Britain to use the indirect rule policy in her colonies for effective administration. Again, they explained that the indirect rule policy was opted for by the British because it was cheap, and helpful in avoiding resistance since the African chiefs were used as tools for facilitating a divide and rule policy which was an integral part of the indirect rule policy.

7 people to actually be there for administration. Even to the very remote places the orders could reach the local people. This is because the local chiefs could organize people who could automatically reach those areas. And thus leading to easy administration of the colonies.

It didn't require a lot of personnel from Britain. Britain by this time had control of almost a quarter of the world. Hence to send personnel to all those places could be really hard, hence the use of indirect rule led to use of less British personnel who could still administer the colonies effectively.

It enabled the British to escape tropical diseases such as Malaria. The British in the first place feared the tropical diseases as they were highly affected by them. The use of local rulers thus enabled them to escape such diseases and hence ensuring them of their life expectancy.

Faithfulness and proper organization of local rulers. The local rulers were very faithful and organized their areas of rule very effectively. This was mainly for centralized states which had proper organizations. Thus very advantageous to the British on issues like tax collection.

7.	Conclusively, The British didnot apply
	indirect rule to all her colonies despite
	the success in many of her colonies. In
	Zimbabwe for example, The British appli-
	ed direct rule. This was because of
	various reasons such as presence of many
	white settlers, The British had lost trust in
	the local rulers and Lack of centralised
	states in Zimbabwe.

Extract 7.2: A sample of a good response for question 7

2.8 Question 8: Essay

This question was constructed from the topic of *Africa and the External World*. It required the candidates to explain six techniques used to acquire slaves during the slave trade. It was attempted by 396,511 (83.1%). A total of 243,668 (61.5%) candidates scored from 0 to 4 marks, whereby 86,459 (21.8%) scored zero. A total of 121,126 candidates (30.5%) scored average marks (4.5 to 9.5), while 31,717 (8%) scored marks ranging from 10 to 15. The general performance of the candidates in this question was average since 152,843 (38.5%) candidates scored 4.5 to 15 marks. Figure 8.1 shows the performance of the candidates for question 8.

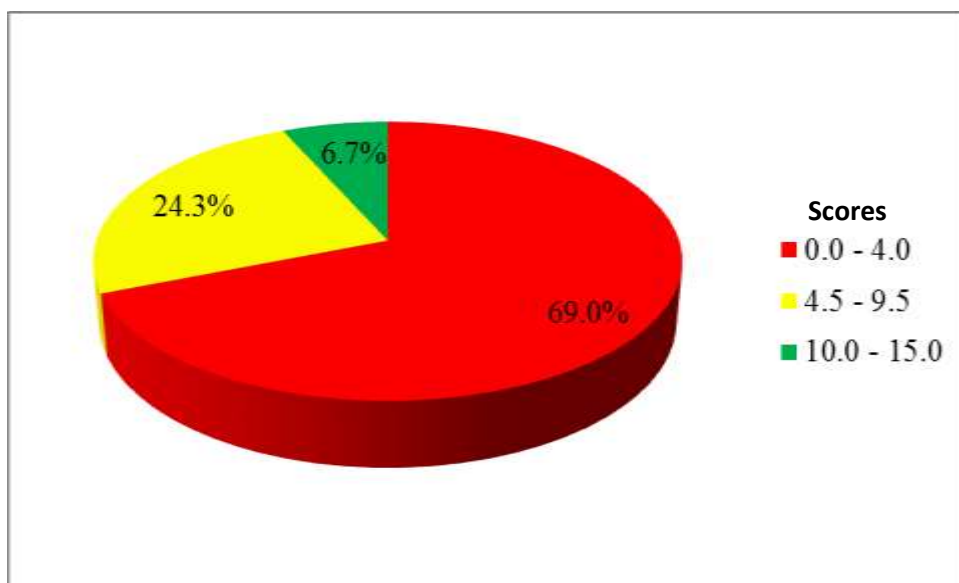


Figure 8: *The Performance of the Candidates for Questions 8*

Among the candidates (86,459 equal to 21.8 per cent) who scored zero, majority lacked knowledge of the subject matter, while some failed to identify the demand of the question. On top of that, majority of the candidates in this category exhibited lack of English language proficiency. One generalization that best fits the candidates in this category is that they were unaware of the origins, uses, effects, stages for the abolition of slave trade as well as the ways through which slaves were obtained. Extract 8.1 illustrates a poor response for question 8.

8. Slave trade - is the process of exchange goods between people living two different geographical region.

The following are the my point.

Stalented of leadership like Julius kamba rage nyereve, this due to fact that this leader are help the slave trade to put out in the country this leader are used many ways or technique to acquire slaves in the Africa continent.

To used the swahili ~~language~~ as common language for communication, this was true that when the slaves come in africa the africa continent are used swahili to understand for every wone when the Europeans people come in africa are not understanding the language when the leader like Julius nyereve have many techniques to did not allowed the slave trade

Availablity of market, This due to fact that when the European powers come in africa to doing your slaves trade but africa continent are have the market for exchanging your goods for goods so this was a reason which cause the societies of africa to acquire this trade,

Presence of Manufacturing industry, this due to fact that when the africa continent when he getting the industry for your user are its help to their Manufacturing industry, so this was a reason which can cause the power from Europe to did not get the supported from africa continent and when he can not get support the power of Europe he allowed to move outside of in the Africa continent to move to your countries.

8	Africa was a large country with a few settler, this due to fact that when the settler was a many but the slaves and slaves was difficult to force in our country so when the few settler are dont have support to fighting with the African continent but the last are that settler are move from Africa continent to go in your country.
	Introduction of Economic activities. due to fact that when the Africa continent he started the economic development for their uses and for getting the basic needs like food, shelter and clothes etc. so this was a main reason that caused to move the European power in africa to move your countries so it reduce the number of people illiterate when he moves from to your country.
	Generally, this are the ways or technique that used to acquire slave and slave trade to move outside of the country so when if this technique the Africa continent are not used the power of colonial domination even now are continuous to get either the number of people for doing your work.

Extract 8.1: A sample of a Student's Poor Response for Question 8

The responses of the candidates who scored 0.5 to 4 marks were characterized by the following: outlining the points without giving explanations, providing few correct points, mixing correct and incorrect points. In similar vein, some candidates could not exhaust all the points demanded by the question, for they only provided less than two correct points. In the analysis of the responses, it was noted that most of the candidates under this were constrained by their partial command of English

language. It is this partial command of English language which made them to fail to produce clear and correct responses.

Similarly, scores ranging from 4.5 to 9.5 were attained by candidates who had average knowledge, and moderate command of the English language. However, their ability to identify the requirements of the question was good. Many of the responses in this category reflected the candidates' moderate knowledge of the tested subject matter. At the same time, there were candidates whose responses lacked clarity and coherence due to poor mastery of English language.

Good performance was achieved by the candidates who scored from 10 to 15 marks. Those candidates demonstrated adequate mastery of the tested topic. On top of that, their proficiency in the English language was good. Majority of the candidates were able to identify the requirement of the question. Those candidates in this group had good performance but their marks varied. There were variations of scores among the candidates. The dominant determinants were clarity, comprehensiveness, and coherence of the candidates' explanations. Extract 8.2 is an example of a good response for question 8.

8.	<p>Slave trade was a pre-colonial trade in which human beings were exchanged as goods. These human beings were called slaves then. Slaves were regarded as if they had no freedom nor value. Whatever the slave masters decided, the slaves had to fulfill without question. In East Africa, there was the largest slave market in Zanzibar, where slave masters went to buy and sell slaves as they wished. These slaves were previously obtained and acquired using the following ways:</p> <p>Raiding slave caravans; slave caravans were the most common way of transporting slaves from the interior to the coast; At the coast, these slaves were boarded on ships and taken to the major slave markets. Slave traders therefore used the technique of raiding other slave caravans, especially during the night, so as to increase the number of their own slaves; hence more profit.</p> <p>Selling and buying of prisoners captured in wars: sometimes, local rulers sold the prisoners from the wars which they had fought in. These prisoners of war were captured when the victorious army defeated the weaker army. So, when local rulers were confronted by slave traders, they sold out these prisoners in exchange for money.</p> <p>Making sudden attacks on villages:- some slave traders used this tactic, especially when they did not want to incur huge costs during slave acquisition. Therefore they opted to make sudden attacks on non-suspecting activities in the villages, normally during the nights when the people are most unaware. This was a common tactic in areas where there were no prominent leadership structures.</p> <p>Deceiving slaves and luring them to the coast:- some slave traders used this tactic to acquire</p>
----	---

8.	<p>slaves which they took over the sea to the slave market, to be sold; the slave traders used intriguing and very interesting items and words to lure the slaves from their homesteads and took them away to the coast, promising better life and many other deceptions. In the end, when they arrive at the coast, they capture the slaves and sail them to the slave markets either in Kilwa or Zanzibar.</p> <p>Selling criminals:- these criminals included thieves, robbers, wrong-doers and all other kinds, were sold to the slave traders if captured. That is why the local rulers kept cells to lock them in and later sell them to the slave traders. Moreover, the criminals were punished in such a way, because being reputed a criminal made them be harassed by the slave traders.</p> <p>Ambushing:- this refers to the making of sudden attacks to surprise and suddenly evade something. Colonial masters also used this method to capture slaves. They ambushed the slaves by way-laying the slaves in a caravan or even when they were coming from working in the farms or in the fields. The slave traders used to hide and suddenly take them by surprise.</p> <p>Conclusively, due to the involvement of various people including local rulers and slave traders, the trade flourished until when colonialists arrived and began anti-slavery activities. These activities went on and eventually led to the diminishing of slave trade late in the 18th and 19th centuries.</p>
----	---

Extract 8.2: A Sample of a Relevant Response for Question 8

2.9 Question 9: Essay

This question was derived from the topic of *Colonial Economy*. It required the candidates to explain six factors that determined the establishment of peasant agricultural system in colonial Africa. It was attempted by 337,366 (70.7%) candidates. The majority of candidates (278,648 equal to 82.6 per cent) scored 0 to 4 marks, whereby 120,472 (35.7%) of them scored zero. In addition, a total of 49,767 (14.7%) candidates scored marks ranging from 4.5 to 9.5, while 8,951 (2.7%) candidates scored from 10 to 15 marks. This was one of the most poorly performed question since only 58,718 (17.4%) scored marks ranging from 4.5 to 15. Figure 9 shows the performance of the candidates for question 9.

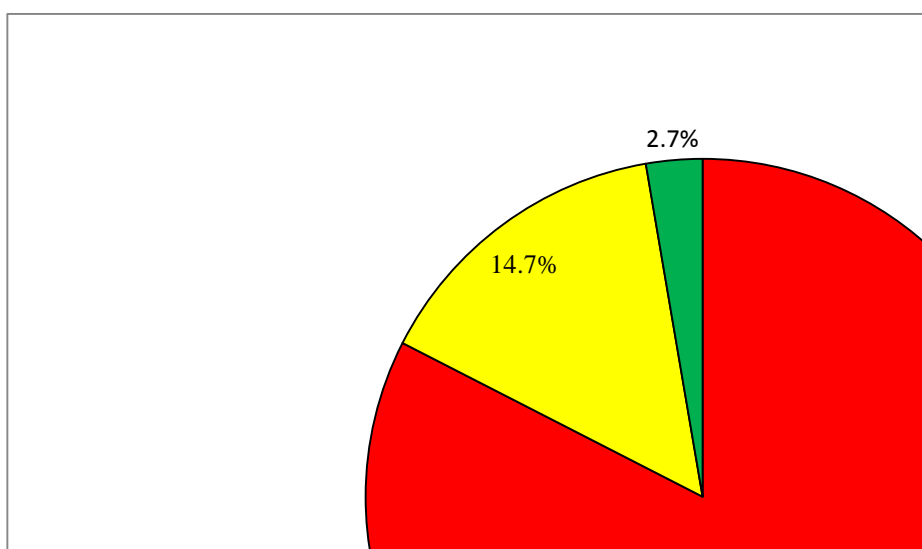


Figure 9: *The Performance of Candidates for Question 9*

The 120,472 candidates (35.7%) who scored zero lacked knowledge about the relevant factors which determined the establishment of various agricultural systems during the colonial period. In the same vein, those candidates failed to identify the demands of the question. Similarly, most of their responses indicated lack of proficiency in English language, as shown in Extract 9.1.

09.	<p>Peasant agriculture this was agriculture system practice in Uganda by colonialism after being failed to practice settler agriculture in western part. The following are the factor that determine the establishment of peasant agricultural system in colonial wage.</p> <p>Forced Labour. This means the European country establish peasant agricultural system in colonial Africa because there is presence of forced labour who can forced them to do activities so through presence of the labour help in establishment of peasant agricultural system in colonial Africa.</p> <p>Land alienation. This means that European - the establish peasant agricultural system in colonial Africa because they were know that they can take the land from the Africa through and they will established their peasant agricultural in colonial Africa.</p> <p>Low wages. This means that the colonies they establish peasant agricultural system in colonial Africa because they wanted labourer from Africa who they are able to do work in peasant agricultural system then they pay low wages through that lead to the factor that determine establishment of peasant colonial in Africa.</p> <p>Taxation. This means that the colonialism they establish peasant agricultural system in colonial Africa because they wanted Africa to pay tax to them which will cause them to come back to continue with other activities in peasant agricultural system which will help them to get low wages which can help them to pay the tax to those white, so through Taxation lead to the establishment of peasant agricultural system in colonial Africa.</p>
-----	--

Extract 9.1: A Sample of an Irrelevant Response for Question 9

In extract 9.1, the candidate was out of the demand of the question. They explained about the strategies used by the colonialist to get labourers who would work in the plantations, settler farms, or mines. In short, those candidates were not aware of how colonial economy operated, its aims, and effects.

Marks ranging from 0.5 to 4 marks were scored by the candidates whose responses lacked clear and coherent explanations due to lack of knowledge on the tested topic, or poor English language proficiency. Many of the

candidates listed down the points without giving any explanations, mixed correct and incorrect responses, or provided few points contrary to the demands of the question. One of the weaknesses of those candidates in this category was their inability to write well in English language.

Candidates with average scores (4.5 to 9.5 marks) provided points that are characterized by lack of clarity, irrelevant examples, and insufficient explanations. Some candidates in this group did not exhaust all the points demanded by the question. Also, there were a few cases in which some candidates were unable to explain the concepts clearly in English Language.

Furthermore, the candidates who scored from 10 to 15 marks revealed great mastery of the tested topic, and adequate ability in identifying the demands of the question. Moreover, those candidates' command of English language was good, and to a great extent, they were able to explain the concepts clearly, and they provided the required number of points. For example, they explained how climatic conditions, dense population, presence of centralized states, shortage of labour, and readiness of the peasants to grow cash crops acted as determinants in establishing peasant agricultural system in the colonies.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The CSEE 2021 History examination paper consisted of 9 questions that were set from 16 topics. Those topics are: *Sources and Importance of History; Evolution of Man, Technology and Environment; Development of Economic Activities and their Impact; and Development of Social and Political Systems; Interactions Among the People of Africa; Social-Economic Development and Production in Pre-colonial Africa; Industrial Capitalism; Africa and the External World; Establishment of Colonialism; Colonial Economy; Colonial Administrative Systems; 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 analysis of the candidates' responses in the History subject indicates that the candidates' performance for questions 2 and 4 was good as the percentages of correct responses were 79.5 and 69.2 respectively. Questions 2 and 4 were objective, and they were derived from *Development of Economic Activities and Their Impact* and *Evolution of Man, Technology and Environment* topics respectively.

On the other side, the candidates performed averagely in question 1, 5, 6, 7, and 8 with 62.6, 55.1, 31, 42.1, and 38.5 percentages of correct responses

respectively. Question 1 was a multiple choice question derived from different topics, whereas questions 5 was extracted from *Changes in Political, Social and Economic Policies in Africa After Independence* topic. Question 6 was an essay question derived from the *Social-Economic Development and Production in Colonial Africa* topic. Both question 7 and 8 were essay questions derived from *Colonial Administrative Systems* and *Africa and the External World* topics respectively.

Questions 3 and 9 had weak performances. The percentages of correct responses for those questions were 20.53, and 17.4 percentages, respectively. Question 3 was a supply item question, while question 9 was an essay question. Questions 3 and 9 were derived from the topics of *Establishment of Colonialism*, and *Colonial Economy* respectively. Of all the questions in the CSEE 2021 History subject examination paper, question 9 had the weakest performance. (see appendix).

4.0 CONCLUSION

The general performance of the candidates in the History subject examination (CSEE 2021) was average since a total of 281,035 (59.21%) candidates passed. The candidates who passed were aware of the demands of the questions, and they exhibited adequate knowledge of the subject matters tested, particularly in question 2 and 4. Moreover, they exhibited good command of the English Language, which was another reason for their good performance.

Average performance was observed in questions 1, 5, 6, 7, and 8. A number of candidates demonstrated moderate ability in identifying the demands of those questions. Moreover, those candidates exhibited moderate knowledge on the subject matters. Nevertheless, their command of English language was noted to be relatively good.

The candidates' poorest performance was observed in questions 3 and 9. The poor performance for those questions indicated that the candidates had limited knowledge in the tested topics, and failed to identify the demands of the questions. Poor mastery of English language and lack of good essay writing skills were among the obstacles which prevented them from scoring higher marks in some questions.

5.0 RECOMMENDATIONS

Generally, the performance of the candidates in this examination was average. Though majority of the candidates were challenged by questions 3 and 9. These questions were from the topics of *Establishment of Colonialism*, and *Colonial Economy* respectively. In order to improve the performance in this topic, the following are recommended:

- (i) Teachers should guide the candidates in groups to read written sources and present on the *Establishment of Colonialism*, and *Colonial Economy* topics.
- (ii) Candidates should be encouraged to use English language in their day-to-day communications within and outside the school compounds so as to improve their vocabularies, grammar, writing skills and logical arguments.
- (iii) History debate clubs should be encouraged and closely monitored by the teachers so as to enhance the candidates' ability to make logical arguments and expressions.
- (iv) Teachers should provide tests at the end of each topic so as to evaluate the candidates' understanding of the current topic before moving to the next topic. In so doing, the teachers will be able to know the challenges facing the candidates in a particular topic. Knowing the students' challenges will help teachers in designing and devising the teaching methods for improving the candidates' understanding.
- (v) Depending on the type of the topic, time and environment, teachers should employ various teaching and learning strategies such as project assignment, role play, guest speaker/specialist, study tours and debates in order to reinforce the candidates' understanding of the *Development of Economic Activities and their Impact* topic, and other topics which are difficult for students to learn theoretically or without incorporating multiple strategies.

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	Development of Economic Activities and Their Impact	2	79.5	79.5	Good
2	Evolution of Man, Technology and Environment	4	69.2	69.2	Good
3	Sources and Importance of History; Evolution of Man, Technology and Environment; Interactions Among the People of Africa; Industrial Capitalism; Africa and the External World; Establishment of Colonialism; Colonial Economy; Crises in the Capitalist System; Changes in Political, Social and Economic Policies in Africa After Independence and Africa in International Affairs.	1	62.6	62.6	Average
4	Changes in Political, Social and Economic Policies in Africa After Independence	5	55.1	55.1	Average
5	Colonial Administrative Systems	7	42.1	42.1	Average
6	Africa and the External World	8	38.5	38.5	Average
7	Social-Economic Development and Production in Colonial Africa	6	31	31	Average
8	Establishment of Colonialism	3	20.53	20.53	Weak
9	Colonial Economy	9	17.4	17.4	Weak

